



Curriculum Design for the Future

2019 Annual Fall Conference Proceedings

Editors

Leila Samii, Southern New Hampshire University

Rebecca Hochradel, Transylvania University

Ursula Sullivan, Northern Illinois University

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



Marketing Management Association

***24th Annual Marketing Management Association Fall Educators' Conference
September 18-20, 2019, Santa Fe, NM***

ACKNOWLEDGEMENTS

The Marketing Management Association is proud to present the 24th Fall Educators' conference! As in previous years, we find that the submissions to the conference were quite inspiring! The range and depth of the analysis that were conducted in submitting panel sessions, as well as refereed and panel papers were beyond our expectations and we know the conference will be the talk of marketing educators for weeks to come.

Marketing educators are inundated with the possibilities that technological innovations will transform their classrooms, whether online or on campus. Less evident is how to integrate the technology into our curriculum so students are engaged in learning. How are digital books and videos working for students? What about the simulations, badges, and certificates? E-learning has become the norm in some marketing departments so are there new metrics for measuring achievement? We may not have all the answers, but we'll definitely have great conversations about the classroom transformations we have witnessed and are likely to see in the near future.

We are very thankful to all the scholars who submitted position and refereed papers as well as volunteered for special sessions and panels. We are ever so grateful 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). Special thanks goes to **Debbie DeLong** for her assistance in assigning faculty to the various panels. In addition, we could not have the conference without the session chairs, listed separately in this publication, who help with the smooth coordination of panels and presentations. Special thanks to **Leila Samii and Becky Hochradel**, Proceedings Co-editors, for assembling all the material into these conference proceedings, and to **Lyle Wetsch**, MMA Webmaster, for placing them on the website for ease of access for all interested.

We are also quite proud to kick-off the conference with two pre-conference workshops. Thank you to our instructors **J. Steve Kelly, Susan Jones, and Lyle Wetsch**, for all their efforts in putting together a couple of great sessions.

Three teaching competitions were held this year with finalists being selected before the conference. Thank you to **Wessex Press** for sponsoring the Teaching Innovation competition, with **Theresa B. Clarke** leading the effort as the competition coordinator along with her great panel of judges. The Outstanding Teacher-Scholar Doctoral Student competition was managed by the ever-capable hands of **Vicky Crittenden**; we thank her for all the work in running an excellent competition. The Master Teacher Award competition coordinator role was taken on by **Don Roy**, who worked his magic in coordinating the judges and selecting a great slate of finalists. All judges and finalists are listed later in these Proceedings.

Interpretive Simulations sponsored the *Journal for Advancement in Marketing Education* outstanding reviewers 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. The winning paper was selected prior to the conference and the authors 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 2020 MMA Fall Educators' Conference will be held September 23-25, 2020 at the Omni Renaissance Hotel in Providence, RI! The 2020 MMA Spring Conference will be held March 25-27, 2020 at the Palmer House in Chicago, IL.

Many thanks to everyone involved with the conference! Our deepest appreciation goes to **Rebecca Dingus, Pam Kennett-Hensel, Chad Milewicz, and Gail Zank**, in helping with various aspects of putting on this conference.

We hope you enjoy lots of stimulating conversation, learn a few new ideas to take back to the classroom, and meet some fellow scholars who share your passion for improving the lives of our students!! Have a wonderful time in “The City Different” of Santa Fe!!

Ursula Y. Sullivan, Conference Program Chair
Brian A. Vander Schee, Conference Chair

2019 Exhibitors, Awards, and Competition Sponsors



CONFERENCE COMPETITIONS and AWARDS

Wessex Press 2019 Teaching Innovation Competition

Finalists:

Tristan Cui and Dewi Tojib, Monash University
Elizabeth Minton, University of Wyoming
Brooke Reavey, Dominican University

Coordinator – Theresa B. Clarke

Judges – Susan Geringer, Paul Hensel, Elliott Manzon, Ann Veeck

2019 Outstanding Teacher-Scholar Doctoral Student Competition

Finalists:

Ankit Anand, Georgia State University
April Kemp, University of South Alabama
Elisa Schweiger, University of Bath

Coordinator – Victoria Crittenden

Judges – Lauren Beitelspacher, Theresa B. Clarke, Lisa Spiller

MMA 2019 Master Teacher Award Competition

Finalists:

S. Paige Gardiner, Utah Valley University
C. Shane Hunt, Arkansas State University
Jane Machin, Radford University

Coordinator – Don Roy

Judges – Dawn Edmiston, Michael Messina, Chad Milewicz, Lyle Wetsch

Cengage Learning 2019 MMA Fall Educators' Conference

Best Refereed Paper Award Winners

When the Student Becomes the Teacher: Enhancing Marketers' Understanding of Minority Consumers while Increasing Minority Students' Understanding of Marketing

Delancy H.S. Bennett, Clemson University
Geraldo Matos, Roger Williams University
Yana Andonova, Murray State University
Katie Hildebrand, Clemson University
Lori M. Pindar, Clemson University

Interpretive Simulations 2019 *Journal for Advancement of Marketing Education*

Reviewer of the Year Award Winners

Henry Greene, Central Connecticut State University
Leighann C. Neilson, Carleton University

Interpretive Simulations 2019 *Journal for Advancement of Marketing Education*

Article of the Year Award Winner

Hidden Learning: Measuring Student Learning in the Marketing Capstone

Andrew Bryant, Chip E. Miller, and
Andrew Norman, Drake University

MARKETING MANAGEMENT ASSOCIATION

2019-2020 OFFICERS

Chad Milewicz	President	University of Southern Indiana
Gail Zank	Immediate Past-President (2018-2019)	Texas State University
Jeanetta Sims	President-Elect and Spring 2020 Program Chair	University of Central Oklahoma
Leila Samii	VP Marketing	Southern New Hampshire University
Alex Milovic	Executive Director	Marquette University
Rebecca Dingus	Treasurer	Central Michigan University
Lyle Wetsch	Communications Director	Memorial University of Newfoundland

BOARD OF DIRECTORS

Debbie DeLong, Chatham University, Term Expires 2022
Pam Kennett-Hensel, University of New Orleans, Term Expires 2021
Lisa Lindgren, College of St. Benedict/St. John's University, Term Expires 2021
John McGrath, University of Pittsburgh at Johnstown, Term Expires 2020
Michael Messina, Gannon University, Term Expires 2021
Barbara Morgan, California State University – Fresno, Term Expires 2020
Hank Roehrich, Park University, Term Expires 2022
LaCalvince “Cal” Simpson, Indiana University East, Term Expires 2020
Andreas Stratemeyer, California State University – Fresno, Term Expires 2022
Ursula Sullivan, Northern Illinois University, Term Expires 2020
Takisha Toler, Stevenson College, Term Expires 2022
Brian Vander Schee, University of Wisconsin – Whitewater, Term Expires 2022

PUBLICATIONS COUNCIL

Susan Geringer, California State University, Fresno, Term Expires 2021
Paul Hensel, University of New Orleans, Term Expires 2019
Alex Milovic, Marquette University, Ex-officio, Executive Director
Pallab Paul, University of Denver, Ex-Officio, JAME Editor
Brian Rutherford, Kennesaw State University, Ex-Officio, MMJ Editor
Leila Samii, Southern New Hampshire University, Ex-Officio, Proceedings Editor
Lyle Wetsch, Memorial University of Newfoundland, Ex-Officio, Communications Director
Debra Zahay-Blatz, St. Edward's University, Term Expires 2019

CONFERENCE PROGRAM COMMITTEE

Ursula Sullivan, Program Chair, Northern Illinois University
Brian Vander Schee, Conference Chair, University of Wisconsin – Whitewater
Leila Samii, Proceedings Co-Editor, Southern New Hampshire University
Rebecca Hochradel, Proceedings Co-Editor, Transylvania University

PRE-CONFERENCE WORKSHOP FACULTY

J. Steven Kelly, DePaul University
Susan K. Jones, Ferris State University
Lyle Wetsch, Memorial University of Newfoundland

CONFERENCE PAPER REVIEWERS

Demetra Andrews, Indiana University Purdue University at Indianapolis
Tim Aurand, Northern Illinois University
Nora Barnes, University of Massachusetts, Dartmouth
Lauren Beitelspacher, Babson College
Kristi Bockorny, Northern State University
Philip Boutin, Eastern Kentucky University
Nicole Butski, University of Wisconsin – Whitewater
Donna Coelho, Western Connecticut State University
Mary Conron, Temple University Rome
Alicia Cooper, Dillard University
Mark DeFanti, Providence College
Penny DeJong, Park University, Parkville Campus
Anirudh Dhebar, Babson College
Karen Eutsler, Xavier University
Scott Fiene, The University of Mississippi
Kathie Fleck, Ohio Northern University
Kim Folkers, Wartburg College
Weixing Ford, Texas A&M University, San Antonio
Susan Geringer, California State University – Fresno
Henry Greene, Central Connecticut State University
Sheri Grotrian-Ryan, Peru State College
Adriane Grumbein, University of Kentucky
Dee Guillory, Winston-Salem State University
Stacey Hills, Southern Vermont College
Fred Hoyt, Illinois Wesleyan University
Maxwell Hsu, University of Wisconsin – Whitewater
Haiyan Hu, Morgan State University
Shane Hunt, Arkansas State University
Lexi Hutto, Millersville University
Omar Itani, University of Texas at Arlington
Stephanie Jacobsen, Bridgewater State University
Adrian James, Park University
Katryna Johnson, Metropolitan State University
Pam Kennett-Hensel, University of New Orleans
Michelle Kunz, Morehead State University
Sudipta Majumdar, ICFAI University
Ajay Manrai, University of Delaware
John McGrath, University of Pittsburgh at Johnstown
Marilyn Melchiorre, The College of Idaho
Pam Mickelson, Morningside College
Chad Milewicz, University of Southern Indiana
Alex Milovic, Marquette University
Lou Pelton, University of North Texas
Roy Phillip, Trevecca Nazarene University
Daniel Rajaratnam, The University of Texas at Dallas
Chris Riley, Delta State University
Jim Rogers, Saint Mary's College, Indiana
Don Roy, Middle Tennessee State University
Jeri Rubin, University of Alaska, Anchorage
Doreen Sams, Georgia College
Joyce Shotick, Judson University
Debika Sihi, Southwestern University
Karen Stone, Southern New Hampshire University
Randy Stuart, Kennesaw State University
Scott Swain, Clemson University

Brian Vander Schee, University of Wisconsin – Whitewater
Hannah Walters, Northern State University
Chris Ward, The University of Findlay
Jacquelyn Warwick, Andrews University
Bill Wellington, University of Windsor
Jinhee Yoo, Gannon University
Gail Zank, Texas State University
Michelle Zimmerman, Gannon University

CONFERENCE SESSION CHAIRS

Gaye Acikdilli, The University of North Carolina at Pembroke
Joe F. Alexander, Belmont University
David Aron, Dominican University
Lauren Beitelspacher, Babson College
Donna J. Bergenstock, Muhlenberg College
Charles D. Bodkin, The University of North Carolina at Charlotte
Elizabeth A. Carey, Johnson & Wales University
Ruth Chavez, Metropolitan State University of Denver
Theresa B. Clarke, James Madison University
Victoria L. Crittenden, Babson College
Linden Dalecki, Pittsburg State University
Penelope DeJong, Park University, Parkville Campus
Debbie DeLong, Chatham University
John R. Dickinson, University of Windsor, Canada
Rebecca Dingus, Central Michigan University
Kim Donahue, Indiana University
Marilyn L. Eastman, Morningside College
Karen Eutsler, Xavier University
O.C. Ferrell, Auburn University
Prachi Gala, Elon University
Susan Geringer, California State University, Fresno
Donna H. Green, Ferris State University
Sheri Grotrian, Peru State College
Mya Pronchinske Groza, Northern Illinois University
Mark D. Groza, Northern Illinois University
Frederick B. Hoyt, Illinois Wesleyan University
Pam Kennett-Hensel, University of New Orleans
Paul Lane, Grand Valley State University
Lisa Lindgren, College of St. Benedict, St. John's University
Gerry Matos, Roger Williams University
Tricia McFadden, Saint Francis University
John M. McGrath, University of Pittsburgh at Johnstown
Kristy McManus, University of Georgia
Tomasz Miaskiewicz, Fort Lewis College
Chad Milewicz, University of Southern Indiana
Alex Milovic, Marquette University
Jeannine Morber, Stevenson University
Carolyn Nicholson, Stetson University
Pallab Paul, University of Denver
Wes Pollitte, St. Edward's University
Tia Quinlan-Wilder, University of Denver
Brooke Reavey, Dominican University
Hank Roehrich, Park University
Don Roy, Middle Tennessee State University
Leila Samii, Southern New Hampshire University

Doreen (Dee) Sams, Georgia College & State University
LaCalvince Simpson, Indiana East University
Jeanetta Sims, University of Central Oklahoma
Mary Lee Stansifer, University of Colorado Denver
Andy Stratemeyer, California State University, Fresno
Zinaida Taran, Delta State University
Takisha S. Toler, Stevenson University
Tom Turner, Lenoir Rhyne University
Brian A. Vander Schee, University of Wisconsin – Whitewater
Lyle Wetsch, Memorial University of Newfoundland
Michelle Zimmerman, Gannon University

CONFERENCE ATTENDEES

Gaye Acikdilli, acikdill@uncp.edu, University of North Carolina at Pembroke
Pia Albinsson, albinssonpa@appstate.edu, Appalachian State University
Joe Alexander, joe.alexander@belmont.edu, Belmont University
Ankit Anand, aanand2@gsu.edu, Georgia State University
Karen Anderson, kanderson68@uco.edu, University of Central Oklahoma
David Aron, daron@dom.edu, Dominican University
Timothy Aurand, taurand@niu.edu, Northern Illinois University
Jacqueline Babb, jacbabb@gmail.com, Aurora University
Angela Balog, abalog@francis.edu, University of Pittsburgh at Johnstown
Susan Baxter, susan.baxter@limcollege.edu, LIM College
Nicole Beachum, nbeachum@uab.edu, University of Alabama at Birmingham
Lauren Beitelspacher, lbeitelspacher@babson.edu, Babson College
Donna Bergenstock, donnabergenstock@muhlenberg.edu, Muhlenberg College
Debra Blatz, dblatz@stedwards.edu, St. Edward's University
Charles Bodkin, cbodkin1@gmail.com, UNC Charlotte
Federica Bologna, federica.bologna@du.edu, University of Denver
Andrew Bryant, andrew.bryant@drake.edu, Drake University
Elizabeth Carey, ecarey@jwu.edu, Johnson & Wales University
Ella Carter, ecarter@bowiestat4e.edu, Bowie State University
Eric Carter, ecarter2@csu.edu, Cal State Bakersfield
Patrali Chatterjee, chatterjee@montclair.edu, Montclair State University
Terry Clark, tclark@business.siu.edu, Southern Illinois University
Theresa Clarke, clarketb@jmu.edu, James Madison Univ.
Dennis Clayson, dennis.clayson@uni.edu, Univ. of Northern Iowa
Dana Connell, dconnell@colum.edu, Columbia College Chicago
Alicia Cooper, acooper@dillard.edu, Dillard University
Victoria Crittenden, vcrittenden@babson.edu, Babson College
Brent Cunningham, brentc@jsu.edu, Jacksonville State University
Linden Dalecki, ldalecki@pittstate.edu, Pittsburg State University
Amy Danley, amy.l.danley@wilmu.edu, Wilmington University
Penelope Dejong, pdejong@park.edu, Park University
Debbie Delong, ddelong@chatham.edu, Chatham University
Esmeralda de los Santos, esmdls@uiwtx.edu, University of the Incarnate Word
John Dickinson, MExperiences@bell.net, University off Windsor
Rebecca Dingus, rebecca.dingus@cmich.edu, Central Michigan University
Memo Diriker, mfdiriker@salisbury.edu, BEACON at Salisbury University
Kim Donahue, kdonahue@iu.edu, Indiana University Kelley School of Business
Jenna Drenten, jdrenten@luc.edu, Loyola University Chicago
Marilyn Eastman, eastmanm@morningside.edu, Morningside College
Karthikeya Easwar, ke145@georgetown.edu, Georgetown University
Andrea Eby, aeby@capilano.ca, Capilano University
Cheryl Edmiston, dawnedmiston@hotmail.com, Professional

Dawn Edmiston, dawn.edmiston@mason.wm.edu, William & Mary
 Gail Eisenberg, gaileisenberg@muhlenberg.edu, Muhlenberg College
 Nancy Engelhardt, nengelha@marymount.edu, Marymount University
 Karen Eutsler, eutslerk@xavier.edu, Xavier University
 Joel Evans evansjm@mountunion.edu, University of Mount Union
 Linda Ferrell, LKF0009@auburn.edu, Auburn University
 O.C. Ferrell, OCF0003@auburn.edu, Auburn University
 Scott Fiene, fienescott@gmail.com, University of Mississippi
 Don Fischer, fischedo@gmail.com, Northland Community & Technical College
 Matt Fisher, mfisher19@mac.com, San Francisco State University
 Gordon Flanders, grflanders@hotmail.com, Western New Mexico University
 Dr. Renée Fontenot, renee.fontenot@gcsu.edu, Georgia College & State University
 Lynda Fuller, lynda.k.fuller@wilmu.edu, Wilmington University
 Prachi Gala, pgala@elon.edu, Elon University
 Gopala Ganesh, ganesh@unt.edu, University of North Texas
 Stephanie Gardiner, paigegardiner@gmail.com, Utah Valley University
 Ginny Garner, ggarner@caspercollege.edu, Casper College
 Susan Geringer sgeringer@csufresno.edu, California State University, Fresno
 Karl Giulian kgiulian@atlantic.edu, Atlantic Cape Community College
 Denise Gochenouer denise.gochenouer@smsu.edu, Southwest Minnesota State University
 Geoffrey Gordon, ggordon@niu.edu, Northern Illinois University
 Julie Grabanski julie_grabanski@hotmail.com, University of North Dakota
 Henry Greene hgreene@ccsu.edu, Central Connecticut State University
 Sheri Grotrian, sgrotrian@peru.edu, Peru State College
 Mya Groza, mya@niu.edu, Northern Illinois University
 Mark Groza, mgroza@niu.edu, Northern Illinois University
 Marko Grunhagen, mgrunhagen@eiu.edu, Eastern Illinois University
 M. Dee Guillory, guillorymd@wssu.edu, Winston-Salem State University
 Leonard Harmon, len.harmon@nichols.edu, Nichols College
 Paul Hensel, pjhensel@yahoo.com, University of New Orleans (Emeritus)
 Joyce Hicks, jhicks@saintmarys.edu, Saint Mary's College
 Rebecca Hochradel, bhochradel@transy.edu, Transylvania University
 Dr. Anne Hoel, hoela@uwstout.edu, University of Wisconsin - Stout
 Gary Holmes, Gary.Holmes@untdallas.edu, University of North Texas at Dallas
 Jeff Hoyle, hoyle1ja@cmich.edu, Central Michigan University
 Frederick Hoyt, fhoyt@iwu.edu, Illinois Wesleyan University
 Max Hsu, hsum@uww.edu, UW-Whitewater
 Lei Huang, lei.huang@fredonia.edu, State University of New York at Fredonia
 Shane Hunt, shunt@astate.edu, Arkansas State University
 Lexi Hutto, Lexi.Hutto@millersville.edu, Millersville University
 Darlene Jaffke, darlene.jaffke@columbiasouthern.edu, Columbia Southern University
 Sandy Jap, SJAP@emory.edu, Emory University
 James Jarrard, Jarrard@uwplatt.edu, University of Wisconsin-Platteville
 Susan Jones, sjones9200@aol.com, Ferris State University
 Scott Jones, sajones@stetson.edu, Stetson University
 Kim Judson, kmjuds2@ilstu.edu, Illinois State University
 J. Steven Kelly, skelly@depaul.edu, DePaul University
 Jaciel Keltgen, jkeltgen@augie.edu, Augustana University
 April Kemp, ak1721@jagmail.southalabama.edu, University of South Alabama
 Pamela Kennett-Hensel, pkennett@uno.edu, University of New Orleans
 Martin Key, tkey@uccs.edu, University of Colorado, Colorado Springs
 Peter Knight, knightp@uwp.edu, University of Wisconsin Parkside
 Chiranjeev Kohli, ckohli@identitypulse.com, Cal State Fullerton
 Stephanie Kontrim-Baumann, stephanie.baumann@mobap.edu, Missouri Baptist University
 Dennis Kopf, kopfd@uww.edu, University of Wisconsin - Whitewater
 Steven Koppitsch, skoppit@bgsu.edu, Bowling Green State University
 Jamie Lambert, carterj1@ohio.edu, Ohio University

Paul Lane, lanepa@gvsu.edu, GVSU/UNAN Managua
 Dr. Chein Le, chien.le@uta.edu, UT Arlington
 Phillip Lewis, lewi8025@gmail.com, Rowan University
 Lisa Lindgren, llindgren@csbsju.edu, College of St. Benedict / St. John's University
 Lori Lohman, lohman@augsbu.edu, Augsburg University
 Mushtaq Luqmani, mushtaq.luqmani@wmich.edu, Western Michigan University
 Zahida Luqmani, zahida.luqmani@wmich.edu, Western Michigan University
 Kristen Maceli, kmaceli@pittstate.edu, Pittsburg State University
 Jane Machin, rowen6@radford.edu, Radford University
 Ajay Manrai, manraia@gmail.com, University of Delaware
 Harvey Markovitz, hmarkovitz@pace.edu, Pace University
 Mary Martin, mmartin@fhsu.edu, Fort Hays State University
 Michael Martin, mjmartin@fhsu.edu, Fort Hays State University
 Lorraine Martinez-Novoa, lmartinez-novoa@mmm.edu, Marymount Manhattan College
 Geraldo Matos, gmatos@rwu.edu, Roger Williams University
 Mary Beth McCabe, mmccabe@nu.edu, National University
 Denn, McCorkle, denny.mccorkle@unco.edu, University of Northern Colorado
 Maggie, Mcdermott, mmcdermott@uwlax.edu, University of Wisconsin- Lacrosse
 Pam McElligott, pmcelligott@stlcc.edu, St. Louis Community College Meramec
 Kevin McEvoy, kevin.mcevoy@uconn.edu, University of Connecticut
 Dr. Tricia McFadden, tmcfadden@me.com, Saint Francis University
 John McGrath, mcgrath@pitt.edu, University of Pittsburgh at Johnstown
 Kathy McKee, mckeek21@uww.edu, University of Wisconsin Green Bay
 Kristy McManus, kmcmanus@uga.edu, University of Georgia
 Kanika Meshram, kanika.meshram@unimelb.edu.au, The University of Melbourne
 Michael Messina, messina001@Gannon.edu, Gannon University
 Catherine Mezera, catherine.mezera@mail.wvu.edu, WVU Reed College of Media
 Chad Mezera, chad.mezera@mail.wvu.edu, WVU Reed College of Media
 Tomasz Miaskiewicz, tmiaskiewicz@fortlewis.edu, Fort Lewis College
 Kathy Micken, kmicken@rwu.edu, Roger Williams University
 Chad Milewicz, cmmilewicz@usi.edu, University of Southern Indiana
 Emma Milewicz, cmmilewicz@usi.edu, St. John the Baptist
 Gina Miller, miller_gl@mercer.edu, Mercer University - Atlanta
 Victoria Miller, vmiller@coppin.edu, Coppin State University
 Adam Mills, ajmills@loyno.edu, Loyola University New Orleans
 Alexander Milovic, alexander.milovic@marquette.edu, Marquette University
 Dong-Jun Min, dmin2@uno.edu, University of New Orleans
 Elizabeth Minton, eminton@uwyo.edu, University of Wyoming College of Business
 Detra Montoya, Detra.Montoya@asu.edu, Arizona State University
 Jeannine Morber, jmorber@stevenson.edu, Stevenson University
 Lynn Murray, lmurray@pittstate.edu, Pittsburg State University
 Lubna Nafees, nafeesl@appstate.edu, Appalachian State University
 Mary Judene Nance, mjnance@pittstate.edu, Pittsburg State University
 Gillian Naylor, gillian.naylor@unlv.edu, University of Nevada, Las Vegas
 Michelle Nelson, mnelson@linfield.edu, Linfield College
 Carolyn Nicholson, cynichol@stetson.edu, Stetson University
 Hayden Noel, hnoel@illinois.edu, University of Illinois, Urbana-Champaign
 Nadia Novotorova, nnovotorova@bakeru.edu, Baker University
 Kelley O'Reilly, kelly.oreilly@wmich.edu, Western Michigan University
 Notis Pagiavlas, pagiavlasno@wssu.edu, Winston-Salem State University
 Lisa Palumbo, lapalumb@uno.edu, University of New Orleans
 Pallab Paul, ppaul@du.edu, University of Denver
 Lou Pelton, pelton@unt.edu, University of North Texas
 Cara Peters, petersc@winthrop.edu, Winthrop University
 Rj Podeschi, rpodeschi@millikin.edu, Millikin University
 Wesley Pollitte, wpollitte@gmail.com, St Edward's University
 Manuel Pontes, pontes@rowan.edu, Rowan University

Joel Poor, Poor@missouri.edu, The University of Missouri
 Tae-Hyung Pyo, tpyo@uidaho.edu, University of Idaho
 Tia Quinlan-Wilder, tquinlan@du.edu, University of Denver
 Elizabeth Randon McDougal, elizabeth.randon@selu.edu, Southeastern Louisiana University
 James Reardon, james.reardon@unco.edu, University of Northern Colorado
 Brooke Reavey, breavey@dom.edu, Dominican University
 Kristen Regine, kristen.regine@jwu.edu, Johnson & Wales University
 Lori Reno, lxe9@psu.edu, Penn State University
 Eric Rhiney, rhineeri@webster.edu, Webster University
 Henry Roehrich, henry_roehrich@hotmail.com, Park University
 Eleri Rosier, rosiere@cardiff.ac.uk, Cardiff University
 Don Roy, Don.Roy@mtsu.edu, Middle Tennessee State University
 Lelia Samii, l.samii@snhu.edu, Southern New Hampshire University
 Doreen (Dee) Sams, doreen.sams@gcsu.edu, Georgia College & State University
 Jessica Sanborn, jsanbor1@depaul.edu, DePaul University
 Dennis Sandler, dennis1940@gmail.com, Pace University
 Diane Santurri, dsanturri@jwu.edu, Johnson & Wales University
 Matthew Sauber, msauber@emich.edu, Eastern Michigan University
 Ricky Saucier, saucierr@thomas.edu, Thomas College
 Tom Schmidt, schmidt-t@mssu.edu, Missouri Southern State University
 Denise Schoenbachler, denises@niu.edu, Northern Illinois University
 Elisa Schweiger, ebs24@bath.ac.uk, University of Bath
 Carol, Scovotti scovottc@uww.edu, University of Wisconsin-Whitewater
 Lindsey Sharrard, sharr1lj@cmich.edu, Central Michigan University
 LaCalvince Simpson, lalcalvince.simpson@gmail.com, Indiana University East
 Jeanetta Sims, jsims7@uco.edu, University of Central Oklahoma
 Nripendra Singh, nsingh@clarion.edu, Clarion University of Pennsylvania
 Faye Sisk, sisk_fa@mercer.edu, Mercer University
 Sanga Song, ss103@iu.edu, Indiana University East
 Christina Sparks, ccsparks@olemiss.edu, University of Mississippi
 Lisa Spiller, lspiller@cnu.edu, Christopher Newport University
 Mary Lee Stansifer, marylee.stansifer@ucdenver.edu, University of Colorado Denver
 Michael Stehlin, mikestehlin@muhlenberg.edu, Muhlenberg College
 Tony Stovall, tostoval@iu.edu, Indiana University - Indianapolis
 Andreas Stratemeyer, astratemeyer2@gmail.com, California State University, Fresno
 Ursula Sullivan, usullivan@niu.edu, Northern Illinois University
 Holly Syrdal, holly.syrdal@txstate.edu, Texas State University
 Chanchal Tamrakar, chanchaltam@gmail.com, Georgia Southern University
 Zinaida Taran, ztaran@gmail.com, Delta State University
 Dewi Tojib, dewi.tojib@monash.edu, Monash University
 Takisha Toler, ttoler@stevenson.edu, Stevenson University
 Deborah Toomey, debs@nwmissouri.edu, Northwest Missouri State University
 Luis Torres, ltorres1@ggc.edu, Georgia Gwinnett College
 Carrie Trimble, ctrimble@millikin.edu, Millikin University
 Stacy Trisler, strisler@uwlax.edu, University of Wisconsin-La Crosse
 Sheb True, strue@kennesaw.edu, Kennesaw State University
 Thomas Turner, tom.turner@lr.edu, Lenoir-Rhyne University
 Brian Vander Schee, bvanders@aurora.edu, University of Wisconsin – Whitewater
 Trent Wachner, trent@creighton.edu, Creighton University
 Mary Wachter, mwachter@pittstate.edu, Pittsburg State University
 Greg Wagner, gwagner4@du.edu, University of Denver
 David Wallace, dwallace@iwu.edu, Illinois Wesleyan University
 Cassandra Wells, drwellmkg@gmail.com, Morehouse College
 Lyle Wetsch, lyle@wetsch.ca, Memorial University of Newfoundland
 Natalie Winter, nwinter@calbaptist.edu, California Baptist University
 Mark Wolters, mwolter@illinois.edu, University of Illinois, Urbana-Champaign
 Van Wood, vrwood@vcu.edu, Virginia Commonwealth University

Barbara Wooldridge, brosswoo@uttyler.edu, The University of Texas at Tyler
Gail Yosh, yoshg@montclair.edu, Montclair State University
Randa Zalman, rzalman@bellevue.edu, Bellevue University
Christopher Ziemnowicz, ziemnow@uncp.edu, University of North Carolina at Pembroke
Michelle Zimmerman, zimmerma019@gannon.edu, Gannon University

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	ii
EXHIBITORS and SPONSORS.....	iv
CONFERENCE COMPETITIONS and AWARDS.....	v
PRE-CONFERENCE WORKSHOP FACULTY.....	vi
CONFERENCE PROGRAM COMMITTEE.....	v
CONFERENCE PAPER REVIEWERS.....	vii
CONFERENCE SESSION CHAIRS.....	viii
MARKETING MANAGEMENT ASSOCIATION OFFICERS.....	vi
CONFERENCE ATTENDEES.....	ix
TABLE OF CONTENTS.....	xiv
REFEREED PAPERS.....	1
POSITION PAPERS.....	55
PANEL POSITION PAPERS.....	129
TEACHING NOTES.....	199

CELEBRITY TWEETING: OF PERSONALITY, PUPPY PRODUCTS AND PEE A CASE STUDY

Jaciel Keltgen, Augustana University
Corey Hermanson, Augustana University

ABSTRACT

Modern pop-culture is fueled by the clout of celebrities as well as social taste makers and influencers. Powerful social reach can translate into stronger credibility and visibility and is practiced by many U.S. brands. This single-case study was designed to explain the influence of one medically-trained reality TV star who parlayed her celebrity into a social media following. Her most recent 3,203 tweets were collected and analyzed via the viewfinder of a three-stage relationship framework, social capital theory and role of personal influence theory. Through design, data collection and analysis, this case study illustrates the contemporary phenomenon of social capital in building and maintaining a following not only in the health realm, but also among a pet-owner audience perfectly poised to purchase a celebrity's invention, #popuppeepad.

INTRODUCTION

Jen Arnold is a medical doctor specializing in neonatology. She is also a simulation educator, cancer survivor, co-author of the books *Life is Short* and *Think Big*, daughter, wife, and mother. To most TV watchers, though, Dr. Arnold (@JenArnoldMD) and her husband Bill Klein (@ReallyBillKlein), are the stars of The Learning Channel's show, *The Little Couple*. For 13 years fans have followed the adventures of this couple, who both have a form of dwarfism called skeletal dysplasia, as they adopted two children, Will and Zoey, and two dogs, Rocky and Maggie, moved from Texas to Florida and generally faced life's joys and adversities from a four-foot perspective. Both interact with their fans and followers via Facebook, Instagram and Twitter. The official Facebook page for the TV couple has 2.2 million "likes." And while shorter than most 5-year-olds, Dr. Arnold is a giant in the world of social media.

CASE STUDY BACKGROUND

Several years ago, while exploring whether physicians used Twitter to increase their community engagement, student researchers utilized the Twitter search application programming interface (API) to "plug" into Twitter to collect and analyze users' tweet data (Berlind, 2015). Twitter is built upon digital conversations and using API endpoints unlocks data

critical in publishing and curating tweets, as well as filtering and searching for topics. Any authorized Twitter user or developer is able to employ the API to access and organize tweet data, especially as they measure interactions with followers on the platform (Berlind, 2015; and SmartBear, 2019). Through analysis of 3.38 million tweets collected from March 2006-December 31, 2015, that study's authors revealed the Top 10 U.S. physicians according to the number of Twitter followers (Hanzel, Richards, Schwitters, Smith, Wendland, Martin & Keltgen, 2018). All 10 physicians are publicly known figures – media stars or world-renowned health experts. Number one was Dr. Drew, an American board-certified internist, addiction medicine specialist, media personality and host of the radio talk show, *Loveline*. His followers numbered 3.183 million, making him the top-tweeting physician in 2015. Dr. Arnold was number 9 – and the only woman on the list – with 262,852 followers. She primarily tweets about family life as well as offering advice and information on pediatric health, infertility, adoption and public policy (Hanzel et al., 2018).

Dr. Arnold has successfully maintained relationships forged through her TV presence, and developed new ones through her social media presence. These relationships have built up a fan base eager to buy her books. This isn't unusual; many reality TV celebrities have parlayed their fame into riches (Cha, Haddadi, Benevenuto, & Gummandi, 2010). Pop music star Jessica Simpson, who starred in

MTV's *Newlyweds: Nick and Jessica* with ex-husband Nick Lachey from 2003-2005 and used her stardom to launch a clothing line, nets more than \$1 billion per year (Bloomberg, April 7, 2015). Kylie Jenner, docuseries star in *Keeping Up With the Kardashians* and *Life of Kylie*, is a "cosmetics mogul and social media powerhouse" (*Forbes*, March 5, 2019). When asked to explain her company's growth, billionaire Jenner said, "It's the power of social media. I had such a strong reach before I was able to start anything." Dwayne "The Rock" Johnson is an American professional wrestler and actor. According to Lansat of *Business Insider* (September 27, 2018), @TheRock earns \$650,000 per post to his 13.3 million followers.

This case study was designed to illuminate a set of Dr. Arnold's tweets through research design, data collection and analysis, and interpretation in a desire to better understand "complex social phenomena" (Yin, 2003, p. 2). Data for this case study were gathered from a Twitter account analytics report of Dr. Arnold's most recent 3,203 tweets – extending from 2017 through March 31, 2019 – in an effort to answer the question of whether her influence was used to sell her new invention for toilet training puppies. This analytics report includes the number of tweets per day, week and month, retweets, replies, device used, most retweets and most liked tweets, tweet patterns and hashtag use unique to Dr. Arnold. Yin (2003) says case study researchers must lodge their inquiry in a unit of analysis. In this case the unit of analysis is an individual: TV and social media star, Dr. Jen Arnold.

HYPOTHESIS

Celebrities have access to many fans via mediated conversations on TV and social networks, and their posts will boost sales of products even outside their professional training and fame.

DATA, DEFINITIONS AND FRAMEWORKS

Influencers are those who have "the power or capacity of causing an effect in indirect or intangible ways" (Merriam-Webster, n.d.). Social media primarily refers to "forms of electronic communication (such as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content," including Facebook, YouTube, Instagram and Twitter (Merriam-Webster, n.d.). Fans with an internet connection are able to "follow" influencers online, and are privy in real-time to opinions, recommendations and activities posted on social media. A tech sabbatical is a period of rest from technology, as advocated in the Sabbath Manifesto (2019).

This work relies upon three complementary theoretical foundations: A three-stage relationship model, social capital theory and role of personal influence theory. All three inform the celebrity-status that has forged first a TV following for Dr. Jen Arnold, readers of popular books called *Life is Short* and *Think Big*, then social media connections with followers, and finally, a sales opportunity based upon an invention with her husband and brother-in-law that trains male dogs to urinate on a special pad. Dog owners' evolving relationships with a very approachable medical expert provided the basis of Dr. Jen Arnold's market for the #popuppeepad. She was able to capitalize on this market in late March 2019 when she shared with followers her appearance to publicize the #popuppeepad on the Home Shopping Network.

Three-Stage Relationship Model

Relationship literature is often drawn from the fields of interpersonal communication, psychotherapy, interorganizational relationships and systems theory. Broom, Casey and Ritchey (1997) developed a three-stage framework that contributes to our understanding of how relationships form and benefit participants. This model begins with a relationship concept described as "properties of exchanges, transactions, communications, and other interconnected activities" (Broom et al., 1997, p. 94). Prior to the development of that relationship, Broom et al. explained antecedents, or reasons why individuals and organizations enter into relationships. These antecedents may be "social and cultural norms, collective perceptions and expectations, needs for resources, perceptions of uncertain environment, and legal/voluntary necessity" (p. 94). And the final stage – consequences – may be "goal achievement, dependency/loss of autonomy, and routine and institutionalized behavior" (p. 94). This three-stage model offers an excellent way to understand the importance for celebrities to establish and maintain mutually rewarding relationships with individuals and publics (Armstrong & Kotler, 2017).

Social Capital Theory

Social associations are the hallmark of social capital, which, according to Putnam (1995), are essential to a healthy society. Both Bourdieu (1983) and Coleman (1990) claim social capital provides access to resources embedded in social relationships and enables individuals to muster these embedded resources into action. Specifically, Lin (2001) and Burt (1997) view social capital as a social network that represents resources embedded in relationships rather than individuals, which actors then access and utilize.

These networks, when mobilized, help individuals gain favorable outcomes through trust, reciprocity, credibility, authority and mutual benefits (Coleman, 1990; and Grunig & Huang, 2000). Building social capital necessitates cultivating social relationships. Such relationships are often the results of interacting and nurturing of connections, good will, recognition, influence, and leverage (Ledingham, 2006).

Role of Personal Influence

Each of us has a personal network. We turn to this network, or join a network, when it comes to decision-making (Roper, 1955). Networks also diffuse or send information outward, upward and downward into other conjoined networks. Members of these networks “influence other segments in each particular domain” (Roper, 1955). Opinion leaders influence those in networks across boundaries such as gender, class, ethnicity, and age. They may function as conduits; other times they may advocate or interpret. And where there’s an opinion leader, there’s conversation about politics, fashion, movies, sports, health and education. Opinions may diffuse as they branch out to other networks and may incite imitation, manipulation and contagion (Katz & Lazarsfeld, 2005; and Burt, 1997).

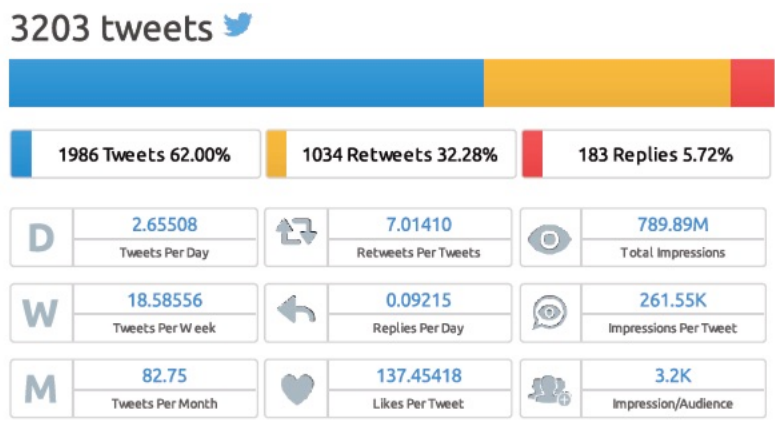
Celebrities are able to influence others, whether it comes to a hairstyle – “The Rachel” of star Jennifer Anniston’s character on NBC’s *Friends* – or the faithful viewers of *The Billy Graham Show*. Some are

singled out because they are admired or excoriated. In any event, influencers “serve different functions at various stages in decision-making” (Katz, et al., 2005).

METHOD AND ANALYSIS OF DR. ARNOLD’S TWITTER POSTS

Dr. Arnold joined Twitter in 2012, six years after the microblogging site was founded. The same year she began tweeting, more than 100 million users posted 340 million tweets per day (Twitter, 2012). A 2018 Pew research poll found that Twitter is used by 24 percent of all online adults in the United States. At the time Dr. Arnold began using Twitter, she was limited to 140 characters. Today, she and all Twitter users in the U.S. are allowed 280 characters per tweet “as their individual voices are aggregated into flows of dialogue” (Murthy, 2018, p. 12). Analysis of her last 3,203 tweets shows a snapshot of Dr. Arnold’s tweets, retweets (Chart 1), which days of the weeks she prefers to tweet (Chart 2), time of day she most commonly tweets (Chart 3), how often per month she tweets (Chart 4), devices she uses to tweet (Chart 5), her chronological tweet timeline between 2017 and March 31, 2019 (Chart 6), social media status on Facebook, Twitter and Instagram (Table 1), and her most-often used hashtags (Charts 7A and 7B). These most commonly used hashtags may serve as a proxy for her primary personal and professional passions ([TakeFlyte, 2014](#)).

Chart 1: Snapshot of last 3,203 Tweets



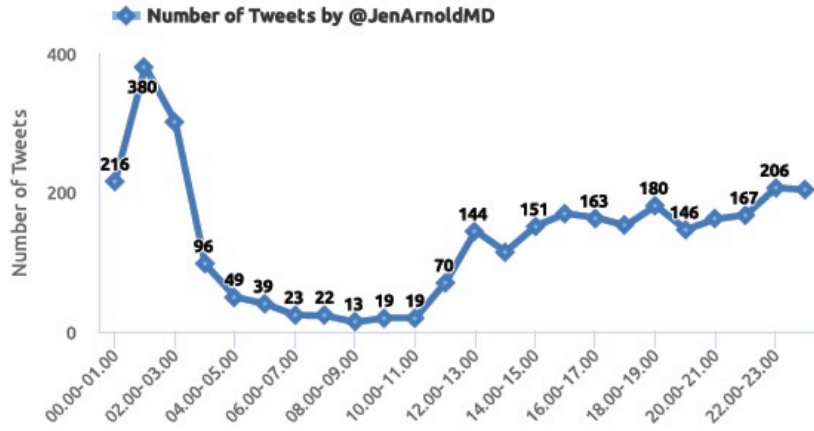
Dr. Arnold tweets an average of 2.6 times per day, 18.5 times per week and 82.75 times per month. According to Parsons (2016), tweets should be limited to three per day because engagement declines after the third tweet. Each of Dr. Arnold’s tweets is retweeted an average of 7 times, meaning 32.3 percent of her tweets are repeated. Retweets indicate her credibility among

followers and support her authority and leverage (Lee & Sundar, 2013; and Parmelee & Richard, 2013). She replies to an average of 5.72 tweets and because she has 262,000 followers, she makes that many impressions, or reaches that number of people, per tweet.

Chart 2: Daily Tweet Pattern

Day Pattern

The average daily pattern of posting of tweets



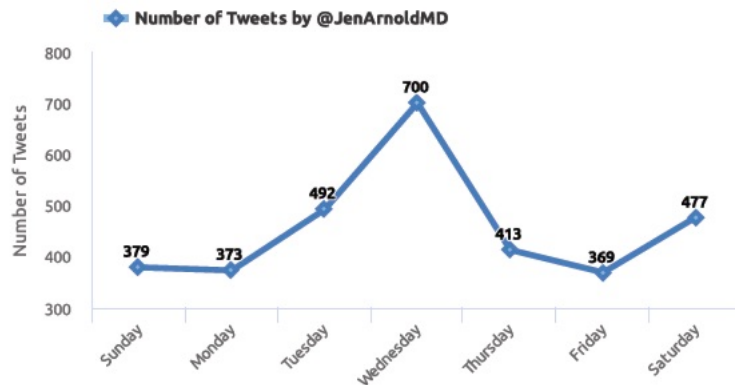
The vast majority of Dr. Arnold’s messages are released overnight, likely timed to reach early risers. The next spike in tweets begins at noon and stays steady until about 10 p.m. An analysis of more 400 million posts shows the best time is 12-3 p.m. and 5

p.m. on weekdays. According to Hootsuite, a blogging tool and social media product, these are the times of day when most workers take a break or end their work days.

Chart 3: Weekly Tweet Pattern

Week Pattern

The average weekly pattern of posting of tweets



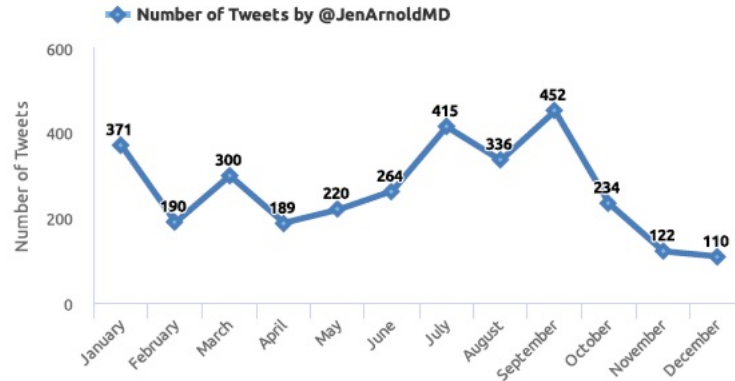
Wisely, Dr. Arnold tweets midweek, with steady build-up from Monday and steady slow-down by Friday. In fact, she tweets twice as much on Wednesday as she does on Monday and Friday. This pattern is exactly what Aynsley of Hootsuite

condones, with the caveat that “this will differ depending on your audience, location, and content strategy” (2018, p. 1).

Chart 4: Monthly Tweet Pattern

Monthly Pattern

The average monthly pattern of posting of tweets



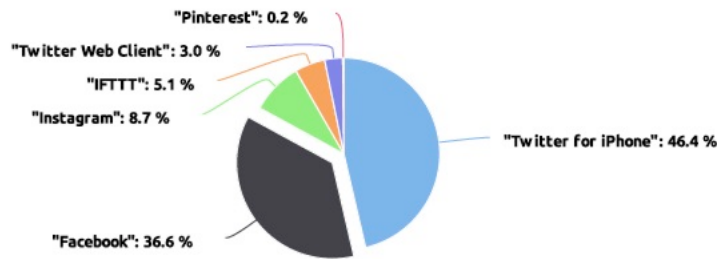
January, March, July and September appear to be Dr. Arnold’s favorite months to post content. Because she is a self-proclaimed advocate for gun control, suicide prevention, fetal care, child vaccinations, disability rights and Obama Care, it is likely she is most active

on Twitter during months when legislation is debated and voted upon, or during a month that is dedicated to a cause she supports. For instance, September is Suicide Prevention Month.

Chart 5: Devices Used to Tweet

Device Source

Distribution of the latest 3203 tweets tweeted from the top 6 used devices



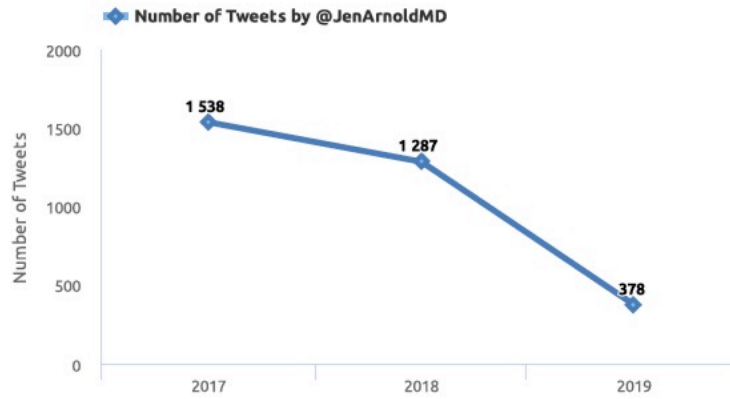
Dr. Arnold uses at least six devices to post tweets. Nearly half come from the Twitter application on her iPhone; 37 percent from Facebook; 9 percent from Instagram; 5 percent from IFTTT, a free application designed to connect a user’s multiple devices; and 3

percent from her desktop or laptop. *The Wall Street Journal* (2014) reports 85 percent of Twitter users tweet from a mobile device rather than a computer; Dr. Arnold falls within that 85 percent.

Chart 6: Tweets from 2017-March 31, 2019

Tweet Timeline

Chronological timeline of tweets posted by @JenArnoldMD



Perhaps the most dramatic finding in this study deals with the drop in Dr. Arnold’s Twitter usage. She produced 1,538 Twitter posts in 2017. Usage fell 16 percent to 1,287 in 2018, and another 70 percent from 2018 to March 31, 2019. Granted, there are still nine months before the end of 2019 for Dr. Arnold to step up her tweets. There are other possibilities as well. Many who are active on social media have taken tech sabbaticals, or breaks from technology for lengths of time so they may “unwind, unplug, relax, reflect, get

outdoors and get with loved ones” (Sabbath Manifesto, 2019). It is also possible Dr. Arnold has intensified her use of Instagram and Facebook because these platforms more readily support photos and videos and are favored by older and younger audiences (Holmes, 2018). (See Table 1 for a breakdown of Dr. Arnold’s status on Facebook, Instagram and Twitter.) Yet another possibility is the time dedicated to growing and increasingly active children, a marriage and household, and two jobs.

Table 1: Social Media Status as of March 31, 2019

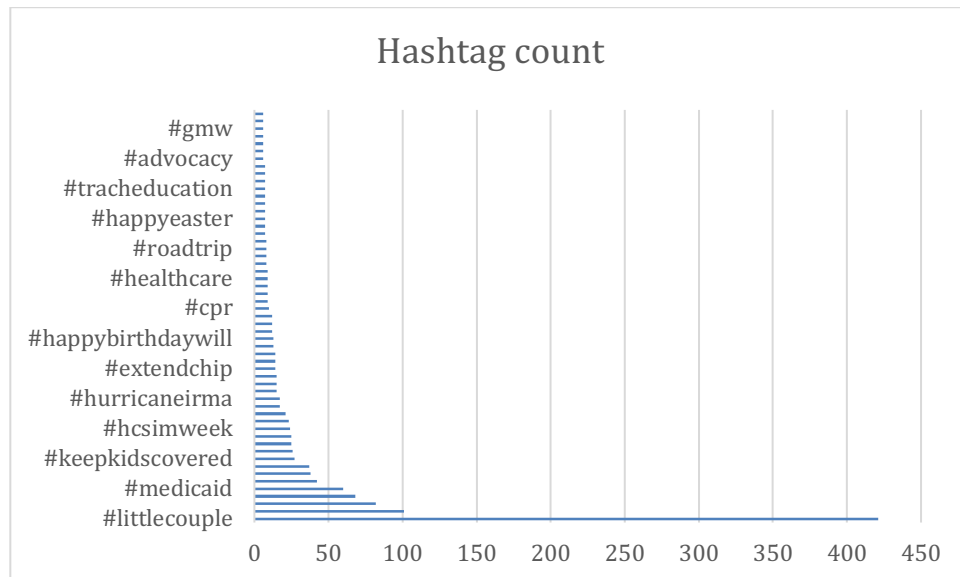
	Twitter (since 2012)	Facebook	Instagram
Name	@JenArnoldMD	Jennifer Arnold	jenarnoldMD
Followers	261,550	36,703	634,000
Following	266,000		515
Posts/Tweets	15,710		793
Retweets	1034		
Likes		868,073	
Friends		2,175	
Recommended		323	

Dr. Arnold has 634,000 Instagram followers vs. 261,550 followers on Twitter. This makes sense because Statista (2019a) reports Twitter has 330 million active users while Instagram boasts 1 billion (2019b). It would have been ideal to download similar

data from Instagram via the API for this study; however, amid Facebook’s privacy issues, Instagram’s API access was severely limited at the end of 2018. Facebook purchased Instagram in 2012 (Godlewski, 2018).

Chart 7A: Tree Map of Top Tweets

Chart 7B



Charts 7A and 7B show Dr. Arnold’s most frequently used hashtags, parsed from 421 down to six times each. Chart 7A shows the proportion of hashtag usage from 2017 through March 31, 2019. Dr. Arnold used #littlecouple 421 times during that time period,

referring to her TLC television show. The second most-oft tweeted hashtag at 101 is #speaknowforkids, which is a “public platform for citizens to learn about and influence the outcomes of child health public policies” (Twitter, 2019). The platform has nearly

9,000 followers and speaking out about child health is expected of a pediatrician. She used #GOBIG 82 times, #healthcaresimulation 68 times and #medicaid 60 times. Four of her top hashtags (#healthcaresimulation, #inspire, #simulation and #hcsimweek) refer to INSPIRE Network, “the premier international simulation network for advancing research, education, and advocacy” (Twitter, n.d.). Her Twitter activity also points to a concern for Advancing Care for Exceptional Kids Act of 2019, passed by Congress and signed into law in April 2019. The law is designed to better coordinate care for children with complex medical conditions who rely on Medicaid coverage. Dr. Arnold used #medicaid 60 times, #acekidsact 42 times, #keepkidscovered 27 times, and #extendchip and #savechip – the Children’s Health Insurance Program – 14 and 21 times, respectively. Another issue, a failed attempt to repeal the Affordable Care Act by Republican Senators Graham and Cassidy, claimed 40 tweets. Additional health-related hashtags included healthcare, tracheotomy education, CPR, medical education, summer safety and vaccine support. The final health-related hashtags were #chd (congenital heart defect) at 13 and #congenitalheartdefect at 8. Dr. Arnold was concerned about hurricanes and safety of those who lived in their paths. She expressed support for her former and current home states through #houston, #texas, #harvey, #hurricaneharvey, #houstonstrong, #houstonflood, #hurricaneirma, #irma and #besaflorida. Finally, personal connections such as the pee pad, birthdays, publication of her father’s book for children, summer road trips, references to her children, Easter greetings and National Dog Day round out the top 50 tweets, quantitatively.

FINDINGS

Dr. Jennifer Arnold is a celebrity who skillfully uses social media. In fact, on January 30, 2019, @INSPIRE_Network tweeted that Dr. Arnold directed the organization’s media strategy over the last year, resulting in its rise to 2nd in Top Ten mentions of health simulations (Twitter, 2019). As indicated earlier, Dr. Arnold tweets an appropriate number of times per day, at the correct times of day for her followers, and within the range of tweets per month recommended by professionals so as not to overwhelm her audience (Hootsuite, 2018; Hubspot, 2015; and Pew, 2018). The two most important questions, to us, are: How much information about various topics must Dr. Arnold share to maintain relationships with her online audience? Did her celebrity status help sell her family’s invention to her pet-loving fans? Our methodology included collecting and analyzing her

most recent 3,203 posts. Of her 10 most retweeted posts, six were cause-related (ADA, Obama Care, suicide prevention, gun control, open access medical information), two were TV-show related, and two offered health news updates (WHO vaccine recommendations and safety-recalled infant ibuprofen). Of her 10 most-liked tweets, six were personal (her children, family birthday celebration, Father’s Day, and daddy-daughter dance) and two were TV-show related. As for actively tweeting messages related to the #popuppeepad, Dr. Arnold tweeted the hashtag 24 times within the 3,203 tweet dataset, most during mid-March, 2019. The hashtag also trended on Twitter 15 times between February 2015 and March 23, 2019. These tweets correspond with #thelittlecouple’s appearance March 15, 2019, to HSN’s 94 million viewers (Stengel, 2017), where their male dog Rocky demonstrated the patented pee pad. Her Instagram post that day received 23,000 likes and Twitter post was liked by 108. Clearly @JenArnoldMD has followed all three stages of the relationship model and has wielded her social capital and personal influence to not only appear on TV, but also to lead followers toward sales outlets for the #popuppeepad.

While sales numbers aren’t readily available via data aggregators, and two requests sent via Twitter for that information from @ReallyBillKlein were not answered, the #popuppeepad is in the introduction stage of the product life cycle (Armstrong & Kotler, 2019). Without access to key sales figures, market researchers often turn to distribution channels as indicative of products’ desirability and popularity among innovative consumers (Armstrong & Kotler, 2019). As of March 31, 2019, #popuppeepad was distributed via Amazon.com, HSN.com, rockyandmaggies.com, inthecompanyofdogs.com, and target.com at a price of \$24.99. At the end of March 2019, six verified purchasers at inthecompanyofdogs.com rated the #popuppeepad with 5 stars, the highest rating, and indicated they would purchase again.

There is no reason to believe Dr. Jen Arnold disproportionately used her celebrity relationship with followers to promote #popuppeepad, invented with her husband @ReallyBillKlein and brother-in-law. Of her last 3,203 tweets, only 24 were dedicated to the product. As stated in her Twitter account description, her “tweets are meant to be helpful, not prescriptive” (Arnold, n.d.).

IMPLICATIONS, LIMITATIONS AND FUTURE RESEARCH

This case study reinforces the value of social media, celebrity status and built-in audiences supplied

through more traditional media such as television. Celebrities are in unique positions to develop and sponsor products designed to appeal to their fans, and the use of social media allows celebrities to better reach their fans with personalized messages (Katz et al. 2005). The unique relationships celebrities form with fans can be established, built, maintained and understood through the three-stage relationship model, role of personal influence and social capital theory as illustrated in this study of Dr. Arnold's proprietary puppy product and how she supported its sale through her social network. Perhaps the most important implication to business and marketing is the trust built through social connections, as well as the growing privacy concerns that sometimes compromise that trust (Putnam, 1995). As a case study, this descriptive data may not apply to all celebrities who rely upon social media to achieve their goals and objectives. However, the impact of social media on consumer behavior and sales described here may reinforce the value of social media strategy employed by other entrepreneurial celebrities.

Most of the limitations are due to access to #popuppeepad sales data. Although @ReallyBillKlein was twice approached via Twitter to supply sales information, that information is private. Another limitation is access to @JenArnoldMD's tweets beyond the most recent 3,203. Access to both data would have allowed more specific analysis of Dr. Arnold's support of past products and the resulting consumer response. Also, because Twitter and Instagram have differing approaches to users' privacy, it is not possible to compare how Dr. Arnold uses both platforms to engage and inform her followers.

Future research may include tracking Dr. Arnold's social media via hashtags during the sales of her two books to explore and compare whether tweets were similar in tone and frequency to the #popuppeepad, but going back more than 3,203 tweets

requires a request of Twitter by the account holder herself, Dr. Arnold. It would also be interesting to track Dr. Arnold's messages on both Twitter and Instagram so as to compare the quantity, content, photos and hashtags. This comparison could identify Dr. Arnold's social network of choice over time. However, because Instagram's API has been restricted due to privacy issues, it may be impossible to gather the same granular information from both platforms.

CONCLUSION

The fact that #popuppeepad is widely distributed and favorably reviewed by verified buyers supports the hypothesis that Dr. Arnold capitalized on her relationships with fans and followers to boost sales of products outside her training as a physician. Dr. Jen Arnold is not only a neonatologist and TV star, she applies social media concepts skillfully in order to build and maintain relationships with over 200,000 Twitter fans and followers (Twitter Post, 2019; Hootsuite, 2018; and Hubspot, 2015). Dr. Arnold has not abandoned Twitter in her social media mix, but has reduced tweets by half from 2015 to 2019 and stepped up communications on Instagram. This shift is likely due to cultural migration patterns to more video and photograph-based communications (Pew, 2018). This case study illustrates the role of personal influence as identified by Roper (1955), as well as the social capital Dr. Arnold has amassed in the past 13 years. This mass of fans proved the perfect audience for #popuppeepad, and Dr. Arnold harnessed the power of HSN TV viewership as well as social media to publicize this innovative invention. Utilizing the three-step relationship model to analyze her communication patterns explains that she relied upon influence, cultural norms and celebrity status to build relationships from which she has benefited.

REFERENCES

- Armstrong, G. & Kotler, P. (2017). *Marketing: An Introduction*. New York, NY: Pearson.
- Aynsley, M. (March 5, 2018). The best time to post on Instagram, Facebook, Twitter and LinkedIn. *Hootsuite*. Retrieved from <https://tinyurl.com/y2qsdz4m>
- Berlind, D. (December 3, 2015). APIs are like user interfaces – just with different users in mind. *ProgrammableWeb*. Retrieved from <https://tinyurl.com/y58nz4n8>
- Bourdieu, P. (1985). The forms of capital. In J.G. Richardson (Ed.), *Handbook of theory and research for the sociology of education* (p. 241-258). New York: Greenwood.
- Broom, G., Casey, S., & Ritchey, J. (1997). Toward a concept and theory of organization-public relationships. *Journal of Public Relations Research*, 9 (2), 83-98.
- Butler, M. (2015). How often should you post on social media? Benchmarks for 9 different industries. *Hubspot*. Retrieved from <https://tinyurl.com/y3d6vlrc>

- Burt, R. (1997). The contingent value of social capital. *Administrative Science Quarterly*, 42,2, 339-365.
- Cha, M., Haddadi, H., Benevenuto, F., & Gummadi, P. (2010). Measuring user influence on Twitter: The million followers fallacy. *ICWSM*, 10, 10-17.
- Coleman, J. (1988). Social capital in the creation of human capital. *American Journal of Sociology*, 94, S95-S120.
- Godlewski, N. (March 26, 2018). What company owns Instagram? Five companies owned by Facebook and how they use your information. *Newsweek*.
- Grunig, J. & Huang, Y. (2000). From organizational effectiveness to relationship indicators: Antecedents of relationships, public relations strategies, and relationship outcomes. In Ledingham & S. Bruning (Eds.), *Public relations as relationship management: A relational approach to the study and practice of public relations*, 23-53. Mahwah, NJ: Erlbaum.
- Hanzel, T., Richards, J., Schwitters, P., Smith, K., Wendland, K., Martin, J. & Keltgen, J. (2018). #DocsOnTwitter: How physicians use social media to build social capital. *Hospital Topics*. 96:1, 9-17, DOI: [10.1080/00185868.2017.1354558](https://doi.org/10.1080/00185868.2017.1354558)
- Holmes, R. (February 1, 2018). As Facebook shifts, Instagram emerges as a new home for brands. *Forbes*. Retrieved from <https://tinyurl.com/yy95mu95>
- Hootsuite (2018). Social media marketing: Eight easy steps to develop your social media presence. Retrieved from <https://hootsuite.com/resources/social-media-strategy-guide>
- Katz, E. & Lazarsfeld, P., Roper, E. (2005). *Personal influence: The part played by people in the flow of mass communications*. New York: Routledge.
- Kessler_David. (2019, January 30). "Wow! @INSPIRE_Network is always a top incubator- now we are a top influence for social media as well-thanks @JenArnoldMD for leading our media strategy over the past year! [Twitter Post]. Retrieved from <https://tinyurl.com/y59yav3m>
- Lansat, M. (2018). The 75 celebrities and influencers who make the most money per Instagram post, ranked. *Business Insider*. Retrieved from <https://tinyurl.com/y4jbskeh>
- Ledingham, J. (2006). Relationship management: A general theory of public relations. In C. H. Botan & V. Hazleton (Eds.), *Public relations theory II* (pp. 465-483). Mahwah, NJ: Lawrence Erlbaum Associates.
- Lee, J. & Sundar, S. (2013). To tweet or to retweet? That is the question for health professionals on Twitter. *Health Communication*, 28, 509-524.
- Lin, N. (2002). *Social capital: A theory of social structure and action*. Cambridge, Cambridge University Press.
- Murthy, D. (2018). *Twitter*. Medford, MA: Polity Press.
- Parmelee, J. & Bichard, S. (2013). *Politics and the Twitter revolution*. Landham, MD: Lexington Books.
- Parsons, J. (April 28, 2016). *How many times per day should you post to Twitter?* Retrieved from <https://follows.com/blog/2016/04/times-day-post-twitter>
- Pew Research Center. (March 1, 2018). *Social media use 2018*. Retrieved from <https://www.pewinternet.org/2018/03/01/social-media-use-in-2018/>
- Putnam, R. (1995). Bowling alone: America's declining social capital. *Journal of Democracy*, 6, 65-78.
- Robehmed, N. (2019). At 21, Kylie Jenner becomes the youngest self-made billionaire ever. *Forbes*. Retrieved from <https://tinyurl.com/y4rzgsmu>
- Roper, E. (1955). In Katz, E., and Lazarsfeld, P. (Eds.) *Personal Influence*. New York: The Free Press.
- Sabbath Manifesto. (March 1, 2019). A provisional guide for observing a weekly day of rest. Retrieved from <http://www.sabbathmanifesto.org/about>
- SmartBear. (2019). API endpoints-What are they? Why do they matter? Retrieved from <https://smartbear.com/learn/performance-monitoring/api-endpoints/>

- Statista. (2019a). Number of monthly Twitter users worldwide from 1st quarter 2010 to 1st quarter 2019. Retrieved from <https://tinyurl.com/o4fs8mm>
- Statista. (2019b). Number of monthly active Instagram users from January 2013 to June 2018. Retrieved from <https://tinyurl.com/jsh2h6z>
- Stengel, G. (March 9, 2017). How you can market your innovation to 94 million TV viewers. *Forbes*. Retrieved from <https://tinyurl.com/y6mhva6l>
- TakeFlyte. (2014). Hash tags explained: The complete guide to hashtags in social media. Retrieved from <https://www.takeflyte.com/hashtags-explained>
- Twitter. (March 21, 2012). Twitter turns six. Retrieved from <https://tinyurl.com/yybawdew>
- Wall Street Journal. (April 3, 2014). Mobile vs. desktop: 85% of time Twitter users spent on Twitter happened on a mobile device. Retrieved from on.wsj.com/1gSsENd
- Yin, R. (2003). *Case Study Research: Design and Methods* (5th ed.).
-

For further information, contact:

Jaciel Keltgen
Augustana University
2001 S. Summit Ave.
Sioux Falls, SD 57197
(605) 274-5321
jkeltgen@augie.edu

STUDENT TEAM ROLE EFFECTS ON TEAM PERFORMANCE

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

ABSTRACT

Marketing educators often require group work as part of an active learning strategy to develop students' team skills. Despite a rich literature on team-based learning and the Association to Advance Collegiate Schools of Business (AACSB) International's encouragement to build teamwork skills, hiring managers continue to lament new graduates' inadequacies in this domain. This study extends Belbin's (1981) work on team roles using a novel psychometric assessment of discrete role categories and profiles. Between group comparisons and regression analyses reveal positive individual and group role effects on team performance, suggesting opportunities to enhance team-based learning outcomes.

