MEA

Marketing Educators' Association

Advancing the Practice and Scholarship of Marketing Education

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Enhancing Marketing Education Through Technology and New Methodologies

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PREFACE

This volume contains the proceedings of the 41st Annual Conference of the Marketing Educators' Association (MEA) held at Bahia Resort Hotel, San Diego, California April 6-8, 2017.

The conference theme, ***Enhancing Marketing Education Through Technology and New Methodologies***, reflects the association's commitment to facing the challenges of new generations of students and ever-changing technology in continuing to provide the most effective marketing education possible. It also suggests career opportunities for marketing educators. Embracing new learning styles, new technologies, and incorporating new methods in our classrooms transform these challenges into great opportunities. The topics discussed provide a vast and exciting array of methods designed with these challenges and opportunities in mind.

These conference proceedings include competitive papers/abstracts, position papers, and special session proposals. Each competitive paper was double-blind reviewed and authors provided a full paper or an abstract for publication. An editorial committee evaluated position papers and special session proposals and authors provided an abstract for publication. Authors, session chairs, and reviewers represent a geographically diverse group from half the U.S. states and several other nations, including Australia, Canada, Costa Rica, England, Malaysia, Philippines, South Africa, and Switzerland. We also have several participants representing industry.

The competitive papers/abstracts, position papers, and special session proposals appear in the same order as listed in the conference program and cover a broad range of issues related to marketing education including the following:

- Learning Retention
- Social Media and Internet Marketing
- Classroom Management
- Student Learning Styles
- Enhancing Student Creativity
- Experiential Learning
- Online Teaching
- Learning from Marketing History
- Graduate/MBA Marketing Education
- Learning Multicultural Marketing
- Student Personality
- Service Learning
- Student Preparation
- Assessing Learning
- Using Blogs for Marketing Education
- Self and Peer Assessment in Marketing Classes
- Educator Performance and Career Opportunities
- Teaching Customer Service
- Teaching about Marketing Careers
- Sales Education
- International Marketing Education
- Using Reality TV in the Classroom
- Teaching Gen Y Students
- Teaching Business Ethics
- Teaching Research Skills
- Measuring Student Satisfaction
- Teaching Entrepreneurial Marketing
- Using Business Clients in Marketing Education

Anyone with a passion for teaching marketing and who is working their way through a marketing educators' career is sure to find many interesting and useful ideas in the papers and abstracts contained within the pages of these proceedings.

ACKNOWLEDGMENTS

The Marketing Educators' Association (MEA) conference and these proceedings would not be possible without the voluntary efforts of many people. We would like to thank the authors who submitted manuscripts for review and the reviewers who lent their expertise and their time by providing thoughtful feedback. Additionally, we would like to thank the volunteers serving as session chairs at the MEA 2017 conference.

Special acknowledgment goes to our President, Dr. Michelle Nelson, who coordinated and organized the 2017 41st Marketing Educators' Association Conference. Thank you again for leading MEA this year! Thank you to Vice President, Dr. Mindy Welch whose has been a conduit for the papers that the great marketing educators of MEA have submitted to this conference. We are all looking forward to Dr. Chrisann Merriman's selection of the next person to be in the officer's track and the location of the 2018 MEA Conference.

We thank Dr. Trumpy for his continued support as MEA Secretary and Treasurer. Dr. Robert Trumpy began served as our indispensable "CFO and Operations Manager." His careful and intelligent work keeps the organization financially and operationally robust. We are saddened to share Bob will be stepping down this year.

Thank you to Dr. Barbara L. Gross for accepting the nomination for MEA Board Chair. We are very excited and look forward to her board leadership.

Our Immediate Past President, Dr. Clay Daughtrey was there for us throughout the year as an advisor and mentor. Thank you to Dr. Clay Daughtrey for continue to build relationships with our sponsors.

Dr. David S. Ackerman has continued to help keep MEA strong through his marketing communications and promotions efforts.

Webmaster Dr. Lars Perner continues to maintain and enhance our professional online presence.

Thank you to our reviewers for the competitive papers.
Deborah Brown McCabe, Menlo College
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PROCEEDINGS

Competitive Paper Winner

You Gave Me a B-! The Antecedents of Student Reactions to Grades

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Abstract

Student grade complaints are a common topic of conversation among marketing educators. It is not uncommon for students who earn a grade that was lower than expected to feel dissatisfied. Some complain to their instructor, sometimes angrily, and demand a detailed explanation and/or request a change of grade. Some take the complaint beyond the instructor to the department chair, dean, or other high level administrator. Some reflect their anger in negative comments on websites such as ratemyprofessors.com.

Although students have probably always complained about their grades, many educators believe that a sense of entitlement to high grades has become more prevalent (Trzesneiwski, Donnellan, & Robins, 2008; Twenge, 2006). Complaints about even relatively high grades, such as B-, are common. Educators observe that students seem to hold themselves less accountable for their own grade results, and expect positive outcomes inconsistent with the quality of their work (Finney & Finney, 2010; Hassel & Lourey, 2005; Trzesneiwski, Donnellan, & Robins, 2008). Possible contributing factors to this sense of grade entitlement include the pressures caused by highly competitive job markets, grade inflation to protect students' self-esteem, and a growing tendency among colleges and universities to treat students as

customers (Finney & Finney, 2010; Franz 1998, Twenge, 2006).

This research examines two individual differences related to perceptions of self that might contribute to dissatisfaction with grades and to grade complaining. These are self-efficacy and students' implicit theories. Specifically, we explore the effects of a student's degree of self-efficacy with regard to doing well on academic assignments, and whether the student holds an entity view versus an incremental view of academic ability.

The study used a between-subjects experimental design, with 2 levels of self-efficacy (low self-efficacy vs. high self-efficacy) x 2 implicit theories (entity theory vs. incremental theory) to measure how students with these beliefs would react to a hypothetical scenario wherein they were told they had received a grade of B- on an assignment in a future course. Cumulative GPA was used as a covariate to wash out the effect of prior grade experience. Data were collected from students in five introductory marketing course sections at two large public universities in the southwestern United States (n=266). Students were asked to think about an assignment in a course they would take during a subsequent semester (Marketing Strategy) and read the statement, "You have just received a grade of B-, 80 out of 100 points, on your paper for the Marketing Strategy course." Respondents then completed an online questionnaire, containing closed-ended questions about their self-efficacy and implicit theories toward academic ability, about their satisfaction with the grade and liking for the instructor, about their attributions, and about their emotions.

Results of this study suggest that the implicit theory held by students (entity view or incremental view) is important in determining a student's reaction to his or her grade. When asked to project themselves into a hypothetical scenario where they had received a grade of B- on a Marketing Strategy paper, students who hold an entity view, believing that ability is fixed, reacted much more positively to the grade. They also held stronger attributions that the grade was due to their own ability, their own effort, and chance or luck. By contrast, students who hold an incremental view, believing that ability is malleable, were less satisfied, and attributed the outcome less to ability, effort, and chance or luck. These results held even after washing out any differences in grade expectations using cumulative GPA as a covariate. In fact, cumulative GPA was not significant at all in predicting satisfaction with the grade when in the regression equation with implicit theory.

In addition, implicit theory may impact how self-efficacy influences image management for students. Having been told that they received a B- on a hypothetical assignment, students in our sample who held an incremental (malleable) view of academic ability were more likely to attribute their performance to their own ability when they also had low self-efficacy. On the other hand, for students in our sample who held an entity (fixed) view, the opposite was true. Higher self-efficacy was associated with attribution to ability. It is as if, with a fixed view of ability, students claim responsibility only once they are sure that their performance was good, a self-presentational motive (Dweck, 2006; Halvorson, 2010).

This research suggests that it is important for instructors to understand implicit theory and how it affects their students' reactions to grades. It seems as if students who hold an incremental view regarding their abilities are less likely to be satisfied with a less than stellar grade. On a more positive note, our findings indicate that they are not angry and the grade does not cause them to dislike their instructor. Since students who hold an incremental view feel that things can change, they may strive more to improve their grade. Instructors could work through various assignments to encourage students to feel that their abilities and ultimately their grades can improve through their efforts in class.

References Available upon Request

COMPETITIVE PAPERS

Online Lectures and the Marketing Classroom:
To What Degree is Self-Discipline Necessary to Succeed?

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Abstract

Use of online curriculum in higher education experienced a rapid growth in the early part of the 21st century but has leveled off some in the past few years. In 2015, a survey tracking academic officer views of online education found that perceptions were positive in general, but there were some perceived drawbacks. Enrollment in online courses is still growing, but growth rates are lower than in previous years. In addition, the percentage of academic leaders who perceived online education as the same or better than classroom education has dropped somewhat, though at 74% is still quite high.. Some believe online delivery may be more amenable to graduate education because these learners generally have greater practice in self-regulation and in acquiring learning strategies (e.g. Arbaugh 2014, Comer & Lenaghan 2013). In addition, there has been no increase in the majority of those surveyed who feel there is a lack of "value and legitimacy" of online education" and that students need more discipline to succeed in online coursework (Allen & Seaman 2015). Using in-class data, this research takes a look at whether such growing pessimism is justified.

Elements of the online environment, such as CMS distribution of grades and feedback to students, can be added to enhance a marketing course. In general students seem to like these resources and use them, especially in regard to offering quick responses for grades, though when it comes to replacing in-class interaction with either the instructor or students there are both perceived strengths and weaknesses (Jackson & Helms 2008). For example, on the one hand pre-recorded lectures can be a valuable resource for students if they are offered as a supplement in face-to-face classrooms, but not all students will use them (Wieling, & Hofman 2008).

On the other hand, if they are used as a substitute for in-class lecture in a hybrid class, will it be beneficial to student learning? What will the impact be on comprehension and learning? Referring to the concerns reflected by academic officials and instructors (Allen & Seaman 2015), will only students who have a significant degree of self-discipline be able to take advantage of such classes? Will others be at a disadvantage? This exploratory research examines these questions.

Data was collected for this pilot study from one section of a hybrid marketing research course (N = 27) at a large public university in the Southwestern United States. This course is taken after general education requirements have been completed in the first two years and a basic marketing course has been taken. Data were collected at the beginning of the semester.

Results suggest that concerns regarding high levels of self-discipline needed for online learning may not be justified. Self-discipline may be no more important for students to succeed for online coursework than it is for them to master in-class assignments. Students who have more self-discipline at first did better on quizzes that were based on online material. Perhaps they were better able to discipline themselves to download and listen to the pre-recorded presentations.

On the other hand, spontaneity grew more important than self-discipline, and had a large positive impact on the third and fourth quiz scores. This finding is somewhat counterintuitive, but not as surprising as it might seem at first. Once people are used to using them, segments of a course that are online offer a high degree of flexibility. They can be viewed at any time, ideal for procrastinators, and almost any place. This would seem to give the advantage to students who value flexibility and spontaneity. More work needs to be done in this area given the results and the small number of data points.

References Available upon Request

Exploring the Application of a
Brand Use Behavior Questionnaire in
Class Discussions

By
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Submitted to the General Marketing Education Issues Track (Student Development)

Exploring the Application of a
Brand Use Behavior Questionnaire in Class Discussions

This study describes an exercise among eighty marketing majors. Students were given a Brand Usage Questionnaire (see Exhibit One) comprised of forty products/services where each item was assessed as to brand switching versus brand loyalty using a 10-point scale. In this case a score of one was used to indicate a switching of brands almost all of the time and a score of ten was used to portray the purchase or use of the same brand almost all of the time. Students were asked to select the response that was closest to their actual behavior. They were also told to skip a product if it was not used.

A METHOD OF ASSESSING CREATIVITY GAINS FOR USE IN THE BUSINESS CLASSROOM

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Abstract

Few would disagree that a goal of education in general, and marketing education in particular, is to build our students' creativity and innovation skills. Yet assessing student learning in this area remains problematic. This paper presents an on-line semantic based algorithmic method for divergent thinking skill assessment, called SparcIt, that both simplifies measurement and provides greater insight into student creative performance. The results from this method can be used for Assurance of Learning efforts. Results are also available to students and faculty immediately and can be incorporated into a productive classroom discussion of the structure of creativity.

Introduction

Creativity and innovation are increasingly recognized as a core skills necessary for success in business (McCorkle, Payan, Kling, & Reardon 2007; Petocz, Reid & Taylor 2009; Tepper & Kuh 2011), and as marketing educators it often falls to us to impart this skill to business students (Ramocki 1994). Most would agree that graduating creative students is a goal of our programs, but how can we assess whether or not we are, in fact, developing our students' creative skills?

If we are to be taken seriously as "educating creativity" in this era of accountability and assurance of learning, we must find ways in which to show that we can, indeed, bring about gains in creative thinking skills (Sternberg 2012). According to Villalba (2012), "Creativity is, with little doubt, one aspect that everyone agrees needs to be further fostered in educational settings, and thus it should be incorporated into the criteria to judge the success of an educational system" (p. 1).

In addition, the actual pedagogy of creativity can be enhanced and assessed by the use of measurement techniques. Students who can see improvements in "scores" or who can see the different ways in which creativity can manifest might be better equipped to learn and use the creativity skills they see in class. The purpose of this paper is to describe a creativity measurement technique that is relatively easy to administer and score that might be of use to marketing educators who wish to explicitly introduce creativity into their classrooms.

Measuring creativity is notoriously difficult, in part because of widespread disagreement on its very definition and scope. While acknowledging that there is not universal agreement on a definition, most researchers agree on two aspects of creativity: originality (sometimes labeled as novelty, uniqueness or unusualness) and usefulness (sometimes labeled as fit, practicality, relevance and others; Runco & Jaeger 2012). Many other criteria have been proposed, but most definitions contain some formulation of these two constructs (see Runco & Jaeger 2012 for a discussion of a "standard definition" of creativity). Despite the lack of definitional agreement, many researchers have proposed a myriad of measurement methods. Lists, taxonomies and frameworks have been developed (see Batey 2012 for a discussion and a proposed framework).

To suit the purposes of the business classroom, any measure of creativity must be

a) relatively easy and quick to administer
b) Suitable to administer to groups, rather than one on one
c) Relatively easy and quick to score

In her 1996 book, Amabile divides creativity assessments into three broad categories: (1) creativity tests, (2) objective analyses of products, and (3) subjective judgments. Because we are interested in measuring the creativity of students, we can eliminate the second of these. In order to really serve our purposes of accountability and pedagogy, we can also eliminate the third due to its subjective nature. Amabile further divides creativity tests into three broad categories: (1) personality tests, (2) biographical inventories and (3) behavioral assessments (see also Hocevar 1981). Personality tests are generally thought to measure long term, stable characteristics. If we believe that we can influence the creativity of our students, then, these are not appropriate. Likewise, biographical inventories are generally directed at understanding the past – what made a creative person creative – and therefore do not suit our purposes either. Thus, we are left with creativity tests through behavioral assessments.

Batey (2012) further refines the different measurement approaches by positing that they can be described using three dimensions. He posits three axes upon which creativity measurement can be divided:

1. *Level*: We can measure creativity at the individual, team, organization or cultural level.
2. *Facet*: What aspect of creativity do we wish to measure? This is described using the four Ps of creativity. Person (measuring creativity as a trait of the creator), Process (measuring, for example, how much time is spent creating), Press or environment (measuring, for example, the noise or light conditions leading to creativity) and Product (measuring, for example, the number of patents awarded a product).
3. *Measurement Approach*: How are we measuring creativity? We can do so with hard data (objectively), by asking for self-ratings, or by asking others, usually some sort of expert, to rate it.

For the purposes of encouraging and assessing creativity gains, we are most interested in the individual level. Further, we are interested in determining if there are changes in creativity within a person. Finally, though we hope that self-ratings of creative ability would change, and others would be able to see those changes as well, objective, data driven methods of documenting creative gains are preferred. Thus, the measures we are looking for would be, individual, trait related and objective. One example of such a test given by Batey (2012) is a divergent thinking task.

Divergent Thinking Tasks

In a divergent thinking task, the subject is given an open ended question and asked to produce as many different responses as possible to the question. Perhaps the most well known of these measures if the Guilford Alternative Uses task. (Guilford 1968; see also, for example, Runco & Mraz 1992; Runco, Dow, & Smith 2006; Snyder, Mitchell, Bossomaier, & Pallier 2004).

For example, in one such task respondents are asked to "List as many uses for a brick" as they can in three minutes. Note that this is not, strictly speaking, a creativity test, but rather a divergent thinking test, and divergent thinking is only one part of creativity: originality (Runco & Acar 2012). It ignores the other aspect of the standard definition of creativity, usefulness. However, since originality is considered vital to creativity (Runco & Jaeger 2012), assessing the ability to develop original ideas is a good first step to assessing changes in creative ability.

Guilford tasks are scored to assess divergent thinking along three dimensions: fluency (the overall number of responses given by the subject), flexibility (the number of different themes or categories produced by the subject) and originality (the number of unique or unusual ideas) (Runco & Mraz 1992). Fluency is fairly easy to code and score, simply by counting the number of different responses.

Flexibility, on the other hand, requires independent coders to classify each response. For example, if the stimulus is "uses for a brick" four possible answers might be "build a shed," "make a house," "hit someone on the head" and "throw it at someone." These four responses would result in a flexibility score of 2 (two categories of responses: building materials and weapons). This becomes a challenging coding problem when there are many responses for each individual.

Originality scores are calculated by awarding more "points" to a response that is given by only a small percentage of respondents. This again requires extensive coding, judgment and calculation. For example, if a response to the brick prompt is "construct a structure to house tools" should that be considered more original than the more common "build a shed"? Runco & Acar (2012) discuss the challenges associated with these scores.

Given the difficulties of calculating the flexibility and originality scores, researchers often simply default to the fluency scores (e.g., Aylesworth & Cleary 2016). Fluency offers a good first approximation that is valuable in the classroom: it is easily understood by students, and can be explained readily when we highlight creative gains to students or to colleagues and administration. But using only fluency loses potentially valuable information, and really only scratches the surface of creative ideation.

Beketayev and Runco (2016) describe a semantics based algorithmic (SBA) method for assessing divergent thinking tasks that is potentially more cost efficient and reliable, as it is entirely computer based. An SBA method makes use of association networks "wherein semantic relations are interpreted as connections between words and concepts in natural language" (Beketayey & Runco, 2016, p. 211). Association networks are databases that describe the associational relationships between words. According to one such database, WordNet from Princeton University, "Nouns, verbs, adjectives and adverbs are grouped into sets of cognitive synonyms (synsets), each expressing a distinct concept. Synsets are interlinked by means of conceptual-semantic and lexical relations" (www.wordnet.princeton.edu).

The SBA method discussed by Beketayev & Runco (2016), called Sparcit (www.sparcit.com) makes use of a combination of twelve such databases in order to score ideational fluency, flexibility and originality from Divergent Thinking tasks. In a Sparcit study, respondents are presented with several Divergent Thinking Tasks via computer and asked to type their responses. The algorithm uses the associational network to score each response, and the student's fluency, flexibility ands originality scores are immediately available.

For details about how each score is calculated, please see Beketayev & Runco (2016). Put simply, however:

1. **Fluency**: The number of responses given.
2. **Flexibility**: Each response is analyzed to determine the number of different categories used, with categories digitally defined using the semantic networks discussed above.
3. **Originality**: This is calculated as "an average of all semantic association statistics. These statistics capture how far apart ideas given by any one individual are in the semantic networks" (Beketayev & Runco 2016, p. 213).

We used this technique to assess changes in creativity resulting from an MBA class on Innovation and Creativity. Students in the class logged on to the Sparcit website and completed the Divergent Thinking tasks on the first and last days of class. During the task, each respondent is given several stimulus objects for the divergent thinking tasks, then spends three minutes naming different uses for the item.
In order to assess how these scores related to other constructs related to creativity, respondents also completed scales that measured creative self-efficacy, fear of failure and grit. Creative self-efficacy is defined as the view "that one has the ability to produce creative outcomes" (Tierney & Farmer, 2002, p. 1138). To assess this we used the Tierney and Farmer (2002) Creative Self-Efficacy Scale. A sample item is "I have confidence in my ability to solve problems creatively." Fear of Failure is a "disposition to avoid failure and/or a capacity for experiencing shame or humiliation as a consequence of failure" (Atkinson 1966, p. 13). To measure Fear of Failure we used the short form of the Performance Failure Appraisal Inventory (PFAI) developed by Conroy, Willow & Metzler (2002). A sample item here is "When I am failing, I worry about what others think of me." Grit is defined as perseverance and passion for long-term goals and is measured by the scale developed by Duckworth, Peterson, Matthews & Kelly (2007). A

sample item is “I finish whatever I begin.” All scales were measured on seven point “very strongly agree” to “very strongly disagree” scales. Finally, we also asked respondents several demographic questions.

Results

A total of 27 students (out of 30 originally enrolled) in a course on Creativity and Innovation completed the Sparcit task as described above; one student’s responses to the “grit” section were incomplete. Pre- and post- scores on all variables were compared using a paired difference test. The results are summarized in Table 1:

Table 1: Summary of differences in pre- and post- measures

Change in Variable	N	Mean	St. Dev.	SE Mean	95% C.I.		T	P
Fluency	27	4.44	8.15	1.57	1.22	7.67	2.84	0.009
Flexibility	27	0.731	1.456	0.28	0.156	1.307	2.61	0.015
Originality	27	952	2431	468	-10	1913	2.04	0.052
Self-Efficacy	27	0.148	2.003	0.385	-0.644	0.940	0.38	0.704
Fear of Failure	27	-0.467	1.183	0.228	-0.935	0.001	-2.05	0.051
Grit	26	0.014	0.476	0.0934	-0.1783	0.2062	0.15	0.882

Among the Divergent Thinking results, scores for fluency and flexibility were statistically significant at the 0.05 level, and the score for originality nearly so. Thus, it appears that students did indeed develop additional capacity to think divergently. Consistent with our expectation, the variable easiest to understand and score, fluency, was most significant while the less easily defined outcomes like flexibility and originality were progressively less so.

Two of the scores thought to be associated with creativity, self-efficacy and grit, changed almost not at all. The weak but suggestive evidence that fear of failure may have changed is, we hope, related to the course encouraging students to take risks in an effort to be more creative.

The correlation between the changes in variables is also of interest. It is summarized in Table 2 below.

Table 2: Correlations between pre- and post- differences on key variables.

	Fluency	Flexibility	Originality	Self-Efficacy	Grit
Flexibility	0.792				
Originality	0.136	0.286			
Self Efficacy	0.166	0.058	0.147		
Fear of Failure	-0.183	-0.082	-0.171	0.064	
Grit	0.093	0.168	0.294	0.175	0.242

The only statistically significant pair is fluency and flexibility (p-value for test of correlation equal to zero is < .0001). This suggests that students’ improved divergent thinking scores included a growth in categories represented rather than simply additional uses within a category. The lack of strong association between all other pairs of variables is good news from an experimental design perspective, as it suggests that the SPARCIT results, combined with local demographic variables, are measuring multiple dimensions of both performance on the divergent thinking task and personality traits.

Discussion

The results above are encouraging from a pedagogy perspective. They suggest that a creativity training effort may enhance students' ability to develop new categories of responses (flexibility) *and* truly novel, unique responses (originality), rather than a simple increase in the number of responses (fluency). The reduction in Fear of Failure matches previous work (see Aylesworth & Cleary 2016) indicating that the testing protocol itself is reliable. It is somewhat discouraging that self-efficacy did not improve with the class. However, it should be noted that the final measure was taken in the midst of a fairly grueling, client-based project in which the students may have felt discouraged. It will be interesting to see this score again at the end of the MBA program.

It is perhaps not surprising that the grit score did not change. The class takes a "Design Thinking" approach in which students are encouraged to "fail early, fail often." That is, they are encouraged to test ideas and recognize when one does not work, in order to learn from it and drop it. Grit, or perseverance in the face of adversity, could be seen as the opposite of this approach.

Of more immediate interest, however, is that the Sparcit approach appears to represent a viable creativity assessment method that is sensitive enough to pick up changes in divergent thinking ability. Including flexibility and originality in addition to fluency scores in the assessment allows a more nuanced assessment useful in both assurance of learning efforts and in discussions of the results with the students. This method will allow us to discuss changes in all three measures of divergent thinking with the students following the assessment, in close to real time. Rich discussions of the relationships between number of ideas, types of ideas and originality of ideas generated can follow.

Further, by using this method we might also be able to better understand the *long-term* effects of our creativity efforts. Because it is so easy to administer, we can ask students to complete the task not only at the beginning and end of a course, but also at the end of an entire program. We are planning to do just that, to determine if the gains described above last beyond the end of the creativity class, or if they are diminished, or even enhanced, by the rest of an MBA program.

Cost is a serious drawback for using Sparcit as a tool for pedagogical research. At a current cost of $25 or more per respondent per administration, this is probably not a measure that can be used for all graduates from a program, or even for all students in a class every semester. Still, by using this method to supplement less extensive assessments on an occasional basis, we might be able to improve how well we understand creativity education at an institution. Also, while the cost is, at the moment, perhaps too high for some institutions, the discussions it is encouraging might lead to locally developed scoring systems that are more sophisticated than counts of fluency, if not quite as elaborate as the commercially available software.

The results suggest several interesting directions for future work, including:

- Replication of the experiment in courses on creativity taught at different institutions to help ensure that results are not simply a local phenomenon. A previous experiment suggests that similar courses taught in several locations around the world will be reasonably consistent (Aylesworth & Cleary 2016).
- Use of a control group to assess the extent to which the observed changes in scores are a matter of a practice effect associated with repeating the experiment. We plan to find a similar cohort of MBA students at a different institution who are not taking, and have not taken, a creativity based course and

administer the exam to them with similar pre- and post- protocol but no intervening discussion of creativity.

· The indication that fear of failure is the most easily influenced of the "personality" variables is also consistent with previous work. (Aylesworth & Cleary 2016). An experiment in which a course not specifically about creativity, but for which the classroom structure explicitly rewarded bold ideas and encouraged risk-taking, serving as a host for students taking pre- and post- tests could help determine how much of the change seen was due to environment and how much to specific content related to innovative thinking.

Conclusion

Overall, the semantics based algorithm method, as represented by the Sparcit program, represents a potentially fruitful path to better understanding, assessing and teaching creativity methods. Results from this paper using the Sparcit system allows us to take a considerable step forward in assessing creativity and its association with personality traits. It confirms and adds depth to initial findings that fluency and fear of failure measures can be measured and typically show considerable change following a course in Creativity and Innovation as reported by Aylesworth & Cleary, 2016. As accreditors, governing bodies and students demand more accountability in higher education, having a set of tools that help engage these stakeholders could be important in maintaining support for courses and programs.

References Available Upon Request

Revisiting the Relationship Between Marketing Education and Marketing Career Success

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Introduction

Thirty years ago, Hunt, Chonko and Wood (1986, HCW herein) published a paper providing evidence that an undergraduate degree with a major in marketing was unrelated to success in a marketing career. The purpose of the present research is to collect fresh data and revisit the question of whether a marketing education is related to success in a marketing career.

Literature Review

At least two reasons suggest that this counter-intuitive finding may still be valid, and at least two reasons indicate why the findings are questionable and should be re-examined. HCW's findings may be valid because marketing knowledge taught in colleges and universities may be quickly forgotten. Studies indicate that the retention of marketing knowledge is quite brief (Bacon & Stewart, 2006; McIntyre & Munson, 2008). Secondly, HCW's provocative findings may still be valid because the marketing knowledge taught in school may not be valuable in the workplace. Employers seem relatively uninterested in the marketing knowledge of graduates. McDaniels and White (1993) found that employers ranked "marketing knowledge" 19th out of 22 characteristics of graduates, behind items such as work ethic, planning and organizing skills, initiative, and maturity.

However, HCW's original findings may not be valid. The statistical power may have been low due to using only a few explanatory variables in their analysis. The present study uses additional variables, including gender, region, hours worked per week, age, the quality of the undergraduate institution (Thomas, 2003; Thomas & Zhang, 2005), percentage time respondents spend in management, organization size, and organization type (Bacon & Stewart, 2015). Whether a person works on the agency side or the client side of marketing or whether they work in B2B or B2C marketing are also variables included in the model. In addition, a log linear model, rather than a linear model, is used in the regression analysis as is now common practice in regression studies of income (Thomas, 2000; Eide, Hilmer, & Showalter, 2016).

Methodology

Data were collected online using Qualtrics survey software and an online panel purchased through Qualtrics. Respondents were screened by an initial question to include only individuals who worked full time in marketing in the U.S. in 2015. A total of 864 usable responses were acquired. Regression analysis was applied using the log of income as the dependent variable.

Results

HCW Replication Regression

To re-examine HCW's primary research finding, the log of income was regressed on the same variables used by HCW: experience, GPA, major, and MBA. The new findings differ substantially from HCW. In contrast to HCW, a marketing major and GPA are each significantly associated with higher income in a marketing career. However, years of work experience was not found to have a significant association with income, creating the concern that the model excludes important covariates. To overcome this problem, a larger, more exploratory model was tested next.

Exploratory regression

The results of the exploratory model are shown in Table 1. All of the variables that were significant in the HCW model remain significant in the exploratory model. In addition, years of experience is significant in the new model, indicating a more appropriate specification. The negative second order term for age indicates some diminishing returns with age, consistent with other studies (Thomas & Zhang, 2005). Having a marketing major is again significant, indicating that having a marketing major is associated with higher incomes in marketing careers.

Discussion

The results presented here offer some good news and bad news for marketing educators. Yes, a marketing education is associated with higher income in a marketing career. The coefficients in Table 1 can be interpreted as percentage increases. Thus, an employee with a marketing major would be expected to earn 11.5% more (a "wage premium," in economic terms) than a person without a college degree or someone with a degree outside of business or STEM. The bad news is that other business majors (e.g., accounting or finance) would be expected to earn more money in marketing careers, with an 18.4% wage premium, and STEM majors would expect to earn even more, with a 27.4% wage premium.

The results regarding education in particular should be interpreted with caution. A cross-sectional correlational study is used here, not a true experimental design. Differences in education may not *cause* differences in income; rather differences in educational choices are *correlated* with differences in income. Students who would otherwise choose to study marketing may not necessarily earn more money if they instead complete STEM degrees. Students who choose to study any particular major may differ in some way that was not measured here and is later reflected in earnings. Other studies have noted that marketing majors may not be strong students in general (Aggarwal, Vaidyanathan, & Rochford, 2007).

In conclusion, the current research finds a positive association between an education in marketing and success in a marketing career, but those with other majors appear to have even more success in a marketing career. Rather than the marketing content itself, it may be that higher education selects students with greater ambition and aptitude and/or it imparts to all students, regardless of major, some higher-order thinking skills and abilities that are valuable in marketing careers. This study should motivate additional research into the nature of the skills and abilities not measured here as these abilities may be more valuable in the marketplace than imparting the marketing knowledge that we marketing faculty hold so dear.

References Available upon Request

Table 1
Exploratory Regression

	B	Standardized B	*p*-value
First Stage Stepwise Model			
Constant	**10.541**		
Years of work experience	**0.0089**	**0.118**	**< .001**
GPA	**0.162**	**0.075**	**0.013**
MBA	**0.386**	**0.174**	**< .001**
College major			
STEM	**0.274**	**0.115**	**< .001**
Other business	**0.184**	**0.094**	**0.002**
Marketing	**0.115**	**0.078**	**0.015**

	Percentage time in management	**0.0058**	**0.335**	**< .001**
	Other graduate degree	**0.282**	**0.156**	**< .001**
	Agency size	**0.00017**	**0.091**	**0.012**
	Work in agency	**0.085**	**0.074**	**0.044**
	High institution quality	**0.093**	**0.064**	**0.037**
	State cost of living	**0.0019**	**0.062**	**0.035**
Second Stage Stepwise Model				
	Constant	**-0.484**		
	Male	**0.093**	**0.096**	**0.004**
	Age	**0.018**	**0.332**	**0.001**
	Age squared	**-0.00016**	**-0.224**	**0.031**

Notes: **First model** R^2 **= .293,** F**(12,851) = 30.824,** p **< .001.**
Second model R^2 **= .027,** F**(3,860) = 8.998,** p **< .001.**

A SUCCESSFUL SOFT SKILLS HYBRID COURSE DESIGN MODEL FOR MARKETING EDUCATORS: EVIDENCE FROM A 4-YEAR LONGITUDINAL STUDY

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Extended Abstract

Current marketing graduates are students who have grown up with more digital relationships than ones involving live human interaction; this has negatively affected how they manage interpersonal relationships. As a result, unemployment rates have been partly attributed to a lack of qualified applicants in the workforce due to soft skills gaps in the applicants' skill set.

Scholars and employers alike are now placing the onus of teaching soft skills on educators. The present research examines relevant extant literature which supports the critical need for a soft skills class in the marketing curriculum. A series of research propositions serve to offer a conceptual framework for creating a successful soft skills course utilizing a hybrid instructional model. Validation for the efficacy of this model is presented using longitudinal data from 253 marketing students at a large California university spanning seven semesters over the course of four years.

The proposed soft skills instructional model contains the following elements: A hybrid delivery, videos exemplifying the concepts, integrated use of apps to vary instructional delivery method, activities and assignments that require students to practice outside of class the skills they learn in class, a selection of relevant activities for each topic in lieu of one required activity, required reflection on the effects of students' soft skill implementation/practice, discussion boards to facilitate student subject matter discourse, an active instructor cyberpresence by responding to students' discussion board posts frequently and in a timely manner, guest speakers to speak about their experiences with and the importance of soft skills in the corporate world, and a face-to-face course segment for students to practice/demonstrate appropriate business dining etiquette, professional dress, handshake, networking skills, and wine selection/tasting/pairing.

Results from the empirical study reveal a significant increase in learning across all 30 soft skills tested using the proposed course design model. The largest gains were in the marketing students' ability to give a presentation, give an elevator pitch, manage their procrastination, tactfully call attention to people's mistakes, and in their ability to use appropriate dining etiquette as well as choose a wine at a business dinner. Students' overall soft skills index after the course was significantly higher than it was prior to taking the course, $t(236) = 20.013$, $p < 0.001$, indicating the overwhelming success of the course design model. This research offers a marketing instructor the framework (with empirical support) to build a successful hybrid soft skills course.

Keeping Up With The Khardasians, The Joneses: Designing Consumer Behavior and Marketing Exams around a Full-Length Feature Film

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Introduction

Sorry, Kim, Khourtney, Klhoe, and Kris; this paper is not all about keeping up with you. It's about your forebears, the Joneses. They were the fictitious first family on the block to own a TV set. Marketers could identify them as early adopters by the ugly antennae on their rooftops and target them as opinion leaders who less-innovative late adopters aspired to keep up with.

One day, while explaining aspirational groups and the diffusion of innovations during a consumer behavior class at an international summer program in Europe, I casually referred to the Joneses. The allusion was met with a lot of blank stares – not only from the European and Asian students, but from American students as well. It was at that moment that one of the students raised his hand and asked if the reference had anything to do with the *Joneses*, a 2010 film with Demi Moore and David Duchovney.

In keeping with the adoption of innovation theme, when it comes to Hollywood movies, I explained that I am very much the laggard who sees the "latest" blockbusters on small screens located on the backs of airline seats. I tracked down a DVD copy of the film (by then it was already 2013). Watching it, I had discovered a veritable treasure trove of examples of marketing concepts from guerilla marketing, to adoption of innovations, from self-concept to buyer decision roles, and from conspicuous consumption to marketing ethics. I had stumbled not only onto a great video clips to illustrate points in class, but to a valuable tool for assessing how well students can identify the inter-relationships among a vast array of marketing concepts in a fun, challenging, and realistic context. In short, the movie is now the basis for a part of an in-class exam for both Principles of Marketing and Consumer Behavior.

Teaching Critical Thinking to Marketing Students: Lessons from Other Business Disciplines

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Abstract

One major task of the marketing educator is to prepare students for a professional career that requires them to be lifelong learners. Achieving this goal will be easier if students acquire critical thinking skills but there are more ways than one for this to happen. We review the literature for practical suggestions on teaching reasoning skills to higher education students from a variety of business disciplines. Each example is presented along with ideas on how it could be adapted to a marketing class. A general reasoning checklist is developed to guide students in their work on marketing assignments that require an application of reasoning skills.

Honorable Mention

Gender Differences in the Verbal Evaluation of Marketing Instructors

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Abstract
A large review of data from RateMyProfessors.com found that a gender difference existed in the rating of marketing instructors that was not found in any other major studied. Female marketing instructors received significantly lower evaluations than male instructors. An analysis of student written comments found that female marketing instructors were more likely to be described with negative words like worst, avoid, useless, and boring than male instructors, a pattern not found in other business disciplines. Positive terms like best, awesome, great, and interesting were used to describe male instructors. Possible causes and implications for the evaluation process are discussed.

PATTERNS OF MISCLASSIFICATIONS IN PUBLISHED MULTIPLE-CHOICE QUESTION DIFFICULTY TAXONOMIES

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Abstract

Virtually all introductory textbooks in marketing and business generally are accompanied by banks of multiple-choice questions, those questions usually being classified into three levels of difficulty. Examination of questions drawn from several such banks indicates that those difficulty classifications are only somewhat more accurate than could be accomplished on a random basis. Possibly patterns exist within the misclassifications that could inform classifications when made originally. Indeed, the present research finds that many questions classified as Easy or Hard are empirically of medium difficulty.

Students' Views of the Marketing Internship:
Benefits, Drawbacks, and Surprises

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Abstract

Internships are a staple of many undergraduate marketing programs. Internship experiences provide students with opportunities for hands-on learning and can help to bridge the gap between the classroom and students' futures as marketing professionals. Through internships, students work in professional environments, learn from practitioners, observe real marketing situations, practice and develop marketing skills, and possibly witness the development and implementation of marketing strategies. Further, internships can help students to identify a focus of professional interest and to be more employable upon graduation.

In this study, students who had fulfilled a marketing internship (n=279) completed a comprehensive questionnaire about their internship experiences, including what they liked and disliked, surprises, problems, and suggestions. Students also responded to 50 belief statements concerning their experiences during the internship, and attitude scales were developed (e.g., Perceived Learning Scale, Uncomfortable Scale). Although some of the internship literature indicates that employers may take advantage of students for free labor, our results showed that most students found their internship to be a rewarding and educational experience. Selected findings are summarized below.

