2014 Annual Conference Proceedings
Marketing Educators' Teaching Challenges and Career Opportunities

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Rev. 12/2014

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San Jose, California
April 24-26, 2014

About the Marketing Educators' Association (MEA)

MEA was originally incorporated as the Western Marketing Educators' Association, a nonprofit organization under Section 501 (c) (3), on April 28, 1978 by the Internal Revenue Service; and on August 15, 1979, by the State of California. The Articles of Incorporation approved by the IRS and the State of California were signed by the following MEA representatives:

Hal Kassarjian, University of California, Los Angeles

Max Lupul, California State University, Northridge

H. Bruce Lammers, California State University, Northridge

By vote of the members in June 2000, the organization became national in scope and the name was changed to Marketing Educators' Association (MEA).

Note: This book of Proceedings was prepared from camera-ready copy supplied by the authors. Readers should contact the authors for further information. The MEA membership directory and full text conference proceedings from 1981 through 2013 are available at www.marketingeducators.org.

PREFACE

This volume contains the proceedings of the 38th Annual Conference of the Marketing Educators' Association (MEA) held in San Jose, California, April 24-26, 2014.

The conference theme, ***Marketing Educators' Teaching Challenges and Career Opportunities***, 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 twelve other nations, including Bahrain, Brazil, Canada, Finland, India, Lithuania, New Zealand, Oman, Pakistan, Russia, Switzerland, and United Arab Emirates. 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
- 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
- Using Blogs for Marketing Education
- Self and Peer Assessment in Marketing Classes

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 2014 conference.

Special acknowledgment goes to our President, Dr. Deborah Brown McCabe, whose combination of professional rigor and good cheer guided the organization through another successful year of inspiring the most innovative and enlightening scholarship in marketing education. Her gentle prompts and prods have resulted in everyone rising to the occasion, and the results are another successful conference. We have sincerely enjoyed and learned a great deal from working with her!

Dr. Clayton L. Daughtrey continues to serve as our indispensable "CFO and Operations Manager." His careful and intelligent work keeps the organization financially and operationally robust.

Our Immediate Past President, Dr. Ed Petkus, was there for us throughout the year as an advisor, mentor, and sponsor-solicitor. His inspired leadership has been invaluable.

Dr. David 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.

We would like to thank the following members of the MEA Board of Directors for their service and support:

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2014 BEST PAPER

EXCELLENCE IN TEACHING MARKETING IN EXECUTIVE EDUCATION PROGRAMS: AN EXPLORATION IN AN EMERGING MARKET

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Abstract

Although there is a long history of scholarship and research on the teaching of marketing in business degree programs (Conant et al., 1988; Desai et al., 2001; Faranda and Clarke, 2004; Kelley et al, 1991), there is little research on teaching marketing in non-degree executive education programs. The aim of this paper is to understand what marketing professors in India are doing to achieve excellence in executive education programs.

The literature on marketing teaching in executive education is quite limited. Weinrauch (1979) has stressed the need for understanding and addressing adult learning characteristics. Lazer and Frayer (2000), and Das (2007) have provided overviews on executive marketing education. Narayandas, Rangan and Zaltman (1998) have discussed the pedagogy of executive education in business markets. There is hardly any research on how to achieve excellence or how to improve marketing teaching within executive education. Based on a review of available literature, the following research questions have been developed for this study:

- How different is executive education teaching compared to teaching in MBA courses?
- What do the successful faculty members do in their pursuit of excellence in executive programs?

Because of the paucity of empirical literature on the subject, an exploratory research design using depth interviews was chosen. The informants in this study were faculty of leading business schools in India who teach marketing both in full-time graduate programs and in executive education. A snowball sampling method was used to obtain names of faculty. Fourteen faculty members from nine business schools across India agreed to be interviewed. The interviews lasted between 40 to 75 minutes. The interviewer took extensive notes which were later transcribed. The transcripts were read three times and a list of categories and sub-categories was inductively created for each research question based on the data. After completing the categorization, data was coded into the respective categories. The results are discussed below.

Marketing faculty in India perceive that teaching in executive education is quite different as compared to teaching in graduate business programs. Differences are perceived across three key areas-motivations of participants, participant characteristics, and what participants value.

For most participants of executive programs in India, coming for a program to a leading business school is a dream come true and they are therefore highly motivated to make the most of the opportunity. Executives attend programs for a variety of reasons-some of them come to update their knowledge, some are preparing for transitions, some to make a space in their lives for reflection and renewal, and others may come just because they have been nominated for the program. There are significant differences between executive participants and MBA students with respect to age, amount of work experience, and exposure to business and emotional

maturity. These differences affect expectations and learning orientation and have to be considered in planning and delivery of marketing teaching.

Informants in this study indicate that executive education participants do not appreciate abstract ideas. They want inputs that are practical, that can be applied in their work. Participants are usually focused on what is there for them, how they can apply what was discussed in class. They want solutions to problems. Sometime it appears to faculty that participants really want consulting instead of training. Successful marketing faculty pay attention to program design, application focus, preparation, building credibility and rapport, pedagogy and choice of cases, and classroom behavior

In their pursuit of teaching excellence in executive education programs, marketing faculty in India pay attention to program design, preparation, pedagogy and cases, establishing credibility and rapport, and application focus. Experienced faculty members try to orchestrate the entire experience so that participants enjoy the overall program experience which includes the campus ambience, class experience, reading material, and linkages between different sessions and the experience outside the classroom. Successful faculty set aside sufficient time for preparing for their executive education programs. Preparatory activities could include discussions with the program director on objectives of the program, topics are to be covered, linkages between various sessions, and specific ideas for the sessions. Faculty members also take the time to go over the participant profiles and do some research on the industry, the firm, and the challenges confronting the firm.

Marketing faculty at India's leading business schools use multiple pedagogical tools in executive education. These include cases, short videos, in-class exercises, experiential learning, and group tasks. Cases are selected on the basis of perceived relevance to the participants. Participants appreciate contemporary cases from their industry. Sometimes relevant cases are just not available and it is quite a challenge to find interesting material. Cases are handled differently in executive programs compared to MBA classes. Successful executive education teachers recognize that establishing credibility and building rapport with participants is vital to the success of the program. They believe that it is important to communicate that the professor knows about the industry and the firm and they do this by using appropriate language and jargon from the industry. Faculty makes it a point to communicate to participants about how the program will be beneficial. All the informants in this study mentioned that their teaching approach in executive education programs was different compared to MBA programs. In executive education, they focus more on application and less on theory. They try to tune the content of sessions to the participants' context. They provide lots of examples to ensure that participants can absorb the concepts. Rigor is not sacrificed but theory is interpreted in ways that executives can understand and use.

Discussion

Most faculty mentioned that executive participants in India want less theory and more application and that they adjust their executive education teaching appropriately. The teaching approach used in executive education in Indian schools contrasts with executive teaching in leading US and European business schools where programs are designed around recent research. Tushman *et al*., (2007) have indicated that one of the key challenges in executive education is balancing rigor and relevance. Future research can examine how Indian marketing faculty ensure rigor along with relevance in executive education.

The importance of preparation in marketing teaching has been regularly mentioned in the marketing education literature (Conant *et al*., 1988; Kelley *et al*., 1991; Faranda & Clarke, 2004). In this study we found that in addition to preparing content and teaching material, successful

executive education teachers in India study participant profiles and do background research on the industry and firm. Executive participants in India value cases and reading material set in the Indian context. This suggests the need to encourage case writing in India in order to produce more Indian cases. Informants in this study use multiple pedagogical tools and cases of varying lengths in executive education programs. Several faculty members mentioned that they use short cases. Indian faculty should write more cases of the shorter variety so that there are enough cases available for use in executive education. One of the inferences from this study is that the classroom strategies that Indian marketing teachers currently use are well suited for face to face delivery of executive education. Distance programs and MOOCs are expected to become more popular with participants in future because of lower cost and higher convenience. Indian business schools and their faculty will have to adjust their teaching strategies for the new medium.

This study had a few limitations. Faculty members who are active in executive education were selected using snowball sampling. In future research, faculty can be identified through multiple avenues such as opinions of marketing area chairpersons, suggestions from executive education directors, and on the basis of participant feedback. The second limitation was that excellent teaching was explored by interviewing only the faculty. A more comprehensive view of excellence in marketing teaching would be obtained by also interviewing the executive participants and sponsors at participants' firms. The third limitation of this study is the small sample size. With a larger sample size, quantitative evaluation of the informants' responses would be meaningful. These limitations should be addressed in future research.

References Available upon Request

SUPPORTING CREATIVE AND BUSINESS-ORIENTED CRITICAL THINKING IN CLIENT-BASED PROJECTS

Minna-Maarit Jaskari, University of Vaasa, Finland

Abstract

Client-based projects are valuable tool for marketing educators in many ways. They bring realism to the class room and enhance active, experiential learning (de los Santos & Jensen, 1985; Gremler et al., 2000; Razzouk, Seitz & Rizkallah, 2003). Indeed, it is argued that the opportunity to apply knowledge and skills to actual needs of a client provides a rich hands-on experience for the students (Ardley & Taylor, 2010).

The process of extensive client-based projects is often messy as some information is available multiple places, it is difficult to determine what information is valid, reliable and useful for the project, or some important aspect of information is missing. This ambiguity teaches the students to make decisions under uncertainty and helps students to solve complex and unstructured problems (Kennedy, Lawton & Walker, 2001).

Students can produce the final outcome in different ways. Some of them are active independent actors while others need a great deal of support. Lopez & Lee (2005) provide advice for managing client-based projects and emphasize advance planning and periodic and productive feedback. However, when the client-based projects are used in challenging contexts, such as very early phases of service or product development, the fuzzy front end, there is a need to combine creative and business-oriented critical thinking. Indeed, from the course management point of view, it is critical to understand how to protect diversity and creativity within the client-based projects and at the same time ensure the proper outcome – that is, to reach the expected goal at the required level. Thus, *the aim of this study is to increase our understanding on how to support creative and business-oriented critical thinking in client-based marketing projects.* The study proceeds as follows. First, the context of the study, the client-based marketing course is described. Second, the typical project paths that the students undertake are identified and analyzed. Third, the critical phases and challenges within the paths are identified, and finally, suggestions are made on how to overcome the challenges and support the learning processes with desired outcome.

Description of the Context and Data

This study is part of an action research project that focused on experiential learning in marketing curriculum. The case course is a master's level marketing course called Concept Factory. It is a practical client-based marketing course where students work in teams to tackle different kinds of marketing problems. The pedagogical basis for the Concept Factory is experiential learning (Kolb, 1984). The pedagogy emphasizes the students' role as active learners and their responsibility for their own learning. The students' theoretical background knowledge is linked to its real-life application. The teacher's role is consultative, and the teaching and learning activities have been designed to support and facilitate the process of completing the assignment. The content and structure of the case course has been developed through action research project during 2007-2013. The assessment is based on Solo taxonomy and focuses not only on the outcome but also the process on how the outcome is reached (Biggs & Collins, 1982; Jaskari 2013). The data for the analysis consists of 51 group assignments involving real-life clients, 122 individual learning diaries and teacher's reflections on the processes from eight case courses.

Seven Typical Project Paths

Seven typical process paths can be identified. The processes differ from each other in terms of students' approach to learning (Entwistle, 2001), the intended level of understanding visible in their project outcome (Biggs & Collins, 1982), students' will of gaining ownership over the projects and enthusiasm of making an effort to challenge themselves. (1) *Runaway* refers to a path that never really starts as the unmotivated students refuse to take responsibility for the project work. (2) The *Undemanding* path is a case where the problem setting is too easy and does not require enough creative or critical thinking. (3) The *Quick & Dirty* path is plain and straightforward. (4) *Guided Tour* refers to a path where the students are active and take responsibility for their work. (5) *Great Adventure* refers to a path where active, motivated students are willing to make an effort and try hard to develop their own thinking and application skills. (6) *Mission Almost Impossible* refers to a path where the students are eager to try new things. (7) *Never Ending Story* refers to a path where the students may engage in a creative process, but face so many difficulties on the way that they are not capable of reaching a common final solution in the end.

From the teaching management point of view, the *Runaway* path is the most problematic. The students are not motivated enough to work in these kinds of projects that require motivation and commitment. The *Undemanding* path occurs most often when the students work with the client by themselves. Thus it is suggested that even independent client-based project work should be negotiated with the teacher or that the teacher should provide guidelines on how to develop project objectives. *Runaway* and *Quick & Dirty* illustrate how difficult it can be for the students to really engage in creative processes. The students do not want to push themselves out of their comfort zone, or they see the creative methods and techniques as naïve, useless or a waste of their time. The *Runaway* path ends before it has started, while the *Quick & Dirty* path emphasizes goal-orientation with a lack of open-mindedness. To help them think in broad terms, it is suggested that the use of creative tools in different phases should be a requirement.

Guided Tour and *Great Adventure* are examples of successful project paths. The students within a *Guided Tour* are excited and motivated but lack the self-confidence to trust their own thinking and to produce their own solutions. They find it very difficult to understand that there is not just one correct answer to the problem. These students need support to trust their own thinking and self-confidence. *Great Adventure* is a showpiece path. The students are able to combine creativity and business-oriented critical thinking in such a way that they produce innovative, business-oriented holistic outcomes. The students are self-steering and eager to find the solutions on their own. In the process paths *Mission Almost Impossible* and *Never Ending Story*, students are full of enthusiasm and creativity. However, their projects lack goal-orientation, decision making and business-oriented critical thinking. *Mission Almost Impossible* can lead to the achievement of course goals, while *Never Ending Story* lacks a coherent outcome. This is also problematic as the students have put a lot of time and effort into their work and they think it is worth many credits and a high grade. However, if they have not achieved a coherent whole, they cannot be given a high grade.

It is proposed that the teacher needs to balance two competing and complementary guiding processes. The first is a facilitating process, where the teacher aims at enhancing unconstrained, imaginative and visionary thinking. It means that the teacher enhances the creative environment, fosters cognitive flexibility and supports working in an area of uncertainty. The process helps the students to think out of the box, to let go and to bear uncertainty (Titus, 2000; Titus, 2007). This is difficult for the students and needs to be facilitated by means such as creating a trusting atmosphere, bringing in creative tools and pushing the students to think from different angles. As Titus (2007) notes, one of the biggest challenges for educators is to

motivate the students to tackle challenging creative problems that require a lot of time, effort and energy.

The second is a coaching process, where the teacher aims at enhancing critical, business-oriented thinking. The coaching process refers to a business-oriented problem-solving process that helps the students to reach the goal and produce solutions that are both valued by the market and profitable. This process emphasizes, for example, earlier knowledge, goal orientation, effectiveness, useful solutions, keeping to timetables, and documenting what has been done.

The students may not necessarily follow only one project path. During the project time the students may switch from one path to another. Indeed, the teacher needs to identify what project path the students are heading down and direct the supporting facilitating and coaching processes accordingly in order to enable a creative and critical outcome.

It is proposed that the project outcome can be ensured by phasing the project in a way that allows creativity but focuses on decision-making points. This gives structure and security for the students, and allows creative thinking, trial and error processes and even excesses without losing focus. The backbone of the structure is the business development process. This gives structure for goal oriented working and business-oriented critical thinking. Each phase of the chosen business process includes divergent and convergent aspects of creative process. The divergent phases open up new possibilities whereas the convergent phase pushes the students to make decisions. Thus creativity is enforced in each phase and the students are pushed more to their limits to bring up fresh ideas.

Student output refers to decision making points and reflection on learning. The student output in the decision making points can be in a form of presentation, essay, poster or some other kind of tool that comprises the students' thinking. Feedback for this output from teachers, peers, client or professional partners allows the students to rethink their thinking and in case needed, adjust their view. This allows the iteration to occur.

Conclusions

This study has focused on understanding the different ways that the student groups tackle their way through client-based projects. It is emphasized that students may take different paths in order to reach the goal and this versatility should be valued by the teacher. However, as there is clear need to get the job done in a certain time frame, it is proposed phase the project using business process and creative process as a tool. This then leaves freedom for the students to carry out creative tasks without losing the focus on the goal. The teacher can use facilitation process to foster creativity and coaching process to foster business-oriented critical thinking.

References Available upon Request

ADAPTATION AND INNOVATION IN CREATIVE THINKING

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Abstract

This study examines how differences in the personality traits of adaptation and innovation influence the development of a creative concept. Marketers who are adaptors seek to modify existing market offerings to meet the changing needs of market segments or to address different usage situations. The creative output of adaptors can consist of improved design features, promotion, distribution, or pricing strategies. Innovators, on the other hand, seek to change the relationship of the user to the product. This study utilizes a scale adapted from the work of psychologist Michael Kirton (1976) to measure the personality characteristics related to creativity of a sample of 67 students enrolled in three marketing courses. The students were also tasked with the development of a new type of chocolate bar. Students' creative concepts were rated as adaptive or innovative based on the degree of innovation.

Our findings indicate that innovative personality traits such as willingness to bend the rules and dislike for the routine are associated with higher levels of innovation in creative output. Too many restrictions in an educational environment can constrain the creative output of innovators (Land & Jarman 1992). The challenge for marketing educators is to allow and even encourage innovation and "blue ocean thinking" (Kim and Mauborgne 2004) without abandoning structure and discipline in the classroom.

Another notable finding is that students classified as adaptors instead of innovators produce significant creative outputs that are focused on improving an existing product as opposed to inventing a new product. In fact, the number of elaborated adaptive creative outputs in our sample was higher than the number of simply adapted (not elaborated) creative outputs. As Kirton's (1976) research indicates, it would be a mistake to focus only on revolutionary innovations. Most new product and services are simply adaptations or enhancements of existing market offerings.

Ideally, marketing educators would want to create a classroom environment where both adaptors and innovators can thrive. Innovators appreciate a classroom environment where their "creative ideas are received with an open mind by the instructor," and "when asked to be creative, (they are) free to make (their) own decisions."

LEARNING ONE-ON-ONE: CREATING A BENEFICIAL DIRECTED STUDY EXPERIENCE

Kristen Schiele, Woodbury University

Abstract

The objective of this paper is to give insight on how to design a directed study experience that is beneficial to both the student and the instructor. While preparing for a directed study with an undergraduate student, I found very limited literature on this topic, especially in the field of marketing education. The purpose of this paper is to further develop guidelines on how to run a successful directed course, and understand how to create an enriched experience for the student. Enhanced knowledge in this area may increase participation in faculty-mentored research projects, improve satisfaction from students with their directed study experience, and adhere to the requirements of high-impact educational practices in universities.