INTRODUCTION

Corporations actively seek graduates with team-oriented skills for competitive advantage (Brock et al, 2017). According to The National Association of Colleges and Employers (NACE) *Job Outlook 2018 Survey*, the two most important skills (tied at 82.9%) employers seek in potential employees are teamwork and problem-solving skills (Sherman, 2017). Teamwork is often cited as a key qualification for hiring because employees spend a considerable amount of time working in teams (Kelton, 2013).

Despite its importance, PayScale (2016) reports that over one-third (36%) of managers believe college graduates lack interpersonal skills. Similarly, over one half (56.4%) of managers identify teamwork abilities as a highly sought after soft skill, but feel that graduates often fall short (LinkedIn, 2017). Jaschik (2015) attributes the skills gap to the minimal group management training students typically receive.

The gap between hiring manager expectations and applicant teamwork abilities motivates this study. We extend the work on team roles developed by Belbin (1981) to include a new model for role assessment and team assignment. We explore the contribution of role type, independently and in combination, to team performance as well as other factors such as role variety, strength, task assignment and team identification, with the aim of optimizing the in class team-based experience and associated learning outcomes.

LITERATURE REVIEW

Business schools increasingly assign student team projects (Rafferty, 2013). The Eligibility Procedures an

Accreditation Standards for Business Accreditation advocate curriculum content that fosters "interpersonal relations and teamwork (able to work effectively with others and in team environments)" (AACSB 2017, Standard 9, p. 35) and "opportunities for student-student and student-faculty interaction to facilitate learning across program types and delivery modes" (AACSB 2017, Standard 10, p. 37).

The literature on teams, including student teams, is vast, addressing such topics as team type (Lehmann-Willenbrock, 2017), student learning benefits (Loughry, Ohland & Woehr, 2014), effectiveness factors (Pineda & Lerner, 2006), conflict (Porter & Lilly, 1996), task efficiency (Ancona & Caldwell, 1992), cooperation (Pinto et al., 1993), team size (LeJeune, 2003) and social support (Werner & Lester, 2001). A common theme is that successful teams have "a clear sense of purpose, open and honest communication, creative thinking, accountability to each other, focus, and decision by consensus" (Bovee & Thill, 2013, pp. 178-179).

Role Types

The literature contains several models of team roles that vary in terms of the number and types of distinctive roles needed for optimal performance. On the high end, Davis et al. (1992) describe 15 unique roles while Parker (1990), on the low end, identifies only four roles. Belbin's (1981, 1993) team role framework, falling in the middle of this range with nine role types, is a popular choice across research disciplines given its flexibility and intuitive appeal.

Belbin (1993) asserts that role types complement one another and foster team composition as a key influence on team performance. The nine roles in the Belbin framework are evenly divided into three clusters

of “action-” “thinking-” and “people-” orientations. In this study, we extend Belbin’s role classification by incorporating an alternative yet unvalidated online team role inventory offered by 123test (please refer to <https://www.123test.com/team-roles-test/>). The 123test model, derived from 700,000 completed team role surveys, closely mimics Belbin’s model with behavioral rather than personality-related indicators. Two instructors independently reviewed and mapped the nine 123test team role profiles to the three Belbin clusters shown in Figure 1, with 100% interrater agreement.

Cluster	Role Labels		
Action-oriented	Completer	Driver	Executive
Thinking-oriented	Innovator	Analyst	Expert
People-oriented	Team Player	Explorer	Chairman

Figure 1. 123test team clusters and roles, categorized into Belbin (1993) clusters.

Role Effectiveness

Previous research suggests that action-oriented members may outperform people-oriented and/or thinking-oriented members. For example, Pollock (2009) discovered that catalyst roles to improve team performance were action-oriented roles, which, for this study, include Completer, Driver, and Executive roles. Therefore, we propose the following hypothesis:

H1: Teams with more action-oriented members will perform better compared to teams with fewer action-oriented members.

Role Variety

The impact on performance of homogeneous teams (low role variety) compared to heterogeneous teams (high role variety) is inconclusive. Belbin (1993) attributes a performance advantage to teams with greater role variation. Similarly, in an academic setting, Somech (2006) and Towns, Kreke, and Fields (2000) find superior results for heterogeneous teams; however, Baer (2003) and Mayo et al. (1996) note better performance for homogeneous groups. In the workplace, Batenburg et al. (2013) report higher levels of performance among moderately varied teams. In contrast, Kochan et al. (2003) and Riordan and Shore (1997) find homogenous teams to be superior. Other studies cite ambiguous results or no relationship (e.g., Park and Bang, 2002; van de Water et al., 2008). Therefore, given the inconclusive nature of these findings, we propose the following non-directional hypothesis:

H2: Team performance differs by level of team role variety.

Role Strength

Belbin (1993, 2010) asserts that team success depends upon the specific behaviors associated with each role type. Batenburg et al. (2013) report a positive relationship between member attributes (measured as study skills) and team performance. Katzenback and Smith (1993) claim that each team member brings a set of talents, background, and experiences to the task.

The role assessment tool in this study assesses each individual’s orientation toward all nine roles in the model, with the primary role dominating the other roles to a greater or lesser degree. Role dominance, or strong orientation toward a particular role, may serve as an influential attribute given the unique behaviors associated with each role. Strong role orientation could boost team performance, as this individual would contribute a concentrated and predictable set of talents to the task. In contrast, weaker orientations toward multiple roles would produce a diffused less predictable set of talents with relatively less impact on the task. Therefore, following this logic, we propose the following hypothesis:

H3: Teams with a higher proportion of strong role-oriented members (primary roles at or above the 90th percentile) will outperform teams with a lower proportion of strong role-oriented members.

Role Sharing

Knowledge sharing within a team improves the quality of decision making (Stasser & Titus, 1985). Clinebell and Stecher (2003) report significantly improved team performance when members are made aware of their personality traits, measured with the Myers-Briggs Type Indicator and the Five-Factor Model of Personality. Argote (1999) theorizes that available cognitive resources within a team will remain underutilized when knowledge is not shared. Therefore, we propose the following hypothesis:

H4: Use of member’s roles to assign team project tasks will positively affect team performance.

Team Identification

Personally identifying with one’s team reflects its importance to one’s self-concept. The individual acknowledges and values team norms and codes of conduct, which in turn fosters team cohesion and interdependency (Wheelan, 1994).

Empirical evidence supports the positive impact of team identification on performance. Cross (2000) finds

that greater team identification is associated with higher team performance. Hirst et al. (2009) argues that members who identify strongly with their team will work harder toward achieving its goals. Van Dick et al. (2004) explain team identification as “group members who are motivated to contribute to the group’s success because this increases feelings of pride and respect” (p.174). Both Van Dick et al. (2009) and Solansky (2011) cite empirical support for this relationship. Therefore, to this end, we propose the following hypothesis:

H₅: Team identification is positively related to team performance.

METHOD

Sample

A total of 38 students participated as part of their Principles of Marketing course. Students were grouped into nine teams ranging in size from four to five students, which was recommended by Belbin (1993) as the optimal size. Five teams were heterogeneous (i.e., “high role variety”) and four teams were homogeneous (i.e., “low role variety”). The age range was 18 to 24 years ($M=19.84$, $SD=1.30$) and 22 (57.9%) of the students were female.

Team Formation

Students individually completed the 123test (see <https://www.123test.com/team-roles-test/>) to be scored on all nine team role types. The three highest role scores ranged from 14 to 23; the three lowest role scores ranged from 0 to 11. Highest frequency roles were “driver” (action oriented) and explorer (people oriented). Lowest frequency roles were “completer” (action oriented) and “expert” (thinking oriented).

Measures

Team projects were graded on a 100-point scale and ranged from 80-89 ($M=84.55$, $SD=2.97$). Other measures and conversions included the following:

- The highest role score was used to identify an individual’s primary role orientation.
- Homogenous “low role variety” teams were those with only one role cluster represented, while heterogeneous “high role variety” teams were those with more than one role cluster represented.
- “Role strength” was calculated as the proportion of members on a given team with their primary role at or above the 90th percentile (role score ≥ 17).

- The subjective measure of team identification, use of team roles information to assign tasks, and overall attitudes toward the project experience were assessed with a survey developed for this study.¹
- “Team identification” was assessed with Henry et al. (1999) measure of cognitive identification. The four items, scored on a 7-point Likert scale, are: (1) I think of this group as part of who I am, (2) I see myself as quite different from other members of the group (reverse scored), (3) I don’t think of this group as part of who I am (reverse scored), and (4) I see myself as quite similar to other members of the group. A median split classified “low” identification as ≤ 10 and “high” identification as > 10 .
- “Role sharing” was captured by the survey item “Did your team assign project tasks according to each member’s team role?” (1=yes, 2=no)

RESULTS

The first hypothesis H₁ (teams with a higher proportion of action-oriented members perform better than teams with fewer action-oriented members on their group project) is supported. A given team’s proportion of “action” oriented members as their primary role positively predicts group performance ($\beta=.448$, $t(36)=3.00$, $p < .005$, $\omega^2=.174$). This effect is “large” based upon Cohen’s (1988) guidelines. “Action” orientation explains a significant proportion of variance in group grades ($R^2=.20$, $F(1,36)=9.03$, $p < .005$).

Follow-up exploratory analyses suggest that the proportion of “thinking” oriented members does not predict group grades ($\beta= -.087$, $t(36)= -.52$, ns) and explains very little of its variance ($R^2= .01$, $F(1,36)= 0.27$, ns). In contrast, other exploratory findings reveal a significant negative effect for the proportion of “people” oriented team members on group grades ($\beta= -.413$, $t(1,36)= -2.72$, $p < .010$, $\omega^2=.144$) and explains a significant proportion of its variance ($R^2= .17$, $F(1,36)= 7.40$, $p < .010$). This effect is “intermediate” based upon Cohen’s (1988) guidelines.

When group grade is regressed on all three role proportion factors using stepwise regression, only the “action” cluster orientation parameter is retained. “Thinking” and “people” orientation cluster parameters drop out due to providing insufficient unique variance. To illustrate these effects, Figure 2 shows the relatively greater correlation between “action” orientation and group grades as compared with those of other two orientations.

• ¹ available by request.

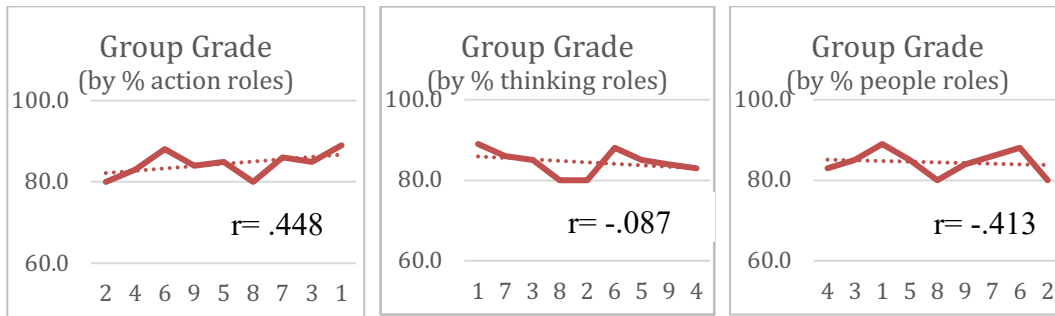


Figure 2. Team group grade, ordered by low-high proportion of each primary role.

The second hypothesis H₂ (that role variety, i.e. the number of role clusters represented in a given team, has an effect on team performance) is not supported. Team performance does not significantly differ for homogenous “low role variety” teams ($M= 84.25, SD= 3.38$) as compared with heterogeneous “high role variety” teams ($M= 84.77, SD= 2.69; t(36)= -.531, ns$).

The third hypothesis H₃ (teams with more strong role oriented members, i.e., their primary role is at or above the 90th percentile, will outperform teams with fewer strong role oriented members) is supported. Results indicate a strong positive relationship between the proportion of high percentile roles and group grades ($\beta= .62, t(1,36)=4.75, p < .000, \omega^2=.362$) and explains a significant proportion of its variance ($R^2= .385, F(1,36)= 22.55, p < .000$). This effect is “large” based upon Cohen’s (1988) guidelines (see Figure 3).

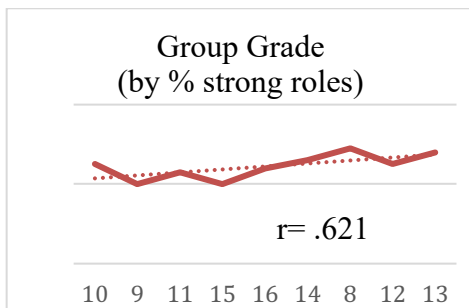


Figure 3. Team group grade, ordered by low-high proportion of strong primary roles.

This large and significant effect prompted follow up exploratory analyses of other student attributes, specifically age, gender and exam grade (a measure of individual ability), on team performance. Results indicate no significant effects or explained variance for these factors ($\beta_{age}=.19, t(1,28)=.91, ns; \beta_{gender}=.57, t(1,28)=1.18, ns; \beta_{exam\ score}=.48, t(1,28)=1.85, ns$).

The fourth hypothesis H₄ (use of member’s roles to assign team project tasks will positively affect team performance) is not supported. Teams that shared their

role designations with each other and used this information to assign project tasks ($M= 83.57, SD= 3.21$) did not significantly differ than teams who did not use this information to assign tasks ($M= 84.18, SD= 4.09; t(27)= -.361, ns$).

The fifth hypothesis H₅ (team identification influences team performance) is not supported. Students who identify more with their teams do not differ in terms of their group performance ($M= 83.83, SD= 2.97$) as compared with students who identify less with their teams ($M= 84.36, SD= 5.10; t(27)= .35, ns$).

DISCUSSION

The findings are promising given the significant and positive effect of team role on student team performance. Teams with proportionally more action-oriented members earn higher team project grades as compared with teams with proportionally fewer action-oriented members. In contrast, the proportion of thinking-oriented roles has no univariate effect on group grades, and the proportion of people-oriented roles has a moderately negative univariate effect on team performance. All three orientations entered together retains only action-orientation as a positive effect on team performance, in essence overriding the moderately negative people-orientation effect. This pattern can be understood as “all talk, no action” being supplanted by a “let’s get on with it” attitude.

Homogenous (low role variety) versus heterogeneous (high role variety) team composition has no impact on team performance. In contrast, individual role strength has a significant positive effect. Taken together, these findings suggest that the mix of roles in a team is less important than the strength of roles in it as positive results are most likely when members’ actions are overt and dependable. As previously described, this effect will be especially true for teams with proportionally more action-oriented members.

Role profile sharing and team identification effects did not have a significant influence on team

performance. Instructors thus may be able to overlook whether or not students are getting along or sharing role insights about themselves with their teammates since, surprisingly, group performance did not change relative to these affective factors nor to the range of individual differences (gender, age, exam score) assessed.

Limitations of this study pertain to its small sample and single site methodology. Questions about generalizability encourage follow-up studies with larger sample sizes, varied modality (e.g., online, face-to-face), curricula (required versus elective courses, by major, undergraduate versus graduate) and setting (mission, accreditation, quality of students, and corporate).

CONCLUSION

The findings from this study of team role effects are encouraging, with the caveat that additional studies are needed to confirm and develop these exploratory insights. Instructor and team performance may benefit from the following insights.

First, student teams performance is enhanced by having one or more action-oriented members with a strong role orientation.

Second, instructors can form teams after students submit their role test scores without needing to explain the model, role clusters or definitions, and without concern for role variety within teams. Lastly, student age, exam score, gender, and team identification are not critical to team success.

The overall findings suggest important contributions that team role type and strength can provide to team-based learning outcomes in the classroom that extend beyond consideration of interpersonal, affective and demographic factors.

REFERENCES

- AACSB International. (2017). *Eligibility Procedures and Accreditation Standards for Business Accreditation*, September 22, 58pp., Tampa, FL.
- Ancona, D.G. & Caldwell, D.F. (1992). Bridging the boundary: external activity and performance in organizational teams, *Administrative Science Quarterly*, 37(4), 634-65.
- Argote, L. (1999). *Organizational Learning: Creating, Retaining, and Transferring Knowledge*, Kluwer, Boston, MA.
- Baer, J. (2003). Grouping and achievement in cooperative learning. *College Teaching*, 51 (4), 169-174.
- Batenburg, R., van Walbeek, W. & der Maur, W. (2013). Belbin role diversity and team performance: is there a relationship? *Journal of Management Development*, 32(8), 901-913.
- Belbin, R.M. (1981), *Management Teams: Why They Succeed or Fail*, Heinemann, London.
- Belbin, R.M. (1993), *Team Roles at Work*, Butterworth-Heinemann, Oxford.
- Belbin, R.M. (2010). *Management Teams: Why They Succeed or Fail*, 3rd ed., Butterworth Heinemann, Oxford.
- Bovee, C.L., & Thill, J.V. (2013). *Business Communication Today*, 12th Edition, Prentice Hall
- Brock, S.E., McAliney, P.J., Ma, C.H. and Sen, A. (2017). Toward more practical measurement of teamwork skills, *Journal of Workplace Learning*, Vol. 29 No. 2, pp. 124-133.
- Clinebell, S., & Stecher, M. (2003). Teaching Teams to be Teams: An Exercise Using the Myers-Briggs® Type Indicator and the Five-Factor Personality Traits, *Journal of Management Education*, Vol 27, Issue 3, pp. 362 – 383.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences*. Routledge.
- Cross, G.A. (2000). Collective form: an exploration of large-group writing, *The Journal of Business Communication*, Vol. 37 No. 1, pp. 77-100.
- Davis, J., Millburn, P., Murphy, T., & Woodhouse, M. (1992). *Successful Team Building: How to Create Teams that Really Work*. London: Kogan Page.
- Henry, K.B., Arrow, H., & Carini, B. (1999). A tripartite model of group identification: theory and measurement, *Small Group Research*, Vol. 30 No. 5, pp. 558-81.
- Hirst, G., Van Dick, R., & van Knippenberg, D. (2009). A social identity perspective on leadership and employee creativity. *Journal of Organizational Behavior*, 30, 963-982.
- Jaschik, S. (2015). Well-prepared in their own eyes, *Inside Higher Ed*, January 20, from <https://www.insidehighered.com/news/2015/01/20/study-finds-big-gaps-between-student-and-employer-perceptions>.

- Katzenback, J. & Smith, K. (1993). The discipline of teams, *Harvard Business Review*, March- April, pp. 111-120.
- Kelton, S. (2013). University of Phoenix survey reveals nearly seven-in-ten workers have been part of dysfunctional teams, *University of Phoenix*, from <https://www.phoenix.edu/news/releases/2013/01/university-of-phoenix-survey-reveals-nearly-seven-in-ten-workers-have-been-part-of-dysfunctional-teams.html>.
- Kochan, T., Bezrukova, K., Ely, R., Jackson, S., Joshi, A., Jehn, K., Leonard, J., Levine, D., Thomas, D. (2003). The effects of diversity on business performance: Report of the diversity research network. *Human Resource Management*, 42, 3–21.
- Lehmann-Willenbrock, N. (2017). Team Learning: New Insights Through a Temporal Lens, *Small Group Research*, Vol 48, Issue 2, pp. 123 – 130.
- LeJeune, N. (2003). Critical Components for Successful Collaborative Learning in CS1. *Journal of Computing Sciences in Colleges*, 19 (1), 275-285.
- LinkedIn (2016). Data Reveals the Most In-demand Soft Skills Among Candidates, *LinkedIn*, at <https://business.linkedin.com/talent-solutions/blog/trends-and-research/2016/most-in-demand-soft-skills>.
- Loughry, M.L., Ohland, M.W., & Woehr, D.J. (2014). Assessing Teamwork Skills for Assurance of Learning Using CATME Team Tools, *Journal of Marketing Education*, 36(1), 5-19.
- Mayo, M., Pastor, J.C., & Meindl, J.R. (1996). The effects of group heterogeneity on the self-perceived efficacy of group leaders, *Leadership Quarterly*, Vol. 7, pp. 265-84.
- Park, W.W. and Bang, H. (2002). Team role balance and team performance, paper presented at Belbin's Biennial Conference, *Changing Role of Management in the 21st Century*, Clare College, Cambridge.
- Parker, G. M. (1990). *Team Players and Teamwork: The Competitive Business Strategy*. Oxford: Jossey-Bass.
- PayScale (2016). 2016 Workforce-Skills Preparedness Report, *PayScale*, at <https://www.payscale.com/data-packages/job-skills>.
- Pineda, R.C., & Lerner, L.D. (2006). Goal attainment, satisfaction and learning from teamwork, *Team Performance Management: An International Journal*, 12(5/6), 182-191.
- Pinto, M.B., Pinto, J.K. and Prescott, J.E. (1993). Antecedents and consequences of project team cross-functional cooperation, *Management Science*, Vol. 39 No. 10, pp. 1281-97.
- Pollock, M. (2009). Investigating the relationship between team role diversity and team performance in information systems teams. *Journal of Information Technology Management*, 20(1), 42–55
- Porter, T.W. and Lilly, B.S. (1996). The effects of conflict, trust, and task commitment on project team performance, *International Journal of Conflict Management*, 7(4), 361-76.
- Rafferty, P. D. (2013). The evaluation of MBA group work: A case study of graduate student experiences and perceptions of positive group work outcomes. *Journal of Education for Business*, 88, 43-50.
- Riordan, C., Shore, L. (1997). Demographic diversity and employee attitudes: An empirical examination of relational demography within work units. *Journal of Applied Psychology*, 82, 342–358.
- Sherman, M. (2017). What Employers Seek on a Resume, *Graduate to Employment*, from <https://graduatetoemployment.com/blog/employers-see-resume/>.
- Solansky, S.T. (2011). Team identification: a determining factor of performance, *Journal of Managerial Psychology*, Vol. 26 Issue: 3, pp.247-258.
- Somech, A. (2006). The effects of leadership style and team process on performance and innovation in functionally heterogeneous teams, *Journal of Management*, 32, 132-57.
- Stasser, G. & Titus, W. (1985). Pooling of unshared information in group decision making: biased information sampling during discussion, *Journal of Personality and Social Psychology*, Vol. 48, pp. 1467-78.

- Towns, M. H., Kreke, K., & Fields, A. (2000). An Action Research Project: Student Perspectives on Small-Group Learning in Chemistry. *Journal of Chemical Education*, 77, 111-115
- van de Water, H., Ahaus, K. & Rozier, R. (2008). Team roles, team balance and performance, *Journal of Management Development*, Vol. 27 No. 5, pp. 499-512.
- Van Dick, R., Wagner, U., Stellmacher, J., & Christ, O. (2004). The utility of a broader conceptualization of organizational identification: which aspects really matter? *Journal of Occupational and Organizational Psychology*, Vol. 77, pp. 171-91.
- Van Dick, R., Stelimacher, J., Wagner, U., Lemmer, G., & Tissington, P.A. (2009). Group membership salience and task performance, *Journal of Managerial Psychology*, 24(7), 609-26.
- Werner, J.M. & Lester, S.W. (2001). Applying a team effectiveness framework to the performance of student case teams, *Human Resource Development Quarterly*, 12(4), 385-402.
- Wheelan, S.A. (1994). *Group Processes: A Developmental Perspective*, Allyn & Bacon, Sydney.

For further information, contact:

Debbie DeLong
Chatham University
1 Woodland Road
Pittsburgh, PA 15232
(412) 841-4194
ddelong@chatham.edu

FACULTY ROLE IN CONFLICT MANAGEMENT: SUSTAINING STUDENT SUCCESS IN THE CLASSROOM

*Henry Roehrich, Park University
Julie Grabanski, University of North Dakota*

ABSTRACT

The purpose of this research study was to determine what conflict management methods are incorporated in the classroom by business faculty. The definition of conflict management addresses effective ways to help learners continue to engage during activities based on how people interact and may include conflict that occurs during team-based learning, problem-based learning, case-based learning, business simulations, hands-on learning, fish bowl discussions, whole group discussions, and group quizzes. The participants were asked to describe how and when they use conflict management methods, challenges and successes when using conflict management methods, the impact on student learning, and recommendations for further research. The results will be used to describe how business faculty used conflict management methods and to promote professional development of faculty and student learning in the marketing classroom.

INTRODUCTION

Conflict is not a new phenomenon in higher learning. It has been documented as early as the 1920's in the classroom (Hagopian, 2013). Conflict is defined as a situation when two or more parties experience emotional frustrations and interaction struggles due to perceived incompatibility of interests (Ciuladiene & Kairiene, 2017). Classroom conflict occurs when there is a lack of communication and mutual respect between parties, unclear expectations of performance, and poor engagement of students and faculty in the learning process (Alberts, Hazen, & Theobald, 2010). Faculty can manage conflict through structuring the classroom environment and use of conflict resolution methods.

REVIEW OF LITERATURE

Faculty must set clear goals and expectations during the first days of the semester in order to decrease the risk of conflict from occurring. Communication of expectations in both written and verbal form were also essential in prevention of conflict (Alberts, Hazen, & Theobald, 2010). When conflict does occur, the important thing for faculty was to solve conflicts with students correctly and effectively without damaging the relationship, losing cooperation with students, or disrupting the educational process (Ciuladiene & Kairiene, 2017). There are three innate psychological needs that are intrinsically motivating and create a sense of well-being - including competence, a sense of

belonging, and autonomy (Troisi, 2015). When these needs are fulfilled in the classroom there are numerous positive effects on students, including more effective and long-lasting learning, greater interest and creativity, cognitive flexibility, better learning and self-control, positive attitude, and a higher self-esteem (Ciani, Sheldon, Hilpert, & Easter, 2011; Kusurkar et al.2012). Therefore, a harmonious relationship between students and teachers based on mutual respect, understanding, kindness, and cooperation was essential for success in student learning (Pagliaro, 2011).

When examining the nature of conflict, it was critical to assess the conflict from the perspective of the involved parties feelings and perceptions, thoughts, and behaviors that may contribute to the problem (Ciuladiene & Kairiene, 2017). Common strategies that are used to resolve conflict included collaboration, accommodation, competition, avoidance, and compromise. Among these strategies, the most effective in conflict resolution were collaboration where a problem-solving approach was used to identify a mutually satisfying solution and establishing a compromise where a middle ground was agreed upon to resolve the conflict (Ciuladiene & Kairiene, 2017). Both conflict resolution strategies require a faculty member to facilitate communication and positive interactions between students. Compromise is a cooperative strategy and requires direct communication and mediation to reach a middle ground. Collaboration necessitates facilitation of communication between students to be descriptive and encourages constructive

feedback and disclosure from each for problem solving (Meyers, 2003)

METHODOLOGY

This qualitative study was completed to determine what conflict management techniques are incorporated in the classroom by business administration faculty in higher education. The study utilized Consensual Qualitative Research (CQR), which is an analysis of domains and begins the process with concrete themes. The domains are agreed upon themes that emerged from the responses to open ended questions during the research study. 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 conflict management techniques in the classroom. The number of years of teaching experience ranged from 3 to 39 years, with an average of 17.9 years.

Twelve participants were asked to provide demographic information and discuss strategies, techniques, and challenges in using conflict management techniques in the classroom. During the analysis of the faculty responses, themes were listed to determine conflict management techniques employed by faculty in the classroom. 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 conflict resolution methods in the classroom. A comprehensive view of the participants' experience was best understood through the three distinct themes examined through CQR research. The three themes determined from the responses in the study were (a) expectations, (b) communication, and (c) preparing for the future.

Expectations

Participants described the need to clearly articulate the expectations within the classroom early and often. Expectations included creating an environment of respect and establishing a culture of learning. Several strategies were applied, including class assessment, activities, discussions, and the development of teacher-student and student-student relationships. Rick revealed that he "builds rapport with students by learning their names and getting to know about their lives and

interests." He also discloses some of his life background and interest in the subject he teaches. Several other participants agreed with the need to create a comfortable and positive learning environment where students felt welcome, acknowledged, respected, and motivated to learn. David explained that "everyone must be able to draw from the class and feel accepted and comfortable. Times change, people change, and faculty need to understand their students." Phil added "treating the students fairly and giving as much control as possible over their learning creates diverse learning experiences for everyone."

The participants discussed the need for students to take responsibility for their own learning, communicate respectfully with each other, and to address conflict before it escalates. Participants set the tone for class via written and verbal expectations and described how time was spent during the first days of class discussing policies such as attendance, grading, and in-class behaviors. They also discussed what was expected of students for commitment toward learning, workload, and assessment of individual and group performance. Rick stated, "In the syllabus, I communicate my expectations and approaches to resolve conflict with my students to ensure that everyone is on the same page. John explained "My experience teaches me the need to minimize the likelihood of conflict up front. I try to do this by establishing clear expectations regarding behavior toward each other and emphasize the task at hand. Mike added "I stress the importance of getting along with everyone; A person doesn't have to like everyone, but do need to get along as they may be working together on teams or need information from each other."

A majority of the participants described strategies used to resolve conflict by preparing students to take an active role before there are problems that would affect learning and quality of work. Participants suggested that students know what is expected as individuals and within a group atmosphere, have specific rules to abide by, established rubrics for performance on group projects, and encouraged everyone to communicate their issues with the faculty member when an issue occurred. Participants consistently told students that conflict exists and that there are different ways of approaching conflict. It was emphasized by all of the participants that everyone deserves the right to be respectfully heard, and must learn ways to be proactive when dealing with conflict.

Communication

All of the participants agreed that effective communication skills were key factors for conflict management. The use of listening, positive

communication, and timely feedback were top factors in effective conflict resolution. Checking in with students often by direct communication or reading their nonverbal communication was effective measures that were used by participants. The use of communication strategies to reduce an emotional over-response was beneficial. The majority of participants also stressed the attitude of readiness to “forgive and forget” which helped immensely in resolving situations where conflict was present. The majority of participants discussed the importance of allowing the students to learn how to resolve conflict when working on a team project, and observed how students interacted, while only stepping in if needed.

Participants reported that the communication style and type of feedback strongly influenced the engagement of students in their own learning and prevented conflict in the classroom. Participants described the use of modeling effective communication skills as a means to encourage positive, open, and honest communication. Fred explained that “the ability to build trust and confidence in the learning process helped create a bond between students and faculty and opened a pathway for effective communication.” Timely constructive feedback communicated to students in a manner that assisted in the learning process was considered crucial with the use of multiple teaching methods to help students understand core concepts of the course.

The ability to listen was a skill that the participants used for classroom management and teaching. Participants described the use of discussion and answered questions of students by listening to their concerns, summarized and reflected on the individual’s statement, and then answered the question or provided clarification. All of the participants described the need to provide positive encouragement to facilitate student engagement in classroom discussions. Participants also described the need to ask questions that would assist students to resolve issues, actively listen to both sides of the issue, assist in determining the cause of the conflict, and then follow by asking for suggestions to address the issue. Gary emphasized the need to listen when working toward resolution of conflict. He stated that, “the ability to listen is an important skill for faculty to possess. Too often individuals do not understand another person, their perspective or position, or the heart of the issue.”

Preparation for the future

All of the participants explained that communication and conflict resolution skills would be effective tools for students in their future careers. Participants created opportunities in the classroom for students to learn and apply self-management skills, self-

monitoring of communication skills, and teamwork needed to succeed in their future careers. Participants also were able to reflect on which conflict management strategies to develop further in the future.

Participants reported that to be successful, students had to become lifelong learners. Mike stressed to the students the importance of continual learning. He stated: “learn not for school, but for life.” Students needed to use self-management skills to see all sides to a situation and adapt to continual changes that occur in business. Gary explained that “students have noted that they have learned the ability to not simply state their position, but have a better understanding related to seeking to understand others and ask questions.”

The majority of participants sought to instill in students the need to monitor communication skills and resolve conflict through the use of problem-solving skills. Students were encouraged to approach conflict using a problem-solving approach to negotiate with others to reach solutions. Students were encouraged to consider multiple perspectives, determine the conflict, actively listen to each other, and communicate in a respectful manner to discuss and resolve issues. Rick explained that “when both the goal and the relationship are important, students learned to use problem-solving to negotiate differences and resolve issues.”

Teamwork skills were emphasized by all of the participants. They wanted students to be able to work cooperatively with a variety of people throughout their careers. Participants stressed the importance of working collaboratively with others even when there was disagreement through frequent communication and ownership of responsibilities as a team member.

Participants also recognized that there was a need to seek out professional development opportunities to model and teach conflict resolution strategies to their students. They sought to prevent conflict from occurring in the classroom, but understood that conflict is a part of life and a skill to be developed further. The participants also described the need to adapt to various situations in the classroom in order to learn from each other and conduct research for teaching future students.

DISCUSSION

There are countless reasons why conflict exists in higher education classrooms. University students are increasingly diverse, unprepared for college-level work, juggling multiple life roles, and facing intense pressure to perform in large, impersonal classes (Alberts, Hazen, Theobald, 2010; Knepp, 2012). Faculty may be trained as researchers or have industry experience and struggle to effectively manage their classrooms. In addition, generation students may present a new set of challenges for faculty including a consumerist attitude toward

higher education and a failure to take responsibility for their own learning (Knepp, 2012).

Within the literature, there were several strategies discussed to prevent and reduce conflict in college classrooms (Alberts et al., 2010, Knepp, 2012; Meyers, 2003; Nilson, 2010). Structuring the classroom experience and creating a learning atmosphere during the first couple of days in the semester established classroom norms and reduced likelihood of conflict (Boice, 1996). In order to structure the classroom climate, Meyers (2003) suggested establishing a shared course framework with students through a shared set of goals and a course agenda. This strategy was found to be helpful in the development of clear expectations for behavior, motivation and accountability for learning, and a predictability of expected interactions in the classroom (Nilson, 2016). In addition, the syllabus served as a written contract between faculty and students for the structure of the course, learning objectives, grading, assignments, and behavioral expectations for the semester (Flower, McKenna, & Haring, 2017).

Effective instructors convey concern for student learning and future success (Nilson, 2016). Instructors that communicated enthusiasm, set their pace to match students' level of understanding and displayed empathy for students experiencing learning challenges prevented conflict in the classroom (Meyers, 2003). Suggestions to minimize conflict in large classrooms included learning student names, chatting individually with students, and communicating expectations clearly (Alberts et al., 2010). Modeling behavior toward students by respectfully listening, showing up on time for class, providing office hours, and offering positive reinforcement of good behavior were also effective strategies in preventing conflict. Instructors who displayed emotional and physical "immediacy" when teaching enhanced students motivation to learn subject matter and experienced significantly less conflict (Alberts et al., 2010; Meyers, 2003; Nilson, 2016).

Another conflict prevention strategy used by faculty was to build a sense of community among students (Meyers, 2003; Nilson, 2016). Taking the time to establish a relationship between the instructor-student and student-student through cooperative and collaborative teaching methods was proven to be an effective measure in reducing conflict in the classroom (Ciuladiene & Kairiene, 2017). Furthermore, working in student teams to solve real-world problems provided a means for students to build cohesion among team members and apply concepts taught to situations in the workplace. Establishing the norms for a positive relationship with peers working in teams also provided opportunities for students to practice effective conflict management strategies.

CONCLUSION AND RECOMMENDATIONS

This study explored business and marketing instructors' strategies to prevent conflict in the classroom through classroom management strategies and structuring the classroom environment. These strategies included establishment of clear expectations, use of effective communication techniques, and building a positive learning community where students were motivated to learn the subject matter. When conflict occurred in the classroom, participants modeled the use of the problem-solving approach and taught students to use it to identify a mutually satisfying solution. In some situations, participants assisted students in establishing a compromise to resolve conflict.

Recommendations for action include faculty workshops on conflict resolution strategies. The workshop could include classroom management strategies for prevention of conflict, role play, practice of conflict resolution strategies, and peer to peer teaching. For novice faculty, the use of a support system such as a mentoring program would be helpful for professional development and confidence in teaching and classroom management skills. Recommendations for research are to investigate how conflict management and communication skills have been incorporated into marketing curriculums at various institutions and the outcomes of such programs.

REFERENCES

- Alberts, H. C., Hazen, H. D., & Theobald, R. B. (2010). Classroom incivilities: The challenge of interactions between college students and instructors in the US. *Journal of Geography in Higher Education*, 34(3), 439-462.
- Boice, B. (1996). Classroom incivilities. *Research in higher education*, 37(4), 453-486.
- Chowning, K., & Campbell, N. J. (2009). Development and validation of a measure of academic entitlement: Individual differences in students' externalized responsibility and entitled expectations. *Journal of Educational Psychology*, 101(4), 982.
- Ciani, K. D., Sheldon, K. M., Hilpert, J. C., & Easter, M. A. (2011). Antecedents and trajectories of achievement goals: A self-determination theory perspective. *British Journal of Educational Psychology*, 81(2), 223-243.
- Ciuladiene, G., & Kairiene, B. (2017). The Resolution of Conflict between Teacher and Student: Students'

- Narratives. *Journal of Teacher Education for Sustainability*, 19(2), 107-120
- Flower, A., McKenna, J. W., & Haring, C. D. (2017). Behavior and classroom management: Are teacher preparation programs really preparing our teachers?. *Preventing School Failure: Alternative Education for Children and Youth*, 61(2), 163-169.
- Hagopian, K. J. (2013). Rethinking the structural architecture of the college classroom. *New Directions for Teaching and Learning*, 2013(135), 7-18.
- Hill, C. E., Knox, S., Thompson, B. J., Williams, E. N., Hess, S. A., & Ladany, N. (2005). Consensual qualitative research: An update. *Journal of counseling psychology*, 52(2), 196.
- Knepp, K. A. F. (2012). Understanding Student and Faculty Incivility in Higher Education. *Journal of Effective Teaching*, 12(1), 33-46.
- Kusurkar, R. A., Ten Cate, T. J., Vos, C. M. P., Westers, P., & Croiset, G. (2012). How motivation affects academic performance: a structural equation modelling analysis. *Advances in health sciences education*, 18(1), 57-69.
- Meyers, S. A. (2003). Strategies to prevent and reduce conflict in college classrooms. *College teaching*, 51(3), 94-98.
- Nilson, L. B. (2016). *Teaching at its best: A research-based resource for college instructors*. John Wiley & Sons.
- Pagliari, M. M. (2011). *Educator Or Bully?: Managing the 21st Century Classroom*. United Kingdom: Rowman & Littlefield Education.
- Troisi, J. D. (2015). Student management teams increase college students' feelings of autonomy in the classroom. *College Teaching*, 63(2), 83-89.

For further information, contact:

Henry Roehrich
Park University
8700 NW River Park Drive
Parkville, MO 64152
(701) 330-6753
Henry.roehrich@park.edu

GENDER DIFFERENCES IN PERCEPTIONS OF THE FLIPPED CLASSROOM

Kimberly M. Judson, Illinois State University

ABSTRACT

This study investigated 153 marketing majors at a large, public university to determine if gender differences existed in perceptions of the flipped classroom (50 percent face-to-face and 50% online). To measure the students' perceptions of their flipped classroom experience, this study used Kim, Kim, Kera, and Getman's (2014) four section student survey consisting of 37 scale items. The students' perceptions of the teaching presence of hybrid course instructors reflected no significant differences between male and female students. The questions focused on the students' perceptions of their own social, cognitive, learner, and technology presence in the flipped classroom format were also very similar. However, some significant differences between genders' responses were evident in four of the five categories of the survey: female respondents indicated greater comfort levels, more optimism about application, higher likelihood of goal setting, and greater ease of learning as it relates to the flipped classroom.

INTRODUCTION

A 2016 study conducted by McKinsey & Company and LeanIn.org stated that gender disparities exist for women in corporate America throughout most industries. The *Women in the Workplace 2016 study* indicates that 36% of workers in entry-level positions were women, while only 25% were vice presidents, and only 17% were c-suite executives (Ismail, 2018, information-age.com). Ann Dupont, head of Global Product Marketing, however, addressed gender differences in technology with optimism:

“The good news is that the future looks better than the past for women in tech. I believe we will see more opportunities in hybrid type tech positions such as tech for healthcare tech for elderly, and other new markets,” (Ismail, 2018, information-age.com).

The purpose of this study is to investigate gender differences in perceptions of the flipped (also referred to as hybrid or blended in this study) classroom. If DuPont's optimism (Ismail, 2018, information-age.com) about the future for greater gender equality through technology is accurate, then female students may be equally as comfortable with online technology in higher education delivery as their male counterparts. Educators should consider that the use of technology in education (flipped classroom learning style) may actually help bridge the gap between genders in the workplace (use of technology as part of their career choice). Just as attitudes toward technology are important in e-learning success (Egbo, Okoyeuzu, Ifeanacho, and Onwumere, 2011), attitude toward

technology may also be important in career success. Institutions of higher learning, both private and public, can develop programs that enhance the skills of females who may be apprehensive about e-learning (Goswani and Dutta, 2016).

LITERATURE REVIEW

Goals in Higher Education

A portion of this study examines the gender differences in perceptions of the flipped classroom in supporting one's goals both inside and outside of the classroom. When evaluating an educational experience, students begin their appraisal by considering two aspects of the experience: the motivational relevance and the motivational congruence (Smith and Kirby, 2009). With motivational relevance, the student asks, “How relevant is this course/program to my needs?” With motivational congruence, the student asks, “How congruent is this course/program to my goals?” Whether or not the experience is relevant and/or congruent elicits different and more intense emotional responses. Differences in goals may explain some differences in perceptions of the flipped classroom.

Services Marketing: Value Delivery vs. Value Co-Creation

While developing an online or blended teaching strategy, incongruent goals may exist among faculty and students which affect perceptions of the flipped classroom. Within higher education, a pervasive

emphasis on marketization (rather than marketing) may contribute to a higher level of student satisfaction and lower level of student intellectual development (Taylor and Judson, 2011). Marketization is a promotional effort in higher education that creates an environment that focuses on performance goals (value delivery toward a degree/credentialing) rather than learning goals (value co-creation toward intellectual growth). A greater emphasis on performance goals rather than learning goals may also explain the differences in perceptions of the flipped classroom.

Gender Differences in Technological Careers

In the high tech industry, women currently hold only 25% of computing career positions, and their quit rate is more than twice as high (41%) than it is for men (17%) (Lazzaro, 2017). In 2016, venture capitalists invested \$58.2 billion in male-led companies and only \$1.46 billion in women-led companies (Lazzaro, 2017). Using a VIES questionnaire (values, interests expectations for success), Appianing and Van Eck (2015) concluded that female students placed less value and had lower expectations for success in the computer technology field. Venkatesh and Morris (2000) used the Technology Acceptance Model (TAM) amongst 342 workplace employees and found that females had a lower perceived ease of use and higher levels of computer anxiety.

Gender Differences in e-Learning

Studies among undergraduate students reflect similar findings that females face technological barriers in understanding e-learning systems: (1) Ong and Lai (2006) surveyed 67 female and 89 male employees of six international companies in Taiwan. They found that females attach more importance to the ease of e-learning tools than males. (2) Egbo, Okoyeuzu, Ifeanchi, and Onwumere (2011) analyzed 415 undergraduate students in Nigeria. They concluded that female students indicate a willingness to accept information and communication technology (ICT) use and support more than their male counterparts. (3) Liaw and Huang (2011) studied 424 university students in Singapore. Their study indicated that male students are more inclined to e-learning than female students. (4) Raman, Don, Khalid, and Rizuan (2014) studied 80 female students in higher learning in Malaysia. They found that female students face more technological barriers in understanding e-learning systems than male students. (5) Suri and Sharma (2013) surveyed 477 students in India and concluded that gender differences exist in attitudes toward e-learning. In recent years, however, U.S. students have had greater opportunities to become accustomed to e-learning

systems at a younger age and prior to entering the university environment and this may reduce technological barriers.

The purpose of this study is to investigate the gender gap in technology use in higher education by examining potential differences in perceptions of online learning approaches such as the flipped classroom. A shift toward eliminating perception disparities could signal a more optimistic outlook for closing the gender gap in technology use in the future.

METHODOLOGY

Respondents and Procedures

The respondents included 153 undergraduate Marketing majors enrolled at a large Midwestern public university. Permission to conduct the study was obtained from the authors' Institutional Review Board which approved the methodology and survey instrument. In order to obtain students' perspectives of the flipped classroom experience, surveys were distributed in four courses (six sections total) of two instructors who offered a flipped classroom format (one day a week was online to prepare for the next class that week which was face-to-face). Extra credit was awarded to respondents in the following asynchronous flipped (50% online and 50% face-to-face) marketing classrooms: Fundamentals of Integrated Marketing Communication, New Developments in IMC Strategy, Sport Marketing, Business Ethics and Sustainability.

Measures

All respondents completed the same survey that was comprised of several sections. One section focused on demographic information and included gender, age, marketing concentration at the University (e.g., General Marketing, Integrated Marketing Communication, Advanced Marketing Analytics, and Professional Sales), and ethnicity. A number of online teaching indices taken from Kim, Kim, Kera, and Getman's (2014) survey were assessed and included (1) Teaching Presence, (2) Social Presence, (3) Cognitive Presence, (4) Learner Presence. A Likert scale was used to assess these indices (*1 = strongly disagree to 5 = strongly agree; 6 = not applicable*). Kim, Kim, Kera, and Getman's (2014) four section student survey consisting of 37 scale items was utilized because it focused on the flipped classroom, but these researchers did not survey business students.

FINDINGS

The primary focus of the current study was to examine potential gender differences in the students' perceptions of the flipped classroom. Among the 153 surveys, fifty-four percent of the respondents were male and forty-six percent were female. They were enrolled in the following Marketing sequences (areas of concentration): General Marketing (42%), Integrated Marketing Communications (41%), Advanced Marketing Analytics (11%), and Professional Sales (6%). All respondents indicated that they were between the ages of 18-25 years old. Respondents were predominantly Caucasian (85.4%) with African Americans (6%), Hispanic/Latino (3%), Asians (2%), Native Americans (.6%) and some selecting Other (4%).

Students' Perceptions of Flipped Classroom Experiences

See Table 1 for the survey questions and corresponding results from ANOVA testing for significant differences between the means: Questions 1-8 focused on **Teaching Presence**. All eight items were predominantly answered as "Strongly Agree" and reflected no significant differences in perceptions between male and female respondents. These responses indicate that those individuals surveyed had positive perceptions of the teachers' performance in the flipped classroom setting.

Questions 9-16 focused on **Social Presence**. Three of the eight questions reflected significant differences between male and female respondents. All three questions with significant differences addressed the students' comfort level with the hybrid course (comfortable conversing through online medium, comfortable participating in course discussions, comfortable disagreeing with other course participants while still maintaining a sense of trust). In each case, the female students indicated that they were *more comfortable* with the hybrid delivery style.

Questions 17-24 focused on **Cognitive Presence**. There were no significant differences for seven of the eight questions. The only significant difference was in the question examining the students' perceptions of their ability to apply the knowledge created in the course to their work or other non-class related activities as very likely. However, female respondents were *more optimistic* in viewing their ability to apply the knowledge to other endeavors.

Questions 25-33 focused on **Learner Presence**. Eight questions reflected no significant differences between male and female students. However, female students were significantly *more likely* to set goals for

themselves in order to direct their activities in each study period.

Questions 34-37 focused on **Technology Use**. Three questions reflected no significant differences. However, female students indicated agreement with the statement that technologies associated with the out-of-class activities were *easy to learn* significantly more than their male counterparts. To summarize the findings, the questions focused on the students' perceptions of the teaching presence of hybrid course instructors reflected no significant differences between male and female students. The questions focused on the students' perceptions of their own social, cognitive, learner, and technology presence in the flipped classroom format were also very similar. However, some significant differences between genders were evident in four of the five categories of the survey: female respondents indicated greater comfort levels, more optimism about application, higher likelihood of goal setting, and greater ease of learning as it relates to the flipped classroom.

DISCUSSION

The current study extended previous research on the flipped classroom by investigating perceptions of marketing students. While Kim, Kim, Khera, and Getman (2014) administered this survey to students in the engineering, social studies, and humanities disciplines, this study sought only respondents in the business (marketing) discipline. The results of this study indicate greater optimism for the future of women using technology. **Teaching Presence**

Students' perceptions reflect that both instructors are equally highly regarded and perceived as effective in the flipped classroom setting by both male and female students. Both instructors completed a summer course through their university's Center for Teaching and Learning Technology on how to offer a quality online or blended course. These two instructors delivered the courses to the 153 student respondents in the study. As such, the two instructors' courses are similarly organized and structured (reflecting consistency and quality) which the male and female students seem to equally appreciate. These findings suggest that as institutions expand their online or flipped classroom presence, faculty should be properly trained in teaching interactive, quality online courses. **Social Presence**

The survey results indicate that challenges exist for male and female students alike to participate in an engaged and interactive discussion online among the other students. While online discussion can benefit some more reserved students, the online discussions may lose the interactive dynamics that take place in a face-to-face

setting.

		N	Mean	F	Sig.
Teaching Presence					
Q1. The instructor clearly communicated important activity goals.	Male	82	4.43	.772	.381
	Female	71	4.55		
	Total	153	4.48		
Q2. The instructor provided clear instructions on how to participate in the learning activities.	Male	82	4.38	1.884	.172
	Female	71	4.56		
	Total	153	4.46		
Q3. The instructor clearly communicated important due dates/time frames for the learning activities.	Male	82	4.60	.088	.768
	Female	71	4.63		
	Total	153	4.61		
Q4. The instructor helped to keep course participants engaged and participating in productive dialogue.	Male	82	4.45	.739	.391
	Female	71	4.56		
	Total	153	4.50		
Q5. The instructor encouraged course participants to explore new concepts in the activities.	Male	82	4.33	.028	.868
	Female	71	4.35		
	Total	153	4.34		
Q6. Instructor actions reinforced the development of a sense of community among course participants.	Male	81	4.22	.065	.800
	Female	69	4.26		
	Total	150	4.24		
Q7. My instructor provided useful illustrations that helped me make the course content more understandable to me.	Male	82	4.34	1.128	.290
	Female	71	4.48		
	Total	153	4.41		
Q8. My instructor provided clarifying explanations or other feedback that allowed me to better carry out the activities.	Male	82	4.28	.488	.486
	Female	71	4.38		
	Total	153	4.33		
Social Presence					
Q9. Getting to know other course participants gave me a sense of belonging in the course.	Male	82	3.79	.020	.887
	Female	70	3.77		
	Total	152	3.78		
Q10. I was able to form distinct impressions of some course participants.	Male	82	3.88	.117	.733
	Female	69	3.83		
	Total	151	3.85		
Q11. I felt comfortable conversing through online medium.	Male	82	4.13	4.130	.044*
	Female	71	4.41		
	Total	153	4.26		
Q12. I felt comfortable participating in the course discussions.	Male	82	4.15	4.668	.032*
	Female	71	4.44		
	Total	153	4.28		
Q13. I felt comfortable interacting with other course participants.	Male	82	4.15	8.028	.005*
	Female	71	4.49		
	Total	153	4.31		
Q14. I felt comfortable	Male	82	3.80	2.654	.105

disagreeing with other course participants while still maintaining a sense of trust.	Female	69	4.04		
	Total	151	3.91		
Q15. I felt that my point of view was acknowledged by other participants.	Male	82	4.00	3.597	.060
	Female	70	4.24		
	Total	152	4.11		
Q16. (Online) discussions helped me to develop a sense of collaboration.	Male	82	3.46	3.243	.074
	Female	68	3.79		
	Total	150	3.61		
Cognitive Presence	Male	81	3.73	.001	.980
Q17. Problems posed increased my interest in course issues.	Female	69	3.72		
	Total	150	3.73		
Q18. I felt motivated to explore content related questions.	Male	82	3.85	.778	.379
	Female	71	3.99		
	Total	153	3.92		
Q19. I utilized a variety of information sources to explore problems posed in this course.	Male	82	3.91	.149	.700
	Female	71	3.97		
	Total	153	3.94		
Q20. Brainstorming and finding relevant information helped me resolve content related questions.	Male	82	4.13	.003	.957
	Female	71	4.14		
	Total	153	4.14		
Q21. Combining new information helped me answer questions raised in course activities.	Male	82	4.13	.160	.690
	Female	71	4.18		
	Total	153	4.16		
Q22. Learning activities helped me answer questions raised in course activities.	Male	82	4.13	.235	.629
	Female	70	4.20		
	Total	152	4.16		
Q23. Reflection on course content and discussions helped me understand fundamental concepts in this class.	Male	82	4.10	3.043	.083
	Female	71	4.32		
	Total	153	4.20		
Q24. I can apply the knowledge created in this course to my work or other non-class related activities.	Male	82	4.16	6.363	.013*
	Female	71	4.48		
	Total	153	4.31		
Learner Presence	Male	82	3.60	4.233	.041*
Q25. When I studied for the activities, I set goals for myself in order to direct my activities in each study period.	Female	71	3.92		
	Total	153	3.75		
Q26. I asked myself questions to make sure I know the assigned activities I have been working on.	Male	81	3.73	.004	.951
	Female	71	3.72		
	Total	152	3.72		
Q27. I tried to change the way I studied in order to fit the activity requirements and the instructor's teaching style.	Male	82	3.62	3.309	.071
	Female	71	3.90		
	Total	153	3.75		
Q28. I worked hard to get a good grade even when I was	Male	82	4.30	.331	.566
	Female	70	4.37		

not interested in some topics.	Total	152	4.34		
Q29. I tried to think through a topic and decide what I am supposed to learn from it rather than just reading materials or following directions.	Male	82	3.66	1.552	.215
	Female	71	3.86		
	Total	153	3.75		
Q30. Before I began studying, I thought about the things I will need to do to learn.	Male	82	3.57	.629	.429
	Female	71	3.70		
	Total	153	3.63		
Q31. When studying for the activities, I tried to determine which concepts I didn't understand well.	Male	81	3.80	3.340	.070
	Female	71	4.04		
	Total	152	3.91		
Q32. When I was working on learning activities, I stopped once in a while and went over what I had done.	Male	81	3.80	.070	.792
	Female	71	3.85		
	Total	152	3.82		
Q33. In general, I felt confident using the technologies associated with the out-of-class activities.	Male	82	4.48	.421	.517
	Female	71	4.55		
	Total	153	4.51		
Technology Use	Male	82	4.41	1.167	.282
Q34. It was easy for me to find and access the out-of-class materials associated with flipped classroom activities on ReggieNet.	Female	71	4.54		
	Total	153	4.47		
Q35. In general, technologies associated with the out-of-class activities were easy to learn.	Male	81	4.28	6.810	.010*
	Female	71	4.58		
	Total	152	4.42		
Q36. The technologies used for the out-of-class activities interfered with my ability to learn.	Male	82	3.04	1.480	.226
	Female	71	2.76		
	Total	153	2.91		
Q37. The technologies used for the out-of-class activities enabled me to collaborate with other students.	Male	82	3.71	.276	.600
	Female	70	3.80		
	Total	152	3.75		

However, it is very interesting to note that on three questions in which significant differences existed, the female students perceived themselves as being more comfortable conversing through the online medium, participating in course discussions, and interacting with other course participants. This study suggests that technology use in higher education does not reflect that females are at a disadvantage in the flipped classroom. In an effort to balance gender participation, it is recommended that faculty be intentional in offering online discussions in the flipped classroom format. In the future, technology use may even help to close the workplace gender gap through increased flexibility and

innovation.

Cognitive Presence

When examining students' perceptions of their cognitive abilities in the flipped classroom, there were not many significant differences between male and female students. The one aspect that reflected a significant difference was that female students were more likely to agree that they can apply the knowledge created in the course to their work or non-class related activities. Again, the female students reflect higher confidence in the knowledge gained from the flipped

classroom. This difference could be due to different motivational goals (motivational relevance and motivational congruence) as mentioned in the literature review. A recommendation is for faculty to seek motivational relevance and motivational congruence at the beginning of the flipped course by helping students establish objectives that focus on critical thinking and engagement rather than credentialing.

Learner Presence

When examining students' perceptions of themselves as learners, there were not many significant differences between male and female students. The only significant difference reflected in this category was the greater likelihood for female students to indicate that when they set goals for themselves in order to direct their study activities for each period. In this aspect, female students reflect higher confidence in their abilities to set goals when learning from a hybrid format in higher education. This difference could be due to a difference in performance goals versus learning goals as mentioned in the literature review. A greater emphasis on learning goals by female students would be very encouraging for the future of closing the workplace gender gap. Faculty should emphasize learning goals for students who seem less likely to set goals for themselves. Setting learning goals and submitting them to the instructor could be a required part of the flipped classroom curriculum.

Technology Use

Lastly, male and female students appear to be similarly comfortable using the technology, but it appears that collaboration is difficult. One significant difference was reflected in this category: female students were more likely than their male counterparts to agree that technologies associated with the out-of-class activities were easy to learn. This finding may indicate that women in hybrid work environments (in which the use of technology accounts for an important part of the position) can be highly successful and that increased technology use may even help close the gender gap in corporate America.

CONCLUSION

This study could be enhanced by surveying all business students (not just marketing majors). Future research from this study could include longitudinal data collection to analyze college graduates entering hybrid positions (e.g. sales representatives, advertising liaisons, marketing managers). A longitudinal study could examine differences among male and female employees

in their comfort level and ability to utilize technology. As highlighted by Morrison (1992), environmental scanning activities are critical to university strategic planning. In the case of gender differences with technology in learning, parallel environmental scanning and analysis circumstances would be useful. Overall, these findings concur with the remarks above by Ann Dupont, head of Global Product Marketing, that the future looks better than the past for women using technology in the flipped classroom. The hope is that this study will signal to educators that the use of technology in flipped courses as a learning style may help bridge the gender gap in the workplace as well.

REFERENCES

- Appianing, Joseph & Richard Van Eck (2015). "Gender differences in college students' perceptions of technology-related jobs in computer science." *International Journal of Gender, Science, and Technology*, 7(1): 28-46.
- Egbo, O.P., Okoyeuzu, C.R., Ifeanchi, I.C., & J. U. Onwumere (2011). "Gender Perception and Attitude Towards E-Learning: A Case of Business Students, University of Nigeria." *International Journal of Computer Application*, 2(1).
- Goswami, Ananya & Sraboni Dutta (2016). "Gender Differences in Technology Usage – A Literature Review." *Journal of Business and Management*, 4:51-59.
- Ismail, Nick (2018). "The Tech Gender Gap Continues to Persist – Even in 2018." 3/7/18, Information-age.com.
- Kim, Min K., Kim, So M., Khera, O., & Joan Getman (2014). "The Experience of Three Flipped Classrooms in an Urban University: an Exploration of Design Principles." *Internet and Higher Education*, 22: 37-50.
- Lazzaro, Sage (2017). "12 Statistics about Women in Tech That Show How Big the Gender Gap Truly Is." 6/5/17, observer.com.
- Liaw, S.S. & H.M. Huang (2011). "A Study Investigating Learners' Attitudes toward E-Learning." *5th International Conference on Distance Learning and Education*, 12: 28-32.
- Morrison, J.L. (1992). "Environmental Scanning." In M.A. Whitely, J.D. Porter, and R.H. Fenske (Eds.), *A Primer for New Institutional Researchers* (pp. 86-

99). Tallahassee, Florida.

- Ong, C.S. & J. Y. Lai (2006). "Gender Differences in Perceptions and Relationships among Dominants of E-Learning Acceptance." *Computers in Human Behavior*, 22: 816-826.
- Raman, A., Don, Y., Khalid, R. & M. Rizuan (2014). "Usage of Learning Management System (Moodle) Among Postgraduate Students: UTAUT Model." *Asian Social Science*, 10: 186-195.
- Smith, Craig A. & Leslie D. Kirby (2009). "Putting Appraisal in Context: Toward a Relational Model of Appraisal and Emotion." *Cognition and Emotion*, 23(7): 1352-1372.
- Suri, G. & S. Sharma (2013). "The Impact of Gender on Attitudes towards Computer Technology and E-Learning: An Exploratory Study of Punjab University, India." *International Journal of Engineering Research*, 2: 132-136.
- Taylor, Steven A. & Kimberly M. Judson (2011). "A Service Perspective on the Marketization of Undergraduate Education." *Service Science*, 3(2): 1-18.
- Venkatesh, V. & Morris, M. (2000). "Why Don't Men Ever Stop to Ask for Directions?" *MIS Quarterly*, 115-139.

For further information, contact:

Kimberly M. Judson
Illinois State University
325 State Farm Hall of Business
Normal, IL 61790
(309)438-2715
kmjuds2@ilstu.edu

EXAMINATION OF DEALER LOYALTY AND BRAND LOYALTY

Gary Holmes, University of North Texas at Dallas
Charlie Pettijohn, Missouri State University
Subhro Mitra, University of North Texas at Dallas

EXTENDED ABSTRACT

Researchers have explored the dealership and brand relationship as it pertains to developing a cohesive and concentrated effort to build important loyalty relationships (*e.g.*, Akaeze & Akaeze 2017; Xu *et al.*, 2017; Carter 2015). A dilemma may arise when situations such as product or service failures occur which may bring dealership loyalty and brand loyalty into conflict. A gap exists in the literature for studies that explore times when a customer may experience divided loyalty between the dealership and the brand. There have been recent calls for further investigation into dealership and brand loyalty (Akaeze & Akaeze 2017; Xu *et al.*, 2017), but very little research exists on this important topic. This research attempts to address these significant gaps in the literature.

Constructs used in this research are brand loyalty, dealer loyalty, divided loyalty, and likelihood to switch brands. Brand loyalty is a concept that is valued by businesses, as they desire a customer who prefers their brand and tends to resist attempts by competitors who may lure them away with enticing offers and promotions. Oliver (1999) articulates the classic definition of brand loyalty as a deeply held commitment to purchase the same brand offerings consistently in the future. Dealership loyalty carries many of the same characteristics of brand loyalty, such as maintaining a certain level of commitment to conduct business with a specific dealer now and in the future, resisting enticements by other dealerships, and sustaining a high level of satisfaction with received products and services (Wysocky, 2017). Divided loyalty refers to customers who frequently and consistently purchase two or more brands in the same product category. Ramaswami and Arunachalam (2016) offer a comprehensive definition, “similar, strong, and favorable levels of overall predispositional commitment toward two or more closely competing firms or brands on perceptions of the respective value offerings.” Divided loyalty in this context refers to when the dealership brand conflicts with the offered product brand. Finally, likelihood to switch brands refers to switching costs described in the literature as barriers to switching brands if they are high or enticements to switch if they are low (Yang & Peterson 2004).

Hypotheses explored in this study are as follows: 1) The higher the consumer’s brand loyalty the lower the consumer’s likelihood to switch brands, 2) The higher the consumer’s loyalty to the dealership the higher consumer’s likelihood to switch brands, and 3) The impact of brand loyalty will be higher than dealership loyalty.

An automotive dealership group located in the Midwestern US allowed the researchers to survey customers. The dealership offers four distinct brands of automobiles along with full automotive service centers at two locations. A survey was developed to obtain data for this research as well as other data requested by the dealer. The items used in this study were 5-point Likert-style format questions to record the constructs of brand loyalty, dealer loyalty, and likelihood to switch brands. The aforementioned constructs were determined from execution of factor analysis on the data. Structural Equation Modeling was utilized to analyze support for the hypotheses. This research found support for all three proposed hypotheses.

This study found the higher the brand loyalty the lower the likelihood a customer will switch brands. The negative correlation between brand loyalty and likelihood to switch brands reflects past research that articulates consumer evaluation of products under the same brand tend to remain stable and are undifferentiated among dealers (*e.g.*, Akaeze & Akaeze 2017, Xu *et al.*, 2017). Customers who demonstrate high dealership loyalty are more willing to switch brands, as there is a positive correlation between dealership loyalty and the likelihood to switch brands. This finding supports the notion for customers who may consider a branded product as undifferentiated among differing outlets are more likely to see a difference among competing dealerships (Akaeze & Akaeze 2017). Brand loyalty demonstrated a stronger negative effect on likelihood to switch brands than the positive effect dealership loyalty had on brand switching. This finding implies customers are more likely to switch dealerships than switch product brands.

Previous research focused on both brand loyalty and dealership loyalty as possessing synergistic relationships, which combined, determine the degree to which a consumer determines his/her relative loyalty. This research suggests that in some instances, rather than being complimentary, loyalty can be divided between the dealer and the brand and thus be in competition.