The interns in our study worked for employers in a wide variety of industries and most employers were small. Thirty-six percent worked as an administrative assistant and did anything from mundane to more challenging duties such as composing correspondence, constructing spending and sales reports, developing press releases, and assisting in implementing special events. Thirty percent worked in the field of social media marketing and were involved in website design, search engine optimization, and/or search engine marketing. Fifteen percent were engaged in sales-related tasks such as compiling prospective client lists and making sales calls. Thirteen percent developed and implemented marketing strategies, including SWOT analysis, marketing plans, and advertising campaigns. Sixty-six percent of the interns worked on at least one major project during their internship. The most prevalent projects involved social media marketing, followed by developing and/or running a major event. Some interns developed and/or worked on a major advertising or sales campaign.

The results of the study generally shed a favorable light on marketing internships. The average score for all respondents on the Perceived Learning Scale was 4.07 out of a possible 5, revealing that the students perceived their internship to provide a meaningful learning experience. When asked what surprised them most about their internship, 40% stated that they were surprised by how much they learned. The respondents' low average score on the Uncomfortable Scale (1.87 out of 5) reveals that most interns were not uncomfortable in their roles. When students were asked to explain the problems they had during their internship, 55% stated that they did not have any problems.

Nearly all respondents (97%) indicated that they found the internship to be a learning experience, with the most commonly mentioned areas of learning pertaining to, "how the business was run" (21%), "communication skills" (18%), "social media marketing strategies" (10%), "people skills" (6%), "professional behavior" (5%), "time management" (5%), "understanding customers' needs" (5%), and "the importance of a strong work ethic" (5%). The most prevalent benefits mentioned were, "learning about the business" (27%) and "getting real work experience" (17%). When asked what they liked most about their internship, the students indicated, "the people" (20%), "getting real work experience" (17%), "learning how the business was run" (12%), and "the tasks assigned" (11%), When asked if an internship course should be required of all marketing students, only nine percent felt that it should not be required.

When asked about the problems they had with their internship, the majority (55%) stated that they had no problems. Similarly, 44% indicated, when asked how the employer could have improved the internship, that no improvement was necessary. In order of frequency, interns who felt there were problems indicated that they were overwhelmed by the work that was given to them (11%); that they needed more formal, on-the-job training to properly execute their duties (10%); or that they had a communication problem with either their supervisor, co-workers, or customers (6%). Surprisingly, less than one percent complained about the fact that they were not paid for their work. When asked about what they liked least about their internships, about 15% of the interns echoed the most frequent response to the previous question by stating, in essence, “nothing – all was good.” Of those who did list complaints, 15% complained about being assigned menial, dull tasks that did not showcase their talents. Fewer numbers referred to the lack of pay (6%), and not being given enough guidance (4%).

Several factors enhanced the students’ learning. Most of the interns (77%) had not previously worked in a marketing position. They were exposed for the first time to the practical side of marketing as contrasted with the theory they received in the classroom. Moreover, many were supervised by a senior officer of a small company, which provided them with considerable exposure to how a business is run. Our research suggests that marketing departments should do everything possible to enhance the learning opportunities of internships.

A live-case lite approach as formative assessment

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Abstract
Written case studies have been widely used in marketing. This method presents some shortcomings. We have suggested an approach employing a version of live case studies involving managers of a local company as formative evaluators contributing to an iterative and formalized formative assessment process. This approach may add some interesting features such as presenting a more relevant and realistic context to students as they are more likely to work in that sort of business in the future. It also helps students to deal with ambiguity inherent in business life by conducting a nonlinear, but iterative, learning process. Finally, this process allows the application and understanding of theoretical concepts
Keywords Case study teaching, live case study, formative assessment, strategic marketing
Introduction

Traditional case study teaching has been widely used in marketing and strategy classes. It contributes to developing students' hard and soft skills. However, it also has some limitations such as its static feature, its limited description of context and its tendency to become outdated. To alleviate these shortcomings, we suggest using a written case study about a local company and inviting its managers as guest speakers. Managers can enrich case discussions with knowledgeable insights and can explain why some options are not chosen. Group presentations are assessed by peer students in order to highlight their strong and weak points. Finally, the instructor will lead a discussion to demonstrate alternative views, to explain the useful tools and concepts to apply, and to link theory and practice. This approach of associating a written case study with guest speakers can be considered a version of a live case study. Moreover, this iterative approach including three kinds of feedback, i.e., from the company managers, from classmates and from the instructor, is used as a formative assessment process.

Literature Review

The case study method offers experiential learning opportunities (Forman, 2006) as it fosters learning by doing and "guided discovery under the watchful eyes of an expert" (Markulis, 1985, p. 168). It provides a narrative that "describes an actual situation, a real life example, that involves a decision, a challenge, an opportunity, a problem, or an issue faced by a person or people in an organization and requires the reader to 'step into the shoes' of the key person in the case" (Boulocher-Passet, 2015, p.2). Therefore it contributes to develop a better understanding of management issues (Markulis, 1985) and to bridge the gap between theory and the real-world complexity of business problems (Boulocher-Passet, 2015; Bove & Davies, 2009; Culpin & Scott, 2012).

Specifically, the case method can be used to take into account different perspectives and to consider alternative solutions (Weil, Oyelere, Yeoh, & Firer, 2001), to provide a neutral situation to discuss, to develop self-analysis, independent thinking and confidence (Boulocher-Passet, 2015), and to foster the ability to work in group and train presentation skills (Hassall, Lewis, & Broadbent, 1998), etc. Through case analysis, theoretical material generates new conceptual insights and becomes more relevant by making it more practical (Boulocher-Passet, 2015; Ross, Zufan, & Rosenbloom, 2008).

In brief, case studies are perceived as important by students because they pull together theory, practice and the real world (Weil et al., 2001).

However, traditional case studies are often seen as overly "static, one dimensional, and inadequate simulations of real-world" marketing problems (Burns, 1990 quoted in Bove & Davies, 2009, p. 230). A persistent criticism is the lack of realism (Markulis, 1985; Wilson, 2008). Written cases are also seen as impersonal and insufficiently documented (Wilson, 2008). In particular, they lack information about the economic, social, political and technological context discussion (Cameron, Trudel, Titah, & Léger, 2012). Personalities and their decision-making styles are also difficult to portray in writing (Markulis, 1985). Finally, they tend to become outdated very quickly (Markulis, 1985; Wilson, 2008).

Considering all these shortcomings, students may demonstrate a lack of commitment in class discussions (Miner, 1979). Some authors explain it as a lack of maturity, general education and experience of students (Beckman, 1972). Others argue that cases display only preassembled and essential facts that reveal the solution very early. Therefore, it tends to discourage interest, effort and further analysis (; Markulis, 1985). Discussions can also easily be poorly managed and become dominated by a few vocal students and/or degenerate into endless debates (Kelly, 1983; Markulis, 1985).

The live-case-study technique is a variant of the case method (Wilson, 2008) with an additional dimension of reality (Markulis, 1985). One of the main differences between live and traditional cases is that students work in a live environment with an organization to solve a real business problem (Burns, 1990; Wilson, 2008) with partial information and under conditions of uncertainty (Corey, 1999; Culpin & Scott, 2012).

For Cameron et al. (2012), the live-teaching case method is a hybrid teaching method that alleviates several of the traditional case method shortcomings while combining the benefits associated with the presence of a guest speaker in class. It transforms the passive guest speaker event into an active one (Cameron et al., 2012). Compared to traditional cases, live cases show positive outcomes for students and companies. In particular, they augment students' interest and learning (Markulis, 1985). However, using live cases increases instructors' workload which is estimated to be around 30 hours per case (Wilson, 2008). It might explain why live cases are still underutilized in most business programs (Kennedy et al., 2001).

The formative assessment process imbedded in a live-case lite approach.

This paper explains the process followed to discuss a live-case lite study of a local branch of a Swiss nation-wide retail bank, Raiffeisen. The case described the situation of a local branch, the Banque Raiffeisen Moleson (BRM), with 36,000 customers at the end of 2006. The written case and the questions are submitted to undergraduate students in their final year as it combines strategy and marketing perspectives. In groups, they answer the questions. Three groups (out of 12 groups) have to prepare a 15-minute presentation to be made in class to their classmates and two managers of BRM, its current managing director and its retail operations manager. Then, the groups' work is evaluated through a formative assessment process (see Figure 2).

A class is structured into three parts across three class sessions. At the first session, instructors explain theoretical concepts and distribute the written case and questions to the students. In between, the students have to analyze the case and answer the questions. Then, the bank managers come to class and participate in the case discussion. Students present their analysis to the managers and their peers. To prepare for the next class, students have to assess their performance and that of their peers. In the last class, students and professors discuss the strong and weak points of each group. Finally, the instructors share their own insights by referring to and applying the theoretical concepts. The instructors take advantage of the iterative assessment process as they can identify the areas that need more attention and they can adjust their closing comments in order to strengthen students' understanding.

In summary, we designed a three-stage formative assessment process, starting with feedback from bank managers, followed by self-assessment and peer-assessment in groups, and finally, by the instructors' feedback and closing comments.

Some findings

We conducted an exploratory research based on semi-directed interviews of students and bank managers involved in our classes.

Benefits to the bank are numerous. Bank managers are interested in listening to students' presentations to get an unbiased perspective that may challenge their taken-for-granted assumptions. BRM managers are particularly interested in getting the insights of young and potential future customers; students may shed a different and unexpected light on an issue. As managers of a local branch dedicated to local activities, they feel a social responsibility to support educational events. They may also attract new graduates to apply or new customers.

Students may not be convinced by the process. They may feel that their peers are not qualified to give valuable and accurate feedback. As such, they consider this assessment as not fair (as noted by (Bicen & Laverie, 2009). Moreover, they feel that it takes time from their leisure time (free time is scarce) and they don't understand the benefits to be gained. Therefore, either this assessment element should be redesigned according to students' comments, or it should be better explained to the students in order to make them understand the objectives in terms of skills development and the benefits to be gained.

Feedback from the professor is a traditional component of any case study discussion. We just want to highlight the iterative loop going back to techniques and concepts explained at first and the mechanism that allows for adjusting the feedback to the aspects of poor understanding revealed throughout the process. At the end of the process, the instructors can also take the opportunity to focus on and highlight the key issues and concepts. They also can bring their own insights about the application of concepts in a real "local" context and the outcomes.

Students seem to appreciate the iterative process consisting of being exposed to new theoretical concepts and techniques, applying them in the context of a local case study, getting feedback from the managers and finally analyzing their application and reinforcing their understanding thanks to the insights of

This paper discussed the use of a lite version of live case studies as a formative assessment process. It differs from traditional case studies as it promotes the learning and application of theoretical concepts as an iterative process, rather than as an inductive process as the result of a case discussion. We have identified key differences between traditional case studies and our approach to live-case lite studies. References available upon request

Students' perception of the flipped classroom:

Teaching Consumer Behavior and Market Research classes in two Swiss Universities

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Abstract

Marketing instructors have traditionally sought to use experiential and active learning methods in their teaching. The flipped classroom is a learner-centered innovative pedagogical approach that moves the delivery of class material outside the classroom to focus on collaborative activities during class sessions. This qualitative exploratory research aims at understanding how students perceive their experience and the outcome of flipped classroom marketing courses in two Swiss universities. The analysis shows mixed results depending on the student population involved, as well as on the format of the preparatory material provided.

Keywords Flipped Classroom, Inverted classroom, Marketing, Learning outcomes

Introduction

A research conducted on 107 marketing faculty (Smart et al, 1999) found out that they aim at attaining the higher levels of Bloom's Taxonomy of Educational Objectives (Bloom, 1956), placing a greater emphasis on how students can apply the taught content and develop competencies, such as problem solving, that are required by prospective employers. A review of all articles published in the Journal of Marketing Education between its creation in 1979 and 2012 showed that "experiential learning" had the second greatest number and percentage of articles published, right after "assessment" (Gray et al, 2012). Gray et al. (2012) describe experiential learning as "*a cornerstone of marketing education and a signature pedagogy for the discipline*".

Modern technology enables a type of experiential active learning model known as "flipped classroom", first introduced by Baker, 2000, and Lage et al., 2000, and popularized through online videos and activities by, among others, Karl Fisch, Jon Bergmann and the Khan Academy (Butt, 2014)
This research aims at understanding how the flipped classroom mechanism can affect students' perceived experience and perceived outcomes through a qualitative exploratory research conducted in 7 classes of Consumer Behavior and Market Research in 2 Swiss Universities in spring 2016.

Literature Review

Flipped classrooms are about moving the "delivery" of material outside of formal class time (through the use of extensive notes, video recorded lectures, book chapters and other appropriate means) and using formal class time for students to undertake collaborative and interactive activities relevant to that material, such as problem-solving, case studies, exercises, examples, etc., (Butt, 2014). Traditionally, a quiz is performed at the beginning of the class time to assess if students have done their preparatory work. Indeed, a research conducted by Smart et al (1999) showed that among the changes perceived by faculty over the previous ten years, was the fact that students seemed to have a general unwillingness to read assigned materials. Thus many students need to be motivated to read their textbook and do their homework (Frydenberg, 2012).

Research across various fields (Bishop & Verleger, 2013) finds that students provide mixed feedback on flipped classrooms. Lage (2000), Gannod et al (2008) and Bates & Galloway (2012) report mostly positive feedback, Schullery et al (2011) and Findlay-Thompson & Mombourquette (2014) report a mix of positive and negative feedback, whereas Strayer (2012) and Jaster (2013) report mostly negative feedback. Findlay-Thompson & Mombourquette (2014) conclude that flipped classroom models might be only effective with specific student populations. Usually, students complain about workload and highlight the importance of clear guidelines and the need to be well organized to succeed in a flipped classroom (Wanner & Palmer, 2015).

One of the pitfalls of flipped classrooms is that students must overcome their reliance on traditional classroom teaching and be willing to accept the responsibility for self-learning that comes with a flipped class (Techsmith, 2013; Knewton, 2013). However, Goodwin and Miller (2011) surveyed 453 instructors who flipped their classrooms and identified 5 benefits of flipped classrooms: Improved student-teacher interaction, Opportunity for real-time feedback, Student engagement, Self-paced learning and More meaningful homework. Teachers, nonetheless, express concerns regarding the time commitment and the workload to set up, implement and manage a flipped classroom (Wanner & Palmer, 2015).
Although flipped classroom teaching methods have been somewhat researched, very few research has been done in business education (Schullery et al, 2011; Findlay-Thompson & Mombourquette, 2014) and we were not able to find any research on students' assessment of flipped classrooms in teaching marketing,

Methodology

Student data was collected from seven part-time and full-time undergraduate marketing research classes taught by three different teachers in two different schools in Spring 2016. Instead of the traditional quiz performed at the beginning of each session, a different approach was chosen to overcome the risk of students' lack of preparation (Smart et al, 1999; Fox, 2016). In one school (4 classes), powerpoint slides were provided to the students by the instructor. Each week, one group of student was required to present a summary of the course material at the beginning of the class. In the other school (3 classes), 2 books were used as a basis for the course: Malhotra (2014) and Solomon (2013). Each week, 2 groups of students were required to summarize, at the beginning of the class, a 25 to 40 pages book chapter assigned to each. The best summaries from the 3 classes were made available (slides and speakers' notes) to the students, after the session, on the online platform. In all 7 classes, instructors provided feedback on the summaries presented, introduced additional or missing content as well as added many examples. For the second half of the class session, interactive exercises were done in groups. In addition, all classes did a market research project, for a real client.

Data was collected through standardized surveys used by schools to assess classes in an ISO Quality approach. Therefore, two different questionnaires, depending on schools, were distributed. However, both surveys included open-ended questions about strong and weak points. Students completed the questionnaires anonymously and online, so, we do not have any demographics about the students. Additionally, one of the instructors asked the students (2 classes) to make up to 3 recommendations to improve the teaching. Sources were categorized according to table 1, below:

Table 1: Categorization of sources

	Class	Number of respondents	Full time (FT) or part-time (PT)	School	Preparatory material provided	Survey method
Source 1	A	21	FT	Geneva	Textbooks	Standardized questionnaire
Source 2	B	15	FT	Fribourg	Instructor material	Standardized questionnaire
Source 3	C	14	FT	Fribourg	Instructor material	Standardized questionnaire

Source 4	D	17	PT	Fribourg	Instructor material	Standardized questionnaire
Source 5	E	21	PT	Fribourg	Instructor material	Standardized questionnaire
Source 6	F	21	PT	Geneva	Textbooks	Standardized questionnaire
Source 7	G	23	PT	Geneva	Textbooks	Standardized questionnaire
Source 8	D	23	PT	Fribourg	Instructor material	Recommendations
Source 9	E	27	PT	Fribourg	Instructor material	Recommendations

The research process followed different steps:

- We conducted a thorough literature review to determine the state of the art of research related to the use of the flipped classroom approach in general, and more specifically in marketing.
- Based on this literature review, we identified key issues to investigate.
- Schools sent questionnaires to students to assess the quality of teaching. A total of 154 students responded to a standardized quality-aimed questionnaires and/or to an open-ended question about recommendations for improvement.
- The collected data was analyzed using content analysis (with the help of Nvivo) based on codes and categories of codes from the literature review. We also counted the frequency of words to find out any additional relevant codes.
- We conducted a cross member validation to ensure higher reliability of our findings.

Open-ended questions were used, consistently with the exploratory nature of our study but we faced the difficulty that students sometimes provided very short comments that were difficult to interpret. In that case, comments were ignored when analyzing content.
As code categories (parent node in Nvivo), we retained the 4 characteristics identified by Crews & Butterfield (2014), i.e., class structure, interaction, instructor and material. Word count allowed us to add codes as child nodes and new parent nodes, such as learning outcomes or semester projects. The whole corpus was coded. Relevant parts were associated with one or several codes. All the code-related content was analyzed.

Discussion

This research revealed divergent attitudes regarding the way we applied the flipped classroom method. In-line with Finley-Thompson & Mombourquette (2014), it appeared that this approach is better suited for specific students' populations, i.e. in our research, the top and the part-time students. These students might prefer this approach as it allows a self-paced and steadier learning, for which they might be better prepared (techsmith, 2013; Knewton, 2013). The majority of students seems to have trouble to let go of the traditional approach they are used to and they consider this approach as an imposed and useless change which, in-line with Wanner & Palmer (2015) provides too much workload, requires clear guidelines and well organized students. Therefore, teachers should think of class structures and mechanisms that would enable to benefit from the advantages while addressing the drawbacks of flipped classrooms.

Teachers' skills were highlighted. However, the hard work of teachers, mentioned in Wanner & Palmer (2015) was not recognized. On the contrary, students considered that there was no real work by the instructors. To address these shortcomings, this approach should be better explained to the students at the very beginning of the course, i.e. roles of each, involvement, objectives, etc. Instructors might also be more directive when setting the guidelines, otherwise students might feel lost and overwhelmed when dealing on their own with all the material. It is worth mentioning that students provided feedback that is more positive when the preparatory material was a set of powerpoint slides provided by the instructor than when it was a set of assigned textbook chapters.

In-line with Goodwill & Miller (2013), students valued and wanted even more real-time feedback. For many, they found their engagement enhanced by this method. Yet, in contradiction to Goodwill & Miller (2013), few appeared prepared for this self-paced learning approach and rare were those who found that the preparatory homework was meaningful.

Further research should be conducted in a more structured and robust manner, for instance, by using a unique questionnaire for all the students. As our research showed mixed results, exploratory research based on semi-structured interviews might help to gain in-depth insight of motivations and inhibitors related to the flipped classroom approach. In particular, it would be interesting to know if students' assessment of flipped classroom is correlated to their prior experience with this method (or lack thereof) or their ability to learn on their own. Additional information as to the gender and age of students might also provide a better understanding on the types of students better suited for flipped classroom approaches in marketing teaching.

References available upon request

Empathy In Marketing Students: Are We Missing The Boat In Marketing Education?

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STUDENT: I am so excited. I have an opportunity to work for my aunt and uncle. They want me to develop a marketing strategy for a high-end bed they produce and bring in from Africa.
INSTRUCTOR: That sounds really exciting. Who is the target market?
STUDENT: The bed is very unique and stylish. It is also very expensive, so I think the target market is Baby Boomers.
INSTRUCTOR: Okay. Sounds good so far.
STUDENT: But I don't know how to market to Baby Boomers. I'm not in that generation, of course, and all the examples we use in class have to do with marketing to the Millennials. I don't know where to start.
This is an actual scenario that one of the authors of this manuscript experienced in a conversation with a talented, Millennial marketing student with lots of potential who, surprisingly, does not know where to start in marketing a product to Baby Boomers. And it is likely not the lack of knowledge of what a marketing strategy is or what it is comprised of; rather, it is, at least partly, what we believe to be a lack of *empathy* on this student's part. As educators, we seek out examples and cases that will be *relevant* to students and, in turn, increase their *engagement*, and in many cases that means using examples and cases that involve Millennials. But are we missing the boat when it comes to educating marketing students and making them ready to be effective marketers when they graduate? Is *empathy* necessary for developing effective marketing strategies, especially those marketing strategies that target consumers who are different from the marketer preparing the strategies (in generation/age, gender, ethnicity, or any other variable we might consider important)? If so, can we teach empathy and, in turn, will empathy make marketing majors more effective marketers? Are we leaving out empathy as a desired skill for marketing students to have? We suspect the answer is "yes" to these questions and begin to explore them in this research.

Maximizing Team Learning In Marketing Classes

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ABSTRACT

This paper presents guidance for marketing educators who utilize student teams to complete assignments, especially major field-based, experiential learning projects. Teamwork is a vital meta-skill for effectiveness in the workplace so it is important that marketing educators do their best to construct the most effective skill development context possible. Team formation, size, and training issues ae addressed. The authors' experiences with specific practices are shared. It is suggested that teams be assigned based on complementarity and range from 3-5 in size. It is further suggested that faculty provide training on group processes and conflict management strategies.

STUDENTS' PERCEPTION OF AND SATISFACTION WITH MOBILE POLLING TECHNOLOGY: AN EXPLORATORY STUDY

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Abstract

Mobile polling is gradually replacing clicker technology as the student response system (SRS) of choice largely because students prefer to use their own devices to participate in class. Only recently have researchers begun to examine the advantages and disadvantages of mobile polling systems, mostly investigating Poll Everywhere (www.polleverywhere.com). This study introduces a new polling software, Socrative (www.socrative.com), that is comparable to Poll Everywhere but provides instructors with additional features. An exploratory study was conducted to assess students' perceived benefits, drawbacks, and level of satisfaction from using this software in an upper level marketing course. The study identified four key categories using a thematic analysis of qualitative data: (a) student learning, (b) course delivery and assessment, (c) use of technology, and (d) satisfaction and adoption. Eighteen strengths and four weaknesses are presented. Some of the main strengths are as follows: anonymity, knowledge acquisition, interactivity, immediate feedback, usefulness, and ease of use, and it motivates students to participate. Weaknesses include non-participation, distraction, and software reliability, and it can motivate students to cheat. In addition, students provided suggestions for improvement, while urging other instructors to adopt this technology in their courses. Discussion and implications are provided at the end of the paper.

Key words: Student Response System, Mobile Polling, Clickers, Socrative, Poll Everywhere

The Effectiveness Of Teaching Methods In Business Education As Perceived By Ceu Malolos Marketing Students

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This study probed the perception of the Centro Escolar University BSBA major in Marketing Management students on the effectiveness of the various teaching methods that are being used by the faculty members in facilitating the teaching-learning process. One hundred twelve (112) students, 30 from first year, 34 second year, 24 third year and 24 fourth year students answered the self-constructed questionnaire, interpreted verbally as 1= Not Effective, 2 = Not So Effective, 3 = Somewhat Effective and 4 = Very Effective. The teaching methods used in the classroom as perceived by BSBA Marketing Management students are limited to Group discussions, Seminars and Conferences, Individual Presentation, Homework/Assignments, Workshops, Role Playing, Case Study/Analysis, Lecture-Discussion, Gaming, Use of Multi-media (Film viewing, DLP, etc.) and Brainstorming. Using descriptive research, the Use of Multi-media (Film viewing, DLP, etc.) is considered to be Very Effective as a teaching method with Mean of 3.5179 and SD = .58483, while Multiple Choice is Very Effective Type of Test for the respondents with 3.5422 Mean and SD = .50125. It is recommended that educational trip, exposure to local or international seminars and business webinars can be utilized by teachers to make the lessons more interesting. Also further research paper on the same subject matter is recommended for more generalization of the research results.
Key words: Effectiveness, Teaching Methods, Business Education, and Test Evaluation.

Teaching Marketing Analytics Across A Spectrum Of Student Readiness: Techniques For Success

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Background and Brief Review of the Literature

Many more universities have become interested in offering marketing analytics at both the undergraduate and graduate levels. There are several reasons why the marketing educational paradigm is shifting towards incorporating marketing analytics into the curriculum. Most prominent among them is the reality that most organizations are utilizing data to make business decisions. It follows that graduates who are trained in analytics and how to approach marketing problems from an analytical angle are becoming more attractive to employers. Increasingly, when hiring for entry-level marketing positions, employers are now requiring potential employees to be competent in specific technical skills; such requirements have been steadily increasing and suggest that more than a third of entry level marketing positions have some aspect of analytics or data mining (Schlee and Harich 2010). In effect, marketing analytics courses can bridge the gap between the classroom and practice by offering students important skills in analyzing information in order to predict customer needs, grow market-share and increase the firm's profitability (D'Auria, 2006).

A cursory review of the literature shows that there has been scant examination of the pedagogy associated specifically with teaching marketing analytics. With that said, the notion of active learning applied to the marketing classroom can be said to predict success in a general sense (Young, 2002). Ultimately though, the emergence of Big Data has cast a wide shadow over the 21st century marketing classroom and instructors are grappling with the myriad skills and competencies required to prepare students in this area (Weinberg, Davis, & Berger, 2013). Adding another layer of complexity to the issue is the notion that marketing analytics courses included both offline and online customer data and activities, incrementally expanding the universe of data gathering and application tools necessary to cover in a given course (Stone, 2014).

Teaching Challenges

Marketing analytics requires the collection and measurement of marketing data to efficiently analyze marketing performance with the ultimate goal of optimizing marketing resources and customer value. Teaching such a course requires covering econometric models, statistical analysis, and using statistical programs. Additionally, some courses may require programming skills.

While the interest in offering marketing analytics has increased, there are certain inherent challenges that may arise from incorporating such courses into the marketing curriculum. One of the biggest challenges associated with teaching marketing analytics is adjusting to the wide range of student ability and interest in such a course. Marketing is a unique discipline in the sense that it covers a wide breadth of subject material. As a result, this has attracted a wide range of students coming from a diverse background with unique skill sets. For example, the skill set required to excel at a sales competition is vastly different from the skill set needed to excel in an analytics course. While of course, many students will be able to bridge these differences and excel across a wide spectrum of coursework, it is critical to be aware that not all students will be able to easily do this.

Given the wide range of student interests and abilities that the field of marketing attracts, it is not surprising that some students may feel apprehensive about taking a course in marketing analytics. Conversely, our experience has shown that a significant number of students enroll in a marketing analytics course due to their perception of its importance. Such a range of student abilities coupled with strong student interest can add an additional layer of complexity to successfully teaching such a course. In the next section, we discuss potential solutions to help offset some of these challenges.

Techniques for Success

One key way to be able to offer marketing analytics to a wide range of students is to incorporate an active learning approach into the curriculum. Such active learning techniques have the ability to help reduce student apprehension while increasing the likelihood of favorable student outcomes.

We propose engaging students in reciprocal peer-to-peer knowledge sharing exercises as a potential approach to effectively managing the inherent challenges associated with teaching marketing analytics across a wide range of student ability. Reciprocal peer-to-peer knowledge sharing is a teaching method that challenges students to exercise responsibility in the areas of knowledge acquisition, knowledge synthesis, and knowledge demonstration. From a pedagogical perspective, reciprocal peer-to-peer knowledge sharing represents a formalized approach to encourage and facilitate collaborative learning interactions among students. This form of simultaneous learning approach has been shown to enhance student learning outcomes by encouraging critical thinking and providing a supportive environment in which students can actively learn from and with one another (McKeachie and Svinicki, 2014; Boud, Cohen, & Sampson, 2014). According to Neal Whitman's 1988 report *Peer Teaching: To Teach is To Learn Twice*, the success of peer teaching environments is grounded in the fact that students interact as both a teacher and a learner and as such gain a deeper understanding of the material.

Sample Activity: Reciprocal Peer-to-Peer Knowledge Sharing for a Data Supported Case Analysis

Learning Objective

To enhance learning outcomes of marketing analytics coursework and encourage students of varying levels of aptitude and skill to think more critically about data related topics through the use of reciprocal peer-to-peer knowledge sharing.

Instructions

Step 1: All students are assigned the same case study to read and summarize outside of class.

- Students are also required to record detailed notes as well as rate their learning experience based on the various sections of the case—ranking from 1 to 5 (where 1 indicates little comprehension of the topic and 5 indicates full comprehension of the topic)

Step 2: Make the case-related dataset accessible to the entire class and provide a brief overview of its contents and function.

Step 3: Students are assigned to groups of 2-4. These groups will then be asked to analyze a specific portion of a dataset in order to answer assigned questions related to the case.

- Student groups are encouraged to become 'peer experts' for the assigned portion of the dataset and are made accountable for conveying their acquired knowledge to the class in a demonstration-based presentation.
- Student groups establish group norms (e.g., members can negotiate ground rules, specify responsibilities, and set expectations), review the provided dataset, compare their individual notes from the assigned reading, and determine how to best synthesize the information in order to clearly present it back to the class.

Step 5: Student groups present the information for their assigned section of the case (as the 'peer experts' of the assigned material) to the entire class.

Step 6: After the assignment concludes, students will re-assess their learning experience by once again rating the various sections of the assignment—ranking from 1 to 5 (where 1 indicates little comprehension of the topic and 5 indicates full comprehension of the topic). This information will also assist the professor in tailoring review discussions.

Outcome
By the end of this activity, each student will have contributed to and benefited from an in-depth analysis of all of the key aspects of the case. More specifically, the reciprocal peer-teaching approach will have facilitated a deeper learning experience for all students—regardless of ability. This is largely due to the shared accountability and teaching responsibilities between the students. Additionally, students will have had the opportunity to assess their personal learning experience and identify potential peers for follow-up inquiries.

Discussion

When teaching material to a diverse state of student readiness for a marketing analytics class, it is critical to design the course appropriately and with relevant content to maximize student success. As discussed above, active learning engagement can result in increased student learning. However, with learning material requiring a higher level of cognitive investment, it may be advisable to apply a different initial approach. When material is new and unfamiliar to students, allowing them time to first process the new material quietly and contemplatively may be preferable to an applied activity; such an activity may interfere with cognitive processing (Sweller and Chandler 1994). Furthermore, research suggests that students are able to learn more when instructors provide examples that are concrete and relatable. When students in introductory research classes were introduced to material focused on substantive issues focusing on interesting social problems, learning increased (Bridges et al. 1998; Markham 1991).

Additionally worth considering is the issue of data literacy as a foundation to marketing analytics pedagogy. Data literacy, or the ability to find and interpret data in order to draw conclusions in an ethical way is predicated upon a complex skill set that incorporates finding organizing and interpreting appropriate raw data as well as communicating it (Carlson, Fosmire, Miller, & Nelson, 2011). Students in marketing analytics courses are apt to have varying degrees of readiness with regards to research and data gathering, statistical analysis and data communication. Incorporating instruction that encourages students to gather and massage data as well as communicate its importance represents a critical foundation for such courses generally. Taking a data literacy approach to marketing analytics classes by incorporating instruction in data gathering, modeling and visualization can be an important step in leveling the playing field and improving student readiness by developing core competencies required for success in learning analytics (Calzada Prado, & Marzal, 2013).

Conclusion

Any marketing department can successfully incorporate marketing analytics into their curriculum regardless of student ability. We believe an active learning centric marketing analytics course is the key to appealing to a wide range of students. When implementing an active learning approach, a few general guidelines can help to encourage content mastery. Marketing analytics is a course that can range dramatically in its depth of technical material. Therefore, it is absolutely critical to select appropriate material based on your students' ability level. Additionally, having students with a wide range of ability can make this challenging. If you are in such a situation, we suggest selecting material that will appeal to 80 percent of your classroom. Our experience is that there may be a few students who will require tremendous outside instruction and/or resources.

Additionally, be mindful of how much material is being covered at one time. While some of this material may seem easy or familiar to us, most students have not seen this material. Some instructors may feel that they must cover all of the material, including all of the technical nuances associated with each methodology. While we definitely do not want to discourage such a thorough approach to pedagogy, we strongly caution that instructors make an honest assessment of student ability. Also, some topics may require more than one week to effectively cover. Reviewing the material frequently and even posting online videos that students can access repeatedly can be useful for student mastery. While our focus has been on teaching a marketing analytics course, this active learning framework is suitable for a wide range of marketing courses. We believe that by utilizing an active learning approach incorporating some of the specific classroom techniques highlighted above, marketing analytics can be accessable for all students.

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TEACHING COMMUNITY-BASED SOCIAL MARKETING: AN ACTIVE LEARNING APPROACH FOR INFLUENCING THE SOCIAL GOOD

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Introduction

Initially introduced into the marketing literature in the 1970s, both the definition of social marketing and the discipline of social marketing have evolved considerably since that time (Andreasen 1995, Fox and Kotler 1980, French et al. 2011, Kotler et al. 2002, Kotler and Zaltman 1971, Lee and Kotler 2015). Kotler et al. (2002) define social marketing as the use of marketing principles and techniques to influence a target audience to voluntarily accept, reject, modify or abandon behavior for the benefit of individuals, groups, or society as a whole. French et al. (2011) note that while definitions may vary by disciplinary perspectives, the majority of the definitions include three common elements: (1) the primary purpose is to achieve a social good—not commercial gain, (2) it consists of a finite and coherent set of concepts and principles that can be used to inform policy and assist in the development and implementation of social change strategy, and (3) it is a systematic process that is defined by learning and evaluation. As the multidisciplinary offspring of marketing techniques developed in the commercial sector and behavioral change techniques refined in the public and non-profit sectors, social marketing provides a rigorous platform to influence and change behavior for the social good (French et al. 2011, Kotler et al. 2002).

When applied to the context of a community such as a state, city, or neighborhood; social marketing can be strategically employed to change target audience behavior on social issues as diverse as but not limited to health, recycling, public transportation, homelessness, and water conservation. McKenzie-Mohr and Smith (1999) note that community-based social marketing or CBSM is composed of four steps: (1) uncovering barriers to behaviors, (2) selecting which specific behavior to change, (3) designing a program to overcome the selected barrier, and (4) evaluating the effectiveness of the program once implemented. The key emphasis of CBSM is that effective program design must begin with a comprehensive understanding of the barriers to change as they are perceived by the target audience. In addition, CBSM emphasizes the importance of a rigorous strategic planning and implementation process to ensure effective and substantive change (McKenzie-Mohr 2000, McKenzie-Mohr and Smith 1999). In this paper, we discuss the evolution of a CBSM course and the importance of an active learning approach to increase the effectiveness of the course objectives at both the course and societal level.

The Evolution of the Community-Based Social Marketing Course

Fueled initially in 2011 by a University strategic initiative to increase community engagement for the social good, institutional priorities and resources have subsequently focused upon making this initiative a reality *(citation omitted for blind review—to be provided upon final submission*). In 2014, the Center for Engagement, Service and the Public Good was established as the umbrella organization for campus-wide community engagement efforts *(citation omitted for blind review—to be provided upon final submission*). Through the efforts of the Center, over 200 community organizations have since signed agreements to participate as community partners. This list continues to grow exponentially. And with renewed emphasis, "engagement, service, and the public good" was established as a strategic priority area in the University's 2015 Strategic Plan *(citation omitted for blind review—to be provided on final submission*). Furthermore, as part of this strategic priority, all incoming freshmen as of Fall Semester 2016 are now required to complete two civic learning courses that feature engagement with pubic or non-profit organizations in the surrounding community. Both required courses are designated as general education courses taken by all students, regardless of their major academic discipline.

In the context of this University-wide focus upon community engagement, several faculty in the Department of Marketing recognized an opportunity to develop a course in community-based social marketing. Initially, in 2013, the course was designed as an elective course for marketing majors who were interested in learning about social marketing and applying this knowledge to community organizations. With the renewed strategic emphasis on community engagement in the 2015 strategic plan and a concurrent call for civic learning, general education (GE) course proposals; faculty in the Department of Marketing revised and resubmitted the CBSM course as a civic learning GE course. Subsequently, the revised CBSM course was approved. In addition, since it is to date the only civic learning GE course in the College of Business and Economics, all business majors and marketing majors can enroll in the course and receive double credit for it as both a business or marketing elective *and* a GE civic learning course. And finally, in anticipation of the increased overall student enrollment and marketing student demand, the Department of Marketing has hired new faculty who specialize in social marketing and has received approval for additional faculty hires in this growing area. This evolution has, in short, provided a high energy albeit challenging synergy among faculty, students, the University, and community partner organizations.

Teaching Community-Based Social Marketing: An Active Learning Approach

Derived primarily from Kolb's (1981, 1984) Experiential Learning Model, active learning proposes the notion that "learning by doing" increases student involvement and activates a deeper learning process when compared to traditional, lecture-based learning (Frontczak 1998). Effective active learning involves four successive stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Frontczak 1998, Petkus Jr. 2000). Each stage is carefully designed to immerse students into a new experience that initiates a deeper and more reflective experience through the active application of marketing theories and practices.

By its very nature, community-based social marketing is an ideal course for the application of an active learning approach. Since the course is specifically designed to apply the marketing process to building and developing programs in the surrounding community, it provides the perfect platform for getting students out of the classroom and immersing them into public or non-profit organizations where they can experience a new reality, reflect upon that experience, and make a genuine difference for the social good. While the majority of universities do not provide a structured environment to facilitate such opportunities, our campus has initiated a concerted, strategic effort to provide infrastructure and direction for community-based (civic) engagement. In the following section, we provide two examples of how an active learning approach is used within the course to engage students on the timely topic of water conservation in the State of California and the City of Los Angeles.