Introduction

Many reports have been released in the past 10 years regarding the importance of high-impact educational practices in universities (Albertine & McNair 2011; Brownell & Swaner 2010; Kuh 2008). Research has shown that campuses that engage in such practices have increased rates of student retention and student engagement (Kuh 2008). One of the essential high-impact practices is undergraduate research, where the goal is to involve students with empirical research opportunities to answer important questions.

A directed study course allows students to pursue independent research for academic credit under the guidance of a faculty member. Students participate in a directed study in order to further explore topics that are not ordinarily covered in the core curriculum. Directed study programs allow students to work individually with a faculty member on a topic that a student is interested and fits with the professor's area of expertise. Together the student and professor design a study plan appropriate for course credit.

The purpose of a directed study is to give a creative option for students who wish to explore a certain topic in more depth. The guidelines for the course are intended to foster students' intellectual development, enabling them to create and execute projects of their own conception. Thus, these studies allow students to acquire a level of proficiency in research and writing beyond that required by the regular courses in their major.

Although an integrate part of a student's college experience, directed study curriculum has not been thoroughly discussed in the marketing education literature. Many studies have discussed students' attitudes and satisfaction in a traditional classroom experience (Gremler & McCollough 2002; Appleton-Knapp & Krentler 2006), but little has been presented in regards to satisfaction in directed studies. Further research needs to determine how student's expectations, instructor's efforts (McPherson 2006), student's own efforts, rapport between the instructor and student (Granitz, Koernig, & Harich 2009) and learning outcomes affect satisfaction at the completion of a directed study course. If student expectations are met or surpassed then the student would view the directed study as a quality experience (Molly, Smith, Velliquette, & Garretson 2004; Yucelt 1998).

Overview of Directed Study Assignment

In the Fall 2013 semester, I conducted a directed study course with one of my students. Before the semester began, I had the student create and submit a research study proposal that identified her topic, area of interest, and research questions. In the initial conference with the

student we discussed this proposal and created a research plan. We created a timeline for the course, and together we collaborated to create a clear design for completion of the project.

Assignments for this directed study course included:

1) Weekly Readings in the Marketing Research textbook, and journal articles on the topic of interest.

2) Writing assignments such as journal entries, literature reviews, and the final research paper

3) Midterm and Final Exams on the textbook concepts

4) Fieldwork—focus group, collage interview, in-depth interview, and surveys

Course Objectives

The objectives and desired outcomes of this directed study course were to:

Objective 1: Improve research and analytical skills.

Objective 2: Allow student to communicate their understanding of concepts learned in prior courses, and integrate these ideas to solve a real problem and research questions.

Objective 3: Improve in the areas of critical thinking, communication, collaboration, and creativity.

Methodology

Survey Student (beginning of semester):

1. What do you hope to learn in this directed study?
2. What do you feel are challenges in doing a directed study? Any thoughts on how these challenges can be overcome?
3. What part of the research process do you feel you need the most guidance on?
4. Why are you interested in the topic that you chose? Why do you feel it is important to the field of marketing?
5. What are your future goals (ex. Job, industry, grad school etc.)?
6. What would you like this directed study experience do to help you in your future goals?

Findings

At the beginning of the semester I administered a survey to the student to find out what her goals, interests, and fears in conducting a directed study. The student expressed that one of the most important things to her was to learn the full marketing research process. She also wanted to learn how to manage, organize, and assess data while improving her personal understanding of marketing in general. As a faculty mentor, it is important to ask your student in advance what their goals are so that you can tailor a program to fit their needs. Being able to customize the curriculum of the course to fit the needs of the student is the main advantage of one-on-one learning.

Although the student was very excited for this course, she realized that there were some challenges that she must face in the process. Since this was her first time undertaking a directed study, the whole experience was new and there were a lot of unknowns. She believed that the most challenging part of doing a directed study might be learning how to be self-motivated and be responsible for a project. Knowing her levels of uncertainty, I was able to

understand how to be a better mentor and motivate her in this process. This understanding revealed the best way to lead her in this study, giving her the proper guidance while building her confidence.

To overcome challenges in the course, it is very important to have open and frequent communication and guidance of the mentor. The faculty member's guidance is crucial so that the student can be motivated and informed about necessary steps in the process. Especially in research projects that involve a lot of data collection, such as this particular course, it is important for faculty member to provide thorough instruction on how to properly conduct interviews and develop questions for the survey and focus group sessions.

To provide additional support it's essential for the faculty mentor to ask the student "why are you interested in the topic that you chose?" When working with a student it helps to know why they are passionate about this topic so you can help to motivate them when the process is difficult. The topic this student chose was how the Fear of Missing Out (FOMO) affects Generation Y. FOMO was an interesting topic to her due to the fact that it is a relatively new and important phenomenon affecting her generation. High social media usage causes some people to feel left out which leads to FOMO. She believes that this topic is important to the field of marketing since consumers tend to purchase goods online, and marketers try to utilize social media as a tool to influence consumption. A further understanding of this consumer behavior will enable marketers to make their brand more desirable to these consumers who do not want to miss out.

Part of the initial survey also focused on the student's objectives and how she hoped this directed study could assist her in achieving her goals. After graduation, she plans to gain some work experience in the field of fashion marketing, working either in fashion PR or fashion advertising. She then plans to go to the graduate school to get Master of Business Administration. She hopes that her experience and knowledge gained from this directed study will help her in her future career and application to graduate school. Aside from helping her with these goals, I also wanted to assist her in creating a project that would give her a feeling of achievement and sense of pride.

To close the loop, at the end of the course I also gave her a survey to find out more about her experience. This survey asked questions to determine her level of satisfaction in the process and finished project. This questionnaire also is to discover any frustrations or negative aspects of this study, and insight she has for improvement. This feedback can all aid to create a better directed study program in the future.

<u>Survey Student (End of semester):</u>

1. What did you find most satisfying about working on your Directed Study?
2. What did you find most frustrating in the process?
3. Do you feel your faculty director provided ample guidance, resources, etc.? Explain.
4. How has/will your Directed Study benefit you in the future?
5. Please provide any advice/insight on how we might improve the Directed Study courses in the future.

Conclusion

This study demonstrates the possibilities associated with conducting a directed study. A successful study can enhance student confidence, while promoting subject learning and research skills. This directed study course promoted four essential elements of learning: critical thinking, communication, collaboration, and creativity. Furthermore, after both professor and student evaluation, the objectives for this project were all met:

Objective 1: Improve research and analytical skills.

Objective 2: Allow student to communicate their understanding of concepts learned in prior courses, and integrate these ideas to solve a real problem.

Objective 3: Improve in the areas of critical thinking, communication, collaboration, and creativity.

References Available upon Request

EXPLORING TWITTER OR FACEBOOK FOR A MEASURE OF ASSESSMENT VERSUS STUDENT PERCEPTION

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

Abstract

Using social media in the classroom is becoming a trend in higher education for both online and traditional classroom settings. This study was to explore a direction for future study of incorporating different platforms, Facebook and Twitter, within the course curriculum. This mixed-methods approach measured student perception (qualitative) and grade correlation (quantitative) to see which platform was truly more effective for students. The research study was conducted over a 10-week period within the business course foundation requirements. Students self-selected times and dates at random and no-prior knowledge of the study was revealed. Students did have the opportunity to opt-out of the study with an equivalent assignment to substitute. Through student perceptions and comments, the primary researcher believed that Facebook would be the most effective in providing student engagement opportunities, however, Twitter seemed to provide a significant correlation to grades and performance. This study explores why the student perception does not match with student performance. This exploratory study seeks to investigate areas for future research in identifying effective social media platforms for marketing courses curriculum

References Available upon Request

THE USE OF THIRD PARTY CERTIFICATIONS IN A DIGITAL MARKETING COURSE

Mark G. Staton, Western Washington University

Abstract

When developing a new Digital Marketing course, the author decided to use online tools Codeacademy and Google Analytics to help students acquire real-world, industry-recognized practical skills. Students commented that their software coding skills improved more in one session than they had over the entire quarter in their MIS course and 33 of the 34 students passed the Google Analytics Individual Qualification (GAIQ) exam. After learning about the students' achievement, an influential business leader expressed interest in hiring one of our students and tweeted his admiration to 18,000 followers.

"The primary directive of marketing programs in teaching-oriented business schools is the preparation of marketing students to be productive performers in businesses and organizations…A marketing curriculum that prepares students for the jobs available in the marketplace may allow marketing graduates to obtain jobs that actually let them use the knowledge and skills they acquired in marketing classes." (Schlee and Harich, 2010)

Our students are graduating into a rapidly changing world of marketing. The skills required to be successful in both entry-level jobs and throughout their careers are constantly modifying and multiplying. Unfortunately, many of the skills that students should acquire are taught neither in traditional business schools nor to their future professors in doctoral programs (Teer, Teer and Kruck, 2007). Foremost among the changes in the marketing landscape is the rise of Digital Marketing. Digital Marketing includes, but is not limited to topics such as search engine marketing, content marketing, social media promotion, customer relationship management (CRM), data mining and analytics.

One problem encountered by graduating students in marketing is the disconnect between the topics covered in the typical marketing classes and the skills required by their employers. Generally speaking, business schools emphasize conceptual marketing knowledge, such as the development of marketing plans, management of different marketing functions and product/brand management, while deemphasizing technical job skills such as database analysis, customer relationship management and internet marketing tools (Schlee and Harich, 2010). Compounding this problem, these important technical skills evolve rapidly making course development and execution difficult.

Faculties have attempted to manage this advancing landscape by using real-world applications such as Google AdWords (Neale, et al., 2009), Twitter (Rinaldo, et al., 2013), wikis (Cronin, 2009) and blogging (Kaplan, Piskin and Bol, 2010). While these topics are important there are two factors in which this implementation proves lacking: (1) students are not taught how to refresh their knowledge and (2) students are not given the opportunity to obtain professionally recognized certification that can assist them in the competitive job market.

Fortunately, for students and professors there are tools on the web that can be incorporated into Digital Marketing curricula that can overcome these problems. Specifically, the Google Analytics Individual Qualification exam (GAIQ) and Codeacademy.com allow professors to provide valuable technical marketing skills to their students. Integrating these modules into a Digital Marketing course can lead to improved learning, course evaluations and job prospects.

Introduction

In the winter quarter of 2013, I first taught the Digital Marketing course. My aims for the course were twofold. First, I wanted to educate my students in the many different ways that the Internet and digital technology were impacting the field of marketing. Second, I wanted to give my students specific, industry-recognized skills that they would be able to put on their resume and aid them in their search for post-graduation employment. There was somewhat of a learning curve that first quarter, but I made changes to the syllabus and course management for the Spring Quarter that resulted in significant student achievement regarding the ability to code using the programming languages HTML, CSS and Javascript as well as the certification of 97% of students in Google Analytics.

Description and Learning Objectives

To be successful in the field of marketing, one must be able to wear many hats. A software programmer who can create a home page as well as clean up the back-end infrastructure is known as a "Full-Stack Programmer" (Foster 2013). Particularly in today's fast-moving start-up world, marketers must do more than just come up with clever taglines. Marketers must be technologists, data scientists, segmenters, and strategists. With that in mind, my goal was to create "Full-Stack Marketers" from the graduates of the Digital Marketing class.

In particular, I wanted my students to achieve a greater understanding of the technical skills associated with digital marketing, such as software coding and data analysis. According to Schlee and Harich (2010), 35.1% of entry level marketing jobs require analytic skills, while in Seattle (where most of the students are likely to seek employment) 52% of marketing job require internet marketing tools and 50% require analytic or software skills.

It was not important to me for them to become experts, but it was important that they appreciate both the value that increased skills would give them on the job market as well as the tools available to them through the web to learn those skills.

Additionally, after consulting with industry practitioners, including Chief Digital Officer of Starbucks Corp. Adam Brotman and former Director of Business Development for MOZ.com and WWU alumnus Andrew Dumont, I decided that strongly encouraging my students to take the time to study and take the Google Analytics Individual Qualification (GAIQ) exam as well as take several modules of Codeacademy.com would give them the opportunity to send a signal to companies that they were serious candidates for employment.

Assessment Methods and Results

The coding and GAIQ teaching modules differed somewhat in that I taught coding as a stand-alone session, while the GAIQ portion of the course was ongoing throughout the quarter.

To introduce coding, the students downloaded the free textbook Introduction to Computing: Explorations in Language, Logic and Machines by David Evans and read chapter 1 which covers the concepts of processes, procedures, power, binary code[1], bits, bytes, Moore's Law and computer science as a practical and liberal art. After reading the chapter I asked them to visit and register for Code Academy, a free online resource that teaches software coding from HTML to Python to APIs. I asked each student to spend two hours on the site and then post a screenshot of his or her progress on his or her personal Digital Marketing course blog. Most students got through the lessons covering HTML and CSS, some were able to learn about

[1] I told this joke in class, "There are 10 types of people in the world. Those that know binary code and those that don't."

Javascript, and all were amazed at how uncomplicated the process of learning programming could be. Many subsequently put their Codeacademy knowledge on their resumes in the education section, directly beneath WWU.

On the other hand, Google Analytics, was something that we discussed every day in class, as we prepared together for the certification test. Google Analytics allows users to access data about their website's traffic, sales and conversions with real-time reporting, custom reports, advanced segmentation and dashboards for Key Performance Indicators (KPI). As I mentioned earlier, all students were required to create a blog where they would discuss the topics covered in class and during the second session, a member of our college's IT staff helped the students install the Google Analytics tracking code. This allowed the students to practice their GA skills while they reviewed the lessons.

There are approximately 14 Google Analytics IQ lessons and each day in class we would review one of them. As we approached the end of the quarter, I decided to up the stakes. Knowing how valuable passing the GAIQ test could be for the students I said that any student that passed the exam would get an "A" on the final exam. While I was concerned that by not requiring the final might encourage some students to ignore other important lessons of the class, each student was required to write on their personal blog about each day's topic which allowed me to confirm their work and comprehension. I am proud to say that 33 of my 34 students passed and many of the students posted their certification certificate on their personal blogs and LinkedIn profiles.

External Recognition

One of the most influential executives in Digital Marketing is Wil Reynolds, the founder of SEER interactive in Philadelphia. On May 22nd 2013, Wil tweeted to his 18,000 followers that he had some free time and that he would be happy to review any resumes. Coincidentally, one of my Digital Marketing students asked me that day if I would look at his resume. I asked the student if it would be okay for me to share his resume with Wil and he said that would be fine. This is the reply I received from Wil after sending him the student's resume.

Hey Mark, I must say I really like this one!!! Sounds like a guy I could use at SEER! :)

1. I like the format, it's not typical, and it looks nice.

2. The description of himself is also atypical, but is succinct, and well written in a short concise way.

3. I'm not sure if I care as much about the courses he has taken personally, so that is up to him if he wants to include it, I just don't think it adds a ton of value, unless they apply directly to the job he is applying for.

4. **LOVE seeing codeacademy on there, shows a desire to learn something on his own, smart addition. (*emphasis added*)**

5. On his work at womp, I'd like more detail, maybe some performance metrics on SEO or on how his blog posts performed vs the trend. If he did cold calling, I'd like to see what revenue amount he closed, same on the doggy haven, he should get a little more numbers based, how many employees did he supervise, close out reports are vague, what was in them, what was his real responsibility with them is what I'd be seeking. Saying he "perfected" CRM is a little out there for me, as so often nothing is "perfected" in he software world.

6. **Just like codeacademy, love the Google Cert (*emphasis added*)**

That is all, seems like a great kid.

Wil Reynolds became a resource for me to bounce ideas off of regarding the course. When I informed him that 33 of the 34 students passed the GAIQ test, he tweeted this to his followers.[2]

Discussion

The qualitative comments from the student evaluations indicate a high level of satisfaction with the practical skills acquired in the class.

- *"Loved this class. All the information covered was very valuable."*
- *"I want Mark to know: I went to a job interview and the class was extremely helpful. At one point the interviewer put computer terms on the white board and asked me what words I knew. I knew most of them because of this class."*
- *"This was the best class I have taken at Western and literally got me a job. Can't thank Dr. Staton enough."*

[2] In the 140 character space of Twitter "TY TY" translates to "Thank You, Thank You".

Additionally, the quantitative section of the student evaluations included multiple mean responses of 5.0 out of a 1 to 5 Likert scale, showing high appreciation for the topics covered.

A data analysis of the popular online social networking site LinkedIn illustrates the values of these type of external certification for job seekers.

Skill	# of LinkedIn hits[3]
"HTML"	8,442
"Javascript"	8,087
"CSS"	5,572
"Google Analytics"	2,125

Beyond Google Analytics and Codeacademy, there are many other online certification programs, including DistilledU (for Search Engine Optimization) Moz Academy (for inbound marketing and Hootsuite University (for social media). Hootsuite University, in particular can be a key resource, as it offers both an industry-recognized certification as well as constantly updated content that can be used in a class to teach social media. This year, I plan to have students continue working with Codeacademy and Google Analytics as well as include a certification course with HootSuite.

It is often said in Computer Science degree programs, that the skills they teach their students will be out of date within five years of the students' graduation. The mark of a successful CS education is teaching not only the most important concepts, but also how the students can teach themselves when new platforms are released. Due to the rapidly changing marketing landscape, our world is becoming more like that of the Computer Science faculty and as professors we need to develop teaching platforms that not only teach the core strategic marketing theories, but also allow students then to teach themselves the most up-to-date tactical skills after graduation.

Limitations / Future Research

As this is a new course, with few students having taken the course and graduated, the data regarding post-graduation effectiveness is relatively anecdotal. Additional data will be collected in upcoming academic terms to measure both student improvement over the length of the course, as well as the value of topics on subsequent post-graduation hiring and success within one's job.

References Available upon Request

[3] As of September, 2013

INTEGRATING TECHNOLOGY INTO MARKETING COURSES VIA SAP ENTERPRISE RESOURCE PLANNING (ERP) SYSTEM

Shirley M. Stretch-Stephenson, California State University, Los Angeles
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Michael Germano, California State University, Los Angeles

The use of simulation games have been a popular means of teaching business and marketing content for numerous years. As more and more software is being utilized to conduct business, some of those companies have developed simulation games to help teach and train students and employees on how to utilize the software. SAP is one such company that has created an ERPsim simulation game to familiarize existing and future employees with SAP's enterprise resource planning (ERP) system. The simulation game consists of two components: (1) ERP processes and (2) ERPsim—a simulation program that automates and simulates business processes (SAP University Alliances, 2012). It is touted as an easy was to ease students into SAP's ERP system without having to fully understand the SAP ERP system.