REFERENCES

- Akaeze, C. & Akaeze, N. (2017), "Exploring factors that influence consumer loyalty to automotive dealerships in New York" *Journal of Business Theory and Practice*, 5(2): 98-102.
- Carter, B. (2015). "An introduction to automobile dealerships." *The Appraisal Journal*, 83(3), 193-200.
- Oliver, R. (1999), "Whence consumer loyalty?" *Journal of Marketing*, 63(1). 33-44.
- Ramaswami, S. N., & Arunachalam, S. (2016), "Divided attitudinal loyalty and customer value: role of dealers in an indirect channel." *Journal of the Academy of Marketing Science*, 44(6): 770-790.
- Wysocky, K. (2017), "Tailgate party helps dealer score points", *Automotive News*, available at: <https://www.autonews.com/article/20170605/RETAIL07/170609894/tailgate-party-helps-dealer-score-points>. (accessed Jan. 11, 2019).
- Xu, L., Prybutok, V., & Blankson, C. (2017), "Relative contributions of product quality and service quality in the automobile industry." *Quality Management Journal*, 24(1): 21-29.
- Yang, Z., & Peterson, R. (2004), "Customer perceived value, satisfaction, and loyalty: The role of switching costs." *Psychology & Marketing*, 21(10): 799-822.
-

For further information, contact:

Gary Holmes
University of North Texas at Dallas
7400 University Hills Blvd.
Dallas, TX 75241-4600
(972) 338-1870
Gary.Holmes@untdallas.edu

A THEORETICAL EXPLANATION FOR WHY SCORES ON MULTIPLE-CHOICE EXAMS MAY NOT BE AFFECTED BY THE NUMBER OF QUESTIONS

John R. Dickinson, University of Windsor

EXTENDED ABSTRACT

The greater the number of questions comprising a multiple-choice exam might be thought to have the effect of lowering exam scores. That greater number of questions would more thoroughly cover the scope of the material for the exam. This, in turn, would seem to require greater knowledge on the part of the students. And this further taxing of students would lead at least some of them to come up short in their total exam scores. Contrarily, it may be plausibly expected that "...fewer questions gives fewer opportunities to display knowledge..."(anonymous reviewer; thanks) and would thereby lower, not raise, student scores. Against both lines of reasoning, the theory explaining why the number of questions should have no effect on exam scores is presented here. An empirical example illustrates the absence of any effect.

Evidence that the multiple-choice question format remains a staple of pedagogy is that banks of multiple-choice questions accompany virtually every introductory business text. Accordingly, guides for writing and administering multiple-choice exams are numerous: e.g., general guides, the optimal number of alternatives, bases for selecting distractors, question ordering, etc. Few guides and little research address the optimal number of items to comprise a test. Ebel (1969) relates test reliability to the number of items. However, no research known to the author has investigated the effect of the number of items on exam scores themselves.

A common thought exercise illustrates a logical explanation for the evidently small effect of increasing the number of exam questions. Consider an urn containing 1000 poker chips. Seven hundred of the chips are white and 300 are black and that defines the population or true proportions of colors. The chips are mixed and a sample of 100 poker chips is drawn at random. The expected percent of white chips in the sample is 70 percent. The exercise is repeated, though with a random sample of 200 chips being drawn. What is the expected percent of white chips in the second, larger sample? Seventy percent! Due to random sampling error, the actual observed percent of white poker chips need not be exactly 70. Yet the *expected* percent is always 70 percent and this regardless of the size of the sample.

Now consider a student who actually knows 70 percent of the content of the textbook. That means should he or she be examined on *all* of the questions in the published bank, i.e., the question population, the student would answer 70 percent of the questions correctly. If a subset of that question population is randomly selected, the expectation would be that he or she would answer about 70 percent of the sampled questions correctly. And this expectation would not be changed by the size of the sample. The questions comprising the exams in this study are random samples from the published bank population. With the theoretical perspective here, the similarity of the mean scores (Table 1) for the respective more-questions and fewer-questions exams is not surprising. It should be expected

The phenomenon theorized above is illustrated here by comparing three pairs of multiple-choice exams, the exams in a given pair being of similar content but varying numbers of questions. The course is international marketing which students take in their third or fourth year of undergraduate study. The textbook is Cateora *et al.* (2016). The exams being compared are the first midterm exam (covering chapters 1-6), the second midterm exam (chapters 7-12), and a noncumulative final exam (chapters 13-19). Each exam was worth one-third of the students' final course grades.

The Cateora *et al.* (2016) textbook is accompanied by a bank of multiple-choice questions, the questions being divided by text chapter with their contents proceeding in the same sequence as the procession of content in the text. For the first semester of exams, questions were selected using a systematic random sampling protocol, i.e., every n-th question, chapter by chapter. In a subsequent semester (one year later as the course is offered only in the second semester of the academic year) the same sampling protocol was applied, using a different starting point and increment.

No questions were repeated from the year earlier.

The exams were administered during the regularly scheduled class time of 80 minutes. Administration was not “speeded.” For all exams virtually all students finished in half that time. No students were present at the end. That is, there was no issue of time pressure. Exams were labeled with individual students’ names. Though students could review their graded exams, the exams were not returned to them. No exams went missing from the first round of exams so they could not be used as study guides by students in the second round. The score was the percent of questions answered correctly. No deduction was made for incorrect answers and omitted questions were counted as incorrect.

For the second semester the number of questions comprising the first exam was increased from 60 to 66, for the second exam from 60 to 78, and for the final exam from 70 to 91. In light of the sampling procedure, the second semester exams covered the same content as the first semester exams only more thoroughly. Mean scores and exam parameters are reported in Table 1.

TABLE 1: MEAN SCORES FOR EXAMS

Exam	Number of Questions	Number of Students	Mean Score
<i>First Exam (Chapters 1-6)</i>			
Less Questions	60	47	79.04
More Questions	66	33	82.23
<i>Second Exam (Chapters 7-12)</i>			
Less Questions	60	47	75.39
More Questions	78	33	79.80
<i>Final Exam (Chapters 13-19)</i>			
Less Questions	70	47	83.59
More Questions	91	33	85.45

One observation from the mean scores in Table 1 is that the more-questions-lower-scores reasoning is clearly not at work. Adding as many as 21 questions did not lower the mean score. Mean scores for all three less-questions exams are lower than for their paired more-questions exams, though not materially so. Consistent with the theoretical explanation presented above, the differences in the respective pairs of means are not substantial.

REFERENCES

- Cateora, P. R., Gilly, M. C., Graham, J. L., & Money, R. B. (2016). *International marketing*, seventeenth edition. New York: McGraw-Hill Education. ISBN: 978-0-07-784216-1; MHID: 0-07-784-216-2
- Ebel, R. L. (1969). Expected reliability as a function of choices per item. *Educational and Psychological Measurement*, 29 (October), 565-570.

For further information, contact:

John R. Dickinson
Odette School of Business, University of Windsor
Windsor, Ontario, Canada N9B 3P4
519.253.4232. Ext. 3104
MExperiences@bell.net

SETTLING FOR THE ‘BEST FOUND’ RESULT: PROJECT EXPERIENCE WITH SCHEDULING CUSTOMER DELIVERIES

Michael J. Messina, Gannon University
John F. Wellington, Mongrel Works, LLC

EXTENDED ABSTRACT

This paper is a discussion of a project experience with marketing students that was unusual. For a subject company, students framed the scheduling of product deliveries to forty-seven customers in different locations as a Traveling Salesman Problem (TSP), collected related data, explored solutions using an Excel spreadsheet, and had to settle for the ‘best found’ routing. Due to the combinatorial nature of the TSP, the optimal sequencing of deliveries to customers was not knowable. The experience of dealing with the inexactness (ambiguity) of a routing solution to a real distribution problem and its recommendation to the subject company was the learning goal.

Involving students in the resolution of a real business problem is a common learning experience of contemporary business programs. The experience may take the form of a project in a variety of different courses where students analyze complex business situations, collect data, evaluate decision alternatives, decide a course of action, and communicate results often to a real subject/client. The project discussed in this paper was a situation that required students to resolve a marketing distribution problem faced by a small business owner who sought a better way to deliver product to customers. The company faced an expansion of its customer base that challenged its delivery model. The larger customer base called for rethinking of the manner in which deliveries should be scheduled, i.e. which customer to schedule first for delivery, the one thereafter, and so forth. In addition, the business wanted to maintain its current delivery fleet of one vehicle. In few words, the company was interested in how the expanded number of deliveries could be accommodated with its current fleet.

If the distance between the home base (depot) and each customer location as well as the distance between each pair of customer locations was known, the problem could be treated as a traveling salesperson problem (TSP), see Gutin and Punnen (2002). To illustrate, if a day’s delivery consisted of stopping at five ($=n$) customer locations, the problem could be visualized as enumerating and evaluating the depot-to-depot distance of routing sequences represented by seven ($=n+2$) unit-spaced integers read left to right. Let the depot be designated by index 0 and the five delivery locations by indices 1,2,3,4,5. Then one possible delivery sequence is 0,2,3,5,1,4,0 indicating that the vehicle would leave the depot (0) and travel to location 2 then to location 3 and then to locations 5, 1, and 4 in that order and thereafter return to the depot. Google Maps could provide the distance between any two locations. With this visualization, the solution set of routing possibilities would consist of permutations of the five indices (1,...,5) between the two depot designators, i.e. 0,...,0. Depending on the situation, there could be as many as $n!$ routes.

The objective of the project was identification of a good routing that could be rationalized as such based on the manner in which it was discovered. In order to keep the investigation simple, considerations such as fuel consumption, overall delivery time, and delivery priorities were not addressed at the onset of the project. This allowed students to concentrate on finding the best routing sequence. Pursuit of the ‘best found’ smallest distance routing was the single objective. The Excel spreadsheet environment familiar to marketing students was selected as the computational environment for reasons to be explained. Beyond Excel, no special purpose solution software was employed. To lessen the anxiety of tackling a TSP with forty-eight sites, an Excel spreadsheet was composed and made available for student use and alteration. These aspects framed the manner in which students proceeded to resolve the subject’s distribution problem.

Unlike textbook problems, the optimal routing was not available in the answer section of a textbook or from the instructor and not guaranteed by a textbook formula or the output of an iterative process (e.g. solving a math programming form of the problem). Students had to deal with the inexactness (ambiguity) of the best of what they found and would recommend. Knowing that the outcome of their effort would be the best of what they found and not

necessarily the best possible routing was unsettling for students. Upon what basis should their recommended routing be advanced? In their careers as marketers, they will likely encounter problem-solving situations with ambiguity of the kind described here. Hence, the value of the project experience. With regard to this point, consider the following remark due to LeClair (2018, p.8). “Executives now say they need data-driven leaders. They are asking for folks that can work comfortably with both data and people and managers that can build useful models of the data and lead the team that will put it into practice. Based on my own managerial experience in the marketing space, any viable candidate for an entry-level position must have had some experience using analytics tools. In the end, we all agree that we are seeking an optimal combination of technical knowledge and soft skills.”

The investigative approach to searching for a ‘good’ routing was conducted in the following way. Delivery locations were represented with the unit-spaced integers/indices $1, \dots, n$ and routings as permutations of those indices bracketed by zeroes. An example is the routing sequence 0,2,3,5,1,4,0. The visualization is referred to as the string form of the routing. Through demonstration, it was shown how certain permutations of the location indices could be conveniently produced in Excel using data tables. Because the string representation of the problem was easy to comprehend and Excel was familiar to students and to the personnel of the subject company, they were adopted.

The solution methodology began with a complete routing such as $0, 1, \dots, n, 0$. Students applied methods for producing variants of the routing sequence. Among them, the least distance routing was identified as the ‘best found’ routing up to that point. That routing then became the subject of the next round application of the variant-producing’ methods. The least distance routing that emerged from that investigation became the next ‘best found’ routing. The process continued until no further improvements in distance emerged or search fatigue set in.

The manner in which the search methodology is described belies the challenges faced by the students. At the conclusion of each round, students had to decide to continue the process or stop. Early on, big reductions in routing distances made the decision easy. However, when successively smaller or no improvements resulted, the decision became more difficult. When the latter occurred, students realized that the current ‘best found’ solution had to be ‘shaken up’ in some way. In more sophisticated terms, the process was stalled in the vicinity of a local optimum without knowledge of its closeness or remoteness to the optimal routing. Students identified clever ways to shake up the ‘best found’ routing. With that result, they restarted the search by methodically and extensively reordering the delivery stops. Doing so became the basis for rationalizing the decision to stop/not, i.e. reasonable effort had/not been expended in the search and promising directions explored. A convincing case for either had to be made. Search fatigue alone did not justify termination. Upon termination, students had to be prepared to defend the concluding route as the ‘best found’ to the instructor as well as the personnel of the subject company. To help make their case, they showed how application of the search methodology to the subject company’s routing before the expansion in customer deliveries produced a smaller distance routing. They were careful to note that the demonstration did not guarantee that their recommended routing for the expanded delivery set was the best possible to be found under the conditions and limitations of the search method.

In summary, the inexactness/ambiguity of the manner of the search and its outcome challenged students. Most had no previous experience with problem solving of this kind. At times, coming to consensus regarding the decision to continue or stop the search was difficult. More than once, they had to listen to and evaluate the best case. Although not completely so, this was an ‘out of textbook’ learning experience intended to enrich student learning. It is hoped that the reader-instructor of this paper may consider designing and guiding a similar learning experience in the ambiguity of resolving a marketing problem.

REFERENCES

- LeClair, D. (2018). “Integrating business analytics in the marketing curriculum: eight recommendations.” *Marketing Education Review*, 28(1): 6-13.
- Gutin, G., & Punnen, A. (Eds.) (2002). *The Traveling Salesman Problem and Its Variations*. Dordrecht, The Netherlands: Kluwer Academic Publishers.

For further information, contact:

Michael J. Messina
Gannon University

109 University Square
Erie, PA 16541 USA
(814) 871 5755
messina001@gannon.edu

IDENTIFYING SOCIALLY CONTAGIOUS ONLINE COMMUNITIES: THE ROLE OF A SENSE OF WE-NESS ON DIFFUSION OF NEW PRODUCT

Tae-Hyung Pyo, University of Idaho
Chanchal Tamrakar, Georgia Southern University
Jae Young Lee, Yonsei University

EXTENDED ABSTRACT

An online community is a group of people who share similar preferences, have enthusiasm towards, and are knowledgeable about a specific consumption activity. These groups of people build “social relationships” with other virtual participants in an online environment and form online communities. These online community participants are bonded by emotional attachment and “love” of a common consumption activity and may not be influenced by financial gain. Users of these online communities establish connections with other users and interact with each other to share information or to share personal social needs.

Research investigating various characteristics of online communities and how it impacts social influence is not new. Aral & Walker 2014, Granovetter 1977, Goldenberg et al. 2009, etc investigated characteristics such as tie strength, demographic similarity, network centrality and its impact on social influence. However, one assumption of social contagion literature is that an entire network information is available to managers which may not be true for many firms (Godes 2011; Watts and Dodds 2007). Even in cases where such information is available, it may not be feasible to compute metrics with billions of network ties and millions of users.

Our research aims to identify a simple characteristic of online communities that is easy to measure, and which facilitate social contagion within such communities. We Specifically look at a sense of “we-ness” within a community. A sense of we-ness denotes expanded self-concept beyond the self, where “I becomes we” (Tajfel 1978; Turner et al. 1987). In-group interaction within a community creates a collective identity, a set of shared attributes (e.g., experience, interest, and information), and a system of meaning that binds in-group member together (Albert et al. 2000). A strong sense of we-ness conveys strong commitment and a willingness to interact, trust, and cooperate with each other. This would indicate that a strong sense of we-ness could generate higher product diffusion through information sharing and social influence.

However, a strong sense of we-ness also conveys strong social norms within the community. Online community members who want to maintain positive relationships with other members who want to enhance their self-esteem within the community (Tajfel and Turner 1986; Turner 1975) tend to conform to community social norms and live up to other members expectations. This means community members will be motivated to talk and do what is compatible with social norms of the community. Hence we form two hypotheses for testing.

H1: When a new product is compatible with a group identity and norm, strong sense of we-ness will facilitate the diffusion of a new product.

H2: When a new product is not compatible with a group identity and norm, a strong sense of we-ness will suppress the diffusion of a new product via in-group social contagion.

We used Last.fm, an online music community site to collect data for our study. It is one of the top 10 social network site for music with more than 43 million users. We randomly selected 300 groups with more than 1,000 members each. The final data consists of approximately 360,000 users and their complete track history from January 2011 to March 2012. 21 new songs released between January to May of 2011 that were also on Billboard’s Top 100 list were selected to find adopters and their first trial date.

We used Song Penetration, the adoption rate of a song in a community at the end of the data collection period, as our dependent variable. Sense of we-ness is defined as the ratio of the community’s use of “we”, “us” and “our” with

respect to the total number of postings for the community. We operationalize a musical identity of a community on a preference coordinate proposed by Pyo and Lee (2018) and create a metric of its compatibility with new songs. We also quantify the compatibility between a song and group identity using Aitchison distance. Control variables used for the study are homophily, density of connection, group size, average number of music played, age, country of origin, and gender.

Our empirical analysis has novel findings which are consistent with our hypothesis. We find that a sense of we-ness facilitates in-group diffusion when the product is compatible with group identity but suppresses the diffusion process when the product is not compatible. Our findings not only contribute to the literature but also provide actionable insights to practitioners; managers should target communities with a strong sense of we-ness when the new product and the group's identity is compatible.

REFERENCES

- Albert, Stuart, Blake E Ashforth, and Jane E Dutton (2000), "Organizational identity and identification: Charting new waters and building new bridges," *Academy of Management Review*, 25 (1), 13-17.
- Aral, Sinan and Dylan Walker (2014), "Tie strength, embeddedness, and social influence: A large-scale networked experiment," *Management Science*, 60 (6), 1352-70.
- Godes, David (2011), "Commentary-invited comment on "opinion leadership and social contagion in new product diffusion"," *Marketing Science*, 30 (2), 224-29.
- Goldenberg, Jacob, Sangman Han, Donald R Lehmann, and Jae Weon Hong (2009), "The role of hubs in the adoption process," *Journal of Marketing*, 73 (2), 1-13.
- Granovetter, Mark S (1977), "The strength of weak ties," in *Social networks*: Elsevier.
- Lascu, Dana-Nicoleta and George Zinkhan (1999), "Consumer conformity: review and applications for marketing theory and practice," *Journal of Marketing Theory and Practice*, 7 (3), 1-12.
- Pyo, Tae-Hyung and Jae Young Lee (2018), "Preference Similarity and Social Contagion for a Trial of a New Experience Good," *Working paper*.
- Tajfel, Henri Ed (1978), "Differentiation between social groups: Studies in the social psychology of intergroup relations," *Academic Press*.
- Tajfel, Henri and John Turner (1986), "JC (1986). The social identity theory of intergroup behavior," *Psychology of intergroup relations*, 7-24.
- Turner, John C (1975), "Social comparison and social identity: Some prospects for intergroup behaviour," *European Journal of Social Psychology*, 5 (1), 1-34.
- Turner, John C, Michael A Hogg, Penelope J Oakes, Stephen D Reicher, and Margaret S Wetherell (1987), "Rediscovering the social group: A self-categorization theory" *Basil Blackwell*.
- Watts, Duncan J and Peter Sheridan Dodds (2007), "Influentials, networks, and public opinion formation," *Journal of Consumer Research*, 34 (4), 441-58.

For further information, contact:

Tae-Hyung Pyo
University of Idaho
875 Perimeter Drive MS 3161
Moscow, Idaho 83844-3161

tpyo@uidaho.edu

MAJORING IN “JUST MARKETING”: STUDENT PERCEPTIONS OF GENERAL VERSUS SPECIALIZED MARKETING MAJORS

Department of Marketing Faculty, Western Michigan University

Anthony Bowie, Western Michigan University

Mushtaq Luqmani, Western Michigan University

Zahida Luqmani, Western Michigan University

Alhassan Mumuni, Western Michigan University

Kelley O'Reilly, Western Michigan University

Zahir Quaraeshi, Western Michigan University

Ann Veeck, Western Michigan University

EXTENDED ABSTRACT

With the number of business colleges offering specialized marketing majors in addition to the general marketing major growing, and given the extra resources needed to maintain multiple majors, a need exists to examine how students make selections among choices in marketing-related majors. As such, the two main research questions of this study are: (1) what factors influence students' choice of marketing-related majors?, and (2) what do students perceive to be the advantages of selecting specialized marketing majors versus general marketing majors? To answer these questions, a survey instrument was created to collect information related to the recruitment, perceptions, and satisfaction of students in the majors. The questionnaire consisted of open-ended and close-ended questions related to the students' choice of major, including influences of on the students' choice, ratings on numerous characteristics, importance of opportunities, satisfaction, short- and long-term goals, basic demographics, and college-related activities. A total of 608 marketing department majors completed the survey, with the final sample 56.4% male and 42.4% female. Of the sample, 22.5% are general marketing majors, and the remaining 77.5% are one of the five specialized majors, approximating the incidence in the population.

The survey results indicate several important findings. First, almost two-thirds of students (63.1%) have not settled on their graduating major when they enter the university, and about half (48.9%) do not make their final decision until after their first semester. Second, for all marketing department majors, the most important influences for selecting their major are instructors in the major, parents, and other students in the major. Specialized marketing majors rate faculty and students as influences significantly higher than do general marketing majors. While high school personnel are rated relatively low as influences for all majors, marketing majors rate high school faculty and counselors significantly higher than specialized majors. Third, about two-thirds of students in both specialized and general marketing majors have switched from either another business major or a non-business major. Interestingly, there is a two-way flow between specialized and marketing majors. Fourth, general marketing majors rate their major significantly higher in comparison to specialized marketing majors flexibility, while students with specialized majors rate their major significantly higher than general marketing majors for professional opportunity, culture, and personal interest. Fifth, in comparison to general marketing majors, students with specialized majors value access to major-associated student organizations, study abroad programs, a center or specialized lab, and internships significantly higher.

The results have important implications for assisting students with selecting the appropriate major and improving the experience for students in all marketing department majors. In terms of recruitment, the fact that specialized majors are more likely than general marketing majors to be influenced in choice of major by faculty members or other students in the major shows how important faculty and student influencers can be. Faculty and students should be encouraged to champion majors within an atmosphere of friendly competition to educate prospective students on their options. Assisting students in finding the best fit among majors is beneficial for all parties. The assumption that students would benefit from being educated earlier--even perhaps as early as high school--about options in majors is not strongly substantiated with this data. The findings show that students are as likely to declare a general marketing major as a specialized major later in their academic career. Further, the fact that students are more likely to switch

from a specialized marketing major to a general marketing major than the reverse indicates that students may come to realize later in their academic career that they prefer the flexibility inherent with a general marketing major.

The findings related to the enhanced value that students in specialized majors place on experiences and opportunities directly associated with majors is of crucial importance because these activities--e.g. developing an advisory board, coaching student teams for competitions, serving as advisors for student clubs, etc.--take a great deal of faculty time and department resources. Compared to the general major, students in specialized majors often have access to opportunities developed exclusively for their majors. For example, at our university, one specialized major maintains a specialized lab, another has a designated center, one hosts an annual industry conference each year, and several have study abroad programs directly associated with them. One might assume that students in general marketing majors should be offered equal extra-curricular opportunities to that of specialized marketing major to increase their satisfaction levels. Yet, these results indicate that students in general marketing majors do not necessarily value access to extra-curricular opportunities to the extent that students in specialized majors do. This finding leads to a question of causality: i.e. are students who value enriched experiences more likely to choose a major that offers these opportunities, or do students who are privy to these experiences grow to understand their value a posteriori? This question warrants further exploration. However, the findings that the values that students place on opportunities don't vary by class level (freshman, sophomore, junior, senior), and that specialized marketing majors are more likely to have an internship and belong to a major-related organization, indicate that at least some self-selection is operating--i.e. students that value major-related experiences appear to be more likely to choose majors that offer these opportunities.

Since general marketing majors value flexibility, reinforcing and enhancing flexibility might be the most important tactic for supporting general marketing majors. In short, the general marketing major should own flexibility. Students drawn to the general marketing major should be assured that a broad education is valued by many employers and can serve them well in the long-run as they pursue what could potentially be a variegated career path (Trackmaven, 2019). General marketing majors should be encouraged to take classes and pursue programs inside and outside of the major--e.g. foreign languages, arts activities, long-term study abroad, entrepreneurial efforts, sports, social organizations, etc.--that interest them and lead them to become well-rounded or distinctive graduates. For curriculum development, these findings mean that it is important for marketing majors to be offered the most flexibility possible in course offerings and sequences, while still ensuring the rigor of the core marketing curriculum. In addition, more overt advocacy of the benefits of a general marketing major may lead to general marketing majors not feeling that their major is "just marketing" and raise satisfaction.

In conclusion, the general marketing major and specialized marketing majors offer distinct advantages. Students in the general marketing major value the flexibility in course availability and sequencing that a general major affords. Students in specialized marketing majors value the enhanced professional opportunities that they gain when pursuing a specialized major. Being aware of and supporting these preferences may assist marketing departments in creating satisfactory experiences for all majors.

REFERENCES

Trackmaven (2019), The Ultimate Marketing Careers Guide. Retrieved May 3, 2019 from <https://trackmaven.com/blog/marketing-careers-guide/>

For further information, contact:

Kelley O'Reilly
Western Michigan University
1903 W. Michigan Ave
Kalamazoo, MI 49008-5430
(269) 387-5423
kelley.oreilly@wmich.edu

WHEN THE STUDENT BECOMES THE TEACHER: ENHANCING MARKETERS' UNDERSTANDING OF MINORITY CONSUMERS WHILE INCREASING MINORITY STUDENTS' UNDERSTANDING OF MARKETING

Delancy H.S. Bennett, Clemson University
Geraldo Matos, Roger Williams University
Yana Andonova, Murray State University
Katie Hildebrand, Clemson University
Lori M. Pindar, Clemson University

EXTENDED ABSTRACT

Both the business and popular press are rife with examples of major missteps on the part of companies as it relates to dealings with minorities, due to advertisements perceived to be anywhere from insensitive to outright racist in nature. In one such prominent instance Pepsi found itself under fire for an ad that was panned by many minorities for “trivializing the African American Lives Matter,” movement (Victor 2017). Recently a number of manufacturers made clear to their ad agency partners that it was imperative for them to address the issue of having too few minorities (both racial/ethnic and gender in nature) on staff (Maheshwari 2016). The belief is that the presence of minorities will foster a culture of inclusion leading to ads that will resonate with (versus alienate) minority consumers (Maheshwari 2016). However, this solution has proved problematic as minorities are underrepresented within marketing and other areas of business study and practice (Korn 2012; Daniel & Caruthers 2016).

This paper details an innovative model that enhances the inclusion of diverse students. The Sterling Center Summer Scholars Program (not the program’s actual name) was developed to increase access and create a pipeline through which young scholars of color would be exposed to the brand communications world. The program invited minority students from the host university as well as minority students from Historically African American Colleges/Universities (HBCUs) across the southeast. A total of twenty-four accepted students, or scholars, were admitted.

The Sterling Summer Scholar Program is grounded in the framework of a Corporate Engagement Program (CEP) which combine passive and experiential learning via in-class lectures and projects that require engagement with actual industry executives (Bennett & Raymond 2019). The five-day program supports learning in an applied context for both African American college students and marketing managers of a business organization. Students gain hands-on experience by creating an ad campaign for a product launch with a real-world client. The firm benefits from interacting with a diverse body of students and learning from these interactions as the students provide insight into marketing communications aimed at minority consumers, ultimately greatly reducing the likelihood of marketing missteps by the firm. The students worked in teams on a project outlined by the presenting sponsor that focused on marketing the firm’s on demand ordering platform to African American and Hispanic Millennials and Gen Z consumers. The final project was delivered in presentation form at the end of the week to faculty, fellow students and brand partners on the closing day of the program.

CEPs leverage passive and active learning with a seven-phase framework. The phases include 1) (passive) instructions of marketing theory, 2) the planning of the program, 3) more program specific (passive) instruction, 4) program activation that includes student engagement with corporate executives to devise a plan, 5) testing and evaluating students’ performance, 6) receiving feedback from instructors and students on how to enhance the program, and 7) analyzing and applying feedback to enhance both the passive and active program elements (Bennett & Raymond 2019). The effectiveness of the CEP is defined by its ability to achieve the five SMART objectives as

follows: 1) student understanding of critical success factors, 2) marketing managers' perceptions of student readiness, 3) association between active and passive learning experiences, 4) realistic experience, and 5) thorough understanding.

An analysis of the program was conducted and it was determined that the SMART objectives were met. Students were asked open-ended questions regarding their experience in the program. The authors of this paper analyzed and coded the student responses for common themes. Overall, the students were thankful for the unique opportunity the program offered and reflected on all that they had learned. Their feedback indicated that they gained an in-depth and new understanding of current marketing practices. Additionally, feedback from the executive panel indicated that the student presentation displayed the high level of skills that they had achieved as well as provide the panel with new insights on how to communicate with the minority consumer market. As a result, the program enhanced managers' perceptions of students being ready for the workforce within the marketing industry, an important objective for the program.

Such CEPs can aid in achieving the goal of helping these business professionals understand the value of having "black and brown people" at the table when marketing efforts are being crafted. The relative lack of minorities involved crafting these efforts to date has led to far too many incidents in which there are racial undertones that are missed. This fact has not been lost on both advertising agencies and the clients. And yet it remains true that there is an insufficient number of minorities working in the industry at this point. This is especially the case as the US population is forecasted to become more and more diverse in the relatively near future. CEPs similar to what has been described in this paper can be part of the solution, by providing exposure to and experience with the advertising industry for students in marketing and related fields.

REFERENCES

- Bennett, D. & Raymond, M. (2019). From the classroom to the boardroom: Corporate engagement programs that integrate theory and practice. *Marketing Education Review*. Retrieved from <https://www.tandfonline.com/doi/full/10.1080/10528008.2019.1575170>
- Daniel, R., & Caruthers, D. (2016). Understanding Underrepresented Populations in the Business School Pipeline. GMAC® Research Report RR-16-02. *Graduate Management Admission Council*.
- Korn, Melissa (2012). Business Schools Short on Diversity. *The Wall Street Journal*. Retrieved from <https://www.wsj.com/articles/SB10001424052702304830704577496901585090874>
- Maheshwari, S. (2016). Brands to ad agencies: diversify or else. *The New York Times*. <https://www.nytimes.com/2016/10/01/business/media/brands-to-ad-agencies-diversify-or-else.html>
- Victor, D. (2017). Pepsi pulls ad accused of trivializing black lives matter. *The New York Times*. Retrieved from <https://www.nytimes.com/2017/04/05/business/kendall-jenner-pepsi-ad.html>

For further information, contact:

Geraldo Matos
Roger Williams University
One Old Ferry Road
Bristol, RI 02888
(401) 254-3083
gmatos@rwu.edu

PESONALITY AND THE STUDENT EVALUATION OF TEACHING: DO AGREEABLE STUDENTS GIVE MORE AGREEABLE EVALUATIONS?

Dennis E. Clayson, University of Northern Iowa

EXTENDED ABSTRACT

Given its centrality to the issue of validity, relatively few studies have attempted to statistically relate personality to the student evaluation of teaching (SET). Limited research indicates a strong relationship between the perception of the instructors' personality and SET; however, self-evaluations of personality were not assumed to be related to SET.

Lacking in this discussion was an important omission: Is the students' personality related to the evaluations they give to instructors? That is to say, does a student with a certain personality structure tend to give higher or lower evaluations in general? Would an agreeable student, for example, tend to give more agreeable evaluations in the same instructional environment than would a less agreeable student?

The question addressed in this research was: *Does the personality of students influence the evaluations students give of instructors?*

Over eight years, 830 students from a consumer behavior class went online to complete the 60-item International Personality Item Pool (IPIP) five factor personality inventory. In addition, students were asked to evaluate their own likeability on a seven-point scale. The students also completed a SET on the unidentified instructor that would teach their next class, irrespective of who that may be.

There was a weak, but consistent, association between the students' personality characteristics and the evaluations they give instructors. Only consciousness was unrelated at the 0.05 level. For every personality trait, more positive assessments were associated with more positive evaluations. The strongest associations were with neuroticism and how likeable the student thought themselves. The less neurotic they were and the more likeable they saw themselves, the more likely they were to give higher evaluations. Students in the top third of every personality trait, except openness, gave instructors significantly higher evaluations than did students in the bottom third. The average difference was 14 percentile points on the SET. There were no significant interactions with the gender of the student, whether the student was receiving a higher or lower grade than normal in the instructor's class, or whether the student was a marketing or non-marketing major.

SET has been said to create a "likeability" scale (Clayson & Haley; 1990, Feistauer & Richter, 2018; Marks, 1997). This study adds an extra twist to the hypothesis. Students who see themselves as likeable tend to give higher evaluations. Indeed, the more positive the student's overall personality, the more positive their evaluations tended to be. Students in the bottom third of personality traits tended to rank their professors close to the bottom third on SET. Students in the top third ranked professors in the top half of instructors. The same instructor in the same class could expect to be rated 14 percentile points higher by students with positive personality traits than students with lower traits. To answer the original question, and utilizing "agreeableness" as a surrogate for other personality traits, it appears that more agreeable students do give more agreeable evaluations. This was true irrespective of the gender of the students and the grades given in class.

The study did not address the pedagogical implications of personality differences in the evaluation process. For example, would instruction be weakened or strengthened if students and instructors were more alike, and if there did need to be change, would learning be facilitated if the instructors became more like their students, or if students were encouraged to become more like their instructors? More relevant to this study, however, is the possibility that the personality traits of students may be strengthened, or brought out, by instructional technique and encouragement. Students who find themselves to be more likeable are more likely to evaluate their instructor more positively. Teaching

techniques that encourage or bring out positive traits in students should be rewarded by better evaluations. If agreeable students give more agreeable evaluations, then encouraging students to be more agreeable should be rewarded both in and out of class.

REFERENCES

Clayson, D. E., & Haley, D. A. (1990). "Student evaluations in marketing: What is actually being measured?" *Journal of Marketing Education*, 12, 9-17.

Feistauer, D. & Richter, T. (2018). "Validity of students' evaluations of teaching: Biasing effects of likability and prior subject interest." *Studies in Educational Evaluation*, 59: 168-178.

Marks, R. B. (2000). "Determinants of student evaluations of global measures of instructor and course value." *Journal of Marketing Education*, 22: 108-119.

For further information, contact:

Dennis E. Clayson
University of Northern Iowa
Cedar Falls, IA 50614
(319) 273 6014
dennis.clayson@uni.edu

THE JOURNEY OF A PHD: THE TRANSITION FROM GRAD STUDENT TO TENURE TRACK FACULTY AND THE THREE LEGGED STOOL

Franklin Tillman, The University of Mississippi
Derek Ezell, Lander University
Prachi Gala, Elon University

EXTENDED ABSTRACT

The transition from graduate student to tenure-track professor is a process that is experienced in many different ways depending on individual expectations and capabilities. Graduate students may never be told how the world will look, once they complete their PhD and enter the job market. Even if they were told by an advisor, it is difficult to fully convey and understand the extent of the opportunities/difficulties one may experience during their first job. Learning from the experience of various faculty members who have already faced this situation would aid potential faculty in this critical transition period of their life.

It is also important for potential faculty members to understand the balancing act that all must perfect concerning research, teaching, and service (RTS). Once an understanding of the transition phase has been established, this research dives deeper into the daily life of a researcher in an attempt to uncover their perspective of the navigation of teaching, service, and research in the tenure process. To better understand this transition process as well as the balancing act necessary for RTS, a series of interviews were conducted with professors within their first few years of a tenure-track position. Interviews were conducted to answer the following research questions:

- What advice can you provide regarding the transition from graduate student to tenure-track professor?
- How do tenure track professors navigate the balance between research, teaching, and service (RTS)?

The transcripts were then reviewed to determine potential codes. A collaborative effort resulted in further refinement of these codes into categories and ultimately themes within the data.

The analysis of the data during study one revealed many interesting categories of experience in transitioning from a graduate student to a tenure-track faculty member. The research question of “What advice can you provide regarding the transition from graduate student to tenure-track professor?” is addressed by the interpretation of data and the themes outlined in this paper. The six themes provide areas of interest and concern for graduate students beginning the transition to a career in academia. Students beginning this transition should focus on developing a sense of self-awareness in order to better realize a direction for their career. The second theme reveals the importance of time management to new faculty members and how difficult this can be to manage properly. Careful attention should also be paid to a self-evaluation of the need for independence in their professional life and this theme can be linked to time management and self-discipline. The ability to manage workplace politics and interpersonal dynamics is illustrated in theme four, as new faculty members will be faced with navigating a dynamic professional environment. Graduate students in this transition period will also need to determine their professional expectations in regards to the amount of flexibility they will desire and select institutions that meet their requirements, in order to find a professional fit. Finally, graduate students need to utilize their time in school to gain exposure to multiple methodologies, hone academic writing skills, and solicit the advice of mentors and faculty members to best position themselves for a successful transition to the tenure-track position.

In attempt to answer the research question: ‘How do tenure track professors navigate the balance between research, teaching, and service (RTS)?’ study two reveals that faculty members seem to navigate the ambiguous process of obtaining tenure with great care in balancing the encompassing aspects. Faculty must first realize that although expectations may be vague from the onset, this vagueness can ultimately be a benefit of the professor in the pursuit of tenure. In the presence of the ambiguity surrounding expectations, the expectation to publish prevails. Faculty members were trained as doctoral students to be teachers and researchers. Therefore, neither should be neglected, and research should be a priority of the faculty member in order to secure tenure. This comes with great

balance of all three major expectations of faculty members (RTS). Given this importance, these professors may work long hours to ensure their qualification for future tenure. Although time to oneself and family is important, faculty are aware that they are always working in some form. Research, teaching or even service ideas seem to present themselves in everyday situations even once one is out of the office. Being in a professional environment, faculty ought to be collegial in this journey in order to keep both their peers and superiors pleased in order to better their chances for tenure. Finally, faculty members must know that they are not on this journey alone. There is a support system available to aid in this process. Although the size and impact of this support system may vary, a journey made alone is often more difficult than one made with ample support.

For further information, contact:

Prachi Gala
Elon University
2075 Campus Box
Elon, NC 27244
(336) 278-6941
pgala@elon.edu

LET'S BE FRIENDS: EXAMINING THE IMPORTANCE OF SALES-FIRM INTEGRATION

*Mark D. Groza, Northern Illinois University
Mya P. Groza, Northern Illinois University
Geoff Gordon, Northern Illinois University*

EXTENDED ABSTRACT

As the boundary spanning unit within the firm, sales interacts with customers on a daily basis and in an effort to satisfy those customer's needs interact with all functions within their organization. Salespeople work with their research and development team to find customized solutions for individual customers, they work with finance and accounting to create individualized financing terms, and they work with IT, operations and customer service to ensure solutions are being delivered as promised (Panagopoulos, et al., 2017). While research confirms that salespeople who have strong intrafirm ties generally experience greater sales success (Claro & Ramos, 2018), it remains unclear if or how, the relationship the sales function has with other organizational functions affect the firm's overall performance.

This paper begins to address this gap by introducing the concept of sales - firm collaborative integration. Based on Ellinger's (2000) definition of collaborative integration, we define sales collaborative integration as how well sales works together with other units within the firm. The degree to which sales works together and is integrated into the firm, is expected to positively influence firm performance. This positive relationship is predicted to be partially mediated by firm innovation. That is, we predict sales integration will positively affect innovation which in turn, will positively affect firm performance.

To test the conceptual model data were collected from a random cross-industry sample of 986 firms. After the initial email invitation, the research team followed up with the invitees with up to two emails and three phone calls (depending on at what point of contact they completed the survey). The final data set contains 264 (27% response rate) completed surveys. Measures were adapted from established scales and the data were analyzed with structural equation modeling. Results largely support the study predictions as sales -firm collaborative integration leads to firm innovativeness and firm innovativeness leads to performance. Implications of these findings are discussed.

REFERENCES

- Claro, D. P., & Ramos, C. (2018). Sales intrafirm networks and the performance impact of sales cross-functional collaboration with marketing and customer service. *Journal of Personal Selling & Sales Management*, 38(2), 172-190.
- Ellinger, A. E. (2000). Improving marketing/logistics cross-functional collaboration in the supply chain. *Industrial marketing management*, 29(1), 85-96.
- Panagopoulos, N. G., Rapp, A. A., & Ogilvie, J. L. (2017). Salesperson solution involvement and sales performance: The contingent role of supplier firm and customer-supplier relationship characteristics. *Journal of Marketing*, 81(4), 144-164.
-

For further information, contact:

Mark D. Groza
Northern Illinois University
Baresma Hall 128s
DeKalb, IL 60178
(815) 753-6228
mgroza@niu.edu

INTEGRATION AND APPLICATION OF KNOWLEDGE, HALLMARK OF CAPSTONE COURSES: A COMPARATIVE ANALYSIS OF FACULTY AND STUDENT'S PERCEPTION OF CAPSTONE SKILLS

Eklou R. Amendah, Southern New Hampshire University
Leila Samii, Southern New Hampshire University

EXTENDED ABSTRACT

The objective of this study is to demonstrate the difference in perception about capstone course learning outcomes/skills between faculty and students. Most universities and colleges advise their students to take their capstone courses in their senior year (Elam & Spotts, 2004; Holdsworth, Watty & Davies, 2009). As Christ (2013) indicated, capstone courses “integrate coursework, knowledge, skills and experiential learning to enable the student to demonstrate a broad mastery of learning across the curriculum for a promise of employability ...” (p. 163).

According to (Acker & Bailey, 2011) capstones courses have several functions: to help students consolidate previously accumulated knowledge in the program. They prepare students for future careers and help students acquire soft skills that employers require. Some of these skills and competencies that students are expected to develop in the course include communication (written and oral communication), critical thinking, problem solving, adaptation, information literacy, use of technology, planning and decision making, ethical and social understanding (Christ, 2013; Barrie, 2004; Payne, Whitefield & Flynn, 2002).

In the present study, the authors demonstrate whether the capstone instructors and students align in their agreement that the expected capstone skills effectively occurred through class projects, case discussions and experiential learning. The specific skills investigated were (1) application, (2) synthesis, (3) connection, (4) problem solving, (5) critical thinking, (6) communication, (7) teamwork, and (8) decision making.

To show the similarities and differences in opinion regarding capstone skills between instructors and alumni who have taken capstones the authors created a survey. The survey questions pertained to the aforementioned capstone skills. Participants are asked some of the following questions: *A logical plan to solve problems is embedded in the capstone project (problem solving); issues presented in the capstone projects are analyzed critically (critical thinking); There is a degree of organizing and synthesizing evidence to find patterns, differences, or similarities related to the focus/discipline to draw conclusions (Decision making).* The questions are measured using a Likert scale. Analysis of variance ANOVA is used to show mean differences in the respondents' answers. The authors inserted a screening question in the survey to make sure that only students who have taken capstone courses and instructors who have taught this course would take the survey. The faculty sample size is 98 while student sample size is 232. The data are normally distributed because none of the variables exceeded or fell below ± 2.56 range.

The results show significant statistical differences between capstone instructors and students who took the course. In other words, faculty and students have different understanding of the skills taught in the course.

The results indicate significant differences in faculty and students opinions about these skills. Faculty expect students to develop these skills and yet students do not seem to understand the faculty expectations. Although there is a significant difference between perceptions of the skills required in capstone courses between faculty and students, some skills are more noticeably acquired than others. There seems to be a considerable difference between decision making, oral and written communication, critical thinking and problem solving. The question arises as to whether these skills are really being developed by students in the capstones. The results revealed the need to close the gap between students and faculty perception of course outcomes. If students perceptions of course outcomes are this varying on skills, it is important for faculty to understand methods to deliver more clarity. In many cases, students understand the importance of courses after they are in the workforce for many years. Even after up to eleven years, students still seem to perceive capstone courses as not performing the outcomes that they are set to achieve.

It could be argued that it is difficult for students to realize the skills embedded in their capstone projects while they are in the course; however participants in this survey are students who have taken the capstone course from six months to more than eleven years ago. Many of them are currently working and should be using some of the skills set developed in the capstone course. They are currently in position of recognizing whether they effectively learned these skills in the capstone course and whether they are currently applying some of them in their careers.

Future research should aim to understand the reason for the differences. Also, it could be useful to study pedagogical techniques to reduce gap between student and faculty perception of learning outcomes.

REFERENCES

- Acker, L., Bailey, J. (2011). Embedding graduate skills in capstone courses. *Asian Social Sciences*. 7, 4, 69 – 78.
- Barrie, S. (2004). A research-based approach to generic graduate attributes policy. *Higher Education Research and Development*. 23, 3, 262 – 275.
- Christ, W. (2013). *Assessing communication education: A handbook for media, speech and theater educators*. Lawrence Erlbaum Associates, Inc., Publishers.
- Elam, E., & Spotts, H. (2004). Achieving marketing curriculum integration: A live case approach. *Journal of Marketing Education*, 26, 1, 50 - 65.
- Holdsworth, A., Watty, K., & Davies, M. (2009). *Developing capstone experiences*. Melbourne: Center for Study of Higher Education, University of Merlbourne.
- Payne, S., Whitefield, J., & Flynn, J. (2002). Assessing the business capstone course through a method based in the SOTL and the stakeholder process. *Journal of Education for Business*. 78, 2, 69 – 74.
-

For further information, contact:

Eklou Amendah
Southern New Hampshire University
2500 North River Rd.
Manchester, NH 03106
(603) 626 9100
e.amendah@snhu.edu

FRESHMAN MARKETING STUDENTS' APPROACHES TO LOWER ORDER ASSESSMENT TASK: A CLUSTER ANALYSIS

Kanika Meshram, The University of Melbourne
Angela Paladino, The University of Melbourne

EXTENDED ABSTRACT

Most business schools invest in developing freshman university students' critical and creative skills (Greene, 2011). However, in workplaces the fundamental skills employees constantly need are those skills that the Bloom's (1956) Taxonomy of Educational Objectives associates with lower-order thinking skills (LOTS). Hence, the aim of this study is to instigate research that develops freshman students' LOTS. We used Entwistle's (1997) Approach and Studying Inventory for Students instrument to report on freshman marketing students' learning approaches towards lower order assessment task.

Participants were recruited through the for-credit subject pool for students enrolled into the Principles of Marketing subject. Data were collected in two phases. Phase 1 was conducted in teaching week 1. A total of 305 usable surveys (107 males, 195 females) was achieved. Phase 2 survey was conducted in teaching week 4 after students submitted their first lower order assessment task. A total of 390 students enrolled in phase 2 of the study. Results of K-means clustering analysis in Phase 1 and Phase 2 study demonstrated that there are two clear profiles of freshman students'— high achievers (represented by deep and strategic) and low achiever (represented by surface learners). When completing a lower order assessment task, freshman students tend to take either a deep learning approach or a surface one. These findings confirm the literature that suggest that students display learning qualities depending on the tasks at hand (Ballantine and Larres, 2018). Our findings suggest high achievers will always take a deep approach irrespective of the level of thinking while a surface learner will always see things from rote and memorising perspective.

The implications of our study are for academics dealing with freshman university students. Our first recommendation is building fundamental skills of freshman students. Critical thinking is an indispensable part of business schools. However, freshman students should be challenged to develop their fundamental cognitive abilities at lower levels through instructions and assessment task they receive. The second recommendation emerging from this study is that, if academics are to equip freshman students with the tools for developing their fundamental skills, they should pay attention to pedagogical experiences that develop students LOTS. In so doing, the expectation is that enhanced LOTS associated with desirable learning will stimulate fundamental reasoning to facilitate more informed judgment amongst freshman which they may find useful in future workplace dilemmas.

REFERENCES

- Ballantine, G. & Larres, A. (2018). "Can future managers and business executives be influenced to behave more ethically in the workplace? The impact of approaches to learning on business students' cheating behavior". *Journal of Business Ethics*, 1: 245-258.
- Bloom. (1956). Taxonomy of educational objectives. Vol. 1: Cognitive domain. *New York: McKay*, 20-24.
- Entwistle. (1997). Reconstituting Approaches to Learning: A Response to Webb. *Higher Education*, 33(2), 213.
- Greene. (2011). Freshmen marketing: A first-year experience with experiential learning. *Marketing Education Review*, 21(1), 79-88.
-

For further information, contact:

Kanika Meshram
University of Melbourne
198 Berkeley Street
Carlton, Australia 3010
(+61) 383442214
kanika.meshram@unimelb.edu.au

BALANCING DIVERSITY IN STUDENT QUANTITATIVE FLUENCY THROUGH ASYNCHRONOUS CONTENT AND FLIPPED LEARNING

Karthikeya Easwar, Georgetown University

POSITION PAPER

The learning challenge undertaken in this project was to find a way to give MBA marketing students sufficient background information and practice in key quantitative concepts in only a limited amount of class time. Students enter a MBA program with quite diverse marketing experience and quantitative fluency, therefore, it is important that the basic concepts and metrics be covered. A learning goal of the introductory marketing course is to bring students with different levels of analytic fluency to the same minimum level of conceptual understanding and provide them with sufficient practice with these tool in limited time. However, this often leads to more fluent students losing interest during the lecture. Moreover, it also limits an instructor's ability to work individually with less experienced since face to face time is spent in lecture rather than application. Therefore, the project developed aimed to improve the quantitative aspect of the introductory marketing course in the following ways: give all students fluency in calculating key marketing metrics and sufficient opportunity to practice, give students who are more fluent the opportunity to challenge themselves with more difficult problems and give those who have less prior experience the opportunity to work with others and the instructor to gain the required level of fluency.

The MBA level introductory marketing course at Georgetown University McDonough School of Business is called Marketing Analysis and Customer Strategies (MACS). This is a core course that is required by all students enrolled in the MBA program and covers the introductory concepts and frameworks in marketing to provide all students with a basic understanding of the role of marketing within the firm. Some of the key tools in marketing are quantitative and students are taught and evaluated on two key quantitative metrics: break even analysis (BEV) and customer lifetime value (CLV). In previous years, instruction on the basics of these concepts in a face-to-face lecture; further, students were provided with supporting readings and a number of sample problems that they could use for practice on their own time. However, the quantitative assignments and concepts have long been the one aspect of the course most commonly evaluated as frustrating and dissatisfying to students. Many judge the assignment to be unfairly challenging and those with less quantitative fluency feel under-supported. Moreover, over the past 5 years there is evidence, both numerical and anecdotal that students are struggling more with quantitative concepts and seem to desire and learn best through practice problems, group learning, and in-class assistance.

As part of a school-wide effort to embrace technology, support was offered to provide the resources and guidance required for interested faculty to develop videos in their areas of expertise. This provided the opportunity to move, through recorded videos, some of the basic quantitative lecture materials in the MACS course online thereby freeing class time to actually work in groups and attempt practice problems. In marketing, while the underlying frameworks remain stable, the examples used to motivate them constantly are changing, to remain current with the times. Therefore, developing stable video content in these areas can be challenging and likely requires regular renewal. However, the basics of the quantitative concepts can be taught devoid of real world examples and will remain evergreen, making it ideal for flipped material.

During the development of the videos, which was financially supported by both the McDonough School of Business and Georgetown University, marketing faculty were interviewed to identify the key aspects of BEV and CLV that should be included in the video. Finally, after working with instructional design experts, videos with animations and a script was developed. The end material product were two videos, each 12 – 15 minutes long, introducing the two key concepts of BEV and CLV.

These videos were instituted for the first time in the spring of 2019 for two sections of MACS. To support the shift to video lecture, a brief set of slides to quickly refresh students in class about the concepts in the video and additional sample problems that they could work on in class were developed. In the course, the session that was previously dedicated to a lecture on the basic concepts was now intended to be a working session where students would tackle the in-class sample problems in groups with the instructor present to assist students as needed.

The end result of this effort can be evaluated as a tremendous success based on instructor evaluation and performance on the assignment itself. The number of students who reached out to the instructor personally for help via email or office hours was reduced by almost 90%, suggesting that they felt they had the right type and amount of support needed to succeed. It was also evident, that, in class, students benefitted from the time to engage with each other and learn from their peers. Comparing student performance on this assignment across years reveals that scores were also significantly improved from last year. Score on this assignment in 2018 had a mean of 63% and a median of 65%. In 2019, those numbers rose to 82% and 85%, respectively.

Based on this success, this video has been rolled out to other courses in both undergraduate and graduate programs. Moreover, the intention is that this trial will have a larger, more school wide impact on how to approach blended learning. This project's success might help provide a template for what should be moved online and what should remain in class. In fact, these videos are already providing value in classes that build on the introductory marketing course. The Branding elective asks students to refer back to these introductory videos as a refresher on the quantitative concepts and has allowed the instructor of that course to move ahead to more complex ideas without spending class time to review.

For more information, contact:

Karthikeya Easwar
McDonough School of Business, Georgetown University
260 Rafik B. Hariri
37th and O Streets, NW
Washington, DC 20057
202-687-4794
Ke145@georgetown.edu

GROWING A MARKETING INTERNSHIP PROGRAM WITH CUSTOMER RELATIONSHIP MANAGEMENT PRINCIPLES AND DIGITAL SALESMANSHIP

Chien Le, The University of Texas at Arlington
Stephen Bok, The University of Texas at Arlington

POSITION PAPER

Over a three-month period, Customer Relationship Management (CRM) principles and salesmanship tripled a university's marketing internship program. By streamlining the student-customer-administration enrollment process, enrollment increased from the historical average of five students to fifteen students. Internship programs can struggle with 1) growing enrollment, 2) maintaining social connections with hiring managers, 3) improving processes, 4) and communicating to students unfamiliar with a one-semester program.

CRM principles and digital sales strategies helped 1) minimize the burden on students, 2) strengthen relationships with hiring firms, and 3) reduce administrative workload for university administration. This led to greater student interest, improved student-user experience, and increased class enrollment.

Internships benefit students with 1) professional network development, 2) college credit (applicable towards graduation), and 3) practical work experience. However, enrollment for the marketing internship class at this large mid-western university historically averaged five students each semester. Time, resources, and innovation remained unchanged following the current system. A new perspective (CRM) was needed, one that viewed the 1) student as the buyer, 2) internship class as the product, and 3) university as the seller. The goal was to provide a high-quality internship program that provided students a positive end-to-end user experience.

Awareness. Knowledge of the university internship program was low, despite years of existence. Each semester required new student enrollment. Even for students already working in internships, many were unaware their internship job could count for academic course credit.

Prospect Pool. To qualify for the internship program, applicants had to be those 1) academically eligible (2.5 GPA or above), 2) with time to balance work and study, and 3) able to secure an internship on their own (prior to enrolling in the class). In addition, many prospects already had a non-internship job. Asking them to leave their current job for an internship (~\$15/hour) translated to a pay cut. Thus, all the above limited the number of interested and qualified prospects.

Process. Enrollment required multiple approvals and administrative steps. Students had to submit three physical forms in the application process: 1) Form 1 (eligibility and intent), 2) Form 2 (job responsibilities), and 3) Form 3 (agreement to terms and conditions). All forms had to be signed by various parties. Because the application process was cumbersome, many students either did not apply or did not complete the process.

Traditional Journey of the Internship Application Process

1. Student completes Form 1 and submits to AA for approval. → AA returns form to student for pickup.
2. Student completes Form 2 and submits to IC for approval. → IC returns form to student for pickup.
3. Student completes Form 3 and submits to WS & IC. → IC sends form to administration to enroll student.

Note: AA = Academic Advising, IC = Internship Coordinator, WS = Work Supervisor (Internship Firm)

Streamline Processing. Students, like customers, want to a positive user-friendly experience when applying for the internship program. In this digital age (i.e., smartphones), students often expect a fast and uncomplicated enrollment process. Digitizing documents (Forms 1-3) simplified the process. Students were also encouraged to scan completed applications using their mobile phone (app). E-forms and e-signatures reduced processing time. Emails

consolidated interactions for final enrollment processing. This decreased time spent 1) locating documents, 2) explaining the process, and 3) working through administrative hurdles.

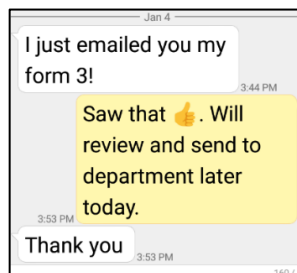
Networking. Internship coordinators can play a significant role as field liaisons between students and firms offering internships. By maintaining positive rapport with hiring managers, professional networking skills helped promote the program and connect students with the hiring managers for internship jobs. Students without internships necessitated coordinating referrals to meet enrollment deadlines. Speaking frankly with industry managers opened partnerships to share resources and information. Effective networking helped students secure internship jobs to satisfy program requirements.

Promotion. Classroom presentations about the internship program increased awareness. Presentations focused on “selling” the core benefits of the internship program: 1) acquiring real-life work experience, 2) developing a network of professional contacts, 3) practicing on-the-job soft skills, 4) discovering career matches, and 5) boosting student’s professional profiles and resumes. Working with departmental colleagues to encourage word-of-mouth communications also promoted the program and generated contact leads.

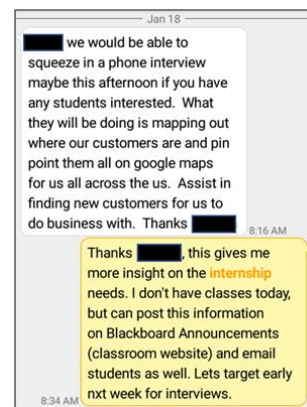
Digital Sales. Communicating with students by email and text messaging moved students more quickly through the enrollment process. Friendly digital reminders to students and short instructional meetings finalized prospects that otherwise would have failed to meet semester deadlines. Enrollment increased threefold (from the longstanding average of five students to fifteen students) for the new semester.

Rational. Further investigation on students’ major reasons for interning is encouraged. It is common belief that work experience develops career opportunities. However, trepidations, low self-esteem, and lack of prior experience are common psychological hurdles students expressed. Framing internship benefits as outweighing the challenges will help generate enthusiasm to intern. University internship programs are partnerships between universities, organizations, and students. Programs need excitement and student-centered relevance to grow. What major reasons drive students to intern, despite low pay and administrative hurdles?

Mobile Marketing. Communicating by smartphones is an essential vehicle in the digital age. Accessibility to internship materials can influence whether or not students will spend time applying. Quantifying behaviors on mobile versus non-mobile devices could reveal crucial relationships. For example, could mobile internship applications lead to more time spent reviewing materials over non-mobile device materials? A greater understanding can help internship coordinators enhance overall program effectiveness.



A) Texts between student and internship coordinator



B) Texts between firm and internship coordinator
Note: Names redacted for anonymity

For further information, contact:
Chien Le
The University of Texas at Arlington
701 S. Nedderman Dr, Arlington, TX 76019
chien.le@uta.edu

APPLYING THE ADDIE MODEL TO DIGITAL MARKETING CURRICULUM DESIGN

*Debra Zahay, St. Edward's University
Wes Polлите, St. Edward's University*

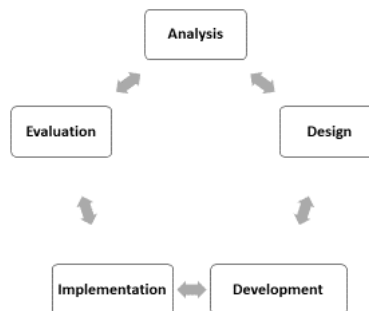
POSITION PAPER

Prensky (2001) noted that the single biggest problem facing education at the turn of the century was that of “digital immigrant” instructors struggling to keep abreast of changing technology. Almost twenty years later, only one in ten University marketing programs requires a digital marketing course in the core curriculum (Langan, Cowley and Nguyen, 2019). Certainly, professors want to keep current but often wonder where to start the process. One approach is to design a curriculum with all stakeholders in mind and then work to match instructor skills to what is being taught.

This paper outlines a systems-based curriculum development process at a small, private, liberal arts institution in the Southwest. Using the ADDIE model for curriculum development, Analysis, Design, Development, Implementation and Evaluation, the team was able to update the curriculum, involve all stakeholders and do so in a speedy manner to meet market needs. The paper also charts the longitudinal process of curriculum and course development and incorporates some positive results of the change.

The ADDIE model has been used in curriculum development for many years as a general model for instructional course design. Adapted to the general process of curriculum development, it allows for the incorporation of a University's many stakeholders in the curriculum development process (Matkovic, Tumbas, Sakal and Pavlicevic, 2014). In fact, the model is particularly well-suited to incorporating University-industry cooperation in curriculum development as the analysis stage can be configured to specifically include stakeholder input. The Model is outlined in Figure 1 below.

Figure 1: The ADDIE Model for Curriculum Development



The model was selected by the department specifically to incorporate all stakeholder feedback and was used at the University to structure the process for a substantial curriculum change in marketing. The existing marketing curriculum had not been updated for over 30 years and consisted of traditional courses such as Principles of Marketing, Buyer Behavior and Marketing Research. While these courses are undoubtedly valuable to marketing students, the only digital or social media courses offered in the department were in another major. Missing almost completely from the curriculum were the following topics:

Search Engine Marketing
Social media marketing

Marketing technologies
Demand generation

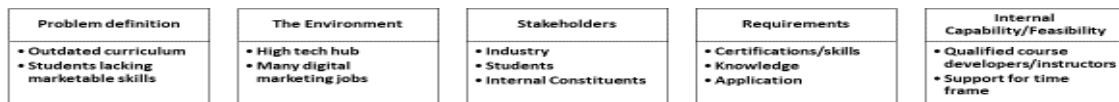
Internet marketing	Direct Marketing
Email marketing	Mobile marketing
Web site design and conversion.	Digital Analytics

There was also no incorporation into the curriculum of popular certifications in digital marketing such as those in Google Ads and Analytics and HubSpot (Spiller and Tuten 2019).

It seemed to the committee tasked with redesign that it was important not only to do benchmarking against other Universities but to try to develop a program that was specific to the University’s high-tech location and also met the needs of employers and students. Rather than incorporate elements just because of their high profile or inclusion at other Universities, the team wanted a program that would work for this particular venue. The benchmarking approach results in a program similar to that of others and we wanted a program that was forward-thinking and met our specific needs. The ADDIE process allowed the University to make curriculum changes that were stakeholder-based and of high impact.

The result was a program that was still called a Marketing Major but incorporated Digital Marketing and Analytics throughout the undergraduate curriculum. A vital part of the design approach was the analysis phase, where the department conducted a student focus group and also informal discussions with students. The team also conducted a number of one-on-one interviews with industry leaders and consulted internal stakeholders to assess feasibility of implementing digital marketing throughout the curriculum, incorporating industry certifications in the classes and creating a new digital marketing minor. All this information was incorporated in the analysis phase of the project as summarized below in Figure 2.

Figure 2: Analysis Step Sub-elements Applied (Matkovic, et al. 2014)



The results from this systems and stakeholder-based approach was the incorporation of digital marketing concepts throughout the curriculum. These changes also required hiring full-time faculty qualified to teach these preparations and investing in their professional development. Digital Marketing and Analytics replaced Buyer Behavior as a required course in the major and two certifications, HubSpot Inbound Marketing and Google Ads were incorporated in to the course. While Marketing was retained as the name of the major, a Digital Marketing Minor was created which was made available to all majors at the University. Therefore, all undergraduates majoring in marketing receive at least two professional certifications, which was a goal set by the team. Some of the results of these changes are as follows:

- 57 percent growth in registrations in marketing courses year over year (Fall 2017 to Fall 2018)
- 23 percent growth in marketing majors since Fall of 2011
- Strong enrollment in Digital Marketing Minor.

While we are pleased with these results, we also hope to further evidence of success in terms of job placement by the MMA Fall Conference. The first students to go through the completely redeveloped program are now entering the job market. An exit survey of senior marketing majors has been conducted and will be analyzed by the Fall.

Complete references available on request.

For further information, contact:

Dr. Debra Zahay
St. Edward's University
3001 South Congress Avenue
Austin, TX 78704-6490
(512) 448-8645
dblattz@stedwards.edu

INCORPORATING METACOGNITION AND REFLECTION IN INTRODUCTORY MARKETING CLASSES

Joel Poor, University of Missouri

POSITION PAPER

While active learning exercises have helped encourage student engagement in a variety of marketing classes including introductory courses (Vander Schee, 2011; Woolridge, 2006). the literature suggests that that students are often disengaged in introductory marketing classes for a variety of reasons. Low interaction with faculty members, a lack of individual accountability, an impersonal environment and lack of discussion have been frequently associated with introductory classes (Wulff, Nyquist, and Abbott, 1987) because they are often large in size and selected by students because they are required not necessarily desired.

One way to engage students is to help them become involved in and responsible for their own learning. Metacognition allows students to make decisions about how they learn best by helping them become aware of what they are doing when they are learning (Silver 2013). “Metacognition refers to one’s knowledge of one’s own cognitive processes”. (Flavell, 1976). Reflection may be thought of as a purposeful exercise of metacognition.

One strategy to help build metacognition skills in students is the use of “exam wrappers” (Lovett, 2013). Exam wrappers are short activities that direct students to review their performance on an exam with the goal of adapting their future learning for more successful outcomes. This involves three kinds of questions: How did they prepare for the exam? What kinds of errors did they make on the exam? What could they do differently next time?

This reflection required to complete an exam wrapper leads students to assess their own strengths and weaknesses, evaluate their performance, identify useful learning strategies, and generate appropriate adjustments These are key metacognitive skills worth developing.

While the development of metacognitive skills (self-assessment, monitoring, and adjustment) should lead to higher student engagement, there are many unanswered questions such as: Do students need many reflection exercises throughout the semester? Do students with low motivation really reflect or do they just go through the motions? How do we assess whether reflection exercises work or whether metacognitive skills are gained?