CBSM Active Learning Examples:

Water Conservation and Medical Equipment Donations

To date, the community-based social marketing (CBSM) course has been taught twice and only one of those sections involved off-campus community partners. While the results were extremely successful, these pilot courses highlighted the heavy faculty time commitment required for successful implementation. As a result, the revised CBSM civic learning GE course reflects a reduced class size of twenty-five (25) students so that the active learning approach could be more effectively applied in the classroom and in the community. Some of the complex social issues confronted in these initial offerings of the CBSM course included water conservation, food (in)security, medical equipment donations, healthy eating and lifestyles, prostate cancer prevention, energy conservation, and public transportation. Regardless of the issue; in-class attendance was consistently high, students were highly engaged, and the two initial community partners were extremely pleased with the results. Indeed, one of the community partners continues to work with marketing faculty in the CBSM course and other courses to grow and improve services at his nonprofit, community-based organization. (See Table 2 for one of the related active learning exercises.)

The following active learning examples about water conservation and medical equipment donations, borrowed from the pilot study of the CBSM course, follow the four success stages of the active learning approach: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Frontczak 1998, Petkus Jr. 2000). In the first example (see Table 1), it is important to point out that water conservation is a timely social issue because the State of California and many neighboring states have been experiencing severe drought conditions for more than five years now (http://drought.ca.gov, http://www.azwater.gov, www.drought.nv.gov). In the second example (see Table 2), durable medical equipment donations are important to communities because they ensure the availability of free or low-cost equipment loans and purchases for residents of a community. In the case of the community partner with whom we worked, the donation of durable medical equipment is also a highly sustainable model for the community because the equipment is repaired by volunteers, professionally sanitized on site, and loaned out to community members at no cost *(citation omitted for blind review—to be provided upon final submission*).

Table 1
Active Learning Exercise: Community-Based Social Marketing Course
Lesson Plan: Crafting a Desired Positioning Statement
Case Example: Water Conservation

Active Learning Stage	Active Learning Application
Concrete Experience	Students read assigned chapter on how to craft a desired positioning statement (Chapter 9 of textbook, Lee and Kotler 2015). Online activities include viewing two public sector (state and city) water conservation campaigns: Arizona's "Water Use It Wisely" campaign and the City of Los Angeles's "Save the Drop" campaign. Both campaigns can be found online at: http://wateruseitwisely.com and http://savethedropla.com, respectively. As a short blog assignment, each student is required to post their initial perceptions about each of the campaigns with regard to intended scope, audience, and potential impact.
Reflective Observation	During the in-class session, an instructor-led large group activity involves walking through National Geographic's online "water footprint" activity (http://environment.nationalgeographic.com/environment/freshwater/change-the-course/water-footprint-calculator/). This activity takes each person through the many ways that water is consumed by individuals and how much water is consumed during each consumption activity (e.g., washing dishes, taking a shower, or washing the laundry). This activity typically results in high engagement and lively discussions about what each person can and cannot do about water conservation. (Time estimate for activity: 15-20 minutes.)
Abstract Conceptualization	Using the reflective observation as context, students are divided into small groups of 4-5 students each. Each small group works on a case scenario in which they must apply the social marketing concepts (in this case, the four types of positioning statements*) to each of the two water conservation campaigns viewed previously online (Arizona's "Water Use It Wisely" campaign and the City of Los Angeles's "Save the Drop" campaign). After conceptualizing how each type of positioning statement would look for the two campaigns, the small groups document their answers in writing and report back to the entire classroom on their decisions. The instructor moves from group to group during the small group discussions and then facilitates the large group discussion during the last 15 minutes of class. (Time estimate for activities: 30-45 minutes.) * (Four types of social marketing positioning statements: behavior-focused, barriers-focused, benefits-focused, and competition-focused.) *

Active Experimentation	Currently under development with existing public sector community partners working on water conservation. See "Discussion and Conclusions" section for a discussion of the challenges and constraints.

Table 2
Active Learning Exercise: Community-Based Social Marketing Course
Lesson Plan: Place Strategy
Case Example: Durable Medical Equipment Donations

Active Learning Stage	Active Learning Application
Concrete Experience	Students read assigned chapter on how to develop place strategy that will make the product or service more convenient and easier to access or adopt (Chapter 12 of textbook, Lee and Kotler 2015). Online activities include making a "digital" visit of the organization website to gain a better understanding of the services offered. This digital visit is supplemented with an in-class presentation by the Executive Director of the organization *(citation omitted for blind review—to be provided on final submission*). As a short blog assignment, each student is required to post their initial perceptions about the current place strategy of the organization with regard to the target market and location(s).
Reflective Observation	During the in-class session, an instructor-led large group activity involves walking through the website together and brainstorming possible ways to improve the place strategy of the organization. This activity resulted in high engagement and lively discussions about the nature of and complexities regarding medical equipment donations. (Time estimate for activity: 15-20 minutes.)
Abstract Conceptualization	Using the reflective observation as context, students are divided into small groups of 4-5 students each. Each small group works on a case scenario in which they must apply the social marketing concepts (in this case, the ten place-related tactics that can be used to make it more convenient and pleasant to donate durable medical equipment.)* After conceptualizing how each tactic could be applied, the small groups document their answers in writing and report back to the entire classroom on their decisions. The instructor moves from group to group during the small group discussions and then facilitates the large group discussion during the last 15 minutes. (Time estimate for activities: 30-45 minutes.) * (Ten types of social marketing place-related tactics: make the location closer, extend the hours, be there at the point of decision making, make the location more appealing, overcome psychological barriers associated with the place, be more accessible than the competition, make access to the competition more difficult or unpleasant, be where your target audience shops, be where your target audience hangs out, and work with the existing distribution channel.) *
Active Experimentation	Student groups (usually 2 or 3) conduct a site visit and tour of the organization headquarters (and donation sites too in this case). This effort requires a considerable amount of advance planning, time, and coordination. Assigned student groups, in collaboration with the instructor and the contact person at the organization, identify appropriate place-related tactics, complete a report of their findings, and conduct a formal presentation to the class and representatives of the organization.

Discussion and Conclusions

The ongoing journey to fully embrace, integrate, and support an authentic, University-wide culture of community or civic engagement is fraught with challenges. In the specific context of our community-based social marketing course, we are encouraged by small successes and become more resilient to the newfound obstacles at every stage of the implementation process. While working directly with a community partner is rewarding due to the immediate source of gratification in the form of observing real world scenarios, developing real world social marketing solutions, working on important social causes, and developing long term relationships with community partners; it can also be very challenging. Due to a myriad of issues the least of which includes time constraints, off-campus travel constraints, coordination issues with the designated organizational contact person, and the typical constraints associated with classroom management for a relatively new course; senior and junior faculty alike can easily become discouraged. Now that the CBSM course is officially designated as a civic learning, general education course; even more new challenges will undoubtedly emerge as more non-business and non-marketing majors select it to fulfill one of their general education civic learning course requirements.

These challenges aside, our community-based marketing course continues to evolve into one with more structure and more consist course content and pedagogy across a growing cadre of instructors. Under ideal circumstances, an active learning approach for any course would include all four of the stages in the active learning process (Frontczak 1998, Petkus Jr. 2000). In reality, due to the challenges of initiating the relationships with community partners within such a short timeframe, we were unable to implement the fourth stage, active experimentation, to the fullest extent possible. With the topic of water conservation, for example, students could more holistically benefit from the high impact practices of an active learning approach if they could work directly with the two aforementioned public sector organizations on improving the water conservation campaigns. In the case of durable medical equipment donations, both the students and the community organization clearly benefited from the "active experimentation" stage of the active learning approach. It is hoped that, as the working relationship with the community partner continues to grow, less time will be spent on getting to know them and more time will be spent on the application of social marketing principles and strategies for the social good.

While it is clear that institutional resources and support, as well as a tenure review process that does not necessarily reward labor-intensive community engagement activities, must evolve to genuinely foster taxing efforts such as these; the end result could nonetheless be rewarding. With an active learning approach as applied to a community-based social marketing course; students could be transformed, universities could achieve their strategic priorities, and community organizations could gain valuable social marketing support for their respective social causes. And, with a little luck, marketing faculty could also begin to feel more connected to the communities where they live and the universities where they work.

References Available Upon Request

THE CHALLENGES OF TEACHING INTERCULTURAL BUSINESS COMMUNICATIONS: CAN ACTIVE LEARNING BRIDGE THE CULTURAL DIVIDE?

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Introduction

Edward Hall's (1959, 1976, 1990, 2000) original conceptualization of intercultural communication emerged primarily from his framework of cultural context. In this framework, national cultures were placed on a continuum ranging from high context to low context cultures. While it is important to avoid stereotypes of people based upon their respective native cultures, Hall's framework continues to provide a useful albeit simplistic tool for evaluating cultures on values such as personal orientation, communication styles, time orientation, and decision-making styles to name just a few. When coupled with other models of understanding cultural values, such as Hofstede's Dimension of Cultural Values (1997, 2001), international marketers can better prepare themselves for the countless obstacles they may face in the realm of conducting business in another country—a country where they may be less familiar or even clueless about how to communicate appropriately and effectively.

In this paper, we examine intercultural communication styles in a business context and explore ways to improve the intercultural communication skills of budding international marketers in the context of an undergraduate intercultural business communications course. Through active learning exercises applied in this course, we discuss the opportunities and challenges of utilizing such approaches within the classroom setting.

Intercultural Communication Styles in a Business Context

According to Hall's framework of cultural context, communication styles vary by cultural context (1959, 1976, 1990, 2000). Cultural context, a complex idea, is the wide-ranging notion that underscores how much or how little importance is placed upon the "context" of a situation. According to Hall's framework (1959, 1976, 1990, 2000), the meaning of a communication or message in low context cultures is derived primarily from the words that are spoken—not the context. As a result, the communication style is more direct and explicit. The lowest context culture is Switzerland, and other low context cultures include but are not limited to Great Britain, Germany, France, Denmark, Finland, Norway, and mainstream United States of America (USA). At the opposite end of the continuum, the highest context culture is Japan and other high context cultures include but are not limited to Italy, Spain, and most Latin American, Arab, and African countries. In high context cultures, the meaning of the communication is derived primarily from the context—the history, the immediate surroundings, the social status of the individuals who are interacting, prior knowledge, etc.—not from the words that are being used to communicate. As a result, the communication style is more indirect and implicit. In addition, it is important to emphasize that most of the communication in high context cultures is non-verbal in nature (Jain and Choudhary 2011, Sundaram and Webster 2000, Wang 2012). This aspect of intercultural communications, in both a business and a non-business context, is one of the most perplexing aspects of communicating across the cultural divide of high versus low context cultures. Commonly referred to as the "silent language" of international business, nonverbal communication can include a wide range of values and behaviors including oculesics (eye contact), proxemics (personal space), haptics (touch), chronemics (time orientation), kinesics (body language including facial expressions and gestures), and paralanguage (timing, volume, tone and inflection of the voice) (Burgoon et al. 2009, Hall 1959, Horne et al. 2008, Mehrabian 2007, Prabhu 2010, Preston 2005, Sundaram and Webster 2000, Yates 2015, Zachry 2003). Due to the complex and varied nature of nonverbal communication, to say nothing of the more obvious spoken language challenge, it is truly a wonder that any business negotiation or communication gets done effectively at all.

Active Learning for Intercultural Business Communications

The active and/or experiential learning model, derived primarily from Kolb's (1981, 1984) Experiential Learning Model, offers tremendous opportunities for high impact learning that will foster a deeper learning process. Used as a pedagogical approach in marketing and other disciplines, active learning offers clear advantages over traditional, lecture-based approaches to learning (Cardon 2010, Drea et al. 2005; Fowler and Bridges 2012; Frontczak 1998; Kolb 1981, 1984; Petkus Jr. 2000). Among other things; it increases student involvement, helps students integrate theory with practice, improves students' communication skills, improves students' critical thinking skills, and activates "deeper" and more transformative learning (Frontczak 1998; Kolb 1981, 1984; Petkus Jr. 2000).

In our undergraduate intercultural business communications course, the course objectives include the analysis of communication issues in an intercultural or global business context, the introduction of intercultural communication theories, intercultural business negotiations, and the role of nonverbal communication in conducting business effectively. Since we reside in the United States and our course is part of a series of courses offered in an international business curriculum at a U.S. business school, our pedagogical approach begins from the perspective of a low context, U.S. business school. The challenge this position presents is that, based upon cultural context, international marketing students must learn to work and communicate in high context cultures such as China, India, Brazil, Vietnam, Turkey, and Thailand. While learning the spoken language is beyond the scope of this course, learning the "silent language" is very relevant to the objectives of this course. In the following paragraphs, we discuss how we integrate active learning through in-class exercises designed to analyze intercultural communication styles (Table 1), reflect upon cultural values (Table 2), and practice nonverbal communication (Table 3).

Table 1
Active Learning Exercise: Intercultural Communication Styles

Activity	**Detailed Steps**
Analyze Cultural Differences in Communication Style	Students are as to identify and analyze the key differences in communication styles when comparing the United States to a different country of their choice. (They are all provided first with the basic definitions of each communication style variable.) Using a 10-point scale, students rank the two countries on the four communication style variables: (1) direct versus indirect, (2) informal versus formal, (3) specific versus wide [context-based] (4) principles first versus applications first
Closing Discussion	Instructor facilitates discussion about each communication variable and how it affects a company's marketing activities in that country as well as how the customers in that country will behave towards a product or service. Students are encouraged to add examples to support or refute the ratings of the country communication styles.
Student Reflection and Synthesis	After the exercises, working in "country" assigned teams, students assess how the communication style of a country would impact a US business's ability to enter and compete for customers in that country.

Table 2
Active Learning Exercise: Cultural Values

Activity	Detailed Steps
Student Reflection on Cultural Values	Students are provided with a worksheet and asked to identify their own cultural values and the values frameworks discussed previously in class (e.g., Hofstede's Model of Cultural Values). (Hofstede 1997, 2001) The worksheet includes a list of 36 "Traditional American Values" that are socially approved in American culture (e.g., honesty, cleanliness, tolerance, obey the law, loyalty to your country, influence other countries to become more democratic, independence, etc.)
Students Rank Their Cultural Values	Once students have checked off their own cultural values on the worksheet, they are asked to select their five most important variables and rank them in descending order. They are also asked to explain why they rated each variable so highly.
Student Reflection and Synthesis	After students have identified and ranked their five most important cultural values, they are asked to respond to the following questions during an instructor-led, large group discussion: (1) Who or what has influenced you in developing your cultural values? (2) How can you use this course to further clarify your awareness of both your own cultural value orientation and those of others? (3) Which of the categories in Hofstede's Model of Cultural Values intersect with your top five values?

Table 3
Active Learning Exercise: Nonverbal Communication

Activity	Detailed Steps
Short Lecture	Instructor conducts a short (15-minute) lecture to review nonverbal communication variables such as oculesics (eye contact), proxemics (personal space), haptics (touch), chronemics (time orientation), kinesics (body language including facial expressions and gestures), and paralanguage (timing, volume, tone and inflection of the voice). This short lecture usually includes a short improvisation skit of nonverbal communication performed by the instructor. This initial skit is designed to prime the students for the next step—student improvisations (Aylesworth 2008, Rocco and Whalen 2014).
Student Improvisational Skits	Students are divided into small groups of 4-5 students each. Each group is handed a notecard that includes one of the following six nonverbal communication scenarios and, after five minutes to prepare, each student group performs their skit live in front of the entire class. Students are typically highly engaged in this activity, so expect a lot of noise and laughter. (1) Using **kinesics**, conduct a job interview which involves a job candidate who is not interested in the position at all. (2) Using **kinesics**, conduct a job interview which involves a job candidate who is extremely interested in the position.

	(3) Using **oculesics**, conduct a conversation between a lower level employee and his/her supervisor in a high context culture such as Japan (Japanese language not required!) (4) Using **oculesics**, conduct a conversation between a lower level employee and his/her supervisor in a low context culture such as U.S. business culture (5) Using **proxemics**, demonstrate several people riding on a public train in a high context culture such as Japan (6) Using **proxemics**, demonstrate several people riding on a public train (like Metrorail) in a low context culture such as the United States.
Student Reflection on Nonverbal Communication	Once the improvisational skits have been completed, each student is asked to reflect upon what they learned and how each scenario was different depending upon the context. Their reflections are written in the form of a five-minute paper that is collected for documentation purposes.
Closing Discussion	Instructor facilitates a large group discussion about nonverbal communication and how it impacts intercultural communication in a business context.

Discussion and Conclusions

Intercultural communications in a business context can be complicated and frustrating for international marketers, regardless of their cultural background or the country in which they are conducting business. Even if they have acquired the fundamentals of the language spoken in the host country, the cultural values in that context will be different and, for the most part, can only be acquired through extended experience in that country market. Nonetheless, for budding international marketers, it is important to take the first steps toward cultural understanding through courses that introduce existing models and frameworks about cultural values, cultural communication styles, nonverbal communication, and other important aspects of marketing in a different cultural context (Hall 1959, 1976, 1990, 2000; Hofstede 1997, 2001; Burgoon et al. 2009; Horne et al. 2008; Mehrabian 2007; Prabhu 2010, Preston 2005; Sundaram and Webster 2000; Yates 2015; Zachry 2003).

In our intercultural business communications course, students are exposed to a wealth of information about these important topics. When challenged to explore and confront their personal biases and values, many students must move beyond their cultural comfort zones. This discomfort presents a sometimes uncomfortable but typically ideal opportunity for critical learning. Through a combination of short lectures, in-depth reading assignments, and in-class active learning exercises; students learn how cultures are different and how they are alike. In a traditional lecture- and exam-based class, the pedagogy for understanding cultural differences and similarities may not resonate as clearly as is needed. These are complex cultural constructs that genuinely benefit from the deeper thinking, reflection, and critical thinking gained through the pedagogical approach of active learning (Frontczak 1998; Kolb 1981, 1984; Petkus Jr. 2000). And so, when attempting to bridge the sometimes deep cultural divide of communicating across cultures, active learning offers a genuine opportunity to immerse students into the cultural unknown in a way that will foster critical thinking and take them on a journey far beyond the mundane walls of the college classroom.

References Available Upon Request

USING EXPERIENTIAL LEARNING TO INTEGRATE ETHICS INTO AN UNDERGRADUATE SALES COURSE

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Abstract

Despite broad attention given to research on marketing ethics education, research efforts have not attempted to understand the learning outcomes of students who have participated in ethics-related learning activities. This study addresses that gap by examining the ethical reasoning students brought to bear on ethical dilemmas that emerged from an experiential learning project. We employed qualitative research methods to interpret how students judged the ethicality of their actions while participating in a semester-long personal selling project. We provide a review of experiential learning to highlight the value of that pedagogical approach for teaching marketing ethics. We report findings from a 2 ½ year study aimed at understanding 1) if the ethical dilemmas students recognized in a personal selling project reflect ethical dilemmas in real-world selling situations and 2) if those experiences reflect the range of conceptual domains suggested by ethical decision-making models that typically frame the content of teaching units that cover marketing ethics. We interpreted both our methodological approach and our findings in terms of six learning categories presented in Bloom's taxonomy. Drawing on that interpretation, we describe three examples of how active learning exercises can be integrated with an experiential learning project to encourage students to employ the highest order of thinking skills to learn marketing ethics concepts.

Keywords: Marketing Ethics, Ethical Decision-making, Bloom's Taxonomy, Experiential Learning, Marketing Education.

Introduction

The scholarly business literature is replete with studies about how colleges of business can strengthen ethics education in marketing curricula. In their review of research on marketing ethics, Nill and Schibrowsky (2007, pg. 268) (Nill & Schibrowsky, 2007) found that among all articles addressing marketing ethics published between 1981 and 2005, "articles pertaining to the teaching of marketing ethics were the second most researched sub-discipline…." Debate has centered around whether ethics should be taught as a stand alone course (Ferrell & Keig, 2013) or infused across curricula (Brinkmann, Sims, & Nelson, 2011). While that debate lingers, it is reasonable to assume that some combination of the two approaches likely is optimal (Ogunyemi, 2017).

Despite broad attention given to research on marketing ethics education, research efforts have not attempted to understand the learning outcomes of students who have participated in ethics-related learning activities. Lack of insight into learning outcomes of ethics education leaves scholars' understanding of the effectiveness of different pedagogical approaches largely to speculation. This study addresses that gap by examining the ethical reasoning students brought to bear on ethical dilemmas that emerged from an experiential learning project. We employed qualitative research methods to interpret how students judged the ethicality of their actions while participating in a hands-on personal selling project.

Experiential Learning

Experiential learning takes place through processes of doing and reflecting (Felicia, 2011). Experiential learning is distinct from rote, didactic or other forms of learning that do not incorporate direct experience in their pedagogical approach (de Stavenga, Wierstra, & Hermanussen, 2006). Key pedagogical components differentiate experiential learning activities from academic learning. According to (Kolb, 1984), learning through experience requires learners to progress through four distinct phases: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Internships, computer simulations, live case projects (Gentry, 1990), and a variety of service-related assignments (Gremler, Hoffman, Keaveney, & Wright, 2000) are examples of experience-based activities commonly administered in marketing courses.

The value of using experiential learning projects to teach business ethics lies in the fact that experience-based activities require learners to understand complex issues in context (Radford, Hunt, & Andrus, 2015). Students struggle to understand and apply broad, complex concepts presented in theoretical models of business ethics. In contrast, it is much easier for students to recognize when they personally encounter an ethical dilemma (Sunley & Leigh, 2016). And once students recognize ethical dilemmas, they can reflect on those experiences to interpret in concrete terms complex theories about ethical decision-making. But do experiential learning activities produce learning outcomes that will provide marketing students the tools they need to identify and evaluate ethical issues?

Method

With that research question in mind, we conducted a study aimed at understanding 1) if the ethical dilemmas students recognized in a personal selling project reflect ethical dilemmas in real-world selling situations and 2) if those experiences reflect the range of conceptual domains suggested by ethical decision-making models that typically frame content delivery of more traditional approaches to marketing ethics education. Data were generated from focus group discussions and in-depth interviews conducted over a 2 ½ year period. Five initial focus groups with 25 participants in a college sales program and six follow-up depth interviews with participants of the sales program who went on to work in professional sales provided data for the study. This context offered access to students with comparable levels of sales experience and sales training. Approximately 20 hours of recorded conversations generated over 400 pages of verbatim transcripts.

Participants were drawn from a senior-level sales management class at a large North American University. The central component of the sales class involved a semester-long sales management activity that included sales training, sales management, and sales negotiations with prospects. Students were tasked with selling professional quality cutlery. All of the revenue generated by students' sales was donated to a charity that grants wishes for sick children. Sales incomes were based on the margin earned by each sales representative. Individual sales representatives could offer discounts or promotions based on a point discount program. As such, the final selling price was a major point of emphasis for participants' sales negotiations. Performance was evaluated on both behavioral and outcome-based reward systems commonly used in sales incentive programs (Anderson & Oliver, 1987).

In focus group discussions and depth interviews, we phrased questions in conversational terms to help elicit discussion and to bring familiarity and comfort to an inherently intrusive setting (Patton, 2002). To orient discussions around ethical dilemmas, we asked participants to discuss experiences during sales negotiations when they recalled feeling "icky" or when they thought they were potentially "crossing an ethical line." We then asked participants to discuss how they determined what to do and why they believed their actions were right or wrong. This research design follows an established tradition of using qualitative methodology to understand ethical reasoning processes (Granitz, 2003) (Rodrigo & Arenas, 2008).

Results

We used TAMS Analyzer to code and organize textual data in an iterative fashion comparing verbatim quotations with conceptual themes suggested by relevant theory (Gioia, Price, Hamilton, & Thomas, 2010) (Locke, 2001) (Thompson, 1997). First, transcripts were analyzed independently. In level one coding, we identified reasons participants gave for the moral decisions that they made. Using reasons as a starting point provided a systematic frame by which to identify influences upon participants' moral decisions (Simonson & Nowlis, 2000). Further, a way that "…culture influences decisions is through the reasons that individuals recruit when required to explain their choices" (Briley, (Briley, Morris, & Simonson, 2000) pg. 157. Because reasons account for outcomes with respect to selves and others, and because reasons carry cultural influences to the fore of people's minds, we could be confident that data culled during the first round of coding reflected a broad range of personal, social, and cultural influences on participants' ethical decisions. This yielded 340 unique quotations relevant to our research question.

In level two analysis, we identified quotes relevant to the domain of sales ethics. We did this by labeling reasons with code descriptors such as *role conflict* (Chonko & Burnett, 1983) (Singh & Rhoads, 1991), *performance targets* (Johnston & Marshall, 2008), *high-pressure tactics* (Johnston & Marshall, 2008), *competing needs/expectations* (Jaramillo, Mulki, & Solomon, 2006) (Schwepker Jr., Ferrell, & Ingram, 1997), *disclosure, and deceptive tactics* (Johnston & Marshall, 2008). We arranged the data according to these classifications. We also classified reasons as deontological or teleological evaluations (Hunt & Vitell, 2006) (Murphy & Laczniak, 1981) to ensure that data included for subsequent analysis reflected both types of ethical positions depicted by extant theory.

Table 1 depicts select quotes from each ethical domain coded in our analysis.
The quotes depicted in Table 1 illustrate that data generated from the focus group interviews reflect ethical dilemmas identified in the literature as regular issues in sales negotiation contexts. Data also reflect both teleological and deontological evaluations. For example, Anna [FG 01] evaluated the ethicality of using a high-pressure sales tactic by observing that her statement "…was true; it wasn't a lie." That is, her actions adhered to a principle of categorical imperative – Anna judged the normative aspects of her action (not technically lying) as more important than the consequences of her actions (the pressure she put on the prospect). Thus, Anna's quote reflects a deontological evaluation. In contrast, Audrey [FG 05] justified withholding information about the point discount system based not on the principle that doing so is wrong, but on the consequences of her actions for the charity – "…if I give them two things for free, it still deducts from the value of the amount of money that's going to the [charity]." Audrey's quote reflects a teleological evaluation. Categorizing data in terms of deontological and teleological evaluations is appropriate because being new to sales, it is not likely that students would employ the full range of ethical determinants reflected by current models [e.g. professional, industry, and company ethical norms, etc.

Discussion

To understand the value of experiential learning to teach marketing ethics, we interpreted our methodological approach and our findings in terms of six learning categories presented in Bloom's taxonomy. Bloom's taxonomy provides a way to classify learning into levels of complexity. While the full taxonomy includes cognitive, affective and sensory domains, scholars have predominantly focused on the cognitive domain as a basis to assess learning outcomes in both K-12 and post-secondary education (Anderson, et al., 2001). The six categories range from lower order thinking skills such as remembering and understanding through higher order thinking skills such as evaluating and creating. Table 2 provides definitions of each of the six categories.

The semester-long sales activity provided a concrete experience as a basis for students to observe and reflect on ethical dilemmas they encountered during the project. Following Bloom's taxonomy, the activity itself aligns most closely with *applying* information in a specific situation. However, the information students applied in the project was not specifically focused on ethical issues. Instead, students put into practice personal selling and sales management techniques they learned during the project's sales training component in advance of contacting and negotiating with prospects. While students did discuss ethics as part of their sales training, the topic was not the primary learning goal of the project.

We introduced ethics as a conceptual topic through the questions we posed during the focus group sessions. By asking students to recall situations when they felt they potentially crossed an ethical line, we provided them an opportunity to identify experiences with ethical content and to differentiate their actions in terms of right and wrong. This process required students to *analyze* their actions – level four in Bloom's levels of thinking skills.

Insights revealed in our analysis suggest that marketing instructors can design classroom activities that achieve high-level learning outcomes similar to those achieved in our study. Assuming students participate in an experience-based project that exposes them to ethical dilemmas similar to those in real-world business contexts, many interactive classroom techniques could be administered to achieve the same level thinking we achieved through our focus group discussions. For example, instructors could engage students in a *think-pair-share* activity (Morrison-Shetlar, 2001). Students would talk in pairs and share their experiences with ethical dilemmas that stemmed from the experience-based project. The instructor asks students to compare their experiences, their ethical judgments, and then share with the rest of the class similarities and differences in their assessments. Instructors could also engage students in *forced debate* (Silberman, 1996). Similar to think-pair-share, students debate the ethicality of their actions in pairs. However, instead of asking students to report on the debate to the class, the instructor would require students to defend the opposite side of their personal opinion. This approach requires students to critique and judge the reasoning behind their ethical assessments. *Role playing* could also provide rich insights into ethical lessons. Students could be assigned to different roles according to stakeholders involved in an ethical dilemma they experienced during the experiential activity. Then they act out the ethical situation in class allowing observers to critique and ask questions about the consequences of the students' actions on the various stakeholders involved in the situation.

The three examples of classroom activities replicate the learning outcomes we elicited in focus group settings. These three examples are by no means exhaustive. There likely are as many active learning approaches that would accomplish similar outcomes as there are instructors to administer them. The point is, that by asking students to reflect on their experiences, we enabled students to identify ethical dilemmas and analyze and evaluate the ethicality of their actions.

The questions we posed in our focus groups did not require participants to create. As such, nothing in our methodological approach illustrates how to use experiential learning activities to push students to the highest level of learning presented in Bloom's taxonomy. Nonetheless, data generated from our questions could provide students with insights to hypothesize how the lessons from a concrete experience might apply more broadly to other contexts. Instructors could design follow-up classroom activities to build on elicitation activities such as think-pair-share, forced debate, and role playing. For instance, students could use results of the elicitation exercises to organize lessons into common themes or to develop a sales ethics training manual based on their personal experiences. The opportunity to develop an ethics manual would require students to draw on skills from multiple levels of the taxonomy including their *understanding* of complex ethical concepts, their interpretations of ethical dilemmas they encountered during the activity (*application*), and the judgments and critique they employed in *evaluating* the ethicality of their personal and their peers' actions.

Conclusion

Unlike studies that focus on approaches to teaching marketing ethics, our study examined learning outcomes reflected in students' lived experiences. By so doing, we provide empirical evidence that experiential learning projects can reflect ethical dilemmas experienced in practice and that reflections on those experiences elicit a range of conceptual domains suggested by ethical decision-making models that typically guide content decisions of traditional approaches to ethics education. Finally, by interpreting our findings in terms of Bloom's taxonomy, we provide evidence that experience-based projects paired with other active-learning classroom activities can engage students' highest order of thinking skills to learn business ethics.

References Available upon Request

Table 1. Selected verbatim quotations reflective of personal selling ethical issues.

Ethical Domain	Select quotes

Role conflict	*I know he wanted to buy it. And I know he wanted to help me out. But I knew that they couldn't afford it. So I said, "Maybe not. Maybe I can buy it and maybe you can use it sometime. Because it was my responsibility to be a good family member, too, and to watch out for their needs.* [Angelina, FG 04]
Performance targets	*Everything I've sold so far, I didn't mention the points, unless it was the thing that would make the sale. Because with the point system, you have to deduct it from the total amount, and it's that much less that's going towards the [charity]. So I tried not to do that. Because if I give them two things for free, it still deducts from the value of the amount of money that's going to the [charity]. So, I stayed away from explaining it to them…* [Audrey, FG 05]
High-pressure tactics	*There was this one sale and you know I totally played on the fact that she had children…I was totally pulling on her heartstrings, being like, "you know, because he's had a few different operations. He's in high school getting his last chance at bone marrow. And since it's his last chance, they don't know if it will work." So, I totally played that up. "He still has the disease," I said. "They don't know if he'll come through it." She's got young kids, and I started to feel a little bit bad with this…I knew I was manipulating her…It was true; it wasn't a lie. In the moment, I was a little unethical about it, because with her situation and her little kids, that really helped the cause of selling…But, I felt a little bit morally unethical.* [Anna, FG 03]
Competing needs/ expectations	*They're trying to get me to sell to him, but I know that he has like thirty thousand dollars of credit card debt, because he just can't stop buying. So, I didn't, because I like him, and I knew him. I said, "I know he'll buy it; he'll buy packs, but he will put them on his credit card and can't afford them. So, I didn't even tell him about them." I thought selling him was crossing the line.* [Belle, FG 01]
Disclosure	*If the salesperson wasn't hiding something or keeping something back, there would be no sales…The price would be the price advertised. Come in and buy it at that price. There would be no negotiations.* [Kitty, FG 03]
Deceptive tactics	*You can stretch the truth with [This Brand] and the points. You can say, "Oh, you bought three hundred dollars, so you can get thirty points. You can say that, because they don't know.* [Caitlyn, FG 03]

Table 2. Conceptual definitions of Bloom's six categories of learning.

Lower-order thinking skills			Higher order thinking skills		
Remember	Understand	Apply	Analyze	Evaluate	Create
Retrieve relevant knowledge from long-term memory	Construct meaning from instructional messages, including oral, written, and graphic communication	Carry out or use a procedure in a given situation	Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose	Make judgments based on criteria and standards	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure

(Table 2 adapted from Anderson et al., 2001, pp. 67-68.)

Social Construction of Sense of Place at University Campus

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Abstract

This working paper builds from human-place research to understand the role of place for university students. It is argued that university forms a specific place that is significant and memorable for the students. By understanding the construction of sense of place, the universities can build stronger service promises and brands in order to differentiate from competition. This paper first reviews the literature on sense of place, place attachment, place dependency and place identity. It then introduces narratives as data generation method. Preliminary findings suggest that sense of place of university campus is constructed through aesthetics, communality and educational quality that are compared to personal relevance.

Key words: sense of place, university campus, narratives

ACCOUNTABLE HEALTHCARE, CONSUMERISM, AND PATIENT SATISFACTION

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Extended Abstract

The rise of consumerism in healthcare (e.g., Thompson & Cutler, 2010) is in part responsible for pharmaceuticals' drastically increasing spending on advertising to consumers for their prescription drugs (Donohue, 2006). Patients want a greater control over their dollars, greater choice of providers, and want support for a personalized care plan regarding healthcare options (Gauthier & Clancy, 2004). At the same time, this past decade has seen an explosive growth of ACOs (Accountable Care Organizations) (Sobkowiak, Sprague & Knag, 2014). However, little is known about the effectiveness of such new health care management system in the face of patient consumerism, especially for Type II diabetes patients. Understanding the issue is important for pharmaceutical companies for their marketing decisions. Yet, the issue has still not been well addressed in the literature. This research seek data from type II diabetes patients since it is a non-life threatening disease that affects large population worldwide (International Diabetes Federation, 2006); thus, it leaves relatively more room for patient choice, setting a stage for studying the role of consumerism in healthcare.

To fill the gap, this research intends to shed light on the role of ACO principles on doctor-patient engagement, patient satisfaction, and the treatment decision-making for Type II diabetes patients. Second, this research intends to investigate how patient-centric decision making may influence patient's familiarity with and receptiveness to alternative treatment options. Third, this research intends to illuminate the impact of consumerism on the patients' healthcare provider decision-making and medications. To this end, we use GLP-1 (Glucagon-like peptide-1) agonists as alternative medications for Type II diabetes patients, propose hypothesis and research questions, survey type II diabetes patients, and report preliminary results of the data pending a more thorough analysis using partial least squares structural equation modeling (PLS SEM).

This research hypothesizes that patients' attitudes toward GLP-1 in general will be positive and that patients will have greater intention to use an oral form compared to an injection form of the GLP-1 medication. Further, this research proposes that the use of ACO Principles by healthcare providers will be positively associated with doctors' patient-centric decision-making, patients' tendency to provide input in the decision-making process, and patients' satisfaction with health care providers. Lastly, this research anticipates that healthcare consumerism will be positively related to patients' satisfaction with healthcare providers and their attitudes towards GLP-1.

To address aforementioned hypothesis and research questions, we used a face-to-face survey and personal in-depth interview method. This research uses a snowball sampling approach to locate the eligible patients. Interviewers are the students who are enrolled in the principles of marketing class (n = 120) taught by an author, a required class for all business majors and minors. The class was required to do a field marketing research project (12% of the course grade) for one of two topics. Approximately half of the class opted to do this topic primarily because they knew patients in their social network, while the other half chose to do a different project. All research assistants were informed about the seriousness of the diabetes and were told that the research is intended to understand how patients cope with the disease and to understand their opinions about health care providers and medications. All the volunteer research assistants were thoroughly trained for topics that could influence interviewer bias including sources of error, reliability and validity issues, and were also tested on their knowledge about basic marketing research including aforementioned topic as part of mid-term exam. The volunteers were instructed to identify two Type II diabetes patients in their networks, ask them to participate in the study for 30-40 minutes in total, administer self-reported survey if they agree, conduct interviews with open-ended

questions while recording the interviews, transcribe the recording at a later time, and turn in both surveys, both transcriptions, and recorded audio files along with their reports. To motivate the interviewers to be serious in data collection, they were instructed to report on data collection procedure (e.g., time, place, and duration of the interview), their findings from two interviews on research questions, and their conclusion on the field research project. Participants' contact information (email or telephone number) was also collected for integrity check purpose. After all the deliverables were collected, 15% of the participants were randomly selected (Malhotra, 2012), and were contacted to verify their participation. All the participants contacted confirmed their participation. Further, all the interviewers' reports were carefully read and checked for the integrity of the data.

Data analysis results reveal that the use of ACO principles is positively related to patient-centric decision-making, patients' tendency to provide input in the decision-making process, and patient satisfaction with their healthcare providers. Further this research finds that consumerism is associated with not only patients' satisfaction with healthcare providers, but also their attitudes towards an alternative new medicine.

Our research expects to contribute to the healthcare management and marketing literatures in a few ways. This research is one of the first studies investigating the effectiveness of ACO principles in shaping healthcare provider behaviors and patient satisfaction with them. Further, this research fills the gap in consumerism literature by establishing the role of consumerism in shaping patients' expectation about their doctor's adoption of patient-centric decision making and medication attitudes and purchase intentions. This has some significant implications for not only hospitals but also pharmaceuticals as the latter try to calibrate their target market and determine a positioning strategy.