The original motivation that started the project was to see how SAP could become part of the curriculum in a Marketing class or classes such that marketing courses could be identified as SAP certification classes. It was decided to introduce the game in a graduate and undergraduate retailing classes then extend it to the MBA Core marketing class. The simplest game ERPsim labeled as a "distribution" game is based on three different flavored bottled waters offered in two different sizes. It basically allows for three twenty-day months to be played over a period of time that the instructor can regulate. Instruction sheets are available to enable navigation of the SAP ERP software with little or no prior knowledge. The inclusion of ERPsim usage was particularly motivated by the need to expose students to technology and how even marketers need to utilize technology if they want to have instant access to business and market data that affect marketing tasks and the decisions related to those tasks.

Given technology is not always Marketing discipline friendly, there was a need to assess the utilization of the ERPsim in marketing and retailing classes. An assessment tool was designed to determine if integrating SAP ERP activities in marketing and retailing classes was justified and then if utilizing the simulation game had a positive impact on learning marketing activities. The assessment of the classes including ERPsim focused on the student's knowledge of SAP, the ability to implement and utilize technology to perform marketing tasks, and the ability to develop and implement a tactical marketing plan for a convenience/commodity good.

The post survey assessment indicated students were not sure what to expect when playing ERPsim; yet, were excited while playing the game. The majority of students had not been exposed to SAP; but did enjoy the experience and recommended ERPsim utilization in future retailing and marketing classes.

After playing ERPsim, the student's gained in their knowledge as well as navigation skills in SAP. However, most students indicated they were not comfortable or confident of their ability to navigate SAP based on ERPsim alone. The majority of the students felt ERPsim was a good way to learn and would recommend playing it again. What was interesting from this assessment was students indicated after playing the simulation, they though it was harder to play than they through before playing the simulation. Comments from the students indicated that playing the game was viewed as harder because they had to develop a plan, could not control the market, and thus the implementation of the plan to generate the simulation results according to their plan was more difficult than expected. In addition, there were several complaints about how difficult or non-user friendly the SAP system was which reinforced problems students encountered following the ERPsim task instructions sheets. Many students

blamed the non-user friendly interface, the difficult of executing the game activities, and the lack of disclosure on how to play the game as the reasons for failure to successfully reach their planned goals and objectives. Students found the game hard and did not like the way the game was played due to three factors: (1) the speed of the game, (2) the inability to see how the game related to marketing/retailing, and (3) the need to develop and defend a marketing/retailing plan.

Further even though the students had been exposed to a definition of marketing in numerous marketing classes, the students totally forget the full definition of marketing while playing the game because the ERPsim game designed by IS professionals, operationalized marketing as advertising only. Students do not see that having the right product, at the right price, in the right place, at the right time as marketing or retailing. Finally, students view ERPsim as a simulation game that should reflect the same user friendly front end presentation as the video games they play. Somewhere while playing the game, the game mode overrode the fact that ERPsim is based on SAP's ERP operating system. The presentation of ERPsim needs to emphasize it is an ERP system simulation that will not necessarily be user friendly as the system was built by IS professionals nor will it be easy to navigate ERP software given the complicated process of designing software over several years that integrate business function and actions.

Overall, the assessment of including SAP ERP via ERPsim in marketing classes was positive. The majority of the students enjoyed the experience and recommended ERPsim utilization in future retailing and marketing classes. However, via the assessment, it was clear it is still a work in progress. Trying to take a technology tool not designed for another business function and integrate that technology tool into another business function is not without issues. Only with time and implementation will creative ways to integrate technology into marketing courses occur as we prepare our students for the 21st century.

References Available upon Request

BEYOND THE TRADITIONAL SALES TEACHING TECHNIQUES: TECHNOLOGY AND ITS USE IN TEACHING A PROFESSIONAL SELLING CLASS USING THE CURRENT TECHNOLOGIES THAT SALES PROFESSIONALS USE IN THEIR WORKING ENVIRONMENT

Olga Di Franco, California State University, Fullerton
Daniel Strunk, DePaul University

The authors of this special session will present how a professional selling class evolved from a traditional setting into an upgraded form by introducing new technology, not only enhancing the learning outcomes, but also giving the students additional tools to position them successfully vis a vis the professional world. Employers are looking for students who have experience not only in their individual fields, but who are also comfortable using a variety of technologies.

By introducing a custom-made case study into the classroom, students are able to apply social media tools and technologies such as Salesforce.com, Hoovers.com, Brainshark and others. Using this case study, students are learning and using leading CRM technology, key metrics, applied theoretical models and principles of professional selling, as well as developing research and critical thinking skills to develop and justify their sales strategy.

Companies are eager to hire students who have sales force automation skills. Teaching sales force automation competency is an important example of how academia can answer a real business need and provide basic training for our students prior to graduation, thus providing students a competitive edge in the workforce.

Traditionally role play, presentations, buyer/seller scenarios and theory are used to teach sales in the classroom; this learning experience can be enhanced by using current on-line and Cloud-based technologies to give the students hands-on technical learning by incorporating the tools professionals are using in the field. The case study teaches students the value of sales force automation by providing students with practical experience using a number of SFA technologies. These systems are used by progressive sales organizations to optimally plan sales strategy and deploy sales resources. Students develop a working knowledge of CRM by using salesforce.com to assist them in creating company and customer value as sales professionals would in today's working environment.

Daniel P. Strunk, from De Paul University, will present how the concept of the case study began and how it was designed and implemented.

Olga Di Franco will present the evolution from a traditional classroom course to the new redesigned technological based class currently implemented at California State University, Fullerton.

References Available upon Request

PAY TO PLAY: INDIVIDUALLY CUSTOMIZED SALES COMPETITIONS

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Abstract

The Sales Education Foundation acknowledges 58 colleges in the United States that have specific sales programs (Building a Sales Program, 2013). As interest continues in sales education development it should be recognized that there is a gap between what companies want in their sales recruits and in what marketing/sales departments are currently delivering. This paper aims to provide direction for any college department in which sales education development is a priority. Through the lens of cross-functional partnerships, sales education can be extended beyond the classroom to focus on opportunities to build efficient learning experiences for students that also provide benefit to outside partners. Preliminary interview data suggests customized sales competitions sponsored by individual companies and hosted by marketing/sales departments might be an efficient partnership opportunity. The steps to initiate this partnership model are offered, with implications for successful programming and further research.

Introduction

Sales, as a profession, is no longer looked at as a door-to-door, grass-roots job as over 16 million people in the United States are employed in sales fields ("The Major Sales Forces in America", 2003). In fact, sales has grown so tremendously over the past decade that ManpowerGroup's Annual Global Survey (2012) has shown sales positions to be third on the list of most sought after positions. Sales has been realized as a sustainable business practice. Encompassing the opportunity to work with any and every different type of product or service, sales is an open door for anyone. According to the Sales Education Foundation, "Over 50% of US college graduates entering the workforce, regardless of major, enter sales as their first career" (Building a Sales Program, 2013). Though advancement is obviously being made academically in the field of sales, less than 2% of colleges in the United States offer any type of sales program (Building a Sales Program, 2013). This is one of many reasons sales positions are among the most difficult to fill (Rivera, 2007).

Sales recruiters can now take advantage of the fact that students are graduating from college with a particular affinity towards sales. Recruiters can seek out these 58 colleges in the United States that have specific sales programs (Building a Sales Program, 2013). There is still a gap though. The coursework taught in the classroom falls short of the skills and knowledge that practitioners desire (Leisen, Tippins, & Lilly, 2004). When firms are spending upwards of 30% of their human resources budget on recruitment and retention, the resulting new hires are expected to be strong sales candidates (Leonard, 1999). On the other end of that spectrum, students expect to be qualified candidates for entry-level jobs when they graduate. Collaboration between recruiters and academic programs is crucial in order to close this gap.

Collaboration exists between academia and industry practitioners in the forms of career fairs, class presentations, workshops, and more. These are all give-and-take processes by which companies are offered the opportunity to signal to potential job applicants what the true qualities of their organization are (Connelly, Certo, Ireland, & Reutzel, 2011). In return, the students are able to learn more about issues, such as life after college, in the pursuit of a particular career. These practices; however, do not guarantee quality candidates or successful recruitment. Further collaboration needed to be more hands-on and so a new model was developed.

There are currently 19 full member schools and 15 associate member schools of the USCA (University Sales Center Alliance). The member schools participate in national and regional sales competitions in order to provide their students with more hands-on sales experience. Sales competitions tend to be sponsored by a number of companies and are usually hosted at a sales center of one of the schools with a prominent sales program. Weilbaker and Williams surveyed a number of Sales Centers that reported a 29% increase in job placement rate when students completed actual sales programs through these respective sales colleges (2006). In this way, the collaboration between sales academia and industry practitioners is continuing to improve.

This collaboration has potential to be enhanced through individual customization. When multiple companies sponsor sales competitions, the qualities for top candidates are blurred. Sales can mean something different depending on which company is asked. Sales could be transactional or consultative. Sales positions can involve building relationships, managing accounts, lead generation, and any or all of the above and more. The needs of each recruiter for each individual company should be taken into account. Competitions like these have been a success, nonetheless. Students from the sales programs that participate in these competitions ramp up 50% faster than their non-educated sales peers along with having turnover rates of 30% less (Building a Sales Program, 2013). This research is exploring the extension of the current model of cross-functional partnership through the addition of individually sponsored collegiate sales competitions that can be successfully run by any department with or without a sales program or sales center. Continuing to explore new opportunities for partnership between sales academia and industry, this article aims to serve multiple purposes:

1.) Establishing a new opportunity for faculty to apply classroom skillsets in order to increase the rates at which sales students are successfully acquiring jobs post-graduation

2.) Encouraging the preparation of students for careers in sales with the help of industry professionals

3.) Helping to provide direction for any college departments in which sales education development is a high priority

Background

Increasing Student Job Acquisition

Turnover is an increasingly significant cost for employers when initial hiring and training costs for new employees are estimated at 200 percent of the employee's annual salary (Griffeth & Hom, 2001; Hinchcliffe, 2003; Bliss, 2004). Research to develop more efficient recruitment is a never-ending process as it affects an enormous scope of companies (Cascio, 2006). Research on employee turnover has been developing since March and Simon (1958). In sales positions, turnover has particularly devastating ramifications as there are a number of indirect costs related with establishing a new salesperson into a new territory (DeConinck & Johnson, 2009). New salespeople may not achieve quotas immediately, which hurts the company. The failure to achieve quotas immediately can cause these new salespeople to quit. This turnover has now cost the company opportunity costs lost when they did not succeed, the price to hire and train the employee lost, and may also create dissatisfaction for clients in the territory that are not being managed appropriately during the time it takes to fill the sales role again. These consequences reinforce the idea that it is better to recruit right the first time.

Evidence confirms that applicant attraction measures are directly related to actual decisions to accept job offers (Cable & Judge, 1996; Powell & Goulet, 1996; Turban, Campion, & Eyring, 1995). Applicant attraction measures in this context are viewed as the measures that show how attracted the applicant is to a prospective job. This applicant attraction is directly influenced by positive organizational attributes and positive organizational reputation (Turban, Forret, & Hendrickson, 1998). Graduating college students choose where they apply and from whom they accept jobs based on their pre-recruitment awareness of the company. This suggests that if college recruitment is to be successful, companies need to increase their visibility to students in order to increase student awareness. Through increased visibility, companies signal key elements of their organizations to potential job applicants, but not every company succeeds in doing so outside of the recruitment process (Connelly, Certo, Ireland, & Reutzel, 2011). In the past, companies have relied on a few generic activities to build awareness on college campuses. These include common recruitment practices such as corporate advertising and informational sessions on campus as well as career fairs, and setting up campus interviews. Often, students do not have sufficient information about organizations recruiting on campus. A hastily set up interview with a recruiter might actually prompt applicants to assume that the company does not invest very much in their new hire development process (Cable &Turban, 2001). In light of this research, sales recruiters need other outlets to provide students with more positive signals about their company. Sales recruiters need these outlets to also educate students about the opportunities and benefits involved in taking a sales position in particular.

The most successful place for sales recruiters to find potential entry-level talent has been college campuses (Dubisnky, 1980). College students, among others, often accept an entry level job opportunity merely because they qualify and believe they understand the skills and abilities required to do the job (Cron, 1984). After four years of stale pizza and Ramen noodles, they cannot be blamed for their interest in an opportunity to climb out of poverty. Recruitment practices that prey on minimal student understanding of the job market might allow the sales recruiters to make their quota of applicants, but can lead to a higher level of turnover, further demonstrating the importance of better sales recruitment techniques for these organizations.

Encouraging Students Sales Preparation

Recruiters need to be more in touch with the key job attributes that the students rate as most important. They could then tailor their recruitment offerings to these attributes (Weilbaker & Merritt, 1992). A recruiter has a significant time commitment in simply finding candidates, let alone understanding the candidates' most important job attribute interests. Even if a recruiter meets with a potential new collegiate recruit, according to Dubinsky, that recruiter would then need to spend precious interview time explaining away all the misconceptions about sales careers in order to keep the applicant interested (1980). For the recruiter, conflict arises between the time required to establish trust with candidates and the accountability for efficient use of the recruiting budget. As previously mentioned, when tremendous amounts of money are being spent on recruitment already, asking for an extra dollar or extra minute of time might be too much to ask for. Assistance from academia might allow recruiters a better understanding of student intentions in order to to pair their recruitment offerings.

Students who have taken marketing classes or sales classes hold sales careers in a higher esteem (Bristow, Gulati, Amyx, & Slack, 2006; Sojka, Gupta, & Hartman, 2000; Karakaya, Quigley, & Bingham, 2011). Bristow et al. suggest that nearly 80% of college students graduating with marketing majors, who have taken sales classes, will end up in a sales career at some point in their lives (2006). With this large number of entrants into the sales profession, it begs the question of why salespeople are still in such high demand. It seems a fair assumption that the low level of interest students have for sales in general may be the result of negative perceptions about sales as a career. Negative perceptions of sales have always existed in the

media, from *The Music Man*'s Harold Hill (1962) through *Death of a Salesman* (1985). Sales careers portrayed in a negative light have often been criticized (Baldwin, 1992; Butler, 1996; Jolson, 1997). Sales research has shown that portrayals of salespeople in the media have not changed in the last 100 years, despite sales becoming much more developed as a business-to-business profession (Hartman, 2006). The negative perceptions play a part in the lack of interest for students that have obviously not had first-hand experience with B2B salespeople. The students from programs offering customized sales competitions have more realistic ideas and perceptions about sales jobs already, potentially minimizing the amount of time a recruiter might need to spend justifying sales as an overarching career (Weilbaker & Williams, 2006).

Providing Direction for Sales Education Development

Sales students striving to succeed in college need to know that their department is going to help them find a place to use the knowledge and skills they have acquired. Recruiters attend countless career fairs or campus interview days every semester searching for these specific skills and knowledge base, but they interact with a wide range of students from different majors, none of whom are guaranteed to be successful or even have interest in their particular company. Concurrently, students interested in sales need to be constantly alert for every type of career fair on campus. Many companies have a need for professional selling students, but may not advertise such postings prior to the career fair. Departments driving to boost their students' job placement rates need to recognize this juxtaposition. Departments that work with recruiters from a variety of different companies can not only place more of their students in successful jobs, but also increase the credibility of their programs. In order to partner with recruiters, the sales departments need to develop a service that makes recruiting their students as efficient as possible. This paper suggests that individually sponsored sales competitions should be the service most vibrantly offered.

Preliminary Data

During the Fall 2013 semester at Purdue University, 93 undergraduate students participated in 4 different individually sponsored sales competitions. The competitions were sponsored by PepsiCo/FritoLay, AT&T, Northwestern Mutual, and Victaulic. The competitions were also hosted predominantly by undergraduate student interns who were overseen by faculty and staff. Each competition was hosted in a suite of offices where a role-play was completed and video recorded in one room, sending the feed into an adjacent room allowing company representatives to view and judge each candidate. The role-play buyers remained the same for the duration of the competition in order to ensure a fair competition. The judges and buyers used the same evaluation form to critique each competitor as well.

Qualitative interviews were conducted with the recruiters from each individual company regarding the value of the competitions as a recruitment tool in relation to other recruitment activities. Additional exit interviews were conducted with the undergraduate participants of each interview, answering the question of whether or not participating in the competition has helped them with their future/current job search. Initial results are exceedingly positive from both the student and recruiter perspective. Shortened student responses include:

> "*Competing in sales competitions has allowed me to network and interview with amazing companies that I may have not otherwise even considered. These competitions broadened my knowledge of what companies are looking for and it made me more confident in my interviews with potential employers. I talk about my sales competition experience in every interview that I have.*" – Stephanie (Senior Selling & Sales Management Student)

"You just can't get this type of experience in a classroom setting. It's like working for the company for a day and gaining feedback about what you could do better if you actually wanted to pursue that career." – Seth (Senior Selling and Sales Management Student)

Shortened recruiter responses include:

"The sales competition is a unique opportunity to bring a team of Victaulic individuals together and have each competitor exposed to a number of representatives from our organization. It facilitates team-building internally as well as efficiency with respect to recruiting, as the entire team evaluates the role-play performances. Finally, the number of employees that we come to campus with makes a very positive impression on students and faculty as they see firsthand the dedication we put into the event and how seriously we take our recruiting and hiring process." – University Relations Recruiter for Victaulic

"The sales competitions are a great for both the students and hiring managers. The students are able to demonstrate their sales skills as well as learn about a potential career path and the hiring managers can evaluate not only for fit with the company but based on desired skills. Our final interview consists of an activity very similar to the sales competition and the competition not only prepared the candidates well but gave us insight as to how well they will do. We already have one offer extended based on the competition and hope to extend a few more." – College Recruiting Manager for AT&T

Individually Customized Sales Competition Implications

Curriculum already includes role plays or experiential learning techniques (Deeter-Schmelz & Kennedy, 2011), which means that sales/marketing faculty, who already understand the process of conducting role play situations with their students should considering offering their assistance with sales competitions as a service to recruiters. Understandably, sales faculty may not have the time to contact and secure companies to host sales competitions, but this should not just be the responsibility for faculty alone. Academic advisors and internships coordinators are among a number of staff members who can take a role in this service. Faculty and staff may be able to offer connections with companies that may be interested in hosting a sales competition. The primary stakeholders in this process are the students though, so they need to have the most significant and meaningful participation. Included in this suggestion would be the idea to offer internship credit or independent study credit to students willing to work together to sell company recruiters on hosting sales competitions at their campuses. Not only are students able to use their recently learned sales skills to secure clients, but they would also have the opportunity to manage the clients' accounts from inception through the successful completion of the sales competitions. A student-centered organization of some sort is suggested as the first step in the initiation of individually sponsored sales competitions. This student-centered organization can be an established organization already such as Pi Sigma Epsilon, a collegiate chapter of the American Marketing Association, or any type of club pre-existing or developed by sales/marketing faculty.