REFERENCES

- Flavell, J.H., 1976) Metacognitive Aspects of Problem Solving. In L.B. Resnik (Ed.), *The Nature of Intelligence* (pp. 231-236), Hillsdale, NJ
- Lovett, Marsha C. (2013). Make Exams More Than the Grade. In Stylus Publishing (Ed.) *Using Reflection and Metacognition to Improve Student Learning* (pp. 1-17). Sterling, VA.
- Silver, Naomi, (2013). Reflective Pedagogies and the Metacognitive Turn in College Teaching. In Stylus Publishing (Ed.) *Using Reflection and Metacognition to Improve Student Learning* (pp. 1-17). Sterling, VA.
- Vander Schee, Brian A., (2011). Marketing Feud: An Active Learning Game of (Mis)Perception. *Marketing Education Review*. 21 (1), 63-68.

Wooldridge, Barbara Ross. (2006) [The](#) Power of Perception An Active Learning Exercise for Principles of Marketing. *Marketing Education Review*. 16 (2), 5-7.

Wulf, D. H., Nyquist, J. D., & Abbot, R. D. (1987). Student's Perceptions of Large Classes. *New Directions for Teaching and Learning*, 38, 17-30.

For further information, contact:

Joel Poor
Trulaske College of Business
University of Missouri
341 Cornell Hall
Columbia, MO 65211
Phone: (573) 882-6388
E-Mail: poor@missouri

THE USE OF INDUSTRY CERTIFICATIONS AS PART OF A COMPREHENSIVE DIGITAL MARKETING PROGRAM

Tomasz Miaskiewicz, Fort Lewis College

POSITION PAPER

Many higher education institutions have not sufficiently adapted their marketing programs to fit with the new reality in which digital marketing skills are vital (Payne et al., 2011). The shortcomings of undergraduate marketing programs are closely related to digital marketing areas like social media marketing (Wright, 2014). To address the increasing need for digital marketing training, several institutions have started developing stand-alone certificate programs. A digital marketing certificate is becoming an important credential, since it provides employers with an ability to validate the training of applicants (Search Engine Journal, 2018).

As part of this paper, a new digital marketing certificate program at Fort Lewis College is introduced and described. The implementation of the program possesses some distinguishing characteristics. In particular, the program provides an example of “curriculum design for the future” through the incorporation of nine industry certifications as part of course work, a curriculum that effectively serves three target markets, and the use of direct feedback from the local community when designing the program.

The Digital Marketing Certificate (DMC) is a new program at Fort Lewis College, a public college in Durango, Colorado, which will be launching during the upcoming Fall 2019 semester. The DMC arose from a college-wide effort to identify new programs and other initiatives that could boost retention and enrollment. The DMC is also intended to address a need for additional digital marketing training in the local region among working professionals and other individuals that have already completed a degree.

The DMC will be composed of three required courses: Introduction to Digital Marketing, Social Media Marketing, and Advanced Digital Marketing. The topics addressed in each of the required courses is specified in Table 1 below. Students will also be required to choose one elective courses: Marketing Research & Analytics, Interactive Design, or Digital Media.

Course	Topic areas	Industry courses/certifications
Introduction to Digital Marketing	Inbound marketing fundamentals Google Analytics Search engine optimization Social media marketing Online advertising	Hubspot Inbound Marketing Google Ads Fundamentals Google Analytics for Beginners
Social Media Marketing	Social media marketing Video content development and distribution Email marketing	Hubspot Social Media Hubspot Email Marketing
Advanced Digital Marketing	Content marketing Conversion optimization Lead nurturing Search advertising Search engine optimization (advanced)	Google Search Advertising Hubspot Content Marketing

Course	Topic areas	Industry courses/certifications
Marketing Research & Analytics (<i>elective</i>)	Google Analytics A/B testing <i>Other traditional marketing research topics (e.g., survey design)</i>	Advanced Google Analytics Google Analytics for Power Users

Table 1: Topic areas and associated industry courses/certifications

The certificate is structured to effectively serve three target markets: (1) marketing majors, (2) students in other majors (e.g., Music Business), and (3) individuals from the local community. First of all, the certificate does not have any prerequisite courses. Marketing majors can also earn the certificate without any additional credit requirements. Furthermore, all of the required courses are offered in a hybrid/evening model, which makes the certificate accessible to individuals from the community – this structure was a direct result of engaging the local chamber of commerce as part of the initial market research.

Additionally, as specified in Table 1, each of the classes will incorporate at least two industry certification courses. The certification courses will be closely aligned with the learning objectives of the classes and will be completed as part of regular assignments. The industry certifications will also help to increase the value and rigor of the overall program.

As the DMC is rolled out at Fort Lewis College, we will continually refine the curriculum. In particular, alumni of the DMC will be regularly surveyed to determine if the courses are still developing skills that are relevant to employers. Additionally, a key differentiator of the DMC when compared to online certificates is the focus on the local region. As a result, we will be developing stronger links with local businesses and community leaders in order to incorporate the unique challenges of the local community into the courses. Finally, we will be experimenting with additional industry certifications as part of the overall curriculum.

REFERENCES

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

Search Engine Journal (2018, November 20). 7 compelling reasons to secure a digital marketing certification. Retrieved from <https://www.searchenginejournal.com/digital-marketing-certification-simplilearn/274421/>

Wright, T. (2014, November 3). 5 things university marketing programs aren't teaching (but should). Marketing Land. Retrieved from <http://marketingland.com/5-things-university-marketing-degrees-arent-teaching-grads-marketing-105422>

For further information, contact:

Tomasz Miaskiewicz
Fort Lewis College
1000 Rim Drive
Durango, CO 81301
(970) 247-7495
tmiaskiewicz@fortlewis.edu

CHALLENGING ENVIRONMENTS MAY LEAD TO STRANGE BEDFELLOWS: THE EVOLUTION OF AN ONLINE MASTER OF SCIENCE PROGRAM

Geoffrey L Gordon, Northern Illinois University
Mya Pronschinske Groza, Northern Illinois University
Denise D. Schoenbachler, Northern Illinois University
Mark Groza, Northern Illinois University

POSITION PAPER

The past decade has been extremely challenging for Northern Illinois University (NIU) and many of its state university brethren. Declining student enrolments compounded with decreased state funding created tremendous budget uncertainties. The decision was made for the Department of Marketing to develop and launch a fully online Master of Science in Digital Marketing (MSDM) degree program. The program would be developed, marketed, and managed internally by the Department, with a tuition revenue share model promised to support the costs associated with development and implementation of the new program. The revenue share model was also intended to inspire and support innovation in other program developments at NIU.

The MSDM program was designed to provide advanced study in digital marketing to prepare students for the challenges of working in the digital marketing field. The program's online format and professional orientation would provide an opportunity for a large population of potential graduate students to obtain the advanced degree without the need to commit to either a full-time or location-based program. Graduates of the MSDM program would possess a set of marketable skills along with the business acumen needed to identify, engage, and continue meaningful relationships with both business customers and consumers.

The Illinois Board of Higher Education (IBHE) approved the MSDM program in June of 2018, leaving the Department little time to prepare coursework and enroll students for the 2018-2019 academic year. Ten new courses were quickly readied for launch. Active recruiting efforts by the program directors with the assistance of the university's social media professionals resulted in 34 students enrolling in the first year. Net tuition revenue exceeded expectations with close to \$400,000 coming into university and College/Department accounts. Projections made by the Department for the 2019/2020 academic year called for an additional 60-plus new students to enroll resulting in a total enrollment of about 85 students. Projected net revenues for the same time period were estimated to exceed \$800,000, roughly split evenly between the university and college/department. In order to ensure a high level of student-faculty engagement and student success (e.g., retention, graduation rates, job placement), plans were to cap the program's enrollment at around 60 new students per year.

Although rumors had circulated for several months prior to the announcement, on January 10, 2019, the NIU Board of Trustees authorized entering into an outsourcing agreement with Wiley Education Services (Wiley), an online program management (OPM) company. Wiley was to provide market-demand analysis, programmatic marketing, recruitment/lead generation, and concierge online-student support services under the auspices of rapidly growing online enrollment. In addition to the MSDM program, five other NIU online programs were included.

Proponents of working with OPM's point to the OPM's prior experience in online education, ability to provide a turn-key solution launching programs, and the lowering of risk of universities transitioning online (Sterphone 2019). Within NIU, the Provost and other upper level administrators believed that NIU would be unable to deliver the chosen programs in a competitive fashion and that contracting with an OPM will be time and cost efficient, as well as providing a good return on investment. Conversely, critics of working with OPM's frequently cite loss of brand control, lack of transparency, and costs related to paying OPM's large sums of money as the major negatives (Sterphone 2019). Other reasons for developing and managing online programs internally versus working with OPM's include that it is far less expensive, a school does not have to commit to a long-term revenue-sharing contract and

courses developed by on-the-ground faculty and staff at the college will more closely align with the intellectual rigor and values of the school. Ubell (2019), an advocate of internally developed and marketed programs, argues that outsourcing an institution's digital education efforts, education being a core mission of any university, could impoverish the university, leaving it hollowed out, lacking essential virtual competencies just when they are needed.

History will judge if the decision to outsource the MSDM program at NIU was a wise one. Some of the key questions to be addressed in this presentation agenda designed to help inform marketing educators design new programs include:

- How do departments and universities decide which, if any, new programs to launch?
- What type of upfront investments and risks should be taken to launch new programs?
- What are the pros and cons of engaging with an OPM as a mechanism for launching and offering marketing programs?
- How should the success of a new program be measured?

REFERENCES

Sterphone, C. (2019). Weighing The Pros and Cons of Partnering With An OPM. *Digital Media Solutions*, 1-4.

Ubell, R. (2019). For Colleges, Outsourcing the Virtual Future Is A Bad Idea. *EdSurge*, April 22, 2019.

For further information, contact:

Geoffrey L. Gordon
Northern Illinois University
DeKalb, IL 60115
(815) 753-6226
ggordon@niu.edu

USE OF AN EARLY-COURSE IMPROVEMENT TOOL IN A MARKETING PRINCIPLES COURSE

Joe F. Alexander, Belmont University
Denny McCorkle, University of Northern Colorado
Memo Diriker, Salisbury University
James F. Reardon, University of Northern Colorado

POSITION PAPER

The use of student evaluations of teaching (SETs) in higher education includes a long and somewhat checkered past—a history that began with the use of simple models for learning improvement and later evolved into campus-wide systems for developing and assessing program quality and instructional performance. Unfortunately, for many of us, the original goal of improving instruction at the individual course level has become increasingly disengaged from institutionally-mandated systems. Most SETs happen at the end of the semester, and many students (and even some instructors) believe no one pays any attention to the results. And in some cases, faculty do not receive the feedback until the new semester is already underway.

How can self-motivated individual professors identify and implement course improvements within the current course cycle (not just in subsequent semesters) in order to improve the student learning experience? And more specifically, how can said professors use that feedback for individuals enrolled in current marketing courses, thereby shortening up improvement cycles? Most SET systems rely on post-course feedback when it is too late for the student respondents to directly benefit from their own feedback.

The design of the proposed PDSA-based system requires minimal classroom time (small portions of three class meetings scheduled 3-4 weeks into a 15-week term). The logic is that students will have experienced enough of a course's sample in order to make informed judgments about how well the course format is working for them. Near the end of class period #1, the instructor explains that students will be given an opportunity near the end of the next class meeting (#2) to share up to three ideas with the instructor that could be implemented for the remainder of the course that would specifically enhance their learning.

Near the end of class meeting #2, each student is given a blank index card and told that this is their opportunity to write down their one to three ideas for the instructor, that if implemented, would help to make the class better. Students are told that just because an idea is submitted does not mean it will be implemented, but that the instructor will consider each idea on its own merits and adopt the best ones—potentially, as soon as the next class meeting. The instructor makes it clear that their reward is a better learning experience for the current term—not for students in subsequent courses (the system to which most of them are accustomed).

Class meeting #3 begins with a brief presentation to students summarizing the results of their feedback (e.g., how many students participated, # of ideas contributed, etc.). While not every individual idea is detailed in this brief presentation, it is important for students to see that their ideas each showed up in the “counts”. Ideas typically cluster around a relatively small number of categories (e.g., class lectures, in-class activities, PowerPoint slides, group projects, etc.). A format that works well for this is to use a PowerPoint slide for each category of input, with the number of ideas that fell within that grouping and a handful of details on the most common submissions (and counts for each) as examples. The last critical portion of this presentation is to identify specifically which improvements will be adopted for the rest of the term as the course continues. Instructors will typically find that with a little creativity, they can adopt a majority proportion of student ideas, at least in principle. For example, in a recent term, 19 ideas pertained to a desire to make the class even more interactive, including the use of more questions to the class and more in-class activities—which was already an existing goal of the instructor.

A recent case of implementing this method involved 80 students enrolled in two sections of a marketing principles course. Eighty-three percent of enrolled students participated by returning an index card to the instructor, generating

113 comments/ideas. In most trials, a few students will simply write comments like “Enjoying the class, keep it up” or “Appreciate the humor,” but most students will actually contribute at least one legitimate idea. For this iteration, the 113 student ideas were then organized into a total of eight categories (e.g., (1) in-class lectures, (2) exams, (3) class schedule/communication, etc.). While not every idea has merit (e.g., “bring food to class for us each meeting”) or is actionable within the current term (e.g., can we do an individual project instead of team-based?), instructors will find that the majority of ideas submitted are ones that are both logical and can be implemented immediately.

Upon comparison of the post-course university-based SET scores for principles of marketing from semester #1 (improvement method not applied) to semester #2 (improvement method applied), one author improved his evaluation scores on both summary evaluation measures (i.e., overall course effectiveness (improved from 5.01 to 5.26) and overall instructor effectiveness (improved from 5.25 to 5.50). Each of 16 individual item scores were also improved.

When used by self-motivated faculty who want to improve their own classroom performance and be allowed the unfettered flexibility to do so at their own discretion within a current course cycle, the results can be decidedly positive. This improvement method offers direct instructor control over a customizable SET system, enhanced student engagement based on listening and responding to specific student concerns (i.e., VOC), and a continuous means of shaping and improving one’s course. From a student’s perspective, this improvement method offers more incentive for students to participate in the evaluation experience, direct and observable evidence that their voice has been heard by the instructor, and, hopefully, a better overall learning environment since the classroom has been customized to fit each specific cohort of students. While this system has been used successfully over the last several years by individual business faculty, it remains to be observed what the impact of such an approach would be if formally deployed across an entire business school.

For further information, contact:

Joe F. Alexander
Belmont University
1900 Blvd., Nashville, TN 37212
(615) 332-2628
joe.alexander@belmont.edu

THE \$100K GAMBLE: MOTIVATING STUDENTS TOWARDS TIMELY GRADUATION: A CASE STUDY

Neil Granitz, Professor of Marketing, California State University Fullerton
Chiranjeev S. Kohli, Professor of Marketing, California State University Fullerton
Amir Dabirian, California State University Fullerton
Carina Truong, BBA Student, California State University Fullerton,

POSITION PAPER

Across the Cal State System, the 4-year graduation rate was 25.5% in 2018. Low GPA, financial debt, underutilization of campus support services and being a transfer students can increase the time to graduation (Letkiewicz, Lim, & Heckman, 2014; Scott, Bailey & Kienzl, 2006). Many universities trying to address this issue have had some success. Actions undertaken include meeting with advisors, changing the tuition structure, and creating student community (Adams, 2011; Vedder, 2017). While universities are addressing the “supply side”, they have not addressed the “demand side”--increasing students’ motivation to graduate faster. Accordingly, our study aims at decreasing “time to degree” by proposing a novel approach. We are creating an awareness program, which will emphasize the financial benefits of early graduation. This is important because of the significant long-term financial implications. While some may argue that the rush to graduate may negatively impact their GPA, we are not making a case for early graduation (four years for an undergraduate program), but *timely* graduation, because students delay their graduation for different reasons.

During exploratory research, a poll in one of the large classes was undertaken to assess how many students understood the long-term financial implications of delaying graduation. Students were then informed about the lifetime cost of delaying graduation. (The “loss” is in the vicinity of an NPV of \$100K for each year of delay, which includes added education costs and loss of future earnings.) Student reaction to the information was then queried. The sample comprised 205 students from all departments in the business school.

Before students were exposed to the information, only 2%-3% were aware of the financial impact. After they were exposed to the information, over half who saw it were motivated to explore graduating in 4 years. We have also conducted a “test study” with advertisements placed on campus portal, but have not analyzed those results yet. There was a 10% percent click-through rate based on a *single* ad, which took them to “online savings calculator” (even though in the full scale launch students will have multiple exposures). Of those who viewed the calculator, 20% followed it up with an appointment with the Advisement Center for expediting their graduation. (Hopefully, we can share results from the full-scale implementation of the program in time for the conference.)

First, as educators, we want to prime our students for success. We do so by teaching them real world marketing skills, as well as soft skills. Increasing their graduation rate is another way to grow their success; it places them in a superior financial position for life. Second, from a personal perspective, it teaches students basic financial concepts (opportunity costs, cost-benefit analysis, net present value) that are critical to marketers. Third, retaining students in college and university has been a national concern for decades (Ackerman & Schibrowsky, 2007).

Future research should look at the extent to which supply side factors (availability of classes, sequencing of courses, etc.) and demand side factors (students’ lack of awareness, low motivation, financial constraints, etc.) impact delay in their graduation. Only then can we tackle this issue meaningfully.

REFERENCES

Ackerman, R. & Schibrowsky, J. (2007). A business marketing strategy applied to student retention: A higher education initiative. *Journal of College Student Retention: Research, Theory and Practice* 9(3), 307-336.

- Adams, C. (2011). Report sheds light on factors influencing college graduation. *Education Week*. Retrieved from: https://blogs.edweek.org/edweek/college_bound/2011/11/report_sheds_light_on_who_is_graduating_from_college.html
- Scott, M., Bailey, T. & Kienzl, G. (2006). Relative success? Determinants of college graduation rates in public and private colleges in the U.S. *Research in Higher Education*, 47(3), 249-279.
- Letkiewicz, J. Lim, H., Heckman, S. (2014). The path to graduation: Factors predicting on-time graduation rates. *Journal of College Student Retention: Research, Theory & Practice*, 16(3), 351-371.
- Vedder, R. (2017). Incentivizing higher college graduation rates. *Forbes*. Retrieved from: <https://www.forbes.com/sites/ccap/2017/05/19/incentivizing-higher-college-graduation-rates/#750bac6b7ea>
-

For further information, contact:

Chiranjeew Kohli
Mihaylo College of Business, Cal State Fullerton
800 N. State College Blvd.
Fullerton, CA 92831
(657) 278 3796
ckohli@fullerton.edu

OPEN ENROLMENT EXECUTIVE EDUCATION IN MARKETING: WHAT LEADING BUSINESS SCHOOLS ARE DOING

Avinash Mulky, Indian Institute of Management Bangalore

POSITION PAPER

New technologies in education such as MOOCs and online delivery models have provided new possibilities for business schools to meet the continuing education needs of executives through executive education programs. Each delivery method has its pros and cons and the business schools must solve the problem of designing an optimum portfolio of programs and delivery methods that best leverages the school's resources. This research examines the open enrolment executive education programs in Marketing offered by the 25 leading business schools in the world. The findings of this study may be useful to business schools who seek to expand their executive education portfolio.

The overall market for university based executive education has been estimated to be over \$800 million per annum in the US alone (Lloyd and Newkirk, 2011). Executive education programs are beneficial to executives who attend them; to the faculty who teach in them; and to the Universities and Business Schools that provide them. Executives who attend these programs can learn about the latest research in management, become familiar with tools and theories in management, gain exposure to best practices and develop networks (Crotty and Soule, 1997). The faculty who teach in executive education programs can understand the issues faced by firms and obtain insights for research and teaching. Universities and Business Schools that deliver executive education can generate substantial revenue from executive education.

There are two types of executive education programs-open enrolment and customized programs. Open enrolment programs are aimed at individual executives and focus on functional areas such as Marketing, Finance etc. and on specific topics within these functions such as Analytics. Customized programs on the other hand, target cohorts of executives from specific firms with programs customized to the challenges that the specific firm is facing. Financial Times (UK) publishes an annual ranking of business school and university-based providers of open enrolment and customized programs (Financial Times, 2019). In this research we analyze the open enrolment Marketing programs offered by the top 25 business schools in the Financial Times 2018 rankings for open programs. The websites of the top 25 schools were reviewed and data relating to open enrolment Marketing programs was obtained and analyzed using content analysis. The research questions were 1) What are the product offerings like? 2) What is the pricing like? 3) What are the modes of delivery used by the schools? 4) Are there any differences between the programs offered by the European business schools compared to those offered by US business schools?

We found that marketing programs were offered by 19 of the top 25 business schools in the Financial Times 2018 open enrolment list. These 19 schools offered a total of 90 Marketing programs. Eight European schools had 46 programs, eight US schools had 38 programs, two UK schools had 5 programs, and a Canadian school had one offering in the data set. To understand the nature of the product offerings, program data was categorized in terms of program length -number of days and topic on which the program focused on (Marketing/Marketing Strategy, Pricing, Sales management etc.). To understand pricing, the data was categorized by program price and number of days and price per program day was computed. Since the business schools in the data set came from several different countries which have their own currency, all prices were converted to USD dollars to aid comparison. The mode of delivery was classified into three categories- online, face to face and blended programs.

The findings show that Marketing Strategy is the most offered program topic with 36 programs (40% of programs offered). Marketing and Digital Marketing topics were next with 13 programs each (14% each) followed by Analytics -8 programs (9%). Other topics offered included Innovation (5 programs), B to B, Branding and Growth (3 programs each), New Product Introduction (2 programs) and Market Research (1 program). Program length ranged from 2 days to 48 days with a median length of 5 days. In terms of mode of delivery, face to face mode was most used (71 programs-

79%) followed by online (17 programs-19%). Program prices ranged from \$1950 to \$40320 with median of \$6450. The per day price ranged from \$42 to \$67 per day for online courses and from \$538 to \$3150 per day for face to face and blended offerings. The pricing of face to face programs at European schools (except INSEAD, IMD and London Business School) is lower than that of Canadian and US schools. The median per day price in Europe is \$1120 as compared to a median price of \$2150 per day in Canada, US, INSEAD, IMD and London.

All the top schools make extensive use of digital marketing to promote their programs. School websites contain detailed descriptions of the courses covering program overview, impact that participants can expect, program structure, dates, fees, participant profiles and testimonials and faculty teaching in the program. Most websites offer an opportunity for interested visitors to sign up and receive e-mail information about future programs. The next step in this research is to check if the school is using other promotional methods such as advertisements in traditional media etc. Future research can use primary data collection methods such as interviews and surveys and capture inputs from a wider set of stakeholders in order to identify trends, customer needs, need gaps, and emerging competition. This research can help business schools develop a portfolio of programs that maximize customer satisfaction while simultaneously leveraging the schools' resources in the best way.

REFERENCES

- Crotty, P. T. and Soule, A. J. (1997). Executive education: yesterday and today with a look at tomorrow. *Journal of Management Development* 16 (1): 4-21
- Financial Times (2019). <https://rankings.ft.com/businessschoolrankings/executive-education-open-2018> accessed on 7 May 2019
- Lloyd, F. R. and Newkirk, D. (2011). University-based executive education markets and trends. <https://uniconexed.org/2011/research/UNICON-whitepaper-markets-trends-Lloyd-Newkirk-08-2011.pdf> accessed on May 1, 2019.
-

For further information, contact:

Avinash Mulky
Indian Institute of Management
Bannerghatta Road,
Bengaluru, India 560076
(91) 80 26993271
avinash.mulky@iimb.ac.in

TEACHING WITHOUT TEXTBOOKS: A DAVIS GRANT PROJECT

Rick Saucier, Thomas College

POSITION PAPER

Proponents of textbooks suggest textbooks contain many educational advantages, where all the material is cohesive, main ideas and concepts are highlighted for student convenience, and supplemental teaching material can assist instructors. However, students face significant financial hurdles, including the cost of books and incidental course materials - a national average of over \$1,200 out-of-pocket costs. The average cost of college textbooks has risen four times faster than the rate of inflation over the past ten years. Sixty-five percent of students report that they skip buying required texts at some point in their college career because of a lack of affordability (Kristof, 2018)

The Davis Grant Foundation was established in 1985 with the objective to make grants to assist institutions in supporting more effective teaching and learning and/or controlling costs. The foundation's implementation grant programs are available for any of the foundation's objectives - teaching and learning and/or cost and affordability. Thomas College was recently awarded a three-year grant to pursue open ended resources (OER) to replace or reduce the students' textbook costs. Participating faculty were provided the option of a course release or a stipend (Davis Educational Foundation, 2015).

A further motivation to eliminating printed course material beyond saving students the cost of course materials was that the text for the course involved, Services Marketing, was no longer available and that the other books in the field were not found to be satisfactory. The course is taught on-line. The challenge became to arrive at an approach that would allow the course to be taught without a textbook while keeping the course description and learning objectives in place.

The process ensued with the following steps:

1. Map the chapters from the discontinued textbook to the course.
2. Seek content from OER (open-ended resources)
 - a. Academic articles
 - b. Video streams
3. Create faculty lecture video streams from a college studio that would tie in the first two steps plus fill any gaps in relevant information not covered.

The procedure entailed many challenges and opportunities. Faculty who engage in such an undertaking must ensure they are meeting the course description and learning objectives with the new course content. The entire course needs to be reviewed for up to date and relevant content. Time needs to be taken to map the content and to ensure that relevant free content exists to support a textbook free course. A large amount of time needs to be devoted to cull through a number of academic articles and video stream. The instructor's own video recordings must be organized, recorded, edited, and uploaded. Students need to be taught how to read and engage with academic journal articles. Working with a librarian who specializes with these resources is essential.

Working through the above process led to the following conclusions:

Students:

1. Are taught how to find content from trusted resources, assisting them in how to become more informationally literate.
2. Learn how to understand academic journal articles, a skill that will transfer across the curriculum.
3. Are exposed to a different course pedagogy and content from their norm.
4. Experience potential savings of \$200-\$300 for the cost of a new textbook.

Faculty:

1. Conducts a thorough review of a course, ensuring the class is up to date.
2. Receives the opportunity to review the actual academic literature which leads to a better understanding of the concepts taught for the course.
3. Potentially learns new pedagogies and means to deliver content to students in a manner the students can find more engaging.
4. Reach students with content they may not normally obtain if they would not have purchased the text.
5. May be motivated or reenergized to teach a course through new means.

Teaching without a text can present many challenges while also providing many rewards. Institutions of higher learning should seek available grants or other means to financially support faculty who wish to pursue OER in order to help reduce the costs of higher education.

REFERENCES

Davis Educational Foundation. (2015). Retrieved from Davis Educational Foundation:
<https://www.davisfoundations.org/def/>

Kristof, K. (2018, January 26). What's behind the soaring cost of college textbooks. Retrieved from CBS News:
<https://www.cbsnews.com/news/whats-behind-the-soaring-cost-of-college-textbooks/>

For further information, contact:

Rick Saucier
Thomas College
180 West River Rd.
Waterville, ME 04901
(207) 859 1368
saucierr@thomas.edu

TEACHING MARKETING STUDENTS HOW TO DEVELOP PERCEPTUAL MAPS

Rebecca Hochradel, Transylvania University

POSITION PAPER

Perceptual maps are used in marketing every day. The purpose of a perceptual map is to allow firms to visualize the consumer's perception of a product or service. Firms use perceptual maps to see into the mind of the consumer and to develop the appropriate marketing strategy based on this consumer perception. Specific strategies that firms use regarding the outcome of the perceptual map may be to create products and services for gaps in the marketplace, to take over a market position held by a competitor, to change the mind of the consumer about the brand (repositioning the brand or service), change the mind of the consumer about the competitor's brand (repositioning the competitor), or adopt a me-too position (perceptualmaps.com)

Although perceptual maps do not allow firms to understand everything the consumer thinks about the brand, they do have several benefits. One is to allow firms to understand market segments and how the target market actually perceives the brand in the marketplace. Another reason is to allow firms to verify whether or not the perception of the consumer is the perception desired by the firm as well as understand whether or not the perception of the competitors are the same for both the consumer and the firm. When repositioning is desired, perceptual maps can verify whether or not the consumer's perception has changed or note if consumer preferences have changed over time.

As with any type of analysis used to by firms to make marketing decisions, perceptual maps have limitations. The main limitation is that the perceptual map only compares two product attributes at a time, thus oversimplifying the consumer's purchase decision. According to perceptualmaps.com, perceptual maps are best suited for low-involvement purchase decisions and individual brands and less suited for complex purchase decision and corporate brand image. Additionally, most firms perceive that the marketing research is expensive to obtain. Finally, as with any other type of marketing research, the results obtained may or may not match reality.

Marketing classes and textbooks include the description, depiction, and the understanding of what a perceptual map is and how marketers use perceptual maps. For example, one textbook (Kerin & Hartley, 2019) discusses the approaches to product positioning, the positioning statement, product positioning using perceptual maps, and an example of how the chocolate milk industry repositioned its product for adults. Although students learn what a perceptual map is and how it is used, they are not taught how to develop a perceptual map.

Many introductory marketing courses require students to develop a marketing plan. Although these marketing plans outlines include the positioning of the product, they do not expect students to develop perceptual maps. In order to enhance the student learning of positioning and perception on consumers, a perceptual map project was developed for an introductory marketing course. This project teaches students how to develop a perceptual map. Guidelines are given to the students regarding the determination of attributes, the types and brands of products to be compared, how to develop and implement a perceptual map survey, how to edit and analyze the results, and how to plot the perceptual maps. Students can then include this information in their market plans. The perceptual maps can be used as the basis for continuing the strategy for the marketing plan or to use a repositioning strategy as the basis of the marketing plan. Detailed instructions and a perceptual map template are provided to the students.

When introducing any new class project, the main challenge is to determine the specific learning outcome of the project and how to achieve, specifically, this outcome. One of the challenges in developing this project was to determine what students needed to learn and what could be provided for students. As this project was developed to be a component of the marketing plan, the decision was reached to provide specific detailed instructions and a perceptual map template. Additionally, since there is no guarantee that students will have the necessary skills to develop the specific survey questions nor edit the results, these components of the project are either done in class or by meeting with the professor outside of class time. Also, a demonstration of how to use the template is provided in

class once the students have usable data. The professor has the student develop one map in class and then students are able to develop other perceptual maps for the project.

There has been no research conducted regarding this specific project. Future research should include student perception of the project, specific issues that could be addressed and clarified in the instructions for the project, the use of perceptual mapping by graduates, and a comparison of understanding of perceptual mapping between students who are and are not assigned the project.

REFERENCES

Author unknown (n.d.) Understand, Create, and Interpret Perceptual Maps in Minutes.

<http://www.perceptualmaps.com/understanding-perceptual-maps/positioning-strategy/>

Kerin, R. and Hartley, S. (2019). Marketing. 14th Edition. McGraw Hill: New York. ISBN: 978-1-259-92404-0

For further information, contact:

Becky Hochradel
Transylvania University
300 N. Broadway
Lexington, KY 40508
(859) 233-8175
bhochradel@transy.edu

MARKETING INTERNATIONAL BUSINESS PROGRAMS AT AN URBAN UNIVERISTY

Mary Lee Stansifer, University of Colorado Denver

POSITION PAPER

It is very challenging for urban universities to get business school students to study abroad. The first problem is having a program that fits student needs. Students may not have time in their schedule to take a whole semester abroad. Many students work full time and can't take a semester off of work. The second issue is money. Since older students are typically not funded by their parents they do not have the income levels to go on an expensive study abroad program. The last issue is that students don't realize they can make a study abroad program work. Students have so many different options competing for their time, they may not get the information about possible programs in time to plan a study abroad trip. Promoting the programs to students early is key to strong student response.

One approach to finding programs that work for urban students is to have two-week travel courses. Students who work may be able to take two weeks off from work in order to get three credit hours. One way to make it easier to is to have the two-week travel courses in a break between the regular semesters. That way students can take a travel course between semesters and still take a full load of classes in other semesters. Classes in the break between Spring and Summer are called Maymester at CU Denver and between Fall and Spring are called Winterim. Another advantage is the ability to quickly get 3 credits. A student who might have had a very heavy load (5 or 6 classes) one semester in order to finish their degree can take a two-week travel course and lighten their load in their last semester or an on-line student can pick up a quick 3 credits.

Location is an important part of designing programs for urban students. Some locations are much easier and cheaper to get to, such as Costa Rica, England, or Spain because there are direct flights. If the location takes more time and money to get to, then it may be less attractive. The other aspect is whether the students want to spend free time in that location. Some students will add a day or two extra and they want it to be a location where they feel more comfortable (such as England). Some countries are more popular and that can change over time. Programs to China were very popular ten years ago but seem less popular now.

The next big issue is price. A two-week program can be quite expensive. Many schools offer scholarships to students after they have been accepted in the program. This helps the most persistent students but allows students to think that the program is simply out of reach financially. The price of the program is set before you know how many students you have, so the price quoted is often higher than the actual price. One possible solution is to apply a set amount of scholarships (tuition buy backs) to the program price as you are setting the budget. This allows the program price to be reduced. More students are attracted to the program and the more students you have the cheaper the price is per student.

Some programs have kept costs down by using homestays. This typically works when you hire a company to help you manage it and sometimes it ends up not being that much cheaper. It has the disadvantage that the students aren't housed in a central location and it is much more difficult logistically. Some homes are much nicer than others so it can cause student dissatisfaction. Business school students tend to be the negative on homestays (and dorms), many students work full time and travel for work and do not want to be housed in a situation that is not as nice as they are used to when traveling.

Fundraising for the programs and scholarships is another option to keep the price down. This is an approach that has to be closely coordinated with the Deans Office, the Development office and related Advisory Councils. Study Abroad programs have to compete with many other needs at the Business School. If a sponsor can be found who is interested in a particular program that can be a huge help in reducing the price to students.

The last issue is getting information to students. Business schools often have several competing programs and it is very important for the programs to work together instead of taking students from each other. Each program must have a different focus and the Business School should not have too many programs. The programs should have different locations but also different themes, such as marketing, entrepreneurship, sports and entertainment management, health care management, finance, etc. The right number of programs usually depends on how many students signed up the previous year. One approach is to promote all of the programs together. Marketing materials such as flyers, informational bookmarks, website postings, newsletter articles and Instagram posts can all include the common advantages and deadlines for the programs. If you are working together to promote the programs, it can be very helpful to work with your Study Abroad Office and the marketing team that markets the Business School to ensure consistency.

Increasing awareness early is an important aspect of promoting to students. Learning about the program sooner can also be helpful in increasing student's ability to plan. Information sessions in the Fall when new students are excited about the upcoming year is a great time to recruit students. Having a study abroad table at major Business School events or the lobby of the Business School, just as you might have a table for various clubs is an important message that study abroad is an important aspect of the Business School. The faculty and former students can visit as many of the introductory classes and freshman classes as possible to talk about the study abroad programs and their benefits leaving flyers or informational bookmarks.

Working with advisors to encourage them to talk about the study abroad programs is a key initiative. Talk with the advisors to help understand what requirements the classes may fulfill and why students go on the programs. Talk to the Career Center at the school about what information they have about why students should study abroad, such as study abroad programs may help students stand out from other students. The information materials should include what requirements the programs can be used for and benefits for job hunting.

Telling stories about the programs is a major way to recruit. Students and faculty who went on the program in previous years are your best marketing tool. Talking about the program in your classes using photos of related marketing content in your slides demonstrates the relevance of the study abroad program to the classes they are taking. Former students visiting introductory classes with photos and stories is tremendous word of mouth. This is also where social media can be so strong. Students in your programs can be recruited to post photos on the Business Schools Instagram, Facebook and other social media accounts. Photos and stories from students can be shared on newsletters and electronic media in the building.

Marketing travel courses can be a challenge in an urban university. Each university has students with different needs for international programs with different departments or divisions within their university to work with. It is very important to find programs that meet the needs of urban students by offering solutions to time constraints such as two-week programs that are in countries they want to visit. Finding ways to bring the price of the program down while maintaining a high-quality program is key to getting students to go on the programs. Promoting international business programs can mean working with different groups within the Business School and the University and getting stories from former students to business students early in their time at the Business School.

For further information, contact:

Mary Lee Stansifer
University of Colorado Denver
1475 Lawrence Street, Office 4100
Denver, CO 80202
(303) 315 8442
Mary.stansifer@ucdenver.edu

LEARNING FROM OUR STUDENTS: COMBINING RESEARCH AND TEACHING ON BRANDING

*Ursula Sullivan, Northern Illinois University
Tim Aurand, Northern Illinois University*

POSITION PAPER

In this position paper, we want to highlight the use of academic research to augment pedagogy within the marketing curriculum. As new generations of students matriculate through our business programs, it's essential that the ideas, examples, and constructs are relevant to them as they learn. In addition, as academicians, it's imperative for us to maintain our research productivity in order to continue our own learning of new processes and phenomenon in the marketplace. As researchers of branding and marketing strategy, we are often tasked with learning about new branding approaches as companies develop and maintain brand loyalty with their customers. We expect the information we share in this paper will resonate with colleagues and provide insights into combining research and teaching.

In two different research endeavors, we requested that our students participate in studies about branding. We were hoping to discover if our approach to research would also help in teaching branding to students and encourage further exploration of the concepts. In the tasks, outlined below, we asked the same questions regarding attitudes towards marketing and branding to student participants in our classes at two different points in time: spring semesters of 2015 and 2019. The questions were asked via online surveys and are listed in Table 1.

2015 Participant Task:

- “You will be presented with a branded offering and asked to rate your interest in the offering. You will also be asked about your involvement with the brand. Respond to each statement by indicating the extent of your agreement with each of the statements.”
- Popular brands were used, including Nike, Apple, Coca-Cola, and McDonald's
- Task was straightforward though repetitive and was estimated by Qualtrics to take about 17.5 minutes

2019 Participant Task:

- “You will be presented with a variety of questions asking about your attitude regarding branded cars as well as your general lifestyle. There is no right or wrong answer so please answer them to the best of your ability.”
- Participants were asked to provide the car brand they drove or were most familiar with.
- Task was more involved as level of theory was more psychological-based versus attitudinal-based; however, Qualtrics estimated the survey to take only 13 minutes.

Both surveys included a brand-trust scale and participants were taught basic branding concepts (by the same professor) prior to taking the survey. Participants in both surveys had similar backgrounds as their ages ranged between 20-22 and most were juniors in their programs. More results are available in Table 1.

	<i>This exercise has helped me think about brands differently than before I started.</i>		<i>I would like to learn more about how consumers develop brand loyalty.</i>		<i>I think studying branding is very important for my learning more about marketing.</i>	
	2015	2019	2015	2019	2015	2019
Total Agree	46	147	53	183	59	230
Total Disagree	9	91	6	68	4	62
Neutral	13	79	8	66	3	24
% Agree	68%	46%	79%	58%	89%	73%

Table 1: Summary of survey results; neutral responses were eliminated from the analysis.

A primary difference between the two groups is that in 2015, all participants were business majors while in 2019, there were non-business majors in the class. Another difference was that the task in 2015 was more straightforward as it only sought brand attitudes and was somewhat repetitive across the assessment of all brands. The 2019 study had questions that were more psychological in nature, as we were considering the effect of regulatory theory on brand preferences. Also, in 2019, the brands were specific to the participants; in other words, we did not specify the brand to the participants as they told us which brand they were considering for the brand-trust scale.

From Table 1, one can see that participants in 2015 were much more engaged with the concepts on branding than were the participants in 2019. While the largest percentages, in both years, concurred with the importance of learning more about branding and marketing, the percentage of students who thought so dramatically declined in 2019 from 2015. In addition, only slightly more than half of the students seemed interested in learning more about consumer branding. Findings suggest that generally: 1) Assessing brand attitude is more meaningful than trying to gauge student psychological effects; though important for the research, it may not be as important to teaching; and, 2) Non-business majors were not as engaged in branding/marketing effects which suggests other avenues for gauging brand learning will have to be determined. Anecdotal evidence suggests that more recent generations are just not as concerned with brands as previous groups have been. Perhaps we are seeing that in the results.

While it seems students are less engaged in learning about marketing and branding, we know that companies are not. As representatives of Gen Z, many of these students may not perceive the necessity of branding. Indeed, there is some question as to whether or not Gen Z, having lived through the Great Recession, are concerned with what branding offers to a consumer. Often consumer brands are more expensive than generic or store brands so this may be another factor that is affecting these new consumers. Future research should tease out these issues so educators can focus on the best way to instruct students on what is relevant for the marketplace, not just one generation.

For further information, contact:

Ursula Y. Sullivan
Department of Marketing
Northern Illinois University
DeKalb, IL 60115
usullivan@niu.edu
815.753.6285

THE ROLE OF PERSONALITY IN MEDIATING THE LEARNING APPROACH OF STUDENTS IN THE EXPERIENTIAL LEARNING CLASSROOM

Wesley A. Pollitte, St. Edward's University

Juli James, St. Edward's University

Debra Zahay, St. Edward's University

POSITION PAPER

Experiential learning, which promises to engage students in a deep meaningful learning experience, is becoming a more widely used approach in marketing education. Today, not only are marketing educators focusing on converting knowledge into skill through hands-on practice, but also they use tools, such as simulations, to create a more innovative environment to enhance engagement and deeper learning (Cadotte, 2016). This research seeks to answer the question as to whether personality traits mediate the learning approach (deep versus surface) a student takes in an experiential learning environment.

Using Kolb's Experiential Learning Theory (1984) and Student Approaches to Learning Theory (Briggs, 1987), Young, Caudill & Murphy (2008) investigated the learning approach a student takes in an experiential project. However, to date, little research has investigated the relationship between Big Five Personality Traits (Goldberg, 1992) and student learning approaches. By doing so, this research extends the work of Young et. al (2008) and provides further insight in to the effective design of engaging classroom activities.

The independent variables in the study, concrete experience, reflective observation, active experimentation, and abstract conceptualization, are derived from Kolb's Experiential Learning Theory. The dependent variable is the learning approach taken by students based on Marton and Saljo (1976) who identified two distinct learning approaches. The first approach, surface learning, is where students focus on the demands of the assignment and are motivated by achieving a grade or other desirable outcome. Students focus on memorization and doing the minimum work needed to achieve a desired grade. On the other hand, in a deep learning approach, students take a more rigorous approach to the material and go beyond the required assignment. Students seek to understand the meaning of the material and engage in critical thinking and reflection. Deep learners are not motivated by the mere attainment of a grade. Rather, deep learners find the material interesting and challenging and seek reward in gaining the knowledge of the concepts presented. To these students, gaining knowledge is the primary objective and the grade is secondary.

To access the influence personality has on a student's learning approach, this research uses the Big Five Personality Traits (Openness to experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism) developed by Goldberg (1992). These traits have been used to investigate various aspects of academic performance (McIlroy, Palmer-Conn, Lawler, Poole & Ursavas, 2017; Trapmann, Hell, Hirn & Schuler, 2007). Prior research linking personality traits to learning approaches has shown that students exhibiting the personality traits of conscientiousness, openness, and extraversion are more likely to engage in a deep learning approach (Komarraju, Karau; Schmeck, & Avdic, 2011). In contrast, neuroticism has been shown to have a negative impact on a deep learning approach, leading students to take a surface learning approach (Komarraju et al., 2011). In addition, Kokkonos et al. (2011) reported that agreeableness is negatively related to concentration, selecting main ideas, time management, and anxiety, suggesting that students exhibiting this trait are more easily distracted and pay less attention to the material and would be more likely to take a surface learning approach. Based on this prior research, we offer the following five hypotheses. Each of the hypotheses relates the four steps in Kolb's experiential learning cycle to the student's learning approach and the mediating effect of personality traits.

H1: 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.

H2: 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.

H3: 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.

H4: 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.

H5: 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.

The survey was administrated in two parts in Fall 2018 to Principles of Marketing classes at a small, private University in the Southwest which used a required marketing simulation as its experiential learning component. The personality test was administered prior to the simulation. The second part of the survey, investigating the experiential experience and learning approaches, was given after completion of the marketing simulation at the end of the semester. Consistent with prior research, survey items of the constructs for experiential learning were developed from Young et al. (2008). The student's learning approach items were based on items from the two-factor Study Process Questionnaire developed by Briggs, Kember & Leung (2001). To measure the Big Five Personality Traits, the 50-item IPIP version of the Big Five markers (Goldberg, 1992) survey was used. Of the 75 students taking the survey, the sample was evenly split between males and females. The vast majority (81 percent) were domestic students with 78 percent native English speakers. Ninety percent of the sample were business majors.

As of this writing, analysis has just begun and results will be presented at the Fall conference. It is hoped that this research will provide an understanding of the role personality plays in a student adopting a particular learning approach and that the results can inform professors in their efforts to design engaging classroom assignments.

Full references are available upon request.

For further information, contact:

Wesley A. Pollitte
St. Edward's University
3001 South Congress Avenue
Austin, Texas 78704-6489
(512) 233-1624
wpollitt@stedwards.edu

ONLINE TEACHING EFFECTIVENESS: CLOSING THE GAP

Gina L. Miller, Mercer University
Faye A. Sisk, Mercer University

POSITION PAPER

Online teaching is a model for course delivery that has been widely adopted in higher education. This trend is a result of advances in technology due to both accessibility and affordability. However, online teaching requires instructors to be technology experts in addition to being content experts. This duality of roles, which can result in technology becoming the driver in online teaching, without equal consideration to delivery optimization, has an impact on effectiveness.

Recognizing that online courses are a service product, the authors take an outcomes-based approach, rather than a technology-based approach, and suggest that service quality strategies from the Gaps Model of Service Quality (Zeithaml, Parasuraman, & Berry, 1990) might be employed to increase perceived online teaching effectiveness. This is done by examining desired outcome creation from the student (customer) perspective (e.g., perceived quality indicators such as perceptions of learning, engagement, and satisfaction), as well as inputs from the instructor/institutional (provider) perspective (e.g., having appropriate service/course design, or online teaching training/experience). The Gaps Model of Service Quality (Zeithaml, Parasuraman, & Berry, 1990) is centered on comparing and contrasting customer (student) expectations versus perceptions with that of the provider (instructor) to identify the “gaps”. Previously researched variables in online teaching effectiveness, and additional author-identified input variables can then be classified using the Gaps Model to suggest strategies that may increase successful online teaching outcomes from a service quality perspective. Finally, some challenges, limitations, and future research directions are identified.

While some researchers such as Rovai and Barnum (2003) have studied quality issues in online delivery, and other researchers have incorporated outcomes such as perception and quality constructs (e.g., Jones, 2012; Peltier, Schibrowsky, & Drago, 2007), online teaching experience suggests that there are additional variables that are excluded in online teaching effectiveness models: student-centered inputs (learner expectations, learner capabilities, and learner population characteristics); instructor input variables such as access to adequate online instruction resources (e.g., appropriate technology, instructional technology support); and input variables that span both provider and customer perspectives (e.g., defining institutional expectations and common expectations both across and between instructors and students, and instructor and student experience with online course delivery).

Consequently, understanding what input variables contribute to effective online learning output outcomes as well as how to implement effective strategies to achieve these outcomes is paramount. The authors propose that the additional variables as enumerated above, as well as other previously researched variables, can be classified into one or more of the four provider service quality input gaps (Gap 1- not knowing what customers expect, Gap 2- failing to design services that meet expectations, Gap 3-performance and service delivery failures, and Gap 4-not matching performance to promises) in the Gaps Model. Such classification provides the opportunity to plan and control these input variables, increasing both perceived quality and satisfaction outcomes, and online teaching effectiveness.

For example, some of the input variables that may be identified to impact and thus increase output or service quality decisions are related to course design. Requiring course parameter standardization, such as common assignment due date/ times and consistent online course content formatting and presentation within the learning management system (LMS) can be beneficial to students as they progress through different (subject or instructor) online courses within their degree program. This strategy provides appropriate service design via customer-defined standards, Gap 2, and communicating/managing expectations, Gap 4. Specific strategies related to the other variables presented in this paper, as determined by their provider gap classification, will be evaluated.

Limitations in researching outcomes-based online teaching effectiveness models include: data collection issues (e.g., inability to generalize results due to commonly dictated non-probabilistic sampling techniques, and in identifying homogeneous courses and student populations to sample), different LMS systems (Canvas, Blackboard, etc.), other technologies used, instructional resources available, different instructor teaching styles, different student populations/characteristics, and the wide variety of subjects and disciplines taught online.

Future research could include developing a comprehensive online teaching effectiveness model employing the Gaps Model framework to identify all relevant inputs that influence the perceived service quality outcomes. This teaching effectiveness model should be empirically tested and validated.

REFERENCES

- Jones, S. J. (2012). Reading between the lines of online course evaluations: Predictable actions that improve student perceptions of teaching effectiveness and course value. *Online Learning, 16*(1). doi:10.24059/olj.v16i1.227
- Peltier, J. W., Schibrowsky, J. A., & Drago, W. (2007). The interdependence of the factors influencing the perceived quality of the online learning experience: A causal model. *Journal of Marketing Education, 29*(2), 140-153. doi:10.1177/0273475307302016
- Rovai, A. P., & Barnum, K. T. (2003). On-line course effectiveness: An analysis of student interactions and perceptions of learning. *Journal of Distance Education, 18*(1), 57-73. <http://www.ijede.ca/index.php/jde/article/view/121>
- Zeithaml, V., Parasuraman, A., & Berry, L. (1990). *Delivering quality service: Balancing customer perceptions and expectations*. New York, NY: The Free Press.
-

For further information, contact:

Gina L. Miller
Mercer University
3001 Mercer University Drive
Atlanta, GA 30341
(678) 547-6169
Miller_gl@mercer.edu

EXPERIENTIAL SALES EXERCISES THAT PREPARE FOR REAL LIFE

Peter Knight, University of Wisconsin-Parkside

POSITION PAPER

Role-plays have historically been the primary experiential learning tool employed by most collegiate sales programs as well as by industry. 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). Sales educators have responded with a wide variety of variations on the traditional role play.

Sales educators endeavor to 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 found to impact sales performance positively (Richards, Hughes, & Jones, 2010) particularly in early stage salespeople (Knight et al, 2014; Mallin and Mayo 2006),

Development of self-efficacy in sales education seems particularly important given that sales students who intend to become early stage sales people need to often learn greater persistence to be successful/ Training provided by some employers is still insufficient and organizational sales cultures (LaForge et al 1996) embracing that you only can learn through your failures still seem to persist .Bolander et al (2014) found that sales-performance failure led salespeople to engage in more aggressive, pushy and self-serving counterproductive behaviors with customers to try and succeed,

Some recent grads therefore often face multiple challenges in maintaining sales related self-efficacy developed in collegiate and corporate training in their initial sales roles despite the increasingly well-informed career preparation that the best collegiate sales programs provide. The question at hand is therefore what types of pedagogy in collegiate programs can best build high levels of sales related self-efficacy to aid students in persisting through the inevitable rejections and learning curve they will face.

Knight et al. (2014) examined several controllable and uncontrollable variables in the classroom environment which encourage sales related self-efficacy in over 500 students.. Collection of this data provided the researchers with an opportunity to benchmark the impact of the various types of experiential exercises provided in a sales certificate program versus the larger national sample. The national study only analyzed the impact of broad categories of experiential exercises (i.e. role plays, ride alongs, industry speakers etc.) while the comparative study (Knight et al 2018) assessed the impact of more specific categories of experiential exercises on the self-reported sales related self-efficacy of the authors own sales students.

Analysis of this pilot study and current literature (Kolb and Kolb 2005, Pullins et al 2017) led to three research hypotheses which the author will explore during a Fall 2019 sabbatical.

H1: Career related self-efficacy in sales students varies positively overall with the authenticity of experiential learning exercises provided.

H2: Career related self-efficacy in sales students varies positively overall with the number of different authentic experiential learning exercises provided.

H3: Self efficacy for some sales students is developed through different types of authentic experiential exercises than for other students.

Phase 2 research will inventory and categorize the wide variety of experiential exercises currently being utilized in collegiate professional sales classes. Survey questions to faculty in June 2019 will include a request for detailed descriptions. Perceptions of authenticity and desired learning outcomes for each exercise as well as perceptions of success in meeting expected learning outcomes. The results would be presented at the Fall 2019 MMA Educators conference.

Phase 3 will involve depth interviews with recent grads of sales programs who have been working in sales roles for 6-18 months and their perceptions of how various types (better categorized through Phase 2 research) of sales curricula prepared them for their new roles. The primary focus of the research will be to determine which types of exercises may have aided most in their ability to persist and remain resilient and confident in the face of any initial failures.

REFERENCES

- Bolander, W., Bonney, L., & Saturnino, C. (2014). Sales education efficacy: Examining the relationship between sales education and sales success. *Journal of Marketing Education*, 36(2), 169-181.
- Fu, F. Q., Richards, K. A., Hughes, D. E., & Jones, E. (2010). Motivating salespeople to sell new products: The relative influence of attitudes, subjective norms, and self-efficacy. *Journal of Marketing*, 74(6), 61-76.
- Knight, Peter; Mich, Claudia C.; Manion, Michael T. (2014) The Role of Self-Efficacy in Sales Education. *Journal of Marketing Education*, v36 n2 p156-168 Aug 2014
- Knight, Peter, Manion, Michael T., McPhaul, James, Babu, Manoj (2018) Enhancing Learning Outcomes in Sales Education through Variety and Authenticity Presented at Marketing Management Association Conference, Sept. 19, 2018 Kansas City, Mo
- Kolb, A. Y. & D. A. Kolb. 2005. Learning styles and learning spaces: enhancing experiential learning in higher education. *Academy of Management Learning & Education*. 4(2): 193-212
- LaForge, R. W., & Dubinsky, A. J. (1996). Sales Training and Education: Some Assumptions about the Effectiveness of Sales Training. *Journal of Personal Selling & Sales Management*, 16(3), 67-76.
- Mallin, Michael L. and Michael Mayo (2006), "Why Did I Lose? A Conservation of Resources View of Salesperson Failure Attributions," *Journal of Personal Selling & Sales Management*, 26 (4), Fall 2006, 345–357.
-

For further information, contact:

Peter Knight
Molinaro Bldg. 353
University of Wisconsin-Parkside
Kenosha, WI, 53141-2000
262-595-2415
knightp@uwp.edu

VARYING PERSPECTIVES IN ONLINE TEACHING: DISCUSSING TECHNIQUES BASED UPON MULTIPLE FACTORS

*Sheri Grotrian, Peru State College
Jamie Lambert, Ohio University*

POSITION PAPER

Online education continues to remain a prevalent form of instruction in many institutions of higher education. In fact, as institutions remain in and new competitors enter the market, it is imperative for quality instruction to occur in an effort to differentiate the various programs. As such, those teaching the courses must continue to hone in on best practices to ensure they are meeting the quality expectations of students.

Based upon extensive experience of online teaching, the authors have recognized the many valuable best practices for online teaching and how instruction continues to evolve. An understanding of the evolution of learning and best practices is critical to teaching, especially online. Combined, the authors have taught thousands of higher education students through online courses over the past 15 years and have diverse experiences in terms of types of classes, class size, and other instructional variables.

Online education appears to meet the demands and desires of learners that traditional education cannot always provide. Based upon recent data, one third of all students in higher education take at least one online class (Lederman, 2018). Perceived student benefits of online learning often account for such increases: flexibility in scheduling, ability to work from any location, and desire for more self-directed learning are often cited as core drivers (Gilbert, 2015).

Grounded in Chickering and Gamson's (1987) *Seven Principles for Good Practice in Education*, the following are specific examples to demonstrate how the authors have applied such tried and true principles in their online courses:

Best Practice	Authors' Application/Examples
1. Student-Faculty Contact	Accessible to contact: email, phone, video chat, etc.; Introductory videos; Get-acquainted discussion board; Weekly announcements/feedback
2. Cooperation Among Students	Discussion board engagement; Group work; Tool availability within LMS
3. Active Learning	Activities to engage students; Application-based assignments
4. Prompt Feedback	Emails will receive a response within 24 hours; Grades will be completed by the Wednesday after the deadline
5. Time on Task	Clear objectives; Weekly assignments; Deliverables; Time expectations table in syllabus
6. High Expectations	Detailed rubrics; Examples of exemplary work
7. Diverse Talents & Ways of Learning	Varying instructional methods to meet multiple learning styles: lecture videos, textbook readings, podcasts, multimedia presentations with voiceover, guest speaker videos, outside source supplementary videos; research articles, simulations

With best practices being central to ensure quality online instruction, it is critical to delve deeper into understanding each concept. Student-faculty contact should start from the beginning of the course. One of the authors has noted increased student engagement after the addition of an introduction video assignment. For this assignment students are required to create a 45-second video where they introduce themselves to their classmates.

As noted by Keebler (2009), one way to encourage cooperation among students is through virtual class discussions of course concepts. In order for this assignment to be effective, students need to create their own unique post and respond to other students' posts. This creates a conversation, and therefore a connection, between students. In addition, discussions significantly increase students' retention of learning. The National Training Laboratory's "Learning Pyramid" proposes that students retain 50% of what they discuss with others, compared to 5% of lectures (Educationcorner.com, n.d.).

In order to ensure active learning, the instruction must move beyond publisher-provided content. Hands-on activities or application-based assignments in which students are applying textbook concepts is one way to ensure this occurs. One author has students create training and development projects as if they were the trainers conducting an hour-long session with trainees.

Active student engagement can further be encouraged through the use of effective in-person teaching technics. The authors application of Chickering and Gamson's principles can be used in any learning environment. However, they are particularly relevant online, due to the creation of a high-touch virtual experience.

Even though higher education continues to see difficulties in sustaining enrollment overall, online education has continued to hold strong. How long can institutions rely on such as a cash cow? This question, among others specific to online instruction, provide multiple challenges to consider—academic integrity, quality of instruction, feelings of disconnect, etc.

It is important that future research further investigate the impact of technology innovations on online teaching best practices. Additional research could also compare and contrast online learning of different groups of students (traditional vs. non-traditional vs. executive) while also assessing other variables (class size, learning management system, etc.).

REFERENCES

- Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 3, 7.
- Educationcorner.com. (n.d.). The learning pyramid. Retrieved from <https://www.educationcorner.com/the-learning-pyramid.html>
- Gilbert, B. (2015). Online learning revealing the benefits and challenges. *Master's Thesis*. Retrieved from Fisher Digital Publications (Paper 303).
- Keebler, D. (2009). Online teaching strategy: A position paper. *MERLOT Journal of Online Learning and Teaching*, 5, 3.
- Lederman, D. (2018). Online education ascends. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/digital-learning/article/2018/11/07/new-data-online-enrollments-grow-and-share-overall-enrollment>

For further information, contact:

Jamie Lambert
Ohio University
Copeland Hall
Athens, OH 45701
740-603-4076
carterj1@ohio.edu

DO STUDENTS REALLY BENEFIT FROM SERVICE LEARNING PROJECTS? AN EMPIRICAL TEST USING THE BACE SCALE

John M. McGrath, University of Pittsburgh at Johnstown

POSITION PAPER

Higher education course effectiveness measures typically include items such as instructor organization, grade fairness, course content and other critical course and classroom factors. These measures can provide important insights into the relative effectiveness of many different types of lecture courses. However, these evaluation protocols typically do not include any consideration of the role of service learning in a course. Therefore, the purpose of this position paper is to discuss a method by which service learning might be evaluated in a course that features this pedagogical approach.

For the past 25 years, service learning has been a key component of the capstone Marketing course at the small college in the Northeastern U.S. This course is required of all seniors in the Marketing curriculum and requires all students to serve as members of “consulting groups” that spend each semester working with a local not-for-profit “client” to research, develop and present a marketing plan. In other words, students apply their three years’ of Marketing knowledge to serve a community group by learning how to deliver a professional quality marketing plan. This course is evaluated each year using the standard type of university course evaluation metrics noted above; however, until recently, no measure ever gauged the service learning impact of this course on students.

To address this gap, the instructor of the course learned of a new methodology opportunity several years ago at the Marketing Management Association (MMA) conference. The technique, known as the Benefits of Academic Community Engagement (BACE) scale, was developed by faculty members at Sam Houston State University in Texas (Miller, Mehta & McCauley, 2018). Its goal is to determine if students really benefit from service learning projects with a simple, concise questionnaire instrument. The BACE scale was derived from an existing tool known as the Service Learning Benefit (SELEB) scale, originally designed to evaluate the benefits of service learning (Toncar et al., 2006). Miller et al. worked to refine the SELEB scale in several important ways including expanding the scale from 12 items to 20 items to add input from faculty in different disciplines (see Table 1 on second page).

This new scale was then further refined through a series of studies to confirm the instrument’s reliability and validity over three years (Miller et al., 2018). In publishing their work on the scale, the authors recommended “additional data should be collected from a larger set of diverse institutions...to test this instrument’s application in varied educational settings,” (Miller et al., 2018: 11).

Since the fall semester of 2016, the BACE scale questionnaire has been administered to students in the capstone course noted above. Over the past four academic years 113 students completed the questionnaire instrument, and the data has been compiled and is presented in Table 1 with mean scores for each of the scale’s 20 items (alongside the same means for Sam Houston State).

The availability of data from two different institutions addresses Miller et al.’s call to expand the geographic application of their instrument, and provides an opportunity to compare the outcomes of the BACE scale between the two universities. This could yield interesting insights into students’ opinions about service learning in different settings. However, there are two challenges: first, to identify the most appropriate statistical technique to analyze and compare the means data presented in Table 1; and second, one piece of data is missing from the Sam Houston State results (the mean score for questionnaire item #1), which should be captured so all 20 items can be analyzed in their entirety.

Table 1.
BACE Scale Mean Scores at Two Universities

Questionnaire Item (1-5 scale; 1 = strongly disagree; 5 = strongly agree)	Sam Houston Mean Score (unknown years)	Northeastern U.S. College Mean Score (2016-2019)
At the <i>beginning</i> of the semester, I was uneasy about the community engagement component of the course.	*	2.69
The community engagement in this course helped me to <i>apply</i> the subject matter in a “ <i>real world</i> ” situation.	4.33	4.50
The community engagement I did in this course helped me to develop <i>problem solving</i> and <i>critical thinking</i> skills.	3.86	4.29
The community engagement in this course helped me to improve <i>workplace</i> skills (e.g., <i>teamwork</i> , <i>preparation</i>) that I will need in the future.	4.08	4.40
The community engagement in this course helped me to develop <i>organizational</i> skills.	3.8	4.21
The community engagement in this course showed me how to <i>integrate</i> the material and <i>connect theory with practice</i> .	3.86	4.28
This course made me aware of the <i>differences</i> (i.e., cultural, racial, economic, gender, age, education, etc.) that exist in our community.	4.06	3.52
This course made me aware of my <i>responsibility</i> to engage with the community and develop my <i>citizenship</i> skills.	4.08	3.97
This course helped me understand that I can <i>make a difference in my community</i> .	4.25	3.92
The community engagement requirement of this course showed me how I can become <i>more involved</i> in my community.	4.14	3.97
The community engagement I did through this course <i>benefited the community</i> .	4.23	3.70
The community engagement requirement of this course helped me to become <i>more aware of the needs in my community</i> .	4.02	3.88
Working in the community helped me to define my <i>personal strengths and weaknesses</i> .	3.92	3.88
The community engagement in this course assisted me in defining the <i>type of work</i> I want to do in the future.	3.83	3.60
Engaging in the community helped enhance my <i>leadership</i> skills.	4.00	3.96
Engaging in the community helped enhance my <i>communication</i> skills.	4.07	4.30
The community engagement in this course has made me <i>more employable</i> .	4.06	4.38
After this course is completed, I will probably <i>continue to serve the community</i> .	4.17	3.48
I would <i>recommend a community engagement course</i> to others.	4.22	4.15
At the <i>end</i> of the semester, I thought that the community engagement component of this course was valuable.	4.22	4.34

* this mean was not reported in Miller et al., 2018 article

REFERENCES

- Miller, L., Mehta, S., & McCauley, D. (2018). The BACE scale: A new measure for assessing the benefits of community engagement. *International Journal of Research on Service- Learning and Community Engagement*, 6(1), Article 4.
- Toncar, M. F., Reid, J. S., Burns, D. J., Anderson, C. E., & Nguyen, H. P. (2006). Uniform assessment of the benefits of service learning: The development, evaluation, and implementation of the SELEB scale. *Journal of Marketing Theory and Practice*, 13(3), 223-238.

For further information, contact:
 John M. McGrath
 University of Pittsburgh at Johnstown
 Johnstown, PA 15904

mcgrath@pitt.edu

IMPROVING THE GROUP PROJECT

Elliott Manzon, University of Cincinnati

POSITION PAPER

Many marketing classes require group project work. These projects are essential to teaching students teamwork and communication skills that they will need in industry (McCorkle et al., 1999). However, projects also often lead to conflicts in communication styles, schedules, and work effort (Williams et al., 1991).

Context for the Situation

Group work is an important component of many marketing courses. Group projects help students learn important teamwork skills necessary to be successful in industry. The 2018 Job Outlook Survey found that many employers felt that team work and problem solving abilities were the most important skills for students to have coming out of college. In another study, 83% of employers rated the ability to work in teams as highly important (Hart Research Associates, 2015).

Despite the benefits, many problems can also arise from group projects. One common problem is social loafing where a team member will contribute less effort and instead rely on their teammates. Other common problems are communication among group members and disagreements regarding the content of the group work.