References Available upon Request.

Sustainability Education Utilizing Bloom's Taxonomy and *The True Cost* Documentary Film: Have We Gone Too Far In Social Responsibility Teaching?

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Abstract
This article introduces an innovative reflection assignment and assessment method using Bloom's Taxonomy of Educational Objectives, a cue-questions methodology that examines critical thinking skills of students in retail marketing regarding human, environmental and economic issues. The application of this practitioner tool was used to prompt and assess students' critical reflection of the documentary film, *The True Cost*. Utilizing questions derived from Bloom's Taxonomy in the assignment drives students to understand, analyze and evaluate to address an argument and to see its strengths and flaws. In our ethically-challenged world, critical thinking is one of the keys to developing innovative solutions to the issues facing the business environment. This critical thinking starts with asking and answering fundamental questions. Exposure to facts and biases need to be explored to evolve as a scholar.

A BASIC COURSE IN DATA ANALYTICS

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Abstract

Big Data and Data Analytics continue to be hot topics in the business press and in marketing curriculum planning and revisions. However, few marketing undergraduate majors will graduate and move on to positions as data analysts or data scientists. Furthermore, few textbooks exist that are appropriate for a course in data analytics for the marketing undergraduate, especially considering many of them have an aversion to anything of a quantitative nature. This paper describes a course created to introduce such undergraduate students to the field of data analytics and allow them to succeed in the course while teaching and coaching them to acquire skills that they should find useful in the workplace.

Introduction

Marketing research has long been a required course in many undergraduate marketing programs. However, with the relatively recent rise of "big data" and consumer analytics, some marketing programs have begun to shift from the traditional marketing research course to one focusing at least partially, if not completely, on data analytics. Based on Viswanathan's (2014) explanation, traditional marketing research is a field that evolved when data collection was expensive and therefore used statistics to analyze "small data;" data analytics on the other hand deals with much larger data sets collected through automation, or "big data." Hauser (2007), suggests that marketing analytics, along with the more traditional research tools typically taught in marketing research courses, are all essential components of a student's marketing research knowledge and taken together can provide a graduate with a career advantage.

In 2012 Harvard Business Review declared data scientist (a position that includes the skills of a data analyst, but also programming and other skills) as the sexiest job of the 21st century (Davenport and Patil, 2012). Furthermore, in 2014 an article in The Wall Street Journal entitled, "Get Familiar with Big Data Now of Face 'Permanent Pink Slip"' suggested that managers need to update their skill sets to ensure that they remain relevant in the era of Big Data (Walker, 2014). The U.S. Department of Labor, Bureau of Labor Statistics predicts the nation will need 92,300 new market research analysts between 2014 and 2024, a 10-year growth rate of 19% for the profession, compared to an average growth rate of 7% for all professions (BLS, 2015). According to Aasheim et al. (2015) in a 2011 report McKinsey and Company went even further with the numbers, stating that the U.S. faced a shortage of 1.5 million managers and analysts to analyze big data and make decisions based on their findings. The market for data scientists and analysts certainly looks bright. So bright that as of early 2017, the website datascience. community lists 425 college and university data science programs in the U.S., including 91 certificate programs, 37 bachelor's programs, 281 masters programs, and 16 doctoral programs.

It is important to realize that while it seems that there will be many data analyst jobs available in the coming years, some feel the hype for data scientists and analysts may be overblown, tempering the demand for such workers. Roland Cloutier, Vice President and Chief Security Officer at ADP suggested that young people should avoid data science as a career as software will do more and more of the analysis in the future (Darrow, 2015). Furthermore, the Bureau of Labor Statistics states that job candidates for market research analyst positions must have strong math and analytical skills (BLS, 2015). Fortune takes those qualifications a step further for data scientists and notes that data scientist practitioners are expected to know statistical analysis, predictive modeling, and programming (Darrow, 2015). According to Wymbs (2016) in a 2015 report by Burning Glass Technologies for the Business-Higher Education Forum skill sets for data analytics job positions in the New York financial services industry were identified. Needed skills include balanced knowledge of statistical packages (SAS, SPSS, R), Microsoft Office (Excel and PowerPoint), some computer programming, specialized financial knowledge, critical thinking, and an ability to communicate results. It is not hard to imagine that data analytics positions in the marketing field would require the same skill set, with "specialized financial knowledge" replaced with "knowledge of marketing web analytics, retail scanner data, and audience measurement data." If marketing faculty decide that offering a course in data analytics is right for their institution, they will still face many of the challenges found as when teaching traditional marketing research. Two of these challenges are first, the idea that few undergraduate marketing students will move into marketing research or data analyst positions right out of college (lessening the interest level of students), and second, the quantitative nature of the research or analytics course (disliked by many marketing students). As alluded to by Schibrowsky et al., (2015) quantitative topics are not particularly interesting for many marketing students. Furthermore, based on the requirements listed above, few if any marketing students will be able to land a data analyst position with only one or two courses in statistics and data analytics typically included in the undergraduate marketing curriculum.

Even with the above drawbacks in mind, in an attempt to modernize the marketing curriculum, some colleges and universities are moving away from the traditional marketing research course to a course in data analytics. The purpose of this paper is to detail one such course that was created with the issues discussed above in mind; a lack of desire on many students' parts to excel in a quantitatively-based course, and that most, if not all of the students in the course, will not graduate and become data analysts, as least not without further training at the graduate level. Students in the course discussed in this paper enter with a course in statistics and a course in basic productivity software under their belts.

Data Analytics – Learning by Doing

Results of recent surveys have found that many employers think colleges and universities need to consider increasing real-life learning experiences. Grasz (2015) reported that 46 percent of employers who participated in a survey conducted by CareerBuilder believe that colleges do not put enough emphasis on real-world learning by including relevant experience in classwork. This percentage was even higher in a recent Gallup poll where 88 percent of the business leaders surveyed thought higher-education institutions needed to include more learning activities that mimic real-world scenarios rather than testing students on abstract principles (Alssid, 2014).

With the above in mind, along with the idea of making a quantitatively-based course less intimidating for students, exams are de-emphasized in this course, while hands-on and project-based activities with "coaching" from the instructor are the basis for most of the learning that occurs in the course. The course is taught in a classroom that includes a computer workstation for each student, though some students prefer to work on their own, personal laptops. Along with longer homework assignments or projects, several short, in-class, assignments are used during the term to get students to immediately practice the concepts covered in class. These assignments usually take 20-40 minutes for the students to complete. The course described below was designed to be modular in nature and flexible when taught so that the level of the material covered can be increased or decreased depending on the preexisting knowledge of the students and the interests of the audience and instructor. The course is first described as it is currently taught; a three-credit required course for all marketing and management majors at small university. Ideas for replacement or additional modules that can be used when teaching the course are then briefly discussed in the concluding comments.

Course Objectives

As stated in the course syllabus, the basic course objectives are as follows:

> In this course students will be exposed to basic concepts related to data analytics, some analysis techniques, and the practice and use of data analytics in several areas. Having a grasp

of the basic data analysis terms and techniques is imperative for a student of any area of business and for new managers. Therefore, this course aims to:

- Familiarize the student with a set of commonly used terms and techniques in the area of "big data" and data analytics that are in use today.
- Develop within the student knowledge that can separate the fact from fiction in the environment of data analytics.
- Develop within the student an appreciation of how data and data analytics can be used by managers to make better decisions.
- Have the student gain perspective and practice by applying data analysis techniques in several settings.
- Have the student gain an understanding of, and a familiarity with, using Excel to perform data analysis and build data-based presentations.

These objectives are easily tailored to the level of knowledge outcomes desired. For instance, if an instructor wishes to teach students a more advanced statistical software package such as SPSS or SAS, this can easily be substituted for Excel in the above objectives.

Learning Activities

Review of Basic Statistical Concepts

Based on past experience when teaching a more traditional marketing research course, while students enter this course with a prerequisite course in basic business statistics completed, many of the students in class have not retained a high level of statistics knowledge. Therefore, the first two class periods are used to review the basic statistical concepts that students may have forgotten from their business statistics course. This review covers the use of descriptive statistics, frequency tables, and basic visual data presentation tools. While a textbook is not used in this course on data analytics, students are provided with PowerPoint slides and readings they can refer to regarding these basic statistical concepts. Conducting statistical analyses in Excel is also covered in this first section of the course along with an explanation of dashboards as a tool to convey information to managers. On the day dashboards are discussed, students complete one of the short, in-class assignments to practice building a very simple dashboard. In addition to two days of statistics review and learning about dashboards in lecture formatted classes, a third day of review is carried out playing Statistics Jeopardy. Professor recorded videos showing how to conduct basic analyses in Excel are also made available to students so that they can refer to them as needed. The videos are simple video screen captures with voice over by the instructor built using Camtasia Studio software. Based on the statistics review and discussion on dashboards, the first homework assignment used in the course is one where students have to analyze a set of data using basic statistics and present their findings on a static dashboard built using Excel. While students need to work on this assignment outside of class, one class day is also devoted to this assignment where students are coached on how to complete this assignment.

Introduction to Big Data and Data Analytics

During the next week of the course, students are introduced to the concepts of big data and data analytics, along with the ethics of big data. Up-to-date readings from the popular business press are fairly easy to find and are incorporated into the course along with videos found online from YouTube and other sources such as Harvard Business Review. Basic explanations of big data are given along with a discussion of the differences between traditional data collection (small data) and the collection and use of big data. The ethics of big data collection and use are also covered at this point in the course and can lead to good class discussions. The material in this section of the course is easy to bring to life with examples found in the popular business press and videos found on YouTube and other sources. After the above coverage is complete, students take their first and only exam in the course.

The U.S. Census and Census Data

The next section of the course covers the U.S. Census and census data. Data collection for the decennial census is discussed and contrasted with both traditional marketing research data collection and the collection of big data. The politics of the census are also covered along with the data that is made available by the U.S. Census Bureau. Supplemental readings on the census are provided to the students. Training in using the free, vast amounts of census data is provided by both the instructor and through the use of online tutorials and training provided on the U.S. Census website (census.gov). A short, in-class assignment is used in this section of the course, along with a longer assignment in which students have to analyze the appropriateness of a U.S. city as a potential site for a fictional restaurant business expansion. Each student is assigned a different city so that they have to do their own work while completing the assignment. Several days of class are devoted to this long assignment so that students can be appropriately coached on the collection and use of data from the census.gov website to write their reports. Students are required to use the basic analysis tools discussed earlier in the course in order to complete their city analyses.

Digital Marketing Simulation

While the course described here is required of both marketing and management majors at the university where it is taught, a digital marketing simulation is still deemed appropriate for use in the class. This is not because all students in the course have to understand the basics of digital marketing (though the marketing students in the class should), but because digital and online marketing are sources of vast amounts of data for firms in the age we are currently in, and such a simulation offers an excellent way for students to have to use data properly in their decision making. This section of the course starts with two days of overview on digital marketing and the simulation used in the course, Mimic Pro, by Stukent. During the course of the simulation section of the class students work individually on and are coached in their simulation decisions during class periods and complete several, short, in-class assignments. Therefore, it is essential that all students keep up with the simulation and move along at about the same speed in the simulation as their peers. Once the simulation is complete (all ten periods of Mimic Pro are run), students write a report summarizing their results and discussing their data-based decision making used while they completed the simulation. Students need to use the analysis tools covered earlier in the course to complete their final simulation report.

Survey Data Analysis

As a final project in the course, students complete the analysis of data from a customer satisfaction survey of either students or faculty for an entity on campus. The final course output is the client report based on the students' analysis of this survey data. This project is completed in groups and is the only group project in the class. Students are not involved in the data collection effort and are brought into the project once data collection is complete. Students are provided with those sections of the final research report for which they were not involved (objectives, methodology, etc.). This project gives the students a chance to experience writing a data-based, client report and brings a service-learning aspect into the course. With the service-learning aspect used in the course, two additional learning objectives can be added to the list provided earlier:

As an academic service-learning course, this course also aims to:

- Have the student gain an appreciation of how consumer-based research can be used to create better service within a not-for-profit organization through participation in a class data analysis project and the academic service learning process.
- Have the student attain an appreciation of the intrinsic rewards available through community engagement.

As with all parts of this course, the survey data project requires students to use those analysis tools covered earlier in the semester when completing their reports. Students are also given the opportunity to use more advanced analysis tools while being coached as they complete their reports during class time.

Concluding Remarks

The above course learning activities were chosen based on the level of student knowledge and capabilities at the university where the course is taught. Time allotted to each activity was also determined at least partially based on the same factors. Students in the course seem to be pleased with the course and seem to be less stressed out about the course work than they did when the course was taught as a traditional marketing research course or as a course in applied research methods (the title of the course when management majors were added to the mix of students). Other instructors in a similar course may want to include more advanced analysis techniques than were used in the above projects, adjust the time spent on each activity, and/or include different activities based on their needs and personal experience. Other activities or sources of data that might be used in such a course include basic information literacy; television (Nielsen), web, or multi-screen ratings; geographical data (such as the data and software offered by firms like ERSI); check-out scanner data; and true big data sets.

References Available upon Request.

CUSTOMER RELATIONSHIP MANAGEMENT AND CUSTOMER LOYALTY IN NIGERIA: A STUDY OF SELECTED QUICK- SERVICE RESTAURANTS IN PORT HARCOURT.

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ABSTRACT

This study empirically examined the association between customers' relationship management and customer loyalty among quick-service restaurants in Port Harcourt. The unit of data generation was the individuals and the corresponding level of analysis was the micro-level. The study design was the cross-sectional survey and a total of three hundred and eighty-four (384) respondents were selected from the infinite population of customers of selected quick-service restaurants in Port Harcourt; using accidental sampling technique. Questionnaire was the method of data collection and three hundred and thirty-seven (337) copies were retrieved and analyzed. The result of the data analysis revealed a positive and significant association in all the hypothesized relationships; implying that all the dimensions of customer relationship management are positively and significantly associated with all the measures of customer loyalty that were used in the study. The study concluded that customer relationship management is an important practice for today's organizations if they must cope with the challenges of doing business in the contemporary business milieu and recommended amongst others that: (1) organizations must get involved in customer identification programmes to be able to know who their potential valued customers are and provide adequately for their peculiar needs, (2) organizations should also develop customer attraction strategies that would link her with valued customers.

Using Social Constructivist Pedagogy to Teach Principles of Cultural Innovation in a Fundamentals of Marketing Class

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Abstract
This paper outlines an experiential learning activity designed for an introductory marketing course. The purpose of the activity is to teach fundamental principles of cultural innovation, develop a holistic perspective of brand management, and engage students in activities that provide them with essential professionalization tools for their future careers. A literature review suggested that an alternative to the controlled teaching classroom setting is the model of experiential learning so that students become active learners rather than passive listeners. This approach embodies the principles of Social Constructivist Pedagogy (SCP) and can cultivate critical thinking and creativity in the classroom. The purpose of the paper is to describe how SCP, a pedagogical process, can help marketing educators achieve these outcomes (Vygotsky, 1978). The constructivist curriculum design was shown to encourage reflection on the fundamental elements of development/learning and provide a strong learning platform for the students. Implications for students and for marketing educators are discussed.

Introduction

Marketing managers recognize that they need to be more creative in developing and executing their competitive strategies (Kim et. al., 2015). But long-term success will depend on the ability to innovate, generate new demand, and create and capture new markets. While the payoffs of market innovation are huge, and marketing managers increasingly are committed to creating them, few companies manage to successfully create new markets. What exactly is preventing them from doing so? Market innovation has long been dominated by the worldview of engineers and economists – build a better mousetrap and the world will take notice. This functional point of view certainly has merit. But, because it is the only way that many marketers approach innovation, the better-mousetrap, technological innovation, and mix-and-match approach has had the effect of blocking out a very different innovation world view: champion a better cultural ideology and the world will take notice as well. The market power that can be garnered by advancing innovative ideology has long been understood outside the business world. For politicians and artists, innovative ideology is the name of the game. These individuals became immensely influential by advancing innovative ideology, and thereby developing intensely loyal followers. This phenomenon is found everywhere in consumer markets. For example, the international Slow Food movement and the American grocery retailer Whole Foods market, amongst others, have transformed food consumption for the upper middle class. Cultural innovation has been ignored by management strategists despite its pivotal role in launching and reinvigorating a number of billion-dollar businesses. The Body Shop, Ben & Jerry's, Method, Whole Foods, Dove, Starbucks, Coca-Cola, Levi's and Snapple, to name a few, have all profited from cultural innovations. When these enterprises advanced a more compelling ideology, leapfrogging the cultural orthodoxies of their product categories, they managed to develop a solid customer base. However, most professors find pedagogical application of cultural innovation in the introductory marketing course difficult. Too often, research and service constrain the time available for development of course syllabi, and marketing educators build their course structure around the outline of the typical textbook. Therefore, successful yet ignored by management strategists, innovative practices, such as cultural innovation, which don't find their place in traditional textbooks, are not taught in the introductory marketing courses. The author asserts that the good practice of teaching should mirror the best management of innovation practices, and that the cultural dimension of what we consume deserves prominent representation in a principles of marketing course.

There is an agreement among marketing educators that we need to prepare students for the 'real problems' they will face in today's complex and fast-evolving world, and that we need to teach students is such way that they become active learners rather than passive listeners. Previous studies in marketing education literature have focused on the importance of the understanding of students' learning styles (e.g., Morrison et al., 2003; Frontczak, 1991, 1999). The main argument that marketing educators should be extensively mindful of student learning styles when designing courses is a presumed relationship between learning style-based preferences and learning effectiveness (Karns, 2006). The literature also shows that the majority of marketing students have an active experimentation learning style; they "learn by doing" and they rely heavily on experiments in the classroom (Bahl, 2011). The model of experiential learning developed by David A. Kolb (1984) gained prominence in marketing education literature (Frontczak, 1991) as educational researchers took up early work by developmental psychology scientists, such as Dewey, Piaget, Vygotsky, Kolb, and Montossorie, to explore the role of activity and experience in learning. In the 1980s and '90s, the field shifted as researchers increasingly used sociocultural theories, particularly the work of L. S. Vygotsky, to frame investigations of active learning. Kolb (1984) theory had been cited by numerous journal articles with citations growing per year. The framework is so well known that it is used by authors who investigate active learning almost reflexively—even when approaches other than Kolb's learning cycle might be more appropriate. Ironically, while Kolb's theory is heavily influenced by the Vygotskian approach in terms of understanding learning development, and while the popularity of the Kolb framework continues to grow, a solid sociocultural and pedagogical literature has grown alongside showing strengths of another pedagogical theory and practice derived from Vygotskian tradition, namely, the Social Constructivist Pedagogy (SCP). Points that are now well articulated in this literature have not diffused to researchers of marketing pedagogy. The author presents an example of applying the pedagogical theory underlying the SCP in hope of correcting this deficit. Furthermore, the author aims to illustrate to practicing marketing educators how the Vygotskian approach and the SCP can influence our thinking about learning development in the marketing classroom.

This article provides a brief review of Vygotskian development-learning theory as situated in modern human development studies. The author reviews various dimensions of activity theory, which conceptualize learning-development as a threefold process in which cultural tools are provided through teaching, learned by students, and transformed into the instrument of their life agendas. The author presents a sample project for classroom implementation of the SCP approach to marketing education and provides a step-by-step pedagogical procedure informed by the SCP.

Pedagogical Theory: Social Constructivist Pedagogy

Poerksen suggests that an alternative to the controlled teaching classroom setting is a model of cooperative investigation in which the professor acts essentially as the expedition leader for the learning experience for students, and a facilitator of discussion and dialog rather than the sole distributor of knowledge in the classroom (Poerksen, 2005, p. 479). In this view of learning, students engage in classroom activities that lead them to acquire new conceptual knowledge and develop new skills. SCPs are based on Vygotsky's (1978) theory of learning that emphasizes the social construction of knowledge, and thus advocates for group interaction to facilitate learning (Cochrane, 2014). The Vygotskian theory of development-learning involves four fundamental dimensions: the Zone of Proximal Development, Scaffolding, and Cultural, and Societal Dimensions (Daniels, 2001). Social constructivists such as Feurestein (1987) frequently ground their work in Vygotsky (1978) to suggest that real learning takes place only in a symbolic and dialogical context, and learning then becomes a co-constructed reflexive dialog. This idea has found its way into the notion of the zone of proximal development (ZPD). In particular, Vygotsky's theory places emphasis on a threefold process in which cultural tools are provided through teaching, learned by students, and transformed into the instrument of their life agendas, all within expanding collaborative practices that entail active cooperation in the zone of proximal development (Stetsenko & Arievitch, 2002). From the practical perspective of teaching marketing, recognizing the Zone of Proximal Development, or ZPD, for each student helps marketing educators design tools that accommodate varying levels of independent thinking and facilitate development of the identity of a marketing professional. The ZPD is a space that accommodates the different ways by which students learn independently. An example of a ZPD would be the space for students to analyze a case study.

Although the depth, quality, and complexity of each student's response may differ, each completes the assignment at his or her own ZPD level. As such, assignments and projects are crafted in such a way that multiple ZPD levels can be accommodated. ZPD provides structure to help students feel comfortable learning independently. When students craft their individual responses to a task, they create the scaffolding that guides social interactions, which is another crucial facet of the SCP grounded in the Vygotskian framework. The effectiveness of SCP is based on the marketing educator's ability to create an assignment or activity giving students a space to create their own scaffolding while providing students with sufficient guidance. Scaffolding guides learning. As each student constructs a unique response to the learning task, the blueprint for the joint construction of knowledge is molded as a foundation for the social interactions that take place later in the SCP process. Proper scaffolding supports students while allowing them to utilize the guidelines or an action plan crafted by an educator. In this way, scaffolding can achieve the learning outcome of critical thinking. Scaffolding is important because it provides a mechanism for new information to be stored in a student's memory for access in later situations. For example, selecting case studies pertinent to the brands or companies familiar to students helps students relate course material to topics that are relevant to them. This approach differs dramatically from the "traditional transmission model of education, which envisages learning as the faithful translation of external phenomenon into mental representation" (Petraglia, 1998, p. 97). Instead, scaffolding organically connects course conceptual material with personal experiences of the world (Brower, 2003). The cultural dimension of the social-constructivist pedagogical approach empowers students to discover their own activated ideas and integrate course concepts with everyday concepts into a cohesive language and vocabulary. In the SCP tradition, learning is socially-contextualized and does not take place solely within the individual subject but inter-subjectively (between and among the facilitator/mediator and the students), and as such becomes a co-construction. Vygotsky argued that we learn first from seeing what other people do, usually in social setting, and then internalizing it (Sternberg, 1990), what he referred to as "mediated human action" (Vygotsky, 1978). For Vygotsky, it is not only that we learn in the "context"of other people, but also that we learn together and inter-subjectively, we co-construct knowledge. Vygotsky has conceptualized the cognitive development of individuals as being grounded in, and constituted by, social and cultural factors. Learners engage in collaborative transformative practices that are carried out and enacted through contributions to social life from a unique position of each person. The concept of contribution highlights that the human development proceeds as a continuous unfolding deeds driven by pursuit of meaningful changes in the world. Collaborative social practices are viewed by Vygotsky and the SCP as producing not only knowledge but also identities that are seen as constituted through individuals' relations with the world. In this view, education is not about acquiring knowledge for the sake of knowing, but an active project of creating one's identity. This is a view that recognizes the unity of learning and identity, merged on the grounds of a central motif of contributing to changing the world as the core mission of human life.

Vygotsky's approach toward human development and learning entails a number of specific implications for pedagogy discussed in this paper. Knowledge needs to be introduced to students not only as a tool that has emerged from certain practice but also as abbreviated templates for action. Making concepts meaningful through revealing activities 'hidden' behind them makes knowledge tangible and practical while at the same time theoretical.

The active appropriation (or creative reconstruction) of cultural tools is a very important part of the SCP with this notion essentially bridging the gap between direct instruction, implying provision of cultural tools, and independent discovery entailing learners' active reconstruction of these tools. Thus, this approach potentially opens up ways for synthesizing teacher-centered and student-centered approaches by fostering active participation of students in the construction of knowledge through exploration of established socio-cultural practices and relevant cultural tools. From the Vygotskian stance, cultural tools need to be revealed through instruction, and active recreation by learners in their envisioned application in future practices. This logically follows from the notion that it is specifically goal-directed transformative practice that gives rise to development and learning, and that identity has to do with developing a meaningful life project (Stetsenko, A.,2010).

Sample Implementation of the SCP Approach in the Marketing Classroom: A Product Cultural Biography Project

Hansen (1999) noted that students need to develop important skills that help them function more effectively in the labor market or in graduate school, even though those skills are not always measured by exam scores or course grades. The teaching technique described here is used in a Principles of Marketing course, and has the purpose of providing students with considerable autonomy so as to foster active participation in the construction of knowledge of cultural innovation in the context of brand management through exploration of established socio-cultural practices and relevant cultural tools developed by marketing professionals.

In order to first understand students' ZPD with respect to cultural innovation, new product development and brand management, the author assigned a case study at the beginning of the course. The case method presents real-world problems in which students are expected to apply the theoretical knowledge and analytical methods that they have acquired. Cases contain information that is not only diverse and interesting but also relevant to the business environment where graduates will be working (Buckels, 1999). Case analysis activities convey information about qualitative trade-offs and complex environments and teach how to make decisions in situations characterized by uncertainty and incomplete information. Specifically, the author asked students to read the case study, identify main issues or opportunities faced by the brand manager, to carry out a situation analysis following either SWOT or PEST framework, offer at least two alternative strategies to address the issue, evaluate each alternative's pros and cons, and finally, offer a recommendation. Students are asked to share their analysis and recommendations in the form of both a written decision-making memo and contribution to a class discussion. The case study is discussed in class, written memos are collected, and the marketing educator provides feedback on it using the grading rubric. While more than one issue can be identified and possible solutions and recommendations are ubiquitous and thus there is no single "right" answer, the purpose of the feedback is to challenge each student to think more deeply about decision-making process, situation analysis, and recommended future courses of action. While discussing the case study, the marketing educator and the students engage in a dialogical process of reciprocal creative acts. So students begin the process of responding to different points of view. This exchange involves cueing, probing, encouraging, and reflecting on the part of the marketing educator. As the marketing educator continues this exchange with the students, he gathers information to formulate diagnostic hypotheses about the strategies the students used to interact with the content of the case study. The educator further develops the dialog with the goal to help students discover the analytical tools necessary to mediate the analysis of the situation presented in the case study. The exact nature of the mediation is different for each student. More importantly, the mediation is delivered through a dialogical interaction that varies from minute to minute and involves continuous ongoing assessment, re-evaluation, and mediation. Over the course of mediation, students receive immediate feedback, re-explanation, and reinstruction as well as a gentle form of assessment that enhances individual student learning.

The second case analysis project was assigned later in the semester after a number of additional marketing topics were discussed, including product policy, branding, and new product development. The cases analysis project again asked students to analyze the marketing and product policy of a branded product. Students prepared a SWOT or PEST analysis, backed up with facts from the case study, including sales and market share information. In addition, students defined the product's target markets and recommend changes to the marketing mix and positioning. Similarly to the prior case analysis assignment, this project hones decision-making skills by requiring the development of at least two alternative solutions to the problem students identified while performing a situation analysis. The project is submitted as a two-page decision-making memo, and is complemented by a class discussion. Because guided instruction described above recognizes students' ZPD and scaffolds assignments, and students gain more practice with making decisions in the domain of marketing mix management and cultural branding, they achieve higher levels of confidence and, as a result, guidance diminishes as competence increases. The two case study analysis assignments leads to increase in competence, which allows students to carry out a proper strategy when working on projects demanding more nuanced understanding of cultural branding.

The cultural biography of the product (CBP) project addresses the challenge for marketing educators to maximize and build upon existing analytical skills in the domain of branding to increase understanding and application of cultural branding. The author argues that educational interventions involving cultural branding literacy must incorporate a type of educational/instructional scaffolding that builds on the existing expertise in the domain of branding and corresponding analytical practices students are already engaged in, and if learning and developmental programming is conducted in this manner, sustainable learning outcomes are more likely to occur for more students over time. Students learn about new product development and a-better-mousetrap, mix-and-match, and technological innovation when working on two prior case analysis projects. The method of innovation that the CBP intends to teach is what differs. The CBP project is an example of using scaffolding to advance students' learning of cultural branding strategies. The SCP approach works well with building upon existing practices and knowledge. For instance, using Starbucks as an example, a marketing educator validates a mix-and-match, a-better-mousetrap, and technological innovations as valuable new product development techniques, which were previously learned, and then builds upon that knowledge and practice to 1) identify the cultural capital cohort interest in a more creative and sophisticated lifestyle as an ideological opportunity, and 2) that transforming Starbucks into a sanitized version of the bohemian coffee house was the practice of cultural innovation, e.g. responding to consumers' latent or explicit ideological needs. The act of learning how to innovate for the students was already established, learning the fundamental practice of using technological advances and the mix-and-match new product development practice was not needed. Instead, the author capitalized on the existing fund of knowledge and already appropriated cultural tools, and facilitated the learning of some other innovation strategies, maybe those that serve as a more sustainable source of competitive advantage and establish a new fund of knowledge – cultural branding. The project is designed as follows. Students are instructed that the project objective is to experience working together as a team to prepare a cultural biography of a product of their choice. A cultural biography means developing an understanding of the cultural forces that contributed to the creation and success of the product. How did it come about? What strategy was developed to market it? What needs did it fill? What role did or does it play in the lives of its users? Students were instructed to work with a variety of sources, including archival material in the library, in order to answer these questions and to identify characteristics of successful cultural branding practices.

The students are assigned to groups of three to four. Groups are given the opportunity to select a topic that excites its members, something that all the students will enjoy learning more about. Because the author's college is situated in the northeast, examples of products recognized by the students include: Mishka, Warby Parker, Ben & Jerry's, etc. In addition, for the purposes of this assignment a "product" is defined very broadly. It can be a branded product, a branded service, a retailer, etc.; virtually anything that has arisen from popular culture is fair game.

The students have approximately two weeks to complete the project. The project deliverables include a four-page report with a bibliography, and a 15-minute presentation followed by a five-minute Q&A session. The author allocates 15-20 minutes for the group work during the class sessions that take place between the day when the project is introduced and the deadline. The groups also work outside the class to gather relevant secondary data so that the time spend during the class session is used to exchange ideas, coordinate team efforts and develop learning and insights. The student groups are guided step-by-step in their progress toward completing the final project. The case analysis assignments the students complete earlier in the course teach them many individual elements of the cultural biography project and, therefore, provide scaffolding. With the aid of guided homework assignments and the project guidelines, these self-directed learner groups have to experiment on their own, and critically evaluate their information needs. The students are encouraged to become self-directed learners in the completion of the project, with the instructor serving as a facilitator in the process. The groups of students are encouraged to ask questions, seek help as needed, and explore the recommended resources, specifically, digital databases available through the school library. Following are the criteria for success of the project: organization, delivery, intelligibility, grasp of the subject, extent to which concepts from the course are applied, research (soundness of interpretation, quality of material, richness and diversity of references used, and supporting materials). Further guidelines require students to identify key milestones in the history of a product and key antecedents of brand equity. Guiding questions include: What cultural conditions gave rise to the product? What was going on in the world at that time that facilitated its introduction? How is personality integrated in brand identity elements? To whom (i.e., what market segment) is the product targeted? Who actually uses the product? What is the primary competition? How is the product marketed? How successful is the marketing campaign - why? What meaning does the product have to consumers? What underlying needs does the product satisfy (or try to)? How (if at all) has the meaning of this product changed over time? How will this product be regarded in 10 years? The project creates both excitement and consternation. Initially, the students are astonished that they are actually being asked to construct a cultural biography of the product. After a closer examination of the assignment, astonishment quickly turns to dismay. They often feel overwhelmed by the task of gathering what they perceive as a large volume of data using marketing databases and analyzing it in a relatively short time. However, teams have no trouble completing the assignment in the time allowed. The author sets aside a half an hour 'crash session' on the key marketing databases. During this session, the author presents background about each of the databases. This demonstration illuminates the process of accessing databases, performing searches efficiently, and identifying appropriate sources. The project introduces students to teamwork and encouraged students to do research from the perspective of a marketing professional. Students have to interpret the data, compare information brought to the discussion sessions by different team members, and draw tentative conclusions about what information is essential and should be included in the deliverables. In this type of teaching, knowledge is actively reconstructed by students in their own activity. The active appropriation (or creative reconstruction) of cultural tools is essentially bridging the gap between direct instruction, entailing provision of cultural tools by a marketing educator, and independent discovery, entailing learners' active reconstruction of these tools. Students actively explore established professional practices. As students continue working together on the project, they use mediational means or cultural tools to accomplish their actions. Discussion using marketing concepts and frameworks represents what Vygotsky (1978, 1987) called 'higher psychological functioning', which involves a dynamic relationship between a student and his/her cultural tools/mediational means. It illustrates how the concept of mediated action extends from the physical realm, where technical tools like computers and databases are used, to the semiotic and symbolic (i.e. the dialogical) realm, where the tools employed are most typically concepts, frameworks, language and forms of discourse. As such, in response to the question 'who is carrying out the action?' during the work on a CBP, we must always answer something like the 'student [agent]-acting-with-mediational-means' (Wertsch, 1998, p.26). Students engage in intensive dialogue. Sometimes such a dialogue is pleasant and easy; other times it is very difficult, characterized by tension and struggle. Nevertheless, when students arrive to the classroom on their presentation day, they are exuberant and enthusiastic about learning because of their experience. Each group is eager to present the cultural biography they constructed to the class. The author finds it is important to emphasize creativity and rigor; the emphasis is also on encouraging the exploration of any issues brought up during the presentation Q&A session. Typically, all groups perform at a high level. During group work, presentations, and discussions the cultural and societal dimensions of teaching-learning become salient and groups create knowledge together. The malleable scaffolding becomes more solidified because individual learning is coupled with small group and, eventually, large group discussion. As students listen to each other's presentations and participate in the Q&A sessions, the diversity of students' perspectives benefits the entire class because a wide variety of opinions and ideas can create a more stimulating dialog.

In the presentation stage of the project, class time centers on development of professional identity through further appropriation of cultural tools and immersion in culturally mediated professional action/performance.

Measures of Effectiveness of the Cultural Biography Project

Following the teamwork experience and completion of a written report and a group presentation, the students complete a four-part (Part A-D) pencil-and-paper survey measuring their attitudes toward the learning dimensions of the cultural biography project. Part A of the questionnaire is designed to measure attitudes toward the entire project experience and is based on a form developed by Sandler and Kamins (1987) similar to one used by Butier and Laumer (1992) and Olsen (1994). Attitudes toward the learning experience are solicited using a series of statements about the project experience that are directed toward those learning goals that the cultural biography project targets. Using a seven-point scale (where -3=strongly disagree and +3=strongly agree), the students report their level of agreement or disagreement with each of the statements according to the degree to which each statement describes the project experience in terms of their involvement, learning to apply concepts, enjoyability, and satisfaction. Part B of the evaluation is based on a form developed by Celuch and Slama (2000) and adopted by Frontczak, N. (2005). It measures critical thinking using a seven-point scale (where -3=strongly disagree and +3=strongly agree) according to the degree to which the project experience facilitates learning concepts/principles, develops capacity to think for one's self, develops an openness to new ideas, develops ability to work productively with others, cultivates responsibility for one's own learning, improves self-confidence in one's ability to learn, and develops capacity to think for one's self. Part C of the evaluation process includes statements developed by Garber Jr., et. al. (2012), describing the project as collaborative learning and measuring students' believes that a group worked very hard on the project, that everyone in the group got along really well, that the group had no trouble coming to agreement about decisions, that students learned a lot about how to function effectively within a group, that everyone had a chance to have their say and contribute to the project's decisions, and that the group was really great at getting down to business. Finally, Part D of the questionnaire includes items developed by Garber Jr., et al. (2012) measuring students' beliefs and attitudes toward the project as analytical exercise, e.g. beliefs that the project gave a great sense of how brand management actually works, gave a much better sense of how promotion actually works in the real world, and does a great job of integrating all the concepts presented in the class. Again, a 7-point agreement scale was used in this section of the survey. The sample size for analysis of the students participating in the cultural biography project was 68.

Results of the Effectiveness of the Cultural Biography Project

The mean responses to each of the attitudinal statements, including all four parts of evaluation, are shown in Table A, Table B, Table C and Table D. Mean responses for all four parts of evaluation indicate above average agreement with the statements in a statistically significant way, indicating that students found the cultural biography project a valuable educational experience. The mean responses for the attitudinal statements evaluating the project in general (Table A) indicated that students believed that the project was interesting, involving, satisfying, and enjoyable learning experience. Students reported that the project was helpful to them in understanding marketing, that they learned a lot about marketing from this project, and that this project made the course more interesting. In addition, students believed the project promoted a better student/teacher relationships, and suggested that the professor cared about students' learning.

According to Table B, the project experience successfully improved students' openness to new ideas and confidence in their ability to learn and think for themselves, and ability to work with others. Table B provides confirmation of students' belief that the project improves writing skills. Table B further indicates that the students' work on the project successfully increased their self-confidence in their ability to learn, and facilitated their understanding of concepts and principles of marketing. The set of statements in Table C designed to evaluate the project as collaborative learning had the mean responses to all the attitudinal statements positive, indicating that the students appreciated the collaborative aspects of the cultural biography project. The students indicated by their responses that they felt comfortable in their groups (e.g., "Everyone in my group got along really well," mean = 2.14) and that the groups worked together effectively to achieve their objectives (e.g., "My group had no trouble coming to agreement about decisions," mean = 1.9). Students reported that they felt included by other group members, really comfortable in their group, and that they learned a lot about how to function effectively within a group by working on the project. The highest average ratings came from statements directed at students' effort to perform well on the project, specifically "I think we worked very hard on the project" (mean = 2.16). Student effort is the amount of energy an individual puts into a behavior and is determined by the individual's motivation. The higher the motivation and interest, the higher the effort of the student is likely to be. This research demonstrates that students involved in the cultural biography project put a lot of effort into the project to achieve their goals due to heightened interest and motivation. Finally, Table D suggests that the project is a good teaching technique and integrator of marketing principles as they apply to the rigorous analysis of an innovative product, and as such is an effective learning experience. For example, among the most highly rated statements pertaining to analytics and strategy are: "I think that project taught me that differentiating your product is important to doing well in the marketplace," (M=1.97), "I feel that the project does a great job of integrating all the concepts presented in the class," (M=1.58), "The project gave me a great sense of how brand management actually works," (M=1.89), "My experience in the project leads me to believe that the various principles taught in basic marketing are entirely correct in practice, " (M=1.74). These results suggest that the project provided students with a deeper understanding of several key marketing concepts and marketing practices.