Individually customized sales competitions on campuses are initiated through acquiring the sponsorship of an individual company. The student-centered organization works closely with the recruiter from the sponsoring company to understand the criteria of candidates that they are looking for. With this knowledge, sales students on campus that meet the recruiter's criteria are targeted with successful marketing best-practices. The sales competition hosts sales students who not only have an interest in the company, but also possess the key qualities the recruiter looks for in a job applicant. Students that pre-qualify for the competition are asked to provide their resume to a sales faculty member. From there, a resume book of all of the students

interested is forwarded to the recruiter to choose the number of students that they would like to see compete. At this point, a realistic scenario for the sales call is created that every student competing will need to study and prepare for. Sales faculty that have developed scenarios for role plays in the past have the ability to create effective scenarios that will elicit the qualities recruiters are looking for from the sales students. In addition to effective scenarios, evaluation forms should be created in order to further student participant education. Caroll suggests an evaluation form for role-plays that can assist faculty that do not have experience with role-play scenarios (2006). The scenarios are focused around a product or service that the students would actually sell if they were to acquire a job with the sponsoring company. The only requirement of the recruiter is to be on campus the day of the sales competition to judge the students as they role play this specific sales call. Even the operations of the event for that day are planned and scheduled by the students that have chosen to be a part of the student-centered sales organization.

The operations for a standard sales competition will need the effort of a team of student interns/independent study students, and sales faculty will need to make themselves available to ensure success of the first few competitions, especially. The only physical resource required is a vacant room in which to place a desk and chairs for the sales call between the student and "buyer" (the recruiter or company representative) to sit at. If additional judging input is desired, additional representatives from the company can observe the sales call. The sales call lasts approximately ten minutes, with the goal of moving the buyer through the sales process to a successful close. At the end of the sales call, feedback and coaching is offered to the student in order to further the students' academic sales careers. Student growth and development is enhanced through this feedback and students' understanding of the company's sales positions available is amplified. Throughout the sales competition, the recruiter is able to observe and evaluate the students on how well they apply what they have learned in the classroom to a realistic life situation. The students are evaluated on their success during the sales call as well as how coachable they are when constructive feedback is offered. A crucial component in sales education is the provision of feedback (Young, 2002). The recruiter can also gauge how well the student might fit within the company culture and this allows a much more accurate prediction of whether or not the student will be successful in the sales position. This process assures that next-day interviews will be with high quality candidates that already understand what it takes to succeed in the position they are interviewing for.

At this point, the recruiter is in a position to announce the rankings of the student competitors. The venue to announce the winner of the sales competition is often an awards banquet. Held the evening of the competition, all students are recognized for competing, awards are presented, and the company representatives are afforded additional time to mingle with students and ensure candidates for next-day interviews. The banquet can be customized according to the recruiter's budget, but some kind of finale is highly recommended. Prizes serve as a great incentive to initiate interest in sales competitions at universities that may be running these competitions for the first time. Of course, the most important prize for a student participant is an invitation to a next-day interview.

This potential service to be offered extends tremendous value for all of the stakeholders involved. The choice lies with the faculty and student organization on whether they feel the value they have offered needs to be set monetarily for sponsoring companies. Once the individually sponsored sales competitions become established, additional sponsorship from the company hosting the competition may seem fitting. With the possibility of revenue coming in from the sales competitions, money may be set aside to increase the quality of the sales competitions on campus. Revenue could be spent on digital video cameras to record the competitions for further academic review. Additional displays could be purchased so that

judging may take place in an adjacent room, allowing for the sales competitions to look and feel more professional.

Limitations and Future Research

Currently the limitations for this type of research are the scale and obvious convenience sample bias. If interest in this type of cross-functional partnership can be established, research could flourish with the study of programs across the country hosting individually customized sales competitions. In the meantime, the amount of successful hires for sponsoring companies will be viewed to establish exactly how beneficial these competitions are. Along with that, any discount in the amount of training the new hires from these competitions require is being looked into. Future research aims to examine survey data from sales recruiters deciphering recruitment needs and rating sales recruitment best practices. Other areas of research interest that might offer an answer to these limitations may include data from marketing department faculty. This data could provide insight into the barriers for development of these competitions internally.

References Available upon Request

UNIVERSITY SALES EDUCATION: WHERE ARE WE TODAY? WHERE ARE WE GOING TOMORROW?

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Abstract

The world that sales reps serve has changed dramatically in the last 10 years. More college graduates are entering a sales career than ever before. Yet, it appears that only a small minority of students are trained or schooled in processes and creativity that will allow them to succeed. What form will the future of collegiate sales education take?

Introduction

The education of sales students by American universities has changed significantly in the last 10 years. No longer the "Always Be Closing" of *Glengary Glen Ross*, todays' students are being trained as trusted business advisors. Sales curriculum now includes education in the sales process, sales management, CRM, role playing, sales competitions, shadowing, paid internships, sales competitions, interviewing skills, negotiating, advanced writing skills, plus associated business courses in marketing, management, accounting, finance, computer information systems, economics, psychology, and communications. Instead of a sales pitch, students are more likely to study how to uncover needs by developing the ability to ask questions. Features, advantages, and benefits are superseded by ROI, ROA, and Contribution Margin. The Willy Lomans of the world can no longer compete on the basis of a shoe shine and a smile.

The cost of putting a sales rep in the field can easily run over $100,000 the first year. Coupled with turnover rates of approaching 50% during the first year, companies are faced with the prospects of buy two, get one. Employers are searching for an economic way to select and train those reps who will survive and succeed. According to studies reported by the Sales Education Foundation, DePaul University, and George Washington University, sales' careers are the likely destination for a majority of business graduates, particularly marketing students. In addition, the business world is facing increasing sales competition internationally. Technological advances in hardware, software, and social media have helped create a world where sales reps require constant training and retraining.

What role does a college education play in the training and on-boarding of tomorrow's sales force? Clearly, this is not the same sales environment as the 1990s, least of all the old timers' world of post WWII. The complexity of the sales environment has dramatically increased. Design, purchasing, and production frequently cross several national borders. And then the process changes again with the next product. Product life cycles are measured in months, not years. The sales rep is no longer a conduit of product information that customers consult. Product information and specifications are easily available online. In order to deal with customers schooled in technology, a sales rep needs to understand his customer's products, their applications, their market, their competitors, his own company's market and their competitors. He/she is expected to craft custom solutions that fit a particular customer at a particular moment in time. In addition, he/she is expected to understand global economic conditions, business legal considerations, and financial market relationships.

Areas for Research

Sales curriculum is evolving at many universities. Research is being published at increasing rates, but much of it is focused on studies that may have minimal impact on sales education. The University Sales Center Alliance has created minimum standards for curriculum, faculty, laboratory facilities, and structural suggestions for universities that are considering the creation of a sales center. The Sales Education Foundation also is a resource for instructor certification and offers students the ability to measure aptitude for selected types of sales positions.

This paper proposes that research be conducted with recent graduates on the satisfaction of their preparation for their sales position. Secondly, a similar research program with employers should be conducted to better understand their overall experience with new sales' hires. Is their preparation adequate or are there areas that need improvement or new areas to be covered

References Available upon Request

EXPLORING THE DEVELOPMENT OF MARKETING EXPERTISE WITH AUTHENTIC ASSESSEMENT

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Abstract

Marketing educators may question if students are best served by learning a battery of marketing concepts and wonder if, in fact, this is fundamental for solving marketing problems. Studies from Hunt, Chonko and Wood (1986), Armstrong (1991), and Armstrong and Schultz (1993) suggest that marketing education may not help students perform better at marketing jobs. Finch, Nadeau, and O'Reilly (2013) found that employers consider improvements in problem solving skills a priority in marketing education. The purpose of this research is to demonstrate a case-based assessment to measure students and refine the teaching of higher level marketing skills.

One conceptualization of a higher level thinking skill that should be desirable in marketing graduates is marketing expertise. Following Bacon and Quinlan-Wilder (2011), marketing expertise is the ability to identify marketing actions with the greatest potential benefit to the target organization. Those high in marketing expertise are thought to move quickly towards attractive solutions to problems and not to waste time on inadequate ones. If marketing educators focus on development of marketing expertise that makes students more effective in their work, a new plan for assessment becomes necessary. An alternate approach to traditional forced-choice response is 'authentic assessment,' in which "students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills" (Mueller, 2013). For decision-focused marketing expertise, perhaps the most authentic task students could undertake is to develop recommendations for a business, as in a case analysis. This research focuses on using a published case to assess student abilities, and to ascertain if differences exist between students at different points in their marketing education.

Three student groups studied here were from a medium-sized private university in the western United States. Students were predominantly white and traditionally aged, and about half of them come from outside of the state. The three groups included a total of 170 students, 60 business majors in an introductory marketing course, 58 non-business majors in an introductory marketing course, and 52 marketing majors in a capstone marketing course with a prerequisite requiring completion of at least five marketing courses. Data were collected over two quarters.

The case selected for this research, Camp Wahanowin (Grasby & Silverberg, 2012), was considered simple enough that any student would be able to understand it, yet complicated enough that there were some issues with which to wrestle. The case describes a summer camp facing a decision of where to focus its marketing efforts. The instrument that was developed contained 17 multiple-choice questions about the case and four essay questions. The multiple-choice questions covered basic facts in the case, avoiding evaluations or recommendations.

The four essay questions were designed to capture marketing expertise without requiring substantial knowledge of marketing vocabulary or practice in responding to a particular case write-up format (in contrast to Abernethy & Butler, 1993). Paraphrasing slightly, the questions were (1) what is the current problem facing the firm and how big is the problem, (2) how is the firm positioned and how could the positioning be improved, (3) what is the most attractive promotional option now, and (4) what is the least attractive promotional option at this point.

Students were asked to read the case in advance and prepare to take a quiz on it. They were told that the quiz scores counted towards grades (20 points out of a possible 500, or 4%). The

students in introductory classes took the case quiz during the last week of the term, so that they could accumulate some basic marketing knowledge, and students in the capstone took the quiz in the second week of the term, as it was assumed they already had substantial marketing knowledge. In class, students took the quiz online (in Qualtrics) in closed-book fashion.

The Cronbach's alpha of the multiple-choice section was found to be .41, below the recommended standard of .70 for early research (Nunnally, 1978), so results based on this section alone must be interpreted with caution. The essay section was analyzed using multiple raters and analytical scoring (Sax, 1997) in which points are awarded for specific issues raised. Three faculty studied the case, the teaching note, and 24 randomly selected, non-identified case responses. They identified responses worthy of more credit, and specifically the points for particular comments. The faculty then separately scored each of the four essays for each of the 24 random students. The analysis revealed high inter-rater reliability, including average inter-rater correlations of .89, .65, .98, and .97. The faculty agreed on minor rubric changes.

Next, graduate research assistants (GRAs) read the case and were trained in the use of the rubric. Four GRAs scored two essay questions each (thus two raters per question), and were asked to score all 170 responses on one question before scoring all 170 responses on their other question. Data were sorted by a randomly-generated identifier so the raters could neither identify the respondent nor identify the study group to which the respondent belonged.

The correlations among each pair of GRA ratings were observed, and the Spearman-Brown formula was used for estimating the overall reliability of a measure based on the average of the two scores (Nunnally, 1978). The intercorrelations and reliabilities of all measures and an overall score summing all five measures (multiple choice and four essays) is shown in Table 1.

Table 1: Intercorrelations and Reliabilities of Measures

	Multiple-Choice	Essay 1	Essay 2	Essay 3	Essay 4	Overall Score
Multiple-Choice	.41					
Essay 1	.33	.80				
Essay 2	.28	.17	.71			
Essay 3	.14*	.24	.12*	.93		
Essay 4	.27	.13*	.06*	.15	.99	
Overall Score	.55	.58	.43	.63	.68	.46

Note: $N = 170$. All correlations significant at $p \leq .05$ except as noted. Reliabilities are shown on the diagonal.
* Not significant at $p \leq .05$

As can be seen in Table 1, although the essay scoring was a fairly reliable process, the intercorrelations among some measures was fairly low, and thus the overall reliability of the combined scores, at .46, is not high. Therefore, in the analyses that follow, some analyses will be conducted with the overall score, and some with the individual scores.

Although GPA, SAT, and major data were collected from the registrar, the correlations were not high, so these data were eventually dropped from consideration in subsequent analysis.

Because of our special interest in marketing majors, this variable was retained preliminarily, although major data was available only for 140 of the 170 students studied.

A series of regression analyses were conducted. Each of the six measures of marketing knowledge shown in Table 1 was used as the dependent variable in six different regressions. The independent variables included dummies for group and major (marketing/non marketing). Stepwise regression was used with a default *p*-value for inclusion of .05. Interestingly, only one of these six models showed significant results. For essay question 3, the coefficient for the capstone group was significant, but negative (std beta = -.241, $F[1,138] = 8.60$, $p = .004$, $R^2 = .06$). Thus, there were no differences in student performance across groups except that capstone course students scored significantly worse than other groups on essay question 3.

The power in the previous analysis was diminished somewhat because of missing major data, while major was not significant in any of the models. Therefore, major was dropped from the models and all six were analyzed again. This time, two models yielded significant results, the model with essay question 3 as the dependent variable, and the model with the total score as the dependent variable. In both models, the coefficient for non-business majors in introduction to marketing was significant and positive. When essay question 3 was the dependent variable, the standardized coefficient for non-business introductory students was .267 ($F[1,168] = 12.94$, $p < .001$, $R^2 = .07$). When the total score was the dependent variable, the standardized coefficient for non-business introductory students was .197 ($F[1,168] = 6.81$, $p = .01$, $R^2 = .04$), but the significant finding in the overall score may largely be due to the significance in question 3. Taken together, the general finding is that non business students perform better than introductory marketing students and capstone marketing students, primarily on essay 3.

Essay question 3 asked respondents "Of the promotional strategies mentioned in the case, which ONE do you think is the MOST attractive and why? (As much as possible, use facts in the case to support your answer)." Ten points were awarded for recognizing website improvement as a top priority, and additional points were awarded for offering various facts to support the argument. This option was identified in the teaching note as the strongest option, and the faculty agreed. On this item alone, the mean score for the non business majors was 6.98 (SD = 4.39), and the mean score for the capstone students was 4.04 (SD = 4.85). The difference on this one score within the longer rubric was significant and the effect size was large ($t[108] = 3.34$, p = .001, Cohen's $d = .64$). The mean score for the business majors in the introduction to marketing course was 4.92. Thus, in what may be the most important item on the entire quiz, deciding what action to take, the non business majors in introduction to marketing were more likely to identify the most attractive promotional strategy than the marketing majors in the capstone, a disturbing result.

A limitation of the case may have been that it was too simple to allow adequate divergence of student responses. But if we accept that the case was realistic and adequately complex, results indicate that marketing education does not help marketing students make decisions, which is consistent with studies noted earlier. The relatively low correlations among scores on different parts of the case quiz also raises concerns about learning from and scoring cases. Of note are the low correlations between essay question 3 (the recommendation) and all other scores. This contradicts assertions that problem identification or understanding the firm's positioning is important to determining the appropriate marketing action.

There are several limitations in the current study, yet it offers no evidence that advanced marketing education is effective in developing marketing expertise, and instead indicates that students may make effective marketing decisions without much marketing education at all. The method used, authentic assessment, shows promise for providing unexpected findings and thus

challenging established paradigms in marketing education. Although these findings may be tentative, we hope the general approach inspires additional research in this important area.

References Available upon Request

WHO IS MORE CONCERNED WITH MARKETING ETHICS? A STUDY OF MARKETING AND NON-MARKETING STUDENTS

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Abstract

High ethical standards in marketing are not only morally and socially desirable, but can become a competitive advantage in global business. Marketing education has responsibility for developing these standards among its students. After taking marketing courses, students should exhibit higher ethical awareness and more sophisticated ethical decision-making. To explore whether this is indeed the case, this study developed an instrument comprised of 15 ethical scenarios and used it to compare students who had taken at least one marketing course with those who had not. The instrument was reliable and had good discriminant properties. Although the two groups were broadly similar, the findings showed that taking at least one marketing course produces more ethical responses in two of the scenarios.

Introduction

Ethical practices and management styles are counted among the most important conditions for businesses to continue operating internationally. Increasingly, businesses have to assume social responsibilities for the societies in which they operate, adopt best global ethical practices, and at the same time accept competitive challenges and be innovative (Reich, 2005; Santiso, 2005). By exposing local businesses, labor forces, capital holdings, commercial relationships, and forms of competition to international influences, globalization causes societies and their business values to change. This change needs to be positive. In a globalized world, complying with high standards of business and marketing ethics becomes mandatory, not an option.

Given the importance of ethics, instruction in this area should be part of business and marketing education. In particular, one would expect that taking marketing coursework leads to more awareness of marketing ethical issues and more ethical decision-making in marketing practices. However, this may not always be the case. In the marketing ethics literature, the role of education in cultivating marketing ethics is still controversial. Merritt (1991), for example, found that business students view questionable marketing practices as more ethical than do non-business students. The present study revisits this issue by investigating whether differences exist between the ethical perceptions of students who have taken at least one marketing course and those who have not taken any marketing courses.

The following section briefly reviews some relevant literature on business ethics, marketing ethics, and education and ethics. Next, the methodology section describes the development of the survey instrument, data collection procedures, and sample characteristics. The findings report both discriminant properties and some item-specific differences among respondents. Finally, the discussion and conclusion section considers the meaning and limitations of the findings.