Academic research has already demonstrated some potential ways to mitigate problems with group projects. Our work aims to find a simple way for students to apply these research-based techniques to their group projects. The solution we have implemented is to teach a lesson to students about common problems that occur with group work so that they are aware of the common pitfalls. We then teach students the skills and provide them a framework to avoid those pitfalls. The existing research on groups is simplified down to three key concepts so that it is easy for students to remember and apply when forming groups in the second half of the class. The three keys are 1) The optimal group size to reduce social loafing 2) Forming groups which share common goals 3) Planning in advance how the group will communicate and handle disagreements. Students are trained through a 20-minute lesson in these skills for successful group management. Teams are also provided with an outline of a group contract which helps them to address in how problems will be handled. Furthermore, teams are directed to use technology tools to create shared methods of communication and shared methods for sharing project content.

A survey was administered to students at the end of the semester regarding their experience in their group. The results of this study show that most students were able to successfully form groups with new people beyond their group of friends. Students also self-reported a high level of success. Students were asked to select on a 7-point Likert scale the extent to which their group worked well together. 74.4% of students reported that they “Strongly Agree” that their group worked well together and an additional 15.3% of students selected “Agree”, and 6.6% selected “Somewhat agree”. Only 3.6% of students negatively reported their team’s ability to work together.

Challenges

One of the challenges of this approach is the additional time required to instruct students on how to form groups. The lesson takes approximately 20 minutes and creating group contracts and shared communication tools can take an additional 20 minutes. Although the time that this requires is significant, we believe that the improved outcome and the skills learned is worth the time investment during a busy semester schedule.

Future research should expand beyond the self-report measures of student success to incorporate objective measures of quality of the student projects. Other potential measures could include objective measures of team communication. Additional group management techniques could potentially also be added to the lesson to improve outcomes.

Another challenge is that this applied research does not currently have a control group of students who were not given the training. Future research will conduct the same research survey with a control group - classes which do not

apply any techniques for improving group projects. Other methods of improving group performance should also be compared in the future to test which methods are most successful.

REFERENCES

- Hart Research Associates (2015). Optimistic About the Future, But How Well Prepared? College Students' Views on College Learning and Career Success. Washington, DC.
- McCorkle, D. E., Reardon, J., Alexander, J. F., Kling, N. D., Harris, R. C., & Iyer, R. V. (1999). Undergraduate marketing students, group projects, and teamwork: The good, the bad, and the ugly?. *Journal of Marketing Education*, 21(2), 106-117.
- National Association of Colleges and Employers. 2017 "Job Outlook 2018." <https://www.naceweb.org/about-us/press/2017/the-key-attributes-employers-look-for-in-student-resumes/>
- Williams, K. D., & Karau, S. J. (1991). Social loafing and social compensation: The effects of expectations of co-worker performance. *Journal of personality and social psychology*, 61(4), 570.
-

For further information, contact:

Elliott Manzon
2906 Woodside Drive
Cincinnati, Ohio 45221
(513) 556-7071
Elliott.Manzon@uc.edu

CLIENT-BASED PROJECTS: STUDENT PERCEPTION OF THEIR VALUE AND USEFULNESS

Kristen Maceli, Pittsburg State University
Lynn Murray, Pittsburg State University
Mary Judene Nance, Pittsburg State University
Mary Wachter, Pittsburg State University

POSITION PAPER

Client-based projects (CBPs) lend themselves well to learning by doing. The use of a live client provides students with the opportunity to integrate and apply the knowledge they acquire – a critical higher-order thinking skill colleges of business strive to instill in their students. Students benefit from the practical experience of working with clients who have their own ideas and whose problems have real consequences, experience students can use to determine their career and help them land that first professional role. In this paper, we report early results of an exploratory study about how students evaluate and use their CBP experience.

Increasingly, client-based projects are being integrated into curricula. This emphasis on CBPs crosses time, and oceans.

Students benefit from CBPs through real life experience, increased self-esteem, future employment contacts and increased self-confidence. They realize a deeper understanding of course concepts and see improved student team management and communication, problem-solving. Critical thinking and professionalism improve, and CBPs can also provide students with confidence in their knowledge of marketing concepts and their ability to apply them. Thus, we hypothesize:

H1: Students will see more value from a CBP course than a non-CBP course.

H2: Students will perceive themselves as being able to better link theory and practice in CBP versus non-CBP courses.

CBPs can serve as the beginning of the acculturation process in a profession or firm. The CBP has been identified as a resume-worthy experience and as helpful in a job search. Thus, we posit the following:

H3: The CBP will aid students in determining their career paths.

H4: Students will reference the CBP in job interviews.

Surveys were administered in spring 2019 in the undergraduate marketing capstone course and a marketing elective offered at a mid-sized, Midwestern, public university on the last regular day of the term (different instructors). Of the 89 students in the courses, 82 responded; 18 students were enrolled in both courses. Because responses were anonymous, responses from these duplicate respondents can't be separated for more analysis. Most respondents (92.5%) were 20-24 years of age, 6.8% were 25-29, 1 was 30-39 years of age. The sample was comprised of 56.2% males and 43.8% females; 87% majored in business. Most (77%) were graduating within three months of the survey administration; all but one student expected to graduate within a year.

Students compared the value of the CBP course to their non-CBP courses and evaluated the role of the CBP in choosing or reinforcing their career path using Likert scales anchored by *Strongly Disagree* (1) and *Strongly Agree* (5). We also asked about the use of the CBP in job interviews and the job search using a four point Likert scale anchored by *No Value* and *High Value*.

Preliminary results may be found in Table 1. We found support for H1 and H2, and partial support for H4. We found no support for H3.

Our preliminary results indicate that students value CBPs, learn from them, and find them helpful in the job search process. We did not find that students used the CBP to determine or reinforce their career choice. This may well have been because most students were graduating within three months.

While we found support for our hypothesis that students referenced CBPs during their interviews and search process, we expected to see more students use CBPs as a way to break the catch-22 of needing experience to get the experience offered by entry-level positions. This lower-than-expected usage may be due to some non-mutually-exclusive reasons. First, students may not know how to frame these experiences in their job search processes. Instructors using CBPs can help students by explicitly identifying how the CBP can be framed in their job search.

Second, recruiters may not recognize the value of these experiences. One study found that of the 62% of recruiters who asked about the classroom experiences during interviews, only 20% asked to uncover skills and learning gained. From this the researchers inferred that recruiters placed more emphasis on experiences and skills gained from outside of the classroom. Because interviews are led by the recruiters, students wouldn't be asked questions that can be answered by reference to the CBP. Instructors may need to market the value of CBPs in preparing career-ready students to employers and recruiters.

Finally, timing may have played a role in the answers to these questions. Most of the respondents were graduating seniors – if they had already accepted jobs, they may not have had a chance to use the CBP experience.

Table 1: Results

	N	Min	Max	Mean	St. Dev.	Level
Helped understand theoretical concepts	82	1	5	3.951*	0.993	Agree
Helped retain theoretical concepts	82	1	5	3.902*	1.129	Agree
Brought value to resume	81	1	5	3.407*	1.311	Neutral to Agree
Project reinforced my career choice	81	1	5	3.185	1.205	Neutral
Helped to choose career	81	1	5	3.012	1.124	Neutral
Value compared to non-CBP courses	82	1	5	3.292*	0.8238	Moderate to High Value
Benefit of project to interview process	12	2	5	3.5**	0.798	Moderate to High Value

* $p < .01$, ** $p < .05$

For further information, contact:

Kristen Maceli
Pittsburg State University
1701 South Broadway
Pittsburg, KS 66762
(620) 235-4588
kmaceli@pittstate.edu

PREPARING MARKETING STUDENTS FOR FUTURE EMPLOYERS: APPLYING SUSTAINABILITY VIA THE INCLUSION OF WELLNESS AND ACTIVITY COURSES IN THE MARKETING CURRICULUM

Rebecca Hochradel, Transylvania University
Juanita Wallace, Transylvania University

POSITION PAPER

In the United States, the marketing undergraduate curricula at many colleges and universities are typically grouped as general education courses, business core courses, and marketing specific courses. Colleges and universities are regularly evaluating their curriculum to verify, and make changes if needed, regarding the relevance of the curriculum and the needs of future employers. One such revision to the curriculum is the incorporation of sustainability. Albinsson, Perera, & Sautter (2011) proposed that in order to increase student understanding of sustainability, the curricula needed to include the infusion of sustainability. Although much of the integration of sustainability has been the focus of business courses, and marketing courses in particular, this position paper presents the suggestion that sustainability, as an applied course, could be offered via the inclusion of wellness and activity based courses (WACs) in the general education curriculum.

Sustainability is the ability to last or continue for a long time (Sustainable, n.d.). One of the ways a firm is sustainable is through the health and wellness of its employees. According to Kerr, Gifford, & Fleming (2014), healthier employees contribute to the firm's competitive advantage via the reduction of turnover costs, high absenteeism, and low job performances. Yet availability of wellness benefits does not always lead to participation. Meilak (2017) noted only 29% of employees in firms that offered wellness programs effectively or highly utilized these programs. Although firms can develop strategic plans to increase utilization of these wellness programs, many wellness attitudes and behaviors are formed before the employee arrives at the firm. According to Cardinal, Sorensen, & Cardinal (2012), more than 50% of four-year colleges and universities in the United States have removed their WACs requirement. According to these researchers, in the 1920s, nearly all colleges (97%) required students to take WACs. However, today only 39% of college students are now required to take WACs.

In marketing, the study of consumer intentions versus the actual behavior has been well studied (see Sheeran, Norman, & Orbell, 1999). Since 1925, the AIDA model (Strong, 1925) utilizes the marketing technique to lead consumers through the four components of attention, interest, desire, and action. Marketers know that consumers have well-meaning intentions but they do not always follow through with actual behaviors. There has been research regarding the impact of marketing courses and skill development on marketing students (see Nonis & Hudson, 2019 and Schiele & Chen, 2018), yet there has not been research with regard to how specific general education courses impact the long term behavior of marketing students. Previous research indicates (see Sheeran, et. al., 1999) attitudes are a better indicator of intentions leading to behavior than subjective norms. The position of this paper is that the purpose of including WACs into the marketing curriculum is to develop attitudes toward activity and the future action of activity, thus maintaining or improving a person's health. The long-term impact of these courses will then enhance the sustainability of the marketplace. Thus, if a marketing program promotes sustainability, not only from the perspective of the firm to society, but also the future employee to the firm and society, the value of WACs is evident.

This position paper proposes that research regarding the inclusion of WACs will develop behaviors that impact the lifelong health and fitness of students and these behaviors will continue as the student leaves the university and enters the workforce, thus contributing to the sustainability of the firm.

The challenges of the inclusion of WAC into marketing curricula are those same challenges with adding other courses in that, when making curriculum decisions, faculty often have to weigh the value of one course compared to

another course. For example, if the WAC is added, what course might need to be removed? Additionally, non-business and non-marketing courses are often viewed by students as pointless.

The position of this paper is to conduct research regarding WACs and subsequent activity behavior. Student attitudes will be measured as well as the activity levels before and after the course. Students will be asked if they have taken WACs as a required course, non-required course, or not at all.

REFERENCES

- Albinsson, P. A., Perera, B. Y., & Sautter, P. (2011). "Integrating sustainability into the business curriculum through e-learning." *MERLOT Journal of Online Learning and Teaching* 7(1), 117-127.
- Cardinal, B. J., Sorensen, S. D., & Cardinal, M. K. (2012). "Historical perspective and current status of the physical education graduation requirement at American 4-year colleges and universities." *Research Quarterly for Exercise and Sport*, 83(4). 503-512.
- Kerr, K., Gifford, D., & Fleming S. (2014). "Improving client outcomes whilst maintaining scheme sustainability." *International Journal of Disability Management*, 9, N.PAG-0. <https://doi.org/10.1017/idm.2014.25>
- Meilak, L. (2017). "The impact of employee health on business performance – Flexi Personnel- find you best." *Flexi Personnel*. July 31, 2017. Accessed May 15, 2019. <https://www.flexipersonnel.com.au/blog/recruitment/impact-employee-health-business-performance>.
- Nonis, S. A., & Hudson, G. I. (2019). "Developing and assessing critical thinking skills in marketing students: The power of making explicit problem-solving processes." *Journal of Education for Business*, 94(3), 195-203, <https://doi.org/10.1080/08832323.2018.1504737>
- Sheeran, P., Norman, P., & Orbell, S. (1999). "Evidence that intentions based on attitudes better predict behavior than intentions based on subjective norms." *European Journal of Social Psychology*, 29(2/3), 403-406. [https://doi.org/10.1002/\(SICI\)1099-0992\(199903/05\)29:2/3<403::AID-EJSP942>3.0.CO;2-A](https://doi.org/10.1002/(SICI)1099-0992(199903/05)29:2/3<403::AID-EJSP942>3.0.CO;2-A)
- Schiele, K., & Chen, S. (2018). "Design thinking and digital marketing skills in marketing education: A module on building mobile applications." *Marketing Education Review*, 28(3), 150-154. <https://doi.org/10.1080/10528008.2018.1448283>
- Strong, E. K. (1925). Psychology of selling and advertising. New York, NY: McGraw-Hill.
- Sustainable. (n.d.). Retrieved from <https://www.merriam-webster.com/dictionary/sustainable>

For further information, contact:

Becky Hochradel
Transylvania University
300 N. Broadway
Lexington, KY 40508
(859) 233-8175
bhochradel@transy.edu

PROMOTING RESEARCH BEYOND ACADEMIA: OPPORTUNITIES AND CHALLENGES FOR ENGAGING IN PUBLIC DISCOURSE THROUGH THE CONVERSATION

Jenna Drenten, Loyola University Chicago

POSITION PAPER

Academic marketing research is of interest to the public; yet, unfortunately, valuable research in a broad spectrum of marketing journals rarely get the press coverage they deserve. When research does find its way into the public press, the full research study might get collapsed into a one sentence sound-bite to meet reporters' needs or to become out-of-context clickbait for readers. So how can academic scholars take control of how their research is disseminated to the public and be proactive in promoting their research for wider impact beyond academia?

The purpose of this presentation is to discuss one possible solution for disseminating original research and expertise to the mainstream press. Specifically, this presentation will discuss pitching to and publishing in *The Conversation*, an independent, not-for-profit educational website, helping academics and researchers share their expertise with a broad, global audience. In line with the conference theme of 'curriculum design for the future', disseminating research beyond traditional journal publications creates opportunities to educate a broad audience beyond the classroom. It also creates opportunities for marketing faculty to contribute to ongoing conversations about educational trends and the future of business education, at a time when higher education's role and relevance is often questioned. Drawing upon my experiences in publishing with *The Conversation*, this presentation will offer a 'crash course' for fellow marketing scholars. First, I will address the unique goals of *The Conversation*. Next, I will discuss the pitching, writing, and publishing process. Finally, I will highlight challenges in disseminating research more broadly and engaging in public discourse (e.g., popular press).

The Conversation began in 2011 in Australia and has now grown to include unique outlets in the United States, Canada, Africa, and other geographic regions. As stated on its website, *The Conversation* "arose out of deep-seated concerns for the fading quality of our public discourse – and recognition of the vital role that academic experts can play in the public arena". In an age where 'trust in media' is questioned, *The Conversation* aims to bring research driven content into the public media landscape for social good. In the United States, *The Conversation* is financially supported by partner universities; however, it publishes articles from scholars across a spectrum of academia—based on expertise and knowledge.

Authors can submit pitches to one of seven categories (e.g., Economy and Business, Health and Medicine, Politics and Society). The online pitch process asks authors to summarize the 'story' (50 words), why it is interesting or significant for non-academic readers (100 words), personal expertise and timeliness of the story (150 words), and any potential multimedia such as graphs or photographs to illustrate the story (200 words). The goal of this pitch process is to answer the question, why would others outside of marketing academia care about this research? Each category has a dedicated editor who will review the pitch and respond if interested.

If accepted, the author will be contacted by a section editor, who will work closely with the author to craft a newsworthy piece. Each article is typically 600-800 words and turnaround time is about one week. The articles are submitted via an online platform which allows multiple authors to collaborate on articles in real time—including feedback from the dedicated editor. Articles should be written in a short, sharp manner to grab readers' attention and spark their curiosity. Technical jargon should be avoided and the practical or real-world implications of the article should be made clear. Hyperlinked references and multimedia can be included. For example, authors are encouraged to link to their own published research to support statements in the article. Once a first draft is submitted, the editor will provide feedback and a new deadline.

Articles are easily digestible and are not paywall protected; thus, *The Conversation* disseminates accessible research findings or academic expertise to a broad audience. Through Creative Commons and The Associated Press, articles are shared with other news networks, giving an article published on *The Conversation* has broad reach. The online author dashboard provides readership metrics. For example, to date, I have published four articles through *The Conversation* based on my own original research. These articles have garnered nearly 600,000 readers, 200 comments, and republication on outlets including *VICE*, *Mashable*, and *The Independent*, among others. These metrics allow academics to show research impact, beyond journal citations. Radio and television may also invite the author to discuss research on air.

Engaging in public discourse, beyond academia, presents distinct challenges. In line with the conference theme, technological innovations in media allow wider dissemination of research; however, this may also invite trolling, backlash, and inflammatory commentary on social media platforms. In writing for a mainstream press outlet, authors' ideas and original research can potential be hijacked or misconstrued. The editorial process can be challenging to navigate in a 'clickbait culture.' Future exploration is needed to examine how marketing scholars might contribute to the public discourse on important topics such as sustainability, behavioral trends, food marketing, higher education, and healthcare. While *The Conversation* might offer one outlet for scholars to proactively engage in the news media, the goal of this presentation is also to interrogate when and to what extent marketing academics should engage in public discourse.

For further information, contact:

Jenna Drenten
Loyola University Chicago
16 East Pearson Street
Chicago, IL 60611
(803) 212-8402
jdrenten@luc.edu

THIS ISN'T MY OLD TEXTBOOK: THE UNFAMILIAR TERRITORY OF ETEXT LEARNING AND NON-TRADITIONAL STUDENTS

LaCalvince Simpson, Indiana University East
Sanga Song, Indiana University East

POSITION PAPER

The non-traditional student population in the United States has increased dramatically during the past decade. Non-traditional students currently constitute 40% of the undergraduate student body in the United States, and this number is expected to grow more than twice as fast as the number of traditional students from 2012 to 2022 (CLASP, 2015). It is not easy to define non-traditional students, but in general, non-traditional students are older than traditional 18–24-year-old students (who enroll directly out of high school) and often juggle other life roles and commitments, such as working full-time or caring for children or other dependents, while attending school part-time. These factors lead them to view the structure of education differently than traditional students. Because non-traditional students have become the new majority in higher education, it is imperative to understand their needs and concerns to help them succeed in school.

It is no secret that non-traditional students often struggle to integrate into the college, especially in the today's rapidly transforming learning environment. With the continuous development of new learning platforms, adjusting to college courses has become especially challenging for non-traditional students, who are more comfortable working in a non-digital environment (Thompson, Miller, & Franz, 2013). Although online courses, which offer flexibility in terms of time and location, are viable options for non-traditional students, such students often face various concerns and special needs when adjusting to components delivered via online learning platforms. For example, one of the fastest-growing areas is digital textbooks (e-texts), which have a fast adoption rate in the higher-education sector (deNoyelles & Raible, 2017). E-texts are considered more cost-effective, efficient, easily accessible, and more up-to-date resources than printed textbooks (Ross, Pechenkina, Aeschliman, & Chase, 2017). However, various studies over the last decade repeatedly show that students prefer to read on paper rather than a screen, that they believe they concentrate better, even that they retain information better from print formats (Greene, 2018). This may also be true for non-traditional students who have a lower level of computer efficacy than their younger counterparts (Henson, 2014).

Some publishers provide the option of purchasing paper copies of e-texts (for an additional fee). However, this option negates the benefits of lower-cost e-texts. While publishers continue to push new digital learning applications, while also providing additional online resources with e-texts, and instructors focus on students' comprehension and help their students' learning by enhancing content in diverse ways, few studies have focused on the needs and concerns of non-traditional students. When dealing with non-traditional students, it is necessary to investigate their cognitive processing with e-texts and their psychological characteristics, such as their confidence in using technology. If used correctly, e-texts can provide greater benefits than printed textbooks. In addition to the lower cost and convenience, e-texts also offer more personalized learning options for non-traditional students. For example, tracking non-traditional students' engagement with e-texts in real time is one possible approach to discovering how these students are engaging with such material and progressing with their learning. Additional videos or other visual aids can help decrease psychological distress and increase non-traditional students' sense of control and subsequently, it will change non-traditional students' negative perceptions of on-screen reading.

For this study, in the fall 2019 semester, we will distribute a survey to online IU East non-traditional students that focuses on their cognitive processing and learning patterns in regard to e-texts as well as the psychological barriers to learning that e-texts pose. The survey results will be used to develop workshops to improve e-text comprehension among non-traditional students and university instructors. These findings will also be shared with publishers to make the best use of e-texts. Following the workshops, we will continue to monitor the survey participants in subsequent

semesters. Additional surveys will be administered based on the workshops' success. The results of succeeding surveys will be used to improve future workshops.

REFERENCES

- CLASP. (2015). Yesterdays' Non-Traditional Students is Today's Traditional Student, Retrieved from <https://www.clasp.org/sites/default/files/publications/2017/04/CPES-Nontraditional-students-pdf.pdf>
- DeNoyelles, A., & Raible, J. (2017). Exploring the use of e-textbooks in higher education: A multiyear study. Retrieved from <https://er.educause.edu/articles/2017/10/exploring-the-use-of-e-textbooks-in-higher-education-a-multiyear-study>.
- Greene, P. (2018, August 27). Why E-Textbooks Haven't Taken Over Schools. Retrieved from Forbes: <https://www.forbes.com/sites/petergreene/2018/08/27/why-e-textbooks-havent-taken-over-schools/#b58fe651ddcd>
- Henson, A. R. (2014). The Success of Nontraditional College Students in an IT World. *Research in Higher Education Journal*, 25, 1-19.
- Ross, B., Pechenkina, E., Aeschliman, C., & Chase, A.-M. (2017). Print versus digital texts: Understanding the experimental research and challenging the dichotomies. *Research in Learning Technology*, 25, 1-12.
- Thompson, N. L., Miller, N. C., & Franz, D. P. (2013). Comparing online and face-to-face learning experiences for nontraditional students: A case study of three online teacher education candidates. *Quarterly Review of Distance Education*, 14(4), 233-251.
-

For further information, contact:

LaCalvince Simpson
Indiana University East
2325 Chester Boulevard
Richmond, IN 47374
765-973-8295
ldsimpso@iue.edu

I SPY: USING SPY TECHNIQUES TO TEACH ADVANCED SALES SKILLS

Alex Milovic, Marquette University
Rebecca Dingus, Central Michigan University

POSITION PAPER

One of the challenges of teaching an advanced class in sales is developing a foundation to build the course from. Traditional courses have textbooks that can serve as a table of contents for the instructor to expand with their own materials. However, sales courses – beyond the introduction course – do not often have a central resource that educators can use to develop the course. Additionally, leading sales practitioner books are often selling their own services rather than providing a true educational framework that can be used in a university setting. We propose using publications that may not normally come to mind when talking about sales education – books written by FBI and CIA agents. Many of the skills described in these books – *Never Split the Difference* (Voss, 2017) and *Persuasion: A Spy's Guide* (Daugherty, 2017) – match existing concepts taught in sales classes, while allowing for a roadmap for course development that can lead to a better student experience. These books provide real-world examples of situations that mirror sales encounters, using psychological principles and studies to verify the skills and techniques that they provide to the reader.

In addition to using these books for a semester-long advanced selling course, this framework can also be used to develop smaller sales modules to be used in other programs. Business schools are looking to expand executive education options; this format of sales training can be added as a module/badge for executive certification. As sales education has grown at the university level, other colleges within the university are looking to incorporate sales training into their curriculum. Industry seeks engineers who can engage customers, programs in the liberal arts, pre-law, and psychology fields understand the importance of sales training in order to assist students in finding internships and careers. However, each of these programs lack space in their graduation requirements to allow students the opportunities to take full-semester sales courses. Developing a sales course using this framework can provide students the opportunity to learn these skills in a smaller amount of time, benefitting them, future employers, and the university.

The main themes of these books provide a clear strategy to an instructor to develop a course or module in an easy-to-understand framework to maximize student learning. Many of these skills are taught in professional selling classes, such as question development, body language, vocal tone and inflection, the importance of preparation, and diffusing challenging situations. However, these books expand on these skills and provide interesting stories to explain them. The training that each of the authors, Chris Voss and James Daugherty, learned while working with the FBI and CIA, matched sales training skills that they then used in extreme instances. Voss' training focuses on what to do during a negotiation where compromising is not ideal. Skills taught in this book include listening, mirroring, developing trust, empathy, tone and body language, understanding the power of "no" (from the buyer) in a negotiation, and developing an action plan post-negotiation. Daugherty's book focuses on how to use persuasion techniques in order to gather information from another party and to excel in conversations. These skills include Cialdini's principles of influence, Maslow's Hierarchy of Needs, , persuasion as taught by Aristotle (ethos, pathos, logos, kairos), foot-in-the-door, disrupt than reframe, anchoring, reversal tagging, cognitive dissonance, and hurt and resolve.

The most important question to ask when considering new materials is why – why are these skills, using these books, beneficial to the teacher and student? A salesperson can't do their job without understanding the buyer's current situation, their thought process, and what their true needs are. Whereas the authors' goals in using these tactics to manipulate, we suggest the introduction and use of these techniques to get the buyer to open up, to share their true "need behind the need", to allow the buyer to allow the salesperson to become a trusted advisor. Much of the difficulty of the sales process can be attributed to the initial conversations between buyer and seller; teaching these skills can assist salespeople in this crucial step, build confidence through the sales process, and develop solutions that are mutually beneficial to all parties in a sales relationship.

When teaching these techniques, it's important to focus on how they can be taught and implemented in an ethical way. Instructors may wish to interject devil's advocate questions throughout the process to have students consider the pros and cons of using some of these tools; to consider how it can be delivered effectively as a seller and how it might be received by the buyer. A discussion can be established at the beginning or end of the course (or module) to reinforce the difference between the authors' aims – to gather intelligence for one-sided outcomes – and the goals of a relationship salesperson – to gather information to craft solutions that benefit the buyer and seller long-term.

The goal of this paper is to introduce literature from other disciplines to assist professors in building out materials for an advanced sales training course. Skills taught in these books can provide a strong framework for such a course, building on concepts learned in an introductory sales course to develop better salespeople.

REFERENCES

Daugherty, J. (2017). *Persuasion: An Ex-Spy's Guide to Master the Art of Mind Control Through Powerful Persuasion Techniques & Conversational Tactics for Ultimate Influence in Any Situation*. CreateSpace Independent Publishing Platform.

Voss, C., & Raz, T. (2016). *Never split the difference: Negotiating as if your life depended on it*. Random House.

For further information, contact:

Alex Milovic
Marquette University
Straz Hall 426
Milwaukee, WI 53233
(414) 288 8052

alexander.milovic@marquette.edu

INTEGRATING SERVICE DESIGN AND MARKETING CONCEPTS THROUGH THE USE OF A MOBILE APPLICATION DESIGN PROJECT

Tomasz Miaskiewicz, Fort Lewis College

POSITION PAPER

While there is a lack of consensus on the exact definition of service design, a key component of the practice of service design is making a service “useful, easy and admirable” (UK Design Council, 2015). Out of all disciplines, the marketing field has made the most significant contributions to the practice of service design (Stickdorn and Schneider, 2011). However, marketing classes that place a significant emphasis on service design and thinking concepts are not common, especially as part of an undergraduate marketing curriculum.

As part of this paper, an approach to integrating service design concepts into an undergraduate services marketing class is discussed. In particular, students receive hands-on experience with service design as part of a mobile application design project. Anecdotal evidence points to the redesigned curriculum increasing student engagement and interest in service design.

The redesigned services marketing course has been implemented at Fort Lewis College, a small public college in Durango, Colorado. In the past, the course suffered from low enrollment and confusion among marketing students regarding its value as part of the overall marketing curriculum.

The redesigned course blends traditional services marketing topics (e.g., the services marketing mix) with a discussion of the service design process. Table 1 compares the learning objectives of a traditional services marketing course with the learning objectives of the redesigned course.

Table 1: Traditional and updated learning objectives for a service marketing course

Traditional learning objectives in services marketing courses (based on Gremler, et al. 2000)	Learning objectives as part of the redesigned course at Fort Lewis College
Develop an understanding of the unique challenges involved in marketing and managing services.	Understand the unique challenges involved in marketing and managing services.
Identify differences between the marketing of services and the marketing of manufactured goods.	Identify key differences between marketing in services and manufacturing organizations.
Identify and analyze the various components of the "services marketing mix." This includes the traditional four Ps plus the physical environment, processes, and the people involved in service transactions.	Identify and analyze the various components of the “services marketing mix.”
Understand and discuss key issues concerning the managing and measuring of service quality and customer satisfaction.	Understand and discuss the key issues required in managing customer satisfaction and service quality.
Appreciate the intertwined role of service personnel and customers with respect to service delivery, service failures, and service recovery issues.	Appreciate the role of employees in service delivery, customer satisfaction, and service recovery.
	Appreciate how technology is impacting and enhancing services in many organizations.
	Conduct user research to help define a service product and supplementary elements.

Traditional learning objectives in services marketing courses (based on Gremler, et al. 2000)	Learning objectives as part of the redesigned course at Fort Lewis College
<p>Discover the sources of competitive advantage in service businesses.</p> <p>Understand how "service aspects" of every type of firm can become a competitive advantage.</p> <p>Develop an appreciation for key issues in service organizations such as managing supply and demand, relationship management, and the overlap in marketing, operations management, and human resource systems.</p> <p>Build important workplace skills (e.g., cooperation, teamwork, meeting deadlines, report writing) through team projects and cooperative learning activities.</p> <p>Become better, more aware, and maybe less naive service consumers.</p>	<p>Specify the users of a service and the overall consumer experience through methods like personas.</p> <p>Define a unique service idea that is guided by research.</p> <p>Learn how to design a service through the use of low and mid fidelity prototypes.</p> <p>Evaluate design options through methods like heuristic evaluations and usability testing sessions.</p>

Beyond incorporating a discussion of service design concepts like prototyping, the redesigned course includes a project in which students design a mobile application for a service. During the initial phase of the project, student teams research and present on their ideas for a unique service that can be implemented via a mobile app. The ideas are required to fit with the theme of the Student Design Competition at the CHI Conference. Then, teams conduct user research using a variety of research methods and summarize their findings using personas, scenarios, and affinity diagrams. Next, the students design their mobile application at the low fidelity (sketching) and mid fidelity levels (wireframing). After initial designs are finalized, the students create a clickable prototype and evaluate their design using methods like heuristic evaluations and usability tests. Finally, the teams write a paper that meets the guidelines of the design competition and present on their project to the class.

One of the key challenges of the redesigned course is providing sufficient emphasis on traditional services marketing concepts while also integrating the content required for the students to complete the mobile application project. In the future, the use of a hybrid delivery model (mix of online and classroom time) is being considered to streamline the content delivery. In addition, while anecdotal evidence points to the success of the redesigned course, a more formal evaluation still needs to be undertaken.

REFERENCES

- Gremler, D.D., Hoffman, K.D., Keaveney, S.M. and Wright, L.K. (2000). Experiential Learning Exercises in Services Marketing Courses. *Journal of Marketing Education*, 22(1), pp. 35-44.
- Stickdorn, M. and Schneider, J. (2011). *This is Service Design Thinking*. BIS Publishers: Amsterdam, The Netherlands.
- UK Design Council (2015). *Design Methods for Developing Services*. Retrieved from: <https://www.designcouncil.org.uk/resources/guide/design-methods-developing-services>

For further information, contact:

Tomasz Miaskiewicz
Fort Lewis College
1000 Rim Drive
Durango, CO 81301

(970) 247-7495
tmiaskiewicz@fortlewis.edu

THE QUADRENNIAL QUANDARY IN ACADEMIA: EFFECTIVELY UTILIZING EXPERIENTIAL LEARNING TO DEVELOP A MORE CAREER READY MARKETING STUDENT

Victoria Miller, Coppin State University

POSITION PAPER

Many of today's most demanded jobs barely existed ten years ago. We are currently preparing students for jobs that do not exist, utilizing technologies that have not been invented, to solve problems that we don't know are problems yet. In a changing global and technology driven world, business schools are viewed as not creating a job ready student. Enrollment, Retention, and Matriculation are the focus of marketing programs. However, most students seek to obtain their degree in order to secure job placement. Despite having strong academic credentials, many do not feel career ready. Unfortunately, they believe that they do not receive sufficient advice on how to achieve their goals. Job placement is becoming a priority. Marketing programs can incorporate the best practices for employer engagement to help students chart their paths by developing corporate partnerships, incorporating professional development into the curriculum with the use of experiential learning opportunities both inside and outside the classroom. The quadrennial quandary for marketing programs is to determine the best means of including career preparation and postgraduate job placement in four years in the context of technological changes.

Quadrennial quandary, also referred to as the four-year dilemma, is a term attributed to the efforts put forth to create interest in the primaries and presidential elections after the previous election. Gearing up and generating excitement for a new election or primary is difficult after the three-year lull from the previous election. Our most well known quadrennials are the four-year cycle for presidential elections and the four years between Olympic games. For those in academia, there is another quadrennial at the forefront. The four years that it takes a first time freshman to complete the curriculum and matriculate with a bachelor's degree is at the top of the mind. Our current approach requires that the students check off a list of requirements without truly demonstrating that career readiness has occurred. The completion of the curriculum with matriculation is our current measure for assessing the success or failure of our business programs. We grant degrees without assurance that the students are career ready. Much like a presidential election, students do not begin gearing up for job placement until after their third year.

Unlike the political parties, the approach to education and to ultimate job placement should reflect the Olympian who begins preparing for the Olympics continuously for the four years leading up to the Games. Students should be engaged in experiential learning activities beginning their freshman year. Business schools should act as the bridge between students and the outside corporate community. Companies are willing to offer guidance as to how to better create a career ready student. By incorporating experiential learning into the curriculum, marketing programs will matriculate an adaptable student that has marketing knowledge, marketing literacy, as well as marketing acumen.

Programs that effectively manage the transition from college to career should develop specific strategies for students' personal and career development and employer engagement. There are different methods currently in practice. Some institutions develop programs for professional development that creates four-year plans for students to guide them through the career preparation process in a structured way. Other institutions offer a course in professional development. Either way, there is an emphasis on the importance of professional development prior to a student reaching out to employers so that they are prepared to interact with a potential employer in a professional, and productive manner. This approach to educating marketing students recognizes that the educational goals for students and the needs of the business community are connected.

Employer engagement and professional development strategies support and engage students throughout the career preparation process. Employers cannot only act as a placement resource, but also as a professional development resource. Experiential education is becoming a critical part of student professional development and engagement with employers. For experiential learning to occur there must be an applied structured activity, interactive involvement, whole person emphasis, and contact with the outside environment. Employer engagement can be accomplished in a variety of methods. Employers have hosted case competitions as well as industry related competitions. While other employers have offered professional certifications to students, on campus professional development workshops, off campus professional development workshops, and internships. Engaging employers in this way improves their brand on campus, and makes it easier for students to interact with them on a regular basis. This is a win-win situation. Companies are able to develop a pipeline from which they draw their talent pool. The student is able to develop critical skills necessary to secure employment post graduation.

The key limitation to this approach is that a commitment is required by the university, the employer, and the student in order to be successful. It also takes a tremendous amount of time and effort to develop the relationship with employers. Even though there may be interest in an employer engagement program, resources from both the university and the employer are required.

To gain better understanding of this quadrennial quandary, both primary and secondary research is necessary. We can examine programs that have job placement as a priority and analyze their best practices. In particular we could examine the results of their professional development initiatives. In addition, we can survey students that are in their final year to evaluate their level of preparedness post graduation at both institutions that have professional development programs and those that do not. Employers that participate in professional development programs can also be researched in order to gain insight.

For further information, contact:

Victoria Miller
Coppin State University
2500 West North Avenue
Baltimore, MD 21216
vmiller@coppin.edu

FORM EFFECTIVE TEAMS FOR CREATIVE PROJECTS BY USING VISION BOARDS

Lexi Hutto, Millersville University of Pennsylvania

POSITION PAPER

A nagging imperative for marketing instructors involves forming teams in which members work together productively and harmoniously. Business programs require instructors to employ team projects to simulate teams in “the real world” and to give students experience working with others of varying viewpoints and talents. Accrediting agencies such as AACSB and ACBSP make the implementation of team projects a priority. Team projects are also encouraged through Bloom’s Taxonomy and represent a high-level engaging activity.

While instructors feel compelled to assign team projects, many students are loath to participate in teams, primarily because by the time they get to junior-level courses, they often have suffered from unproductive or unpleasant situations such as dealing with procrastinators or social loafers. Students may try to compensate by selecting friends to join them on a team or by dominating the team by over-compensating—namely, completing more than their fair share of the project.

The author has experimented with several team-formation strategies, some quite elaborate, from using a draft where students turn in draft cards that outline their strengths, weaknesses, viewpoints on teamwork, and availability to using a matchmaking personality profile and protocol designed to increase harmony and reduce friction, as well as allowing students to choose their own teams.

The instructor tasked the students in Retail Marketing to formulate a proposal for a launching a small entrepreneurial retail business in the local community. This creative endeavor inspired a creative way to form teams: Ask each student to create a vision board, a poster board covered with colors, fabric swatches, photos, images, etc. representing what one wants to do, be, or have. Instead of gluing these items onto a poster board, the students were instructed to place them in an “inspiration box” (a box filled with images that inspired them) and bring them to class on an appointed day early in the semester.

Once the students entered the class armed with their items, the instructor assigned each student a number and asked them to spread the items out in an appealing way on the desk. Before stepping away from their desk, they completed a short profile (see Exhibit 1) with only their number to identify them. Then they milled around the room looking at fellow students’ inspirations and filling out a form, a sample of which can be found in Exhibit 2. The instructor formed teams after reviewing all the information provided by the students.

After the project ended, the students completed a peer evaluation. One of the questions was, “How well did the vision board work for you in forming teams?” They provided evaluations a 5-point scale ranging from “very well” to “not at all well” and explained why. The response rate was 89%. Fifty-two percent of students responded that the vision board method worked “very well” for forming teams; 27% responded “well;” 18% marked “fairly well;” no one responded, “not that well;” and one person (3%) responded “not at all well.” Therefore, 79% of respondents found this method worked well or very well.

Some explanations students gave for this method working well, which were by far positive, included:

- The vision boards helped to understand what creative tendencies other team members had and what their strengths would be in the project.
- We found we all have similar interests and values—helped with team building.
- We had a couple of common interests, but our personalities fit well together.
- It really helped and we made good friends through this project.
- It was easy for us to come up with a concept.
- We blended together very well.

As one might imagine, there was not a perfect match available for every student in the class of 37 students. One student remarked that she had “almost nothing in common...a miss (sic) match.” Another stated, “I felt our group was too much alike and didn’t push each other.” Another wrote, “I think kids just still wrote down...their friends regardless of the vision board.” It is very difficult to please everyone.

While this methodology was used in a Retail Marketing course, it could easily work in another creative marketing course such as Advertising, New Product Development, or Consumer Behavior. It provides yet another tool in a marketing instructor’s toolbox.

Exhibit 1: Inspiration Box for Retail Marketing

1. What is the retail business you have in mind to open in Lancaster County, PA?
2. Describe your main inspiration:
3. Work style: Are you mainly an: ___ Early Bird ___ Procrastinator ___ Combination of the two
4. When are you most likely to be available to work on a group project? Check all that apply:

	MON	TUES	WED	THUR	FRI	SAT	SUN
Mornings							
Afternoons							
Evenings							

Exhibit 2: Your Preferred Teammates for Retail Marketing Projects

Select at least 8 potential teammates that appear to have some compatibility with you. Give reasons why they appear to be a good fit.

<u>Student #</u>	<u>Inspiration Fit</u> (Briefly describe.)	<u>Work Style</u> (Circle one.)	<u>Scheduling Fit</u> (Briefly describe.)
_____		EB/ P / Combo	
_____		EB/ P / Combo	

(EB= Early Bird; P=Procrastinator)

For further information, contact:

Lexi Hutto
 Department of Management & Marketing
 Millersville University of Pennsylvania
 1 South George Street
 Millersville, PA. 17551
 717-871-5445
Lexi.Hutto@millersville.edu

ECHO-SUSTAINABILITY: DIGITALLY LINKING HISTORY TO RECALL AUTHENTIC GREEN MARKETING LESSONS

E. Vince Carter, Cal State Bakersfield

POSITION PAPER

Echo-Sustainability is a proposed pedagogical design to improve in green marketing skills by digitally linking students to a rich history of eco-friendly practices. It envisions a marketing education future rooted in historical soil to grow both digital learning and sustainability marketing skills. The term “Echo” conveys the aim of hearkening history’s ecological lessons, and serves as an acronym for Ecological Course History Observations (ECHO).

The research problem addressed by the ECHO module is threefold:

- 1) Low research and reporting of historical approaches in marketing education research and instruction
- 2) Low use of future digital learning tools to specifically access historical eco-sustainability content
- 3) Low use of historical eco-sustainability to harness authenticity for future green marketing strategies

Three corresponding ECHO module propositions are formulated for each research problem:

- 1) Increased historical studies and pedagogy can fill the void in marketing education research and instruction
- 2) Increased use of future digital learning tools improves/expands historical eco-sustainability content access
- 3) Increased use of historical eco-sustainability can harness authenticity for future green marketing strategies

History contributes learning contexts, continua, comparisons, and lessons for the future of marketing education. Unfortunately marketing educators have not widely heeded these truths. A historical ambivalence persists, despite the laudable efforts of marketing history researchers. In the marketing education literature historical accounts and are especially lacking, despite history’s critical thinking advantages and pedagogical research contribution. A search tally of JME and JAME article key word titles/topics depicts a history research void (Gray, et al. 2012), in comparison to future-oriented and digital technology topics (see Table 1). Moreover, eco-sustainability studies are also deficient, even though green marketing is a future learning imperative and prominent marketing strategy.

Table 1: Results of JME & JAME Key Word Article Search

	Total	History & Mktg. History		Eco Sustainability		Future Orientation		Technology (Digital/Instructional)	
JME (1979 – 2019)	917	9	0.98%	7	0.76%	12 7	13.85%	114	12.43%
JAME (2001 – 2018)	179	0	0%	3	1.67%	12	6.70%	23	12.85%

The proposed Echo-Sustainability pedagogical design asserts the vital role of historical approaches in marketing education, applies digital learning tools, and advances future sustainability marketing skills. The ECHO module’s conceptual foundation is built on critical history studies and eco-sustainability research. In “Mead’s Theory of the Past,” (1929, 1932) historical time is a subjective continuity not an objective chronology. Examining the causal structure of historical continuity reveals past characteristics that condition the present and enlighten the future. Eco-sustainability research converges on an affinity for nature, or “biophilia” (Fromm 1964; Wilson 1984, Seamon 1984). Five instruments have emerged with core measures for sustainability marketing (SM) and sustainable consumption behavior (SCB). Eventually, these instruments will be synthesized and missing attitudinal measures for historical eco-friendly practices will be added to standardize data collection and pattern analysis.

- 1) New Ecological Paradigm (NEP) Scale – Stern, Dietz, and Guagnano (1999, 1998, 1995)
- 2) Inclusion of Nature in Self (INS) Scale – Schultz (2002, 2001, 2000; Schultz, et al. 2005)

- 3) Connectedness to Nature Scale (CNS) – Mayer and Frantz (2004)
- 4) Nature Relatedness Scale (NRS) – Nisbet, Zelanski, and Murphy (2009)
- 5) Love and Care for Nature (LCN) Scale – Perkins (2010)

Moving beyond the ECHO module conceptual foundation, a course framework is anchored by the ‘Echo-Sustainability Triad’ to broaden the study of historical periods with a spectrum of ethnic cultures and global cartography mapping. The module’s framework is finalized by aligning course lessons with the ‘Eco 5Ps’ of periods, people, places, planet, and practices. The central ‘Triad’ of periods, people, and places is complemented by planet to learn the history of nature, as well as by practices to glean pioneering discoveries and community customs.

The ECHO module culminates by leveraging digitally linked historical content into future green marketing strategies skills. This fusion of history and strategy is guided by Hudson and Balmer’s (2013) “heritage branding” heuristic (see Figure 1). Proven historical attributes such as authenticity are embedded into future green marketing brand strategies by applying “heritage branding” to commercial, civic, and community offerings.

Figure 1: Brand Heritage Framework



(Source: Hudson & Balmer, 2013, Figure 1: A Framework for Brand Heritage, p. 352)

A prior history project digitally accessed George Washington Carver’s “Chemurgy” movement and ‘Hemp/Soy Car’ with Henry Ford (<https://en.wikipedia.org/wiki/Chemurgy>; <https://www.thehenryford.org/collections-and-research/digital-resources/popular-topics/soy-bean-car/>). Students designed organic vehicles and evaluated Carver’s historical inventions as more ‘authentic’ than current/future ‘bioplastic’ models digitally accessed from auto makers.

In conclusion, the absence of historical learning methods from the future marketing education agenda is untenable. Yet, the history and education literature affirm the contributions of a temporal learning continuum. Marketing educators’ apparent deafness to the past may be remedied by the proposed Echo-Sustainability pedagogical design. An instructional heuristic/acronym ‘H-I-S-T-O-R-Y’ summarizes practical pedagogical guidelines.

- Hone historical preparation (literature, lessons, links, logistics) using the ‘Echo-Sustainability Triad’
- Identify pertinent historical content and accessible digital platforms (images, videos, maps, blueprints, etc.)
- Search and screen selected historical content sources/sites
- Trace historical content according to the ‘Eco 5Ps’ -- periods, planet, places, people, practices
- Organize “Brand Heritage” ideas for Green Marketing strategy to address learning objectives/assessments
- Review course delivery methods for efficient coordination of students, space, technology, and historical content
- Yield to open-minded learning discovery versus closed-minded learning discipline.

References provided upon request

For further information, contact:

E. Vince Carter
Cal State Bakersfield

9001 Stockdale Highway
Bakersfield, CA 93311-1022
(661) 654-6776
ecarter2@csub.edu

INVOLVING META-COGNITION IN A STATISTICS COURSE

Zinaida Taran, Delta State University

POSITION PAPER

An undergraduate statistics class mandatory for business students, most of whom are underprepared for college, presents a set of predictable challenges. Underprepared students with low ACT scores oftentimes have difficulty with both the most basic mathematical operations and reading comprehension. They also often have no expectation or experience of putting any significant amount of work into their studies in general and even less so into reading educational materials. Additionally, they often have deep dislike and negative emotional reactions to all quantitative subjects. Many of these students do not do well in a statistics class and do not learn what they need for their careers. The learning objectives are often not met, and many students get a D or an F in the course. The objective is to improve student learning and performance in the class while ameliorating the significant gap in preparation. Notably, students need to be able to use formulas but not apply them mechanically.

The students' learning would have improved greatly if they put enough effort into working through the very easy and practice-oriented textbook chosen for them. Furthermore, such work would also help the students grow into life-long learners who could later benefit from similar material. Hence, an instrumental (behavioral) objective is to encourage students to work with the textbook and go over examples in the book at home.

A fitting strategy to both, teach the students statistics and help them learn by helping them work with the material in their textbook can be found in meta cognition. Meta cognition is defined as "thinking about thinking" (Flavell, 1992). Such thinking can lead to a higher order learning ensuring that new knowledge is elaborated on and incorporated into the student's future thinking (Noushad, 2008). Meta-cognition deals with asking yourself – and answering – questions like "how do I approach this problem?" (Schunk, 2008).

The literature on meta-cognition presents somewhat of a patchwork of varying meanings of the term, especially as far as its applications are concerned. While there might be certain lack of precision in understanding what meta cognition is and isn't, brain scan images have shown without a doubt that it is something distinct that the brain does (Vaccaro & Fleming, 2018), which can serve as a useful practical starting point for any investigation. In principle, the conversation on the need to think, to reflect in order to learn is not new, going back to Aristoteles and before (Fox & Riconscente, 2008). What meta-cognition adds to the general idea of reflection is a specific mechanism. It involves both knowledge and regulation of the cognition process during which the student plans, performs, and assesses cognitions (Schunk, 2008). Thus, the students will need to think about why they are doing what they are doing.

Much of the original thinking over these ideas was developed for children. Later, they were modified for subjects like philosophy and literature. Typically, students are asked to ponder how they feel about the topic; what questions they get; what they think happens next; what other thoughts they have. Some efforts to propose same for quantitative classes with their formulas do not seem to quite help with the problems posited in this paper.

To clarify the structure of our meta cognitive assignment for statistics, we attempted to model the thinking of the successful students who are closer to their peers than the professor is. The better, more articulate students were asked to attempt to solve a problem from the textbook while making sure to say out loud as many thoughts that went through their heads as possible while they were attempting to solve the problem, especially any questions they had. They were asked to also pay a special attention to verbalize their thoughts on their own thinking in the process of solving the problem. After that, the whole class received the same assignment, followed by a focus group. Students started by thinking through the problem by themselves, then in pairs. The class exercise added little to the insight already derived.

Most notable insight was the overwhelming feeling of dread that many experienced at the very start of the attempt, tempting them to give up. We also gleaned the insight into the structure of the exercise that we propose in Exhibit 1.

The extreme negative feeling is highly detrimental to student engagement and learning. To combat it, the students are told about the peppermint pig, an endearing even if somewhat mawkish tradition probably coming out of Sataroga Springs, NY where a peppermint candy pig is passed around the Christmas table along with a tiny mallet and each guest in turn speaks of something good that happened and breaks a small piece off the pig. The students are asked to think of the peppermint pig as they are approaching the statistics text. Big or small, important or trivial but they must come up with anything positive to say.

Exhibit 1. The Meta-cognition assignment

The main idea here is to concentrate on how you are thinking. To that effect:

- As you go reading the section, on the margin of the page - or in separate lines if it works better for you,
- What is this set of calculations for? ●How can it be used? ●How does it relate to the previous material?
- As you read each paragraph (or less or more; go with the meaning): what do you think will happen next? ●What is confusing? (if anything) ●How can you solve this confusion? ●If you had to explain this to everybody else, would you choose a different example? About what?

Important

- Write down anything related to the section, the example, or the class that makes you feel good. Remember the peppermint pig.

A big threat to the effectiveness of this exercise is students doing it mechanically, formally, avoiding the actual thinking. It also has the potential of using up too much valuable instruction time. Further research is needed to evaluate effectiveness of such strategies, possibly in collaboration with other schools. More effort is needed to fine tune the assignment itself as well as effective and efficient ways of providing feedback on it in all but a very small classroom. Peer discussion of such exercises may possibly help with both, learning how to think – and avoid turning this into yet another mindless exercise to be done with and forget. Influence of peer support needs to be included into both, the assignment and the research effort.

REFERENCES

- Flavell, J. H. (1992). Cognitive development: Past, present, and future. *Developmental psychology*, 28(6), 998.
- Fox, E., & Riconscente, M. (2008). Metacognition and self-regulation in James, Piaget, and Vygotsky. *Educational Psychology Review* doi: 10.1007/s10648-008-9079-2.
- Metcalfe J., & Schwartz, B. (2015) The ghost in the machine: Self-reflective consciousness and the neuroscience of metacognition. In: Dunlosky J and Tauber S (eds) *The Oxford Handbook of Metacognition*. Oxford: Oxford University Press, pp. 407–424.
- Noushad, P. P. (2008). Cognitions about cognitions: The theory of metacognition. ERIC Clearinghouse.
- Schunk, D.H. (2008). Metacognition, Self-Regulation, and Self-Regulated Learning: Research Recommendations. *Educ Psychol Rev* 20: 463. <https://doi.org/10.1007/s10648-008-9086-3>.
- Vaccaro, A. G., & Fleming, S. M. (2018). Thinking about thinking: A coordinate-based meta-analysis of neuroimaging studies of metacognitive judgements. *Brain and Neuroscience Advances*.

For further information, contact:

Zinaida Taran
Delta State University
1003 W Sunflower Road
Cleveland, MS 38733
662-846-4237
ztaran@deltastate.edu

INCORPORATING SIMULATIONS IN THE CLASSROOM – A COMPARATIVE STUDY

Denise Gochenouer, Southwest Minnesota State University

Andrea Eby, Capilano University

Joel Evans, University of Mount Union

POSITION PAPER

The purpose of the study is to compare two pedagogical approaches for the benefit of improving student learning experiences and assess performance based on gender. Several studies assert gender differences in processing information (Gurian, 2004). This study will compare the use of case studies and simulations to examine how males and females demonstrate their theoretical understanding of solving real-life business scenarios.

Halpern (2000) hypothesized that male students learn better with moving objects and visuals. Further, classroom observations show females as more attentive during a traditional lecture style and male students tuning out. The assertion is that teaching male students using the traditional ‘lecture’ methodology might have a negative impact in engaging their interest and attention. Several studies have shown that male students are becoming more disengaged in the classroom due to boredom (Deveci, 2016) especially when being taught content not relevant to industry application. For years lectures have been delivered using an “educare” methodology meaning to mold or train rather than an evolving “educere” methodology meaning to “lead out” (Bass & Good, 2004; Craft 1984). The onus is on higher education to prepare students to think critically, creatively and innovatively while giving them the tools needed for a life of success. Furthermore, according to the National Center of Education Statistics, the number of female student enrollments have continued to surpass the number of male students in the post baccalaureate program since Fall 1988 (ED, 2018). Clearly there are a myriad of reasons why male students are not continuing to higher education, and while it would be interesting to examine, that is not the intention of this study.

This study was conducted to determine the effectiveness of engaging students with simulations compared to the traditional case-based pedagogical approach. The study included 68 students over three semesters in three sections of Strategic Marketing Policy; a capstone course taught by the same instructor. As part of the marketing curriculum, students are required to take a marketing strategy capstone course in the semester prior to graduation. The class is taught three times a week with two of the sessions focused on theory and the third session, students are assigned to play simulation games while competing internally with other groups. The primary objective of the simulation is to develop a marketing plan that will satisfy the needs of the target audience and to make a profit. Students are graded based on their performance during each round and the group with the highest share price index by the end of semester would be determined the winner. The strategy decisions within the simulation are based on using the marketing mix while incorporating four basic concepts; consumers differ, customers change over time, competitors react, and companies have limited resources (Palmatier, 2017).

The simulation used in the course was called *MarkStrat simulation*, a business simulation game published by INSEAD. It allows players to take control of a virtual corporation where they are required to make decisions on behalf of the corporation. The students are required to make decisions that included marketing, research and development and finance with a view of achieving the best performance compared to the other players. There are ten periods in an industry with six companies. Each virtual company group consists of 3-6 persons, depending on class size. The companies within the simulation all have the same issues and products. This simulation game requires constant involvement by all students. A report is generated, for the instructor at the end of each period which provides an evaluation and assessment of each company. As the game progresses, the students get a chance to develop better products or enter new markets based on a myriad of market knowledge available “for purchase.”

In the first semester of the study, students were assessed using case studies which does not provide the immediate non-cumulative feedback as experienced with the use of a simulation game. In the second and third semester of teaching this class, simulations were introduced. Students were given ten rounds over a semester to show the share price index. Cases and simulations were team-based. To evaluate performance, the final grades of the cases and

simulations were used. In the first year, the class groups included a combination of males and females with an average score of 91%, with only one same gender group of females showing a score of 83%. In the second year, simulations were introduced using the same combination of groups showing an average score of 85%. Based on these results, the case studies appear to be more effective in this study. In the third year, groups were divided according to gender, the male students showed an average score of 79% and the females averaged 71%. As well, there were two additional mixed gender groups with highest scores at 86% averages. The data indicate that students tested using case studies performed better than those using simulation and that mixed gender groups achieved highest performance scores in both case and simulation pedagogies. But the sample size is not significant and so the results should not be generalized. Further studies need to be conducted with a representative sample along with end-of-semester questionnaires that might identify number of hours or the amount of participation in the simulation games by each student.

The data collected in years one and two cannot be used for a comparison to year three and so the study would have to be done another year with students who are using case studies and are in the same gender groups. The findings of this study show that mixed gender groups outperform same gender groups. This is evident in all three years where the overall scores were higher. After reviewing the results from year three, findings indicated that male only groups outperformed female groups within the simulations, however mixed gender groups performed the best. There could be an argument here that team diversity offers better results. Again, this is not a representative sample.

The major limitation is that the sample size is not representative and same student was not tested twice using both simulation and non-simulation environments. Because of the makeup of a semester, a student does not take the same course twice. It would be recommended to test the same student without using the simulation and then apply simulation to determine if it had an impact on the scores, while also using same assignment briefing and rubric. In addition, there is no way to determine how each student contributed to the group dynamics. Gender bias could exist as students were designated as male or female segments and does not take into account non-binary gender classification. Finally, with the continuous advances in technology, a longer-term study over several years would provide more relevant insights. It would also be interesting to track success rates of students, by gender, as they transition to industry comparing those who took simulation versus non-simulation courses.

REFERENCES

- Bass, R. & Good, J.W. (2004). "Educare and Educere: Is a Balance Possible in the Educational System?" *The Educational Forum*, 68
- Craft, M. (1984). Education for diversity. *In Education and Cultural Pluralism*. M. Craft (Ed). (pp. 5-26). London, England: Falmer Press
- Deveci, T (2016). Boredom among freshman engineering students in a communication course. *The Journal of teaching English for specific and academic purposes* 4(2), 261-276
- Gurian, M. & Stevens, K. (2004). "With boys and girls in mind, closing achievement gaps." *Educational Leadership*, 62(3): 21-26.
- Halpern, D. F., & LaMay, M. L. (2000). The smarter sex: A critical review of sex differences intelligence. *Educational Psychology Review*, 12(2), 229-246.
- Palmatier, R. W. & Sridhar, S. (2017) *Marketing Strategy Based on First Principles and Data Analytics*. Palgrave, UK an imprint Macmillan Publishers Limited.
- United States Department of Education, National Center for Education Statistics. (2018). Retrieved from <https://nces.ed.gov/fastfacts/display.asp?id=98>

For further information, contact:
Denise Gochenouer
Southwest Minnesota State University

1501 State Road,
Marshall, MN 56258
(507) 537-6194
Denise.gochenouer@smsu.edu

LEARNING COMMUNITIES AND RETENTION IN A COLLEGE OF BUSINESS

Lynn M Murray, Pittsburg State University

POSITION PAPER

In an era in which higher education is beset with declining enrollments, keeping students who do enroll is increasingly important. Here, an overview of the evolution of a learning community combined with a first year seminar designed to improve retention is discussed. First, however, an overview of the literature surrounding learning communities is provided.

Both first year experience (FYE) and learning communities (LC) have been identified as high impact practices (Schmidt & Graziano, 2016). Schmidt and Graziano define learning communities as programs that “enroll cohorts of students in purposefully linked courses designed to promote connections between and across disciplines and beyond the classroom” (Schmidt & Graziano, 2016, p. xvi). FYEs are defined as programs designed to help students transition to college, both academically and socially (Schmidt & Graziano, 2016).

First year experiences are nearly ubiquitous in institutions of higher education – in AY 2012-13, nearly 90% of institutions implemented a FYE (Young & Hopp, 2014). FYE programs have been shown to improve participants GPAs (Jamelske, 2009), ease the transition for international students (Yan & Sendall, 2016). Others have found that FYE promote strong engagement and study skills in participants (Wismath & Newberry, 2019). There is also a rich stream of research about the efficacy of LCs – Dunlap and Pettitt (2008) reviewed 20 years of data and concluded that participation in LCs sees significant positive effects. LCs have been shown to shift Caucasian students’ personal biases and stereotypes (Dunn & Dean, 2013), increase faculty interaction (Garrett & Zabriskie, 2004), and improve student retention across ethnics and high school GPAs (Huerta & Bray, 2013). Increasingly, LCs are created in conjunction with FYE programs (Schmidt & Graziano, 2016). This is what is described here.

The development of the LC described here has occurred over a two year period and is still evolving. At this institution, all zero-hour students who have graduated high school are required to take a two-credit hour, one semester FYE course. These courses are taught by a combination of faculty and staff as extra-duty. In year one, we enrolled all zero-hour business majors required to take the FYE course into one of two sections taught by two business faculty – accounting, CIS, finance, and business economics students were taught by an accounting faculty member and management, marketing, and international business students were (mostly) taught by a marketing faculty member. In the second semester, students were enrolled in a sophomore level macroeconomics course.

Year Two saw significant changes to the program. First, three instructors from the business faculty were cherry-picked to teach the FYE course. As with the first year of the LC, we placed students with specific faculty based upon their majors – Accounting and Computer Information Systems students were placed with the accounting faculty member, Business Economics and Finance students were placed with the Business Economics faculty member, and most International Business, Management, and Marketing students were placed with a marketing faculty member (some International Business, Management, and Marketing students were placed with other faculty to balance out course enrollment). Each course had about 35-40 students initially enrolled. All three sections were scheduled for the same days and times (9am-9:50am, Mondays and Wednesdays) to allow for some common elements and presentations.

Second, all business students were also enrolled in a required Introduction to Business course with a dynamic, experienced instructor, also cherry-picked. This course was offered at 9:30-10:45 on Tuesdays and Thursdays. The instructor in this course brought in guest speakers from different disciplines with different jobs to visit with students and to provide information to students that could reinforce their choice of major or to allow them to change before embarking too far down a path that would extend their graduation date. Note, the Introduction to Business course was a general education option so if a student chose to change a major out of a business discipline, the course would count toward their degree program.

To continue to build the cohort in the second semester, students were enrolled in another class with one of two of the FYE instructors – Financial Accounting or Principles of Macroeconomics. This allowed for the students to leverage the cohort in courses that typically see many students struggle.

For the third cohort of students, we plan some significant changes. First, we plan to add another instructor, the College's Director of Academic Advising. This will provide for smaller, more manageable classes in which stronger personal relationships can be built between the faculty member and the students. Second, we plan to extend the LC into the second year by enrolling students into our sophomore level Business Professionalism course.

Students have responded well to the LC, at least anecdotally. Data about retention from the two cohorts are being analyzed and will be presented.

REFERENCES

- Dunlap, L., & Pettitt, M. (2008). Assessing Student Outcomes in Learning Communities: Two Decades of Studies at a Community College. *Journal of Applied Research in the Community College*, 15(2), 140.
- Dunn, M. S., & Dean, L. A. (2013). Together We Can Live and Learn: Living-Learning Communities as Integrated Curricular Experiences. *SCHOLE: A Journal of Leisure Studies and Recreation Education*, 28(1), 11-23. doi:10.1080/1937156X.2013.11949691
- Garrett, M. D., & Zabriskie, M. S. (2004). The influence of living-learning program participation on student-faculty interaction. *Journal of College & University Student Housing*, 33(1), 38-44.
- Huerta, J. C., & Bray, J. J. (2013). How Do Learning Communities Affect First-Year Latino Students? *Learning Communities: Research & Practice*, 1(1).
- Jamelske, E. (2009). Measuring the impact of a university first-year experience program on student GPA and retention. *Higher Education*, 57(3), 373-391. doi:10.1007/s10734-008-9161-1
- Schmidt, L. C., & Graziano, J. (2016). Building synergy for high-impact educational initiatives: first-year seminars and learning communities. Columbia, South Carolina: National Resource Center for the First-Year Experience and Students in Transition.
- Wismath, S., & Newberry, J. (2019). Mapping Assets: High Impact Practices and the First Year Experience. *Teaching & Learning Inquiry: The ISSOTL Journal*, 7(1), 34-54. doi:10.20343/teachlearninqu.7.1.4
- Yan, Z., & Sendall, P. (2016). First year experience: How we can better assist first-year international students in higher education. *Journal of International Students*, 6(1), 35-51.
- Young, D. G., & Hopp, J. M. (2014). 2012-2013 National survey of first-year seminars: Exploring high-impact practices in the first college year. Retrieved from Columbia, SC:

For further information, contact:

Lynn M Murray
Pittsburg State University
1701 S Broadway
Pittsburg, KS 66762
(620) 235-4586
lmurray@pittstate.edu

TRUE MOO: A STUDENT-FACULTY RESEARCH COLLABORATION TO DISPEL MISINFORMATION IN THE DAIRY INDUSTRY THROUGH SOCIAL MEDIA

Lindsey Sharrard, Central Michigan University
Rebecca Dingus, Central Michigan University

POSITION PAPER

For many faculty members of business schools, a main responsibility of the job is creating a solid research stream. Co-authorship is a frequently chosen option to lighten the workload while simultaneously providing deeper insights and greater creative abilities. While most research faculty collaborate with other faculty members, an opportunity exists for mentoring students through the research process and working with them as co-authors. As very few business schools have programs coordinating faculty-student research collaborations, most undergraduate business students do not understand the main, non-teaching part of instructors' jobs—the research. By increasing research opportunities for student-faculty collaboration within the business school, students may explore topics of interest more deeply, be prepared to work in research-related positions upon graduation, or even be more inclined to begin graduate school. Participating students will likely find research mentorships to be transformational experiences, while collaborating faculty will receive intrinsic benefits and additional resources.