Students responses indicate that the cultural biography experience successfully demonstrate how the individual aspects of the marketing mix must blend within a fully realized marketing plan, as well as a deeper understanding of how each of the individual elements of a marketing plan operate. Overall, the results provide strong evidence for the cultural biography project as an effective learning experience and authentic assessment technique. The project helped to reinforce the importance of cultural innovation through the analysis of different ideological innovation-driven branding techniques, target marketing and differentiation, and the integration of individual components of marketing mix.

Conclusion

While working on the cultural biography project, students develop their professional identity via ongoing dialog with others — dialog that is necessarily shaped and mediated by specific cultural tools and resources (Penuel & Wertsch, 1995). Chief among these tools and resources are branding concepts, cultural innovation frameworks, and marketing databases that are carried and transmitted via language and forms of discourse. The project facilitates students' search for one's professional identity, primarily in the culturally mediated professional action/performance (see Day, 1991) in which one engages. Students go through the process of 'professional becoming' whereby one appropriates the terminology, methods and decision-making procedures from others with whom one is in dialog. Students' learning during work on their project can be viewed through the lenses of their appropriation of a series of ideologically mediated identities, i.e. the identities of entrepreneurs, new product developers, brand managers practicing cultural innovation, and market researchers.

The fact that the majority of students reported overall positive experiences suggests that the project as a learning tool is inclusive. There is always a chance that members of the student group may find the deep approach to learning disconcerting at times as they are not used to being expected to think and work independently. Based on characteristics, such as personality and learning style, some students might dislike a lack of rigid structure in the classroom or any type of disequilibrium in the environment. Learning from experiential projects may create a kind of "social metacognition," in which judgments are made on the basis of the disequilibrium, a lack of structure, and uncertainty perceived to be associated with the learning and assessment processes of experiential methods. For example, students with low autonomy, instead of embracing the excitement and uncertainty of an experiential learning project, may feel skeptical about the whole process and prefer structure provided by the professor. These students are both uncomfortable and unlikely to learn on their own. Since employers are increasingly looking for people who can take charge of their learning needs, it is our responsibility as professors to help these students to dismiss the attitude that acquiring their knowledge and skills is someone else's responsibility. The question students who prefer a didactic approached should be encouraged to ask themselves is not "is the concept clear as explained by someone to me?", rather "can I explain the concept clearly and apply it?" Most students can adapt to a variety of instructional modes even if they are not preferred. The central issue is whether the instruction provided facilitates learning via providing task clarity, feedback, and opportunity to practice.

Table A
Overall Evaluation of the Project

Post-attitudinal Statements[1]	**Mean Ratings[2]**
1. I was highly involved with this project.	2.34*
2. I was satisfied with my work on this project	2.206*
3. The project was helpful to me in understanding marketing	1.96*
4. This project suggests the instructor cares about me learning marketing.	1.83*
5 This project did not seem silly.	1.811*
6. I would recommend this type of project to other marketing students.	1.754*
7. This project was not a waste of my time.	1.71*
8. I learned a lot about marketing from this project.	1.647*
9. This project made the course more interesting	1.643*
10. I enjoyed working on this project.	1.638*
11. This project was enjoyable.	1.57*
12. This project allowed me to apply what I learned to real life situations.	1.471*
13. I believe this project is valuable as a measure of my learning.	1.433*

14 This project promoted better student/teacher relationships.	1.34*
15. This project was not boring.	1.34*

[1] Attitudinal statements are rank ordered in descending order by response mean.
[2] As measured on a seven-point scale, where +3 = “strongly agree,” –3 = “strongly disagree,” and 0 = “indifferent” or “don’t know.”
** $p < 0.001$; * $p < 0.1$ (significance of the mean is relative to a 0 rating).

Table B
Evaluation of Critical Thinking for the Project

Post-attitudinal Statements[1]	**Mean Ra**
1 Develops ability to work productively with others.	2.3*
2. Cultivates responsibility for one’s own learning.	2.12*
3. Improves self-confidence in ability to learn.	1.86*
4. Develops capacity to think for one’s self.	1.83*
5. Facilitates learning concepts/principles	1.672*
6. Develops openness to new ideas.	1.58*
7. Improves writing skills.	1.32*
8. Develops problem-solving skills.	0.956*

[1] Attitudinal statements are rank ordered in descending order by response mean.
[2] As measured on a seven-point scale, where +3 = “strongly agree,” –3 = “strongly d
** $p < 0.001$; * $p < 0.1$ (significance of the mean is relative to a 0 rating).

Table C
Project as a Group Exercise

Post-attitudinal Statements[1]	**Mean Ratings[2]**
1 I think we worked very hard on the project.	2.16*

2. Everyone in my group got along really well.	2.14*
3. I felt included by other group members.	2.14*
4. I felt really comfortable in my group.	2.13*
5. My group had no trouble coming to agreement about our decisions.	1.9*
6. I feel that I learned a lot about how to function effectively within a group by working on the project.	1.84*
7. My group had very strong leadership.	1.71*
8. I do think that everyone had a chance to have their say and contribute to my project's decisions.	1.565*
9. It wasn't very hard for my group to get down to business whenever we met.	1.478*
10. My group was not too large to be really effective.	1.401*
11. My group was really great at getting down to business.	1.36*
12. My group was not too small to be really effective.	1.304*

[1] Attitudinal statements are rank ordered in descending order by response mean.
[2] As measured on a seven-point scale, where +3 = "strongly agree," –3 = "strongly disagree," and 0 = "indifferent" or "don't know."
** $p < 0.001$; * $p < 0.1$ (significance of the mean is relative to a 0 rating).

Table D
The Project as Analytical Exercise

Post-attitudinal Statements	Mean Ratings
1. I think that project taught me that differentiating your product is important to doing well in the marketplace.	1.97*
2. The project gave me a great sense of how brand management actually works.	1.89*

3. My experience in the project leads me to believe that the various principles taught in basic marketing are entirely correct in practice.	1.74*
4. I feel that the project experience gave me a much better sense of how understanding consumer behavior affects marketing outcomes in the real world.	1.7*
5. I feel that the project gave me a much better sense of how promotion actually works in the real world.	1.7*
6. This project encourages critical thinking.	1.63*
7. I feel that the project does a great job of integrating all the concepts presented in the class.	1.58*
8. I feel that the project gave me a much better sense of how pricing actually works in the real world..	1.45*
9. The project gave me a great sense of how channels of distribution actually work.	1.3*

q [1] Attitudinal statements are rank ordered in descending order by response mean.
[2] As measured on a seven-point scale, where +3 = "strongly agree," –3 = "strongly disagree," and 0 = "indifferent" or "don't know."
** $p < 0.001$; * $p < 0.1$ (significance of the mean is relative to a 0 rating).

Examining transformation through experience in a social marketing course

Sonja Martin Poole, Ph.D, University of San Francisco
Karen Smith, University of San Francisco

Honorable Mention

DO MARKETING GRADS HAVE CONTRIBUTION-READY EMPLOYABILITY?
(The Commercial Awareness Imperative Taught Via Principles of Marketing)

Ruth Lesher Taylor, Texas State University

Abstract

Recent upcoming Principles of Marketing course preparations led me to consider the issue of, "After 42 years of teaching, if the upcoming semester turned out to be my last semester to teach, what 'gift' could I leave with my final semester's set of three sections of Principles of Marketing course students?" More questions than the sought answer arose, for example: What 'gift' would benefit graduates most in life? What problems do today's young grads face that I could help them with via a 'gift' that would prove for them to be a life time skill? And, what wise career advise could I gift them?

Coincidentally, the author's otherwise ongoing international marketing education research led me to identify the fact that there is a worldwide concern that drastically impacts the minds of recent college graduates (grad), soon to be grads, and recruiting employers alike. And, that the lack of commercial awareness amongst graduates is worldwide of employers worldwide, many expressing the concern in terms of grad's lack of work-ready employability (Jaschek, 2015). This study found that some researchers use work-readiness and employability as synonymous concepts. However, from the perspective if this study, these two concepts and this study's concept of contribution-readiness of grads, have specifically different meanings.

Employability refers to someone who possesses the following three minimum-level work life preparations, collectively known as SKAs: (1) skill sets – or abilities, one has learned; (2) knowledge sets – or breadth and depth of one's knowledge of various subjects\; and (3) attribute sets -- or the natural abilities one is endowed with which endows a student with minimum transferrable skills applicable to any job of interest. The issue of work-readiness takes one's SKAs to a different level with work-readiness meaning a grad has the minimum level SKAs as well as the potential (ability and willingness) to apply their SKAs to a particular job. As specific to this study, as not otherwise identified by this study in extant literature, a grad's 'contribution-readiness quotient' refers to the grad's ability to make an immediate productivity contribution to his or her employer with minimum, if any, initial on-the-job training. Company productivity here, is defined as the grad's ability to increase company revenue or lower expenses or otherwise contribute to the company's triple-bottom line, profit responsibility, stakeholder responsibility and environmental responsibility. A graduate's commercial awareness before becoming a new-hire contributes handsomely to his or her potential of being hiring-firm contribution-ready.

A graduate's commercial awareness, as a concept, although there are somewhat broader and less broad definitions provided in the literature, can generally be summed up as, "not only a graduate's interest in the business/industry for which he or she is applying but rather an understanding of the wider business world as follows. An awareness and understanding of

(1) All economic sectors in a nation and these sectors' industry and sub-industry structures; and the national impact of each sector (e.g. its contribution to GDP, its employment as percentage of national employment and its employment projections, and other national impacts); as well as opportunity and threat trends impacting each sector and its industries.

(2) Specific knowledge related to the economic sector and its industries and sub-industries in which the graduate desires work as specifically related to these industries' (as adapted from University of Kent's Career and Employability Service, 2016):

(a) Customers, competitors, and suppliers;

(b) Businesses whom are doing business with each other and economics, business benefits, and commercial realities of these business transactions and the effect of these on adjacent businesses, industries and sectors;
(c) Competitor's marketing strategies practices;
(d) Need for effectiveness, cost efficiency and customer service;
(e) Relevant major legislation, trade practice regulations.
(f) Relevant environmental and sustainability concerns.

A grad's possession of a high commercial awareness quotient is important to company productivity as new inventions and innovations, in terms of productivity inventions or innovations generally occur at the intersect of various disciplines of study, different economic sectors and different industries of work. The purpose of this paper centered on how to help a soon-to-be college grads develop a broad and deep commercial awareness quotient, and to train them to effectively communicate their commercial awareness and contribution-readiness quotients to job recruiters -- thus increase the probability of them receiving a desired job offer. Methodology wise, this study's design prompted soon-to-be graduates taking study-relevant Principles of Marketing course (that involved academically-enrolled students of various academic majors taking the course as part of their major or minor in business) to develop within each student a high 'commercial awareness' quotient as related to each his or her 'intended' career industry and each his or her in their 'passion' career industry disregarding any psychological barriers in doing so. Counseling students to experiment and to explore different career paths is the advice that Fascolo (2016), vice president of global human resources at Johnson and Johnson, gave in his recent commencement speech. For this study, content relative to students developing a high commercial awareness quotient within their contribution-ready quotient was integrated into regularly-taught Principles of Marketing course content in three sections of Principles of Marketing taught during a long-term semester. The commercial awareness content helped students develop their understanding of economic sectors in a nation, industries and subindustries with in individual economic sectors, and adjacent industries in within and between economic sectors; as well as of intra- and inter-industries dependencies. In addition, as part of developing commercial awareness, participating students increased their awareness of job availabilities and going salary rates for different levels of experience in each their planned career and passion industries. This study helped the enrolled students accomplish each of the above learning experiences, as well as helped them successfully learn the required Principles of

Marketing course concepts and how learned to apply them in various industry settings.
Both the intended and passion industries were assigned as part of the required, individually-completed, two-part course term project with the goal of allowing enrolled students the opportunity to develop deep and diverse experience in researching at least two industries and the opportunity for each of them to increase both their commercial awareness quotient as part of their employer contribution-readiness quotient. As a portion of the second part of the two-part project, students learned self-marketing techniques by hypothetically applying to one of the four top competitors researched in each of their planned career and passion industries -- albeit only after creating for him or herself a job contribution-readiness oriented marketing plan focusing on each of the product, price, place and promotion elements involved in self-marketing.

This study illustrates that the above academic goals can be accomplished efficiently and effectively with little, if any, additional budgeting or curriculum planning. On the other hand, such integration required a lot of willingness, dedication, preplanning and fairly rigorous grading time (for large classes) on the part of the individual marketing educator. Albeit, if the educator views his or her extra efforts as a an act of human kindness and views their 'gifting' to students of a life time skill, the extra effort required on the educator's part will be rewarded by the massive benefits students in this study state they had gained. End of the semester qualitative student survey findings resulted in pages of positive learning experience subjective comments from students that were summarized in the following statement: 'This project was of real value to me and will be of great value when I graduate because now I have a running start in getting my job application materials ready, I have a direction in my life, and I now have a lot of commercial awareness and am able to knowledgeably answer interviewers' questions, if any, about economic sectors, industries and sub-industries, and about how I could make contributions to a firm's tripe bottom line.'

This paper's research is consistent with the several calls for research findings centering on 'Do grads have work readiness?' that have been recent research calls that have crossed cultures, governments, industries, and academic areas (Riebe & Jackson, 2014). A grad's work-readiness is imperative if grads are to be highly-regarded contestants for job openings (Harvey, 2001). This paper provides content used and processes used for carrying out it purposes of increasing among soon-to-be grads' commercial awareness and employer contribution quotients and communicating these to potential employers through self-marketing efforts. Additionally, surprised findings are shared.

This research study's findings have multiple implications for marketing education, graduating students, and recruiting employers alike. And, it has implications for future streams of research needed in terms marketing education and public policy regarding public aims of curtailing high school and college dropout rates and employment of the many unemployed and underemployed recent year graduates.

Reference Available Upon Request

International Marketing Curricula in Higher Education: Investigating Potential Content and Learning Gaps

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Abstract

This exploratory study examines the current course contents of international marketing (IM) courses in higher education institutions. Using Leximancer, a qualitative research tool for text-mining and lexicographic analysis, we conducted a content analysis of 290 course contents of U.S. and Australian business schools accredited by the American Assembly of Collegiate Schools of Business (AACSB). Concept mapping reveals broad diversity among the topics covered in IM. Our findings suggest that topics related to international services and thus, the global services sector do not receive the attention that one would expect in today's rapidly changing marketplace, where growth in the demand for services is unprecedented. The results indicate that the majority of course contents are structured around global macro-environmental forces and the traditional goods-centered marketing mix framework as opposed to micro-environmental forces, such as consumption patterns and buying behavior of consumers, and meso-environmental forces, which include standard operating procedures, rules and guidelines. We provide a discussion to inform and stimulate the future development of IM curricula.

Introduction

The delivery of international marketing (IM) plays a key role in the business curricula of many universities and is a major source of exposure to global business issues for students (Crittenden and Wilson 2005; Pestonjee et al. 2010; Vos 2013). Early internationalization of business school curricula occurred in response to corporate needs (Crittenden and Wilson 2005). For example, studies show that business leaders believed that business schools were responsible to educate students for careers as competent global managers (Nehrt 1987; Ball and McCullough 1993). The importance of this issue was addressed by the Association to Advance Collegiate Schools of Business (AACSB) through a series of guidelines developed from the period between the 1960s to the 1990s (Cort et al. 2003; Crittenden and Wilson 2005).

Previous research shows that macro-environmental factors such as, the political and legal environment, international trade and culture tend to dominate IM education. With regard to internal factors of the micro-environment, the focus has been primarily on marketing mix variables, e.g. distribution or promotion (Crittenden and Wilson 2005). However, the global environment continues to be rapidly changing. In particular, the services sector has been playing an increasingly important role in the globalization of the world economy. Statistics show that the pace in the globalization of (digital) services has been outstripping the globalization of goods over the past decade (Wirtz et al. 2015; McKinsey Global Institute 2016). Dramatic advances in information and communications technologies such as the Internet have provided firms with greater incentives to fragment production processes and to geographically delocalize them (Nicita et al. 2013). These developments have led to the widespread outsourcing and offshoring of services (Mann 2005; Wirtz et al. 2015), as we see today. Along with the rapid growth of the service sector there has been an evolution of services education in business schools (Bitner and Brown 2008).

While the business environment is evolving, IM education appears to be lagging behind. For instance, Crittenden and Wilson (2005) found that many topics of importance to global managers are not being taught or taught in sufficient depth. More recently, Vos (2013) argues that "curriculum designers of business programs with "international" in their title are challenged by the complexities, discipline-crossing boundaries, and ever shifting nature of this domain." She continues to raise the question what "subject matter and content should be included" and what "skills and competencies" graduating students require (Vos 2013, p. 81). As such, our main objectives of this research are to investigate the current status-quo of IM curricula (i.e. content delivery, learning outcomes, teaching and learning methods, learning resources, and assessment) and to identify potential content gaps (i.e. topics of importance that are not being taught) among undergraduate students enrolled in an IM course.

Methodology

We employed content analysis as a qualitative methodological approach, similar to the previous examinations of marketing course descriptions (e.g. Crittenden and Wilson, 2005; Crittenden and Crittenden 2006; Ferrell and Keig 2013). The purpose of the content analysis was to quantify and "analyze the presence, meanings and relationships of words and concepts" in relation to IM topics (i.e. knowledge taught), and, to "make inferences about the overall phenomenon within the context" (Perera and Hewege 2016, p. 130). To obtain our cases, we chose AACSB-accredited schools in the U.S. and Australia as our sample (AACSB 2015). At the time of the research, the AACSB's list of accredited schools numbered 516 in the U.S. and 10 in Australia. All websites were analyzed to determine if "International Marketing" was offered as an undergraduate marketing course (for a similar approach see Butler 2011). Data were collected successfully from 280 (54%) of the 516 U.S. institutions. In Australia, we collected data from ten AASCB-accredited schools.

The next step involved software-facilitated content analysis of the course contents. We employed the qualitative research software Leximancer 4.0 (www.leximancer.com) which is a text-mining and lexicographic tool that uses word association information to automatically identify collections of words that co-occur frequently in the text data (Smith and Humphreys 2006; Crofts and Bisman 2010; Tkaczynski et al. 2015). The software is used to analyze the data to create a relational map (i.e., concept map) in order to outline major concepts as well as their relationship with other second tier variables (Darcy and Pegg 2011; Thomas 2014).

Results

The results provide evidence that current IM curricula contains several learning gaps when it comes to integrating new content (i.e. knowledge) in IM courses. Most course descriptions are focused on macro-environmental factors such as culture and the economic environment, and the implementation of the goods-centered marketing mix. The top five emergent themes in rank order are: cultural, consumer, global, marketing, course, and product. Our study identifies four areas of learning gaps in current IM curricula: (1) a distinct lack of emphasis on services; (2) a lack of focus on the proliferation of SMEs worldwide and the emergence of the Internet and disruptive technologies; (3) learning gaps in relation to meso-environmental forces and their associated impact of IM; and (4) content gaps in relation to the coverage of standardization and adaptation in the services sector.

We believe that this study provides useful insights to identify topics that are relatively new to the IM classroom (e.g. services offshoring, crowdsourcing and new technological innovations). Furthermore, we hope that our research contributes to a discussion that will reduce the disparity between IM course contents, potentially influenced by IM textbook content, and the student needs in IM education.

References Available upon Request.

What Are For-Profits Selling? An Analysis of For-Profit Messages in Higher Education

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Abstract

The significant growth of for-profit colleges and universities (FPCU) in the last 15 years is hard to ignore (Kena et al. 2006). As an increasingly major player in the higher education industry, what makes them stand out from non-profit colleges and universities (NPCU)? This research examined the messages FPCUs communicate on their institutional websites to understand how they portray themselves compared to NPCUs and to evaluate the messages communicated through this medium as it is the top resource for aspiring college students (Ash 2008). Through a content analysis of the visual elements on the institutional websites of 13 four-year FPCUs, we found three main themes that were common in FPCUs communication: Purpose of the Institution, Role of the Student, and Role of Higher Education. Though we found similarities with NPCUs that focus on social mobility in higher education, the dominance of more individualistic and capitalist themes found in the social mobility logic and market orientation focus shaped the way these themes were communicated, allowing FPCU messages to better resonate with their target market. Further research is needed to examine the overlap in focal message between NPCUs and FPCUs, specifically examining how NPCUs have adapted their messages, and in doing so co-opted FPCUs messaging tactics. Moreover, an analysis of how these narratives impact the higher education sector can be investigated.

POSITION PAPERS

THE ROLE OF THE ACADEME IN THE PROMOTION OF PUBLIC SERVICE AND ADMINISTRATION AS A CAREER OF CHOICE

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Abstract

This paper sought to establish the active role of the academe as an agent inspiration and encouragement in building the image of public administration as a career of choice driven by the values of sincerity and commitment for public service, as well as evaluate existing curriculum designed to strengthen the promotion of volunteerism amongst the youth. This paper also sought to identify Filipino culture and traditions on nationalism and the concept of the Filipino value of "Bayanihan" (volunteerism) as interests of study for scholars and researchers from other countries, and recommend the academic community the integration of public service and administration as integral part of subjects in the elementary, secondary and tertiary levels of education. The government should have its fair share of the best products of the academe.

A good portion of the working class citizens of the country dreams of implementing government programs and managing people who are involved with those programs. People who enjoy working in a managerial position will enjoy pursuing public administration and be a significant agent of national development.

The academe has trained us to have strong leadership skills. Every individual has an innate value of sincere leadership to his fellowmen. It is sad that a great number of graduates who were considered to have good leadership skills are employed in the private sector. Such talents, that the academe has trained for years could have been used for public service administration. If only government employment was reinforced by the academe in the first place.

The common way the people relate to public governance is when one is elected to public office. The idea that the government is also an employer, like that of the private sector is not that common to the populace. Often times, job-seekers apply in the private sector; the government is the last option, sometimes not even.

After graduation from academic studies, each working class citizen has his own expertise. Generally speaking, economics, communications, finance, legal, health and business administration are the expertise of the graduates. Such expertise should have been first utilized by working with the government, for the utilization of these expertise will not only benefit the individual who has been given the chance to be employed by the government, but the benefits of expert public administration will multiply to the rest of the population.

GRADE WHINING: ANTECEDENTS AND CONSEQUENCES

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Abstract

Grade whining or complaining is a bane to marketing instructors. Even when an instructor carefully explains his or her grading process, it seems inevitable that one, two, or more students will be unhappy with a final grade. Further, such dissatisfaction can escalate beyond complaining or whining to grievance appeals and/or legal action. Such behaviors waste valuable instructor time, cause stress, and decrease willingness to teach. Grade complaining also may be a factor in the much-discussed problem of grade inflation. This position paper explores some possible antecedents and consequences of grade complaining and proposes further study. We begin with the assumption that an instructor is trying to be fair. We understand that unfairness may exist, but that is a different topic. The focus of our work is on grade complaining/whining under normal circumstances when the instructor tries to be fair.

Student satisfaction or dissatisfaction with a grade does not depend on an absolute standard but rather can change over time. As Sommer (2014, p. 263) observed, "For reasons not clear to me, the 'whine factor' appears to have increased, especially for students on the border between B+ and A-."

Satisfaction is relative and can change depending on the grades other students receive. For example, Singleton (1971) identified the influence of relative deprivation, suggesting that grade inflation can decrease satisfaction with grades overall as students compare their grades with those of other students earning higher grades. Grade inflation is defined as an increasing trend of the grade point average (GPA) over time (Goldman, 1985).

Satisfaction can also be influenced *post hoc* by comparisons with others. In a consumer behavior context, Ackerman, Macinnis, and Folkes (2000) found that consumers who were initially satisfied with their possessions became dissatisfied when they compared themselves with others. Similarly, students who are initially satisfied with a grade might become dissatisfied if they compare their grades with the grades of others. Students are more satisfied when the grades of their classmates are lower than their own, and are happier when their own grades are higher than the grades of others (Hindman, Livingston, & Carter, 2014).

Comparisons with past experience may be another source of grade dissatisfaction. Students accustomed to receiving "As" may be unhappy to receive a "B-." Conversely, students accustomed to grades of "C" and "D" might be very happy to receive a "B-." In such cases, an internal reference point drives satisfaction. Thus, reference price theory (Mazumdar, Raj, & Sindha 2005) can be applied to an understanding of grade satisfaction. Students may react to grades against internal reference points based on experience, against external reference points based on the grades that others receive, and perhaps based on their perceived effort. These reference points change constantly with the classes students take and the grading habits of instructors. Reference points are also the reason that grade inflation does not lead to student happiness. Instructors may inflate grades to please students, but students adapt quickly with higher-grade expectations and are dissatisfied when those grade expectations are not met.

If failed expectations lead to grade whining, judgments of unfairness seem to drive negative emotional reactions to dissatisfying grades. Similar to prices in a consumer context, grades that deviate from expectation are perceived to be unfair. Students feel entitled to expected grades because they perceive that similarly performing students receive those grades (Gielissen, Dutilh, & Graafland, 2008). Receiving a lower grade than others, or even receiving the same grade as a student believed to have performed worse, will lead to judgments of unfairness and feelings of anger. Of course there is also a self-serving bias. Students tend to penalize an instructor when they receive a grade that is below their expectations, but they do not generally reward the instructor when a grade exceeds their expectations (Griffin, 2004). A grade that is higher than expected is technically unfair, but it is unlikely that students will perceive it as so, though other students may be angry if they learn of it.

In regard to fairness, Thibaut and Walker (1975) found that evaluations of allocation decisions are influenced both by the fairness of outcomes and by the fairness of procedures used to reach the outcomes, referred to as procedural fairness. Procedural and interactional fairness (quality of interpersonal treatment) are characterized by process and decision control (i.e., having input), consistency across individuals and over time, neutrality, accuracy of information and informed opinion, opportunities for appeal, representation of important groups/persons; and compliance with moral and ethical standards (Leventhal, Karuza, & Fry, 1980). Rodabaugh and Kravitz (1994) found that students are motivated when there are unbiased standards and the standards are equally enforced.

Consequences of disappointment are varied. Research on consumer dissatisfaction has found that behavioral responses depend both on the level of dissatisfaction and the emotions elicited (Zeelenberg & Pieters, 2004). This suggests that behavioral response to grade dissatisfaction or disappointment will depend on both the level of deviation from the student's expectation and the student's emotional responses.

In conclusion, we expect the proposed research study to find that instructors who wish to avoid the more serious forms of grade whining and complaining should avoid raising student grade expectations, and also patiently listen to and provide explanations for student grade concerns.
The proposed study will use scenarios to test student reactions to grades. External reference points will be manipulated in scenarios that provide the grades received by other students, not unrealistic since students often compare grades among themselves. Judgments regarding expectations from reference points will be measured and if possible manipulated. Lastly, there will be a measure of grade complaining/whining behavior.

References Available upon Request

EDUCATING A NEW GENERATION: MILLENNIALS IN THE CLASSROOM

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Abstract

Three generations with distinct characteristics and differences are found in today's university classrooms. Each generation has a unique set of traits that can influence a variety of aspects, including teaching and learning. Generally, a wide age gap exists between faculty and traditional college students. Today's Baby Boomer (and increasingly Gen X) university educators are challenged with how to best reach and teach Millennial students. This new audience has new needs and expectations.

A growing body of evidence reveals that Millennial students have developed new attitudes and aptitudes as a result of their environment (Oblinger, 2003). Although these characteristics may provide great advantages in some areas (such as their ability to use technology), they may also create an imbalance between student learning styles and faculty teaching styles.

The purpose of this position paper is to explore the unique characteristics of the Millennial generation and discuss potential adaptations for accommodating the Millennial student.

References Available upon Request

INNOVATIONS: RETAIN THE BEST; TOSS OUT THE REST

Susan Cadwallader, Chiranjeev Kohli, Olga Di Franco, Chris Kondo, and Matt Lancellotti, California State University, Fullerton

Abstract

"The way to get good ideas is to get lots of ideas and throw the bad ones away."
Linus Pauling, American Chemist (1901-1994)

In marketing we are consistently looking for the newest and latest pedagogical ideas for our classes to best prepare our students for an ever-demanding workplace. Ferrell et al. (2015) note that in marketing is often faddish, with the latest changes in business practices then emphasized by professors in the classroom. Teaching is an increasingly complex job in an increasingly complex, changing society. For that reason alone, innovation is central to teaching (Groatley & Johnson, 2013). A brief review of the academic literature demonstrates the importance of incorporating innovative teaching methods, and not simply new marketing concepts, into the curriculum. Innovation, like evolution, does not normally begin with a "big vision" but rather with a succession of small realizations—a continuous process of transformation and knowledge building over time (Goatley & Johnston, 2013). Instruction delivered in the classroom, the most identifiable and tangible product of the university, the mainstay where ideas are exchanged, is threatened by a rapidly changing environment, pluralistic competition, and inertia (Celse & Wilfingbarger, 2002). Most innovations, good or not so good, have provided some sort of evidence of their value to get traction, but evidence is needed to know whether an innovation is truly useful (Goatley & Johnson, 2013).

At a College of Business in a large west coast four-year university we have been experimenting with a variety of innovations to determine which are best and those that do not perform as advertised. The outcomes vary from unexciting results to success stories in courses ranging from principles of marketing through the curriculum to the strategic marketing capstone.

Unimpressive results were reported following a test pilot of Marketing Plan Pro software and some standalone pricing simulations in the principles of marketing course, where the feedback was lukewarm. The pricing simulations we evaluated seemed simplistic and cost of the software was a major issue. As such, these particular innovations were shelved and others showing strong promise will be tested empirically to access their ongoing value. The first is a set of 75 custom-created 3-5 minute online video modules. Students were expected to view the videos in advance of class when the material taught. The presumption was that they would arrive at class fully prepared to cover the material having had exposure to the key concepts ("prelearning", "flipped" classroom) via the videos. A quasi-experimental design was used to compare students with access to the video modules with a control group from an otherwise identical class. The overall Chi-Square tests revealed significant improvement of one to two subgrades, in addition to an improvement in failure rate in finding the proportion of 'Fs' in the two groups, F's were significantly down by about 62 percent. We also wanted to determine if administering quizzes via an online student response system offered advantages to students in motivating them to view the videos. And, on a related note, does the use of an online response system increase class attendance; and if so, what are the implications for the course?

Second, a Stukent Digital Marketing Simulation was piloted with five students and received mostly positive responses. We plan to do a full-scale assessment survey at the end of this semester to evaluate the broader appeal of this innovative assignment to learn how to make the execution smoother (Exhibit 1).

The Marketing Portfolio, implemented several years ago in our capstone course, encourages students to reflect on their entire learning experience and capture succinctly those achievements that showcase their talents. Students include summaries of these achievements and a compelling resume in their portfolio. The express intent of the portfolio is to capture the attention of potential employers with the end result of

assisting students in launching their professional careers. This assignment is a requirement for passing the capstone course and is comprised of student reflections of coursework, resume, relevant work experience, and a Lynda.com certificate. Students have shared anecdotal evidence that the portfolios are useful in gaining job interviews and securing career positions. However, in order to obtain empirical evidence of the portfolios' usefulness we will be conducting a study of students who have graduated over the last two years (Exhibit 2).

Other course innovations, in addition to those piloted and adopted at the principles and capstone levels, have been recently tested. A significant motivation for more widespread innovation is the inclusion of High Impact Practices (HIP) at the university level (Exhibit 3). HIP practices have been refined and incorporated into several of the teaching techniques, specifically in our marketing tools and analytics and consumer marketing courses, with the purpose of meeting outcomes including encouraging students to create new knowledge, understand, and practical application. Successful students are able to think critically, manage diversity, speak publically, work in teams, analyse and solve real-life problems, see the bridge between theory and practice, and communicate such effectively.

Few marketing programs have incorporated innovations in the teaching of Place, especially outside of concepts taught in Operations Management. We have recently addressed this area via several avenues. ESRI's ArcGIS, the leading geographic information system (GIS) software, has been made available in all classroom and public computers in the College of Business. We have incorporated this innovative tool in several marketing courses, and have developed a new course designed around its use and related concepts and applications. Case studies exploring the concept of Place in Marketing, and the value and application of GIS software have been incorporated in the new course, as well as the general graduate-level marketing management course. Another application of this software is Place-based projects whereby students examine the geographic distribution of psychographic segments, and ground-truth them with their own experiences in those places. Full presentation materials have been developed to enable instructors to explore a wide range of important Place concepts ranging from segmentation, promotion development, logistics, and location and market potential analytics, as well as the emerging domain of Place Branding.

Continuous improvement efforts mandated by accreditation bodies (AACSB), as well as the distinct needs of today's marketing students, demand teaching innovations (Mummalaneni, 2014). Our objective in sharing the results of a variety of innovations across the marketing curriculum at our institution—the disappointments and those having spectacular success—is to inspire discussion with other instructors about their own experiences. We believe this exchange will make for a highly interactive and engaging conference session.

Exhibit 1: Stukent Digital Marketing Simulation Survey

We believe that the Digital Marketing Simulation from Stukent provides valuable learning for all business majors in today's marketplace, which is relying increasingly on digital tools for promoting companies and their offerings. With an intent of improving its implementation in future semesters, we are seeking your input, since Fall 2016 was the first semester this was used across all Principles of Marketing classes. This should take about five minutes of your time.

1. Overall, how useful do you think the Stukent Simulation was in learning digital marketing tools included in it?
2. Overall, how well did the simulation work?
3. What is your level of satisfaction with the guidance provided by Stukent website and staff and/or your instructor on the mechanics of using the simulation (registration, login, etc.)?
4. What is your level of satisfaction with the guidance provided by Stukent website and staff and/or your instructor on how to perform well on the simulation and get maximum learning from the exercise?

5. What did you like about the simulation? Please try to list two things.
6. What suggestions do you have for improving this assignment? Please try to list two things.
7. Would you recommend its continued use?
8. Please feel free to add any other comments that you wish to share.
9. What's your gender (M/F)?
10. What is your cumulative GPA for *all* classes taken towards your graduation requirement?

Exhibit 2: Marketing Portfolio Survey

The Marketing Portfolio encourages and enables students to reflect on their entire learning experience and capture succinctly those achievements that showcase their talents. These achievements are described briefly in the portfolio and a compelling resume is included in the document. The express intent of the portfolio is capture the attention of potential employers with the end result to expedite the launch of student's marketing career This survey should take about five minutes of your time.

1. Overall, what's your opinion on the effectiveness of the Marketing Portfolio?
2. Did you interview for a job?
3. Did you use the portfolio?
4. Do you think it was useful during your job interviews?
5. Did you receive job offers as a result of sharing your portfolio?
6. Do you have any suggestions for improving the portfolios so they can be more helpful?
7. Would you recommend its continued use?
8. What's your gender (M/F)
9. What was your cumulative marketing concentration GPA?
10. What is your cumulative GPA for *all* classes taken towards your graduation requirement?

Exhibit 3: High Impact Practices as defined on focal university website (2016)

High Impact Practices are transformation learning opportunities inside and outside of the classroom that provide:

- Performance expectations at appropriate high levels
- Significant student engagement by investment of time and effort
- Meaningful and substantive learning interactions with faculty, staff, students, or external entities
- Experiences with diversity, complexity, and change
- Frequent and meaningful feedback
- Reflective and integrative learning
- Experiential Learning

References available upon request.

MEASURING STUDENT LEARNING MOTIVATION: A CONCEPTUAL FRAMEWORK BASED ON SELF-DETERMINANT THEORY

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Abstract

Motivation has been studied to find ways to increase students' involvement in a learning situation. Within an education context, previous studies have shown the importance of motivation as a determining factor in students' learning processes (Ames, 1992; Eggen & Kauchak, 2007; Pintrich, 2003; Reid, 2007; Theobald, 2006; Yarahmadi, 2012). There are different styles of behavior regulation relating to student academic motivation which reflect differences in their relative levels of autonomy. Self-Determination Theory (SDT) focuses on the degree to which an individual behavior is self-motivated and self-determined (Deci & Ryan, 1985). This theory posits that a person can be extrinsically or intrinsically motivated (Ryan & Deci, 2000). Intrinsic motivation is the most self-determined form of behavior and involves engaging in learning opportunities. Intrinsic motivation is associated with a high level of effort and task performance. Intrinsic motivation refers to doing an activity for the inherent pleasure, satisfaction, and interest. Students with greater levels of intrinsic motivation demonstrate a strong learning desire, high academic achievement, and strong persistence. Thus, intrinsic motivation is a powerful factor in learning and leading to high productivity. In contrast, extrinsic motivation refers to doing something due to separable outcomes derived from the activity (Ryan & Deci, 2000). Extrinsic motivation explains that people behave in a certain way in order to attain a desired outcome. In this study, three types of regulation are examined: external regulation, introjected regulation, and identified regulation. External regulation behaviors are performed to satisfy an external demand or obtain an externally imposed reward contingency (Deci & Ryan, 1985). Introjected regulation behaviors are controlled by internal reward/punishment contingencies, such as ego enhancement, guilt, or anxiety (Deci & Ryan 2000). Identified regulation involves the person attributing personal importance to the behavior.

Unlike intrinsic motivation, it is instrumental rather than pursued for pleasure or personal satisfaction (Desi &Ryan, 2000). To understand the underlying motivational process, Deci and Ryan (1985) proposed three psychological needs which motivate the self to initiate behavior: competence, relatedness, and autonomy. In this study, competence will be used to examine the relationships with extrinsic motivation and intrinsic motivation as well as goal orientation. The following hypotheses were developed based on previous research findings.