Some Relevant Literature

Business Ethics

Ethics and ethical decision-making have been discussed for centuries (Trevino and Brown, 2005). Aristotle, regarded as the founder of ethics as a philosophical discipline, defined ethics as the discovery of behaviors that will benefit a person in daily life (Daly and Mattilla, 2007).

Ethical norms in business have been around since the first commercial activities of mankind (Tierney, 1997). According to Ostahus (2004), business ethics in the pre-industrial era appeared as a concept based on traditions and religious values and, in turn, had significant influence on the shaping of religious beliefs, economic processes, labor relations, and business values. In the 17th and 18th centuries, a close relationship developed among economics, religion, ethics, and business life. According to Max Weber (1958), Protestant business ethics had a substantial effect upon the development of market capitalism. In the 20th century, ethical values previously thought valid began to change and new ideas, such as social responsibility and human rights, became accepted criteria for evaluating business conduct (Colonomos, 2005).

Business ethics have been defined in different ways. According to Maclagan (1995), business ethics are important for managing people and furthering justice, honesty, and equality. Business ethics principles guide experts and managers, especially those working in human resources management. Boatright (2003) says that business ethics include codes of behavior developed for a specific group or a special community and are then adopted and believed by the group or community. In the context of businesses, ethics might help fill gaps in ethical behavior (Svensson and Wood, 2004).

Marketing Management Ethics

Marketing management ethics can be defined as the behavioral standards, values, and principles followed by marketing professionals (Churchill, 1995). Since the results of marketing activities are often highly visible in societies, ethical issues are frequently raised. Advertising, personal selling, pricing, marketing research, and international marketing have had a long history of unethical and ethically dubious practices. In the 1970s and 1980s, various international scandals, such as the large bribes paid under the guise of political donations in the sale of military supplies, brought attention to the ethics of marketing and a majority of studies on the ethics of national and international marketing dealt with bribery issues (Armstrong, 1992; Armstrong and Sweeney, 1994).

Armstrong (1992), for example, asked Australian managers working at international corporations to discuss the significant ethical issues they faced. The ethical problem most often reported was bribery (35%), followed by, respectively, cultural differences (20%), pricing practices (12%), gifts and unreasonable commissions (10%), and non-suitable products and technology, and involvement in political events (4%). Avoiding taxes in the host country, along with illegal and immoral activities, were considered insignificant by these managers (2.5%). The same study also showed that 34% of American global marketing managers stated bribery as the most important ethical problem. Chonko and Hunt (1985) found that the American marketing managers they interviewed listed bribery as the problem faced most frequently.

Managers' perceptions of ethical problems vary among countries and cultures. Various studies on this topic suggest that managers from countries with similar cultural backgrounds do not differ in their perceptions, whereas managers from countries with different cultural backgrounds do differ in their perceptions (Armstrong 1992; Armstrong and Sweeney, 1994; Singhapakdi et

al., 1994; Singhapakdi et al., 2001; Schlegelmilch and Robertson, 1995). For example, Armstrong (1992) found no significant differences between Australian managers and American managers in terms of perceptions of ethical problems. Managers from both countries perceived ethical problems in global marketing in a similar fashion. Research by Armstrong and Sweeney (1994) suggested that culture has a major effect on the perceptions of ethical problems. In a comparative study between managers from two countries, managers from Hong Kong regarded ethical problems on a lower level, while Australian managers rated these issues more important. In a study of local and foreign managers in Hong Kong, McDonald and Kan (1997) found differences in ethical perceptions among managers in the same country, but from different cultures.

Hunt and Vitell (1993) developed a marketing ethics model where four important sets of factors have an effect on the individual's perception of ethical problems involving marketing efforts: cultural environment (legal environment, political environment, and religion), industrial environment (informal norms and formal rules), organizational environment (informal norms and formal rules), and personal experiences. Thus, ethical perceptions may vary among individuals as well as cultures. Hunt and Vitell (1993) suggest further that ethical perceptions are a function of the individual's values and belief system. For instance, of the managers working for the same organization, some might perceive bribery as an important problem, while others may not. Stated differently, managers interpret issues they encounter and witness as ethical or non-ethical depending on the context of cultural, industrial, organizational environments as well as on their individual personalities.

Education and Ethics

Since the 1980s, a great number of studies have focused on ethics, which has led to increased coverage of this topic in academic publications. As ethics-related topics began to be included in university curricula, research also began on the ethical perceptions of students (Ahmed, Chung and Eichenser, 2003). Studies looking into the ethical perceptions of students observed the effects of differences in ethical judgments stemming from nationality and cultural elements students had (Hay, et al., 2001; Moore and Radloff, 1996). Researching the effects of education on ethical perceptions of students, Lau, Caracciolo, Roddenberry, and Scroggings (2012) demonstrated that students are generally content with academic environments, academicians, and the work done, and they interpret all this in the frame of importance of business ethics.

The literature seeking to explain the relationship between education and ethical behavior has produced different results. Serwinek's (1992) research did not show a strong relationship between education and ethics perception, and, similarly, Munhall (1980) found a weak relationship between education and ethics perception. Kidwell, Stevens, and Bethke (1987), Dubinsky and Ingram (1984), and Harris (1990) did not find a significant relationship between education levels and the attitudes, opinions, and behaviors of marketing managers regarding the ethical perceptions they have.

However, some studies suggest strong links between education and ethical judgments. For instance, Browning and Zabriskie (1983) found that purchasing managers with a high education level have more of a tendency to interpret gifts and certain inappropriate payments to be against business ethics than those with a low level of education. Conversely, some academic literature indicates that as education levels of individuals increase, they might act less ethically (Merritt, 1991). Similarly, Güney and Mandacı (2009) showed that as education levels increase, individuals have increased Machiavellian tendencies and are less inclined to act ethically.

The main objective of the study is to determine whether ethical perceptions of students who have taken at least one marketing course differ from those who have not taken any marketing courses. Given the mixed results from previous studies, we posit two competing hypotheses:

> **H_0:** There is no difference in the ethical viewpoints of students who have taken at least one marketing course and those who have not.
>
> **H_1:** There is a difference in the ethical viewpoints of students who have taken at least one marketing course and those who have not.

Methodology

Research Instrument

Written in Turkish, a marketing ethics scale was created by adapting items from several English language sources. For example, Vitell, Rallapalli, and Singhapakdi (1993) developed and tested a marketing norms scale of professionals who are members of the American Marketing Association. However, this scale is believed to be problematic when it comes to the understanding of students who are not familiar with the practical applications of marketing (Aktan and Aydoğan, 2012). In a study by Harris (1990), ethical perceptions of employees according to their level of education and experience were analyzed through a scenario method. Okleshen and Hoyt (1996) used Harris' (1996) scenario to compare the ethical perceptions of students from the U.S. and New Zealand. In a similar fashion, Merritt (1991) used eight different scenarios to scale marketing ethics.

The marketing ethics scale used in this study was adapted from Aktan and Aydoğan (2012) who created an instrument based upon the marketing ethics scales used by Harris (1990), Merritt (1991), Vitell, Rallapalli, and Singhapakdi (1993), and Oklesen and Hoyt (1996). In developing scenarios for their instrument, a special effort was made to ensure that respondents could clearly understand the situations. For this reason, pre-test interviews with students and professionals were conducted to make necessary corrections. These scenarios or variables are provided in the Appendix at the end of this paper. Each is measured with a 7-point Likert scale.

Cronbach Alpha analysis was used to measure the reliability of the scale. Cronbach Alpha analysis indicates how successful all variables in a scale are in measuring the same concept and thus measures the internal consistencies of a scale (George and Mallary, 2001). The Cronbach Alpha value of the scale is 0.849. According to Nunnally (1979), this value is rather high, meaning that the scale is highly reliable. Furthermore, the study of Aktan and Aydoğan (2012) also suggested the scale is structurally valid.

Data Collection and Sample Characteristics

The sample for this study consisted of graduate and undergraduate students of business management attending Marmara University in Istanbul. A public university, Marmara is now the second largest university in Turkey. After being asked to fill in paper questionnaires and promised anonymity, respondents were given full explanations and assisted in every way necessary in filling out the instrument. Upon completion of the questionnaire, answers were quickly skimmed over to check for and correct mistakes. Questionnaires were distributed from September 1 through September 30, 2013. The 330 questionnaires initially completed were scrutinized and those with missing, incorrect, and mistaken information were eliminated. Therefore, the total number of questionnaires available for analysis dropped down to 307.

In this group, 166 (54.1%) respondents have taken at least one marketing course, while 141 (45.9%) have not. Female respondents numbered 174 (56.7%), males 133 (43.3%). Of those

Table 1: Education Level of Those Who Have Taken a Marketing Course According to Gender

Gender / Marketing Course Taken	Undergraduate	Postgraduate	Both	TOTAL
Male	32	20	15	67
Female	53	27	19	99
Total	***85***	***47***	***34***	***166***

who have taken at least one marketing course, 85 (51.2%) did so as undergraduates, 47 (28.3%) as graduates, and 34 (20.5%) at both levels. Table 1 summarizes the point in their education when the 166 students have taken at least one marketing course. At the undergraduate level 32 male and 53 female students have taken at least one marketing course. At the graduate level the respective numbers are 20 and 27 and at both levels 15 and 19.

Findings

The main objective of the study is to reveal differences, if any, in the viewpoints on marketing ethics of students who have taken at least one marketing course and those who have not. We first examine the discriminant properties of the marketing ethics scale and then analyze differences between the two groups for different ethical decision-making scenarios.

Discriminant Properties

In the study, discriminant analysis was used. In order to conduct a discriminant analysis, certain assumptions are required. According to Çokluk, Şekercioğlu, and Büyüköztürk (2012), the assumptions of discriminant analysis are multivariable normal distribution, variance-covariance matrix homogeneity, no outliers in the dataset, multicollinearity, and a large enough sample. The significance level of the Box M test is 0.05, suggesting homogeneity in the covariance matrices (Table 2). With 307 respondents, the large sample assumption is satisfied. Other assumptions were tested prior to analysis to find out if the data is suitable for analysis.

Table 2: Equality Test for Variance-Covariance Matrices

Box M	14.343
F value	0.939
Df1	15
df2	3.540E5
P value	.519

Since there are many independent variables in the study, a stepwise method was used in discriminant analysis. According to the results in Table 3, canonical correlation is 0.315. This finding shows that with regards to taking a marketing course, a discriminant function is effective at a medium level in discerning perceptions of marketing ethics.

The Wilks' Lambda value, another finding of the discriminant analysis, tests the significance of the Eigen value. In short, the Wilks' Lambda value shows what percentage of the variance in the dependent variable the model explains. According to Table 4, independent variables are

unable to explain 90% of the variance in the dependent variable. This situation is due to sample size as seen in canonical correlation coefficient. As an important consequence, if the Wilks'

Table 3: Eigenvalue Statistics

Function	Eigenvalue	% of Variance	Canonical Correlation
1	0.085	100%	0.315

Lambda p value turns out to be significant at 0.000, it shows that the discriminant function is statistically significant.

Table 4: Wilks' Lambda Statistics

Function	Wilks's Lambda	Chi-Square	Degrees of Freedom	P Value
1	0.9	24.571	5	0.000

The standard coefficients of the canonical discriminant function provide another important finding of the analysis. Standard coefficients allow us to compare the relative contributions of the variables to the model. Table 5 shows standard coefficients for the five scenarios with the most discrimination between the marketing ethics perceptions of students who have taken at least one marketing course and those who have not. These are scenarios 3, 5, 8, 11, and 13.

Table 5: Standardized Canonical Discriminant Function Coefficients

Scenarios	
Scenario - 3	-0.666
Scenario - 5	0.533
Scenario - 8	-0.647
Scenario - 11	0.532
Scenario - 13	0.429

In Table 6, the classification results of the discriminant function are evaluated. According to these results, the discriminant function is 64.5% for those who have taken a marketing course, 57.4% for those who have not taken a marketing course, and a right classification of 61.2% when both groups are considered. The fact that observation numbers are equal for those who have taken at least one marketing course and for those who have not means that an observation can be randomly assigned to the right group with a 50% chance factor. That classification results are higher than 50% means that being assigned to groups is not due to chance factors and that the discriminant factor is successful. Accordingly, the H_1 hypothesis is accepted.

Table 6: Classification Results			**Predicted Group Membership**		**Total**
			Yes	**No**	
Original Group Membership	**Count**	**Yes**	107	59	**166**
		No	60	81	**141**
	Percentage	**Yes**	64.5	35.5	**100**
		No	42.6	57.4	**100**

Item-Specific Differences

The discriminant analysis indicates differentiation occurs between students who have taken at least one marketing course and those who have not in ethical scenarios 3, 5, 8, 11, and 13. These scenarios covered different aspects of the marketing mix:

> **Scenario 3:** "Deploying coercive actions within marketing channels and dealers for any kind of monetary benefit" is a price and place related ethical problem.
>
> **Scenario 5:** "Selling harmful products that are prohibited in Turkey to less developed countries or to countries that do not have appropriate legislation" is a product and place related ethical problem.)
>
> **Scenario 8:** "For cost effectiveness, offering a product or service that does not fit its intended uses" is a product related ethical problem.
>
> **Scenario 11:** **"**As a sales manager, sharing some of your sales commissions with a purchasing manager of your customer company and getting higher orders" is a promotion related ethical problem in personal selling.
>
> **Scenario 13:** "Threatening newspapers – to which the firm has already placed intensive advertising – with cancelling advertising agreements due to negative news about the company" is a promotion related ethical problem in advertising and public relations.

Having found that five scenarios are discriminated statistically, a t-test analysis was applied to see if any significant differences in responses to these scenarios existed among marketing and non-marketing students. As seen in Table 7, only for scenarios 11 and 13 did marketing and non-marketing students have significantly different means and in both instances students having taken at least one marketing course tended to respond with more ethical decisions than did students who had not taken a marketing course.

Discussion and Conclusion

Considering that differences among students could be established for only two of the 15 scenarios, taking marketing courses may not be so useful in shaping the ethical development of students. However, the efficacy of marketing courses in teaching ethics may be mitigated by the actual course content, the attitudes of students towards ethics materials, and the performance of academicians that teach the courses. The findings do show that the problem of marketing ethics might be present in all of the elements of the marketing mix. That is, issues in

marketing ethics apply to product, price, distribution, and promotion practices. This suggests that marketing ethics education should be incorporated throughout the marketing curriculum.

Table 7: Item Specific Differences

Scenarios	Took a Marketing Course	Mean	Levene Test		T - Test	
			F	Sig.	T	Sig.
Scenario - 3	Yes	3.681	0.095	0.759	1.695	0.091
	No	3.319			1.695	0.091
Scenario - 5	Yes	2.108	10.074	0.002	-1.857	0.064
	No	2.517			-1.857	0.068
Scenario - 8	Yes	2.536	0.658	0.418	1.461	0.145
	No	2.262			1.464	0.145
Scenario - 11	Yes	3.223	0.487	0.486	-2.163	0.031
	No	3.730			-2.156	0.032
Scenario - 13	Yes	3.50	0.674	0.412	-2.014	0.045
	No	4.00			-2.007	0.046

This exploratory study has limitations. Since the participants in this research were Business Management students selected through convenience sampling, the results cannot be generalized to Marmara University at large, not to mention other universities inside and outside of Turkey. Responses to the questionnaire may incorporate cultural proclivities specific to Turkey, but much the same can be said about research done in any country. Marketing instruction in Turkey uses much of the same material available globally. Finally, some of the respondents may have taken only one marketing course. It remains to be seen whether taking a series of marketing courses would produce a different outcome.

Appendix

Below are given some practices and strategic decisions about *Entrepreneur Corporation*. Assume that you are the general marketing manager of Entrepreneur Corporation. To what extent would you approve or disapprove these decisions and practices?

No	Scenarios	Disapprove								Approve
1	Not disclosing additional expenses such as high maintenance costs, software, supplementary products and services before the sales is done.	Disapprove	1	2	3	4	5	6	7	Approve
2	Manipulating the availability of a highly demanded product to benefit from high profit margins.	Disapprove	1	2	3	4	5	6	7	Approve
3	Deploying coercive actions within marketing channels and dealers for any kind of monetary benefit.	Disapprove	1	2	3	4	5	6	7	Approve
4	Fixing prices with other dominant competitors and forcing customers to pay extra money.	Disapprove	1	2	3	4	5	6	7	Approve

5	Selling harmful products that are prohibited in Turkey to less developed countries or to countries that do not have appropriate legislation.	Disapprove	1	2	3	4	5	6	7	Approve
6	Increasing prices to bear extra costs of promotional activities such as customer rewards and sales coupons.	Disapprove	1	2	3	4	5	6	7	Approve
7	Due to cost and profit concerns, paying inadequate attention to the safety and reliability of the products and services.	Disapprove	1	2	3	4	5	6	7	Approve
8	For cost effectiveness, offering a product or service that does not fit its intended use.	Disapprove	1	2	3	4	5	6	7	Approve
9	Deploying false, misleading and deceptive advertising and communication messages to reach high sales.	Disapprove	1	2	3	4	5	6	7	Approve
10	Exerting deceptive sales promotions, misleading sales tactics or high pressure manipulations	Disapprove	1	2	3	4	5	6	7	Approve
11	As a sales manager, sharing some of your sales commissions with the purchasing manager of your customer company and getting higher orders.	Disapprove	1	2	3	4	5	6	7	Approve
12	Keeping on sponsoring a high rating TV program which has been criticized for being a bad example to juveniles because of adult and violent content.	Disapprove	1	2	3	4	5	6	7	Approve
13	Threatening the newspaper - which the firm has already placed intensive advertising - for cancelling advertising agreements due to the fact of coming negative news about the company.	Disapprove	1	2	3	4	5	6	7	Approve
14	As a marketing manager for the marketing research process to have supporting insights for your personal marketing decisions.	Disapprove	1	2	3	4	5	6	7	Approve
15	Hiring a competitor's employee with a high salary to get insights about the rival firm's future marketing strategy.	Disapprove	1	2	3	4	5	6	7	Approve

16. Gender Male [ ] Female [ ]
17. Have you taken Marketing Courses? Yes [ ] No [ ]
18. If you chose "yes," when did you take the course? Undergraduate [ ] Post-Graduate [ ] Both [ ]

MCGRAW-HILL PRACTICE MARKETING: ENGAGING MARKETING STUDENTS VIA GAME-BASED SIMULATION PLAY

Donielle Xu, McGraw-Hill (Silver Sponsor)

Practice Marketing is the first in a series of 3D, multiplayer business strategy games designed for McGraw-Hill Education's line of digital learning products. A multiplayer simulation of the backpack industry, Practice Marketing enables students to put their marketing skills to the test in a fun and competitive, real-world environment. During the session, you will see a demonstration of Practice Marketing followed by Q and A about how professors are currently using it in their classes.