The problem is inherently the same among many universities—as a faculty member in a marketing department without formalized methods for student-faculty research collaboration (e.g., labs or grants), how does one begin? This paper provides a model for how one faculty member and one undergraduate student have built a strong foundation for an individual research project that provides mutually-beneficial outcomes. Together, the student and faculty member identify the adequate scope to maximize growth of the student's skills while reaching mutually beneficial goals which, in this case, include the development of a social media guidebook and a paper published in an academic journal. In many schools, collaboration with students on research may also count for service credit toward tenure, as it enriches the student experience. A specific example of these deliverables will identify how this has been implemented by one faculty-student team in a replicable way, through a project investigating misinformation in the dairy industry and determining best practices for dairy producers to correct perceptions and distribute accurate information via social media. Additionally, tips to maximize the impact from this type of project will be discussed.

For further information, contact:

Rebecca Dingus
Central Michigan University
100 Smith Hall
Mt. Pleasant, MI 48859
(989) 774 3649
rebecca.dingus@cmich.edu

TEACHING STUDENTS TO USE TWITTER ACTIVITY DATA FOR ENGAGEMENT ANALYSIS

Holly Atwood Syrdal, Texas State University
April Field Kemp, University of South Alabama, Southeastern Louisiana University
Elizabeth Randon McDougal, Southeastern Louisiana University

POSITION PAPER

Many marketing jobs now require at least some knowledge of how to use social media as part of an effective overall marketing strategy (Doyle 2019). When today's marketing majors graduate and enter the workforce, their future employers will likely expect these digital natives to possess the skills to develop social media marketing strategy that will maximize positive outcomes for a brand or organization. Therefore, it is imperative that students be taught to sift through the enormous amount of data now available to marketers to gain insights into what works for a company in terms of social media content and what does not.

It is easy to find practitioner recommendations for boosting engagement and other important outcomes for any social media platform. A quick Google search for "best social media marketing practices" results in pages of links to advice on the best days of the week/times of day to post, how to utilize hashtags, etc. (e.g., Freshparks 2019). Social media platforms also provide suggestions. For example, Twitter's list of best practices includes recommendations to incorporate visuals and hashtags in Tweets (Twitter 2019). However, it is important to note that the best practices suggested by practitioners are often based on anecdotal, rather than empirical evidence, and are generalizations. What works in one industry or for one particular company may not be effective for another. Marketers can develop more customized, effective strategies by analyzing data from their brand's/organization's social media accounts to determine what works best for their particular organization.

To teach students how to analyze this type of data to generate insights from which strategy can be developed, we created a hands-on, experiential learning exercise that involves analyzing a real organization's Twitter Activity Data to identify effective marketing tactics. Twitter Activity Data is essentially a log of Tweets sent out from a Twitter account and corresponding metrics (e.g., number of likes, retweets, etc.) for each Tweet. After analyzing the data, students apply critical thinking skills to determine why specific tactics are effective.

The exercise begins with a short lecture on best practices for Tweeting (Twitter 2019). Students are then provided with a Twitter Activity Data set from a real organization and a worksheet with instructions for coding and analyzing the data as well as questions to answer. The students work individually to create new variables in the data set, dummy coding each Tweet based on whether it contains elements such as hashtags, mentions, and visuals. Next, they sort and analyze the data to determine whether the use of these elements by the organization resulted in more favorable outcomes (e.g., likes, retweets) compared to Tweets without the elements. On the worksheet, students record averages of several outcome variables and then respond to a series of questions designed to prompt critical thinking. The activity wraps up with a class discussion of the results, as well as the rationale students used to support their answers to the questions. Students also discuss how they would incorporate their findings into the organization's social media strategy.

To assess the effectiveness of this exercise, we conducted it with 49 students in two classes at a mid-sized public university in the Southeast region of the U.S. After participating in the exercise, students completed a reflection survey comprised of items adapted from Elam and Spotts (2004), an experiential learning study. The main goal of the exercise is to provide students with hands-on experience analyzing social media metrics in hopes of increasing their confidence in their ability to carry out this task in a real-world setting. This objective was met reasonably well as evidenced by responses to the following item measured with a 7-point Likert scale: "Having completed this exercise, I feel confident that I could complete this type of assignment for a company." A majority of students (63%) agreed or strongly agreed they could undertake this type of assignment for a company ($M = 5.7$, $SD = 1.24$). Further, a majority of students (61%) indicated their understanding of best practices for marketing using Twitter was enhanced by this exercise ($M = 5.6$, $SD = 1.4$). Additional findings are discussed in our presentation.

One challenge encountered in executing the exercise was that students worked on their own laptops and, thus, different operating systems and different versions of Excel. This led to a bit of confusion as the coding and analysis steps were demonstrated using a Windows version of Excel. Additionally, some students were not quite as proficient with Excel as initially assumed. Therefore, a longer amount of time was needed to complete the exercise as some students required assistance with various tasks in Excel. Finally, some of the Tweets in the data set left room for interpretation in terms of coding. For example, one Tweet contained a link to a webpage with a picture, but the Tweet itself did not include a visual. Some students coded this Tweet as one that included a picture, while others did not. The difference in coding caused some variation in students' findings and, subsequently, in their answers to the critical thinking questions on the worksheet.

In the future, we will conduct this exercise in a computer lab so the instructor and all of the students will be utilizing the same version of Excel to eliminate potential confusion involving the software. Additionally, we plan to streamline the exercise by deleting any Tweets from the data set that could result in coding differences. This should minimize variations in the findings, allowing for a more productive discussion period at the conclusion of the exercise. Future researchers could adapt this exercise for use in other courses and possibly develop similar exercises for other social media platforms, such as Facebook and Instagram.

REFERENCES

- Doyle, A. (2019). Important social media skills that employers value. Retrieved from <https://www.thebalancecareers.com/social-media-skills-2063726>
- Elam, E.L.R., & Spotts, H.E. (2004). Achieving marketing curriculum integration: a live case study approach. *Journal of Marketing Education*, 26(1), 50-65.
- Freshparks (2019). 7 effective social media best practices for business. Retrieved from <https://freshsparks.com/social-media-best-practices-for-business>
- Twitter (2019). What to Tweet. Retrieved April 1, 2019, from <https://business.twitter.com/en/basics/what-to-tweet.html>

For further information, contact:

Holly A. Syrdal
Texas State University
McCoy Hall 424
601 University Drive
San Marcos, TX
(512) 245-7428
holly.syrdal@txstate.edu

CREATIVE TEACHING METHODS FOR ENGAGING STUDENTS THROUGH SOCIAL MEDIA CURRICULUM

Randa Zalman, Bellevue University

POSITION PAPER

Today, more and more businesses are actively using social media platforms for business functions such as marketing, customer service, sales support and more. Even as the use of social media grows, a significant number of businesses struggle to find and train employees equipped with core competencies and skill sets (Headworth, 2016) in the use of social media as a business tool. This is true for both students who are generally social media-averse as well as for those learners who we might consider “digital natives,” those individuals including Millennials and Generation Y who have been born into the age of technology and therefore have become familiar with computers and the Internet from an early age (Iacobucci, 2015). While digital natives typically use social media daily and are well versed in the functionality of social media channels, many are lacking the educational and practical experience to apply business objectives to the social media communication channels.

The following sections outline suggestions for how educators can develop and incorporate practical curriculum learning strategies into their classroom for both student groups.

To help students learn about social media channel functionality, instructors can utilize course-created Twitter hashtags to tag current business articles relevant to course concepts and/or assignments. Twitter chats can be used as a supplement to course discussion boards. Closed Facebook groups can be created for marketing classes to share relevant marketing concepts while experiencing in-the-moment social media channel functionality and fostering a greater sense of community (Tuten & Solomon, 2015) between students.

Because of publishing deadlines and the rapidly changing nature of social media platforms, many textbooks hitting college bookstores are already outdated. To help students connect to the subject matter in a more timely manner, real-life case study assignments using real-world situations from current business news articles as well as recent social media screenshots can supplement class materials. Students can be assigned to read and analyze the case guided by discussion questions related to concepts recently taught in class.

Institutions of higher education can encourage or sponsor student participation in local industry organizations such as the American Marketing Association and the Public Relations Society of America, etc., to provide students with opportunities to interact with current practitioners. This interaction can expose students to how professionals are applying fundamental marketing tactics and strategies to social media and employing it to address business challenges. This approach not only allows students to broaden their knowledge of the field but has the added benefit of enhancing their professional network – an employment advantage that can help connect students to hiring managers (Conger & Church, 2018).

Instructors can help their students differentiate themselves in an increasingly competitive field by incorporating third-party marketing certifications into coursework. Many certifications in specific platforms and digital functionality are widely recognized and respected in the marketplace and confer significant credibility to social media professionals. The work required to earn certifications is often congruent with appropriate class assignments and instructors who can integrate the two will help their students demonstrate real-world readiness to employers while being able to uphold tested quality standards (Staton, 2015).

The challenge to effectively implementing any of these strategies is one that is also mentioned briefly above, namely, the speed of change in the field of social media. The ongoing development and refinement of platforms and their functionality requires that instructors commit to a program of lifelong learning and maintain constant vigilance in being able to provide their students with up-to-date and relevant coursework.

Because the marketing environment is one of constant change and the idea of incorporating the seeming wide breadth of social media into curriculum can feel intimidating. It is recommended that educators start with small changes. For example, select one course. As you are updating your content annually, select one or two weeks within that course where you can update a project to incorporate a social media challenge, lesson or case study.

For an advanced and comprehensive approach to real-world readiness, a solution that is being employed by some college and universities is the creation of student-staffed, for-profit marketing or social media agencies (Edwards, 2018). Generally, in these programs upperclassmen and Masters' students can take a class for course credit while being assigned to a real-life client, typically a local nonprofit that pays a reduced hourly rate for the students' assistance completing social media work. This hands-on, practical experience engages the entire class in productive and interesting course work while giving students a break from more common course formats and the opportunity to implement actual tactics and build a professional portfolio of work. Interestingly, students in these programs often find themselves in the role of educator, having to teach their clients and reiterate class concepts to help clients understand their own communication needs while defining achievable and measurable goals.

REFERENCES

- Barker, M. S., Barker, D., Bormann, N. F., Roberts, M. L., & Zahay, D. L. (2017). *Social media marketing: A strategic approach* (2nd ed.). Australia: Cengage Learning.
- Conger, J.A., & Church, A.H. (2018). *The high potential's advantage: Get noticed, impress your bosses, and become a top leader*.
- Edwards, C. (2018, October 3). Student-Run Agency Runs as a Real Life Communications Agency < Pepperdine Graphic. Retrieved May 13, 2019, from <http://pepperdine-graphic.com/student-run-agency-runs-as-a-real-life-communications-agency/>
- Headworth, A. (2016). *Social media recruitment: How to successfully integrate social media into recruitment strategy*.
- Iacobucci, D. (2018). *Marketing management*. Boston, MA: 2015.
- Staton, M. G. (2015). Improving Student Job Placement and Assessment Through the Use of Digital Marketing Certification Programs. *Marketing Education Review*, 26(1), 20-24. doi:10.1080/10528008.2015.1091665
- Tuten, T. L., & Solomon, M. R. (2015). *Social media marketing* (2nd ed.). Los Angeles, CA: Sage.
-

For further information, contact:

Randa Zalman
Bellevue University
1000 Galvin Road South
Bellevue, Nebraska 68005
(402) 557-7569
rzalman@bellevue.edu

TEACHING DIGITAL MARKETING ANALYTICS FOR THE REAL WORLD

Patrali Chatterjee, Montclair State University

POSITION PAPER

Marketing and communications educators teach digital marketing analytics as a course in itself or a module in their digital marketing, digital marketing strategy, digital media, e-commerce, internet/search marketing or marketing analytics courses. There is acute demand gap in marketing analytics talent especially in digital marketing analytics (Liu and Burns 2018). Many educators recognize the marketplace-driven need to generate familiarity with Google Analytics and equip undergraduate and graduate (MBA) students with digital marketing analytics skills to excel in an internship, a project or competition, or at a job. However, getting access to a real ecommerce site for faculty and students to use for classwork or training poses a challenge.

Digital marketing has evolved from primarily a creative discipline to increasingly a quantitative discipline. As organizations and governments increase their investments in digital media for advertising, competitive intelligence, sales, and customer service operations, the need to leverage digital media data requires skills development beyond the free performance metrics provided by the social media platforms like Google, Facebook, or Twitter. There is a perception that marketing students are increasingly at a risk of losing out to majors in business analytics, computer science, and statistics for marketing analytics positions. However, research suggest that marketing students with multidisciplinary skills in analytics and marketing are likely to more effective and successful marketing analysts (Wedel and Kannan 2016).

Several textbooks on digital marketing and analytics cover digital analytics and some provide sample data for assignments or classroom teaching (Hemann and Burbary 2018). Simulations like Stukent’s Mimic Pro, Simbound’s Digital Marketing Simulation game, and others mimic the Google Analytics dashboard and can help students learn and experience the cause and effect of their decisions. While they make it easier for instructors to monitor, grade and offer feedback, they are limited in terms of complexity, relatively expensive and do not address the issue of familiarity of a real ecommerce website. Further, Google updates the Google Adwords and Analytics dashboards very frequently, with new features making it difficult for simulations to keep up with the changes.

Proposed solution: The proposed solution to addressing the need for digital analytics training in marketing programs involves identifying the key digital analytics concepts and real-world (preferably free, cloud-based) tools that can be used to collect data to apply to formulae and methodologies in the course. The Google Merchandise Store and the Google Demo Account is a free fully functional analytic account, which synchronizes the real data from Google Merchandise store and has traffic source data, content data, and transaction data. Instructors can require students complete the certifications: Google Analytics for Beginners (undergraduate) and Advanced Google Analytics (graduate) prior to the practical assignment. The digital marketing analytics process involves multiple iterative stages, each of which provides insights useful in marketing planning and strategy. They include:

MKTG Planning/ Analytics stage	Measures	Google Demo Account Dashboard
Overall site traffic volume	Clicks, visitor sessions, unique visitors. Location, devices used, engagement level	Realtime overview Audience snapshot
Quality measures – conversion rates (CR)	E-commerce - visit /order / visitor/ purchase CR Content/Ad-based - bounce rate, engagement rate, amplification/viral ratio	Behavior > Session quality > Analytics Intelligence
Digital media planning and media cost measures	Cost-per-click and cost-per-thousand, including optimization and multi-touch attribution	Acquisition overview > Google Ads > Campaigns
Acquisition cost measures	Cost-per-action or acquisition of a visitor/lead/sale	Acquisition overview >

	$Cost\ Per\ Acquisition\ (CPA) = (Total\ Ad\ Spend) / (Total\ Attributed\ Conversions)$ $Cost\ Per\ Acquisition\ (CPA) = (Marketing\ Costs + Sales\ Costs) / \$\ of\ New\ Customers$	Channels
Return on investment (ROI) and Return on Advertising Spend (ROAS) analytics	$Digital\ Marketing\ ROI = (Total\ Revenue\ Attributed\ to\ Digital - Total\ Cost\ of\ Digital\ Marketing) / (Total\ Cost\ of\ Digital\ Marketing)$	AdWords Performance Snapshot
Lifetime value-based ROI analytics	LTV by acquisition channel: Revenue and transactions per user Customer lifetime value = $Avg\ sale\ per\ customer \times Avg\ number\ of\ times\ a\ customer\ buys\ per\ year \times Avg\ years\ a\ customer\ will\ buy\ from\ you = Avg\ customer\ lifetime\ value$	Audience snapshot > Lifetime value

Each of the topics is extensive and in addition to discussing them conceptually or using formulae for each of the measures and practicing numerical problems in class, instructors can now develop assignments based on a real online store – the Google Merchandise Store and complimentary access to the Google Demo Account- the back-end view of the GA system.

The GA setup allows for analysis at various levels – hit, session, user-level dimension. In addition to the overall traffic volume measures, students can use filters to conduct specific audiences, create segments to select target market, compare performance (on objectives selected by the user) across segments, conversion efficiency of advertising (display) or search ad features and remarketing criteria. In addition, advanced digital analytics concepts like segment or channel -level conversion rate and LTV of new versus returning customers, or across devices provide students with the skills they need to excel in real-life positions (Wilson, McCabe, and Smith 2018). The use of real-time data from the Google merchandise store to teach digital marketing analytics is an example of inquiry-based curriculum. Inquiry based curriculum has been shown to develop independent and critical thinking skills, positive attitudes, curiosity and increased achievement in science courses (Edelson et al.1999) and is based on the “problematize, demand, discover and refine, and apply” approach.

REFERENCES

- Edelson, D. C., D. N. Gordin, R. D. Pea (1999), “Addressing the Challenges of Inquiry Based Learning Through Technology and Curriculum Design,” *The Journal of the Learning Sciences*, 1999, 8(3-4), pp.391-450.
- Liu, X. and A. C. Burns (2018). "Designing a Marketing Analytics Course for the Digital Age," *Marketing Education Review*, 28(1): 28-40.
- Hemann, Chuck and Ken Burbary (2018), *Digital Marketing Analytics: Making Sense of Consumer Data in a Digital World*, Que Publishing
- Wilson, Elizabeth J., Catherine McCabe, and Robert S. Smith (2018), Curriculum Innovation for Marketing Analytics, *Marketing Education Review*, 28 (1), 52-66.

For further information, contact:

Patrali Chatterjee
Feliciano School of Business,
Montclair State University,
Montclair, New Jersey 07043
Tel: 973-655-7935
chatterjee@montclair.edu

USING HOLOGRAMS AND MOBILE TECHNOLOGY TO INCREASE EDUCATIONAL ACCESS

Ella Carter, Bowie State University

INTEGRATING TECHNOLOGY INTO MARKETING EDUCATION PANEL POSITION PAPER

In today's complex technology-driven world, educators in elementary, secondary and postsecondary institutions are searching for innovative solutions to improve student engagement, and enhance the learning process. Every year new technologies are introduced and outmoded educational tools are quickly replaced with more sophisticated innovations. Traditional face-to-face lectures have been dubbed "old school" and have been replaced with more innovative "new school" solutions, including but no limited to holographic instructors. Although holograms are not a recent innovation, current application of the technology offers promise for students around the world, even those in remote areas.

When educators combine mobile technology with the holographic images, students, instructors and institutions reap multiple benefits. The benefits help eradicate geographic boundaries, increase enrollment and provide educational opportunities to students that might otherwise have limited access to education.

The word, hologram comes from the Greek word "holos" or "whole view" and "gram" which means "written." Dennis Gabor, an electrical engineer, is credited with the invention of the first hologram in 1947. However, the technology has evolved significantly from when it was first introduced. Today, the technology known as 3-D Holographic Technology (3DHT) allows educators the opportunity to connect and "visit" classrooms that may be thousands of miles away in real time and in three-dimensional form. In addition, it allows educators to lecture to multiple audiences simultaneously and remotely access classrooms that they may not otherwise have the chance to engage (Walsh 2012). Not only can an educator share information, they can also use the technology to allow professionals and students from other regions of the world to "visit" our classrooms in 3-D form. Recent research (Buckle & Strydom 2015; Sudeep 2012) has also shown that this new form of interactive learning results in better retention and improved student outcomes.

According to the Glossary of Education Reform, access is defined as "the ways in which educational institutions and policies ensure that student have equal and equitable opportunities to take full advantage of education." In 2013, Telli stressed the growing need for good quality education around the world and further modified the definition to include access to institutions and knowledge. The challenge for many institutions has been determining the most effective way to deliver the knowledge. According to Altbach (2015) over 3 million students worldwide have gained access to education as a result of technology. More recently, in a Pew Research Center report (2019), Taylor and Silver stated that almost 5 billion people have mobile devices and more than half of them are smartphones. The report further states that even in emerging economies the trend shows a moderate increase in the number of smartphones even though some disparities still exist. However, among younger people there is a rather significant change in the adoption of smartphones in these emerging economies (between 21%-62%) in the last five years. Could this be the next step in reaching students in emerging economies? Will this technology completely alter the way that online education is delivered? This research explores the concept of combining holograms with mobile devices to provide access to institutions and knowledge.

REFERENCES

- Altbach, P. (2015). Knowledge and Education as International Commodities. *International Higher Education*, (28). <https://doi.org/10.6017/ihe.2002.28.6657>
- Buckley, S. and Strydom, M. (2015). "Classroom of the E-Future Will Be Virtual with Lifelike reality." *The Conversation*. (accessed August 20, 2015) [available at <http://theconversation.com/classrooms-of-the-e-future-will-be-virtual-with-life-like-reality-45251>]

- Harrison, D. (2009). "Real-Life Teaching in a Virtual World." *Campus Technology*. (accessed August 25, 2015) [available at <http://campustechnology.com/articles/2009/02/18/real-life-teaching-in-a-virtual-world.aspx>]
- Lee, H. (2013). "3D Holographic Technology and Its Educational Potential," *TechTrends*. (accessed April 28, 2015) [available at <http://link.springer.com/article/10.1007/s11528-013-0675-8#page-1>]
- Pew Research Center, February 2019, "Smartphone Ownership Is Growing Rapidly Around the World, but Not Always Equally"
- Telli, G. (2013). How Should Quality of Education Be Re-Defined for Education Achievement in Tanzania? What are Stakeholders' Opinions? *Journal of International Education and Leadership*, 1(3), available at <http://www.jielusa.org/>
- Upadhye, S. (2013). "Use of 3-D Holograms in Engineering Education," *IOSR Journal of Mechanical and Civil Engineering*, 4 (43), 62-67.
- Walsh, K. (2012). "7 Ways Holographic Technology Will Make Learning More Fun". In *Future of Education Technology*. (accessed June 16, 2019). [available at <https://www.emergingedtech.com/2012/11/7-ways-holographic-technology-will-make-learning-more-fun/>]
-

For further information contact:

Ella Carter
Department of Management, Marketing and Public Administration
Bowie State University
14000 Jericho Park Rd.
Bowie, MD
(301) 860-3636
ecarter@bowiestate.edu

INTEGRATING TECHNOLOGY INTO BUSINESS EDUCATION: AN INVESTIGATION OF LEARNERS' CONTINUANCE INTENTION OF MOBILE APPS APPLYING THE THEORY OF FLOW

Brent J. Cunningham, Jacksonville State University

Hungwei Tseng, Jacksonville State University

Xiang Yi, Jacksonville State University

INTEGRATING TECHNOLOGY INTO MARKETING EDUCATION PANEL POSITION PAPER

A portion of a much more comprehensive study was utilized as a scientific and anecdotal resource for this panel discussion. The applicable portions of the study are as follows.

Mobile technology has been utilized as interactive and connective tools to facilitate students' learning engagement and has become prevalent in many disciplines in higher education. Mobile technology and pedagogy can be embedded in variety of learning tasks no matter how the course is delivered (face-to-face, hybrid, or online learning), and learning can take place formally and informally. In addition, mobile applications (apps) open the door for a new kind of information and communication technology (ICT) tool and educational support vital for students' positive learning behaviors (i.e. motivation, learning community, engagement, collaboration, etc.).

However, technology utilizations may not have the same effect on all students. Some students might lose interest and motivation in learning when electronic devices are readily available in the classroom. Furthermore, such technology could become more of a burden than an aid and be a distracting factor in student's attention and engagement (aka, disruptive technology).

To better understand and investigate students' engagement (attention and perceived enjoyment) (Khan, Hameed, Yu, & Khan, 2017) and continuance intention (Zhou & Liu, 2014) in an interactive learning situation, the theory of flow experience (Csikszentmihalyi, 1990) is applied as the core framework of most fundamental studies. When one is so involved, experiencing such enjoyment in an activity and do not hesitate to face challenges, they are experiencing the state of flow. Experiencing flow encourages a person to be continual and persistent at focusing in an activity (Snyder & Lopez, 2005), and is appearing in literature as an important attribute for student's learning.

This study seeks to investigate the impacts of utilizing mobile application in business students' learning engagement and their continuance intention of using mobile application in learning by utilizing the theory of flow.

Instructors of graduate and undergraduate business courses who utilize the Top Hat app to enhance the course experience were asked to participate in this study. The Top Hat app attempts to enhance courses by motivating students to learn, participate and ultimately master the content. Its features include automated track attendance, grading and participation, post and view teaching content on mobile device in real-time, embed in-class quizzes to assess students' learning, post discussions and polling to make lectures more engaged and effective, etc. Participants were graduate and undergraduate students enrolled in face-to-face courses in the AACSB accredited business program at a regional university. During the last three weeks of the semester, a questionnaire which contained the measures of Flow, Student Engagement and Continuance Intention were distributed in an online survey format.

Descriptive statistics and simple regressions were conducted to examine business students' levels of flow, learning engagement and their continuance intention of using mobile application. First, flow and technology acceptance were found to be effective explanatory variables of student engagement. Second, lower levels of flow were expressed by the students. Students indicated they were not as involved, did not enjoy the app activities, did not have their curiosity sparked and did not find the app intrinsically interesting. Thus, a state of flow is not achieved

when students are not continually and persistently focused on activities. Third, though students indicated their acceptance of the technology and that they were somewhat engaged, they did not prefer to continue using the technology (mobile app) in future courses. Though students were quite engaged in the application of the course concepts, they were least engaged with synthesizing the course concepts with concepts learned in other courses. Knowing the technology aided in the application of the course concepts, students indicated displeasure and reluctance in using the technology the next semester if adopted by a professor.

These findings seem to indicate that the administrative capabilities of the Top Hat app (track attendance, grading, mobile device delivery) are most beneficial. However, leaning flow is disrupted by the app, and thus engagement and continuance intention are reduced.

Other constructs were investigated in this study as well as more analysis conducted. Because of numerous limitations and constraints of this panel discussion, this abbreviated written presentation of the applicable findings/constructs seemed most appropriate.

REFERENCES

- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York, NY: HarperCollins.
- Khan, I. U., Hameed, Z., Yu, Y., & Khan, S. U. (2017). Assessing the determinants of flow experience in the adoption of learning management systems: the moderating role of perceived institutional support. *Behaviour & Information Technology*, 36(11), 1162-1176.
- C. Snyder, & S. Lopez (2005). *Handbook of Positive Psychology*. New York, NY: Oxford University Press.
- Zhou, T. & Liu, Y. (2014). Examining continuance usage of mobile banking from the perspectives of ECT and flow. *International Journal of Services Technology and Management*, 20(4-6), 199-214.
-

For further information, contact:

Brent J. Cunningham
Jacksonville State University
700 Pelham Road North
Jacksonville, AL 36265
(256)782-5785
brentc@jsu.edu

LET'S GET REAL: INNOVATIVE REAL WORLD CLASSROOM LEARNING STRATEGIES

Marilyn Eastman, Morningside College
Joyce Lucas Hicks, Saint Mary's College
Natalie C. Winter, California Baptist University
Susan Baxter, LIM College
Christopher Ziemnowicz, UNC, Pembroke

INNOVATIVE LEARNING STRATEGIES AND ACTIVITIES PANEL POSITION PAPER

In the marketing field, experiential learning theory (ELT) is often used as a foundation for course design, and innovative learning activities. In a 2012 review of all published articles in the *Journal of Marketing Education*, Gray, Peltier, and Scibrowsky stated “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 activities result in a more engaging student experience with high student involvement, personal commitment, and high self-perceptions of learning (Frontczak, 1998). However, research indicates that levels of deep learning have declined in recent generations (Meeks, Williams, Knotts, et. al, 2013). More recent generations are more likely to engage in surface knowledge acquisition on a variety of subjects, while previous generations tended towards a deep understanding in concentrated content areas. This panel position paper presents five innovative learning activities that have been successfully applied in the classroom resulting in deep and sustained learning.

In a Principles of Marketing course at Morningside College, Marilyn Eastman allows students to self-select a brand from a publicly held company, then creates a series of assignments where students research and apply marketing principles to that brand. Students conduct secondary and primary research on marketing growth strategies, environmental trends, segmentation, consumer perceptions, social/digital media usage and pricing. Students work in like groups based on similar brand categories to discuss and share information in class. Each student creates an initial video “ad” highlighting the value of the brand to consumers based on marketing mix variables, writes a research paper highlighting marketing strategies and three environmental trends, and presents their results in a final, interactive presentation. Results tracked over five years show significant growth in research and writing skills, student satisfaction and oral communication skills.

In a Buyer Behavior course at St. Mary's College, Joyce Hicks uses an Application Notebook. Students are required to write ten entries chosen from a list of over 150 possible assignments related to each chapter. The assignments focus on a real life application of topics particular to the chapter. For example, one possible assignment asks students to collect brand/product symbols or product/brand slogans and quiz friends, family or strangers to see if they recognize the product or company. Students then prepare a report on the effectiveness of the symbols and the amount and type of learning that has taken place. The results allow the students to discuss the concept of learning and memory, particularly involuntary learning, classical conditioning, or instrumental conditioning. The semester long project has received rave reviews from students since the author began teaching the course over twenty years ago.

In a graduate level Consumer Behavior course at LIM College, Susan Baxter creates applied assignments that help the students see course concepts occurring in the “real world”. One innovative assignment was a group scavenger hunt. The concepts discussed in class had included the use of archetypes and advertising appeals. The small group assignment had three parts: 1) Identify at least one unique fashion industry example for each of the 12 archetypes, including justifications for their choices; 2) Go on a scavenger hunt in Mid-town Manhattan (near campus) and locate at least 2 different examples of an advert and identify which advertising appeals are evident in each example using adverts in the subway halls, in subway cars, city buses, etc; 3) Report back on your responses. Students were surprised to learn that other groups used some of the same adverts but had different appeals assigned to them. This led to a robust discussion regarding how adverts can have more than one appeal to attract more than one consumer group. One

of the questions in the final exam for this course is to discuss the assignment they found most enlightening and this assignment was selected by 75% of the students in the course with comments ranging from “really enjoyed getting out and examining ads”, “liked applying class ideas to real examples”, to “I learned so much from this assignment, I look at ads and marketing differently now”. Students also commented on this assignment in the end of semester course satisfaction survey. Given the positive response to this assignment, Baxter created a version of this assignment to be used in the fully online course as well. As the students taking the online version of the course can be out of area, the assignment is tailored for individuals versus small groups, and the discussions happen in the learning management system via a discussion board assignment. Pre-assignment data demonstrates that students could identify an advertising appeal correctly in an assignment, but not demonstrate the ability to properly include & appropriately identify an appeal in their final project. Post-assignment data demonstrates a shift in the ability of students to appropriately identify appeals used in adverts, and properly include & identify appeals in their final projects.

Natalie Winter, at California Baptist University, developed an innovative approach to facilitate deep learning within the classroom. After a new concept is introduced in a lecture, an “application of knowledge activity” is assigned. Upon review of the activity, students self-organize into small groups and are tasked with completing the activity and preparing to share their response with the class. These activities are often inspired by real business scenarios and require the students to apply the just-introduced concept in the formulation of a recommendation. Often, several prompts are given to guide the students through the development of their response and to help ensure that deeper learning occurs. Frequently, students are also tasked with preparing a written response (either in Word or PowerPoint) and submitting it for subsequent feedback from the professor. These activities compel the students to engage in deeper learning, and the presence of the group allows them to do so with the assistance of their peers. Additionally, they provide the professor the opportunity to check whether students are understanding new concepts and can apply them in a meaningful way. Lastly, students learn how others have applied the concept by listening to the groups that present their response to the class. All of this helps ensure that students have engaged with the content on a deeper level than they otherwise might have, making them better prepared to learn new, more difficult concepts in the future.

On the first day of classes at UNC, Pembroke, Chris Ziemnowic asks students in his marketing and international business face-to-face classes to describe what they want the course grading requirements to be. This involves a discussion of all sorts of projects, tests and quizzes, as well as other innovative activities such as research studies or book reports. The students also decide on the number of each and the percentage weights of each component. He has found this to be an effective “buy in” to some difficult and challenging work for them.

REFERENCES

- Frontczak, N. T. (1998). A paradigm for the selection, use and development of experiential learning activities in marketing education. *Marketing Education Review*, 8(3), 25-33.
- Gray, D. M., Peltier, J. W., & Schibrowsky, J. A. (2012). The journal of marketing education : Past, present, and future. *Journal of Marketing Education*, 34(3), 217-237. doi:10.1177/0273475312458676
- Meeks, Michael D., Williams, Felice, Knotts, Tami L., and Jones, Karen D. (2013). Deep vs. Surface Learning; An Empirical Test of Generational Differences. *International Journal of Education and Research*, 1 (8), 1-13.

For further information, contact:

Marilyn Eastman
Morningside College
1501 Morningside Avenue
Sioux City, IA 51106
eastmanm@morningside.edu

FILLING A VOID: A CASE IDEA IS BORN

Pia A. Albinsson, Appalachian State University

BUSINESS CASE DEVELOPMENT AND DELIVERY PANEL POSITION PAPER

This presentation displays the way an idea for a case was born while I was teaching a two-week long summer course on New Product Development (NPD) as a visiting professor at the University of Angers, France. The difficulty I faced as a visiting professor was that I was asked not to use a text book which severely limited my access to materials on the topic. Instead of a textbook, I used academic articles on the Stage-gate process (Cooper 2001, 2008) and other related materials. In addition, I wanted to develop a case with a sustainability focus, as the global marketplace is flooded with unsustainable plastic and electronic products with limited recycling opportunities.

As the course was condensed and offered a fast-paced learning environment, I felt I needed a hands-on approach to facilitate learning. I therefore looked into my personal network and contacted a social entrepreneur that had recently innovated a new product. After introducing the Stage-gate framework and dividing the students into cross-cultural teams (U.S. and French students), students brainstormed a list of ideas for new product concepts. The criteria for the products were that they had to be either physical goods or services (but not a smart phone app on its own). Then, to facilitate learning about the opportunities and challenges available to inventors and innovative businesses, I introduced a new product invented by a Swedish social enterprise. To highlight the fact that not all new product concept are radical, new innovations, I chose to focus on a company that uses sustainable raw materials and a triple bottom line (people, planet, profit) approach.

I arranged for a videoconference on the last day of class the first week and had the students prepare a list of questions for the founder of the company. It was during this videoconference I realized how valuable it was for the students' learning outcome to have not only a hands-on approach but also to interact with someone who had gone through the stages of new product development, from ideation to production. As having access to an inventor and founder of a social enterprise with a new product is not guaranteed or feasible for many instructors I realized covering a case might be the way to go. As mentioned, the issue I faced personally was not being able to use a textbook and that most cases and instructors' materials in NPD are designed for graduate or engineering students, with content that is highly technical and focuses on building a prototype. I realized that having access to more cases in NPD targeting undergraduate students would be beneficial to marketing instructors.

Currently, the case, which is a work in progress, includes the Stage-gate model (Cooper 2001, 2008), as most successful businesses have a NPD process in place (Kinnunen, Pekuri, Haapasalo, & Kuvaja 2011). In addition, it is essential that every business analyze a new product concept through three assessments; 1) market-related, 2) technical, and 3) financial information (Cooper 2001). According to Kinnunen et al. (2011), business case analysis for a new product idea should include the consideration of gates criteria such as customer needs, novelty and acceptance (Lilien et al. 2002, Hart et al. 2003), market opportunity and segments (Ulrich and Eppinger 2008), and Market attractiveness (Cooper 2008). The technical feasibility dimension is crucial in New Product Development, however due to the limited skillsets and background knowledge of most undergraduate business students this aspect is mainly covered in MBA classes or engineering schools where the students have a different knowledge set. Instead, this case idea highlights the importance of diverse teams and cross-collaboration among people with different skillsets. In addition, the case emphasizes biomimicry (Appio, Achiche, Martini & Beaudry 2017) and eco-design as it integrates social entrepreneurship and new product design.

The case idea does include a financial analysis where students estimate the revenue potential, estimated sales units and market share (Carbonell-Foulquie et al. 2004, Hart et al. 2003). Lastly, the importance of branding and product name is included in the case as this is how consumer goods are mostly differentiated in the marketplace.

REFERENCES

- Appio, F.P., Achiche, S., Martini, A., & Beaudry, C., (2017), On designers' use of biomimicry tools during the new product development process: an empirical investigation, 29 (7), 775-789.
- Carbonell-Foulquie, P., Munuera-Aleman, J. L. & Rodriguez-Excudero, A. I., (2004), Criteria employed for go/no-go decisions when developing successful highly innovative products. *Industrial Marketing Management*, 33, 307-316.
- Cooper, R. G., (2008), Perspective: The Stage-Gate Idea-to-Launch Process – Update, What's New and NexGen Systems. *Journal of Product Innovation Management* 25(3), 213 – 232.
- Cooper, R. G., (2001), *Winning at New Products: Accelerating the process from idea to launch*. Perseus Publishing, Cambridge (Mass.).
- Hart, S., Hultink, E. J., Tzokas, N. & Commandeur, H. R., (2003), Industrial companies' evaluation criteria in new product development gates. *Journal of Product Innovation Management* 20, 22-36.
- Kinnunen, T., Pekuri A., Haapasalo, H. & Kuvaja P. (2011), Business case analysis in New Product Development, *Global Journal of Management and Business Research*, 11(2), 49-56.
- Lilien, G. L., Morrison, P. D., Searls, K., Sonnack, M. & von Hippel, E., (2002), Performance Assessment of the Lead User Idea-Generation Process for New Product Development. *Management Science* 48(8), 1042-1059.
- Ulrich, K.T. & Eppinger, S.D., (2008), *Product design and development* 4th ed. McGraw-Hill, Boston.
-

For further information, contact:

Pia A. Albinsson
Appalachian State University
Peacock Hall 4114
ASU Box 32090
Boone, NC 28608-2090
(828)262-6197
albinssonpa@appstate.edu

USING CASE STUDIES IN A STRATEGIC MARKETING MANAGEMENT COURSE

Michelle Zimmerman, Gannon University

BUSINESS CASE DEVELOPMENT AND DELIVERY PANEL POSITION PAPER

Case studies are used in a graduate level strategic marketing management course to provide students with an opportunity to apply marketing concepts to real-world challenges. An advantage is that the class environment enables students to learn not only from the instructor, but from each other to build knowledge and skills. The class environment is also necessary to facilitate an evolutionary process in evaluating a situation, determining what information is important to the case, determine the cause of the problem, apply marketing theories, and recommend a solution to the problem. Students develop critical thinking, problem solving, research, decision making, communication and teamwork skills, as well as competence in the practical application of marketing concepts. Using the case method also ensures student understanding, increases student engagement, and makes the course current and exciting. Because of the challenges in using the case method as a means of instruction and assessment, some ideas for applying the case method in a strategic marketing management course will be presented.

A very detailed syllabus and rubrics are necessary for the deliverables and the success of the course. Expectations must be set for outside reading, preparation, discussion boards, written assignments, and active participation in the learning process. Explicit instructions about what students should or should not do, as well as a course or case contract may be helpful. Realistic recommendations to overcome the challenges that the organization in the case is facing must be determined. It is important to understand the educational and professional experience of the students in the class to assist the instructor in determining the cases selected, and also which students should be called upon to lead particular discussions. Students must read and analyze the case study, answer case preparation questions, and may also discuss possible solutions, and the pros and cons of possible solutions to the problem with colleagues on discussion forums. Preliminary assignments should be submitted the night before the class to ensure student preparation, and to assist the instructor in setting up the case discussion. The role of the instructor is to facilitate the discussion, post key points on the blackboard to assist the students in the application of theory and in the solution process.

When selecting cases, there are several points to consider. Cases should be current, however, some issues remain timeless. Cases should also be varied to expose students to applications across different industries, size of organization, and stage or growth of company. Most students will be working for smaller organizations or entrepreneurial ventures and will need to be able to address issues that smaller organizations face. The complexity of the cases and the amount of information given will change as the course progresses. Not all information is necessary and students need to be able to sift through the information to determine which information is needed to solve the problem as in the real world. Supplemental materials such as articles, data, and videos with material related to the company or industry may also be provided. The case length must also be considered. Larger cases may be broken into smaller parts. Multipart cases give the opportunity to develop the discussion and analysis over time.

Structured cases are used early in the semester to build skills which can be transferred to higher level cases later in the semester. These cases are usually shorter, and incorporate a variety of instructional methods including group exercises, discussions, and limited problem solving. The programmatic agenda develops, guides, and supports an incremental learning process to encourage mastery of theory. There is active guidance by the instructor to direct and focus the case discussion on key issues of the problem and situational analysis. Although there is instructor guidance, the students share the responsibility in the learning environment. As the students develop critical-thinking and decision-making skills, the degree of guidance is reduced. The structured case process serves as a foundation and practice for the unstructured cases.

Unstructured cases are more challenging and require more student preparation. Students need to absorb much information quickly and decide what is relevant to resolve the problem. They may work together in groups to prepare

for class. The pre-class preparation enhances the understanding of the case by hearing the other students' views. In addition to prepared material, students must actively participate in building off of the responses of colleagues to move the discussion forward. The board is used to visualize the main problems or issues, identify patterns, and missing information. The role of the instructor is not to lead the discussion, but to guide it through posting questions and signaling to the speakers. Prohibiting laptops in the classroom prevents students from Googling information or a solution to the case. Students are more engaged, take responsibility for learning and gain a deeper understanding of the problem solving process. They link the case to marketing concepts and previous cases covered. The classroom can be a simulated business environment, allowing students to learn by trying out possible solutions. Students use a collective experience to develop a framework with supporting material to make their conclusions about the solution of the case. Many problems are multidimensional and may have more than one solution. There may not be a "correct solution." There may be partial information or conditions of uncertainty. There may be alternative perspectives and solutions. Students need to find a solution to the case and also need to be able to defend it and shape it to fit the context of the situation. Students may also find that their solution is one of several options, and possibly not the best one.

Another challenge with using cases is student participation in the discussion. The classroom set-up and culture can affect the discussion. Every student should be able to give a summary of the organization, explain the central problem to the case, and take a stand on what should be done. Preassigned preparation questions provide a starting point for the discussion. These are not to be read back in the discussion. Students need to be engaged in the discussion. One of the most important tasks for the instructor is determining the opening question to the class and determining who should answer it. It is important that the case discussion be cumulative. Each comment should build on the preceding comments. Students need to listen to each other. Some students may dominate discussion. Diversity may enhance discussions. Regional or cultural understanding may also affect students' willingness to speak. In addition to cold calling, students may be asked to volunteer to answer a question or given a warm call with a notice that they will be asked to speak on a particular issue to encourage participation.

Since a case discussion will be completed in one class session, the instructor must keep the discussion on track so that the students to reach a conclusion by the end of the allotted class time. The instructor must give constructive feedback on the case solution process and make conclusions at the end of the class period. Students should also self-evaluate and reflect on what they have learned from the case and how to use this knowledge for future improvement. The biggest challenge for the instructor is the evaluation process for the participation in class discussion.

Using the case method in a strategic marketing course has been an excellent way to engage students in the learning process. Students build skills in public speaking, thinking on their feet, improve critical thinking, identifying patterns, and problem-solving and decision-making skills. Interactive discussion gives students an opportunity to think critically, encourage debate, and consider alternative strategies. They are excited to share their knowledge and expertise to collaborate in determining the best solution to the marketing challenges presented in the cases. Challenges include the time required to prepare the materials, facilitating the discussion, and assessing the participation and discussion grades. Despite the challenges, there is a greater overall experience for students when using the case method.

For further information, contact:

Michelle M. Zimmerman
Gannon University
109 University Square
Erie, PA 16541
(814) 871-7565
zimmerma019@gannon.edu

ENHANCING AND ASSESSING PRESENTATION SKILLS IN A WORLD OF LIMITED CLASS TIME AND INCREASING STUDENT LOADS

Gail Yosh, Montclair State University

PANEL POSITION PAPER

Is there no greater skill we possess as humans than our ability to use language to engage, inform, motivate, and persuade? Businesses are relying on academic institutions to produce career-ready candidates who possess the ability to speak and present clearly, articulately, and with confidence. Educators are faced with the task of developing those skills by providing personalized feedback to students who have varying needs when it comes to overcoming specific anxiety triggers, developing a professional presence, and effectively using their environment to enhance their message delivery. This task becomes more challenging as student load increases. How can educators provide substantive feedback to enhance presentation effectiveness with limited class time and increasing student loads?

Rubrics that offer students more than simply standard feedback and a grade are required to not only affect change, but also to encourage improvement rather than inadvertently adding to public speaking apprehension. A comprehensive yet easy-to-use online rubric offers instructors the ability to provide point-of-presentation, personalized feedback while keeping grading-time to a minimum. Online rubrics allow instructors to use their computers to click on key categories of assessment, providing a quantitative measure of students' performance. In addition, a section on the online rubric for instructors' qualitative feedback offers a quick way to provide personalized comments. Rather than instructors taking notes on printed rubrics only to have to revisit them during office time to manually input a grade, or instructors relying on cumbersome online rubrics that have them still typing long after the student has taken their seat, rubrics that balance flexibility and substantive feedback in real-time take the burden of assessment away from office time.

The best presentation rubrics are designed around key public speaking categories. Those include organization, language, delivery, supporting materials, and central message, with subcategories that drill down on specific elements such as compelling content, flow, visual aid effectiveness, tone, gestures, and eye contact, to name just a few. Using a mouse to click on these subcategories offers a quick yet comprehensive assessment of students' performance as the instructor experiences the presentation. Every time we open our mouths to speak, whether it is to inform, persuade, or motivate, our ability to do so is judged in real-time. Shouldn't our rubrics do the same without sacrificing critical feedback for student improvement? Integrating the rubric into a learning management system such as Canvas allows for the assessment and grading to be completed the moment instructors submit the results. Assessment, grading, and substantive feedback can be submitted by the time the student returns to their seats and the next student is getting ready to present.

As student load increases and the need to assess presentations—sometimes multiple presentations in one semester—is required, class time becomes a scarce resource. Since multiple experiences are necessary to advance business presentation skills, particularly persuasive messages that sell ideas and close deals, instructors need solutions to offer students practice. Yet time and class size inhibit their ability to do so. Leveraging new technology and applications that take presentations out of the classroom, yet offer students' another method of practice, delivery, and feedback is key. PitchVantage offers this solution by providing students a three-dimensional simulation in which to present and giving them instant, personalized feedback on their skills in various presentation dimensions. Backed by a propriety engine that measures key elements of presentation delivery, students can practice delivering their message multiple times and leverage learning modules that target their identified areas of improvement. Instructors can view the student's videos and PowerPoint presentations, offer comments at specific points throughout the recorded presentation, and even leverage rubrics designed by PitchVantage should they not have their own online rubric.

As developing the skills and competencies of tomorrow's business leaders becomes more demanding, leveraging tools that allow us to connect to students in ways that enhance their learning while managing class time and student load increases is critical. The more innovative the pedagogy, the more well-rounded and career-ready the student, and the less stressed the instructor.

For further information, contact:

Gail Yosh
Montclair State University
1 Normal Avenue
Montclair, NJ 07043
(973) 655-3768
yoshg@montclair.edu

HIGH IMPACT LEARNING PRACTICES

Angela Balog, University of Pittsburgh at Johnstown
Federica Bologna, University of Denver
Tricia Giannone McFadden, Saint Francis University
Scott Jones, Stetson University
Gregory Wagner, University of Denver

POSITION PAPER

“For the things we have to learn before we can do them, we learn by doing them.”

-Aristotle

According to the 2017 Forbes article, “How Generation Z is Shaping the Change in Education,” students want to be fully engaged in their learning process and over half say that they learn best by doing.” This calls upon higher education to become more innovative in our pedagogy and teaching strategies. The application of embedded experiential learning and creation of transformational experiences creates high-impact learning in the context of partnership and reciprocity. This includes theory applied outside the classroom, mutual benefits gained and learned with the community partner, and evaluation.

The panel defines high-impact learning practices through establishment of specialized and applied frameworks, benchmarks, and benefits of experiential and innovative learning. While Kolb’s Cycle of Experiential Learning grounds the pedagogical roots, each panelist discusses tailored and innovative approaches to building professional development through engaged teaching and learning. The high impact learning practices include internships, international experiences, and community engagement projects in various undergraduate business courses, including Advertising, Consumer Behavior, Marketing Management, and Marketing Research.

International experience courses are designed to expose students to the challenges, opportunities, and risks of doing business globally. Students get a better understanding on how to make well-informed decisions in a global environment, taking into consideration the economic, political, environmental, cultural, and historical context of a particular country or region. Conducting business outside the United States involves a unique set of challenges; diverse cultures, laws, languages, and currencies add to the complexity of putting together and managing international business ventures. International experience courses explore the basic questions that focus on various aspects of international business. As a part of the international trip, local company visits play an important role in curriculum development. Local companies embrace the essence of the cultural, economic, political, environmental, and historical context of the particular country/region. The curriculum should include small size/family owned entities to global corporations to show the variety and breadth of the business and industrial environment.

By hearing from business executives and organizational leaders, students get a deeper understanding of companies’ challenges and opportunities arising in a global business environment. Students’ participation and engagement play an important role for the success of the international experience and embracement of the local context. Many are the ways students can participate during an international experience, by engaging in discussions, working on case competitions, solving real world challenges, and creating solutions to business problems. Students are at the center of the international experience, while faculty and staff become facilitators. After travel, staff and faculty need to reflect on the international experience to identify successes, gaps, and improvements. Students’ evaluation and feedback become a powerful tool as it is a valued input to curriculum and program review. Each experience can be used to ultimately generate a better learning and student experience.

The structure of each course participating in the exchange and credit earned by participating students varied across each institution. Several of the collaborations involved enrollees in a “special topics seminar on International Entrepreneurship” where the travel, hosting and project work represented the entirety of the experience. For others (typically the U.S. institutions) the collaboration represented a component of a semester long, 3-credit hour course. In

these contexts, while the collaborative project, travel and hosting responsibilities represented a sizable portion of the curriculum, the course also included a number of other topics and assignments.

The collaborations completed through this consortium involved both one-way and two-way travel. The Université Catholique de Louvain and University of North Florida exchange involved students from the former traveling to the latter. Similarly, Appalachian State University students traveled to the University of Alicante to fulfill the travel requirement of the collaboration. Other classes involved two-way travel where each group of students assumed the role of both host and guest. Each travel experience was approximately one week in duration.

With the diversity of academic calendars and schedules, including international travel in such a course presents a number of scheduling dilemmas dictated by the various start and end dates for academic terms and university holidays. In general, the European partners start their academic terms later than the U.S. institutions. Consequently, it was typically convenient for European partners to travel to the U.S. once the U.S. partners were in session. U.S. student travel to Europe was typically scheduled during semester breaks. For example, Clemson students enrolled in the Fall 2006 course traveled to Bamberg, Germany during the week which included a scheduled fall break while students enrolled in the Fall 2007 course traveled during finals week. Since both travel itineraries require students to miss other course work, emphasis must be placed on informing other instructors of the unique demands of the class at the outset of the term. Students and faculty impacted by the travel dates must make arrangements to reschedule exams and other due dates.

The dynamics of the higher education landscape are changing to emphasize engagement and high-impact learning across the disciplines. Gen Z students tend to thrive when they are given the opportunity to have a fully immersive educational experience and they even enjoy the challenges of being a part of it. Collaborative high impact learning practices such as internships, international experiences, and community engagement projects create energized differentiation through this praxis (theory-informed) action approach.

REFERENCES

Kozinsky, S. (2017, July). How generation z is shaping the change in education. *Forbes*. Retrieved from <https://www.forbes.com/#1e038f572254>

For further information, contact:

Tricia Giannone McFadden
Saint Francis University
117 Evergreen Drive
Loretto, PA 15940
(814) 471-1163
tmcfadden@francis.edu

LEADING TOWARDS MORAL RESPONSIBILITY BY TEACHING ETHICS IN THE MARKETING CLASSROOM

Donald Fischer, Northland Community and Technical College
Penny DeJong, Park University
Henry Roehrich, Park University

PANEL POSITION PAPER

Ethics is an important part of any program, but especially in marketing management. So often today, ethics has become a suggestion, rather than a requirement. It is quite evident that many students entering college have not received any ethical foundation in previous coursework and can be unaware of its importance. The reason for this can be a consequence of the priorities they have come to place on the moral principles that guide their behavior as influenced by their inherited environmental values. What may be right, good, or virtuous to one may not be valued in the same way by another. Marketing textbooks and course material, especially those that focus on digital marketing only vaguely apply a definition to ethics and may only briefly touch on legal and ethical responsibility. Ethics instructions should be mandatory in a marketing curriculum to ensure the student, employer and public are protected from legal and moral complications in the present and future (Chonko, 2004).

There are accounts of unethical practices involving marketing, management, business administration, accounting, logistics, technology, and entrepreneurship reported in the media. The behavior that is reported in the media has brought national attention to the importance of ethics and the role that higher education can play in developing ethical practices by organizations and their leadership. While course material covering ethics is offered in many degree programs at institutions of higher education, leadership of organizations can be challenged with questionable behavior that can affect the sustainability of their organization (Hunt & Laverie, 2004).

It can be easy for students and graduates to practice unethical behavior while working in the field of marketing, management, and business administration. There are opportunities that can arise from working with customers, competitors, and stakeholders that could encourage temptation to take advantage of a situation or someone. The faculty teaching ethics need to understand how such situations can develop and help students prepare to navigate the marketing environment without compromising their moral standards.

The problem that faculty in higher education can encounter is how to teach people to think deeply about issues found in every avenue of life. Faculty and students can solve serious problems addressing the area of ethics through active learning techniques involving problem-solving, collaboration, interaction, and teamwork. In classroom activities, it can involve analytical reasoning to recognize and then fully explain why paying social media influencers to promote a brand raises serious challenges – including moral ones – to society.

In the classroom, students will find that most topics in the area of ethics tend to be concentrated on discussion of theoretical matters. The discussions and activities can help explain the moral judgments made about activities or transactions with a business or organization. Case studies can be used in the classroom for collaboration and problem solving when addressing ethical situations. Case studies are great for discovery, but observation of a case with the use of a marketing simulation can provide students the opportunity to see how an ethical situation can affect the outcomes.

The ethical bias of a student or a faculty along with their own perspective can create confusion as they address issues specific to the circumstances being considered. Can an instructor remain competent teaching a philosophical approach to ethics and at the same time allow students to struggle while working it out for themselves? Most ethics instruction today has been directed by a textbook and may include the input of faculty from the philosophy department.

This approach can fall short of confronting the challenges of today's competitive marketing field, especially for students considering this area as a career choice.

There are concerns with the effectiveness of delivering business ethics to marketing students and these concerns tend to focus on content, scheduling, and approach. In order to find the correct approach to teaching business ethics, further research could be conducted to determine whether ethics should be taught throughout the curriculum or in a dedicated module. In higher education, an approach to integration of ethics in the curriculum can seem attractive even though this approach might result in a theoretical, superficial, and incomplete coverage of business ethics (Haas, 2005). Having marketing students take one dedicated ethics course might make a difference in their future success, but it might be more effective if ethical behavior is woven explicitly through all their marketing courses and during their marketing career.

REFERENCES

Chonko, L. B. (2004). Casuistry and change readiness: Fundamental aspects of teaching ethics in marketing decision making. *Marketing Education Review*, 14(3), 23-45.

Haas, A. (2005). Now is the time for ethics in education. *The CPA Journal*, 75(6), 66.

Hunt, S. D., & Laverie, D. A. (2004). Experiential learning and the Hunt-Vitell theory of ethics: Teaching marketing ethics by integrating theory and practice. *Marketing Education Review*, 14(3), 1-14.

For further information, contact:

Donald A Fischer
Northland Community and Technical College
2022 Central Ave. North
East Grand Forks, MN 56721
(218)791-0365
Don.fischer@northlandcollege.edu

INTRODUCING SUSTAINABLE MARKETING CONCEPTS AND ACTIVITIES INTO THE INTRODUCTORY MARKETING COURSE

*Alberto Rubio, University of the Incarnate Word
Esmeralda de Los Santos, University of the Incarnate Word*

ETHICS AND SOCIAL RESPONSIBILITY IN THE CURRICULUM PANEL POSITION PAPER

Consumers expect more from companies; not more in the way of products or services, but they expect companies to actively participate and be responsive to social and environmental issues. The Cone Communications CSR Study (2017) has been tracking data since 1993 and recently found that 87% of consumers are more willing to purchase products from companies advocating for an issue related to their own interests, while 75% refuse to buy from companies with ideals contrary to theirs. These findings are not an outlier. In 2015, Nielsen conducted a 13-country study evaluating 1,300+ brands in 13 categories and found that brands with a “demonstrated commitment to sustainability” outgrew those without one 4% vs. 1%. There seems to be enough evidence of a shift in the way consumers approach their shopping decision making. Said shift apparently begins with the consumers themselves: They are more aware of social, ethical, and environmental issues across the globe, and they are no longer sluggish to act. As a result, consumers have adopted more sustainable behaviors, be it by financial support of organizations dedicated to these issues, or by carefully studying the product choices available to them (Nielsen, 2015).

From a marketing perspective, however, being socially responsible presents what some view as a dilemma: On the one hand, marketers strive to improve the material wellbeing of consumers; on the other hand, that material wellbeing requires the use and exploitation of finite resources (Brennan & Binney, 2008). Are marketing practitioners and academics adapting to the way they face this dilemma? Looking at the evidence in the academic world, the answer is no. Some authors have gone as far as to criticize marketing academics for not only turning a blind eye to specific social responsibility issues like global warming, but also doing it willingly (Kemper, Ballantine, & Hall, 2017). Fueling this debate is the fact that the definition of sustainability is not yet clear and that consumerism, according to the same academics, may not be a contributing factor contributing to climate change or to be, at most, a non-pressing issue (McDonagh & Prothero, 2014). While neoclassical economic world view is almost a given at business schools (Springet, 2010) the marketing curriculum has been lagging with regard to successfully addressing and integrating sustainability (Nicholls, Hair, Ragland, & Schimmek, 2013). This is despite empirical evidence suggesting business and marketing faculty have, in general, a positive attitude towards sustainability and the impact their disciplines have on the planet (Christie, Miller, Cooke, & White, 2015; DeLong & McDermott, 2013). It appears that, although well intentioned, marketing faculty are still missing the mark. An indication of this can be the results of one study that found gaps in students’ understanding of sustainability at one UK institution of higher education (Kawaga, 2007). Students clearly associated sustainability with its environmental characteristics but most were not aware of its social, economic, political, and cultural ramifications, nor its implications on the marketing of products and services.

To begin the process of inculcating the importance of sustainability concepts in a marketing context it is imperative that students are exposed to them as early in their marketing education as possible. We propose a few introductory classroom activities or projects using one frequently referenced sustainability perspective, the triple bottom line (Elkington, 1997), the environmental, social and economic dimensions integral to the concept of sustainability. For example, carbon footprint calculators, one way to measure the carbon cost of product and services, are good introductory environmental activities or, the life cycle of a product, illustrated in the short-animated film clip, “The Story of Stuff,” visually depicts the high environmental costs of production. A rich source of social initiatives, the UIW campus’ Ettlign Center for Civic Leadership and Sustainability engages with community partners, faculty and students on recycling, fair trade, and human rights projects. These are activities linked to the creation of value for consumers. The economic dimension can be introduced by asking students to brainstorm ideas to solve a firm’s budgetary problem with adequate, sustainable solutions, while making it attractive to employees (internal customers). Alternatively, students can compare the mission statements of local companies who embrace sustainability with those who do not (Vanderbilt Center for Teaching).

The envisioned activities will take the form of case studies, group discussions, place-based and/or problem-based learning, as they naturally lend themselves to the teaching of sustainability. Technology, such as Padlet, wikis, blogs, and discussion groups, can be used to disseminate student team results and presentations. Lastly, essays or journal assignments requesting students to reflect on their initial conceptions of sustainability as compared to their end-of-semester thoughts, will promote reflexivity and critical thinking.

REFERENCES

- Brennan, L., & Binney, W. (2008). Concepts in Conflict: Social Marketing and Sustainability, *Journal of Nonprofit Public Sector Marketing*, 20(2), 261- 281, DOI: [10.1080/10495140802224951](https://doi.org/10.1080/10495140802224951).
- Christie, B. A., Miller, K. K., Cooke, R., & White, J. G. (2015). Environmental sustainability in higher education: What do academics think? *Environmental Education Research*, 21(5), 655-686.
- Cone Communications (2017). 2017 Cone Communications CSR STUDY. Retrieved from: <https://sustainablebrands.com/read/marketing-and-comms/new-report-reveals-86-of-us-consumers-expect-companies-to-act-on-social-environmental-issues#>
- Elkington, J. (1997). *Cannibals with Forks: The Triple Bottom line of 21st Century Business*. Oxford: Capstone P.
- Kagawa, F. (2007). Dissonance in students' perceptions of sustainable development and sustainability: Implications for curriculum change. *International Journal of Sustainability in Higher Education*, 8(3), 317 – 338, <https://doi.org/10.1108/14676370710817174>
- Kemper, J. A., Ballantine, P. W., & Hall, C. M. (2017). Global warming and sustainability: Understanding the beliefs of marketing faculty. *Journal of Public Affairs*, 2018;18: e1664. <https://doi.org/10.1002/pa.1664>.
- Leonard, A. (n.d.). *Story of Stuff*. Retrieved from <https://www.storyofstuff.org>.
- McDonagh, P., & Prothero, A. (2014). Sustainability marketing research: Past, present and future. *Journal of Marketing Management*, 30 (11-12), 1186-1219.
- Nicholls, J., Hair, J. F., Ragland, C. B., & Schimmel, K. E. (2013). Ethics, corporate social responsibility, and sustainability education in AACSB undergraduate and graduate marketing curricula: A benchmark study. *Journal of Marketing Education*, 35(2), 129 -140.
- Nielsen (2015). The sustainability imperative: New insights on consumer expectations. Retrieved from: <https://www.nielsen.com/content/dam/corporate/us/en/reports-downloads/2015-reports/global-sustainability-report-oct-2015.pdf>.
- Springet, D. V. (2010). Education for sustainability in the business studies curriculum: Ideology struggle. In P. Jones, D. Selby, & S. R. Sterling (Eds.), *Sustainability Education: Perspectives and Practice Across Higher Education* (75-93). London, UK: Earthscan.
- Vanderbilt University Center for Teaching (2019). Teaching Sustainability. Retrieved from: <https://cft.vanderbilt.edu/guides-sub-pages/teaching-sustainability/#place>.

For further information, contact:

Alberto Rubio
University of the Incarnate Word
4301 Broadway CPO #473
San Antonio, TX 78209
(210) 930 8766

rubiosan@uiwtx.edu

TEACHING STUDENTS HOW TO TURN COLD CALLS INTO “GOLD CALLS” IN TEN STEPS

Harvey Markovitz, Pace University

EFFECTIVE USE OF EXPERIENTIAL LEARNING PANEL POSITION PAPER

This paper is about preparing students to make original contact phone calls that get appointments. "Cold Calling" is an outbound telephone call made to a prospect, a stranger, who has no idea who the caller is. "Warm Calling" is an outbound telephone call made to a prospect who might remember who the caller is or who the caller's company is because they have been the recipient of several or many direct marketing or social selling contacts from the caller or the caller's company, they have seen the company's branding messages or they might have already indicated that they want a representative of the company to contact them because they are interested in learning more about the company's product or service. But they still have not spoken in person to the SDR or anyone in the company. In both cases the object of the sales strategy is to have a conversation with a stranger, the prospect who really does not know or trust the caller and who really doesn't want their busy day intruded upon by a stranger's sales call. This is a very challenging part of the initial contact process. Most attempts to engage the prospect are met with hang-ups yielding a very high rejection rate. Most salespeople hate to cold call and would prefer not to do it. However, many companies are dependent upon their Sales Development Representatives (SDR) or Business Development Representatives (BDR) to engage a prospect, get an appointment and demonstrate how the company can solve operational challenges for which the company has solutions. The pedagogical challenge: How does the sales representative get an appointment with a total stranger. Most professors of sales prefer not to teach this skill and are missing an opportunity to advance the careers of their students as a result.

We interviewed 100 sales executives and found out why we should teach this skill and how to teach techniques that have a high propensity of success to accomplish the initial contact strategy which is to get an appointment to make a sales presentation. The most outstanding finding: starting salary of a graduates trained in outbound telemarketing skills and in-person selling will be **22.24%** higher than students not so trained. We defined sales team staffing needs of the panel and required skills that the panel is looking for in new hires. Salary levels to be offered to candidates for sales jobs and best candidate profiles for starting sales jobs. In addition, we also tested the panel's reaction to hypothetical outbound calling scripts. We questioned an experienced panel of professional salespeople: 68.1% had 10+ yrs experience in direct to prospect selling; All sold in B2B & B2C markets; 62.5% make cold calls themselves; 61.54% have 10+ years' experience in cold calling; 47% teach sales training as part of their job; 52% had 10 or less people in their sales team; 31.11% were CEOs/Presidents.

There is a compelling research that defines the need for college professors in Professional Sales programs to teach students how to Cold Call. 79.49% of respondents agree they would pay more for a college grad who has been trained in effective telemarketing skills. (23.08% strongly agree). 82.02% of respondents agree they would pay more for a college grad who has been trained in effective in person selling skills. (33.30% strongly agree). 74.4% of respondents say it is important to have a new hire for a sales job already trained in cold calling techniques. (35.90% say it is extremely important). The starting salary of a graduate trained in outbound telemarketing skills and in-person selling will be 22.24% higher than students not so trained. 62.15% of respondents agree not to only on paying a commission rather than a draw or a fixed salary to a starting new hire college grad for a sales job. They should have a base salary.