H1: Competency has a positive effect on extrinsic motivations (identified regulation, eternal regulation, and introjected regulation).
H2: Extrinsic motivations (identified regulation, eternal regulation, and introjected regulation) will influence intrinsic motivation.
H3: Competency will influence intrinsic motivation.
H4: Intrinsic motivation has a positive effect on goal orientation.

Methodology

A sample of 146 responses were collected from a college in the Northeast using a web-survey to measure student learning motivation. Question items measuring competence as one of psychological needs were adopted from William and Deci's study (1996) and extrinsic motivation (identified regulation, external regulation, and introjected regulation) scales were adopted from the Academic Self-Regulation Questionnaire (SRQ-A) which were provided by Ryan and Connell (1989). Intrinsic motivation scales were adopted from Ratelle et al.'s study (2007) and modified for the study. Goal orientation items were adopted from Elliot and McGregor's study (2001). First, the overall validity of the measurement model was tested using Confirmatory Factor Analysis (CFA). Results indicate an acceptable fit for the data with

$\chi 2$ = 311.10, df =169, *p*-value =.000, CFI= .94, RMSEA = .076, and TLI= .93. Further, construct validity and discriminant validity were evaluated based on the factor loading estimates, construct reliabilities, variance extracted percentages and inter-construct correlations (Hair et al., 2006).

From the results, good reliability is established. The next step was to examine the overall theoretical model specification and the hypotheses by using the structural equation modeling (SEM). The SEM results indicate a satisfactory fit of data with $\chi 2$ =329.49, df = 173, *p*-value = .000, CFI = .94, RMSEA = .079, and TLI = .92. The SEM structural path results reveal that the relationships among the constructs are significant except the relationship between competence and intrinsic motivation. Thus, H1, 2, and 4 are supported, but not H3.

Discussion

The results find that competence affects extrinsic motivations which include identified regulation, external regulation and introjected regulation. The extrinsic motivations are strongly related to intrinsic motivation. Intrinsic motivation impacts on goal orientation. However, competence is not related directly to intrinsic motivation. The findings suggest that competence affects extrinsic motivation and high student motivation for goal achievement comes from intrinsic motivation which is strongly related to extrinsic motivation.

References Available upon Request

USE OF MARKETING EXERCISES TO IMPROVE STUDENTS' PERSONAL BRANDING

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Abstract

Developing a personal brand is becoming increasingly important for students and, as a result, Personal Branding courses are gradually appearing in marketing curricula. Given the prominence of social media nowadays, personal branding has a strong digital component. In addition to helping students represent themselves (their personal brand) well in person and on paper, they must also do so online.

In fact, practitioner advice regarding building a personal brand consistently includes advice about a focus on the online component: **Audit your online presence (Hyder 2014), b**uild your online presence (Smale 2015), and flesh out your social media profiles (Demers 2014).

Motivated by the desire to help students improve their digital personal branding, I began using graded application exercises in my Consumer Behavior course. The exercises intend to have the students also master course material by applying them in a practical context that can be personally meaningful and beneficial to the students. As is usually the case, the fact there is a grade associated with the exercise also works as a motivating factor.

A substantial part of my Consumer Behavior course addresses the psychology of influence and persuasion, based largely on the work of Robert Cialdini (Goldstein, Martin, and Cialdini 2008). After discussing each topic, I have the students think of how they can apply what learned in a way that improves their personal brand. Then they have 24 hours to actually implement it, and, if they do successfully, they get credit for the exercise.

For example, one of the topics is the influence principle of liking through similarity. This is often used in personal sales where the salesperson tries to establish a connection with the prospect by identifying similarities between them. Students applied the concept by searching on LinkedIn for alumni of our university in positions relevant to the students' career interests and goals. Then, they invited them to connect through customized invitations that highlighted similarities that were inferred by the person's profile (same alma mater, same student organizations while in college, etc.).

Almost every student's request was accepted, even though they were sent to complete strangers (some of whom in high leadership positions). A few even wrote personal messages back to the students thanking them for the personalized message and facilitating the opportunity for further interaction. One actually wrote that she normally deletes connection requests from people she does not know but reading in the invitation about the common alma mater made her not delete that one and accept it.

In summary, the exercises provide a simple way of applying course concepts in a practical context and they do so in a way that is helpful to the students as they build their personal brand and improve their professional image. It allows synergy between a Consumer Behavior course and the basics of Personal Branding. Instructors of other marketing courses may also think of similar exercises applicable to the course content that can also help in the context of personal branding.

References Available upon Request

ROCKING BRAND ANTHROPOMORPHISM: APPLYING MULTIMEDIA TECHNIQUES TO BUILD BRAND CONCEPTS

Sarah Fischbach, Ph.D., California Lutheran University and Jennifer Zarzosa, Ph.D., Henderson State University: (in addition) Research Assistants: Jenna Finnerty, Katrina Rocha, and Dejon Rotchschild

Technology in the classroom as a learning tool is a necessity. Brand development on all platforms of social media continues to gain acceptance as necessary marketing tools for the business. Our classroom project explores the disruptive learning process found with transformative learning to brand anthropomorphism. Developed from the bases of the pet rock, students are asked to apply consumer behavior concepts (i.e. personality, life styles, self concepts) into a brand that will create value for the consumers. Across three years of consumer behavior research courses the authors have explored the application of taking an ordinary rock and developing a digital marketing campaign. This portion of the project includes the development of a brand personality, YouTube Video and Hashtag Campaign. In this position paper we will discuss the pedagogical concepts derived from transformative learning and apply these strategies to brand anthropomorphism.

Anthropomorphism refers to the individual tendency to perceive inanimate objects as humanlike entities (Guthrie, 1993). For example, watches are sold telling the time, 10 after 10 displayed on the face of the watch in order to signal that the watch is smiling back at you. Further, automobiles are thought to resemble a smiling face when looking at the front headlights as the eyes and bummer as the mouth. Epley et al (2007) described this phenomenon as the inference process of attributing external characteristics, motivations, behaviors and underlying states that are typical of humans to objects and non-human agents.

Research on anthropomorphism has developed around the concept of the branded product. Brand anthropomorphism is defined as the extent to which a branded product is perceived as an actual human being. Specifically, an anthropomorphic perception of branded products might occur through two different, but not mutually exclusive, processes. First, it might occur by means of a perceived similarity between the external appearance of such products and some human physical attributes (for example, a product package that resembles a human body; Aggarwal and McGill, 2007; Epley et al, 2007; Puzakova et al , 2009). Furthermore, an anthropomorphic perception of branded products might occur through a perceived congruity between such products and some aspects of consumers' self-concept (Fournier, 1998; Aaker et al, 2004).

Basing this project on a simple everyday rock and then providing instruction on humanizing the inanimate object is a disruptive learning process. Similar research to anthropomorphism includes widely accepted humanization of the brand personality for the entire product or collection of products (i.e. Aakers 1997). We further this discussion in the classroom and specifically through experiential learning. Therefore, we lean on the pedagogical transformative learning theory that works towards evaluating this disruption in the classroom.

Transformative Learning Rock Exercise

Transformative learning centers around changing the students frames of reference (Mezirow 1997) based on past experiences that encompass cognitive and emotional components (Cranton, 1994) through critical reflection. 1997, p.5). The disruptive learning format allows students to see beyond the obvious purpose of the rock in order to evaluate associations, values, feelings and concepts that shape their beliefs and behaviors as a consumer. Students apply consumer behavior research including the continuum of hedonic and utilitarian benefits, consumer perception process, emotions, lifestyles, psychographics, message appeal, social power, reference groups, and many more. The process encourages learners to question their assumptions and contemplate successes and challenges.

Often students walk into a consumer behavior class thinking they already know everything. They are consumers, aren't they? The disruptive learning process encourages the reflective learning and allows students to apply the concepts explored throughout the semester. In addition, the use of social media engages the student with the most modern marketing tools to promote their anthropomorphism concepts. In addition, the development of the YouTube video enables the student to apply basic iMovie strategies. The students are encouraged to create YouTube accounts for the group, upload the video and post comments. Students continue to express the value of putting together the videos and bringing the simple rocks to life.

References Available Upon Request

LEARNING MARKETING STRATEGY THROUGH CASE STUDY ANALYSIS

Julia Cronin-Gilmore, Ph.D and M. Merrill Johnson, Bellevue University

One of the main reasons students drop out of college is that they find it difficult to settle in at the beginning of their courses (Willging & Hohnson, 2004). Students also drop online courses for the same reason they drop residential classes: their belief that there are major differences between the two approaches of instruction (Carr, 2000). Whether students complete the same course in a residential or online setting each semester, there needs to be consistency among courses. The goal is improving student learning in the area of marketing strategy through case study analysis. More specifically, this was an examination of what was attempted in the course MBA 635: Marketing and New Media Strategy, a core MBA course. Although it is a required course in the MBA, regardless of concentration, many students lacked marketing knowledge and the ability to complete a case study.

It is commonly accepted that adult learners (graduate students) learn by doing and want to engage in topics that are relevant to them. Case study analysis is an appropriate educational tool to apply real learning for real life without precise answers. Also, case studies have the propensity to improve team building, critical thinking, and communication, and sharpen problem-solving skills that many employers seek from today's workforce (Nevadomski-Burdan, 2012). Hence, teaching the classic case study analysis was a logical solution facilitating their learning of marketing strategy.

Before engagement in case study analysis, an assessment of where students were in their stage of familiarity with marketing and their motivation to go beyond baseline disciplinary information was conducted. Many MBA students were not familiar with strategy, and spending time on the marketing fundamentals assisted in propelling them to a competitive level with the stronger students in the course. As marketing educators, simply adding two to four case study assignments to increase marketing strategy knowledge was an over-simplified solution that was doomed to fail. In essence, it was, at best, a misuse of a good learning tool. Therefore, it was advantageous to take steps to increase student buy-in of the case study analysis. Consequently, it was imperative that the instructors educated students on the benefits of case study analysis. The consistent application of this pre-work tended to gain their approval.

While there are many different approaches to case study analysis, allowing students to create their own format was not working, nor was there consistency in approach other than a SWOT analysis. To assist students, a standardized format was developed, and students were required to use it. In addition, a rubric was created outlining what was expected in each of five sections: (1) written presentation and APA; (2) case recap, problem identification, root issues uncovered and examined; (3) marketing mix, social media, and SWOT analysis generation; (4) sound alternatives/measurements; and (5) recommendation. Each of the five sections in the case study format was worth up to 20 points, with an overall total of 100 points per case. Earning points in each section of the rubric was identified, along with levels of achievement, verbiage to explain how work was being evaluated, and a point range in each area.

As part of the introduction to case study, students were given samples of exemplary case study work. Then, the format was broken into their distinct pieces, and each part was discussed and practiced (formative) in greater detail. For example, part of one evening's class was spent on a contemporary case reviewing the "case recap" portion of the format. In this section, the students worked individually and then as a group to refine their respective problem statements.

This process was repeated until each section had been examined. This entire selling, educating, and practicing of the case study analysis process took the first three weeks of a 12-week course to complete. Once the formative or partial practice sessions were completed, the students were given a larger (graded) summative case to analyze in its entirety; this case was due the fourth week of class.

It was concluded that this format gave the students guidance for organizing and analyzing their reports. Plus, special care was spent on revising and updating the rubric in an attempt to mirror the changes to the case study format. Thus, the learning matched smartly with the rubric. As a result, students gained a sense of confidence on the structure and priorities of scoring. As an added benefit, new adjunct instructors, also, became more confident in grading the cases as they were provided excellent examples and detailed rubrics.

The goal was to complete the entire grading process within one week of the next class meeting. The calendar was set so that there would be weeks between receiving feedback and submitting the following case, allowing students time to reflect upon and improve their analyses. Students could exercise the option to have offline conversations with their instructor to further clarify any outstanding questions.

The marketing educators, dedicated to continual improvement in MBA 635, introduced new cases to replace outdated studies. Part of keeping integrity in the system was to refresh the cases, which helped facilitate conversations on current issues plus reduce cheating; this part of the process continued to be a challenge. Overall, there has been an improvement in the consistency and quality of student work in both the residential and online courses leading to fewer drop-outs per section. A typical drop rate was about 20 percent per course; presently, the average is approximately five to ten percent per section.

References Available Upon Request

SURVEY OF MARKET RESEARCH PROFESSIONALS' EDUCATIONAL NEEDS AND IMPLICATIONS FOR PROGRAM DEVELOPMENT

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Extended Abstract

According to the *Bureau of Labor Statistics*, the number of market research analyst positions in the U.S. is more than double the number of advertising, promotions, and marketing manager positions combined (495,000 vs. 225,200 in 2014). In the U.S., the growth rate for market research analyst positions is more than double that of advertising, promotion, and marketing manager positions combined (19% vs. 9%) in the 10 year span between 2014 and 2024. The trend is the same in California, which accounts for 16% of all marketing research analyst positions in the U.S. A similar trend is observed in Southern California, which accounts for eight percent of all market research analyst positions, equivalent to 37,960 positions, more than double the number for the advertising, promotion, and marketing managers combined. Interestingly, it has often been observed that many professionals working in the market research industry do not have an educational background in marketing research. It is more common to see individuals with a background in social sciences hold professional positions in the market research industry. Coincidentally, there are no post-baccalaureate programs in Southern California (except for Ph.D. programs in Marketing), that provides education specifically for marketing research. With limited academic options and professionals' educational background, the marketing research industry's educational needs are not likely to be fully met. Cal Poly Pomona is interested in offering Marketing Research (MR) programs that would cater to the needs of the market research industry. Several feasibility studies have been conducted in the past with samples drawn from the alumni population and undergraduate students of Cal Poly Pomona, enabling us to assess the level of interest in the programs among the campus community. To produce the next generations of market research professionals, Cal Poly Pomona should cater to the needs of the market research industry. Yet, there is not much known about the educational needs of the market research professionals who are currently working in the industry.

Thus, this research is intended to fill in the gap by surveying market research professionals. Another objective of this research is to assess the attitudes towards and intentions to enroll in Cal Poly Pomona's proposed *Graduate Certificate in Marketing Research* Program. Specifically, this research addresses the following three research questions:

- R1: What are the educational needs for the market research industry?
- R2: What are the attitudes towards and intentions to enroll in Graduate Certificate in Marketing Research?
- R3: What is the best method of delivering the education to prospective students?

To this end, we used a *Fundamentals of Marketing Research* certificate class to conduct research as part of the class requirement under the supervision of one of the authors. First, the class conducted exploratory research to understand the industry, competitors, and potential students. Then, a survey was designed to address the three research questions. Since the market research industry is fragmented with multiple professional organizations, we decided to use LinkedIn groups from six professional market research associations (*Marketing Research Association* [MRA], Southern California chapter of MRA, *Pharmaceutical Marketing Research Group* [PMRG], *American Association for Public Opinion Research* [AAPOR], Pacific chapter of AAPOR [PAPOR], *Council of American Survey Research Organizations* [CASRO]) and three *American Marketing Association* chapters in Southern California [Los Angeles, Orange County, and San Diego]), which all together have 46,200 members. Survey participation solicitation letters were posted in these group sites. Additionally, direct emails were sent to select organizations' listserv (i.e., SoCal MRA, AAPOR, PMRG) with the assistance of the leadership.

One hundred and sixty one market research professionals participated in the survey and provided invaluable information. Participants (Male = 57%) tend to be well distributed across various age brackets, earn relatively high income (over $150,000 accounts for 23%, the largest category; 52%, making over 90,000), are highly educated (65%, obtained graduate degree), live across the country with 27% of them residing in California and 39% in east coastal states, and tend to occupy leadership roles (i.e., executives [32%], managers [23%], department head [11%]).

Findings of the research provides educational institutions and the market research community with essential information that allow us to design various market research programs tailoring to the needs of the market research industry. Due to the demographic and employment characteristics of the survey takers, the data collected reveals valuable insights into the educational shortfalls of current employees and colleagues in the eyes of the professionals at the management and executive level. Secondly, the survey reveals the professionals' attitudes toward our proposed *Graduate Certificate in Marketing Research* program and their intentions to enroll along with the reasons for their attitudes and intentions. Further, this survey identifies market research professionals' preference for the mode of instruction (i.e., face-to-face, hybrid, and online). This project represents a prime example of the learn-by-doing pedagogy, a hallmark of Cal Poly Pomona's education. Feedback indicates that students learned the most through this practical applied research and that they were better able to internalize the methodological concepts thanks to the project.

References Available upon Request

ALLIANCES, UNCERTAINTY, AND STRATEGY: LETTING STUDENTS PRACTICE EXPANDED PRICING STRATEGY THROUGH TWO AUCTION GAMES

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Abstract

Managing uncertainty and strategic thinking are in demand skills for marketing students (Finch, Nadeau, & O'Reilly, 2013). In response, marketing educators have begun to incorporate experiential and active learning principles in the classroom. However, according to Mills and Treen (2016) experiential pricing activities have received less attention despite student disinterest in pricing and student needs which make it fertile ground for curricular development. This paper proposes an auction lesson that includes two role-playing games. These semi-structured activities can encourage higher order thinking and motivation by letting students practice evaluating and crafting pricing and bidding strategies (Hamer, 2000). Furthermore, these give instructors additional flexibility to employ active learning for different types of classes and students.

Introduction

Handling uncertainty inherent in strategic thinking is an important skill for marketing students in joining the practitioner community (Finch, Nadeau, & O'Reilly, 2013). This paper aims to add to the call to incorporate more active learning to improve students' skill development for pricing (Mills & Treen, 2016). There are many situations students will face where there is no set price or price schedule. A major component of such situations, particularly auctions, is the ability for both buyer and seller to anticipate the strategies of different actors, and in particular that of other buyers (Wood & Suter, 2004). Therefore, the goal of this position paper is to develop an auction lesson that includes two role-playing games. Incorporating semi-structured activities encourages higher order thinking and motivation by letting students practice evaluating and crafting pricing and bidding strategies (Hamer, 2000). These can also give instructors additional flexibility to employ active learning for different types of classes and students.

Literature Review

Marketing educators have increasingly applied experiential and active learning techniques to increase student motivation, promote deeper learning, and prepare students for the demands of modern marketing (Li, Greenberg, & Nicholls, 2007). These are especially important for teaching strategic marketing so students may practice managing under ambiguity (Van Doren & Smith, 1999).

However, past literature has suggested the inclusion of experiential methods has been mixed due to the differing strengths of particular activities (Karns, 2005) as well as varying student learning styles and instructor ability (Brennan, 2014). Mills and Treen (2016) have highlighted how pricing curriculum acutely face these troubles but are fertile for experiential learning curricular development to account for student disinterest in pricing, different student experience with economics or quantitative methods, and the presence of non-majors in marketing classes.

The following proposed lesson means to address this gap by developing additional shorter, in-class, and lower pressure semi-structured activities that can be used in conjunction with the often longer and more intensive pricing activities (see Mills & Treen, 2016 for list).

Lesson Procedures

The following lesson was designed for a large (60 student) undergraduate pricing elective held near the end of the quarter when students know each other better. Prior to the activities, a lecture session discusses "psychological pricing" and "auctions" which stresses the role of auctions as an allocation mechanism, how valuation operates, and the strategies different actors may take for different auction types. The focus is on the way different actors (buyers and sellers), and thus the students, may anticipate these actions in others and in themselves.

A video of an "unusual" auction setting reinforces pricing as a tool of exchange and the variety of strategies. This instructor used a clip of a video game fighting tournament (UFGTX) auction as a modified version of the traditional auction students usually know. This and videos of other unusual auction settings can encourage student elaboration and therefore deeper learning (Hamer, 2000).

Semi-structured Activity 1: Dutch Auction
Dutch auctions are open auctions in which the opening price is set high and descends over time as indicated by a "price clock." Students volunteer to participate in an in-class Dutch auction for an unknown amount of "points" or other small reward. Each auction is followed by reflection and a final debriefing ends the activity.

Semi-Structured Activity 2: English Auction
The English auction is the "traditional" auction where bidders openly submit their bids until the highest bidder wins. This activity has the students form teams to take the role of an entertainment media company that will participate in an auction. Each company sets a price for their media franchise and may bid on others (i.e. rights to make a new film) with the goal of ending with the highest net worth for a small prize (e.g. candy). To encourage different strategies, each company has strengths and weaknesses for which franchises they can best capitalize on, two pieces of market intelligence, and their own theories as to how the other teams will act. The students are given 20 minutes to devise a strategy, potentially influence or make alliances with other teams, and submit a reserve price for the franchise they are selling. A debriefing session follows the auction.

Contribution and Future Directions

An auction lesson not only introduces an alternative pricing format to students (Wood & Sutter, 2004), but is also an opportunity for instructors with different scheduling needs and student backgrounds to incorporate activities that promote engagement and let their students practice handling uncertainty. This lesson used a mix of techniques including videos (Karns, 2005), games (Brennan, 2014), teams (Chad, 2012), and competition (Vander Schee, 2012) that the literature has shown can aid deeper learning, student motivation, and skill development. Continued work can develop variations that will enable more repetition and feedback opportunities for better experiential learning, account for different class sizes, and arrange how it can work with other price setting format lessons.

References Available Upon Request

AN EXAMINATION OF STUDENT AWARENESS, BELIEFS, AND ATTITUDES ABOUT THE CANNABIS INDUSTRY AND ITS IMPACT ON MARKETING CURRICULUM AND PEDAGOGY

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Abstract

The legalization of cannabis for medical and recreational use in a number of U.S. states and the subsequent emergence of a growing legal cannabis industry poses both an opportunity and a challenge for business schools. Should this industry be incorporated into the marketing and broader business curriculum and, if so, what are the key considerations for how to do so effectively and appropriately? This goal of this article is twofold. First, to explore the characteristics of the cannabis industry context that differentiate it from other industries and the implications of these characteristics for pedagogy. Second to conduct an examination of student awareness, beliefs, and attitudes about the cannabis industry as a key input for future curriculum development. This examination seeks to understand which influences have the greatest impact on student beliefs and overall attitudes, and which specific beliefs and intentions are most altered due to exposure to factual information about the cannabis industry.

Background

The stigma and past criminalization associated with cannabis is undeniable and often the terminology like marijuana, weed, pot, ganja, etc. further separate it from other types of harmful products. The United States Drug Enforcement Administration (DEA) has classified cannabis as a Schedule 1 drug, indicating that it has no currently accepted medical use and a high potential for abuse and thus making it federally illegal. Other Schedule 1 drugs include heroin, LSD, mescaline, and ecstasy. However, cannabis leads this group in gaining credibility in the medical community as a potential aid to a wide variety of medical conditions. An increasing number of states have legalized possession, sale and use of cannabis for medicinal and/or recreational purposes.

28 states and Washington, D.C. currently have legalized cannabis for medical use based on the results of the November 2016 elections when voters in Arkansas, Florida and North Dakota voted. Recreational cannabis use is already legal in Colorado, Alaska, Oregon, Washington, and Washington DC and voters in four more states - California, Massachusetts, Maine and Nevada – voted to legalize recreational cannabis in the most recent election. Although legalization at the state level has reduced the black market for cannabis, a "gray" market exists as cannabis travels from legal states to illegal states and medical prescriptions and legal recreational purchases are used fraudulently. Regulated cannabis sales totaled $6.7 billion in 2016, according to Arcview Market Research and it is projected to increase to an estimated $20.2 billion by 2021 (2017, NPR). At the same time the banking industry has been forced to navigate federal regulations on dealing with local cannabis revenue.

Colorado legalized medical cannabis use in 2000 and legalized recreational cannabis use in 2014. Since that time, Colorado has been the epicenter of pioneering this complex and emergent industry including the development of regulations and guidelines for advertising, dispensary retail locations, public and private usage, agricultural tracking, sales and packaging of edibles and infusions, just to mention a few. Tertiary industries and organizations involved in the growth of this industry include agriculture, tourism, commercial real estate, law, investment banking, business, local and state government organizations, and nonprofits. Because it is an evolving space, there are no national or regional brands that are garnering the majority of attention. These facts, and the increasing interest in this industry, make it a compelling, innovative, and important topic for business and marketing students.

Policy makers in state and local governments have many challenges as they evolve legislation around recreational and medical cannabis. Some of these challenges have to do with the active ingredients called

Tetrahydrocannabinol (THC) and how this effects people while driving and operating equipment. Others involve determining the appropriate age at which individuals can legally consume cannabis, and developing rules regarding product potency, labeling, ingredients, and public consumption.

Implications and Lessons Learned for Pedagogy

As a starting point of inquiry, a new course titled Social Awareness and Ethics, was developed as a 5-week, 20-hour core course in the MS Marketing curriculum at the University of Denver. The intent of the course was to introduce graduate students to many aspects of our contemporary culture and build an awareness to develop context, basic ethical considerations, and critical thinking skills in order to make good business and marketing decisions. A one-week module in this course focused on considerations for marketing and business development of potentially "harmful products". The main focus is when legal products can be harmful when misused, abused and even used as intended. This included alcohol, tobacco, gambling/betting, narcotics/prescription drugs, guns/firearms, and cannabis/marijuana. The module did not include "fringe" harmful products such as fast food, video games, etc. Pursuant to this, Dr. Paul Seaborn, Assistant Professor of Management, along with Dr. Theresa Conley, Associate Professor of the Practice of Marketing, developed a cross disciplinary module focused on the cannabis industry. Topical readings (national and international), case study, articles, an audio podcast, class discussion on a set of preassigned questions, and a case study were used during the module. The students were asked to review all materials before class and create annotated notes individually and within their team activity. During this module, it became clear to Drs. Conley and Seaborn, that students had radically different attitudes and levels of knowledge about the cannabis industry, yet were noticeably more engaged and curious about it than other topics presented as a comparison. It also became clear to the instructors that the way in which this sensitive and controversial topic was introduced and discussed had a significant impact on student reactions and outcomes. The MEA position presentation would share the curriculum basics, the pedagogical approach, and our initial thoughts and findings.

Primary Research on Student Perspectives

Based on the results from the module in the Social Awareness and Ethics course, Drs. Conley and Seaborn are developing primary research to study business student awareness, beliefs, attitudes and intentions about the cannabis industry. A variety of classes will be surveyed – undergraduate and graduate, Marketing and Management - through an anonymous online tool. Questions and analysis are based on the Theory of Planned Behavior (Cheng & Chu 2012, Ajzen 1991.) The first set of questions ask respondents to evaluate the relative harmfulness of a list of items that include alcohol, gambling/betting, and tobacco, as well as student comfort in discussing these topics. Then respondents are asked a series of questions regarding their beliefs on the cannabis industry. At this point respondents are provided with a list of factual statements regarding the industry. A number of the same questions are then repeated to gauge the impact of the new information on beliefs, if any. Respondents are also asked whether they have any interest or intention of pursuing a career in this industry.

We anticipate this research will help determine how stable student beliefs are regarding the cannabis industry, which student beliefs have the strongest effect on overall attitudes and intension, which specific beliefs are potentially most altered due to exposure to content and data, and ultimately what are some suitable techniques related to the cannabis industry (and other harmful products) that are critical for high education to consider.

References Available upon Request

Competency-Based Marketing

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Abstract

The position paper highlights the process used to design a competency-based education (CBE) marketing course for the MyWay at UMHB program. CBE "allows students to advance based on their ability to master a skill or competency at their own pace regardless of environment" (Desrochers & Staisloff, 2016). Although CBE is not a new learning modality, it is regaining interest amongst many private and public sectors. CBE provides one model for a flexible, quality, and cost-effective solution. Currently, the United States is ranked 19th in college graduation attainment (Weston, 2014). The ability to close this gap is a necessity to attract higher paying and higher skill level jobs. This presentation will provide attendees with a functioning CBE curriculum design model to break down the necessary requirements needed within marketing as well as identify mastery level assessments

References available upon request

DEVELOPING A FUNCTIONAL KNOWLEDGE ASSESSMENT INSTRUMENT FOR UNDERGRADUATE BUSINESS PROGRAMS: A CASE IN MARKETING

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Assuring students' learning outcomes has always been a critical aspect in the process of AACSB accreditation application and maintenance [1]. One of the most common learning outcomes pertaining to accredited business programs is the specific body of functional knowledge a competent business undergraduate student should possess upon graduating from a business program. Business schools have adopted multiple approaches in assessing the core functional knowledge. Two broad approaches seem to be popular: adoption of a peer endorsed standardized assessment instrument and development of a customized assessment instrument that best reflects the institution's curricula and instructional needs and characteristics. This paper describes the approach to functional knowledge assessment and the process currently underway at an AACSB accredited College of Business in a large public university in the area of marketing.

During Fall 2015, the College of Business pilot tested a standardized assessment instrument, the BAT (Business Assessment Test). The BAT is a capstone knowledge test for undergraduates that has been used since 2004 to assess business knowledge and quantitative skills. The test consists of 90 multiple choice questions, covering the following functional areas: Accountancy, Economics, Finance, Management, Information Systems, Marketing, Statistics, International Management, Ethics, Business Law, and Supply Chain Management [2]. The pilot test was administered in two sections of the capstone Strategic Management course. 57 students participated in the pilot test. While the pros and cons of using BAT were discussed at the College's Assurance of Learning and Curriculum Improvement Committee, four departments including International Business and Marketing took the initiative to explore a more customized instrument to assess the functional knowledge areas relevant to those departments.

The Department of International Business and Marketing underwent a systematic process of developing a set of standardized test questions, to be included in a college wide effort to assess business functional knowledge. The process included meetings with core marketing faculty, online discussions and survey collection of test item pool, reviews and discussions to finalize the set of test questions. The whole process took place during the 10 week academic term of Spring 2016.

It was agreed that the individual areas of functional knowledge, such as marketing, should be in close alignment with the college's undergraduate program learning goals (LGs). As of Spring 2016, the college has the following latest program learning goals (LGs) that guide all instructional activities in the undergraduate Bachelor of Science in Business Administration programs (BSBA) [3] (Table1). Under the guidelines of BSBA Program Learning Goals, the marketing faculty also intend to emphasize the unique course level learning outcomes (COs) that are essential for students' competency in the area of marketing management. As the only introductory marketing course that is required for all BSBA students, the Principles of Marketing Management has established specific course level student learning outcomes (COs) in the revised Extended Course Outline (ECO). These course specific student learning outcomes include critical concepts and skill expectations integral to the development of marketing management competency (Table 2).

To ensure broad participation, and the generation of a wider pool of quality test items, an online survey was administered through QualtricsR in Spring 2016. Marketing faculty were invited to provide questions specifically addressing each of the course student learning outcomes (COs) in light of the general BSBA program learning goals (LGs). Test items generated for each CO were aggregated and reviewed by core faculty to ensure close relevance, seamless coverage, and avoid duplication of similar concepts and knowledge points. Two leading marketing faculty reviewed the pool of 50 test items generated by marketing instructors, and finalized a set of 10 questions to be included in the college's common functional knowledge assessment efforts according to the following criteria: 1) *Conceptual questions that address why certain concepts exist (e.g. branding, segmentation); 2) Questions that avoid asking about definitions of terms that will vary from textbook to textbook; 3)Questions for which knowing the answer says something meaningful about the student having knowledge of marketing (e.g., the question can't be answered just by looking at the options);4) Questions that let us have a spread across topic (rather than focusing a bunch of questions on, say market research).*

Through this systematically structured and outcome-driven process, the marketing faculty gained several insights: 1) *Ensure alignment of program level mission, learning goals, and course level student learning outcomes to capitalize on the uniqueness of the business programs; 2) Engaging core instructional faculty participation is the key to sustain AOL success and ensure alignment of curriculum, instruction and assessment; 3) Collaboration of college curriculum committee and department functional areas; 4) Vision and support from administrators to sustain AOL integration in ongoing curriculum management activities; 5) Encouraging experimentation and critical review of existing assessment instruments.* These insights suggest a number of directions where further improvement can be made both in terms of the refinement of the assessment instrument and the calibration of the administering of the assessment in the future.

Table 1. BSBA Program Learning Goals (LGs)

Learning Goals	**Description**
LG 1. Communication Skills.	Students completing the BSBA program will communicate effectively in a business environment.
LG 2. Critical Thinking Skills.	Students completing the BSBA program will use critical thinking when making business decisions.
LG 3. Business Functional Knowledge.	Students completing the BSBA program will demonstrate knowledge of business functions and deal with business problems from a global and integrative perspective.
LG 4. Business Social Responsibility.	Students completing the BSBA program will demonstrate knowledge of diversity, ethical reasoning, and sustainability.
LG 5. Teamwork Skills.	Students completing the BSBA program will work effectively in teams.

Table 2. Principles of Marketing Management Course Learning Outcomes (COs)

Learning Outcomes	**Description**
CO 1.	Student will be able to recognize the nature, scope and role of marketing and apply the marketing concept in the context of modern day businesses.

CO 2.	Student will be able to recognize the nature and importance of marketing research, and apply basic marketing research skills in developing and evaluating marketing programs.
CO 3.	Student will be able to identify and examine marketing mix strategies within the context of controllable and uncontrollable (specifically, legal, competitive, and demographic) environments.
CO 4.	Student will be able to identify the major growth areas in marketing.
CO 5.	Student will be able to analyze and evaluate the ethical issues involved in developing and implementing marketing strategies.
CO 6.	Student will be able to research and write a critical marketing problem paper on some aspect of marketing.
CO 7.	Student will be able to analyze marketing problems and form marketing strategies to for effective solutions.

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"HOW DO I REACH THESE KIDS?"
AN EXPERIMENT IN GAMIFICATION

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We are living in the future! Have no doubt; if you have a computer in your pocket, a robot that sweeps your floors, if you communicate using micro-video messaging (i.e. SnapChat) and write in 140 characters (i.e. Tweet), you are living in the future. Our lives have changed drastically in the last decade and many more changes are in the horizon. Generational changes are becoming more pronounced within the millennial (Generation Y) and post-millennial (Generation Z) generation learners. The fast pace of change presents us with many challenges in educational and professional environments. To keep up, teacher-scholars at the forefront of their profession have been experimenting with different approaches to teaching and learning. This paper will focus on one such non-traditional approach, *gamification and game-based learning* in higher education.

Born out of a fellowship grant by the Teaching and Learning Innovations Center in California State University Channel Islands, this study attempts to experiment and report on the adaptation of a gamified Principles of Marketing course that will be offered in Spring 2017 and Fall 2017. The full paper introduces a brief review of the literature, a survey of the platforms available in higher education (including gamification engines and game-based learning management systems). Then I move on to describe the design of the new 'gamified' course that will be implemented in upcoming semesters. Once the course is completed assessment of students' engagement and learning, alongside a case comparison of the current design and the gamified design will provide insight into the complications and the benefits of this method. While there is still a dispute among the educator as to whether gamification is beneficial or harmful to the learner, the outcomes in each trial are context specific. Therefore the contributions of this research will be limited to the student body, subject material and structural design of the course. However certain lessons may be drawn in terms of possible practices in teaching introductory level marketing courses in higher education.

What is 'gamification'?

Gamification or game-based learning are not new to teaching and learning, however as the millennials (Generation Y) and tech natives (Generation Z) start moving into the higher education as learners they are becoming more commonplace. Deterding and colleagues (2011) worked on a definition of gamification to clarify the conceptual confusion among scholars and teachers. Their definition focused on using *game elements* in non-game contexts, distinguishing between play and gaming, identifying and categorizing game elements. Games have been a part of business and marketing education for the last few decades through strategy simulations, thus we are no stranger to implementing these tools and game elements into our curricula in these disciplines.

Design of a game-based course

Visible game elements in games consist of narrative contexts, levels, feedback, competition, time pressure (Reeves & Read, 2009) as well as badges, point systems and leaderboards (Hamari et al., 2014). Designing a gamified course is not limited to the use of these visible game elements, but should account for the ties between learning objectives and progression on to more complicated outcomes in each level. For the experimental implementation of this technique, I have chosen the Principles of Marketing course because the learning objectives of this course are progressive (increasing in challenge) and aid skill development in identifying, recalling, understanding concepts; analyzing and criticizing processes and applications; and planning, implementing or creating processes to solve problems (from Bloom's taxonomy).

The progressive and competitive nature of gaming experience suits the progression of learning objectives in this class. In other words, if a self-paced, progressive structure can be implemented, the students can graduate onto advanced modules based on their performance in earlier modules. Students who have not been able to master the earlier modules will have more opportunities to reinforce their learning in the specific areas they are lacking. I expect to observe the impact of this flexible progression as an individualized learning path for each student.

Other important components of the course design is quest based learning, reward mechanisms and competition. Quest based activities are used to assess student learning on each module. Reports of their use state, while they may be very similar to homework assignments, the nature of questing engages the learner (Iosup & Epema, 2014; Madigan 2015) and keeps them motivated, especially when the attempts are rewarded with game elements, like badges or leaderboards for the others to see. Quests can be reinforced using universal design for learning:

In a specific module of this course students will have the option to choose one big challenge, form a team, from people who were able to graduate to their level (module), and go on this larger quest or choose many smaller, individual quests to illustrate their proficiency in the module. In addition to this integrated approach a competitive environment created through game elements, does not mean students compete directly with each other but try to earn rewards that they may be able to use for their benefit in the future. For instance successfully completing a quest-like quiz could award the learner with the option to pass a question in the final.

Conclusion

This year-long project aims to explore the benefits, drawbacks and complications associated with gamification in a higher education context. Millennials are already struggling with the traditional presentation of instructional material. As the tech-natives enter college the challenges are going to be even more pronounced. While we are not strangers to game-based learning in the marketing discipline, an over application of gaming elements to not only content presentation and assessment but also the structuring of the course to implement gaming experience to the user might be one technique to reach the next generation of learners.

References available upon request

BEST PRACTICES FOR STRUCTURING, COACHING, AND ASSESSING STUDENTS IN THEIR PROFESSIONAL MARKETING AND SALES INTERNSHIPS

Sarah J. Rand and Mary Henderson, St. Catherine University

Abstract

The purpose of this paper is to share our best practices for structuring, coaching, and assessing students in their professional marketing and sales internships. Sales and marketing students at St. Kate's participate in a structured, for-credit internship-focused course called "Business Practicum" The class sets students up for success in their internships through: (1) career-related readings, resources and discussions, (2) peer coaching, and individual business coaching from the Faculty Internship Advisor (Business Administration faculty member), (3) a business plan for the internship called the Learning Contract, and (4) midpoint and final evaluation feedback from the site supervisor.