GROWTH OF UNIVERSITY BUREAUCRACY: CHOICE OR INEVITABILITY?

Dennis E. Clayson, University of Northern Iowa
Helena Czepiec, California Polytechnic University, Pomona
Debra A. Haley, Southeastern Oklahoma State University
Juanita Roxas, California Polytechnic University, Pomona

Purpose

To explore the opportunities and challenges that accompany a growing university administrative class and the impact on students, faculty and society.

Students

University students benefit immensely from the programs designed to help them: orientation, financial, learning centers, enrollment and retention programs, remedial programs, etc. But these services have come with a high cost with rising tuitions and rapidly increasing student debt. After mortgage debt, student debt "is the largest amount of debt held by U.S. consumers" (Dai, 2013). The debt is "likely due to an increase in the number of borrowers as well as the amount of debt incurred per borrower." Much of this debt is wasted. A large number of those borrowing money never graduate from college, and some who borrow aren't even in degree programs (Vedder, 2012). Like the housing market, many warn that an "education bubble" is being created by cheap federal money, which would create a major recession if it were to collapse. Ironically, most of this money has not gone into direct education, but as Vedder (2013) points out, "What has the schools done with the funds? Mostly, they have hired lots of staff."

Faculty

Professors are increasingly spending more time on activities not related to teaching or research, with fewer resources. Studies indicate that an ever increasing amount of universities' budgets are going to administrative costs, yet faculty members are often required to be represented on various committees beyond those related to scholarship and teaching. In fact, it is not uncommon for faculty to be involved in developing, contributing to and maintaining administrative work relating to five different organizations, i.e. ACBSP, AACSB, Higher Learning Commission, North Central, and the Regents. Further, in some states, legislative bodies are asking for additional data that must be generated by faculty, synthesized at multi levels, and then submitted to administrators and legislators for viewing. It is rarely discussed, but it is becoming more common that additional administrative costs, in time and energy, are often borne by faculty without additional course releases or pay. In fact, teaching the addition of MOOCs now increases the teaching load as well.

Society

There is a great emphasis on students attending college today, but the rising costs to society need to be addressed as well. For instance, student retention rates are of great concern. Instead of asking what we can do to increase enrollment and retention rates, perhaps a better question might be "Why?" During higher education's glory days, universities took great pride in being highly competitive. It was believed that in retaining only the best, that they and society would benefit by matching talents and skills to what society needed and was willing to pay for in salaries. Not everyone graduated, nor was expected to. Competition was keen, but also efficient. It has been estimated that colleges now spend more than $3 billion a year on remedial education with little results. Less than 10% of community college students who take remedial courses, graduate; less than a third of college students who take these courses ever graduate

(Smell, 2013). Even adjusted for inflation, tuition costs were lower when America's higher education was considered the best in the world, and with far less federal subsidies and loans. Certainly, student loan debt did not exceed credit card and auto loan debts (New York Federal Reserve, 2013). See Figures 1 through 4 for additional information.

Discussion

Perhaps it is time to investigate rising college costs across the nation and ask ourselves who is being best served and at what cost?

Certainly, the panel will not arrive "with all the answers." But we would like to discuss this matter with a diverse group of peers in the Marketing Educators' Association community who will bring both additional questions and possible solutions to some of the challenges universities face today.

References Available upon Request

FROM FACULTY TO ADMINISTRATION: ANOTHER (NOT NECESSARILY DARK) SIDE OF THE ACADEMY

Barbara L. Gross, California State University, Northridge
Kenneth R. Lord, California State University, Northridge
Clayton L. Daughtrey, Metropolitan State University of Denver
Katrin R. Harich, California State University, Fullerton
Gary L. Karns, Seattle Pacific University

The purpose of this special session is to share personal perspectives on work in administration with MEA members who are interested in pursuing administrative service, or who find themselves pressed into an administrative role. The panelists are marketing professors and long-time MEA members who stepped from their faculty roles into administrative roles. They share their personal journeys, including their rationale around accepting an administrative role, how their initial reservations and anticipations compared with the realities of administrative life, the types of intrinsic rewards available and gleaned from administrative work, the challenges encountered in the transition from faculty member to administrator, and surprises along the way. Advice is offered for faculty members who aspire to administrative work or who are being pressed into service. The session is interactive and informal, with information and perspectives offered in response to audience questions.

Although many administrative posts in higher education are held by career administrators, particularly in divisions other than Academic Affairs, many others are filled from the faculty ranks. This stands to reason because faculty members are highly educated and intelligent people committed to the academic enterprise. Many have demonstrated leadership in their faculty roles. However, their training is typically in research within their discipline and their experience is generally in classroom teaching and faculty governance. Many faculty members have minimal if any training or prior experience in management and administration. Further, most pursued their degree programs and initial professorial careers with little or no administrative aspiration.

Within the span of a career, though, a significant number of faculty members discover or develop an interest in administration. Reasons for pursuing or agreeing to an administrative role may include:

- A desire to give back to an institution or unit about which the faculty member cares deeply. This might be expressed as, “my number came up to be department chair,” or “I care a lot about this place and want to do my share.”
- Responding to the encouragement or requests of colleagues. University administrators may identify an individual faculty member as having administrative potential. Faculty members may encourage a trusted colleague to pursue an opening in an effort to keep someone less trusted from taking the job.
- To grow in new dimensions. Some faculty members discover an enjoyment of administrative work through a service assignment. Others grow weary of teaching and seek a different type of work.
- To make a difference. Some faculty members see an opportunity to solve a problem, offer a different perspective, or otherwise effect positive change.

In this special session, the panelists share their perspectives on predictors of administrative success and satisfaction – what has worked for them, what they have observed to work for others, and lessons they have learned. The panelists suggest that an administrative hopeful will benefit from a realistic assessment of his or her temperament and skills. A faculty member considering administrative work may want to ask him/herself such questions as:

- Do I have a capacity to cope with large quantities of information and competing priorities without becoming overwhelmed?
- Am I an effective listener and an effective communicator?
- Am I able to deal well with complex and ambiguous situations and disgruntled people?
- Do I enjoy solving problems, even when very difficult to address.
- Do I gain satisfaction from enabling the teaching/learning process as much as from direct instructional delivery?
- Am I comfortable with a schedule involving more face time, less flexibility, and ready availability to a larger number of people?

The panelists further suggest a realistic assessment of one's goals in pursuing an administrative function. A faculty member considering an administrative role may want to ask him/herself such questions as:

- Do I feel I can make a positive difference through the role?
- Does the role use my natural abilities and do I feel the function will be handled well if I am the person responsible for it?
- Do I view the work as consequential and important?
- If I were offered the position with no change in my current salary, benefits, and perquisites, would I still be interested?

Readings on Such Issues and Questions

Buller, J. L. (2007). *The essential academic dean: A practical guide to college leadership.* San Francisco, CA: Jossey-Bass.

Buller, J. L. (2006). *The essential department chair: A practical guide to college administration.* Bolton, MA: Anker Publishing Company

Curchak, M. P. (2009). *Other duties as assigned: Presidential assistants in higher education.* Lanham, MD: American Council on Education and Rowman and Littlefield Education.

Gunsalus, C. K. (2006). *The college administrator's survival guide.* Cambridge, MA: Harvard University Press.

Numerous articles and columns in the *Chronicle of Higher Education* "Advice" section.

Panelists

Barbara L. Gross is from California State University, Northridge. She served in her university's central administration in the President's Office as Chief of Staff, from July 2006 through January 2014, and recently returned to the faculty. Additionally, she served as her university's Interim Director of Equity and Diversity in 2003. In addition to discussing reasons for taking administrative roles she will share reasons for returning to the faculty.

Clayton L. Daughtrey of Metropolitan State University of Denver has served as the School of Business Associate Dean since 2011. Prior to assuming this role, he served as the Marketing Department Chair for eight years.

Katrin R. Harich of California State University, Fullerton served as the Mihaylo College of Business and Economics Associate Dean for Administration from 1999 to 2004. In addition to discussing her administrative experience she will share her experiences in transitioning back to the faculty.

Gary L. Karns of Seattle Pacific University has served as Associate Dean of Graduate Programs, School of Business and Economics, since 1995. Prior to assuming this role, he served as department lead since 1979.

Kenneth R. Lord currently serves as Dean of the College of Business and Economics at California State University, Northridge. His prior administrative roles include Associate Dean of the Kania School of Management at The University of Scranton and Director of Graduate Programs at Mercer University.

DO MARKETING STUDENTS HAVE PERSONALITY TRAITS DIFERENNT FROM OTHER MAJORS? DO THEY EVER!

Angelica Bahl, Metropolitan State University of Denver
Gregory S. Black, Metropolitan State University of Denver

Introduction

Consumers tend to have higher life satisfaction when they have a good balance between their personality and the environment in which they function. A good balance, in this study regarding choice of major and career preference, can lead to satisfaction, longevity, and higher levels of performance. At the same time, dissatisfaction and withdrawal result when an environment does not feel like a good balance and this can lead to low performance. Identifying personality traits of different majors should help educators determine the relationship between personality traits and student majors, thus enabling marketing educators to better understand this new generation of students in their classrooms.

Over recent years, there has been a growing pool of research on personality traits that distinguish students in business majors from students in other majors, and a body of research differentiating business specialty areas (Gibson, Frederick, Levy, Lounsbury, & Smith, 2009). According to Holland's Vocational Theory, personality traits and choice of major are highly correlated because when it comes to business majors, it reflects a "preference for activities that entail the manipulation of others to attain organizational goals or economic gain" (Holland, 1973).

In their research, Benet-Martinez and Ozer (2006) developed The Big Five model which includes conscientiousness, openness, extraversion, agreeableness, and neurotism as important personality traits. Additionally, other research has found that business majors have a tendency to score higher in conscientiousness, emotional stability, extraversion, assertiveness, and tough-mindedness, but they score lower on agreeableness and openness (Gibson, Frederick, Levy, Lounsbury, & Smith, 2009). Interestingly, accounting, management, and marketing majors differ on outgoingness, abstract thinking, emotional stability, enthusiasm, sense of adventure, imaginativeness, tension, and self-monitoring behavior (Filbeck & Smith, 1996).

When a student selects marketing to be his or her major, he or she is not just choosing to receive the benefits and attributes of the major, but also to become something through a process of role-identity development. The more effectively this identification process occurs, the more beneficial the outcomes for the student and even for their educators (Kleine, 2002).

Other studies have found that academic reputation, course work, curriculum, influence of parents and peers, as well as variety of career prospects were the reasons behind students' selection of marketing as their major (Pappu, 2004).

Technology and Online Users

Some research shows that marketing students have a high level of technology knowledge and skill, especially in social networking. However, Vicknair, Elkersh, Yancey, & Budden (2010) found that nearly half of the students were not aware of the possibility that potential employers could be looking at students' social networking profiles. Zaccardi, Howard, & Schusenberg (2012) concluded that students who exhibit more openness, conscientiousness, or extraversion are more likely to think that a company/employer will view students' social networking accounts. Another study found that students who exhibit neurotic personalities are less likely to use social networking accounts to connect with employers. Individuals with a high degree of openness will

shop online for the purpose of stimulation and excitement, and to encounter something interesting while shopping (Huang & Yang, 2010).

Feelings of Entitlement

Previous studies of personality have observed that a healthy individual maintains a level of entitlement (Boyd & Helms, 2005). Another study also found narcissism to be correlated with a sense of entitlement (Baer & Cheryomukhin, 2011). It has also been shown that non-marketing majors tend to have an advertising/salesperson related view of marketing as a profession. In the meantime, students that choose marketing as a major and adopt it as part of their identity tend to adopt much more of an internal, professional, and dynamic understanding of marketing (Hugstad, 1997).

Materialism

Hong, Koh, & Paunoen (2012) found that agreeableness was the most prolific dimension predicting materialism and unethical behavior. Therefore, other research supports that materialism may not have any correlation with marketing majors because business majors tend to score low when measured on agreeableness (Gibson, Frederick, Levy, Lounsbury, & Smith, 2009).

Price

Previous research has shown consistent relationships between personality traits, materialism and excessive buying. In a recent study, the results showed that extraversion correlated positively with an impulsive buying tendency; conscientiousness and agreeableness correlated negatively with the impulse buying tendency; and the cognitive dimension, neuroticism, was positively associated with impulse buying behavior (Otero-López & Villardefrancos, 2013). Since business majors have scored high on the traits other than agreeableness (Gibson, Frederick, Levy, Lounsbury, & Smith, 2009), they potentially could be more impulsive with their buying behavior and therefore not be mindful of price.

Hypotheses

Based on discussion above, Hypotheses 1 through 14 were developed.

H_1: Marketing majors are more likely to complain to businesses about unsatisfactory products.
H_2: Marketing majors are body-consciousness people (skin, hair, and body).
H_3: Marketing majors have problems managing their budget.
H_4: Marketing majors are impulsive buyers.
H_5: Marketing majors demonstrate risk-taking behavior.
H_6: Marketing majors like a great deal of variety (things and styles).
H_7: Marketing majors are price-conscious consumers.
H_8: Marketing majors use mobile phones anytime, in every place, and for every purpose.
H_9: Marketing majors live under the time pressure of “so much to do, so little time.”
H_{10}: Marketing majors rate their knowledge of technology as high.
H_{11}: Marketing majors value a product with status (snob appeal).
H_{12}: Marketing majors demonstrate materialistic behavior.
H_{13}: Marketing majors do the majority of their shopping and purchasing online.
H_{14}: Marketing majors like to have power and rule the world.

Table 1. Sample characteristics

Sample Characteristics	Frequency	Percentage
Age		
Under 24	68	44.2
25-29	49	31.8
30-39	23	14.9
40 & older	14	9.1
Gender		
Male	84	54.5
Female	70	45.5
Major		
Marketing major	55	35.7
Management major	14	9.1
General Business major	8	5.2
Finance major	3	2.0
Accounting major	9	5.8
Economics major	2	1.3
Non-business major	53	34.4
Have not attend college	10	6.5
Years Attended College		
Under 1 year	9	5.9
2-4 years	113	73.4
Master Degree	15	9.6
Doctor Degree/JD	11	7.2
Other	6	3.9
Ethnicity		
Caucasian	105	68.2
African American	5	3.3
Asian American	13	8.5
Hispanic American	22	14.3
Other	9	5.7

Testing and Results

The primary objectives of this study are to test the hypotheses which are presented above. In order to test the proposed hypotheses, students' responses to a survey were collected during Spring semester of 2013 at a large western university. The data were collected from a convenience sample of 154 students taking undergraduate marketing courses, as well as other respondents of various demographic characteristics. The students took the survey voluntarily. All items were assessed consistently using a five-point Likert scale format (from 1-strongly disagree to 5- strongly agree). The survey included the items described above along with items assessing the respondents' demographics.

Table 1 presents sample characteristics. The gender composition of the sample was 55% male and 45% female. The age range of 20 to 29 years represented 76% of the sample. The most

students attended from 1 to 4 years in college. Approximately 36% of the students were marketing majors; with almost 41% of students being non-business majors. The sample appears to represent today's traditional, undergraduate marketing, business, and non-business students.

The following relationships were tested using Pearson correlation analyses to measure the linear relationships between variables and student majors (Cohen, Cohen, West, & Aiken, 2003).

A measurement model was constructed to determine the correlation between variables in the model. Table 2 presents the results of correlation analyses of the hypothesized relationships. For each of the fourteen hypotheses, the correlation coefficient was calculated.

Correlation coefficients less than 0.1 indicate a small relationship; correlation coefficients between 0.1 and 0.4 indicate a medium relationship and coefficients of 0.4 and higher suggest a strong relationship (Cohen, Cohen, West, & Aiken, 2003). The results suggest that seven hypotheses (from H_1 to H_6) did not show a significant level of correlation. Since statistical evidence for seven hypotheses were not identified in our case, it indicates that the relationships between the student majors and any of these hypotheses do not exist. At the same time, the results show that the remaining eight hypotheses had the significant level of correlations and Table 2 presents the final results of the hypotheses testing as well.

The final results of the hypotheses indicate that two out of eight hypotheses, which have a significant level of correlations, were not supported. There are H_7 and H_8. Based on the results, it shows that marketing major students are not price-conscious consumers and they are not hunting for the sale or low price compared to non-business students. The results also indicate that marketing students do not "abuse" their mobile device, in term of texting, gaming, or social Another relevant funding of our study is that marketing students value a product with status or snob appeal (-.189). The explanation of this result can be the fact that marketing students have more knowledge of the branding strategy and product status than students with other majors. The marketing students recognize a product status as part of the value of the product more than a product price. To support this statement, H_{12} was developed as a connection to H_{11}. And the results also show that marketing students demonstrate more materialistic behavior compared to other students (-.196). This result contradicts other research where authors have found that materialism may not have any correlation with marketing majors because business majors tend to score low when measured on agreeableness (Gibson, Frederick, Levy, Lounsbury, & Smith, 2009). As hypothesized, marketing students do the more of their shopping online than do other non-business majors. This finding illustrates that marketing students are more creative individuals. Because some research found that adventurous people are more inclined to shop online in search for various forms of novelty (Huang & Yang, 2010). Also, our findings support previous research that found marketing majors like to have power and an attitude of "rule the world."

It is important to note that the present study is preliminary research and has a number of limitations. For instance, future research may want to expand our sample size and further explore the issues to measure student knowledge of technology, their materialistic behavior, their purchasing power, their mobile phone usage, etc.