Professors need to have a simple way of teaching cold calling to make an initial prospect contact that is easy for the professor to learn, easy to insert this pedagogy as a short module into an existing course and easy for students to learn and apply. There are few if any textbooks that develop pedagogy to teach cold calling. The challenge faced by professors is that they might be accustomed to using the "elevator pitch" as the course of least resistance to teach students how to make an initial contact with a prospect. Or they might have a tendency to teach social selling using LinkedIn Navigator or other social marketing tools because they think cold calling is old school and not needed. Or they might think, based on their experience, that what is needed is the knowledge to know how to network and make

referral calls to prospects and find that cold calling is not a needed skill. But, based on the research it is recognized by the sales professionals surveyed that the SDR (Sales development rep) must still get on the phone to make an appointment even after having established a social media or a networking relationship with a contact. The SDR is faced with the challenge of what to say and how to say it to keep the rejection rate of that phone call low. This might seem difficult to teach. So as academics we are challenged to know how to teach this vital skill. Even if a sales executive/manager hires a call center to generate leads through outbound phone calling, the sales manager must still know how to script the call and coach the call center's telemarketers and not depend on the call center to do this alone.

Presented here is a process that takes no more than 3 lecture hours to teach, a homework assignment, some coaching by the professor and role playing by the students. The Innovation that we created is a tool_kit for students to learn how to properly cold call. Students are able to use it immediately upon downloading the kit from the publisher through a unique landing page branded to the adopting school. The script is based upon research to have the most compelling reasons to keep a conversation going and eliminate rejection. 80.95% of respondents agree there should be a simple way of writing a short telemarketing script. 92.5% agree the goal of the initial phone conversation cold calling or warm calling should be to get the prospect to set up a formal meeting to talk or to make an in-person sales call and should not be used to "close the sale" to sell a product or a service.

The challenge is that most professors of Sales, do not like to teach cold calling. In this process, questions are not asked, and discussions are not had that will create conflicts between seller/caller and buyer/prospects to cause rejection. They have also been confirmed by this panel of 100 sales executives to be the best questions to ask. (To see the Toolkit and learn more go to <https://thegoldcall.com/professors>)

There are 10 steps:

1. Define the Company's USP. What is its uniqueness for solving prospect's challenge?
2. Ice Breaker: Introduce yourself and define how long call will take. "I am **hoping** (emphasis is critical) I can get 10 seconds to explain why I am calling." 52. 8% are likely to respond to this statement to continue the conversation.
3. Lemonade Statement: Take the USP and solve the problem. "Lemonade quenches thirst". "We train salespeople and students to be more effective in converting LinkedIn and telemarketing leads to customers. Do not sell on the phone. Your mission is to get the appointment, not make a sales call. Our lemonade-stand statement "We sell lemonade to quench thirst."76.5% are likely to respond to this statement to continue the conversation.
4. Focus question: "Connecting prospects to the need "How much personal focus do you have in solving challenges to train your students or salespeople to be more effective on the phone or in LinkedIn?". 61.8% are likely to respond favorably and will continue the discussion.
5. Attention question: "Suppose that we have a simple way to train your students or salespeople to convert leads to customers, would I get your attention?" Now, we are posing the solution to a challenge the prospect has. Make it interesting and to the point with a question. 79.4% are likely to respond favorably to a phone call from a salesperson with this statement.
6. Decision maker question: "If you are not the person, could you direct me to the person who is?" 61.8% are likely to continue.
7. The trial close: "Could we schedule a time next week to speak again (on the phone or in your office) to see where we may be a fit?" 70.6% are likely to respond favorably.
8. The Closing Question (Scheduling) alternative ways to ask the same question. "When can I have more of your attention? Tuesday at 3 or is Wednesday at 4 better?"
9. Confirmation: May I have your email address? I will send you a meeting invite. I won't call to confirm but should you have a need to change, just drop me a note." 73.5% are likely to respond favorably.
10. The Meeting: At the sales meeting, NOW you have prospect's attention to present and sell.

For further information, contact:
Harvey Markovitz
Lubin School of Business Pace University
1 Pace Plaza
New York, NY 10038

(917) 453-0938
hmarkovitz@pace.edu

TEACHING ONLINE WITH VOICETHREAD

Catherine Mezera, West Virginia University

ONLINE TEACHING TECHNIQUES PANEL POSITION PAPER

Teaching online isn't new. But to effectively teach online requires that facilitators constantly update their approach. As students become more acclimated to the flexibility and convenience that online learning can provide, their overall expectation for what makes a quality online educational experience continues to evolve. To teach online is to continually reflect and update the content and approach to match the students' needs and expectations.

The first rule in marketing is to know your audience. Online teaching also follows this rule. Therefore, it is imperative to really get to know who is enrolled in your courses and what motivates them to learn and participate. In an online environment, it's common to attract different types of students – each with specific needs and expectations but all who seek a learning experience that is both valuable and engaging, but with the flexibility that online learning can provide.

Recent insight into the current Generation Z (born in the mid- and late-1990s and early 2000s) is relevant to online instructors for several reasons. A new challenge for educational institutions is to design learning experiences that accommodate the pressures on students' time (Mintz, 2019). Several articles refer to these like-minded individuals as craving authentic experiences as well as applied learning in social environments, wanting to be directly involved in the process and expecting on-demand services that are available at any time with low barriers to access (Kozinsky, 2017).

Results from a Barnes and Noble College survey on how Generation Z prefers to learn supports the need for engagement in online teaching. Around half (51 percent) of respondents indicated that they learn best by doing (e.g. working through examples), 38 percent learn best by seeing (e.g. reading course materials), and only 12 percent by listening (e.g. traditional lectures). Additionally, 80 percent of respondents found online videos (such as YouTube) to be helpful in their learning (Barnes and Noble, 2017).

There are three guidelines for effectively utilizing educational videos to promote student engagement. These include keeping videos short in length, using a conversational tone, and creating and packaging the video content for specific uses, rather than a general library of resources (Brame, 2016). For example, a face-to-face classroom session that is videotaped and presented within an online class may feel less engaging than a video that is created with an online environment as the initial target (Guo, 2014).

One of the tools that I regularly use and recommend for effective online teaching is **VoiceThread**. VoiceThread is an online tool that enables audio, video or text comments and creates opportunities for more “human interaction” within an asynchronous online environment. According to the website (voicethread.com), “VoiceThread fills the social presence gap found in online learning interactions.”

VoiceThread integrates well into a variety of learning management systems (LMS), including Canvas, Blackboard, and Moodle, etc. I have used VoiceThread within the Blackboard LMS for the past academic year in both blended and online models. Overall, I have found VoiceThread to effectively fulfill three factors that I consider imperative in online teaching. These include student engagement, sense of community and collaboration.

Teaching online, I'm much more **engaged** than in the traditional classroom. With an asynchronous model, student learning is constant throughout the week, not just twice a week for 75 minutes in a physical classroom. Students can watch my VoiceThreads and reply at their own convenience. This ties into Generation Z's need to have learning fit into their own schedule. By using the built-in analytics features, I can see that students tend to still view and comment to their peers' posts, even when they are not required to do so (especially if the post is fun and shows some personality). In one VoiceThread study, 77% of students reported anxiety the first time they had to leave an audio or webcam comment. However, this anxiety quickly fades with continual use. By the end of the semester, 80% of those same students said they now preferred audio and webcam communication to text alone.

Utilizing VoiceThread also creates an environment where learning is collaborative and there is a **shared sense of community**. In the classroom, learning can happen in a bubble – whether intentional or not. Students take their own notes, can sit by themselves, do in-class activities, take exams, and submit homework, all independently. In an effective online environment, each of the components should be intertwined. And as a digital generation, Generation Z expects digital learning to be deeply integrated into their education. For them, technology has always been a fully integrated experience into every part of their lives. They believe they should be able to seamlessly connect academic experiences to personal experiences through technology (Kozinsky, 2017). When students feel that they are valued members of an online community, they tend to opt-in to participating and contributing in meaningful ways to the group.

Experiential learning and overall **collaboration** is innate with the media source options built into VoiceThread. There are five methods for participating (text, phone call-in, audio, video and upload existing media) that are accessible anywhere and anytime. Unlike live video conferencing tools that share archived sessions that have already happened, VoiceThread keeps the conversation active and going. Through collaboration options, I can bring in guest speakers to share their experiences, all online and without the frustration of scheduling a synchronous meeting time. Furthermore, when students have time to reflect prior to engaging, overall quality improves. VoiceThread is compatible with Universal Design for Learning (UDL) framework along with a diverse set of media options and accessibility features, such as built-in Closed Captioning, too.

In conclusion, VoiceThread allows me to consistently deliver online content to match the personalities and needs of my students in an asynchronous environment. I would encourage all faculty experimenting with teaching online to consider adopting this intuitive tool as part of their online courses.

REFERENCES

Brame, C. J. (2016). Effective Educational Videos: Principles and Guidelines for Maximizing Student Learning from Video Content. *CBE - Life Sciences Education*, (Winter), 1-6. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5132380/>.

Getting to Know GEN Z: Exploring Middle and High Schoolers' Expectations for Higher Education (Rep.). (2017). Retrieved <https://www.bnccollege.com/>

Guo, P. (2014). How video production affects student engagement: An empirical study of MOOC videos. *S'14 Proceedings of the First ACM Conference on Learning at Scale.*, 41-50.

Kozinsky, S. (2017, July 24). How Generation Z is Shaping the Change in Education. *Forbes*. Retrieved from forbes.com

McKeachie, W. J., & Svinicki, M. D. (2014). *McKeachie's Teaching Tips. Strategies, Research, and Theory for College and University Teachers* (14th ed.). Wadsworth CENGAGE Learning.

Mintz, S. (2019, March 18). Are Colleges Ready for Generation Z? [Web log post]. Retrieved from <https://www.insidehighered.com/blogs/>

For further information, contact:

Catherine Mezera
West Virginia University - Reed College of Media
1511 University Avenue - 305 Martin Hall
Morgantown, WV 26506-6010
(304) 293-5727
Catherine.Mezera@mail.wvu.edu

CLIENT-BASED LEARNING PROJECTS: KEYS TO SUCCESS

Lexi Hutto, Millersville University of Pennsylvania
Kristy McManus, University of Georgia
Lori S. Elias Reno, Penn State University

PLANNING AND EXECUTING CLIENT-BASED LEARNING PROJECTS PANEL POSITION PAPER

Although managing client-based projects in the classroom can sometimes be a daunting task, these projects can serve as some of the best learning experiences for students when properly executed. We plan to discuss potential pitfalls throughout the process, while providing useful tips for success in the areas of recruiting clients, managing the expectations (for both the client and the students preparing the project), and delivering professional results.

Many clients who reach out to universities may be simply seeking free employees to handle tasks which they have not budgeted for in their institution. On the other end of the spectrum, you may solicit clients who have never considered working with students on a class project. These clients may be hesitant to work with students and may not see the value in these collaborations. Ideally, it is best to screen potential clients to ensure that they have realistic expectations of what to expect from the final project, along with the willingness to work with students throughout the process. By pre-screening the clients for the best fit, the experience is much more likely to be rewarding for both the client and the students.

Do not limit client selection to for-profit businesses. Giving your students experience with non-profits, government agencies, and even offices or departments on your own campus will teach them how to apply principles in different ways. It also expands the field of potential clients and forges relationships further into the community.

One of the biggest pitfalls happens when you and the client are not on the same page. Before starting the project, be sure that the instructor and clients agree on the expectations of client and student interactions. Plan specific dates for meetings and interactions upfront and be clear about what is expected during each contact. It is good to plan for at least three interactions between clients and students:

1. Understanding of the client organization and goal setting
2. Mid-project check-in
3. Final presentations

Additionally, determine whether students can reach out directly to clients as needed to proceed, and if so, what the best method of communication is. Finally, be sure to explain these same expectations to your students. Often times, students look at the deliverables in total, and do not always recognize the importance of the agreed upon client-student communication expectations.

After kicking off the projects, it is important that faculty keep a close eye on both progress and communication between the students and their clients. Both parties should clearly understand the amount and timing of communication that is to be expected. You do not want students failing to ask pertinent questions along the way, but you also do not want students reaching out too frequently and unnecessarily to a busy client. A delicate balance should be maintained so that the client is not overburdened, and the students have adequate information to move forward with the project. Consider designating only one student from each team to contact the client, and always emphasize think through their needs and questions to minimize the burden. Of course, pay attention to the agreed upon guidelines for interactions determined during the preliminary conversations with clients.

To be sure that students are progressing on track with client expectations, build in a number of milestone assignments. For example, in any type of marketing communication class, you may ask students to conduct consumer

and environmental research, complete a creative brief, conduct branding exercises, develop creative concepts, and/or deliver a dry run prior to the final presentation. Some or all of these activities may be reviewed by the client; the remaining concepts are, of course, reviewed by the instructor.

Another way to ensure that students stay on track is to incorporate a workshop format into the classroom. For example, if students are working with an entrepreneur in a marketing strategy class and are required to set strategies for each component of the marketing mix, set aside a class or two where you guide them through a series of questions or exercises after which they should be able to create at least one strategy for each component. Include an exercise that tests the four strategies for alignment with each other. After this workshop, students will be better prepared to develop other strategies for their project.

Furthermore, it is important that the faculty member set realistic expectations for the amount of work that will be required for adequate oversight of these projects. It may add interest to the classroom, and further the students' learning if multiple clients are used in one class. However, if too many different clients are recruited, it is impossible for the faculty member to adequately manage the various topics and client needs. If only one client is chosen for more than 2-3 student teams, then the work may be spread too thin, and some of the learning may be lost. If you do choose to work with only one client, then allow each team to work independently on each portion of the client project and all of the team assignments along the way. By doing so, you may end up with multiple perspectives on campaigns, strategies, supply chain changes, etc., which can be enlightening for the client. Another alternative is to have 2-3 student teams complete the same project and pitch their version to the client. This method can mirror the real-life situation of, say, advertising agencies pitching to clients. The competition often incentivizes students to perform better...and it gives them the opportunity to see how other teams approached the same assignment (unlike in the real world, but perfect for a class environment).

When presenting the final projects and presentations to the clients, it is critical that the students perceive this as the real-world experience that it truly is. They should not see this as just a way to check off requirements from a rubric. If these projects have been well-managed throughout the semester, the students should have a professional presentation that they can deliver with confidence. If clients are happy with the results, they are more likely to be open to future projects with marketing students. These repeat clients then enter the process with a clearer understanding of the process and expectations that allows for less management from faculty.

To be sure that you, your students, and your institution are presented in the best light, be sure that the schedule of assignments and events allows for you to review materials and communication abilities for each planned client-student interaction. For example, ask students to present creative concepts to the class and allow students to ask questions and make suggestions—as will the instructor—to improve the concepts or the presentation delivery.

Perhaps the most important take-away from incorporating client-based projects into the classroom is the outcome for the students. It expands their knowledge beyond textbook theories and prepares them better for the business world. If client-based projects are executed well in the classroom, it gives students professional, albeit unpaid, experience to list on their resume and to talk about in future job interviews. Most students who have worked on a successful client project during their undergraduate career are extremely proud of this collaboration and will use the experience to better shape their future as they enter the business world.

For further information, contact:

Kristy McManus, PhD
University of Georgia
C321 Benson Hall
Athens, GA 30602
(706) 542-3174
kmcmanus@uga.edu

UNDERGRADUATE RESEARCH AS A TRANSFORMATIVE LEARNING OPPORTUNITY: PRESENTING AT THE GEORGIA STATE CAPITOL TO THE SENATE AND HOUSE REPRESENTATIVES

Doreen Sams, Georgia College & State University
Robin Lewis, Georgia College & State University

FACULTY-STUDENT RESEARCH COLLABORATION PANEL POSITION PAPER

As faculty and staff of a university holding an enhanced CUR (Council on Undergraduate Research) membership and membership in the AAC&U (Association of American Colleges & Universities), it has become very clear that politicians who make decisions about higher education may not have a clear picture of the quality of ongoing undergraduate research. They may not be aware of the significant contribution to the state, nation, and society as a whole that disseminated mentored undergraduate research makes. The state-level Senate and House of Representative members are individuals with a great deal of influence on the funding higher education receives for research. Thus, taking undergraduate research to the State Capitol adds value to the student presenters, their mentors, their institutions of higher learning, and citizens of their State through the dissemination of quality research to key influencers.

From a marketing perspective, products are created, priced, placed, and promoted. As educators, we share knowledge and provide students with transformative learning experiences. This paper is structured from the perspective of the 4 P's of Marketing. Thus, the presentation of the posters at the State Capitol is the "P" product (i.e., service – dissemination of the research) that provides a unique opportunity for decision-makers (i.e., State Senators and House of Representatives) to be informed of the quality and types of undergraduate research that are taking place in the institutions of higher learning across their State. The "P" product (i.e., good) are the posters displaying the mentored undergraduate research conducted by undergraduate researchers. As to the "P" price, it is the opportunity cost to the Senate and House Representatives. These individuals gave up something else they could be doing to speak with the student presenters and their mentors about the research being displayed in their posters. As to "P", place, this is the location of the service the State Capitol. The final "P" is promotion of the annual event.

In 2017, planning began at Georgia College & State University for the first Posters at the Georgia State Capitol. The university's administrators believed the undertaking to be too large for an institution of its size to take on; thus, recommended approaching GURC (Georgia Undergraduate Research Collective). In 2018, the GURC Steering Committee voted to sponsor the event. The Poster session planning began in earnest in 2018 and in March 2019 under the umbrella of the GURC (Georgia Undergraduate Research Collective) the Posters at the Georgia State Capitol became a reality. The event was "P" promoted through the 13 institutes of higher learning that make up the GURC to all public and private institutions of higher education. The upcoming event was also shared with Senators and House members across the State. Government Relations Staff at both public and private institutions were alerted as it was an opportunity for them to support their students and institution in conversations with elected officials. Those interested in presenting their research were required to be experienced in presenting to a broad audience, to have completed research that had been through a blind review process and had been previously presented at an academic conference. A total of 63 applications were received and 41 research projects from 12 institutions of higher learning were approved through a blind review process and 40 were presented.

Undergraduate research student presenters reported how they were surprised at how much the Senators and House of Representative members were interested in their research. One said she was surprised to find out that the representative speaking to her was on a committee that was looking into the same things that she was examining in her research. She said it was intimidating at first speaking to someone who knew a great deal about her topic. But, in the end she reported that she gained some new ideas from him for future research. All of the undergraduate student researchers that were interviewed reported the Posters at the State Capitol to be a great learning experience for them from the presentation, visiting other researchers' posters, and speaking personally to State Senators and House of

Representative members. Several Senators and members of the House of Representatives reportedly mentioned how pleased they were at the quality of research being conducted at the undergraduate level. A number of faculty and administrators from institutions that were not part of the GURC asked how they could become a member and be involved in future GURC events. Based on the event's 2019 success, the second annual event is scheduled for February 2020.

In this session, we will discuss the marketing 4 P's and how they were created and accomplished, benefits and value to stakeholders, some constraints to overcome, and present a value proposition. The primary focus is on transformative learning for undergraduate researcher, with a secondary focus on benefits and value for stakeholders such as the institutions involved and more broadly, society.

For further information contact:

Doreen Sams
Georgia College & State University
CBX 012
Milledgeville, Georgia 31061
Phone: (478) 445-0966
E-Mail: Doreen.sams@gcsu.edu

ALIGNING FACULTY-STUDENT MARKETING RESEARCH WITH UNIVERSITY INITIATIVES: STRATEGIES FROM DIVERSE STUDENT SCHOLARS

*Jeanetta D. Sims, University of Central Oklahoma
Karen Anderson, University of Central Oklahoma*

FACULTY-STUDENT RESEARCH COLLABORATION PANEL POSITION PAPER

Since 2007, Diverse Student Scholars (see Sims, Shuff, Neese, Lai, Lim, & Neese) has existed as a resource for predominantly undergraduate students at the University of Central Oklahoma to engage in research through active faculty mentorship. In the classroom, Diverse Student Scholars has occurred in marketing courses where teaching strategies included collaborative teaching (Sims, 2014; Sims Neese & Glidden, 2016) and embedded research mentorship (Sims, Doré, Vo, Lai, & Lim, 2018). Through co-curricular engagement, Diverse Student Scholars has occurred in weekly research team meetings. Students have secured more than 20 funded grants, co-authored more than 20 publications and presented more than 80 co-authored conference presentations. The bulk of this work has taken place during the Diverse Student Scholars founder's tenure as a faculty member in the marketing department of the College of Business. However, even as the faculty founder has transitioned to an administrative appointment as the dean of the Graduate College, Diverse Student Scholars has persisted and student research has continued. Given the administrative appointment, this panel presentation highlights how Diverse Student Scholars faculty-student marketing research has been aligned with key university initiatives; the various types of research projects are shared with key insights offered for marketing faculty who may seek to emulate these efforts.

Within the past year, Diverse Student Scholars students have worked with university units to complete six research projects related to the founder's administrative appointment. The first two projects related to innovation districts are associated with the Jackson College of Graduate Studies and connected to the institution's metropolitan mission. Another project is associated with the university's alumni office related to brand communities. The final two projects are associated with the university's Broncho Education and Learning Lab (BELL), which is the home of student learning facilitators who work in the areas of peer-tutoring and supplemental instruction; the two BELL projects involve re-branding the unit through new on-campus programming. Diverse Student Scholars students contributed to these projects by having responsibilities related to coding data, conducting focus groups, completing interviews, and submitting an external grant. All students associated with the projects have completed co-authored research presentations at Marketing Management Association conferences and all students received funding in acknowledgement of their contributions as a research assistantship.

Several strategies can be gleaned for marketing faculty who seek to align marketing student research engagement with administrative appointments. First, faculty can tap into campus connections and relationships through environmental scanning to identify either new leaders and/or new initiatives on campus; conversations with key individuals can lead to quick brainstorming of need and opportunities for potential project fit. Each of the projects of Diverse Student Scholars students contained new campus involvement or new unit leadership. Second, design projects that can be completed in one or two semesters; small wins help to build student confidence while narrowing the scope of work to a definitive ending point. Third, secure funding for student engagement. Whether a one-time student stipend or paid hourly research assistantship funds, compensation provides encouragement to students and reinforces the value placed on their efforts. Finally, embed opportunities for formal student presentations during and/or at the conclusion of the research engagement; presentations cultivate professionalism and build students' cognitive and behavioral skills (Sims, Anderson, Neese, & Sims, 2013; Sims, Le, Emery, & Smith, 2012).

Through Diverse Student Scholars, faculty-mentored undergraduate research has existed in conjunction with in-class instruction, embedded research mentorship, and external community clients. In the past year, Diverse Student Scholars research engagement has expanded to include key university initiatives with on-campus units as clients. This presentation offers examples of this type of on-campus research engagement with particular emphasis on strategies most likely to yield success when linking projects to an administrative appointment.

REFERENCES

- Sims, J. D. (2014, April). Center for Excellence in Transformative Teaching & Learning TeTalk: *Collaborative teaching*. Retrieved from https://www.youtube.com/watch?v=RHqGis7M_Gc&feature=youtu.be
- Sims, J. D., Anderson, P., Neese, S., & Sims, A. (2013). Enhancing student cognitive, affective, and behavioral development through undergraduate research. *Marketing Management Association Fall Conference Proceedings*, 134-135.
- Sims, J. D., Dore, A., Vo, M., Lai, Hung-Lin, & Lim, O. F. (2018). Diverse Student Scholars: A five-faceted model of student transformation from embedded research mentorship in marketing courses. *Scholarship and Practice of Undergraduate Research*, 2(1), 33-42.
- Sims, J. D., Le, J., Emery, B., Smith, J. (2012). Beyond the quantitative headcount: Considering the un-captured qualitative impact of engaging undergraduate students in research. *Council on Undergraduate Research Quarterly*, 32(3), 23-27.
- Sims, J. D., Neese, A., & Glidden, T. (2016). Collaborative teaching through co-creation in marketing education: A customer-centric approach to transformative learning. *Marketing Management Association Fall Conference Proceedings*, 46-47.
- Sims, J., Shuff, J., Neese, S., Lai, H.-L., Lim, O. F., & Neese, A. (2016). Diverse student scholars: How a faculty member's undergraduate research program can advance workforce diversity learning. In C. L. Scott and J. D. Sims (Eds.), *Expanding workforce diversity programs, curriculum, and degrees in higher education* (pp. 62-73). Hershey, PA: IGI Global.
-

For further information, contact:

Jeanetta D. Sims
University of Central Oklahoma
100 N. University Drive
Edmond, OK 73013
(405) 974-3493
jsims7@uco.edu

Curriculum and Program Development Initiatives

Kim Donahue, Indiana University - Indianapolis
Peter Knight, University of Wisconsin – Parkside

CURRICULUM AND PROGRAM DEVELOPMENT INITIATIVES PANEL POSITION PAPER

Over the last decade, higher education has focused on learning outcomes while dealing with students are not as prepared, or differently prepared, than previous decades, increased societal and governmental pressures to graduate students sooner, better equipped and with less debt than in the past. There is increased awareness and acceptance of learning styles and innovative teaching methods. The panel will discuss how the consideration of these learning realities, in addition to learning outcomes, can be the foundation for innovative and effective design, coordination and implementation of curriculum and programs. An overarching look at the design and assessment of the curriculum and programs, will start the panel. There will then be two specific instances of how these learning outcomes have encouraged development and revision: Flexible Option, and the inclusion of implicit-bias and cultural competencies in business curriculum.

While education has always been a mix of providing access to information and nurturing the intellectual and analytical tools to work with information, we are all today, in fact, awash in information, shifting the value from information access to information utilization through analysis and engagement. Education must focus on helping students navigate the sea of information: learning how to distinguish the good from the bad, how to combine and apply information to answer questions about themselves and the world around them and how to develop new information through research and critical examination.

Learning science and educational research has given us two axioms about how people learn: Different people learn differently, not only in terms of pace but in terms of learning style; All students learn best under conditions in which they actively engage with learning material and when they understand and work towards clear learning outcomes.

Public higher education has always aspired to provide education for the public good, an education that helps an ever-more diverse range of learners improve their lives and the world around them.

Flexible Option competency-based degrees are designed to meet the needs of working adults who have gained knowledge through life experience in their area of study or in fact any student with a variable work life schedule who prefers to learn at their own pace. The Flex Option BSBA in Business housed at the University of Wisconsin Parkside allows students to start any month and register for three-month subscription periods progressing as fast as they want.

The Flex Option Online BSBA in Business is the first and the only competency-based Business degree in the UW System and we expect after recently gaining HLC accreditation it will very shortly also be the first AACSB accredited competency-based Business degree anywhere. 70 students are currently enrolled in the degree.

Faculty and industry partners began design in 2016 crafting Eight Program or Degree Level Competencies, 39 Projects across typical Business disciplines, and 116 Assessment Level Competencies many relating to only one project but others relating to multiple projects. Hundreds of learning outcomes were then specified to guide development of proprietary assessments. Every student needs to demonstrate mastery ($\geq 80\%$) in every competency to graduate. Traditional credits are not awarded for completion of projects but weighting of each of the project differs amongst projects.

Similar to a few other areas of study Marketing and Sales required completion of two projects. The first Marketing project assessed students ability to apply key concepts to real life situations (i.e. a suite of assessments required applying key concepts, and conducting research and using reasoned judgement to address challenges and opportunities facing Harley Davidson) The second project required in depth application of concepts to one real-life scenario. The

second project for Marketing required development of a narrated marketing plan for a real-life organization and the second sales project involved a real to life sales call conducted via web conferencing.

Changing societal norms and the need for increased knowledge and dissemination of cultural competency has caused faculty and administrators to dissect their current programs and examine where change and training is needed. This need is not limited to the inclusion of current events and more inclusive examples in the classroom. As more and more classes and programs require group work, the rise in the number of students claiming bias, harassment or discrimination is, and will continue, to increase. The issue is not new but the willingness for students to speak up and report these occurrences is a fairly new trend. While any occurrences need to be investigated with swift action, can programs be proactive? Can business schools, specifically, do something within their curriculum to ensure all students are free from this kind of experience? The answer is no. However, steps can be taken to minimize the occurrences through awareness, training and inclusion. To address concerns, any changes need to be program wide. A change in one course will not bring about successful change or awareness with students, faculty or staff.

In a business school, faculty are focused on teaching their areas of expertise whether it is the 4Ps or GAAP. To ask these educated experts to cover an area in which they have no training, and usually not more than a passing understanding, is asking for resistance, doubt and minimal compliance. Classroom time is precious and there never seems to be enough of it to cover all the needed material. Adding new requirements that will place additional limitations on class time is bound to be met with some resistance with varying degrees of compliance and effectiveness. In addition, many faculty may question the need for the material. They may also have doubts about the validity of the concerns and resist any efforts of introspection. Achieving faculty buy-in can be one of the most daunting hurdles within the implementation process.

Within individual courses, group work and projects have become a staple in order to achieve learning that is application based. A frequent tool used with group work is peer evaluations or some alternate peer assessment. These assessments are where some students perceive that they are the recipient of bias. Bias, being subtle and many times unintentional, is very difficult to prove, document or even to reach agreement regarding its presence. This section of the panel will look at one program's attempt to increase awareness and minimize the impact of implicit bias within a student group setting. The unwillingness of faculty and students to have these conversations, the implementation of the conversations in a non-judgmental and non-threatening manner, and the assessment of the effectiveness of the training will also be discussed.

For further information, contact:

Kim Donahue
Indiana University Kelley School of Business Indianapolis
BS 4043
801 W. Michigan St.
Indianapolis, IN 46202
(317) 274-4760
kdonahue@iu.edu

SERVICE LEARNING AND NONPROFIT MARKETING IN THE U.S. AND ABROAD

Michelle Nelson, Linfield College

COMMUNITY SERVICE AND OUTREACH PROGRAMS FOR ENGAGING STUDENTS PANEL POSITION PAPER

The nonprofit sector continues to be an important and growing part of the U.S. economy. Higher education has responded with increasing numbers of courses and degree or specialization options regarding nonprofit administration and marketing. Universities that don't offer degrees or specialization in the area often offer courses or experiences preparing students for this important career field. Aside from the theoretical coverage in courses, the practical experiences for example through internships, service-learning projects, community service, and consulting projects provide lasting impressions for students. Common misconceptions about the nonprofit sector include things like low pay, not making any profits, mostly volunteers, not run like a regular business. Engaging students hands-on with nonprofits quickly dispels some of these notions. We have observed very positive effects of practical engagement with nonprofit organizations on future job choices in the nonprofit field.

Community service, outreach, and experiential learning have gained appeal for college students and particularly millennials and Gen Z have shown a tendency to look for opportunities to engage in through these activities throughout their college career. As part of the introductory marketing course, the marketing research course, and integrated with some study abroad courses we have provided students with opportunities to engage and experience nonprofit marketing and event planning. The first opportunity was during an introductory marketing class. Students were given the task to work with a nonprofit to organize a fundraiser on campus for the organization. The event was planned around another campus event and students volunteered for certain tasks based on their interests or skills. The event was a great success raising funds and awareness for the organization but even more to increase the understanding of event planning and nonprofit fundraising. Students commented on the excitement and lessons learned that they will never forget. The project was summarized in a binder that was given to all students which was used by many students to show their practical experience during their job search.

The other opportunity was during a marketing research class where the class voted to conduct a research project for a local nonprofit of their choice. Students reported increased engagement and value of this project compared to other projects they had done due to the value to the organization and the close relationship they developed with the nonprofit. A few students continued to volunteer for this organization after the project was finished. The organization was thankful and reported greater appreciation for the college and the students through this project.

The third variation of service learning was a project that was organized during a study abroad one month course in South Africa when the students visited and learned about an orphanage during their trip with the intent to organize a fundraiser for this nonprofit. Students continued the project after their return on a totally voluntary basis and some of them even chose to continue this relationship with the nonprofit beyond their graduation.

All three variations received enthusiastic student engagement and retention in addition to a very positive effect on the college and its engagement with the local and global community. Many of the participating students mentioned the transformative learning experience during which they developed entrepreneurial skills and were able to address real world challenges.

For further information, contact:

Michelle Nelson
Linfield College
McMinnville, OR 97128
503-883-2404
mnelson@linfield.edu

GOING DEEP: USING THE MEANS-END CHAIN TO DECONSTRUCT A PRINT AD

Alicia D. Cooper, Dillard University

INNOVATIONS IN TEACHING BUYER BEHAVIOR PANEL POSITION PAPER

An interesting project for a buyer behavior course involves utilizing the MECCAS (Means-End Chain Conceptualization of Advertising Strategy) model to examine a print ad. The MECCAS model is a guide to developing advertising strategies and creating effective ads (Peter and Olson 2010). It allows companies to create ads that communicate the appropriate means–end connections between the product attributes and consumers’ goals and values. It defines four elements of advertising strategy —the driving force (based on consumers’ values), the leverage point (related to consumers’ psychosocial consequences), consumer benefits (resulting from the product’s functional consequences), and message elements (based on the product’s attributes). These elements of advertising strategy are established through the analyses of consumers’ means–end chains. The fifth component of the MECCAS model, the executional framework, is part of the creative strategy that must develop the details of the actual advertisement that will communicate the ad strategy.

Rather than using the model to create an ad, students are tasked with finding a print ad and deconstructing it to reveal the components of the MECCAS model as well as its underlying means-end chain. Students must dig deep to explain everything presented in the print ad (e.g., use of colors, imagery and word choices). The selection of an appropriate ad is important for the success of this project, as the ad must be well-developed and clearly relate to consumers’ higher-level goals and values.

REFERENCES

Peter, J. & Olson, J. (2010). *Consumer behavior and marketing strategy*. New York, NY: McGraw-Hill/Irwin.

For further information, contact:

Alicia D. Cooper
College of Business
Dillard University
2601 Gentilly Boulevard
362K PSB
New Orleans, LA 70122
(504) 816-4201
acooper@dillard.edu

CUSTOMER-CENTRIC COURSE DESIGN: CROWDSOURCING THE SYLLABUS

Adam J. Mills, Loyola University New Orleans

INNOVATIONS IN TEACHING BUYER BEHAVIOR PANEL POSITION PAPER

Today's economy relies on information, creativity, problem-solving, critical thinking and interpersonal relationships. These skills are even more critical for today's marketers when it comes to understanding consumers and how they think, feel, search and consume. Yet many of our approaches to designing the consumer behavior course fall back on traditional approaches to content delivery that have not seen much conceptual innovation in decades. Professors create a list of topic areas, prescribe a set of readings to accompany each, and then the semester follows a predictable weekly pattern: students read the assigned textbook, article or case ahead of time, then come to class for either a lecture or discussion about that topic. There is nothing insufficient about this approach to course design as far as content is concerned, and educators follow this system because it ensures that the students are exposed to the collection of information deemed most important to the particular subject matter. While this remains a fairly essential approach to introductory courses, where students must be exposed to the foundational content of multiple functional disciplines, this approach at its core leaves skills like creativity, problem-solving, critical thinking and teamwork up to the individual instructor to include in assignments or in-class methodologies. As students progress into senior electives like consumer behavior, delivery may shift from lecture-based to discussion-based, but design remains essentially unchanged. In effect, educators trying to prepare students with the skillset and mindset necessary for success in today's business environment are forced to try to "fit" these educational goals into an outdated mold.

What this position paper proposes is a re-envisioning of the consumer behavior course design that starts from, quite literally, a clean slate. The pedagogical focus on the skills needed for today's students is explicit, rather than incidental. What is proposed is the crowdsourcing of the syllabus content. The syllabus is approached as template that becomes populated with learning objectives and topical areas by, and for, the students. The objective is to bake consumer-centric thinking and strategizing directly into the course design. Below, we introduce the crowdsourcing of the syllabus for section of a junior-level elective Consumer Behavior course that met twice per week (Mon & Wed).

On the first day of class, students were introduced to the course and the subject of Consumer Behavior: what the discipline is about, why it exists, how it is used in business, and how it affects them in both their roles of consumer and marketer. Students were then informed that they would be responsible for driving the weekly subject matter, and were given the homework of coming back the following class with a list of topics they were interested in and wanted to learn about. They were encouraged to consider skills necessary for their intended careers, and search in a variety of places for this type of information: job descriptions, mass media, practitioner publications, syllabi from other institutions, textbooks, slideshare presentations, and so forth.

The second day of class was spent with students reading out their lists and the rationale and motivation for selecting particular topics. Each and every topic was listed on the whiteboard. While most students came with 8-12 ideas, there were more than 40 topics generated across the class. When the individual lists were exhausted, and students were exposed to each other's ideas, a class vote was taken wherein each student "ticked" with a whiteboard marker their top three topics. The course syllabus was then populated prior to the third class, using the most popular topics from the class vote. For this particular section, the modules were: segmentation and customer profiling, customer benefit analysis, forecasting and market trends, purchasing patterns (online and offline), observational methods, service differentiation, post-purchase behavior, conversion costs, sourcing quality data for research, presenting and applying research findings, and the psychology of pricing.

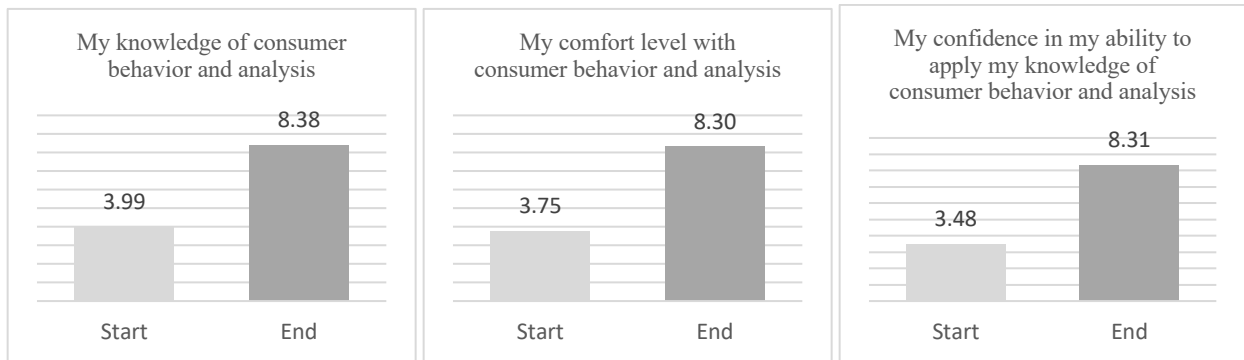
Each week of class proceeded with three distinct stages: preparation, theory and application. For the first stage, students were given the homework of preparing a 1-2 page "executive brief" on the next week's topic using a templated framework (Appendix A) prior to Monday's class.

In the second stage, the first class of the week (Mondays) was used for a theoretical discussion of the weekly topic. With all students having prepared a brief, the purpose of this class was to have students work through their notes collaboratively, with the goal of filling in the “gaps” in each other’s work. Each student brought a slightly different nuance and perspective to the topic, so class discussion was used to highlight interesting points of similarity and difference between them. Students were encouraged to keep their own briefs open on their laptops, augmenting their notes with others’ as necessary. Students were also encouraged to prepare and ask questions about what they could not find on their own but that they wanted to know.

In the third stage, the second class of the week (Wednesday) was used to put the topic into practice using a hands-on applied activity. The professor prepared a unique activity for each week based on the chosen subject matter, drawing from exercises published in JME and MER. In-class activities ranged from using excel to calculate conversion costs, to mapping out morning rituals to investigate brand loyalty and CLTV, to conducting interviews with friends about their refrigerators and medicine cabinets, to participant observation. One of the students’ favorite activities was “garbology” (from Damron-Martinez & Jackson 2017) where students anonymously brought in bags of clean trash, and then sorted through the items to create a customer profile of each bag, followed by trying to guess which of their classmates had brought it in.

The final week of class was spent reviewing subjects covered, and students were asked to submit a reflection memo of their experience. Students mentioned being highly engaged in the course for three reasons. First, they felt ownership of the course material, since they had chosen of the topics. Second, they felt engaged in the weekly discussions because they had responsibility for working as a team to create both content and learning environment. Third, they felt motivated to engage with the material because of a sense of responsibility and accountability for bringing valuable content to share with classmates. The memos also included three self-report measures of learning. Students were asked to gauge on a scale of 1-10 their knowledge of consumer behavior and analysis, their comfort level with consumer behavior and analysis, and their confidence in their ability to apply their knowledge of consumer behavior and analysis, at the beginning and at the end of the semester.

Aggregate scores of three class sections (Fall 2017, Spring 2018 and Fall 2018) are presented below.



For further information, contact:

Adam J. Mills
 Loyola University New Orleans
 6363 St. Charles Ave, Box 15
 New Orleans, LA 70118
 (504) 864 7973
 ajmills@loyno.edu

TEACHING GLOBAL MARKETING WITH EXPERIENCIAL LEARNING: LEVERAGING STATE GOVERNMENT, PUBLIC UNIVERSITIES AND PRIVATE ENTERPISE

Van R. Wood, Virginia Commonwealth University

INNOVATIONS IN TEACHING GLOBAL MARKETING – PANEL POSITION PAPER

Five year ago (2014), the Governor of Virginia, the Honorable Terry Governor McAuliffe announced the formation of the Virginia International Trade Alliance (VITAL). This alliance was developed to bring Virginia's renowned state exporting agency (the Virginia Economic Development Partnership – International Trade Division – VEDP-IT), Virginia's 15 public institutions of higher education, and Virginia's private business sector together to enhance the state's International trade/exporting opportunities. This new VITAL initiative demonstrated the Commonwealth's commitment to helping existing Virginia businesses succeed in the international marketplace, while enhancing Virginia's brand name around the world, generating new sources of tax revenues and developing the next generation of prepared international business managers (students from Virginia public institutions – primarily from business schools - guided by participating professors, who undertook global market consulting projects that represented powerful examples of experiencing learning).

As partners to VITAL, Virginia's public universities have been identifying companies with international business as a corporate strategy and conducting international research to position these companies for global expansion. VITAL partners in its initial year include:

- Virginia Chamber of Commerce
- Virginia Manufacturers Association
- Virginia Maritime Association
- Northern Virginia Technology Council
- Christopher Newport University
- William & Mary
- James Madison University
- George Mason University
- Old Dominion University
- University of Mary Washington
- Virginia Commonwealth University
- Virginia Military Institute
- Virginia Tech

This presentation in the planned panel will discuss the details of the alliance, highlighting the drivers of its success and explaining how a partnership between a premier state exporting agency, public universities and private business

has created an innovative way to teach global marketing while contributing to international business and export opportunities in Virginia. VITAL is a model that could be replicated in other states to achieve similar results.

For further information, contact:

Van R. Wood
Virginia Commonwealth University
301 West Main Street
Richmond, Va. 23115
(804)-519-2022
vrwood@vcu.edu

ARE STUDY ABROAD PROGRAMS TOO FUN? EXPERIENTIAL LEARNING WITH A FOCUS ON LEARNING

Mary Lee Stansifer, University of Colorado Denver

STUDY ABROAD AS EXPERIENTIAL LEARNING: PANEL POSITION PAPER

I teach a two-week travel course in London, London Calling: Global Sports and Entertainment Management. This is a class in the three weeks between Spring Semester and Summer semester called Maymester. In the two weeks in London, students from CU Denver visit multiple venues (such as Lord's Cricket Grounds, London Stadium, Twickenham Rugby Stadium, Wimbledon, a music festival, the National Theatre, and the Globe Theatre), we also meet with executives at businesses and organizations such as BT Sports (TV Sports channel), Revolution Sports Marketing Firm, the Horse Racing Association, the E-Sports Association, and the British Film Association. People – including colleagues- often say “What a fun course!” It is a fun course, clearly experiential with traveling to London and meeting with business executives but it also needs to be a learning experience.

The London Calling course is structured in three parts: pre-trip, the trip and post-trip to ensure the learning experience. The pre-trip starts several weeks before we leave for London. The class meets once to set expectations for the course. The expectations include proper dress for London meetings, being on time and emphasizing that the class is not a vacation. In this pre-trip meeting we discuss the first assignment that is due before the trip. In order to ensure that the students are prepared for each visit, I have each student prepare a presentation on a list of topics related to our meetings. Students choose from topics like, how do sports and entertainment sponsorships work and what are examples in England? How is Social Media used in sports in the UK? What is the film industry like in the UK, what major studios are there? What are major issues in football (soccer) such as racial and homophobic chants? The PowerPoint slides are due before we leave for London and the students present once we are in London.

During the trip there are two major graded components, the journal insights and participation. Both of these are designed to increase engagement by the students in the visits. Journal insights is the first component. I urge students during the trip to take good notes and photos (a journal) to help students remember what they learned at each of the visits so they can write it up in their journal insights. I do not ask them to turn in a complete journal, I ask for two insights from each visit. Students turn this in as PowerPoint slides. This has two advantages, it asks the students to reflect and analyze the visits rather than just recording (summarizing) them and it is much easier to grade than a lengthy journal. The second component is participation- students are expected to ask questions and engage with the speakers. Engaging with the speakers is one of the most important parts of experiential learning. At least one of the students has presented (to the whole class) on a topic related to each visit, so students should have a knowledge base to ask questions. I also encourage quieter students to ask more questions (so they can get a higher participation grade).

The student learning experience during the trip is very much dependent on the speakers and for the faculty finding speakers is the most challenging part of the trip. In a Sports and Entertainment class there are a lot of options. Many of the venues have organized tour programs (for a fee). This means we at least get to see famous facilities such as Wimbledon, Lord's Cricket Grounds, and the National Theatre and the guides are very knowledgeable about the facilities and the sport/productions. They would not make money on the tours if they did not have engaging tour guides. But the facilities are working venues and often do not have any executives available to meet with students. We visit in late May and Wimbledon, for example, is just a few weeks from the major tournament and managers do not have the time to meet with us. Our tour was the last day of tours before they closed the facility to public tours for the season.

One of the most successful ways to find speakers is to look for smaller companies and organizations. We contacted a large Sports Marketing firm (we had a contact but he had left the firm) and we never got any response. When we contacted smaller Sports Marketing firms we got several responses. The firm we talked to was much more open and passionate about their company. In smaller firms, the executives tend to be less specialized so they can

answer questions on multiple topics. We also found organizations are a great way to find out about an industry. We talked to the founder of the E-sports Association, who was able to talk about many aspects of e-sports, including a great discussion of whether e-sports is a sport. The speaker from the British Horse Racing Association was able to talk about government involvement in Sports in the UK, impacts of Brexit, the number and types of horse racing events, impacts of gambling on the sport, the horse racing audience and stake holders, etc. We learned more about the marketing and management of the horse racing industry then when we talked to the manager of a horse race track.

The last part is post-trip. Students are expected to write a paper (4-5 pages for UG, 7-10 pages for Graduate) after the trip. Each student picks a topic to analyze, allowing students to focus on an area of their interest. Students do research (2-3 sources) and relate their topic to 2-4 of the visits that we did on the trip. This is a very important component of learning as students reflect on the visits in the course, find additional research that supports their topic and use critical thinking to synthesize information on this topic.

By its nature, a global study abroad trip is experiential. Students meeting with business executives is experiential. It is up to the faculty member to ensure that the study abroad trip is experiential learning. By have an assignment due before the trip, the instructor can support students to not just show up to meetings but also be prepared for those meetings. During the trip, the faculty member can help ensure the students are professional by formulating assignments that encourage students to be prepared for each visit. This can be done by grading participation and having students keep a journal. Engaging visits is a key part of the learning experience. The paper after the trip assists students in integrating the knowledge from the visits with additional research to construct a clearer picture of the topic. Global Study Abroad trips should be both fun and experiential learning.

For further information, contact:

Mary Lee Stansifer
University of Colorado Denver
1475 Lawrence Street, Office 4100
Denver, CO 80202
(303) 315 8442
Mary.stansifer@ucdenver.edu

DATA SCIENCE AND VISUALIZATION

Henry Greene, Central Connecticut State University

DATA SCIENCE IN THE MARKETING CURRICULUM PANEL POSITION PAPER

Modern Society is changing rapidly. Technology advances in communications, financial transactions, shopping and delivery services are changing how people live and think. Technology is also producing enormous amounts of data, so immense that we need to design more technology to process the data efficaciously. Corporate entities are acquiring more information than ever. This abundance of information has relevance throughout the organization and can be used for a variety of applications. The marketing department in particular can benefit from timely data as it applies to customer transactions in time and space.

Data that reflect consumer transactions, consumer demographics and consumer opinions are becoming available in real time. Marketing departments are acquiring massive amounts of data that can aid in developing strategy and changing tactics rapidly. Various marketing tasks can be changed in real time to better meet the needs of the target audience or to respond effectively to blunting the efforts of a competitor. But, there is a catch. This tsunami of information needs to be processed efficiently and coherently. The current strategy of processing “Big Data” with effective “Analytics” now falls under the umbrella of Data Science. In this paper it is suggested that there are 3 major components to effectively utilizing data, The 3 Ms of Data Science – Manage, Manipulate and Make Meaning. More precisely, the administrators of the information, the data scientists, need to 1) understand how to manipulate data so that it can be structured into a usable format, 2) how to manipulate data so that it can be analyzed to investigate specific questions, for example: response models, predictive models, segmentation models, neural network models, etc. and 3) how to make meaning from the analysis of the data, make coherent instructions and recommendations so that management can take appropriate action and further its objectives. The last step requires that the Data Scientist has the ability to translate technical thoughts into clear, easy to understand actions. Finding someone trained and experienced in all three areas is more the exception than the rule. Currently the domain of data science is very broad and not specifically designed to address business issues. For a marketing department, an individual possessing general data science skill along with marketing experience would be an extremely valuable resource.

Currently it is apparent that marketing departments within organization need individuals with the skill of a data scientist. It is also necessary for other marketing department members to have an understanding of the activities and challenges that data scientists are confronted with. Thus, this paper suggests that a course in data science with marketing applications should be introduced within the undergraduate marketing curriculum.

In this paper a data science course designed for undergraduate, marketing students is proposed. It is assumed that the students have already taken a statistics course and an introduction to marketing course. There is no expectation that students will have learned programming, database management or SQL prior to the course. The course is structured around the three Ms of data science. The philosophy of the course centers on two ideas, keep the course relevant for the sake of motivation and potential employment and, keep the course basic so that the course is doable and students gain confidence in their ability to understand the value of data science in marketing.

A good marketing data science project begins with a marketing question that needs to be addressed. Perhaps it is something like 1) When are customers most likely to desert their shopping carts and why? 2) Which members of the market place do we need to contact in an effort to enhance our sales or build customer loyalty? 3) How much improvement can we make on our ROI if we modify our communication piece? In order to answer these questions it is typical for a Data Scientist to 1) Identify appropriate data sources that can be used to answer the question 2) Acquire and manipulate the data sources to shape them into useful formats, 3) analyze the data: chart it, graph it, summarize it, create appropriate models, create appropriate tables, etc., 4) write clear and simple summaries of what was discovered and create recommendations for useful marketing actions that will further the business objectives.

As such, it is suggested that the content of the course be taught in alignment with the four steps presented above. In order to maintain relevancy, it is recommended that specific marketing issues be blended in when technical issues

are covered. With regard to software and data processing, there are many software applications that can manage, manipulate and analyze data. In this paper we propose using only Python (perhaps a little Excel for graphing) because as a computer language: it has tremendous support in the Data Science community; it has extensive libraries that contain functions for both data manipulation (e.g. Data Tables and SQL) and statistical analysis (Clusters, ANOVA, Regression, Neural Networks, etc.); and it is free, open sourced and portable.

Course Outline

1. Rationale for the course – Why Data Science is relevant to marketers in the age of digital marketing.
Examples:
Shopping basket, Shopping cart desertion, Comparing communication / advertising effectiveness generating traffic, Identifying target audiences (segmentation), Predicting response, Measuring Return on Investment
2. Basic Steps for Data Science Problems
Manage, Manipulate, Make Meaning
3. Basic Concepts in Programming
5 basic steps, (reading, writing, arithmetic, conditioning, repeating), Simple programs for computing, Reading in data files, Writing data files, Describing customers on a data file, Counting things on a data file, describing data with statistical moments
4. SQL
Python Pandas and data forms, Reading Data from Tables, Creating tables, Joining tables, Sub-setting tables
5. Basic Statistics
Creating a frequency chart, Creating cross tabs, summary charts, Creating Descriptive Statistics, Statistical Modeling, Clustering customers, Evaluating Groups, Predicting Response, Computing ROI
6. Marketing Management
Summarizing Information, Making Recommendations

One of the challenging aspects of teaching the course is to create exercises that are relevant, meaningful and reasonably challenging; not so time consuming or beyond the competency level of students. The basic philosophy is small steps; small projects with possibly a more challenging project at the end of the course that integrates multiple issues covered in the course. Many marketing professors utilize team projects, however for this type of course, students will benefit most from completing assignments on their own. Another issue in the course is securing a classroom that has appropriate technology, providing students and opportunity to work on projects during class time and get feedback from the professor.

Some sample projects used in the course: 1) Given a customer file, determine average sales, rank top 20% of customers 2) Create an RFM model and score all customers, identify the top 20%, how many customers from the first file dropped out of the second file? 3) Customers typically purchase several items each time they shop. From the following transaction file, determine pairs of items that are frequently purchased together. How might this information be useful? 4) You have a file of every sales transaction made across all 300 stores in the last 5 years. Determine what weekday sales are the highest? What areas of the county have the highest per capita beer sales? How are heavy beer drinkers different from average beer drinkers? 4) In order to conduct a direct marketing campaign to loyal customers a business has 100,000 loyal customers on file and an advertising budget of \$25,000. They would like to generate the greatest return on their investment, it cost \$1.00 to communicate to 1 customer. They conducted a pilot study and offered the product to 1,000 customers, 50 purchased the product (product sells for \$30, cost of goods = \$10.00). How would you determine which customers to target? How would you determine return on investment? Would a \$25,000 advertising campaign be profitable?

For further information, contact:

Henry Greene
Central Connecticut State University
1615 Stanley Street
New Britain, CT 06050

(860) 832-3199
HGreene@CCSU.edu

DATA SCIENCE AND VISUALIZATION IN THE CLASSROOM

Mya Groza, Northern Illinois University
Maxwell Hsu, University of Wisconsin-Whitewater
Brooke Reavey, Dominican University
Debra Zahay-Blatz, St. Edward's University

DATA SCIENCE AND VISUALIZATION IN THE CLASSROOM PANEL POSITION PAPER

This session will illustrate various approaches to teaching data analytics and data visualization in both graduate and undergraduate programs. Planning for a data analytics approach, implementation and outcomes will be discussed. Where possible, demonstrations will be included in the program.

Dr. Groza will discuss Tableau and all the resources available to educators to incorporate into their courses. Tableau provides free licenses for the students and professors to use in their coursework. Additionally, she will share the positive outcomes which have come from incorporating Tableau into a marketing research or digital marketing course such as learning a new tool as well as the job placements that have occurred.

Dr. Reavey will discuss incorporating Tableau into the marketing research course at both the graduate and undergraduate levels. She will also discuss the reasons why instructors may want to consider requiring Tableau certificates as a portion of students' course requirements. Additionally, she will (briefly) discuss the multitude of DIY (do-it-yourself) marketing tools that are available for free on the web that also help students visualize their data.

Dr. Zahay will discuss a plan to incorporate digital marketing analytics in a graduate-level program using a variety of tools such as IBM SPSS and Modeler, Tableau, Google Analytics and Marketo. The approach is to provide students with a variety of tools which will allow them to function effectively in today's marketing environment. The pros and cons of the use of outside vendors for training will be discussed, as will the certifications and assessments involved to create a program that is relevant and that has measurable outcomes.

Building upon Dr. Zahay's talk about digital marketing analytics, Dr. Hsu will briefly demonstrate how to extract and analyze information from large amounts of documents with QDA Miner and WordStat. If time allows, Dr. Hsu plans to give a demo about text analyses with IBM SPSS Modeler.

For further information, contact:

Brooke Reavey
Dominican University
7900 W Division Ave
River Forest, IL 60304
(708) 524-6579
breavey@dom.edu

THE APPLICATION OF A MOVIE FOR THE CURRICULUM OF MARKETING ETHICS

Lei Huang, State University of New York (SUNY) at Fredonia

INTEGRATING ETHICS AND SOCIAL RESPONSIBILITY INTO THE CURRICULUM PANEL POSITION PAPER

Along with the development of internet, stealth marketing is becoming a significant ethical issue in our community. By adopting this practice, companies selling products under cover and consumers are usually unaware of the fact that they are being marketed to. The logic behind stealth marketing is that consumers are more inclined to buy a product through seeing their peers, friends and coworkers with the products rather than if they are being directly marketed to. A movie, *The Joneses* (2009), may be used to elaborate the concept and practice of stealth marketing, which can lead to a discussion on marketing ethical topics in class. This movie follows a group of four people living together under the appearance of a family, the Joneses. This “family unit” socializes themselves within their community and use their social status to sell specific products to their neighbors and friends. Although these undercover sales people are highly successful in marketing a variety of products to their neighbors in the community, the whole family disregard any social and ethical implications their actions will have on the community and instead do whatever is possible to gain the highest percentage of sales.

The first important aspect to discuss in class could be the legality versus ethics of the stealth marketing strategy. Looking at what the Joneses did in the movie, they were basically working with a product placement company to try and sell products to high income families. The concept of product placement is a thriving business nowadays, and is also a legal practice. However, what the Joneses are doing takes the concept of product placement one step further and deceive the whole neighborhood by not revealing the fact that they were not financially responsible for such luxurious items displaying in their house. On the contrary, the neighbors believe that the Joneses have purchased these items on credit as most of people do in their daily life. Indeed, this “family unit” just models for the products they are trying to sell, which is the biggest ethical issue surrounding the Joneses. Basically, they are given product by the company they work for and are told to sell it as many people as possible. Therefore, they do not really care about the products they use and always express positive opinions when “introducing” these products to the neighbors who may rack up debt or be so in the hole that some of them have to commit suicide to get away from the loans on those items they cannot indeed afford.

Another example is the scene where Mr. Jones asks his neighbor if he likes the earrings that he is going to gift to Mrs. Jones. The neighbor responds in a positive way, even going as far as to ask what occasion these earrings are for. Mr. Jones replies with something to the tone of “it’s a Tuesday gift, just a gift for being Tuesday.” In society, gifts of high value, and really any gifts in general, are usually saved for special occasions, not just a “Tuesday” occasion. This exchange shows how the stealth marketing is trying to influence social norms, even to go as far as to try and change them. This influence on the social norms can be extremely unethical. Typically, not many people can afford to frequently purchase expensive gifts. By marketing that idea to the society, it can be harmful and damaging to families, by the way of debt accumulation.

A related ethics-legality topic for the class discussion comes from this movie could be the illegal marketing practice when Mick Jones (i.e., the son) has a party when the “parents” are not at home. He is promoting the new rum alcohol drink although all the guests at the party were minors. Not only is this unethical, but also illegal and irresponsible of him because he is not thinking in the best interest of the consumers at all. Otherwise, he would have not let his friend drink and drive. In this case, Mick executes poor marketing choices, and could have chosen another product that was more appropriate for their age group.

Another ethical issue laid out throughout the whole movie is that they pretend to be a perfectly harmonious family with strong values despite the fact that every time they form a new “family unit” to sell more products in a new

neighborhood. The Joneses may feel like they work in a utilitarian mindset with a win-win outcome as they get to do their jobs and sell the assigned products while the neighbors purchase the items that they think they need. However, in the end it is a lose-lose situation for everyone involved because at some point the Joneses' ruse always come out – whether it is like the movie where someone commits suicide or in a different manner. And when it does come out the “family unit” is forced to escape leaving the neighborhood being felt deceived while the company may lose profit as such ruses put it in a bad unethical light.

When we take a deeper look at why *The Joneses* gives off such an ethically negative view, we see that the tone of the top management trickles down to the employees. Throughout the movie the employees are constantly told that selling is the main and possibly only priority. The employees are even enticed to sell as much as possibly so they can reach an “icon status”. Through these indicators we can assume that the top management presents an unethical tone throughout their entire operation. It appears that the company's code of ethics is quite weak and its whole business model relies upon stealth marketing. While the employees seem quite okay with the unethical practices of the company, we see the employee's tone starts to change when consequences of stealth marketing start to arise. We even see certain employees speak out against the company's practices. However, when we take a step back and look at the industry of a whole, we start to question if the company in the movie is individually unethical or can the blame be shifted to the industry as a whole. If we assume there is more than one company out there similar to this one in question, then it would be in poor taste just to shift all blame onto the company and its employees. The burden of being unethical would have to shift to the entire practice of the “family selling unit” business model; and the whole industry would have to improve their ethics through their business models.

In summary, *The Joneses* does a good job of displaying the dangers of stealth marketing as well as trying to change social norms. This film poses the idea that sales are clearly an integral part of business, but what lengths are you willing to go in order to reach a sales target before your morals are drawn into question? This film gives the students an eye-opening experience to the damages of unethical marketing practices that result in altered social and ethical views from the citizens of the society, mostly in a negative way.

REFERENCES

The Joneses. Dir. Derrick Borte. Perf. Demi Moore, David Duchovny. Echo Lake Entertainment, 2009. Film.

For further information, contact:

Lei Huang
State University of New York at Fredonia
280 Central Ave.
Fredonia, NY 14063
716-673-4671
lei.huang@fredonia.edu

EFFECTIVE CLIENT-BASED LEARNING PROJECTS

Linden Dalecki, Pittsburg State University

EFFECTIVE CLIENT-BASED LEARNING PROJECTS PANEL POSITION PAPER

Experiential learning—particularly marketing curricula that incorporate projects that require students to work on marketing deliverables on behalf of real-world clients—is highly valued by marketing students and marketing departments in business schools alike. A major challenge for marketing instructors is sourcing appropriate course-clients. This basic course-client matching challenge is compounded in larger course sections where it is advisable that multiple course-clients be incorporated. Factors likely to contribute to the challenges faced by marketing instructors in securing course-clients with marketing projects that are an excellent overall fit include: 1) instructors who teach multiple marketing topics in a given term since a single course-client is unlikely to offer a complete suite of appropriate projects across the entire marketing discipline, 2) instructors who teach at institutions with low population density surroundings and/or lack a nearby thriving business community, 3) instructors who have a limited existing set of marketing practitioner contacts, 4) instructors who are shy and/or unskilled at connecting with prospective course-clients on a cold-call basis, 5) instructors who are unskilled at originating and crafting the description of appropriate course project scope and focus parameters to prospective course-clients, and 6) instructors unskilled at retrofitting initial course project proposals with a view to enabling a better match between the course project and the course-client’s marketing goals.

Between 2008 and 2017 the author of this position paper integrated several dozen course-clients to a variety of marketing courses, including Principles of Marketing, Advertising Management, Digital Content Marketing, and Arts & Entertainment Marketing. The majority of the course-clients during that period were onboarded due to the instructor’s implementation of the Google AdWords Marketing Challenge to Advertising Management and Principles of Marketing, beginning in spring 2009. In fall 2017, the instructor was made aware of Riipen, an online platform headquartered in Vancouver designed to match small-scope real-world business projects to business course projects supervised by instructors and executed by student teams. Riipen’s web copy describes its offering as “an experiential-learning platform which enables students, educators, and organizations to connect through real-world industry project experiences. Students acquire skills valuable in the workplace and get to build their employer network, organizations get to improve their talent pipelines and interact with students, while educators provide better learning experiences for their students as well as grow their industry connections” (“Riipen is experiential learning,” n.d.). Although the current author first integrated Riipen course-clients to three Spring 2018 courses, the matching process itself began in September 2017 when the instructor spoke with instructor-focused Riipen representatives to get an overview of the Riipen implementation process. The instructor was directed to an archive of preexisting Riipen course-experience templates, and the instructor had initial process questions answered. Riipen course-experience templates include: a) a summary section wherein the instructor provides a concise description of the course-project focus and scope, b) a project examples section wherein the instructor describes the course project, calendar and milestones in detail, and c) an outcomes section wherein the instructor describes course project deliverables due to the client firm.

In early October 2017, the current author uploaded draft course-experience descriptions for three marketing courses, and included course-experience summaries, project examples, student skills required, key milestones and deadlines, expected project outcomes, and expected commitments of the client organization. By late October 2017, the current author had uploaded polished course-experience descriptions based on feedback from Riipen (this included both anonymous feedback via the Riipen digital platform as well as direct personal feedback from Riipen representatives via phone and Zoom). The instructor’s polished descriptions were then published to the Riipen platform for viewing by prospective client organizations. In early November 2017, prospective course-client firms indicated their interest in being considered as a course-client. In the case of campus-proximate firms, the instructor met face-to-face with marketing teams at prospective firms, and for distant firms the instructor made phone calls or set up video-conferences. Following an average of two hours total of communication per course-client prospect, the current author decided which firms to onboard as course-clients. The instructor incorporated course-client feedback regarding key marketing objectives and milestones for the given course project and confirmed the primary contact student teams would be interacting with in the marketing division at each of the three firms.

In the case of the current author, the firm matched with the Spring 2018 Principles of Marketing course was a fast-growing coffee franchise expanding across the U.S. Over two-thirds of the coffee franchise locations are exclusively drive-through. The coffee franchise's marketing goals for student teams included: a) the development of promotional campaigns on Facebook, Instagram and Twitter to help drive traffic to the franchises locations, b) the downloading and testing of coffee franchise's current mobile-app to provide UX (user-experience) and interface design suggestions, and c) the development of a digital-marketing plan designed to generate high turnout at grand openings at new franchise locations. Ten student teams, with five students per team, were assigned to the project. Riipen allows instructors to integrate as many unique clients and/or projects to their course as may emerge and that they opt to, though the current author's preference is to limit the focus to one or two client projects per section. Given the current author's extensive positive experience in integrating course-clients across a variety of marketing courses, as well as the firm conviction that the existing marketing education literature quoted above is correct in its assessment that live-cases / course-clients can provide extremely high value to marketing curricula, the outcome focus here is not on replicating or reiterating the perspective of the extant literature. In other words, this paper does not seek to reestablish the already widely accepted view that live-cases / course-clients may have indeed provided invaluable experiential learning opportunities for those students.