Coaching Students through the Internship Experience

Students actually begin meeting with their Faculty Internship Advisor months before their internship begins to ensure the job descriptions meet the University expectations for rigor, to introduce them to the internship requirements, and to coach them through getting the internship off to a good start. The class meets throughout the semester and students receive credit for the course based on the number of hours they work. The Faculty Internship Advisor meets with the student and her site supervisor at the mid-point of the internship to discuss student work performance, learning and success. The student also meets with her site supervisor at the end of the internship for a final evaluation. The Career Development department on campus provides support by providing key information about expectations, safety, and other valuable topics, too.

Assessing the Internship Experience

Mid-semester and final review data was collected from 43 students who participated in sales or marketing internships during 4 different terms (2014-2016 time frame). In order to assess student growth and professional development, on site supervisors are required to complete a mid-semester and end of semester evaluation. The evaluation assesses skills across five broad areas:

1. Communication Skills: Components - Written, Oral, and Listening
2. Interpersonal Skills: Components - Relating, Developing Rapport and Networking
3. Organizational Skills: Components - Critical Thinking, Planning, Time Management, Multi-Tasking
4. Professionalism: Components - Professional Etiquette, Quality of Work, and Flexibility
5. Technical Skills: Components - General Technology and Computer Literacy (software and hardware).

Each of the skill areas has multiple components that are tracked throughout the internship on a scale of 1-4. With 4 = Outstanding and 1= Needs Improvement.

Average scores for mid-point and final review were calculated for each student to determine the extent to which students are developing what we have identified as the necessary skills for success. Average scores across each of the five broad skill areas for the 43 students assessed are as follows:

Review Term	**Professional Skills**	**Communication Skills**	**Interpersonal Skills**	**Organizational Skills**	**Technical Skills**
Mid	87	89	88	88	93
Final	94	92	91	91	94
Change	+7	+3	+3	+3	+1

Scores above reported in percentages

Feedback from the site supervisor is shared with the student and the Faculty Internship Advisor to determine the extent to which students are developing the skills necessary for career success. In these marketing and sales internships, companies expect that students will effectively engage with customers and colleagues. It is also required that they will have an appropriate level of financial acumen so they can fulfill their assigned marketing and/or sales work responsibilities.

Assessment Conclusions

In the overall analysis of the four samples, the most gain in points from the midpoint to the final time occurred in the category of "Professionalism." The average score increased by seven points. This makes sense because professionalism topics are thoroughly reviewed in class including: managing your manager, putting forth a professional image, managing expectations, setting regular meetings with your manager and providing updates to him/her, along with other key subjects. Another finding of note is that the average score in the "Technology" area increased only by one point however it was the highest performing category area with a score of 93 at the midpoint and a 94 at the final time. In analyzing the data on a per-student level, it was interesting to see though that the larger Fortune 500 companies tended to score the students with a lower score, often a 75, and the smaller to mid-sized firms typically evaluated the students with a score closer to a perfect 100. These findings align with the informal communication which is often shared at the midpoint review meetings. The site supervisors at the large Fortune 500 firms often have an expectation that the student is performance-ready with technology, particularly Excel, at a similar level of a new full-time hire. These managers may comment that they do not have time to train an intern for their work on the computer and/or that they prefer that they have been "trained" for their work by the University. Conversely, sometimes the supervisors at the smaller companies will comment that today's students are quite adept with technology because they have grown up with computers. Moderate gains (two to three points) occurred in the categories of "Communication," "Interpersonal Skills," and "Organizational Skills." These areas are also emphasized in the course, however possibly not to the degree of overall "Professionalism." It could also be that effective communication, interpersonal skills, and organizational skills are perceived as being within the professionalism umbrella.

The individual feedback from the site supervisor is helpful as part of ongoing professional development for each student. This overall assessment data informs changes needed in curriculum, such as the addition of a *Business Analytics* course and the integration of increased financial content in the sales and marketing major coursework. Both of the latter changes occurred as a result of feedback received from corporate internship employers. This assessment information allows us to continually benchmark corporate and industry expectations as we work to prepare our students for their future careers.

MBA EDUCATION AND NEGOTIATION COMPETENCE: EXAMINING THE IMPACT OF EXPERIENTIAL LEARNING ON NEGOTIATION SELF-EFFICACY

Veronica Guerrero and Judith Richards, California Lutheran University

Abstract

Negotiation skills in the workplace play an essential role in the facilitation of the sales process, the resolution of conflict, and ensuring career success. This expertise is largely based on an individual's ability to effectively utilize their communication skills to create and claim value (Lewicki, Barry, and Saunders 2011). Negotiation efficacy, as a competency is a critical proficiency for prospective leaders. An investment in a MBA degree has been thought to be an important objective for aspiring executives seeking future promotions (Holtom 2007). An increasing number of MBA Programs have added courses in negotiation and/or conflict resolution as part of their curriculum. This trend supports the significance of negotiation as a critical skill to managerial success. Self-efficacy has surfaced as a proven concept to evaluate learning (Bandura 2012). Additionally, self-efficacy is based on Social Learning Theory and can be explained as an individual's confidence for the perseverance of explicit tasks in order to achieve targeted goals (Bandura 1999). This study addresses different experiential learning activities in the classroom that best support negotiation self-efficacy (Stevens and Gist 1997, Miles and Maurer 2012). Further, the authors have analyzed the impact of a Negotiation and Conflict Management class on negotiation self-efficacy among MBA students. This paper explores how MBA students can develop increased levels of negotiation self-efficacy to avoid leaving unclaimed value on the bargaining table.

The course includes video-recorded negotiation simulations performed during class and utilized during the debrief session. Furthermore, role-plays are conducted telephonically, electronically and face-to-face during class with student peers. The exercises include dyads plus team negotiations. The effectiveness of negotiation education can be enhanced when students engage in exercises that involve working in teams while employing analytical and communication skills (Plumly et al. 2008). Two textbooks were required for this course. The first text, Essentials of Negotiation provided content on the fundamentals of negotiation that included strategies of distributive (competitive) bargaining, the integrative (collaborative) negotiation process, and closing the deal (Lewicki, Barry, and Saunders 2011). The second text, Negotiation: Readings, Exercises and Cases contained role-play exercises plus scholarly research (Lewicki, Saunders, and Minton 2010).

Research Methodology

This research included the dissemination and collection of data via online surveys to students in this course. Pre and post survey instruments that encompassed both open and closed-ended questions were incorporated into the class over a four-year period across six courses. This study included the participation of 159 students on the pre and 141 students on the post survey. The smaller number of responses on the post survey can be attributed to the fact that some students end up dropping the class the first two weeks. This method provided a structure to determine the effectiveness of the course in supporting negotiation self-efficacy. Self-efficacy has been proven to be a powerful influence impacting negotiators' behaviors concerning improved goals when distributive or integrative strategies are employed (Sullivan 2006). Additionally, the surveys in this research included a self-efficacy scale designed to measure the strength of the participants' perceived degree of confidence on a 100-point scale of whether they would engage in the execution of specific negotiation tactics (Bandura 2006b). The statements included in the self-efficacy scale identify negotiation tactics that are either distributive or integrative (Tak Wing Yiu; Sai On Cheung 2012). Distributive tactics are used to gain concessions and claim value from the other party while integrative tactics involve creating value and addressing the interests of all the negotiation participants (Yiu & Cheung, 2012).

Conclusions

After taking the Negotiation and Conflict Management course participants overall intended to be more confidant, likely to achieve their negotiation outcome goals, plus competitive and collaborative in future negotiations. This is a significant finding since students indicated an improvement in the likelihood that in future negotiations they would be more inclined to create and claim value and less likely to leave unclaimed value on the bargaining table. Additionally, the results support previous studies which indicate negotiation self-efficacy can have a positive impact on learning and can lead to improvements (Kuratko, 2005). This study substantiates previous research documenting specific educational pedagogies, for instance, experiential activities involving simulations and modeling that can build increased student negotiation self-efficacy (Guerrero & Richards, 2015). The findings demonstrate, that classroom simulations should be implemented face-to-face, telephonically and electronically in dyads, and teams involving modeling, videotaping and debriefing to improve outcomes. The results of this study validate that MBA education relating to negotiation self-efficacy can have a positive impact upon student learning.

References Available upon Request

A MISSED OPP0RTUNITY: A STRATEGIC PLAN TO ATTRACT INTERNATIONAL STUDENTS

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A December 28th, 2011 Bloomberg report: "Lure of Chinese Tuition Pushes out Asian-Americans (Staley 2011)" argued that the recent growth in Chinese middle-class incomes, and the subsequent increase in Chinese student demand for a US university education, has directly contributed to the decrease in Asian-American admittance into the University of California (UC) system. Citing the California State budget cuts to UC campus, such as UC San Diego's from $301 billion in the 2007/08 academic year to $227 billion in the 2011/12 academic year, the authors suggested that "revenue chasing" rather than diversity initiatives that might be primary impetus for the UC system to increase its admittance of foreign students over domestic students. Foreign and domestic non-resident students, who pay on average $9,644 more in annual tuition at UC San Diego, currently account for 6.6% of all undergraduate students in the UC system. With plans to increase foreign student numbers to 10%, UCLA provost plainly remarked, "If we're going to give California residents the education they want and deserve, we need non-Californians to help pay for it" (2011).

In the academic year of 2010/11, there were a total of 157,558 Chinese students in higher education in the US while only 13,910 US students, studied in China with many clearly favoring other destinations for international education such as the UK, Italy, Spain and France (IIE 2012). With a total of 723,277 new international student enrollments of students from all over the world during the US AY (academic year) 2010/11 the US higher educational system is undoubtedly a formidable asset, deserving of attention as a viable international product with further growth potential and long-term implications for not only state-funded higher educational institutions like UCSD and UCLA, but private institutions and economies at the state and federal-level.

The US higher educational system remains a global market leader in international higher education, with 20% market share of all international students in higher education globally in 2009. It has seen a 28% growth in new international student enrollments from the AYs 2005/06 to 2010/11(Douglass and Edelstein, 2009; IIE 2012). Meanwhile, the demographic profiles of international students in the US have continually shifted due to internal factors within their country of origin, as well as external factors in host countries like the US (Becker and Kolster 2012). Although some of the top countries of origin have continually been India, China, South Korea, Japan and Taiwan over the last decade, the recent growth in student enrollments from other countries, particularly from several emerging markets, has been nothing short of monumental (IIE 2012). For instance, from AY 2005/06 to the AY 2010/11, Saudi Arabian student enrollment in the US increased by 558.5%. Student numbers from other countries have also grown during this same period, with the Vietnamese student surge by 223.9% and, less dramatically, a Brazilian student increase of 25.44%. In addition, the Chinese student population in US institutions continues to grow, with a 223.9% increase from AY 2005/06 TO 2010/11 (IIE 2012). US university recruiters are confident that this growth will continue (McMurtrie 2011). Meanwhile, formerly robust student markets have begun to decline, with Japanese and Taiwanese student populations down 45% and 11% over the same period, respectively (IIE 2012). Given the dynamic and rapidly shifting nature of international student markets, identifying the factors which create the impetus for students to either remain in their country of origin or migrate abroad for higher education is more pertinent than ever.

International Student Market Research

The continual rise of students numbers in the US from emerging markets like China, Saudi Arabia, Vietnam and Brazil, coupled with the AY 2005/06 -2010/11 decline of students from countries like Japan and Taiwan, suggests that there might be factors within countries of origin that influence, shape and constrain stages of the decision-making process of international students when choosing to pursue a higher education abroad. Academic research on international student markets has, thus far, been relatively limited. Nevertheless, focused studies on international student decision processes and migratory factors have been published by McMahon (1992) Mazzarol and Hosie (1997) Mazzarol and Soutar (2002), Boyd and Grieco (2003) Mazzarol, Kemp and Savery (2007), Chen (2007) Kolster (2010) and Becker and Kolster (2012).

Much of the academic literature, however, has identified only those factors that influence, shape and constrain decision processes *after* international students have already made the initial decision to migrate abroad. After this initial stage, in which the decision is made to migrate, students must search, select and apply to higher educational institutions, whereby several other decisions must be made. These final choices in the overall decision process, however, are highly influenced by the marketing and program development activities of host countries and their higher educational institutions. The dearth in academic discourse on this initial stage, the migratory phase, in the decision process inevitably leaves the question "What factors within the student markets make student migrate abroad?" unanswered. Furthermore, none of the literature cited above has exclusively researched the extrinsic factors, also known as institutional and environmental contexts operating within the country of origin, which *predispose* a student to make the decision to study abroad *prior* to making other decisions during the decision process, much of which involve influencing factors such as institutional marketing, commission-based recruitment agents, etc.

Meanwhile, US institutions, both statewide and institution-wide, have developed international marketing and recruitment strategies to attract international student enrollment, focusing primarily on promotional and customer relationship management (CRM) activities targeted at the second and third stage of the decision process (Douglass and Edelstein, 2009). The US government has yet to establish a nation-wide, federally funded international student recruitment strategy, backed by international student market research (McMurtrie 2011; Becker and Kolster 2012). Given this lack of national support, funding and research into international student markets and recruitment, several state-wide educational recruitment consortiums of selected universities and colleges, like Study Mississippi and Study California, have emerged to share recruitment costs, best practices, resources and strategies (Fisher 2011).
Competing international student recruitment countries such as Australia, Germany, UK and Netherlands, on the other hand, not only have cohesive federally-funded international student recruitment strategies backed by student market research but also have listed priority international student markets for recruitment (Douglass and Edelstein 2009; Becker and Kolster 2012). For instance, the Dutch government has prioritized 10 target market countries based on push-pull extrinsic (institutional and environmental) factors which they anticipate will contribute to student mobility and have established the Nuffic Netherlands Educational Support Offices and Desks in each of these countries to support their recruitment effort (2012). The countries that the Netherlands currently prioritizes and allocates recruitment resource to are the following: Brazil, China, India, Indonesia, Mexico, Russia, South Korea, Taiwan, Thailand and Vietnam (2012).

While the US does not have an established international student recruitment strategy as sophisticated as that of the Netherlands, it does have a presence abroad. In 2011 there were a total of 400 federally funded Education USA student advisement centers, located in 170 countries, which were supported by the US Bureau of Education. These centers have been criticized for their lack of availability to potential students and their locations in US embassies and consulates (Zhang 2011). In addition to maintaining these centers, the Obama Administration has slowly begun to place priority on developing educational partnerships with select emerging student markets. In 2009, the Administration introduced the "100,000 Strong" initiative, which seeks to increase US student in enrollment in Chinese universities, as well as initiatives to increase Vietnamese and Indonesian student enrollment (McMurtrie 2011; Becker and Kolster January 2012). While these new efforts to develop educational partnerships with Indonesia, China and Vietnam are well-intentioned and have followed several recommendations by the US National Association of International Educators to increase the US international recruitment activity, most of these initiatives either lack federal funding entirely or heavily rely on private funding (McMurtrie 2011; Becker and Kolster January 2012).

Research Question

Given that the US educational system has yet to foment a research-based comprehensive international student recruitment strategy, coupled with a prevailing myth that high-growth markets will continue to grow into the future, the need for US higher educational institutions to develop and/or adopt international student market research tools are more important than ever (Douglass and Edelstein 2009). And while universities both in the US and abroad are beginning to develop more extensive marketing and promotional strategies, the focus of international student market research has been on attracting students *after* they have made the decision to migrate abroad for higher educational attainment. As international student markets are unique in that consumption takes place outside of the markets' country of origin (i.e. a Brazilian student must migrate to enroll in a US university), distinctive components must be clearly understood in order to conduct any international student market research: the factors which contribute to whether or not international students are likely to migrate abroad to study *prior* to any contact and communication with the host countries' institution, educational agents, representatives etc.

These factors will help US universities assess each international student market's needs (educational *needs* within the countries of origin) and the potential for students within the market to migrate abroad for study, all of which exist regardless of universities recruitment, marketing activities and/or the overall attractiveness of host countries and their institutions. Expressed differently, the exploration of these extrinsic factors (also called "mapping institutional and environmental contexts") will illustrate what Khanna, Palepu, Sinha (2005) have termed "institutional voids" which often exist in emerging student markets and can predispose a student to migrate abroad for higher education study rather than study within their countries of origin. Originating in what is termed the "predisposition stage" in the Chen's Synstudy Model of Push-Pull international student decision-making process, these factors influence, shape and constrain the decision to migrate for international study, and precede all other factors in the decisions process to study abroad.

Leading the way in international student choice theory, Chen's Synthetic Model combines the Hossler and Gallagher Model (1987), the Neice and Braun Model (1977) and the Mazzarol and Soutar (2002) push-pull model to form a 3-step decision process, which is influenced by what he terms students' individual characteristics, push-pull external factors and significant others (familial/social ties) (Chen 2007). In the first step, the predisposition stage, the student makes the choice to whether to study abroad or study locally, prior to any contact or communication between the host country, institution or city, based primarily on external push factors, students' individual characteristics and significant others. In the second step, the search, selection and application stage, the student explores (via online, an educational agent or otherwise), options within the host country they are predisposed to such as the city and institution. This decision is based on the influencing factors, including the additional detailed external push-pull factors developed by Mazzarol and Soutour (2002). In the third and final step, the choice stage, the student has been already accepted into a higher educational program that they've applied to, is influenced by push-pull factors, and therefore makes the final choice on a host institution (Becker and Kolster 2012) (Chen 2007).

Despite the importance of identifying these factors in the each phase of the decision process, Chen's Model and others that have followed such as McMahon (1992), Mazzarol and Soutour (2002) Boyd and Grieco (2003) Kolster (2010) and Becker and Kolster (2012), curiously fail to distinguish which factors constrain, influence and shape at each stage of the decision process, thus necessitating additional research.

As investments into universities' recruitment activities would be better served if there were a clearer understanding of what institutional and environmental contexts drive international students to make the decision to migrate, identifying these extrinsic migratory factors is essential to summarizing international student markets (Chen 2007).

Purpose of Study

The purpose of this study is to develop an international student market research instrument, composed of a series of questions, in order to map student extrinsic migratory factors (institutional and environmental contexts) in the predisposition stage that influence, shape and constrain international students' decision to study abroad (Khanna, Palepu, Sinha 2005). Administered through a market research instrument, these strategic research questions will be applied to five international student markets with the highest growth in student numbers in the US from AY 2005/06 to AY 2010/11 in order to demonstrate the conditions necessary to predispose students to migrate abroad for study. Of these five high-growth student markets, I have chosen three which have the predominant conditions necessary for migration. By giving evidence that specific factors within a student's country of origin contribute to student migration, I argue that US higher educational marketers and recruiters will be able to apply these questions to future student markets in order to anticipate potential growth.

In integrating Chen's Synstudy Model with push-pull concepts developed by McMahon (1992), Mazzarol and Soutour (2002) Boyd and Grieco (2003) Kolster (2010) and Becker and Kolster (2012), this study is based on the theoretical foundation set forth by the preceding literature on students' choice in the first stage of the decision process whether to migrate (predisposition phase-stage one) abroad for study. It assumes that international students' decisions to leave their country of origin to study at a higher educational institution abroad are directly influenced, shaped and constrained by institutional and environmental contexts, (otherwise known as extrinsic factors), significant others (family and spouses), and students' individual characteristics which push students *from* their country of origin toward host countries and pull student *toward* host countries away from their country of origin (2007). As much of prevailing international student recruitment literature has focused primarily on host countries and their institutions' pull factors in the second and third stages of the decision process, and has given little attention to the push factors which create the impetus to migrate, it is only the push factors in the predisposition stage for which research questions will be developed.

Nevertheless, understanding how push *and* pull factors influence, shape and constrain international student choice and how they operate through all three steps of the decision process is essential to conceptualizing push factors in the initial step of whether to migrate. Therefore, this chapter will briefly outline the push-pull process, which I will discuss in more detail in Chapter Three. Developed in Lee's 1966 study *A Theory of Migration*, push-pull migration occurs when push factors, such as the lack of work/study opportunities in a host region, create the catalyst for migration. Meanwhile, pull factors attract the migrant to a specific region. Given the limited discourse in push-pull theory application to international students in migration decisions, scholars have not yet explored several factors of migration such as those which unequally affect women. Therefore, by addressing these factors within the research questions can help describe how these push factors influence, shape and constrain students each high-growth international student market uniquely in the first stage of the decision process (predisposition phase of whether to migrate), I argue here that international higher educational institutions can better anticipate which high-growth student markets will continue to migrate abroad for study, regardless of US and other competing host countries' and institutions' pull factors, such as marketing activities, program development, tuition costs, environmental attractiveness, etc.

I develop a series of research questions, inspired by the research design found in Khanna, Palepu, Sinha's (2005) Mapping Institutional Contexts in *Strategies that Fit Emerging Markets,* which can be utilized in order to spot institutional and environmental voids (extrinsic factors) within emerging markets, the series of research questions will be developed. All of the research questions in the series will seek to answer two unifying study questions below.

Research Questions
1. How do extrinsic push migratory factors in Stage 1, *prior* to other factors in Stage 2 and 3 in the decision process, *predispose* high-growth international student markets to make the decision whether or not to study abroad? 2. Based on these factors which influence, shape and constrain the student decision in stage 1, which 3 international student markets most predominantly demonstrate conditions necessary to *continue* to predispose its' students to migrate abroad for higher education?

BECAUSE QUALITY MATTERS: CONVERTING COURSES TO MEET QM™ STANDARDS AND STUDENT EXPECTATIONS

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Abstract

This paper discusses the implementation of Quality Matters™ (QM™) standards in marketing curriculum. QM™ is a nationally recognized standard for constructing rigorous hybrid, online, and other technology-enhanced courses. Most prior research has emphasized the importance of teaching online courses differently from traditional face-to-face instruction (Berge, 1995; Goodyear et al., 2001; Ragan, 2009; Smith, 2005; Varvel, 2007). For this reason it is necessary to evaluate new alternative methods and standards for online course design.

The QM™ standards were developed by a small research community under a federal grant to construct a "replicable, scalable peer review process for improving online education into a large researching, not-for-profit organization providing tools, professional development, and processes for evaluating quality in online education" (Shattuck, 2007). The standards were cultivated from a community of practice perspective, and continue to mature as a design-based research program (Shattuck, 2015). The Quality Matters Rubric™ outlines forty-one specific standards that are associated with eight general standards of quality online course design. Research in this area continues to establish the validity of these course design standards.

In Summer 2016, I was one of ten professors accepted to receive QM™ training under "DOLCE 3.0: Using the Quality Matters™ framework for multi-section courses". After completing this training program, I converted my courses according to the QM™ standards. This paper discusses my experience implementing QM™ standards in a hybrid e-Marketing course. My preliminary findings from student surveys and faculty observations show that using QM™ increased learner satisfaction, student learning, and improved learner accessibility.

In line with prior research, my preliminary findings show a positive relationship between QM™ course design and increased learner satisfaction (Shattuck, 2007). My course learning outcomes were clearly specified according to the standards, and all course assessments and activities strategically aligned with those learning outcomes. Utilizing QM™ design also was effective in emphasizing active learning and student engagement in the course. These standards also improved student engagement and motivation by providing the class a variety of learning experiences.

One of the important items in the QM™ rubric, Standard 8, focuses on course design issues related to learner accessibility. Providing accessible course content for students with disabilities can often be problematic, especially in online or hybrid courses. Therefore, one of the important aspects of QM™ is to provide specialized adaptive services to students in the course who require assistive technologies. Some elements of this include offering equivalent alternatives to audio and visual content, and making sure that the course design facilitates readability with minimal distractions.

Lastly, utilizing the QM™ model for course design can assist professors in meeting specific course goals, such as creating a flipped classroom, incorporating problem-based or inquiry learning, and meeting accreditation goals. The QM™ standards have also proven to be effective for courses with special issues (e.g. large, multi-section courses, bottleneck courses, new programs). This framework may also provide an effective method to assist faculty in transitioning their courses to semesters, which is currently an extensive plan in the California State University system. Due to these findings, QM™ framework appears to be very beneficial for both marketing students and faculty.

References Available Upon Request

A FAMILIAR FACE: TEACHING MARKETING TO STUDENTS OF COLOR

LaCalvince D. Simpson, Indiana University East

Abstract

Teaching marketing has always presented unique challenges. New technology and crossed target audiences has opened the gateway for interesting pathways of new marketing strategies. Most students take what is taught in the classroom at face value. Students simply learn what is need to pass the course without considering individual thought or questioning the methods. Marketing in particular has projected the perception that all course content is relatable to all students of color (SOC). However that is where the problem lies. There is still a large segment of African American students, because of their upbringing, continue to struggle with this concept. As educators we do not ask the questions: Does this content relate to everyone in the course? Can this information be adapted? We simply teach the material that is given to us.

The African American population may view general marketing plans as one sided and it does not take into account the "Black Urban Experience". Basic elements of marketing can viewed differently based on urban living conditions and the basic need to survive their current surroundings. It is no secret that companies adjusts not only their marketing strategies depending on the data they collected on a projected target audience, specifically urban areas.

The main function of marketing is to create the feeling of *"need"* from the idea of *"want*". This concept can have different meanings to students from urban areas. Many African-American students question the very basics of marketing itself and its relatability to why did I *"need"* to purchase that particular product. This is based on individual perception that has been shaped by subcultures in the African American community. Thus the general perception of "needs" and "wants" can often be interchangeable depending on the individual and personal circumstance.

Although minority college enrollment has increased, America's teachers are disproportionately female (75 percent) and white (83 percent), according to recent federal data. Black men make up less than 2 percent of teachers (McClain, 2016). White or Caucasian instructors can often be dismissed as your typical college professor who is only there to teach the course material and no real connection to the minority student population. This can cause some disconnection to the relevancy of simple marketing terms. Being an African American male instructor who has taught at majority white institutions, I understand the importance of providing a *"familiar face*" of whom students of color can relate to. I had the opportunity to teach marketing courses both a predominately white colleges and at HBCU's (Historically Black Colleges and Universities), in which many of the black students came from challenging backgrounds both academically and personally. Based on my observational research I have noticed a difference in learning styles.

It is projected that all students regardless of color can comprehend basic course information. Relatability factor that add another layer of understanding to SOC's. Even basic information can be challenging. Take a look at the 4P's of marketing: Product- Lack of income is more prevalent in the black community and will determine the product's value. Products may not be available in urban areas. Quality of products may not be the same. Place-What is considered the right place? It is a matter of convenience for most in the black community. Even at the cost of a higher price products. Lack of transportation also plays a factor. Promotion-Promotional efforts are hit or miss. Its effectiveness depends on the other three components of the 4P's. Specifically the wants vs. needs and the value of the product. Price- Lack of income is more prevalent in the black community. Upbringing may shape perceptions of wants and needs. Multiple alternatives may be available at a lower price. For example a can of generic beans that cost eighty-five cent less than popular brands.

I acknowledge that it is my responsibility to make sure all student understand, comprehend course material. I embrace the idea of teaching marketing to SOC's without re-enforcing negative stereotypes. No longer will African-American students feel ostracized and irrelevant to course material, these students will see information as it is relevant and relatable to them as well.

References Available Upon Request

SOCIAL MEDIA USAGE AMONG COLLEGE UNDERGRADUATES: IS JOB SEARCHING A PRIORITY?

Steven Chen and Han Tran, California State University, Fullerton

Abstract

At present, social media sites outweigh traditional methods in providing significant benefits for human interaction and socialization. In fact, an individual user can easily create an online profile within an interconnected system to start connecting with others and building relationships (Boyd, 2008). Geographic location or physical immobility no longer hinders human communication due to the development of social media. The concept of "Social Networking Sites" is especially popular among college students who are millennials. They have been surrounded by digital technology throughout their lives (Obal & Kunz, 2013). Many researches reveal that the millennials actively engage in social media activities, such as: posting updates, sharing videos and photos, maintaining their profiles, or sending messages. The high volume of data exchange via social media sites becomes valuable source for many B2B functions including job recruitment. Many employers consider social media network an inexpensive way to post job openings and look for prospective candidates. According to Jobvite (2015), 92% of recruiters used social media in hiring process. Another survey revealed that 69% out of 300 recruiters have rejected candidates based on what they found on social media profiles. Due to the traceable linkage and cohesiveness of social networking sites, the recruiter can easily acquire information about a potential job candidate from the virtual network for screening purpose. Therefore, the appropriate use of social media channels can help distinguish a college student from his or her competitors during the job application process (Pfledderer, 2014).

Social media-based recruiting also brings with it more opportunities for college students to connect with professionals. Universities have responded to this trend by educating college undergraduates who are future job seekers to leverage the use of social media for job-searching purposes. In fact, many educational initiatives and reforms were implemented to familiarize college students with professional site such as "LinkedIn", engage them with online networking activities, and offer them tips to reach out to the recruiters (Peterson & Dover, 2014, Ouirdi et al., 2015, & Russ, 2015). To our knowledge, beyond external influences and financial incentives, the role of career motivation and social media preference in inducing career-focused behaviors at student level has received little attention. In previous studies, researchers have examined college undergraduate's online engagement activities with conclusion of post content, post frequency, media channels, and purpose of utilization (Potkany et al., 2015, Miller et al., 2009, & Perez-Carballo and Blasczynski, 2011). However, no studies have attempted to investigate further whether there is self-driven effort to capitalize social media usage for career development and professional growth.

The purpose of the research is to re-evaluate college students' awareness of social media application for career exploration and job search effectiveness. Another objective for the study is to detect any discrepancy between social media usage and career development among three pivotal moderators. Depending on the findings, several implications of this research will inform best practices in academic settings and educational initiatives.

Methodology

The research aims to fill the gap in the literature in two main areas. First, the paper examines whether there are differences in social media preference, level of career engagement, and career-oriented online presentation based on three controlled variables. They are: ethnicity, gender, and class level. Second, the study constructs a hypothesis suggesting that college students with high social media affinity and high level of career engagement would express more career-oriented traits through their social media networking sites. In addition, the research provides practical insights into college students' current behaviors and attitudes toward using social media to search for future jobs and professional openings.

Study participants are currently undergraduate students from numerous universities in the United States. The chosen colleges for sampling process have implemented career workshops exposing their students to

LinkedIn and various other career strategies. At least one workshop is conducted per semester. As results, the participants are expected to possess broad knowledge and be conscious of social media-based recruiting.

The research utilizes Qualtrics, an online survey program, for distribution and data collection. The invitation to the online survey was emailed to 874 college undergraduates at California State University, Fullerton with 105 compete responses (12.01%) at present. The survey link was also posted on student Facebook groups of 23 distinctive colleges across the nation.
The survey questionnaire includes four reliable scales:

1. *Social Media Affinity Scale* (Gerlich, Browning, & Westermann, 2010) was used with acceptable reliability (alpha = 0.77). The scale included nine positive items (e.g. “Social networks are a great way for people to stay in touch with one another.”) and four negative items (e.g. “Social network sites are a waste of time.”) loading on three primary factors. The scale assessed the respondents’ preference and pinpointed their reasons for various interactions on the virtual world.
2. *Career Engagement Scale* (Hirschi & Hermann, 2014) with nine items represented multiple career-oriented aspects, such as: career planning, career exploration, networking, self-efficacy believes, etc. The respondents indicated on a five-point Likert scale ranging from 1 (almost never) to 5 (very often), how actively they were in taking actions to pursue a profession.
3. *Self-Monitoring Image Control* (Gogolinski, 2010) was a four-item subscale with an acceptable reliability (alpha =0.85) addressing individual concern of online presentation leading to asserting control and performing intentional actions. Originally, the scale focused on how respondents particularly portrayed themselves on Facebook pages. However, for the purpose of the study in respect to social media manifestation, the scope expanded to all referred social media platforms.
4. *Self-Promotion Tactics Scale* (Hart et al., 2017) measured self-presentation and impression management via social networks with an assertive index (alpha = 0.93, M =4.3, SD =1.1). The original scale had 38 items formulating from a five-point Likert scale, ranging from 1 (strong disagree) to 5 (strongly agree). Due to the study objectives, a subscale of seven items was chosen to assess individual initiatives in posting favorable content and promoting oneself.

Reference Available Upon Request

CONSUMER BEHAVIOR IN THE COMMUNITY – APPLYING THEORY FOR IMPACT

Rajiv Vaidyanathan, University of Minnesota Duluth

Abstract

At most Universities, the Consumer Behavior (CB) class in the marketing curriculum is designed as an introduction to the theoretical concepts underlying CB principles. Application is often limited to in-class activities and case studies, despite the demonstrated benefits of client-based projects (Lopez and Lee, 2005). Although there are countless studies on the use of client-based projects in marketing classes (Jaskari, 2013), there are none on its application in a consumer behavior course. In fact, there are almost no published applications of experiential learning in a CB course (see Titus and Petroshius for an exception). This paper describes a "Business Consulting Project," where teams of students work with regional small businesses to analyze the business and develop concrete and actionable recommendations along with clear justifications (using Consumer Behavior principles) for specific changes to be made by the business. Groups devote 40 total hours actually observing consumers in the business environment in order to better identify opportunities for improvement using specific concepts they have learned. They also are required to conduct surveys or depth interviews with the business owner(s) and customers. The goal of the project is to force students to go through the difficult process of applying specific CB concepts in a real business context.

The Uniqueness

While business-related projects are not particularly new or innovative, there are several elements of this project that make it unique and impactful. First, it is unusual to have a comprehensive business consulting project in a Consumer Behavior class. Business projects are normally limited to broad-based Principles or Strategic classes (Haas and Wotruba, 1990; Klink and Athaide, 2004). It is much harder (and more valuable) for students to struggle with applying concepts such as learning theory, principles governing human attention, or information processing to real business situations. The class requirement that they spend at least 40 hours actually observing customers in the business environment also requires them to focus on the consumer-business interaction and its implications for operations. Second, students are not only expected to observe, analyze the business, and demonstrate their understanding of course concepts, but also the ability to use the theory to develop concrete and actionable recommendations for the business. Third, the students, course professor, business owners, and local economic development professionals all work closely together to ensure that every one of these groups experiences significant added value from the experience. Fourth, students develop strong teamwork skills during the course of the project. At the start of the course, students explicitly define their team expectations in Assignment 1. At the end of the course, they openly assign points (as a team) to all team members as part of their peer evaluation. Students are told that except for exceptional cases (which they will have to justify), all students cannot get equal points in the course. Finally, the project establishes a clear business consulting relationship between the students and regional businesses. Students learn to deal professionally with business owners in a consulting relationship.

The Benefits

To Students: Because they are working with real businesses and interacting closely with the business owners, students are motivated to put in a huge amount of effort (McEachern, 2001). Additionally, they get a deeper understanding of the application of a largely theoretical field to business situations, they develop a concrete product that they can use in their interviews as evidence of their learning, they are forced to go beyond simple analysis by developing concrete and specific recommendations, and they go through the professionally valuable process of gathering information, maintaining business confidentiality, building and maintaining professional relationships with business professionals during the course of the project. Finally, they get to present the results in both written and oral form to a group of business owners or Board members. It is not uncommon for students to be offered internships and even job offers from the small businesses with which they work closely over the year.

To Businesses: Small businesses are helped by having high-level concrete analyses of their business situation, their target markets, their physical location, and their business practices done by professional business students as well as a clear and specific set of recommendations that can be implemented in the short run. At the end of a recent semester, all business owners were contacted as part of an evaluation of the program. 100% of the businesses participated in a survey seeking feedback on their program experience. Their ratings of the experience included: Professionalism of students: 4.62/5, Quality of target consumer analysis: 4.48/5, Value of the SBI experience for the business: 4.38/5, and Likelihood of actually implementing any recommendations: 6.52/7

To The Center for Economic Development (CED): The CED is helped by being able to have a huge increase in their ability to serve the business development needs of the community using the resources afforded to them by partnering with the Business School. They serve more businesses with more professional consulting to significantly enhance their regional economic development initiatives.

To The School: The School benefits by building strong relationships with the regional business community. The businesses are often grateful for the assistance they receive and this helps the reputation of the School within the business community. They also express enthusiasm and delight at the quality of education received by the students attending the School. By working with the CED, the active economic development role of the School within the business community is also effectively communicated.

Insights and Lessons

· Expect concrete and actionable recommendations to be part of the project. I emphasize that while careful analysis is essential for the project, analysis without actionable recommendations is not so useful. Students are forced to develop at least 6 concrete recommendations on what they should change. I also insist that all the analysis they do ties in to their recommendations.

· Provide clear and specific timelines for students to self-monitor their progress throughout the semester. Since class time is mostly used to cover the essential theoretical content of the course, I provide them with a week-by-week benchmark timeline that helps them quickly know when they are falling behind. This prevents the experience from becoming overwhelming (Parsons and Lepkowska-White, 2009)

· Link all class assignments to a progress timeline. Students are continuously working on their project while also preparing for exams. Ensuring that assignments are directly linked to the project forces students to make progress on elements of their project as they complete the assignments, and allows the professor to track student progress and intervene when necessary.

· Provide extensive feedback early. Instructors need to be prepared to provide a huge amount of detailed feedback to students early in the semester as they turn in their assignments (Lopez and Lee, 2005). This helps students realize the amount of work they need to complete and ensures they stay on track before it gets too late to recover. Detailed feedback on typically superficial analyses in early assignments helps them understand that greater depth is needed for their final projects.

· Set clear expectations for the businesses. Given the high expectations of students participating in the project, it is essential to be very clear with the participating businesses in terms of their expected level of involvement, acceptable response times, an explanation of your expectations of the students (so they know when student assignments are due), etc. I meet with the business owners and impress upon them the heavy workload I expect from the students and the need to respond quickly to any requests made by the students.

References Available upon Request

Student Evaluation Incentives: Create Bias or Not

Mindy Welch, University of Mary Hardin-Baylor
Chrisann Merriman, University of Mary Hardin-Baylor

Many times at the end of the semester, as instructors, we are plagued with the outcomes of student evaluations. Oftentimes, these evaluations are weighted with some importance to the university and are often used to evaluate if the professor is effective or not. However, we all know that these evaluations are seen as “another thing” to add to the student list of already piling work that the students have to accomplish. Many professors try to use some incentive to get the students to fill out these evaluations and others view this as being a way of “buying” favorable student evaluations. These incentives are given in many forms, like adding bonus points, or giving students additional advantages on grades.