Table 2. Results of Hypotheses Testing

Items	Hypotheses	Major, Correlation coefficient, Rxy	Significance	
7	*H1: Marketing major students have complaints to businesses about unsatisfactory product*	-.028	.730	
6	*H2: Marketing major students are body consciousness people (skin, hair, and body)*	-.105	.197	
3	*H3: Marketing major students have problem managing their budget*	.074	.361	
4	*H4: Marketing major students are impulsive buyers*	-.082	.313	
5	*H5: Marketing major students demonstrate risk taking behavior*	-.069	.395	
3	*H6: Marketing major students like a great deal of variety (things and styles)*	-.055	.496	
3	*H7: Marketing major students are price conscious consumers*	.162*	.045	did not support
6	*H8: Marketing major students use mobile phones anytime, in every place, and for every purpose*	.234*	.003	did not support
3	*H9: Marketing major students live under the pressure "so much to do, so little time"*	-.204*	.011	support
1	*H10: Marketing major students rate their knowledge of technology as high*	-.226*	.005	support
5	*H11: Marketing major students value a product with status (snob appeal)*	-.189*	.019	support
5	*H12: Marketing major students demonstrate materialistic behavior*	-.196**	.150	support
4	*H13: Marketing major students do majority of their shopping and purchasing online*	-.140**	.083	support
6	*H14: Marketing major students like to have a power and ruled the world*	-.156**	.053	support

Note: * p< .05; ** p< .10

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GENERATION Y: INDUCTIVE LEARNERS?

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Nikhil Kulkarni, California State University, Fullerton

Abstract

Numerous articles have been published on the learning preferences of "Generation Y." Born between 1978 and 1995, members of Gen Y are sometimes referred to as "cyber kids," having grown up with computer-based technologies. Matulich (2008) elaborates, "As we move deeper into the 21st century, the term 'Digital Native' is being used to describe people who are used to the instantaneity of hypertext, downloaded music, phones in their pockets, a library in their laptops, beamed conversations and instant messaging."

As a result, Gen Y students are thought to have short attention spans, prefer visuals and active learning, and to be comfortable with digital technologies (Black, 2010). Not surprisingly, pedagogical strategies for appealing to this generation have followed accordingly, i.e., shorter lectures, use of visuals, experiential learning activities and the use of computers, etc. (Snell, 2000).

Comfort and familiarity are likely valid reasons for Generation Y's preference for the pedagogical strategies listed just above. However, we propose that the advent of the Internet and the resultant instantaneous availability of information have "trained" Generation Y to think, and learn, inductively.

Inductive Versus Deductive Learning

If one has been trained to learn inductively, one will be most comfortable with examining several examples of a particular phenomenon and then utilizing logic and reasoning to determine what the general phenomena is. This process of learning has been available to Generation Y as they have grown up with the Internet. Want to learn about basket weaving? Google "basket weaving," view YouTube videos on the topic, etc. Of course, the learner must ascertain what information is valid and applicable. In contrast, previous generations would have found collecting a large number of examples to be arduous and time consuming. For them, it was more efficient to take a class or check out a book at the library. Both of these approaches would tend to start with an introduction and overview and then progress into specific examples or exercises; in essence, a deductive teaching approach.

Therefore, we believe that based on practice, Generation Y students arrive at college with well-developed skills in inductive reasoning and weaker skills in deductive reasoning. When presented with a linear, lecture-based course that begins with general theory and then moves to specific examples, the Generation Y student is, in fact, being asked to use cognitive skills that are not well developed. While not definitive, neuroscience would tend to support this conjecture. For example, Goel (2007) reviewed multiple studies that showed that different parts of the brain are used to understand events depending on whether the subject has a familiar context (deductive) or not (inductive).

Methodology

We began exploring this question by asking students how they prefer to learn. Students in several sections of Principles of Marketing were asked to identify a subject or skill they would like to learn about and then were asked to list the various methods they would use for learning (see Exhibit 1). After recording their unprompted responses, they turned to the second page of the survey, where various methods of learning – both traditional/deductive in nature (lecture,

book) and inductive in nature (web search, YouTube, etc.) - were listed. Students were then asked to indicate how they might change their initial responses. The prompted responses were requested to check for bias as the surveys were being completed in a structured university classroom and we were concerned that this might influence the responses. All responses were categorized into one of four categories: Mildly inductive, strongly inductive, mildly deductive, and strongly inductive.

Results

On an unprompted basis, 73% of the students showed preference for an inductive mode of learning. With prompting, the percent jumped to 81%.

Discussion

The results are consistent with the view that today's Generation Y students prefer an "inductive" mode of learning. However, many questions and areas for research remain. Are the categorizations valid? Why do students prefer inductive approaches? Is it simply familiarity as has been suggested or is it more fundamental as we propose? How do faculty prefer to teach?

References Available upon Request

GENERATION Z: ARE THEY ALREADY WALKING AMONGST US?

Keith Penhall, Red River College

A little more than ten years ago, I was at a conference for Academic Advisors and the topic of Millennial Learners first came up. I was fascinated, because I was witnessing a generational shift before my very eyes… or lectern.

In the past year or so, I have noticed a turning of the page. Before me (us?), I see another generational cohort starting to emerge. The second wave of Millennials is now before us. I will discuss how Generation Z is different than Generation Y. How we can adapt what we do to encourage learning and lessen stressors for both the learner and the instructor.

Please come and be prepared to discuss what your experiences have been, and together, we can continue to offer a successful learning experience to all of our varying demographic groups – Gen Z, Gen Y, Gen X, and even the occasional Baby Boomer, too.

MAKING MULTICULTURAL MARKETING MORE FAMILIAR: ETHNIC INFO/MEDIA GRAPHICS: THE SEQUEL

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Abstract

This study takes aim at the paradox of multicultural marketing in American marketing education. Marketing professionals prize strategic multicultural marketing skills while collegiate marketing curricula tend to marginalize multicultural marketing, which leaves many faculty and students unfamiliar with pertinent subjects/skills. Using a Consumer Behavior course brand strategy project, this second phase of an ongoing pedagogical quasi-experiment explores whether contemporary media viewership ratings can raise students multicultural marketing familiarity compared to conventional market segmentation variable profiles. The prior phase of the study explored the potential of television media ratings to overcome students' aversion to quantitative segmentation analysis and also expand the range of U.S. ethnic markets targeted for a brand strategy project. Building upon positive outcomes from the prior phase, this second phase focuses on the utility of television media ratings as a pedagogical instrument for widening the range of U.S. ethnic segments profiled, compared to segmentation data available online from U.S. government agencies and private research firm psychographic indices. The tendency to consider a wider range of multicultural market segments is defined here as an *inclusive universal ethnic* orientation, and the capability of television ratings to facilitate that tendency is defined here as *learning instrument utility.* The findings suggest that television media ratings data improve students' awareness of inclusive universal ethnicity with greater learning instrument utility. In particular, the TV ratings instrument achieved comparably higher results on four brand strategy project objectives -- *analytical familiarity, articulation fluency, conceptual framing, and strategic fit.* Therefore, television ratings offer marketing educators a simple, suitable, and accessible pedagogical tool for making multicultural marketing more familiar.

Research Problem: Improving Universal Ethnic Inclusion and Learning Instrument Utility

Informal evidence suggests that expanding multicultural marketing competency in the classroom is not a prevalent priority among U.S. marketing educators, and for good reason. Ethnic market subject matter is too often perceived as peripheral to core skills like environmental scanning, segmentation/positioning, and the marketing mix. By contrast, practitioners are proficient at aligning multicultural marketing skills with those core marketing strategies. When marketing education pedagogy is incongruent with both market population trends and professional marketing techniques, a curricular problem exists. In the case of multicultural marketing competency the solution may entail making marketing faculty and students more familiar.

In order for ethnic fluency to permeate standard marketing subjects/skills, multicultural marketing must be made more familiar to marketing educators and students.

First, the pedagogical goal of multicultural familiarity can be furthered through universal ethnic inclusion – including White/European Americans. Global marketing strategy adopts a universal approach (Costa & Bamossy, 1995), as does multicultural marketing pedagogy designed to include European American ancestry along with so-called 'people of color' (Carter, 2009). This universal ethnicity premise is reflected in a shift "from exclusion to inclusion" by multicultural marketing scholars (Henderson & Williams, 2013). Aside from its valid cultural anthropology foundation, universal ethnic framing contributes proper market representation and personal membership relevance. These considerations foster familiarity among ethnically diverse marketing students and faculty. The inclusive universal premise asserts that everyone is equally

Figure 1: Progression of US Multicultural Eras

	US MULTICULTURAL ERAS		
US SOCIETAL FACTORS	(A) *Uniform* Ethnic Homogeneity ("Melting Pot")	(B) *Unique* Ethnic Heterogeneity ("Salad Bowl")	(C) *Universal* Ethnic Heredity ("Seeds")
1) Anthropological Origin *Authenticity* ("roots")	low	medium	high
2) 'Content of Character' *Acceptance* ("rights")	low	medium	high
3) Global "Flat Word" *Acceleration* ("reach")	low	medium	high
4) Digital Identity *Artificiality* ("representation")	low	medium	high

ethnic, reflecting a progression in the U.S. multicultural society/market paradigm from ethnic ancestry "melting pot," to "salad bowl," to "seeds."

The emergence of an inclusive universal ethnic orientation is attributable to four primary factors:

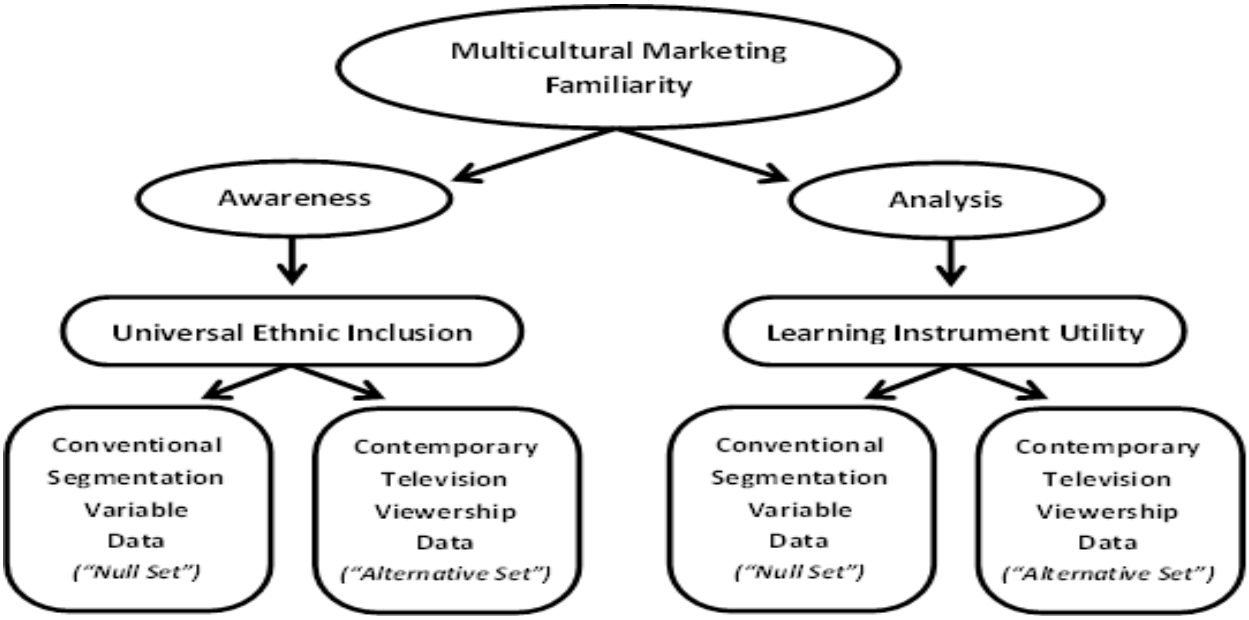
1. Authentic universal human ethnic perspective rooted in primordial cultural anthropology
2. Accepted "content of character" civil rights creed for all ethnic/multi-ethnic backgrounds
3. Accelerating "flat world" dynamics anchors everyone to ancestral origins
4. Artificial digital identity in online, mobile, virtual, and social media.

Second, multicultural marketing familiarity is facilitated by the utility of learning instruments. The utility or usefulness of instruments for learning multicultural marketing subjects/skills is a major determinant of familiarity. Of course, instrument utility depends on the learning objectives, faculty/student class composition, and the type of instrument included in pedagogical designs. The latter factor offers the largest variety of options for marketing educators to incorporate multicultural marketing competency. Whether the appropriate learning instrument is a "diversity seeking scale" (Brumbaugh & Grier, 2013), a multicultural brand meaning index as devised for global cultures (Strizhakova, et al., 2008), or personal market interaction diaries (Karnes, 2005; Nonis, et al. 2006), marketing educators can choose tools to fit their pedagogical focus.

Research Design: A Multicultural Marketing Pedagogical Experiment

This study is narrowly designed to validate specific instructional techniques/tools for achieving both universal ethnic inclusion and learning instrument utility. Empirical validity is most practically established in specific courses and using precise techniques. Generalizing specific course findings to the prevalent curricular problems regarding multicultural marketing competency is a prudent way to expand familiarity and replicate the utility of pedagogical instruments. The multicultural marketing module is designed as a longitudinal quasi-experiment for evaluating the degree of ethnic segment familiarity associated with two different data sources – conventional market data and contemporary media data. Conventional market data are operationalized as accessible online sources for the four market segmentation variables (e.g., demographic, geographic, psychographic, behavior). Contemporary media data are operationalized as Nielsen TV viewership ratings. This research design is shown in Figure 1.

Figure 2: Diagram of Research Design



- Research Question: Do contemporary media data as TV ratings ('alternative data set') raise students' familiarity with multicultural marketing subjects/skills, compared to conventional market data in the form of segmentation variable profiles ('null data set')?

Table 1: Summary of Outcomes from 2 Phases of Ethnic Info/Media Graphics Study

Research Outcome Measures (Teams = 5 – 7 Students)	Conventional Market Data (Segmentation Variables)	Contemporary Media Data (Television Viewership)
1a) Inclusive Universal Ethnicity -- Awareness (# ethnic segments probed -- range)	1 of 4 (25%)	4 of 4 (100%)
1b) Inclusive Universal Ethnicity -- Awareness (# ethnic segments presented -- rapport)	1 of 4 (25%)	4 of 4 (100%)
2a) Learning Instrument Utility – Analysis (preference for data source -- affinity)	3 of 15 Teams (20%)	12 of 15 Teams (80%)
2b) Learning Instrument Utility – Analysis (proficiency with data source -- aptitude) -- verbal fluency & numerical facts	2 of 15 Teams (13%)	12 of 15 Teams (80%)

Research Findings: Universal Ethnic Familiarity Improves Learning Instrument Utility

The second phase of this pedagogical quasi-experiment reconfirmed the capability of television media ratings to raise awareness of multicultural marketing subjects, and affirmed the capacity of television media ratings to sharpen skills for analyzing ethnic market segments. Specifically, findings from the present phase prove that students regard the contemporary media ratings framework as a more familiar learning instrument for ethnic market segment analysis than conventional segmentation variable profiles. More significantly, the analytical utility of television

viewership data exceeds the acumen shown for demographic, geographic, psychographic, and behavior data. These second phase findings, combined with results from the first phase, strongly suggest that television media ratings offer a viable pedagogical technique/tool for expanding multicultural marketing familiarity – defined here as an increased awareness of universal ethnic inclusion and improved analysis from learning instrument utility.

References Available upon Request

BEHAVIORAL INTENTIONS TOWARD ENTREPRENEURSHIP AMONG IMMIGRANT AND NON-IMMIGRANT COLLEGE STUDENTS

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Abstract

The question of what factors separates college students with entrepreneurial intentions from college students without entrepreneurial intentions has been the subject of many studies (Scuotto & Morellato, 2013). Insights into this issue enables faculty to better design entrepreneurial-based courses within the marketing curriculum to satisfy the educational needs and desires of students, improve student retention and satisfaction rates (DECA Inc., 2013) and serve the economic and employment needs of society (Consortium for Entrepreneurship Education, 2004). One determining factor leading to entrepreneurial intentions may be immigrant background as data has shown how immigrant entrepreneurs have risen in the United States. According to Pagliery (2012), immigrants formed 28% of all new firms in 2011. Moreover, immigrants are twice more likely to engage in new business development than individuals who are born in the United States (Pagliery, 2012). To explore if there are significant differences between individuals with an immigrant background versus individuals with a nonimmigrant background, we use Ajzen's (2012; 2006) theory of planned behavior to investigate behavioral intentions toward entrepreneurship. Therefore, the purpose of this research is to add empirical evidence to the discussion of higher education integrating entrepreneurial courses into the marketing curriculum by using the theory of planned behavior to investigate entrepreneurial behavior intentions among college students.

Methodology

Sample and Procedure

To distinguish between college students with an immigrant versus non-immigrant background, immigrant college students were operationalized as being born outside the United States, while non-immigrant college students were operationalized as being born in the United States.

An online pre-test survey was conducted between March 2013 and September 2013, where students enrolled in undergraduate marketing courses at a university located in Southwest Oklahoma were asked to participate. Students were recruited via email by their professors to participate. At the end of the online survey, students were provided a web link that directed them to a new and separate survey where they would submit their name. This process was taken in order to prevent the researchers from matching survey data to the participant's name, maintaining anonymity of participants. One hundred seventy students participated in the pre-test.

Upon data analysis of the pre-test survey, the researchers will refine the survey to create a confirmatory study. Data collection will be conducted through a marketing research firm's online panel to reach a sample size of 150 college students (e.g. 75 college students with an immigrant background and 75 college students without an immigrant background).

Conclusion

This study's quantitative research findings will provide a better understanding on the factors that drive two distinct groups of students to become entrepreneurs. Through this study, the researchers aim to provide direction to marketing faculty who want to integrate entrepreneurship courses into the marketing curriculum by shedding light on how the variables of the theory of

planned behavior could explain behavioral intentions toward entrepreneurship among immigrant and non-immigrant college students.

References Available upon Request

DON'T KNOW MUCH ABOUT GEOGRAPHY…

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Abstract

That phrase was put to music by Sam Cooke in a song entitled, "Wonderful World" which was not only a hit in 1960, but became a 'classic' within the soul music genre. Sadly, the phrase may also adequately describe U.S. students' knowledge of geography, and the title of the song is an inaccurate characterization of the world in which we live when geographic illiteracy is so prevalent. This paper suggests that geographic literacy is required to compete effectively in this globalized world, and that a marketing course - and in particular an international marketing course - provides an excellent opportunity to expand this knowledge. The paper suggests that geography can be infused into an (international) marketing curriculum by frequent use of country examples from less familiar places (and perhaps an additional incentive in the form of extra credit geography questions included in an exam). The paper suggests that a burgeoning interest in geography through the increased use of maps, newsmagazines or even online news sources may lead to greater interest in topics related to that country and that facts about a new country or region of interest can be mentally stored and recalled more easily once the geographic location is used as a frame of reference, or anchor for additional knowledge.