Rather, assessments will be made regarding a) the extent to which adopting the Riipen platform was difficult or seamless, b) the extent to which the facilitation of reasonably good course-client matches occurred, and c) the extent to which the platform solves the six course-client-acquisition challenges identified in the introduction. In terms of adopting the Riipen platform from a process and technical standpoint, the process was simple and intuitive. On the rare occasions in which a protocol was not obvious, Riipen customer support was quick to respond, highly personable and highly personalized. Minor technical questions were quickly asked and answered via a chat box, broader conceptual questions were often discussed with a single assigned Riipen support person adept at working with academics. It is worth underlining here that in all three Spring 2018 marketing courses an appropriate course-client match was made. Though instructors have the option to directly reach out to client firms that have posted marketing project descriptions to the Riipen platform, in the current author's case all three Spring 2018 course-clients were the first reach out on the basis of the current author's proposed Riipen course-experiences posted to the platform in Fall 2017. In all three cases the course-clients were an excellent fit in terms of course theme as well as project focus and scope. It is also worth noting that the current author was unaware of the existence of the three firms prior to viewing their introductory messages via the Riipen platform.

To what extent did the Riipen platform solve the six challenges outlined in the introduction? In terms of challenge "1," it was found that Riipen offers an extremely wide array of prospective course-clients as well as a broad variety of potential course projects that are reflective of the entire marketing discipline. In terms of challenge "2," given that the platform is online and supported remotely, it is as accessible to marketing instructors in low-density rural and/or depressed rust-belt zones as it is to instructors teaching on campuses surrounded by thriving metropolitan areas. In terms of challenge "3," the platform does enable marketing instructors with a limited—or even a non-existent—network of practitioners to access marketers who are eager to engage with marketing instructors and students. In terms of challenge "4,"—and though the current author confesses to possessing exceptional charm—the platform likely provides an opportunity that is nearly as accessible to introverted low-EQ marketing instructors as it is to extroverted high-EQ instructors. In terms of challenge "5," the online platform and support staff do efficiently facilitate the crafting and description of a given course project's initial focus and scope in clear and simple terms. In terms of challenge "6," the platform and support staff do enable and streamline the communications process such that Riipen assists in fluently translating current academic concerns and academic jargon vis-à-vis industry concerns and industry-speak in order to optimize course-project modifications, resulting in a better and more relevant match between the given marketing course and course-client.

For further information, contact:

Linden Dalecki
Pittsburg State University
1701 S. Broadway St.
Pittsburg, KS 66762

(620) 235 6581
ldalecki@pittstate.edu

LET ME EAT CAKE! SURVIVAL TIPS FOR YOUR FIRST STUDY ABROAD PROGRAM

David Aron, Dominican University

DEVELOPING INTERNATIONAL EXPERIENCES PANEL POSITION PAPER

Dominican University's Brennan School of Business offers Study Abroad Programs (SAPs), including destinations on four continents. The most recent SAP, during July 2018, was a trip to Strasbourg, France with 18 MBA students receiving course credit, and a marketing professor (me). I had been to Strasbourg twice previously as a visiting professor but had not participated in an SAP before, not even as a student. The course was open to all MBA students, as an elective toward the completion of the student's concentration. This program was designed to provide insight into the problems and strategies involved in conducting business internationally, with a focus on the European Union and the Alsace region of France and Germany.

The formally stated course objectives included:

- Understand and apply current theories of international business strategy
- Be able to produce in-depth analysis of a company or industry
- Apply students' preferred area(s) of expertise or concentration to their research
- Have a greater understanding of cultural differences as evidenced in managerial decision making
- Demonstrate culturally and professionally appropriate comportment in international settings

The plan was to send me as the only facilitator, due to budgetary constraints. Nonetheless, I enlisted help from a colleague from my department, a scholar in international business, to co-teach a day-long overview and orientation workshop one month before the July 1st start date. This session was held to address student concerns and uncertainties about the upcoming experience as well as assure that students were familiar with intercultural business etiquette and with the sites they were going to visit. After this session, the second professor, a seasoned world traveler and facilitator of several SAPs (mostly in Africa), was so excited by the prospect of this experience that he offered to pay his own way and join the group in France. Unfortunately, personal issues forced him to cancel these plans only days before our SAP began. The university agreed to send a staff member, also experienced in international travel, in his place.

For the purpose of this panel, and as a service to other faculty and staff planning their first SAP, I am pleased to offer some key lessons learned from my first experience leading a group of students abroad.

Lesson 1: The Pre-Trip Meeting. This allowed us to provide the lessons in etiquette mentioned above. It also made it clear to students that this would be a legitimate graduate school course. We provided two case studies for the students to prepare and discuss during our meeting, on Mercedes and S-Cape raincoats. We also engaged in team-building activities to assure that all the students would know each other well before the trip.

Lesson 2: Instructor, Prepare Yourself. In each of the previous two years, I had taught marketing courses at EM-Strasbourg, our partner institution. Yet I somehow managed to avoid learning much French, teaching the classes in English. The ability to say, at the very least, "do you speak English?" in your host's native language is crucial. Fortunately, Strasbourg is a global community and many residents speak French, German, and English. Also important: familiarity with the local geography. The GPS or map app in a mobile phone might not work as expected in a different country. My previous two visits to Strasbourg did not give me enough familiarity to navigate this beautiful city. To help me, my family provided a lovely map of Strasbourg in the form of a Father's Day cake prepared two weeks before my trip. The cake was decorated as a simplified map of Strasbourg. While I'm not very good with maps, I am very good with cake and thanks to (a picture on my phone of) this cake I somehow found my way around.

Lesson 3: Create Interdependence. The fact that the 18 students as well as their facilitators and guides would be shoulder-to-shoulder over the course of a week was one to be celebrated. Our team-building began during our pre-trip

workshop, where faculty members observed students working together in different teams to watch for compatibility as well as for any red flags that we would monitor during the trip. During the trip itself, two pillar activities were created to run throughout the trip: Banner Buddies and the Reverse Scavenger Hunt. For both, students formed their own teams of three to five students. A business school banner was created and brought to Strasbourg, and every day one team was charged with carrying the banner and assuring that a group picture was taken. The Reverse Scavenger Hunt was a simple variation on a theme. Rather than give the teams specific attractions to find, students were asked to photograph themselves at locations that they considered to be important, with credit given for the commercial and historical significance of the places as well as the uniqueness of the teams' choices. Such attractions might include the Gutenberg Monument and the Historical Museum, not to mention countless churches and other museums and galleries.

Lesson 4: Remember We're in School. It was important to maintain the academic integrity of the program, leaving no doubt that the students found their tuition dollars to be well-spent and their credit hours well-earned. This started with the pre-trip workshop and the analysis of two case studies and continued with three classroom sessions offered by our partner, EM-Strasbourg. The classroom topics included digital marketing, corporate governance, and managing diversity. There were also trips to local businesses including the Mercedes factory and Weberhaus Company in Germany and the Gaggenau Brand Centre in Lipsheim, France. Visits to the European Parliament and the Council of Europe were included. The students had final projects too, due four weeks after the end of the SAP. The first was a team presentation based on the Reverse Scavenger Hunt. The second was an individual assignment, a case-study write-up based on a European firm of their choosing.

Lesson 5: Have Experts Ready. The students and faculty leader relied on the help of many local experts and experienced travelers. From the beginning, the global professor and the experienced staff members provide knowledge and a degree of credibility to the entire SAP that this first-time facilitator truly admired. Throughout the preparation and visit, the host school's International Relations Office provided guides to accompany the students on their visits. Finally, the three instructors from the host schools added a rich global perspective to the students' experience.

Lesson 6: Open the Safety Valve. The third day began with no plans for the morning. Going non-stop may look good on paper and to the dean's office but can be exhausting to the students during the week-long course. The original plan for Tuesday morning fell through and no replacement plans were made. Several students were glad for this respite. Several of them noted the non-stop nature of the visit as a negative and valued their "planned" morning off.

Lesson 7. Remember You Aren't a Parent but You Are a Teacher. It's important to maintain a degree of professional distance and authority while in such constant proximity to the students. You don't have to be involved in each of their evening activities and may not be welcome. Remain aware of opportunities to spend time with students who might not want to go barhopping with their classmates, however.

Lesson 8: Serve and Celebrate Your Students. For most if not all your students, you are part of the most exhilarating and substantial experience of their lives. In a material sense, the University paid for two dinners and the host school paid for a third. The faculty and host school combined to establish the itinerary and curriculum. The faculty and staff members were there for the students when needed, and a safe distance away when not needed. The SAP ended with a celebratory dinner and banner signing ceremony. When the students reunited weeks later for their final presentations, they were bonded by their shared growth and education.

Lesson 9: Learn. The students offered suggestions for improving the next SAP and some ideas are already on the agenda, like added lectures from international scholars. Some will be considered, like more time to shop in the host city. Some, like more scheduled "down time," are less likely. Unless, like this past summer, that is just how it seems to turn out.

For further information, contact:

David Aron
Dominican University
7900 W. Division St.
River Forest, IL 60305
(708) 524-6681

daron@dom.edu

TRAVEL AND STUDY ABROAD: THE GOLDEN TRIANGLE, INDIA

Ajay K Manrai, University of Delaware

DEVELOPING INTERNATIONAL EXPERIENCES PANEL POSITION PAPER

The India Travel Study Program was designed for MBA students at the University of Delaware, USA. It was an intensive and yet stimulating learning experience about marketing in India. The key learning goals as stated below are accomplished via traveling and cultural immersion and interaction with local businesses located in three major cities, Delhi, Agra, and Jaipur, also called the Golden Triangle. India situated in Southeast Asia is the largest democracy in the world, 2nd most populous country in the world with its population nearing 1.3 billion in 2018, and 3rd largest economy in the world with 2018 GDP (PPP) \$10.38 trillion (StatisticsTimes.com). Today, India is among the fastest growing economies in the world. It has strong agricultural and industry sectors, and in the last few decades it has also developed a strong service sector.

The key learning goals of the Study Abroad Program are listed below.

- To live, learn, observe, interact, experience marketing in India
- To explore and evaluate business, trade and service partnership opportunities in India
- To document business takeaways for self and future employers
- To enhance global employability and placement.
- To showcase UD and learner brand image in India

India is the 7th largest country in the world in geographical area but it is very diverse. It is often called a country of contrasts. There are some 114 languages and thousands of dialects spoken in different regions of India. The national language is Hindi but it is possible to do business in English. It would take several months if not years to travel and understand four regions, 29 states, and seven union territories of India to understand diversity of their people, sub-cultures, history, geography, cuisines, religious beliefs, attires, and business customs. However, the Study Abroad Program is designed for just 11 days during January (winter break at the University of Delaware.) The program was focused on Northern India covering three cities forming the Golden Triangle, namely Delhi, Agra, and Jaipur. The following pedagogical tools were used to build the learning experience about marketing in India.

- Twelve Case Workshops on a variety of topics to understand the character of Indian marketplace, and different types of businesses and industries in India, as listed below.
 - a. Economic and Social Landscape of India and Marketing to the Indian Middle Class
 - b. Marketing to Small business: Guided interaction and industry visit of small businesses
 - c. Relationship Marketing in Indian Retailing
 - d. Media Marketing: A Case on Multimedia Marketing in India
 - e. FMCG Marketing in India: The case of Haldiram's
 - f. Marketing of Culture and Religion in India: A case of Akshardham cultural center
 - g. Healthcare Marketing in India: A case of Corporate hospital in India
 - h. Marketing in public Transportation in India: A case of Railways (3rd largest in the World)
 - i. Lifestyle Marketing in India: Focus on Yoga
 - j. IT Marketing in India: The case of Tata Consulting Services, TCS, growth
 - k. Marketing of Hospitality and environment: A Case of Chokhi Dhani in Jaipur
 - l. Rural Marketing in India: A Case of \$750 home in India
- Several cultural and sightseeing tours were organized to learn about the cultural heritage, local attractions, and cuisines.

- A list of the activities undertaken is given below.
 - a. Traditional Indian Welcome and Inaugural: Seminars by Industry speakers and interviews with local media
 - b. Laughter yoga and visit to Radha-Krishana temple in Mathura
 - c. Sound & Light show on Indian history at Red Fort in Old Delhi
 - d. Sightseeing in Old & New Delhi covering monuments built by Moghuls & British
 - e. Shopping in a luxury Mall in Delhi
 - f. Visit to Taj Mahal, Agra: Commissioned in 1632 by Moghul Emperor Shah Jahan
 - g. Sightseeing in Jaipur: Camel & Elephant rides for Fort Amber
 - h. Sightseeing attractions in Jaipur
 - i. Shopping in Jaipur on local streets

The students were evaluated on following criteria.

The grades awarded to the students were based on their participation in the case workshops and activities in India as discussed previously.

- a. Class Participation: 20%
The grade was based on --- Attendance, Punctuality, Attention and Engagement in Discussions, Positive and Constructive behavior towards other students, faculty, and guest speakers
- b. Two Class Presentations: 2 x 20% for each presentation = 40%
The presentations were evaluated on Clarity, Depth of analysis, Application of Marketing Concepts/Theories/Models, Research, Organization, Professionalism, and Handling of Questions
- c. Written Report: 40%
Each student was expected to write a report based on her/his experiences and class discussions in India. They were instructed to keep a daily diary/log to note down key issues during the discussions, company visits, and cultural programs. The diary served as the basis for preparing their written report. The students were instructed to write about one page for each day in the diary. In the written report they were encouraged to integrate the notes from the diary to present a clear and comprehensive picture of their understating of International Marketing in India based on learning from the cases/readings and class discussions, company visits, industry speakers, and cultural experiences in India. The written report was due in March about eight weeks into the next semester following the travel to India in January.

The students were requested to provide detailed feedback on their travel and learning experiences in India during the Study Abroad program. There was a strong overall consensus that the students liked the program very much (a rating of 4.9 on a 5 point scale with 1 being “Strongly Disagree” and 5 being “Strongly Agree.”) A common theme that emerged from the qualitative comments was “a unique learning experience of their lifetime, learned a lot about Indian, people, culture, cuisine, history, industry, and about doing marketing in India.”

REFERENCES

<http://statisticstimes.com/economy/countries-by-projected-gdp-capita.php> (Retrieved on June 4, 2019)

For further information, contact:
 Ajay K Manrai
 Department of Business Administration
 University of Delaware
 217 Alfred Lerner Hall, Newark, DE 19716
 manraia@udel.edu

INTERNATIONAL BUSINESS AND ENVIRONMENTAL STEWARDSHIP: A MULTIDISCIPLINARY APPROACH VIA STUDY ABROAD PROGRAM (SAP)

Nripendra Singh, Clarion University of Pennsylvania

DEVELOPING INTERNATIONAL EXPERIENCES PANEL POSITION PAPER

In 2017, the College of Business Administration at the Clarion University of Pennsylvania changed its approach from a traditional Study Abroad Program to a multidisciplinary approach towards SAP. Approximately 30 students and two professors traveled to New Zealand on SAP that year. Twelve students traveled to Portugal in 2018, and 23 depart to Iceland this year. The unique feature of this multidisciplinary SAP is the integration of two seemingly disparate disciplines – Earth Science and International Business. This SAP is designed to provide global environmental awareness through the creation of environmentally sustainable business practices. The specific SAP provides an opportunity to develop sustainable business for two linked courses, comprising six course credits. The courses focus on the “triple bottom line” approach of modern “green” business practices. The first bottom line addressing business sustainability through profits, the second providing societal worth, and the third focusing on environmental sustainability, specifically those that increase the first and second bottom lines. The ultimate goal of this SAP is the creation of entirely sustainable business practices that have little to zero negative net impact on the physical environment while also being viable profitable business endeavors.

SAP Brief: The Portugal SAP began with a 14 day on-site seminar. Students visited the Calem Port Wine Cellars in Porto, Corinthia Hotel in Lisbon, and Invest Lisboa. Invest Lisboa operates much as a Chamber of Commerce in the United States. Presentations focused on the development of small businesses and the 20-20-20 Portugal protocol. This program is designed to reduce energy use by 20%, increase renewable energy to comprise 20% of the total energy used, and reduce carbon dioxide emissions by 20%, all by year 2020. During the on-site field component classes for both courses were held in the mornings. Students were assigned tasks for the day that included meeting and interviewing business owners relative to healthcare benefits, taxes, business opportunities, the business environment, marketing, and many other business related topics. Students were also required to discuss and understand environmental concerns, especially those that directly relate to business. Students were also encouraged to immerse themselves into the culture through learning the language, as much as possible, and taking part in culturally related activities.

SAP Requirement: Both courses are open to all undergraduate students of any major. Students must be of sophomore standing or above and hold a cumulative GPA of 2.5 or greater.

About the courses:

Earth Science (ES 300): Special Topics is a course designed to complement *International Business (BSAD 437)* seminar. Both courses combine to address international business and environmental sustainability initiatives for a target international location. The courses centered on Portugal for Fall 2018. ES 300 examines both the general physical environment of Portugal as well as human and natural environmental issues including sustainability practices in business operations. Elements such as geology, climatology and analysis of natural hazards sets the fundamental stage.

BSAD 437 focuses on developing an understanding of the problems and opportunities faced by international organizations. The course examines both micro and macro perspectives of international business. Ultimately, students gain the ability to create international business plans that incorporate environmentally sustainable practices, and/or to design an international business that directly addresses some environmental issues for Portugal.

Learning outcomes include:

- Understanding of the physical environment of Portugal including elements of geology, geomorphology, meteorology, climatology, oceanography, etc.
- Understanding of “green” technologies and related profitable business endeavors.

- Understanding of international business structures and business opportunities in Portugal.
- Understanding of the socio-cultural environment of Portugal.
- Develop a business plan that involves sustainable practices.

Evaluation: The students were evaluated on following criteria:

Pre-Departure paper	10%
Global Business Plan Written Project	45%
Global Business Plan PowerPoint	10%
Global Business Plan Presentation	15%
Participation in Portugal / Professionalism	20%

The students were given bonus points for providing detailed feedback on their travel and learning experiences in Portugal. There was a strong agreement by students on the success of program (a rating of 4.9 on a 5 point scale). Summary of the *feedback*:

- 1st-time travelers out of the country and for many it was their first time on a plane.
- Exposure to different cultures and businesses different than US.
- Learning about themselves and what they really are capable of doing.
- Long-term friends from other countries including their friends coming to the U.S. to visit.
- Learned how to travel on their own and “make things happen”.
- Understanding the different environmental needs countries have.

“Do’s and Don’ts” learned from SAP experience:

- Do – communicate well with your students and parents during pre and post SAP.
- Do – Recruit early and make sure you have a minimum for requirements.
- Do – Provide best possible experience and set up meetings with businesses.
- Do- Provide information regarding what to expect, what to pack, and opportunities.
- Do – provide financial opportunities to make the trip affordable.
- Don’t – be afraid! No matter if you are faculty or students. It is always scary at times setting things up and meeting new people and not knowing the unexpected.

For future SAP programs, we have countries in mind, but we send out early surveys and provide opportunity to students to choose their top choices of countries to visit.

For further information, contact:
 Nripendra Singh
 Department of Management & Marketing
 Clarion University of Pennsylvania
 318 Still Hall, Main Street, Clarion, PA 16214
 nsingh@clarion.edu

SEVEN PRINCIPLES FOR GOOD PRACTICE IN ONLINE INSTRUCTION

*Gordon R. Flanders, Western New Mexico University
Sheri Grotrian, Peru State College*

SEVEN PRINCIPLES FOR GOOD PRACTICE IN ONLINE EDUCATION PANEL POSITION PAPER

Online education continues to have a major presence in the educational arena. The authors of this paper have extensive experience in online instruction and have looked at applying traditional guiding principles in teaching proposed by Chickering and Gamson (1987) to the online format. In 1987, the American Association for Higher Education, the Education Commission of the States, and the Johnson Foundation supported a project that resulted in a compilation of decades of research on effective undergraduate teaching ideas (Chickering & Gamson, 1987). Although the Seven Principles for Good Practice were initially intended for traditional education, it is nonetheless instructive to consider them in the context of online education.

Principle One: Encourage Contact Between Students and Faculty because frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans (Chickering & Gamson, 1987, p. 3).

This principle suggests students desire a personal relationship with the instructor in an online course. While traditional classroom communication takes place primarily in a class period or during faculty office hours, online students require a means of replacing the time right before and after a class session starts to get answers to questions or concerns. Email is common, but other more synchronous or real-time means of communicating (texting, posing and answering questions during a live video lecture) help keep the students engaged as well.

Principle Two: Develop Reciprocity and Cooperation Among Students as learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding (Chickering & Gamson, 1987, p. 3).

While group projects in online classes likely receive mixed reviews, there is still ample opportunity for discussions to occur among students in the online environment. One means of encouraging good group communication is simply to require it. In one course, team members take turns writing agendas and minutes for team meetings which helps them learn the formats of those two type of writing which also establishes how they will communicate and that they must communicate with each other multiple times over the course of a group project.

Principle Three: Use Active Learning Techniques because learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves (Chickering & Gamson, 1987, p. 4).

Active learning principles are readily adaptable to online education. Examples of active learning assignments include relation assignments that require students to offer advice to future students on how to manage the pace, workload, and discipline of an online course. This can be effective in lower-level courses where students may be concluding their first online course experience. Simulations also are an effective way to encourage active learning.

Principle Four: Give Prompt Feedback because knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and

receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves (Chickering & Gamson, 1987, p. 4).

This is especially true if an online class has a truncated term. If a class that is traditionally offered in a 16-week format but an intense 5-week option is offered online during the summer term, timeliness is key. In this instance, the instructor typically provides feedback before noon on the day after an assignment is submitted instead of taking a week to return assignments in the 16-week timeframe. Students are also allowed to do revisions where they must write a summary report of what they revised so they can address the frequent, prompt feedback they receive on individual assignments. Timing of grading can be explained in the syllabus so students are aware.

Principle Five: Emphasize Time on Task as time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis of high performance for all (Chickering & Gamson, 1987, p. 4).

Students in online courses must be self-directed and achieve a mastery of time management. Though the course is completed online and students are not physically present on campus, they must still be virtually present in the online classroom. There are still strict deadlines that must be met on, oftentimes, a weekly basis.

Principle Six: Communicate High Expectations as expecting more will get you more. High expectations are important for everyone--for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts (Chickering & Gamson, 1987, p. 4).

High expectations are established within online classes starting with course design. Academic rigor aligns with course objectives and relates to learning activities assigned. Complacency on behalf of the learner does not equate to success in the online environment; students must produce results rather than simply show up and put in time.

Principle Seven: Respect Diverse Talents and Ways of Learning because there are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily (Chickering & Gamson, 1987, p. 5).

Teachers should strive to provide diverse ways for students to access and demonstrate knowledge in online education. Allowing for asynchronous work provides personalized pacing as well as having multiple means of accessing information (audio, visual, etc.) that best meets individual student needs and preferences.

Simply using these guiding principles within online coursework provides helpful instructional techniques.

REFERENCES

Chickering, A. W., & Gamson, Z. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 40(7), 3-7.

For further information, contact:

Sheri Grotrian
Peru State College
600 Hoyt Street
Peru, NE 68421
(402) 872-2420
sgrotrian@peru.edu

KAHOOT: AN EASY WAY TO INTRODUCE TECHNOLOGY INTO THE CLASSROOM

Tom Schmidt, Missouri Southern State University

INTEGRATING TECHNOLOGY INTO MARKETING EDUCATION PANEL POSITION PAPER

Today's students are digital natives. They have not known a world without computers, and they are embracing new technology at much faster rate than instructors can keep up. Will KIK be the new Messenger? At last count, KIK has over 300 million users. Will Vero be the new Instagram? While still relatively small with three million users, Vero experienced 500,000 new users in one day in February 2018. This speaks to the volatility and potential growth of new technologies.

How do instructors get the attention of college students today? Many students are shunning the traditional brick and mortar classrooms to take an online class from their dorm room. Are students suffering from cell phone and/or social media addiction? As a casual observer, the author would say some students are. The point is that technology is a major factor in students' lives and therefore, faculty need to understand and use it to connect with students.

Instructors have to be careful not to encourage the overuse of devices in the classroom; however, using them judiciously can greatly increase active participation. There are opposing views regarding the use of cell phones in the classroom and evidence to support both sides. Some instructors have students place their phones in a basket upon entering the classroom while others encourage their active use. Arnold Glass, professor of psychology at Rutgers University found that use of computers and cell phones in the class room had no impact on test scores within lectures but lowered final exam scores by 5%. This suggests that such use of devices may have an impact on long-term memory. Even more interesting is the impact was consistent with students in the class whether they used devices or not. Many studies suggest that multimedia use increases student comprehension. Sara Aloraini in her study found a significant difference in exam results when lectures included multimedia vs. lectures that did not. (Aloraini, 2012)

One of the new trends of introducing technology into the classroom is gamification. Gamification is described as "game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems" (Kapp, 2012) It increases student participation, attention, retention, and it is fun. Students like competing and getting instant feedback.

An easy way to introduce gamification into the class is Kahoot, a free game-based quizzing tool. Currently, Kahoot has three options: a multiple-choice quiz, "Jumble" where students drag answers in the correct order, and a survey used to gather student opinions. It can be used in a synchronous or a synchronous delivery. Kahoot can be setup for students to play individually or as groups. It can be PC based to allow students to work from home or in a computer lab, or it can be set up to allow students to use their cell phones as controllers to answer the questions. Instructors can use readymade questions or create their own. Kahoot makes it easy to insert pictures, videos and graphics. A time limit can be set for each question and points can be awarded for correctness and based on the quickness of the response. As soon as the question closes, the instructor can make the responses available and the point totals for the questions. At the end of the class, the instructor receives a summary of the questions, answers and point totals.

Kahoot lists 11 possible ways of using their product in the classroom. Some of the uses include reviewing and reinforcing subject matter. This is accomplished through pre-test assessments, homework or with in-class review questions. Kahoot can be used to re-energize the students by using it as an icebreaker or by offering questions with a reward. Using the survey format allows instructors to use Kahoot to gain class insights by evaluating students' understanding or establishing formative learning goals. Kahoot makes it possible to join global classrooms by using it in real time with screen sharing.

This author uses Kahoot in a principles of marketing class with 50 students. It is used to emphasize key learning goals. Each class period has five questions spread out over the class period. Two at the beginning of class, one about half way through the class period, and two questions near the end of class. The inclusion of video into the questions has had a significant impact on student awareness and class participation. In this class, Kahoot assigns nicknames for students so their answer is anonymous to classmates. The students like the instant feedback and the competitive structure. The instant feedback also provides the instructor with an assessment of how well the students understand the concepts that were just discussed. Both the students and the instructor believe that Kahoot has had a positive impact on the class in terms of learning and making the class more fun.

REFERENCES

- Aloraini, S (2012). The impact of using multimedia on students' academic achievement in the College of Education at King Saud University, *Journal of King Saud University*, 2012, 24, 75-82
- Glass, A.L & Kang, M (2019) Dividing attention in the classroom reduces exam performance, *Educational Psychology*, 39:3, 395-408, DOI: [10.1080/01443410.2018.1489046](https://doi.org/10.1080/01443410.2018.1489046)
- Kapp, K. M. (2012). *The gamification of learning and instruction: game-based methods and strategies for training and education*. John Wiley & Sons.
-

For further information, contact:

Tom Schmidt
Missouri Southern State University
3950 East Newman Road
Joplin, MO 64801
(417) 625 3544
schmidt-t@mssu.edu

DO STUDENTS REALLY BENEFIT FROM SERVICE LEARNING PROJECTS? AN EMPIRICAL TEST USING THE BACE SCALE

John M. McGrath, University of Pittsburgh at Johnstown

POSITION PAPER

Higher education course effectiveness measures typically include items such as instructor organization, grade fairness, course content and other critical course and classroom factors. These measures can provide important insights into the relative effectiveness of many different types of lecture courses. However, these evaluation protocols typically do not include any consideration of the role of service learning in a course. Therefore, the purpose of this position paper is to discuss a method by which service learning might be evaluated in a course that features this pedagogical approach.

For the past 25 years, service learning has been a key component of the capstone Marketing course at the small college in the Northeastern U.S. This course is required of all seniors in the Marketing curriculum and requires all students to serve as members of “consulting groups” that spend each semester working with a local not-for-profit “client” to research, develop and present a marketing plan. In other words, students apply their three years’ of Marketing knowledge to serve a community group by learning how to deliver a professional quality marketing plan. This course is evaluated each year using the standard type of university course evaluation metrics noted above; however, until recently, no measure ever gauged the service learning impact of this course on students.

To address this gap, the instructor of the course learned of a new methodology opportunity several years ago at the Marketing Management Association (MMA) conference. The technique, known as the Benefits of Academic Community Engagement (BACE) scale, was developed by faculty members at Sam Houston State University in Texas (Miller, Mehta & McCauley, 2018). Its goal is to determine if students really benefit from service learning projects with a simple, concise questionnaire instrument. The BACE scale was derived from an existing tool known as the SService LEarning Benefit (SELEB) scale, originally designed to evaluate the benefits of service learning (Toncar et al., 2006). Miller et al. worked to refine the SELEB scale in several important ways including expanding the scale from 12 items to 20 items to add input from faculty in different disciplines (see Table 1 on second page).

This new scale was then further refined through a series of studies to confirm the instrument’s reliability and validity over three years (Miller et al., 2018). In publishing their work on the scale, the authors recommended “additional data should be collected from a larger set of diverse institutions...to test this instrument’s application in varied educational settings,” (Miller et al., 2018: 11).

Since the fall semester of 2016, the BACE scale questionnaire has been administered to students in the capstone course noted above. Over the past four academic years 113 students completed the questionnaire instrument, and the data has been compiled and is presented in Table 1 with mean scores for each of the scale’s 20 items (alongside the same means for Sam Houston State).

The availability of data from two different institutions addresses Miller et al.’s call to expand the geographic application of their instrument, and provides an opportunity to compare the outcomes of the BACE scale between the two universities. This could yield interesting insights into students’ opinions about service learning in different settings. However, there are two challenges: first, to identify the most appropriate statistical technique to analyze and compare the means data presented in Table 1; and second, one piece of data is missing from the Sam Houston State results (the mean score for questionnaire item #1), which should be captured so all 20 items can be analyzed in their entirety.

Table 1.
BACE Scale Mean Scores at Two Universities

Questionnaire Item <i>(1-5 scale; 1 = strongly disagree; 5 = strongly agree)</i>	Sam Houston Mean Score <i>(unknown years)</i>	Northeastern U.S. College Mean Score <i>(2016-2019)</i>
At the <i>beginning</i> of the semester, I was uneasy about the community engagement component of the course.	*	2.69
The community engagement in this course helped me to <i>apply</i> the subject matter in a “ <i>real world</i> ” situation.	4.33	4.50
The community engagement I did in this course helped me to develop <i>problem solving</i> and <i>critical thinking</i> skills.	3.86	4.29
The community engagement in this course helped me to improve <i>workplace</i> skills (<i>e.g., teamwork, preparation</i>) that I will need in the future.	4.08	4.40
The community engagement in this course helped me to develop <i>organizational skills</i> .	3.8	4.21
The community engagement in this course showed me how to <i>integrate</i> the material and <i>connect theory with practice</i> .	3.86	4.28
This course made me aware of the <i>differences</i> (i.e., cultural, racial, economic, gender, age, education, etc.) that exist in our community.	4.06	3.52
This course made me aware of my <i>responsibility</i> to engage with the community and develop my <i>citizenship</i> skills.	4.08	3.97
This course helped me understand that I can <i>make a difference in my community</i> .	4.25	3.92
The community engagement requirement of this course showed me how I can become <i>more involved</i> in my community.	4.14	3.97
The community engagement I did through this course <i>benefited the community</i> .	4.23	3.70
The community engagement requirement of this course helped me to become <i>more aware of the needs in my community</i> .	4.02	3.88
Working in the community helped me to define my <i>personal strengths and weaknesses</i> .	3.92	3.88
The community engagement in this course assisted me in defining the <i>type of work</i> I want to do in the future.	3.83	3.60
Engaging in the community helped enhance my <i>leadership</i> skills.	4.00	3.96
Engaging in the community helped enhance my <i>communication</i> skills.	4.07	4.30
The community engagement in this course has made me <i>more employable</i> .	4.06	4.38
After this course is completed, I will probably <i>continue to serve the community</i> .	4.17	3.48
I would <i>recommend a community engagement course</i> to others.	4.22	4.15
At the <i>end</i> of the semester, I thought that the community engagement component of this course was valuable.	4.22	4.34

* *this mean was not reported in Miller et al., 2018 article*

REFERENCES

- Miller, L., Mehta, S., & McCauley, D. (2018). “The BACE scale: A new measure for assessing the benefits of community engagement.” *International Journal of Research on Service-Learning and Community Engagement*, 6(1), Article 4.
- Toncar, M. F., Reid, J. S., Burns, D. J., Anderson, C. E., & Nguyen, H. P. (2006). “Uniform assessment of the benefits of service learning: The development, evaluation, and implementation of the SELEB scale.” *Journal of Marketing Theory and Practice*, 13(3), 223-238.

For further information, contact:

John M. McGrath

University of Pittsburgh at Johnstown
Johnstown, PA 15904
mcgrath@pitt.edu

CHALLENGES WITH BOTH LARGE LECTURES AND SMALL CLASS SIZES

Charles Bodkin, University of North-Carolina Charlotte
Marko Grunhagen, Eastern Illinois University
Mary C. Martin, Fort Hays State University
Michael J. Martin, Fort Hays State University
Cara Peters, Winthrop University

CHALLENGES WITH BOTH LARGE LECTURES AND SMALL CLASS SIZES PANEL POSITION PAPER

There can be significant differences in teaching across a variety of contexts. The purpose of this panel presentation is to highlight the challenges in teaching both large lecture sections and smaller classes and provide recommendations to enhance both faculty and student experiences.

Large lectures present unique challenges both for students and instructors. From a student perspective, anonymity and a lack of close interactions during class time may appear daunting prospects when signing up for a face-to-face course of significant size. Instructors, on the other hand, have to contend with concerns of control over a large group of students, while simultaneously creating an environment in which it is not intimidating for students to participate.

Techniques to foster interactions in large lectures, reduce perceptions of an overwhelming classroom size among students, and permit instructors to maintain control of their classroom are discussed. Further, logistical challenges related to the handling of substantial amounts of grading and assignments are addressed.

When class size reaches 300+ students it becomes important for students to take on additional responsibility to support their own education. Student use of technology to supplement self-learning when they are enrolled in large section classes is discussed, including how students are using the myriad of apps and publishers web sites to enhance self-learning.

In contrast to larger sections, teaching smaller classes has its unique idiosyncrasies. For example, teaching smaller sections can allow a faculty member more flexibility to experiment with different instructional approaches. Technological approaches and how they can be used to facilitate instruction in small classes is addressed with examples of how Snap Chat, Kahoot, and LinkedIn are used in different class contexts. Finally, benefits and drawbacks to using these types of technologies in smaller classes is also discussed.

Finally, the challenges of small class sizes, including a comparison of on-campus/face-to-face and online classes is discussed. While many seem to think that online classes are “easier” for both faculty and students – especially if the classes are “small” – that belief is debunked. Recommended approaches for facilitating instruction with technology in online classes is presented, including strategies for ensuring quality, providing experiential learning opportunities (e.g., simulations) and facilitating teamwork in both small on-campus and online classes.

For further information, contact:

Charles Bodkin
University of North-Carolina Charlotte
9201 University City Blvd.
Charlotte, NC 28223
704-687-7704
cbodkin@uncc.edu

UNEXPECTED REVITALIZATION: WHAT I DID ON MY FORCED “SABBATICAL”

Lori L Lohman, Augsburg University

LATE CAREER DECISIONS: REVITALIZING (OR ENDING) YOUR CAREER PANEL POSITION PAPER

FMLA, the Family and Medical Leave Act, was enacted by Congress in 1993 to protect employees who are unable to work for up to three months based on qualifying medical or family circumstances. FMLA has been used by employees more than 100 million times for circumstances ranging from pregnancy to contingencies resulting from a family member’s military service (<https://www.dol.gov/whd/fmla/employerguide.htm>). FMLA provides for unpaid leave for employees who might need it, including higher education faculty. The situation becomes more complicated, however, when a professor is scheduled to begin a new semester and suddenly finds herself needing to claim FMLA. This is what happened to me.

So what does one do with a forced “sabbatical”? In my case, I had dislocated and broken my right ankle, which required two surgeries and no weight bearing on that ankle for over two months. Furthermore, I was unable to drive and I live more than 30 miles from my employer, plus it was wintertime. My classes were scheduled to begin in one week. Initially, my department chair and I thought I would be able to return to work within one month, but that idea was quickly scrapped. There was no online format for my course, and I had no real training in teaching online classes anyway. This was becoming a real problem.

My employer graciously offered to cover my salary, with the exhortation, in writing, that I was “not to perform any work for the University, in any capacity.” As time went on, it became very apparent that it meant it, too. No committee meetings (not even using Zoom), no answering questions from students or requests for assistance in any form from the University, except for information needed by Human Resources. I had to beg special permission to write a letter of recommendation for a first-year student trying to qualify for a scholarship who was up against a tight deadline and had no connections with any other business professor. I never thought I would miss teaching (isn’t a two-month break every employee’s dream?), but as time dragged on and I watched the snow pile up outside while I lay on the sofa, it became clear that I had to do something. My ankle might have been injured, but my brain wasn’t. And so the “revitalizing” began.

As a feeble attempt to try and teach one of my classes online (until I was told no), I started with cleaning up my Moodle site. I had not heard of clean design until this past year, but I decided now was as good a time as any to make my online presence more user friendly. This housekeeping effort resulted in a more functional course design that I can use in the future, but it also qualified as “work.” Oops! On to the next project. What doesn’t qualify as work? My LinkedIn profile existed in theory—there was a name on my account, and nothing else. No contacts, no picture, nothing. My rationale in the past was that I didn’t want people constantly asking me if I knew of any available jobs, but that excuse was timeworn. If I was advising students to get a LinkedIn account, I reasoned that I shouldn’t be a hypocrite. I added items and suddenly started gaining new contacts, hearing from former students I hadn’t heard from in years and who offered to serve as guest speakers, receiving job postings that I reminded myself to share with students later on, and gaining some valuable insights about another form of social media to incorporate into my classes.

In the fall, I had offered extra credit to my senior students if they would complete the introductory Google Analytics certification. I had started to do this myself, but the distractions of life dragged me away. Now there were no distractions, so I earned my Certificate of Completion. Heartened by this, I decided to investigate software that was more relevant to major employers in our area, including Target. Earlier in the year, I had requested a free subscription to Tableau, so I took the time to work with it, learning more about its capabilities and thinking about how I might use it in my classes.

What next? Well, since my digital marketing skills needed improvement, I enrolled in HubSpot Academy. Having never taught the sales management class in our curriculum, I never took the time to investigate what HubSpot was all about. Wow! Free online videos! I felt just like a student!

By this time, my FMLA had run out, but the term had not. What would my employer ask of me now? It would be disruptive to both the students and the replacement instructors if I tried to return to my classes. The assignment, for me, was a daunting one: take an existing class taught by another instructor and turn it into an online course. This was hard. I had not taught this class in over 25 years, it was not in my area of teaching expertise, and I was trying to read the mind of another instructor. What should I keep, and what should go? Trying to import materials from two different Moodle sites, each with various non-helpful invisible coding glitches, left me in tears, and not from the pain in my ankle. I had no idea what I was doing; I was fumbling around in the dark. Thankfully, my employer has an outstanding e-learning specialist who took my materials and ideas and designed a user-friendly, visually appealing Moodle site. Through meetings and coaching, I learned more about what constitutes a good online course, including assignments, links, etc. I am still in the process of designing this course—after all, the piper has to be paid sometime!

Last but not least, during this time I heard from an editor that a journal article I had submitted for review was being considered for a special edition. After receiving feedback from the reviewers, I spent my remaining time working on revisions. Not revitalizing, but productive nonetheless.

Lessons learned:

1. Life happens; better get used to it!
2. Before a crisis happens, department chairs (I am an associate department chair) need to identify backup instructors for courses that need immediate coverage, whether from unexpected FMLA claims or for other reasons. They also need to have a plan for when instructors return to work mid-semester.
3. Just because faculty are injured doesn't mean they can't be productive, even if their employers tell them not to be.
4. Any of these ideas could easily be incorporated into a REAL sabbatical!

For further information, contact:

Lori Lohman
Augsburg University
2211 Riverside Avenue
Minneapolis, MN 55454
(612) 330-1220
lohman@augsb.org

ENGAGING TECHNIQUES FOR TOPICS IN PRINCIPLES OF MARKETING

Prachi Gala, Elon University
Gopal Ganesh, University of North Texas
C. Shane Hunt, Arkansas State University
Kevin McEvoy, University of Connecticut
Lou E. Pelton, University of North Texas

ENGAGING TECHNIQUES FOR TOPICS IN PRINCIPLES OF MARKETING PANEL POSITION PAPER

Most of the faculty members in marketing once in their career, encounter the course called Principles of Marketing. There have been multiple requests online as well as on various blogs and websites, on what engaging activities can one do in the class, which remain as an impactful course for undergraduates when they have to decide their major. This panel proposal addresses this question – “What are the various engaging techniques for each topic of principles of marketing course”. Every topic from global marketing to new product development to ethics can have an engaging technique wherein students can learn by themselves in a more productive and entertaining manner. The panel will cover, but not limited to, the following topics of this course and discuss the engaging ideas, which relate to each topic.

Specifically, some of the topics and the various ideas on engaging techniques the panel will address are as follows: Global Marketing; Strategic marketing; Market research; Segmentation, targeting and Marketing; Consumer Behavior; Product strategy and branding; New Product Development; Distribution Strategy/Marketing Channels; Retailing; Advertising; Sales and Promotion; Social Media Marketing and Marketing Metrics.

For further information, contact:

Prachi Gala
Elon University
Sankey Hall 202A
2075 Campus Box Elon, NC 27244
(336) 278-6941
pgala@elon.edu

THE WATER BOTTLE EXPERIENTIAL EXERCISE

Kevin E. McEvoy, University of Connecticut

ENGAGING TECHNIQUES FOR TOPICS IN PRINCIPLES OF MARKETING PANEL POSITION PAPER

The only source of knowledge is experience

Albert Einstein, as cited in *Ideas and Opinions*, 1994 reprint.

Marketing education is no longer solely learned on the job and requires specific academic training. This training includes analytical, interpersonal and creative components and are required by today's employers (Floyd & Gordon, 1998). Competitive pressures globally make this learning need acute. (Kennedy, Lawton, & Walker, 2001), and include knowledge, know-how, wisdom, and character (Gill & Lashine, 2003). Even with formal education, analytical-thinking and ambiguity-tolerating skills are absent in new marketers (Smart, Kelley, & Conant, 1999). A lack of analytical thinking appears problematic, "after four years, most students can regurgitate details from a textbook, but few can think" (Rotfield, 1993, p. 10).

Experiential learning is proving to be a very useful practice for introducing concepts that will resonate with students in a way that enhances student learning. A number of curriculum protocols have been introduced to accomplish this. One is Kolb's Learning Cycle, suggesting four stages of learning: as concrete experience, reflective observation, abstract conceptualization, and active experimentation (Stice, 1987). Others have also been conceptualized.

This paper discusses an experiential learning exercise developed to introduce the basic elements of marketing to new marketing students at the very beginning of their formal marketing education. It can be implemented on the very first day of class in an undergraduate (or graduate) Introduction to Marketing course. It is called *The Water Bottle Experiential Exercise*.

This is how to conduct the exercise. The instructor places two identical clear plastic cups of water on a surface within easy view of all participants. The participants are asked to visually examine the objects and try to identify what they see. Various answers are suggested. After each one the professor asks for a suggestion explanation. A conversation typically ensues and concludes with students realizing that they really don't know for sure what they are seeing without explanation or experimentation.

The instructor then takes a sip from each cup and confirms the two objects are plastic cups of water. The instructor asks which the participants would prefer to drink and why. Next the instructor places an empty branded retail water bottle next to each cup, and again asks for preferences, and why. This is repeated with different competing brands while the instructor introduces various marketing concepts used by each brand while the participants work through each decision.

Finally, the instructor holds up the original two plastic cups and suggests that without employing marketing concepts, this is how products appear to consumers. Only with marketing concepts employed can consumers make informed decisions. The participants have now experienced a number of consumer decisions and how marketing concepts affect them. The instructor concludes with an explanation that the course will explore many of these concepts. I have been using various forms of this exercise for years and have been repeated been told by participants that this is an engaging, thought provoking, and memorable introduction to marketing concepts and is remembered long after the course has concluded.

REFERENCES

Einstein, A. (1994). *Ideas and Opinions* (reprint edition). New York: Modern Library.

- Floyd, C., & Gordon, M. (1998). What skills are most important? A comparison of employer, student and staff perceptions. *Journal of Marketing Education*, 20(2), 103-109.
- Gill, A., & Lashine, S. (2003). Business education: A strategic market-oriented focus. *The International Journal of Educational Management*, 17(4/5), 18
- Kennedy, E. J., Lawton, L., & Walker, E. (2001). The case for using live cases: Shifting the paradigm in marketing education. *Journal of Marketing Education*, 23(2), 145.
- Rotfield, H. (1993). Marketing degrees and the illusion of job training. *Marketing News*, 1993, 27(15).
- Smart, D. T., Kelley, C. A., & Conant, J. S. (1999). Marketing education in the year 2000: Changes observed and challenges anticipated. *Journal of Marketing Education*, 21(3), 206.
- Stice, J. (1987). Using Kolb's Learning Cycle to Improve Student Learning. *Engineering Education*, 77(5), 291-96.
-

For further information, contact:

Kevin E. McEvoy
University of Connecticut
One University Place
Stamford, CT 06901
(203) 251-8478
kevin.mcevoy@uconn.edu

TEACHING PHILOSOPHIES IN HIGHER EDUCATION: SIMILARITIES AND DIFFERENCES BETWEEN GRADUATE AND UNDERGRADUATE EXPECTATIONS

Michael J. Messina, Gannon University

TEACHING PHILOSOPHIES PANEL POSITION PAPER

As educators we have all developed certain teaching philosophies that are often consistent with our personalities and to an extent, how we were taught as undergraduate and graduate students and being mentored early in our careers. I believe a teaching philosophy can be influenced by the type of school, private or public, as well as the size of a classroom. Small classes of 25 to 35 students can create a completely different environment for teaching when compared with a large lecture hall of 200 plus students. To explain our values and beliefs as they relate to teaching often includes our professional experiences. These can include conference participation that allows for interactions with colleagues to compare teaching practices that might include an emphasis on what works best today. I am certain that many educators believed very early, even as students, what it takes to be a good teacher and at the same time recognizing what a less desirable teacher was all about. As an educator for more than three decades, I admit that my teaching style required me to adapt to new generations of students over the years specifically Generation X and Generation Y. The teaching methods that worked in the 80's, 90's, and early 2000's, are seldom effective today due to so many changes in technology and student expectations. I still believe students learn so much by who they sit next to rather than who is in front of the class teaching them. It would be a challenge to maintain the interest and enthusiasm among current students if it wasn't for using creative methods to engage in meaningful classroom interaction and stimulating student inquiry.

It is apparent that a teaching philosophy should be dynamic and open to change with the primary purpose of improving the educational process through better teaching practices. These practices and experiences can occur both inside and outside the classroom. Assigning company projects for MBA students, for example, has proven to be a valuable learning experience whereby students can take classroom lectures that are built upon theory and actually apply these to real world situations outside of the classroom. This is an example of reinforcing my philosophy to extend a theory to actual practice. My philosophy reflects having taught both the undergraduate and graduate students. I understand that most students will rise to a challenge when asked to do so, and as a result should always be motivated to reach their maximum academic potentials. I recognize that the most effective methods that work best for undergraduate students can often be different for graduate level students. The main goal for all students would be to have them take away something that was taught in a particular class and actually understand its applications and significance today, with an understanding how it might benefit their future careers. I believe there should be a reason and purpose behind what is taught to students today as we continually assess student outcomes.

Undergraduate students are often presented with new theories and applications for the first time which often makes classroom interaction more challenging due to much less confidence among this younger cohort. Graduate students, particularly MBA students, often hold full time positions that give them a greater amount of confidence when interacting with other students in class. When teaching MBA students a main objective of the learning that occurs is to build upon the basic knowledge students have achieved in undergraduate classes and to challenge them with a deeper insight about a specific topic. I believe that a faculty member's objective is more of a guiding process especially when working with graduate students today. A question to be asked is whether it is more important to understand and perfect basic skills or to expand beyond these basics to include a specific amount of advanced skills. I am certain every educator has a fundamental philosophy of teaching with the main purpose to establish a thinking process whereby students can gain information to build upon as they complete other courses in the program. Although graduate education reinforces prior information learned at the undergraduate level, a major expectation should be placed upon each individual graduate student to drive the learning agenda and accept a much greater responsibility for the knowledge that is gained.

All faculty welcome and often prefer the opportunity to teach “A” students who are excellent at almost everything. These Type A students can be fun to teach and a challenge in the classroom as they are often ready for everything. Although it is important to work with the top students, I believe it is the dedicated faculty who can bring out the best performance from average students who deserve to be recognized for their efforts. We can then say that the true purpose in teaching was achieved by bringing an average student to a higher level of performance. My philosophy very early in my career was to make students want to learn for purposes beyond the grade itself. In a grade driven academic environment this can be a challenge, but educators must reinforce why learning is not merely just the final grade. If I could get students thinking about careers and how the information and material presented in class can be useful to their futures, then I believe I would have accomplished a key function in the role of an educator today.

Some key questions and challenges in addressing the topic of a college professor’s teaching philosophies today include:

1. Should the teaching philosophy be the same or different when teaching undergraduate and graduate students?
2. Should faculty change their teaching philosophy when the student generations change?
3. Should a teaching philosophy be similar to colleagues within the same college at a university?
4. Should a teaching philosophy be influenced by a private or public school environment?
5. Should a teaching philosophy be influenced by the size of a class?
6. Should a teaching philosophy include how final grades are determined?
7. Should a teaching philosophy be influenced if the students are from international countries with marginal verbal and written skills?

I believe the ongoing topic of a university teaching philosophy will continue to be discussed and refined by faculty for many years as we seek to achieve a positive link between our students and the best teaching methods for learning.

REFERENCES

- Bowne, Mary (2017) Developing a Teaching Philosophy, Journal of Effective Teaching, 17(3), p59-63.*
- Faryadi, Qais. (2015) Teaching Philosophy Statements, *Journal of Research & Method in Education* 5(6), p61-66.
- Lange, J. M. (2010) Four Steps to a Memorable Teaching Philosophy, *The Chronicle of Higher Education*, Aug. 29.
- Montel, Gabriela. (2003) What’s Your Philosophy on Teaching, and Does it Matter? *The Chronicle of Higher Education, Mar. 27.*

For further information, contact:

Michael J. Messina
Gannon University
Box 3192
Erie, PA. 16501
(814) 871-5755
messina001@Gannon.edu

TEACHING MARKET RESEARCH USING THE OUTDOORS

Elizabeth Minton, University of Wyoming

AXCESSCAPON TEACHING INNOVATION COMPETITION TEACHING NOTES

Prior research is clear in showing that marketing research courses can be challenging for students, especially those students that are not quantitatively driven. While experiential learning has been used to improve learning outcomes (Bridges, 1999; Sternquist, Huddleston, & Fairhurst, 2018), most of these techniques still keep the students in the confines of the classroom or out in the business community. The outdoors provides a unique environment to connect students with a common area of interest while also introducing unpredictable environments (e.g., quick weather changes, animal encounters, etc.), leadership skills, a forced separation from technology, and teamwork skills that would be hard to obtain in a short classroom session (Buntin, 2006). As such, teaching marketing research with a culminating outdoor experience allows students to gain research skills in a context of interest to them as well as helps teach other skills necessary for any marketing student, such as leadership and teamwork skills.

This innovation teaches marketing research through the context of developing a marketing plan for a new nature therapy business. Students learn marketing research techniques in the classroom. After learning these techniques, students are tasked with homework assignments to collect and analyze the corresponding type of data to facilitate development of their marketing plan. Students begin with conducting in-depth interviews, then work in pairs to run a focus group, then conduct experiments with three different nature therapy offerings they have devised, and lastly launch a large scale survey to refine desires of their potential target market. All of the examples in the class center around the same context to allow students to become fully immersed in the context and enable greater interest and connection between different aspects of the course. Students then lead their designed nature therapy experience with all the students in the class as “customers” during the backpacking trip before formulating their marketing plan in detail when they return from the trip.

After a condensed semester of marketing research content and two weeks prior to the backpacking trip, half of the class period is used to describe the logistics of the trip, detail the location, and assign cooking and sleeping groups. The outdoor program on campus can be a great resource for making this a success, offering to provide training, teach students how to use their rental equipment, offer suggestions on trip locations, facilitate logistics, and more. This takes the onus off the professor teaching the course to allow for more focus on the actual course content. There is also the possibility to have someone from the outdoor program join in on the backpacking portion of the course if the professor feels they have less skills in backcountry travel to make this innovation a success regardless of skill level.

In preparation for the trip, students are provided with a schedule that allows for hiking time, reflection time, leading of their nature therapy experiences (either as individuals for one hour or as groups of two for 1.5 hours), and debrief time after each nature therapy experience to talk about strengths and weaknesses as well as application to their marketing plan for a new nature therapy business.

The week before and after the backpacking trip, students meet individually with the professor to discuss their planned nature therapy experience and safety plan (before the trip) and debrief how the experience went and how this informs their marketing plan for the new business (after the trip). For the before trip meeting in particular, this also allows for the professor to gauge student concerns regarding the trip and ensure they are prepared with adequate supplies.

Two weeks after the trip, there is a full class debrief session where students talk about learning outcomes and challenges as well as present their finalized marketing plans to the class. Students also complete a formalized written reflection of leading the nature therapy experience, the backpacking trip in general, and the course as a whole.

The effectiveness of this innovation is evidenced through students' reflection papers with statements such as:

- "I got so much more out of this course than I have at probably any other course I've taken at the university. Not only did we learn about market research techniques, but we also were able to hone in on a real-world experience for a business. Every assignment had a clear direction and they all built off one another, so it helped with building knowledge around the specific subject. I feel very confident that I could pick up Qualtrics, create a survey with all the different features, release it and accurately analyze the data in SPSS all without reference to previous class work. Everything we talked about seemed to stick so much better than expected. The backpacking trip as a whole was one of the best experiences I have had during my time at this university. I honestly didn't expect to get along with my class mates as well as we did. It made everything so much easier and obviously more fun. For me personally, I had a lot of time to reflect on my life and my current path just from being out there. The restorative properties of nature helped me see the direction I needed to be going, and I feel so much more confident in the choices I've made since we returned home."
- "I thought this course was a great way to learn market research because we started from nothing, progressed to lectures, got our hands dirty with practice, and applied everything we learned into a real-life situation. I don't know if there is a better way to learn something than by applying it meaningfully rather than hypothetically."
- "Learning about market research through the lens of nature therapy made the subject more concrete. Often times in school we learn about theories and methods, but do not have the opportunity to apply them. This class applied market research, making it less abstract and more identifiable in my mind. The application will help me recall the material later on as well since I have experiences with each type of data collection. Combining market research and nature therapy made the subject more exciting as well. Market research can be a bit dry on its own, disengaging students with the material. However, when added to nature therapy there is more engagement because students can learn skills applicable to their lives outside of academia."

Given that the purpose of this course is to offer a context of interest to the students and an opportunity to develop a marketing plan, this teaching innovation could easily be adapted to other courses that involve generation of marketing plans. Courses including introduction to marketing, services marketing, international marketing, entrepreneurial marketing, or sustainable marketing could all incorporate similar activities where students develop marketing plans based on experimentation with new or adapted products/services in an outdoor environment. Other courses such as consumer behavior could use the outdoor environment to observe the behaviors of consumers and trial environmental changes to see how they influence consumer behavior.

REFERENCES

- Bridges, E. (1999). "Experiential learning and customer needs in the undergraduate marketing research course." *Journal of Marketing Education*, 21(1), 51-59.
- Bunting, C. J. (2006). *Interdisciplinary teaching through outdoor education*. Champaign, IL: Human Kinetics.
- Sternquist, B., Huddleston, P., & Fairhurst, A. (2018). "Framing the undergraduate research experience: Discovery involvement in retailing undergraduate education." *Journal of Marketing Education*, 40(1), 76-84.
-

For further information, contact:

Elizabeth Minton
University of Wyoming
1000 E. University Ave., Dept. 3275
Laramie, WY 82071
(307) 766-3616
eminton@uwyo.edu

INSPIRING ENTREPRENEURSHIP THROUGH AN AUTHENTIC ASSESSMENT WITH GAMIFIED MECHANICS FOR THE CONSUMER BEHAVIOUR COURSE

Dewi Tojib, Monash University
Tristan Cui, Monash University

AXCESSCAPON TEACHING INNOVATION COMPETITION TEACHING NOTES

Nowadays, our student cohort is mainly comprised of Gen Z. They grow up with successful start-ups like YouTube and Google and these entrepreneurs inspire many of them. Current students thus feel more confident about pursuing this independent career path (Paquette, 2019). In addition, higher education educators' interest in gamification has increased as it provides the potential to reward students and motivate them to actively participate in the teaching and learning process (Tan & Hew, 2016). Here, we show how marketing professors can accommodate the entrepreneurial mindset and gamified mechanics in developing an authentic engaging assessment that inspires students to be entrepreneurs, utilizing their course-acquired knowledge of consumer behaviour. We believe that a consumer behaviour course is the perfect course to introduce this entrepreneurial spirit because it is primarily about consumer insights. And the key to being successful entrepreneurs is to understand consumers.

We developed this assessment keeping in mind the norms of designing successful consumer behaviour courses: (1) analysis of real-world practices through the experiential learning pedagogy and (2) development and enhancement of relevant skills to contribute to the expected marketing graduate attributes. Our proposed assessment combines the elements of entrepreneurial spirit and gamified mechanics as the added-values. The entrepreneurship mind-set was triggered by the role-playing element and the mentoring opportunity from the Monash Generator – Monash University's entrepreneurship program. We chose a project leaderboard as our game mechanics to create competitiveness among groups. In the next section, we show how marketing professors can accommodate the entrepreneurial mindset and gamified mechanics by making a simple adjustment to current practices.

The assessment task required students to imagine that they were working on a project aiming to launch a new T-shirt brand for Australian millennials. For this project, students worked in groups (a maximum of five students) randomly allocated by their marketing professor. The assessment task was undertaken over the course of ten weeks. Students were continuously reminded to take this project as a real-life opportunity to launch their start-up company. Motivation was further strengthened by the fact that at the end of the project, they were all given a chance to enter the Validator program (early start-up mentoring program) run by the Monash Generator.

In the first two weeks, groups were required to undertake a market analysis of the Australian T-shirt market, identify the gaps using positioning maps, and create their brand stories as well as their marketing mix strategies. The next six weeks comprised the design stage during which groups fine-tuned their T-shirt designs using consumer behaviour concepts discussed in the lectures (e.g., motivation, memory and knowledge, perception, and attitude). Each week they focused on addressing three questions posted by the marketing professor based on one consumer behaviour concept but students had to ensure that their design was aligned with their segmentation, targeting, and positioning (STP) strategies, brand stories and marketing mix strategies. All groups reported on their progress every week. These weekly presentations (a maximum of 3 minutes updates) were assessed with both oral and written feedback given after their presentations. In the 9th week, students were given time to reflect on their progress-to-date, make necessary changes, and finalise their presentation slides. This project was intended to be engaging and competitive in nature. Students might be interested in knowing which groups were doing better than their groups, both within their class and across all other classes. To capture this, we developed a leaderboard and displayed the top 15 teams every week. The teaching team observed that the groups were becoming more and more competitive. If students saw that their group

was slipping down one week, they would try to catch up the next week. This ongoing engagement with a little competitiveness encouraged them to perform better in this project, as seen in their excellent final presentations.

In Week 10 during their final presentation (a maximum of 15 minutes talk to pitch their new T-shirt brand), students revealed their final T-shirt design and their brand stories and marketing mix strategies. Similar to the weekly presentations, the marketing professor assessed the final presentation with both oral and written feedback. In addition, an expert panel member from the Monash Generator attended some final presentations whereby they gave additional feedback to the groups from the perspective of start-up funders. The Monash Generator invited all groups to apply for their mentoring program. To date, one group indeed utilized the assessment task as a means of actualizing their entrepreneurial dream. We are very proud to announce that a new T-shirt brand, “Simple Shirt”, was born and the company is now selling their T-shirts online (<https://www.simpleshirt.com.au/>).

To summarize, in our authentic assessment approach, group work is a means whereby students exchange ideas and connect with each other throughout the project-based learning process. This is intended to cater for the students’ psychological need for relatedness. While students complete their own projects, fulfilling their need for autonomy, their regular reflection and feedback on the group progress can meet the students’ need for competence. The integration of the leaderboard as the game mechanics enhances students’ intrinsic and extrinsic motivations (Ryan & Deci, 2000) in actively participating in the authentic assessment task while engaging in the learning process. This assessment task inspires students to go beyond a traditional marketing career path that can offer a more competitive advantage for marketing graduates. The fact that we can achieve this with a minor adjustment to current practices makes this authentic assessment approach highly effective to implement, with a clear significant impact as discussed above.

REFERENCES

- Paquette, A. (2019, April 9). Gen Z is poised to become the most entrepreneurial generation ever—even more so than millennials. Retrieved from <https://www.visioncritical.com/blog/entrepreneurial-gen-z>.
- Ryan, R. M., & Deci, E. L. (2000a). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54-67. doi:10.1006/ceps.1999.1020.
- Tan, M., & Hew, K. F. (2016). Incorporating meaningful gamification in a blended learning research methods class: Examining student learning, engagement, and affective outcomes. *Australasian Journal of Educational Technology*, 32(5), 19-34. doi:10.14742/ajet.2232.

For further information, contact:

Dewi Tojib
Monash University
The Menzies Building, Wellington Road
Clayton 3168, Australia
(61-3) 9903 2686
dewi.tojib@monash.edu

Tristan Cui
Monash University
Building N, 26 Sir John Monash Drive
Caulfield East 3145, Australia
(61-3) 9903 1571
tristan.cui@monash.edu

Give ME the Money! Teaching Personal Branding Through Scholarship Applications

Brooke Reavey, Dominican University

AXCESSCAPON TEACHING INNOVATION COMPETITION TEACHING NOTES

This teaching innovation asks students to explore personal branding vis-à-vis their personal life experiences by applying for scholarships using the website Scholly (<https://myscholly.com>). Students often find that it is difficult to articulate one's personal brand because they are not quite sure what to write. Previous innovations have focused on having students identify their personal brands through identifying their personality traits using the Gallup Clifton StrengthsFinder (Busch & Davis, 2018) or to complete a SWOT (Johnson, 2017), which helps them identify their own competitive advantage for the job market (Edmiston, 2014). Additionally, having students learn their own personal brands helps them understand how other topics in marketing relate to one another (i.e., SWOT, STP, brand equity, etc.).

Scholly is a website where students can apply to thousands of different scholarships with subscription of \$2.99 a month. When the students first log into the site, it asks them about 100 different questions regarding their personal life. The answers to these questions are then placed through an algorithm on the website that matches them to different scholarships. The questions range from banal (i.e., Major, Age, etc.) to interesting hobbies (i.e., juggling, drawing, etc.), to life history questions (i.e., Veteran, single-parent household, DACA student, LGBTQ, etc.). By forcing students to write about these different circumstances in their life, they learn how to “spin” aspects of their life that they might not realize that firms are actively seeking for diversity and inclusion efforts. It also helps them relate to some of the more difficult concepts in marketing for undergrads to grasp such as positioning statements for different target markets. By writing applications for different scholarships, the students are actively learning how they must position themselves differently for each new target market.

This innovation is best suited for Principles of Marketing, Consumer Behavior and Sales classes. I have only implemented this innovation at the undergraduate level, but could see a strong fit with the graduate level as well. The major difference between the two education levels is that there are often more scholarships offered to undergrads as opposed to grads. This innovation can be implemented throughout the term as a continuous learning exercise or as a one-time lecture and homework assignment.

Steps to Implement the Innovation in the Classroom:

1. Introduce SWOT analysis and demonstrate with a company.
2. Introduce the concept of personal branding.
3. Have students write their personal branding SWOT as a homework assignment.
4. Have students register for Scholly and take the scholarship matching survey.
5. Have apply to scholarship(s) as homework assignment(s).

REFERENCES

- Busch, P. S., & Davis, S. W. (2018). Inside Out Personal Branding (IOPB): Using Gallup Clifton StrengthsFinder 2.0 and 360Reach. *Marketing Education Review*, 28(3), 187-202.
- Edmiston, D. (2014). Creating a Personal Competitive Advantage by Developing a Professional Online Presence. *Marketing Education Review*, 24(1), 21-24.
- Johnson, K. M. (2017). The importance of personal branding in social media: educating students to create and manage their personal brand. *International Journal of Education and Social Science*, 4(1), 31-27.

For further information, contact:

Brooke Reavey
Dominican University
Brennan School of Business
7900 W Division Street
River Forest, IL 60304
(708) 524-6579
breavey@dom.edu