While the marketing practice is to incentivize survey respondents, this practice is seen as important for survey results to gain the participants cooperation. So, what makes this incentive different than student surveys? They are consumers, as well as students.

However, “Simply not offering anything is also not a solution, as not offering any incentives may also only attract a certain type of individual” (Hsieh & Kocielnik). This might be a disgruntled students that are not happy with their grade or the effort that they put into the course.

This paper positions the questions of if these incentives are unethical or if they are required for participation in the student evaluation process.

Exploring the Impact of User Interface through A/B Testing

Jennifer Zarzosa, Henderson State University

Abstract

Marketing educators need to prepare students with the skills to solve real-world marketing problems to support the transition from student to marketing practitioner (Hill & McGinnis, 2007). In the same vein, the Association to Advance Collegiate Schools of Business (AACSB) suggest the benefits of multidisciplinary research projects that resemble the current business environment in its report, *A Collective Vision for Business Education* (AACSB, 2016). Therefore, the aim is to develop a multidisciplinary marketing research project rooted in experiential learning. Students conducted research to understand the impact of user interface (UI) design on the *School of Business* mobile application. They worked with design students to determine the optimal UI for the splash screen and home page. The marketing students served as the researchers while the art students created the app designs. Students followed the marketing research process framework: defining the problem, developing an approach to the problem, formulating a research design, collecting data, analyzing data, and preparing the report (Malhotra, Dixit, & Uslay, 2002). The multidisciplinary marketing research project integrates conceptual knowledge and technical skills. In doing so, it enhances analytical skills as well as team building skills, thereby preparing students for the business environment. Marketing managers value the specialized knowledge of marketing research (Gray et al., 2007) such as problem identification and data analysis (O'Brien & Deans, 1995). These analytical skills are important for career recruitment; later, the integration of these skills becomes essential as graduates progress in their careers (Walker et al., 2009).

References Available upon Request

ENTREPRENEURIAL MARKETING VERSUS TRADITIONAL MARKETING: AN OVERVIEW

Paula Zobisch, Efiong Akwoawa, Adebowale Onatolu, and Andree Swanson
Forbes School of Business and Technology at Ashford University

Abstract

Background of Study

A principles of marketing course has long been accepted as the standard course for business marketing needs. Researchers recently discussed the unique and specialized needs of the small business entrepreneur (Abdul Rahim, Ab. Wahab, & Saad, 2015). Whether or not a traditional marketing course addresses the entrepreneur's marketing needs is questionable.

Purpose of Study

The purpose of the exploratory study is to examine traditional marketing versus entrepreneurial marketing. The researchers will assess whether or not the entrepreneur's specific and unique marketing needs are met within a traditional principles of marketing course.

Research Questions and Methodology

The overarching research question for this study was: Does a traditional principles of marketing course meet the unique and specialized needs of the entrepreneur? The researchers chose an exploratory research approach to this study. Designing a thorough literature review was the first step. Very little information was found in peer-reviewed literature on this topic, thus, a gap in the literature was established.

Literature Review

Entrepreneurship Defined

As defined by John Freeman, ". . . entrepreneurship is the study of the emergence of new firms" (Engel & Teece, 2012, p. 246). Small and medium enterprises are the foundations of any society, especially the American economy. Entrepreneurs provide most of the jobs in American economy (Morrish, 2011). Every means must be explored to support and encourage the growth of entrepreneurship through entrepreneurial marketing.

Data from the Bureau of Labor Statistics indicated how the number of new businesses from different industries has changed during the past 15 years. Entrepreneurs see opportunities not seen by others. Entrepreneurs of small and medium enterprises have unique challenges, due to small staff and lack of resources. Regardless of the number of businesses formed that fail, small businesses run by entrepreneurs still thrive.

Entrepreneurs are innovative, proactive, and risk takers who are always looking for avenues to out-do their competitors in the globalized and crowded markets. Firms with an entrepreneurial mindset display commitment to innovation, risk-taking, and pro-activity (Matsuno, Mentzer, & Ozsomer, 2002). According to Morrish (2011), "Superior performance (i.e., profitability) can arise when a firm has a competitive advantage over other firms that might result in growth" (p. 111).

The primary objective of any business, small or big is growth. One driver of innovation and growth is marketing (Morrish, Miles, & Deacon, 2010). While large organizations may view marketing as an organizational function with its processes and tactics, the entrepreneur views marketing as a vehicle in order to establish a relationship with customers in a short period of time (Abdul Rahim et al., 2015). The entrepreneur has a limited budget and will use creativity and untraditional marketing practices such as guerilla marketing (unconventional, creative, and innovative marketing tactics), viral marketing, and digital marketing in order to form a competitive advantage (Morris, Schindehutte, & LaForge, 2002).

Entrepreneurial Marketing

The emergence of the concept, "entrepreneurial marketing," was as a direct result of a combination of two fields that are complementary to each other, entrepreneurship and marketing (EM) (Morrish, 2011). The concept of EM was introduced in 1982 at a conference sponsored by the International Council for Small Business and American Marketing Association that was held at the University of Illinois, Chicago. EM is widely defined as "proactive identification and exploitation of opportunities for acquiring and retaining profitable customers through innovative approaches to risk management, resource leveraging and value creation" (Morris, Shindehutte, & LaForge, 2002, p. 5). Entrepreneurship and marketing are widely believed to be areas in which organizations manage and respond to their internal and external threats and opportunities (Day, 1994; Shane & Venkataraman, 2000). Hills and LaForge (1992) asserted that "the underlying philosophy and orientation of the [marketing] discipline are attuned to market and customer needs, which have direct applicability to entrepreneurship" (p. 33). Similar views are seen in the ability of these two areas to explore extensive environment and their ability to bear uncertainty and take risks (Becheerer & Maurer, 1997; Kwak, Juju, Puzakova, & Rocerreto, 2013). Morris et al. (2002) identified the four main strategies of EM as: customer intimacy base-innovative products, opportunity creation, legitimacy, and resource enhancement.

As more entrepreneurs continue to utilize the advantages of the Internet evolution, competition increases. A challenge for an entrepreneur is to have a competitive edge over others in the industry, and one of the biggest challenges for entrepreneurs is differentiating itself from competitors with limited marketing expertise and budget. Spenner (2012) asserted, "B2C Chief Marketing Officers are reporting as they look ahead into 2012 and beyond is that the marketing systems they oversee are *far too slow* to keep up with the pace of change in the consumer and market landscape"(p. 1). Entrepreneurs overcome these and other challenges by using innovative and creative ways to compete that are more likely to be driven by the entrepreneur's ideas and intuition rather than organizational processes and budgets (Morrish, 2011).

Conclusion

While most marketers agree and utilize the traditional fundamental principles of marketing that entail the implementation of the marketing mix or the 4 Ps (product, price, place, and promotion) for their marketing activities, the entrepreneur is more likely to use guerilla marketing strategies such as viral marketing, networking, content marketing, and digital marketing. Specialized training on ways to utilize the Internet and social media marketing would provide the entrepreneur with more useful information and tools.

Jones and Hegarty (2011) posit entrepreneurial marketing is less interested in opportunities for attracting and retaining market share through using strategies that include risk management, leveraging resources, and the "creation of value" (Morris et al., 2002, p. 5). Entrepreneurial marketing, instead, should focus on the needs of new business startup and how to "promote and develop a creative human spirit that contributes positively to all aspects of society" (Timmons & Spinelli, 2008, p. 8). Entrepreneurial marketing would better serve entrepreneurs by focusing on positioning and segmentation strategies in order to identify what to sell and who is the most likely to buy (Lodish, Morgan, & Kallianpur, 2001). An understanding of consumer behavior, which is sometimes not a focus in a principles of marketing course, would prove beneficial in the entrepreneur better understanding the underlying drivers of human motivation.

Future Research

A review of the literature suggests traditional marketing focuses on tactics centered on sales, market share, and profitability. Entrepreneurs, however, view marketing as an unskilled activity implemented in order to form a relationship with their customers in a very short period of time. Guerilla marketing, content marketing, viral marketing, and digital marketing tactics can be learned without specialized training and need to be the focus of entrepreneurial marketing courses in order to meet the marketing needs of entrepreneurs.

References Available Upon Request

SPECIAL SESSIONS

BUILDING, MAINTAINING, AND SUSTAINING A DIVERSE FACULTY

Beverlee Anderson , Glen H. Brodowsky, Vassilis Dalakas, Rebeca Perren, and Kristin Stewart
California State University San Marcos

Most would agree that diversity adds to the richness of the academy for students, faculty, the university community, and society writ large. It is generally accepted that individuals from different backgrounds bring different perspectives to important discussions on college campuses. Those from racial and ethnic minorities have been under represented among the student population on many campuses. They have also been under represented on teaching faculties nationwide. Some would argue ethnic minorities and women have been particularly underrepresented in colleges and schools of business that are viewed by many outside of these business disciplines as bastions of white male privilege
Gender and ethnic diversity remain a primary focus of attention in the recruitment of students, faculty and staff. However, there are other ways in which campus communities should be diverse. These include generational diversity, religious diversity, national diversity. On some business faculties, substantial numbers of faculty come from a variety of countries, religious traditions. The number of new business Ph.D. candidates from countries other than the United States exceed the number of US born candidates for some disciplines in different years.

This panel discussion focuses on diverse notions of diversity within schools of business, and the diversity of the marketing faculty at one particular university, California State University San Marcos. The six tenure-line faculty members in the department represent diversity in terms of age, gender, race, ethnicity, and national origin. In the College of Business, the 6-member marketing department is considered small. Nonetheless, this very cohesive group of professors is among the most productive in terms of research. It is also noted for its over-representation in service leadership within the college, on the campus, and within the business community.

We discuss two important keys to our success in building, maintaining, and sustaining our diverse department. They are recruitment and mentorship.

Recruitment

In recent years, the department has focused upon increasing the ethnic diversity of its membership. Working with the Ph.D. Project, we have successfully recruited two new faculty members who were attracted to our campus because of its mission, its values, and the students it serves.

Mentoring

A key to the department’s success has been the mentorship of junior faculty by their senior peers. This mentorship extends far beyond teaching. Junior faculty are carefully mentored concerning their service activities and are directed to choose activities that meet their interests, passions, and talents. Furthermore, the department has a long history of collaborative research projects and publications. It is in the area of research that the junior faculty have been able to sometimes mentor and reinvigorate their more senior peers.

STUDENT/DEPARTMENT DEVELOPMENT ISSUES:
INTEGRATING INTERNATIONAL TRAVEL INTO CURRICULUM

Lori Braunstein, Robert Lupton, Robert Trumpy, Laurie Stehle, and David Douglas,
Central Washington University

The Information Technology and Administrative Management Department at Central Washington University has been leading study abroad trips to Central Europe since 2001 – a total of 8 times. On this trip, students engage with faculty, business owners, and students throughout Slovakia, the Czech Republic, Poland, Hungary, and Austria to learn business practices. Students engage in cultural activities to develop an appreciation of other cultures, languages, and national histories.
Beginning in Summer 2017, ITAM will also offer a study abroad trip to Peru. On this trip, students will be completing a service-learning project, bringing technology to 2 rural schools in Peru, and a trek through the Andes.

Topics that we can cover in this Special Session include: accommodations, alcohol/drugs, student conduct, crisis management, international insurance, health and wellness, mental health, diversity/discrimination, transportation, sexual harassment, communication, and orientations.
Rational: "Young people who study abroad gain the global skills necessary to create solutions to 21st century challenges," said Ann Stock, assistant secretary of State (USA Today, 2011).

As our organizations and institutions become more multicultural and diverse, as technology allows us instant access to challenges and opportunities around the world, and as our curriculum becomes increasingly international, our students want (and faculty want for them) to experience these differences and similarities first-hand. For students who are able to experience university-level international experiences, "the significance of the situation is that the[se] future leaders in business, politics, art, and culture will have had experience understanding others who think and believe in different ways; they will have had opportunities to understand what it means to be the "outsider," and how to communicate effectively across barriers of all kinds," (Higher Ed Jobs, n.d.).

According to Rick Steves, "American college students understand the value of study abroad. Four out of every five first-year students aspire to study overseas. But at any given time, only about 2% of students are able to," (USA Today, 2012).
Through this Special Session, we hope to inspire other faculty to either lead study abroad trips for their schools or collaborate on our already-developed faculty-led study abroad trip to Central Europe and Peru.

Format:
The panel will discuss best practices we have learned over the course of 15 years: what to do, what not to do, when to do, when not to do, when to control, and when not to control. Audience members who have led study abroad trips can add in their experiences; faculty who have not led study abroad trips will have time for questions and answers.

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WHEN CLUBS GO ROGUE……..

Frank Bryant, Robert Fabrize, Debbora Whitson, Juanita Roxas, and H. Erkan Ozkaya,
Cal Poly Pomona

Student benefits from involvement in student clubs have been well documented (Astin 1993, Foubert and Grainger 2006). Studies have found statistically significant factors that connect student involvement to student outcomes in college. Astin (1993) "reported that elected student offices, public speaking ability, leadership abilities, and interpersonal skills have statistically significant correlations with hours per week spend participating in student clubs and organizations" (Foubert and Grainger 2006). Student clubs provide a vital lifeline between students and academic departments, in many cases, bringing the academic aspects of their education to life with activities that bridge the gap between theory and practice.

For all the benefits of participation in student clubs to students, this special session addresses issues dealing with faculty advisers and the administration. In "Risk versus Reward: Is Being a Club Adviser Worth It?" Dr. Frank Bryant will address the rewards for being a club adviser. He will describe his involvement in a couple of student clubs affiliated with the department. The clubs he advised have had successes, but he will also deal with the issue of how involved and adviser should be in club activities. To what extent, should advisers enable and allow students the freedom to "run" things. Then, Dr. Bryant will discuss the rewards of being a club adviser from the department, college and university.

In "Keeping the faith: the advisor as institutional memory," Dr. Robert (Bob) Fabrize will discuss the divide between the social and performance aspects of student clubs. He will address other aspects of clubs' operations like continuity beyond a year, the issues connected to being a 2-year school as well as maintenance issues as clubs go on from year to year.

In "Encounters from the Dark Side: The Bourbon Street Incident," Dr. Debbora Whitson will go over issues dealing with out of town travel with clubs to participate in activities. She will include the trials and tribulations when something goes wrong while on a trip. She will also deal with issues of individual and club postings on the internet.

Dr. Juanita Roxas will provide the Administration's issues with club activities. This will include issues when clubs get into conflict with advisers, as well as liability issues of student drinking/drug use, the tarnishing of the name of department and college, as well as bookkeeping issues and financial concerns.

Finally, Dr. H. Erkan Ozkaya, in "How to rebuild the burned bridge?" will discuss student conflicts and rifts in the club. He will solicit audience comments on the value of previous club membership in corporate world. Is it true that only e-board membership counts for employers?

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Marketing our Marketing Program

Clay Daughtrey, Metropolitan State University of Denver
Frank R. Veltri, University of Oregon
Mick Jackowski, Metropolitan State University of Denver

Special Session

Twenty-one million students were taking classes at institutions of higher education in 2010. According to the National Center for Education Statistics (2016), that number has fallen by close to one million students.

Nationally undergraduate enrollment is down. At Metropolitan State University of Denver enrollment has decreased each semester since Fall of 2011. Fall of 2016 was the first increase in enrollment in five years. In 2010, 25,000 students attended the university. Currently we have 18,400. The institution receives almost all of its budget from tuition and associated fees. The decrease in enrollment caused a major strain on normal operations of the university.
During this time of lower enrollment, the university invested in programs and employees that directly impacted retention. Retention has been and continues to be priority for all divisions at the university. Recruitment at the program level is the newest effort to increase enrollment. Although the University of Oregon has not seen such a drastic decrease in enrollment, they still employ many retention and recruitment activities to support their students and programs.
In this special session we will highlight specific retention and recruitment programs that have been used at MSU Denver College of Business.

<u>Retention Programs</u>

- Professional Advisors
- Advising Center
- First Year Success
- Freshman Year success course
- Tutoring Center, study group options
- Career Center
- Curriculum changes
- Supplemental Instruction
- Early Alert
- Academic Warning and Probation
- Student Clubs and Honor Societies
- E-Visor – mentoring program
- Orientation
- 2 and 4 year plans
- Building Business Leaders Program
- College of Business Residential Community

<u>Recruitment Programs</u>

- Community College Outreach
  - Articulation Agreements
- DECA and FBLA sponsorships
  - Faculty Involvement
- MBA research – High School of Business
- High School Liaison Program
- Participation with university recruitment efforts
- Media relations
- Recruitment and retention committees

GROWING PERSPECTIVE: STUDENT AND FACULTY OUTLOOK ON MULTIMEDIA IN THE CLASSROOM

Sarah Fischbach, Veronica Guerrero, Judith Richards, Samantha Dimaggio, Jenna Finnerty, Trevor Moorehead, Katrina Rocha, Dejon Rotchschild, and Talia Vanwingerden

Abstract

Marketing Faculty at California Lutheran University include Sarah Fischbach, Veronica Guerrero, Judith Richards as well as undergraduate marketing students: Samantha Dimaggio, Jenna Finnerty, Trevor Moorehead, Katrina Rocha, Dejon Rotchschild, and Talia Vanwingerden. For our special session we bring together panelists that work on both sides of the pedagogical spectrum. The unique perspective of undergraduate students and their faculty gives us an opportunity to express our pedagogical models with multimedia in classroom projects, assignments, and presentations. The students included in the special session are highly invested in learning marketing concepts and are the board members for the collegiate AMA Club on campus. The perspective of the faculty as well as gaining insight from the students on how they feel the multimedia creates successes and challenges at the undergraduate level would be explored.

Multimedia in the classroom, often refers to incorporating video compositions, use of social media (Facebook, Hashtags, Instagram), social media analytics, iPhone video, iMovie production, as well as YouTube page development. The goal of the special session is to provide participants with a better understanding of the dynamic environment that is presented when using different types of multimedia in the classroom so that they can: (1) determine if the different aspects of multimedia fits their needs relative to the courses and students they teach and (2) provide an opportunity for faculty to speak with students about the use of multimedia in the classroom including implementing and improving the use of the discussed assignments and formats.

The first twenty minutes of the session, presented by the faculty (Sarah Fischbach, Veronica Guerrero and Judith Richards), will provide a very brief overview of theory and research related to multimedia as a form of experiential learning. The particular emphasis will be given to Kolb's experiential learning pedagogy as a method to move students through the active classroom process. The experiential learning model focuses on how to engage the student through four specific learning categories: (1) abstract conceptualization (thinking), (2) active experimentation (doing), (3) reflective observation (reflecting), and (4) concrete experience (experiencing). As part of the presentation, Sarah Fischbach will integrate additional research on best practices and provide a list of questions, which can assist instructors in deciding how to incorporate multimedia activities across the curriculum. Judith Richards will describe a multimedia classroom project that involved creating a video ad with an iPhone and iMovie that was incorporated into a Marketing Plan.

The session will involve a post-mortem in which undergraduate marketing students from California Lutheran University will provide their own feedback on particularly effective and/or ineffective tools and learning activities used in multimedia projects. The goal is to exemplify how particular activities align with/undermine theoretical guidelines for best practices, and stimulate broader discussion of particular technology tools and learning exercises that should be used in the implementation of multimedia in the classroom. Specifically, each student will address each of the following questions in a panel process.

- Provide one example each of the best/worst learning exercise you used in a multimedia assignment or project. What was critical to making it (not) work?
- Present a video ad created by utilizing an iPhone plus iMovie.
- What single technology tool was most important in contributing to the success of your active classroom learning?
- In your opinion, what are the 1-2 learner/course/instructor traits that most influence the success of multimedia success in the classroom?

The session is intended to encourage audience involvement to facilitate sharing of practical learning tools to be used in experiential learning in the classroom.

TEACHING SAMPLING CONCEPTS IN MARKETING RESEARCH

Gopala "GG" Ganesh, University of North Texas

This is a proposal for a special session at MEA 2017 that would describe, in detail, an easily implemented exercise to facilitate student understanding of sampling concepts. Students' grasp of the very basic ideas of sampling: estimating the population value of a characteristic through a sample of that population, the resulting sample distribution, the sampling distribution of which that single sample is a part and hence the associated confidence interval, can all be improved through the exercise. In a typical undergraduate marketing research class, sampling is typically taught after the measurement, scaling and questionnaire design topics and immediately before basic data analysis.

The approach involves intentionally setting up a small population. The author has implemented sizes of just 6 or 8 members. The population has just two characteristics: minutes reading the newspaper (summarized by the mean) and gender (summarized by the proportion). Given its small size taking a census to determine the two characteristics is easy and no sample-based inference is needed. Let us first consider a population of 6 members. Students are asked to go ahead and determine the population mean and standard deviation for minutes reading the newspaper and % female. They then draw the 15 unique or "all possible samples" of size 2 from the population. For each of these 15 samples, they determine the average minutes and % female and asked to verify that few of the 15 samples are "exactly on the money" in estimating the true population characteristics. They are then asked to calculate the "mean of the 15 sample means and proportions", and see for themselves that THESE, i.e., mean of the two sampling distributions, exactly match the two population characteristics. Next, they construct column charts of the two sampling distributions and visually verify they are "reasonably" normal, even for such a small population size (N=6) and sample size (n=2). They quickly realize that for much larger populations and typical sample sizes in market research, the sampling distribution becomes a smoother bell curve given the very large population size N, the literally astronomical number of unique samples of size n (=$N{}^{C}n$) possible from it, and consequently the equally numerous points available for plotting the column chart.

Next, students calculate the standard error of the mean = standard deviation of the population of 6 elements divided by square root of n, the sample size (= 2 in the example). They also calculate standard error of the proportion as $\sqrt{(pq/n)}$ where p=proportion female in the population of 6, q=1-p, and n = 2, again. They go on to construct three ranges: population mean for minutes ± 1, 2, 3 standard errors of the mean and population proportion ± 1, 2, 3 standard errors of the proportion. Once they complete this, they are able to verify that approximately 68%, 95% and 99% of the 15 sample means and proportions DO fall within the three ranges, respectively, re-confirming that the sampling distribution is normal. This sets the setting the stage for the author to explain and the students to understand the central limit theorem easily.

Depending upon availability of time, the exercise is extended to N=6 and n=3. This time, there are 20 unique samples and with the additional data points, the column chart and the three ranges become even easier to understand. In the past, the author has assigned for extra credit, N=8, n=2 (28 unique samples) and N=8, n=3 (56 unique samples), both of which result in much smoother bell curves.

The author has been teaching marketing research as an online MBA class for the past 11 years and since there is no face to face interaction, has incorporated an Excel-and PowerPoint-based implementation of the above exercise as a part of the sampling module of the class.

Once the students get a good grasp of the central limit theorem, it is easy for them to understand that estimated mean or proportion p from a single sample is unlikely to equal the true mean μ or proportion π of the population because, well, the odds are against it: most of the samples produce off estimates. And even if a researcher happened to have one of the rare samples that coincided with the population, they will not know it because determining the population's μ or π requires a census, not feasible in most marketing research instances and if a census is possible, why sample? Therefore, simply transposing and μ (or π and p), the relationship can be re-written as:

$\mu = \pm$ Error for estimating a population mean from a single sample mean, OR,

$\pi = p \pm$ Error, for estimating a population proportion from a single sample proportion.

The Error, of course equals 1, 2, or 3 (the approximate "z value" for 68%, 95%, or 99% confidence. In the class, the author puts up the standard normal curve on the screen and students see that this is indeed the case) * the standard error of the mean or proportion.

Since Error = z * Standard Error, deriving and understanding the sample size formula for means and proportions becomes very easy:

Error = $z * \sigma/\sqrt{n}$ for means, and,
Error = $z * \sqrt{pq}/\sqrt{n}$ for proportions.

Therefore,
$n = (z^2 * \sigma^2)/E^2$ for means, and,
$n = (z^2 * pq)/E^2$ for proportions.

During the MEA 2017 special session, the author will take the audience through the entire assignment, for N = 6 and 8 and n = 2 and 3.

AN UNDERGRADUATE PERSONAL BRANDING COURSE

Wayne Neu, California State University San Marcos

This workshop covers an undergraduate marketing course titled Personal Branding, which is part of the required curriculum for marketing students at California State University San Marcos. The course was designed to introduce students to the process of designing brand identity and help students develop their own personal brand. Developing a personal brand is viewed as a process of designing or selecting brand elements and using them to create a unified system that influences what people think, how they feel, and what they do. As such, the course covers foundational concepts in branding; principles of graphic design, color theory, and typography; designing or selecting personal brand elements (e.g., colors, fonts, personal logo) to support one's brand positioning; and then designing a portfolio of vehicles—or touchpoints—to create a personal, unified identify system. The course features designing touchpoints that are highly relevant to students: presentation visual aids, a formal business report, stationery (for a cover letter), resume, and business card.

Rationale

The workshop will be of value to marketing educators in three main ways. First, attendees will gain insight into how they can advance students' skills and knowledge needed to accomplish what is likely the most common business school program learning outcome—effective and professional communication, an outcome that is also among the very top skills required by employers (Schlee & Harich, 2011). Second, attendees will gain insight into the skills and knowledge an instructor needs to develop and deliver a personal branding course, and be made aware of materials that have been helpful in doing so. Third, the workshop should motivate attendees to reflect on their own personal brand, and consider the extent to which their personal touchpoints (e.g., lecture materials, syllabi) support a desired personal brand position.

Format of the Workshop

The workshop will present the following topics:

1. The motivation/need for a personal branding course
2. Course student learning outcomes
3. Overview of topics covered in the course
    - Branding concepts and positioning
    - Personal branding and positioning
    - Fundamental principles of graphic design
    - Color theory and selection
    - Type anatomy and selection
    - Visual communication for visual aids: photos, charts, and diagrams
    - Personal brand logo
    - Designing touchpoints: presentation visual aids, formal business report, stationery, resume, and business card
4. Learning exercises and work samples from students who completed the course
5. Skills/knowledge needed by an instructor
6. Recommended resources

THE IMPACT OF SIGNATURE PEDAGOGIES: DEFINING THE WAY WE TEACH THE DISCIPLINE OF MARKETING

SESSION CHAIRS
John A. Schibrowsky, University of Nevada, Las Vegas
James Cross, University of Nevada, Las Vegas
PRESENTERS
Stuart Van Auken, Florida Gulf Coast University
Steven Hartley, University of Denver
Gail Ball, Rio Grande University
Elena Pomirleanu, University of Nevada, Las Vegas
Ludmilla G. Wells, Florida Gulf Coast University

Abstract
Last year in Denver, we introduced the concept of "Signature Pedagogies" in marketing. The focus was on the degree to which marketing educators have adopted signature pedagogies. The session provided a descriptive view of the use of commonly accepted "Signature Pedagogies" by marketing faculty
This session starts where the last session left off. Now, nearly 20 years after Porter and McKibben provided a scathing review of business education, the marketing academe still struggles to adequately prepare students for careers in the field. While many business schools/marketing programs pay lip service to the concept of professional preparation of their students (maybe more so at the MBA/Graduate level than the undergraduate level), few schools have a specific plan in place to make this happen. This special session is designed to take a different look at marketing education from the "Signature Pedagogy" perspective.

In marketing education, a plethora of articles have been published on specific courses to be taught, topic coverage, experiential learning activities, flipped classrooms, bringing technology into the classroom, online learning approaches, etc., we argue that looking at marketing education from a "Signature Pedagogies" perspective, puts the focus back onto the goal of marketing education, preparing students for careers in marketing. We believe this focus on the end goal is critical for marketing educators and helps to refocus the purpose of degree, the topics taught, the methods used etc.

"Signature Pedagogies" have been a topic at the Carnegie Foundation for the Advancement of Teaching for nearly a decade. "Signature Pedagogies" are the distinguishing forms of teaching and learning in specific professions. These are types of teaching that organize the fundamental ways in which future practitioners are educated for their new professions. These are the forms of instruction that leap to mind when we first think about the preparation of members of particular professions," (Shulman 2005). Signature pedagogies identify what counts as knowledge in a field, how things become known, and what skills are needed to be successful in the long run. They delineate the expertise in a field, the locus of authority, and the privileges of rank and standing (Shulman, 2005). As such, it is argued that if you want find out what the important knowledge and skills are for a specific profession, simply look at how the next generation of professionals are being prepared. For example, while business schools often refer to critical thinking skills, "Signature Pedagogies" signify how those specific skills are taught/developed. "A signature pedagogy has three dimensions: surface structure, deep structure, and an implicit structure. Surface structures consist of concrete, operational acts of teaching and learning, while deep structures reflect a set of assumptions about how best to impart a certain body of knowledge and know-how. The implicit structure includes a moral dimension that comprises a set of beliefs about professional attitudes, values, and dispositions," (Shulman 2005). We will take a thorough look at what it means to have "signature pedagogies," and implications for the field moving forward.

The critical role of “Signature Pedagogies” in shaping the character of future practice and in determining the skills and values of the professions will be examined. How professional pedagogies that bridge theory and practice are never simple. They entail highly complex performances of observation and analysis, reading and interpretation, question and answer, conjecture and refutation, proposal and response, problem and hypothesis, query and evidence, individual invention and collective deliberation,” (Shulman, 2005). The problems associated with non-professionals (those that have worked in the field) trying to teach others about the marketing profession will be addressed.

Finally, we will present the results of a national survey we are currently conducting regarding the use of signature pedagogies and their implications for marketing education moving forward.

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NEW SHOES: MAKING THE TRANSITION FROM INDUSTRY TO HIGHER EDUCATION

LaCalvince D. Simpson, Indiana University East

Abstract

Higher education is a constantly changing landscape and there is a growing need for non-traditional instructors (instructors that has multiple years of experience in their perspective fields). Although many individuals has considered making the transition to higher education, the path to the classroom is not always an easy one. For those few that have been given the opportunity, the transition can be challenging.

The first years can be rather difficult depending on individual adaptability and preparation. One does know what to expect with the position and the learning curve can be rather short.

The basis of the presentation is to provide insight on making the transition from the marketing industry to higher education. Through personal experience and additional research, I have prepared a simple process to assist those making the transition to faculty. The process is called:

P.R.E.P- M.E *(Prepare, Relevancy, Experience, Perception, Manage and Expectation)*. Each section is broken down into the following:

- **Preparation**-*Be mentally prepared to make the transition* from industry to higher education. *Different industries can result in different challenges. Change your approach and become adaptable. Consider job shadowing, ask questions. At this point you are the STUDENT.*
- **Relevancy**-*How relevant is your experience to your proposed course content? Does your experience relate well in the classroom? It is important to draw on experience that is easily transferable and comprehensible?*
- **Experience**-*Students are eager to acquire "real world knowledge" from instructors and they see textbook material as redundant. Use your experience to develop course assignments. Simulations and role play are excellent examples of real world application.*
- **Perception**-*Your experience and background projects a certain type of perception. You are perceived as an expert in your field. Manage this perception carefully. Be relatable to your students. Do not be unapproachable to your students.*
- **Management**-*Learn how to manage the classroom. Manage students as if you would manage clients. Develop a classroom philosophy. Make sure your objectives are clear. Build a positive relationship with your students. Class sessions can be very short in relation to prearranged content, therefore plan course material accordingly.*
- **Expectation**-*Manage your expectations. It is a learning process. Take time to learn your new craft. Create attainable goals for you and your students.*

It is my belief that once applied, the **P.R.E.P- M.E** process will prove to be a systematic approach to a smoother transition between careers.

References Available upon Request

CORPORATE SPONSORED COMPETITION IN SOCIAL MEDIA CLASS: HOW DOES IT BENEFIT STUDENTS AND THE CORPORATION?

Konya Cipul Weber, Northwest Nazarene University
Gayatree S. Sarma, Linfield College

Integrated marketing communication techniques are the most embraced strategies adopted by both big and small firms to develop and sustain brand loyalty. Though not as pervasive as advertising and social media, public relations are an integral part of IMC strategy. Public relation is defined as "the management function which evaluates the public attitudes, identifies the policies and procedures of individual or an organization with public interest, and executes a program of action to earn public understanding and acceptance". The purpose of public relations is to create a heightened positive image of the company. It also contributes to the authenticity and engagement elements of a brand building exercise.

Google Online Marketing Challenge, designed to enhance students' marketing skills and give them a unique hands-on opportunity may very well be considered a public relations activity. From public relations perspective, it serves a dual purpose. First, the name recognition itself is a very powerful attraction for interested students and encourages them to engage in a program of action sponsored by Google. The exposure and very close association with the brand contributes to raising brand awareness and pursuant loyalty. Secondly, this competition also allows Google to attract potential employees while increasing public understanding. Google's Online Marketing Challenge can be described as "context-focused philanthropy" where the undertaking contributes positively to the environment in which a company operates.

In addition, the challenge lends credence to Google's founders' philosophy detailed in their book How Google Works. Google is always in search of "smart creatives." They are always looking for people who have basically some kind of technical capability in some area. Besides programming, they also scout for students with technical abilities and business acumen. The GMOC is an avenue to begin the process. It familiarizes students with the use of many of Google's online tools. Students are asked to create an effective online marketing campaign using Google AdWords, Google's premier advertising product.

In the ever changing world of social media marketing, business schools are focused on preparing students with real-world skills to be successful in this fast growing, high demand field. For the past nine years, Google has provided opportunity for over 110,000 students and professors to compete in the Google Online Marketing Challenge (GOMC) to create and run online advertising campaigns for businesses and non-profits organizations (https://www.google.com/onlinechallenge/). Student teams between three to six students are given a $250 Adwords budget to develop and administer an online campaign for approximately three weeks. Students are required to research a company/organization then submit a pre-campaign providing an overview of the client and the proposed AdWords strategy. Upon completion of the Adwords campaign, the students are required to submit a post-campaign report to evaluate the effectiveness of the campaign with future recommendations. To help students gain valuable experience and skills, Google provides resources and access to a digital marketing course to educate students in the area of digital marketing.

In the spring of 2016, Konya Cipul Weber incorporated the GOMC in her Social Media Marketing course at the undergraduate level to enhance student learning and provide valuable, marketable skills. She will share her experience as the administrator of the GOMC competition with lesson learned and recommendations to improve the experience based upon students' feedback and her own observations.

Presentation outline:

I. Role of publicity and public relations in IMC

II. Can GMOC be interpreted as a public relation component of Google's IMC?
III. How does the challenge help Google in its public relations endeavor?
IV. Overview of Google Online Marketing Challenge (GOMC): Explain the objectives and outcomes of the competition.
V. Participating business/organization perspective: Describe the expectations and advantages of participation in the GOMC from the business/organization standpoint. Explain the eligibility for participation.
VI. Students' perspective: Summarize the students' experience and marketing skills gained from participation.
VII. Professor perspective: Explain how using the GOMC enhances the learning experience by providing real world experience for students.
VIII. GOMC resources: Describe the resources available for students and professors to enhance their experience.
IX. Lessons learned: Provide recommendations to improve the student experience and learning outcomes.
X. Conclusion

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HIGH-IMPACT PRACTICES THE ENGAGE

Debbora Whitson, California Polytechnic, Pomona

Academia consistently seeks new ways to enhance the classroom experience. The use of high-impact practices has been advanced as a method to obtain a learning experience which lasts beyond the physical boundaries of the classroom. According to Kuh (2008) “High-impact is defined as an investment of time and energy over an extended period that has unusually positive effects on student engagement in educationally purposeful behavior.” Facilitating self-directed learning is one of the benefits of implementing high-impact learning practices (Hammond & Collins, 2004; Song & Hill, 2007). These methods/techniques provide a bridge between theory and practice that can serve as platform for students to build their occupational endeavors upon.

The proposed special session includes two high-impact practices that deepen student learning experiences by joining theory with practice.

#1 Marketing Channels Efficient Congestion Assignment by Debbora Whitson

Topics covered in a Marketing Channels can be difficult to make interesting/visual to students. The following assignment was design to bring the material *alive* and increase student engagement. Students are assigned to groups and were instructed to:

--Read the chapter in the text that discusses the concept of efficient congestion

--Grab their cameras/cell phones/GoPro’s and film real-world examples of efficient congestion

--Submit 1 page summary of their **Observations...**

--Limit length of their Video to 2 minutes

--**Bring video to share** in class

This assignment affords students the opportunity to see how channel strategies are utilized in the marketplace. The resulting videos are used as a learning tool, pointing out how efficient congestion is being achieved:

--Students are asked to evaluate how well the businesses shown in each video achieved the “efficient congestion” objective……

#2 Events & Destination Marketing Class Project by Joyce Emilio

Twenty-eight students

¨ Organized, planned, promoted, and ran the Spring Quarter Student Success Event for the IBM Department
¨ They formed five teams:
¨ Hospitality
¨ Marketing
¨ Accounting
¨ Operations
¨ Follow-Up
¨ As a class, they decided upon, among other things:
¨ The title of the event — *Tips and Tricks for Success in Business*
¨ The type of food to order
¨ Whether to give gift baskets or an honorarium to the panelists (they decided upon gift baskets from the Farm Store

¨ How to set up the meeting room
¨ How to market the event
¨ What promotional materials to use
¨ Once those decisions were made, the teams each worked on their assignments and reported back to the class every week, solving problems within their teams and between their teams
¨ All flyers, brochures, display boards, name badges, etc., were designed by the students
¨ The night of the event all students worked together, helping each other regardless what team they were assigned to.
¨ Post-Event Evaluation
¨ The class reviewed everything:

¨ Pre-event activities, the event, and post-event activities, as well as plans for next year.

¨ We decided to continue with *Tips & Tricks for Success* in order to build the brand and familiarity with it. The long-range plan is to build and maintain awareness so that students will look forward to their annual "special event".

290 people registered to attend the event, approximately 223 attended. The number is not definite because we estimate 10-20 people arrived late, after the check-in team closed their station.
*References Available upon Request

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