The popular book, "The Travels of a T-Shirt in the Global Economy" (Rivoli, 2001) intimates that a workforce, regardless of where they are based, must have the preparation to deal with the globalization of business and that they must be aware of world events, cultures, and geography to competitively manage a global distribution chain. As a result, an international marketing course can be used to heighten students' geographic literacy. This paper suggests that the frequent use of examples or cases in class from less familiar countries (such as Burkina Faso or Namibia in Africa, for example) will serve as a catalyst for students to fine-tune their geographic literacy by inspiring them to pull out maps to pinpoint the countries' location relative to other more familiar nations. Students might also expect to find geography-related extra credit questions on exams. This approach can be used throughout an entire semester.

This instructor has repeatedly used this basic tool throughout a semester and has often found students intently studying world maps just prior to an exam. I propose that the effectiveness of this approach in enhancing geographic literacy be assessed by looking at the frequency with which students accurately identify country locations on extra credit, geography multiple choice questions on several exams throughout the semester. The accuracy with which students identify "obscure" countries' geographic locations is expected to increase as the semester progresses, given their new-found interest in geography. Moreover, experience also suggests that students' geographic curiosity will be heightened with the use of this tool, leading possibly to increased comprehension of the world, its inter-connectedness and how today's globalized world works. Geographic literacy may enhance students' understanding of the globalized world in which we live and may convince them that events in Mongolia matter in Montana…and what happens in Azerbaijan matters to Argentina.

Coincidentally, students often discover the location of the "obscure" countries after re-discovering geographic locations for more familiar countries. This approach also challenges the instructor to be constantly in search of new examples, and thus serves to keep the course "fresh" and exciting for the students.

It is expected that this presentation will lead to a fruitful discussion on other approaches, novel instructional materials or other assessment methods that may lead to a clearer understanding of best practices for teaching and learning geography in international marketing courses.

A review of the marketing and international business literature found very little in the way of references on this topic, suggesting that this area is under-researched – yet fruitful, given the benefits that can accrue to individuals, businesses and to society overall if geographic literacy is enhanced. Only one international business article was found that tangentially addressed the topic by focusing on creating global mindsets in students and the propensity of that leading to interest in working internationally. Most references came from the social sciences, although these, too, were limited.

References Available upon Request

CULTURAL EFFECTS ON STUDENT MOTIVATION: COMPARING STUDENTS' FACTORS AFFECTING STUDENT MOTIVATION IN AN EMERGING MARKET: STUDENTS' PERSPECTIVES IN SOUTH AFRICA

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Christina Chung, Ramapo College of New Jersey

Abstract

The South African education system was overhauled at the end of the apartheid era which was characterised by a regime that enforced racial discrimination, and fragmented education along racial lines (Engelbrecht, 2006). However, the South African education system was reformed to democratised education with the advent of democracy in 1994. The transition process from a segregated to a non-segregated education environment brought a set of challenges to South African education institutions. Despite the challenges, major strides have been made by the South African government on many aspects of its higher education system. There are 23 public universities, with on average, over a million students in South Africa every year. Enrolments at these universities are divided into four broad categories; namely Business and Commerce, Education, Humanities, and Science, Engineering and Technology. Under the circumstance, understanding student motivation is crucial in order to develop a better learning system.

The impact of motivation on learning is evident from the extant literature (Ames, 1992; Eggen & Kauchak, 2007; Pintrich, 2003; Reid, 2007; Theobald, 2006; Yarahmadi, 2012). Within an education context, previous studies have shown the importance of motivation as a determining factor in students' learning process. John Keller (1988) explains that there are four steps in the instructional design process, Attention, Relevance, Confidence and Satisfaction (ARCS) to increase student motivation.

The purpose of the study is to examine student motivation by identifying the factors that affect student motivation in an emerging market context using the ARCS model developed by John Keller. Moreover, the similarities and differences of student motivation in both contexts are investigated. To measure cultural differences in South Africa , Singelis's (1994) self-construal scales (SSCS) are adopted whilst we measure motivation by adopting and modifying Keller's ARCS Model.

Data are collected from college students in South Africa to understand students' perceptions on motivation. For data analysis, Confirmatory Factor Analysis (CFA) and Structural Equation Modelling (SEM) are utilized.

This study intends to provide teachers with an understanding of what is required to motivate students so that their learning experience can be maximized and positive results can be achieved at school.

References Available upon Request

HOW TO REACH COMMUNITY COLLEGE MARKETING STUDENTS: A COMMUNITY COLLEGE FACULTY FORM

Gene Blackmun III, Rio Hondo College
Keith Penhall, Red River College

Purpose

The purpose of this workshop is to bring together faculty facing a diverse learner population, especially those who teach at two-year colleges. We'll focus on our individual challenges at two very different colleges, and invite discussion about how to better meet the needs of our students.

Two-year colleges are challenged with a philosophy of offering an open enrolment process which can lead to a very wide range of learners. These learners may be sequential (direct from high school), learners returning to school after having taken some higher education offerings, or having additional life experiences outside the classroom.

Teaching a rigorous marketing class to students who have little academic preparation can be very frustrating. This workshop will allow the presenters to share some "best practices" for reaching and teaching community college marketing students as well as lead a discussion of workshop participants.

Presentation

Topics for presentation will include:

- Demographic make-up of students at Rio Hondo College and Red River College.
- Supporting demographical information about community college students in general.
- Comparison of Student Support Services available at both Colleges.

Topics for discussion will include:

- How to choose the most appropriate text book? Which text books cater to the needs and level of preparation of community college students?
- What teaching methodologies can be used to engage this unique group of students?
- How can a teacher make-up for preparation deficiencies in teaching community college marketing classes?
- Methods of evaluation – what projects, assignments, and testing are being used.

FACTORS IN CHOOSING A BUSINESS MAJOR: A SURVEY OF HIGH SCHOOL STUDENTS

Neil Granitz, California State University, Fullerton
Steven Chen, California State University, Fullerton
Keerit Kohli, Diamond Bar High School

Abstract

Choosing a college major can be the most important decision high school students make. It has significant implications for their professional careers. Interestingly, the behavior of high school students in choosing business as their major has never been studied. We surveyed high school students to understand their decision making process. Our findings indicate that the decision process starts rather early, in high school. Eighty-eight percent were in high school when they started thinking about the major they'd like to pursue in college, the majority in their senior year. Most students finalize this decision before they finish high school. Ninety-five percent limited their decision to one, two or three options. Marketing in Business often clubbed with non-quantitative fields such as International Business or Entrepreneurship. Family was by far the most extensively used source of information followed by teachers, college websites, and peers. The decision to choose a major is primarily that of the students themselves (70%) and only 30% were significantly influenced by others (family, parents, friends, peers). Many of those considering business majors mostly stick with business majors after evaluating their options. In choosing a major, the more important factors for students related to careers that were monetarily rewarding and suits their skills set. These findings illustrate a need on behalf of students and an opportunity on behalf of the universities to educate high school students about the skill sets and monetary rewards in different business majors.

LEARNING HOW TO SEE: OBSERVATION RESEARCH EXERCISES FOR CONSUMER BEHAVIOR AND MARKETING

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Michael Germano, California State University, Los Angeles

Abstract

As the practical application of qualitative market research methodologies by corporations continues to grow, the relative void of such methodologies in related marketing textbooks and pedagogy is perplexing. For example, Freeman and Spanjaard (2012) note that not only do the leading marketing research textbooks strongly emphasize quantitative research methodologies at the expense of qualitative ones, but they also tend to emphasize primarily focus groups and depth interviews as representative qualitative methods under those limited circumstances. While focus groups and depth interviews certainly fall under the rubric of qualitative research, the results these commonly used methods produce are genuinely constrained by the fact that they only provide a decontextualized understanding of the consumers they involve.

In contrast to focus groups and depth interviews, ethnography and its related observational research methods offer the opportunity to observe consumers in their natural setting and, over an extended period of time, gain a contextualized understanding of their needs, wants, and behaviors (Arnould and Wallendorf, 1994; Boddy, 2011; Boote and Mathews, 1999; Freeman and Spanjaard, 2012). Major corporations including Intel, IBM, Apple, Harley-Davidson, Whirlpool, Xerox, Microsoft, Nokia, Wal-Mart, and Procter and Gamble, to name just a few, have been jumping on the ethnographic bandwagon since the 1960s (Freeman and Spanjaard, 2012; Spencer, 2006; Tischler, 2004; Wellner, 2003; Wood, 2013). Nonetheless, it should be noted that the typical background of ethnographers that are hired by such corporations is anthropology--not marketing. While this hiring preference presents a rather frustrating portrait for newly minted marketing students who might be interested in pursuing market research careers with such notable corporations, the mere fact that undergraduate and even M.B.A. students in marketing rarely if ever get the opportunity to learn ethnographic market research methods (but anthropology students do) no doubt contributes to this dilemma.

For several years, the authors of this session have attempted to address this very issue by introducing experiential learning exercises into consumer behavior and marketing courses to help students learn “how to see” through the eyes of the consumer. Through the study and application of observational research methods in various retail settings, in both community and commercial spaces, marketing students have been challenged with the opportunity to observe consumer behavior through structured class assignments designed to teach them “how to see.” In this session, the authors will discuss strategies that worked and didn’t work, as well as offer solutions to implement observational exercises in the classroom and in the field—in spite of the constraints of time, resources, bureaucracy and skeptical colleagues.

References Available upon Request

ASSESSING COLLEGE-WIDE LEARNING GOALS USING ADVERTISING GROUP PROJECTS

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Abstract

As the importance of evaluating learning outcomes has become ever more accepted in all corners of academia and demanded by multiple stakeholders, assessment has become a reality in higher education. In fact, assessment has become a fulltime activity for many individuals in administrative positions and an ongoing responsibility for faculty members. This assessment can take place in many forms and at many levels. The focus of this presentation is demonstrating how the achievement of college-wide learning goals by students in the marketing major is assessed.

At the presenters' institution there are five College-Wide Learning Goals (CWLGs), which are evaluated at several points. The development of class assignments and rubrics for assessing the learning outcomes of the assignments is evident throughout curriculum. In the business school, CWLG assessment began fall semester 2013. The assessment occurs both within individual courses and all programs and majors. In previous semesters the task for measuring achievement of CWLGs within the business school was undertaken in the internship course.

All business students at the institution must complete an internship or practicum in order to graduate. One of the requirements of the internship class had been to evaluate CWLGs using previous work that students had completed within their majors in the business school. The instructor of the internship class at the presenters' college brought to the attention of one of the presenters that a number of marketing students had used their advertising class project to demonstrate their mastery of the CWLGs.

Thus, the focus of this session is to examine the use of a senior level advertising project for assessing achievement of CWLGs with the business school. The genesis of the idea lies in the fact that the advertising project was self-selected by marketing students as an artifact to evidence their CWLG accomplishment. Several intriguing questions are raised and addressed here: What are the advantages for self-selection of artifacts or evidence of learning by students rather than an instructor choosing which assignments should constitute artifacts for which goals? What kinds of assignments lend themselves to the demonstration of the meeting of CWLGs successfully by a student? What kinds of assignments may not work as well? What are the concerns, if any, of students utilizing one artifact to demonstrate understanding of more than one CWLG?

We will first address the presenters' college institutional CWLGs. Each of the five CWLGs and rubrics for assessment will be discussed. We will then present the advertising project that students chose for the demonstration of their CWLG mastery. We will then examine how students actually applied the project to demonstrate understanding of the CWLGs. In addition, the actual student assessment of CWLGs will be presented. Finally, the session will address the following issues:

- Advantages and disadvantages of self-selection of artifacts by students;
- The types of assignments that might allow successful demonstration of CWLGs; and
- Potential concerns for using a single assignment to demonstrate five broad-ranging CWLGs.

THE ETHICAL, SOCIAL AND PEDAGOGICAL BENEFITS OF TEACHING MARKETING WITH NOT-FOR-PROFIT ORGANIZATION PROJECTS

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Abstract

In a context where universities are often criticized of inadequately preparing their students for the real world, especially in applied disciplines like marketing, this paper looks at the on-going collaboration with a non-profit organization, enabling students to apply the marketing theory on real case situations, while collecting feedback from the sponsoring organization and being given the opportunity to implement their recommendations in subsequent semesters.

Introduction

There is an abundance of literature on the benefits of teaching marketing with client-sponsored projects (Elam and Spotts, 2004; Gremler et al., 2000; Kennedy et al., 2001, Lopez and Lee, 2005; Razzouk et al., 2003) however, the unethical dilemma of providing student manpower to work for profit-making companies has not been really addressed. Moreover, although the alternative opportunities offered by working on projects for non-profit organizations has recently raised interest amongst marketing faculty and researchers (Petkus, 2000; Klink and Athaide, 2004; Metcalf, 2010; Cadwallader et al, 2013), most described cases cover ad-hoc punctual collaborations to solve a very well defined issue.

This paper describes the ongoing collaboration of the Geneva Business School (HEG) of the University of Applied Sciences Western Switzerland with a non-profit organization for over two years with three consecutive marketing classes, enabling students to witness the results of implementing their own recommendations in subsequent semesters.

Literature Review

Working on a client-sponsored project is an active learning method that increases the productive potential of students in terms of professional development. It transforms experience into valuable knowledge and skills (Strauss, 2011). This requires more effort from both the teacher and the student (Young and Hawes, 2013). Yet, this additional effort of implementing the taught concepts on a real client-sponsored project makes the course itself more exciting, and therefore more interesting for the students (de los Santos and Jensen, 1985).

Bridging the gap between theory and practice has traditionally been overcome by using case studies in the classroom, yet cases are seen as static and representing an over simplification of real world marketing problems (Burns, 1990). Applied skills are usually better assimilated when working with client-sponsored projects, also known as live-cases (Bove et al., 2009), where they can be developed and tested. Real projects foster strategic thinking, the ability to evaluate and take risks or simply work in teams. Such skills are highly valued when entering the professional world upon graduation (Culkin and Mallick, 2011). They provide involved students with a significant marketable advantage to help them find a first level entry job by becoming more competitive on the labor market (Bove and Davies, 2009).

Yet, providing student manpower to profit-making organizations can lead to unethical situations such as an unfair competition - for consulting companies that could have beneficiated from potential contracts - or favoritism (de los Santos and Jensen, 1985). Moreover, profit-making

companies are more likely to be in a competitive environment and therefore less willing to share sensitive information, thus needlessly complicating the task for students.

Collaboration with non-profit organizations has shown to be an interesting alternative to teach in a more ethical and transparent manner (Metcalf, 2010). It also provides students with new realities often unexplored in theory or while working with profit-making organizations. Moreover, non-profit organizations being mainly financed through donations, they aim at allocating most of their funds to their cause and invest very little on marketing (Haley, 2004). They therefore value the collaboration and are willing to devote enough time to provide students with the information, cooperation, assistance, support, trust and availability needed to ensure the success of the project (de los Santos and Jensen, 1985). Lastly, students get the opportunity to develop their social responsibility and become, more likely to engage in the community goodwill after their studies (Cadwallader et.al., 2013).

The professional marketing process includes an implementation part, which enables marketers to measure the quality of their work by seeing the reaction of the market to the implemented concept. This is rarely possible for students as they seldom get a chance to implement their work (Emad and Wydler, 2010). Collaborating with a non-profit organization for several semesters in a row, allows students to witness the results of implementing their own recommendations in subsequent semesters.

Program Description

A local non-profit organization working at an international level was approached with the suggestion of running a market research for them as part of the “Consumer Behavior and Market Research” course of two business Bachelor programs at HEG in Geneva. The brief provided by the partner organization was to look for ways to boost participation in their annual “walk of hope” event, organized since almost 30 years and aiming at collecting funds for their cause. The approached organization works “for the defense and promotion of children’s rights” in South and Central America, Africa as well as in India.

One of the programs was taught in English and naturally, students targeted expats and English schools to identify ways of motivating members of this target group to take part in the “walk of hope”.

The second, biggest program, being taught in French, the research targeted the Geneva population and aimed at understanding their perception and awareness of the event, as well as identifying the motivators and inhibitors to participate to the “Walk of Hope”.

There were 3 different classes involved in the French program. Each class was divided in groups of 5 students. The survey targeted 2 populations: the Geneva population, as well as the prescribers (i.e. school teachers).

A survey was conducted on 288 Geneva inhabitants, representative of the town’s population, and on 37 teachers. Results showed that the “Walk of Hope” was very well known and loved, however, although kids were very highly motivated to take part in the event, their interest diminished in their teen and student years before coming back when they had their own children and could participate again to the event as parents.

Results were presented to a team of representatives of the non-profit organization and a follow-up meeting concluded that based on the results, the “client” wanted to launch a new event targeting teens and youngsters. The project was included in the following marketing capstone program that runs over two semesters. In the first semester, students were separated in groups of three that competed against each other to present a concept to the non-profit organization.

One proposal would be selected by the “client” and during the second semester, the whole class would work on the implementation of the chosen concept.

The marketing capstone program was developed around the live project, providing students with the marketing skills needed for their project. Subjects such as “insights research”, “sponsoring”, “marketing for non-profits”and “social media” were included in the curriculum.

Conclusion

This program is still ongoing. The concepts will be presented by students to the client in December of this year and the chosen proposal will be developed in spring 2014.

Feedback from students, still informal at this point, shows a very high level of satisfaction and motivation. They are extremely happy to see that the non-profit organization has taken their recommendations seriously and that they are given the chance to implement it themselves. They are also delighted to be able, for the first time of their life, to see the result of their own work in real life.

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USING CLIENT-SPONSORED PROJECTS FOR PART-TIME UNDERGRADUATE STUDENTS IN MARKETING RESEARCH CLASSES

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Abstract

Client-sponsored, also cited as “client-initiated” or as “live-case” projects, have been long used in marketing education. They consist of an organization that commission a group or a class of students to do a specific job such as to conduct a market research study (Bove & Davies, 2009). Usually, the organization initiates the project, supports the research (often financially), and provides feedback on the research outcomes (Bove & Davies, 2009).

Context

Client-sponsored projects were integrated into the marketing research classes. This choice was justified because of the specific needs of these classes. We are teaching in a university in applied sciences. Our classes consisted of part-time students who were working 50% to 80% of their time in the business and administration field, and they were coming to class in the evening and one day per week. It meant that they all had little time to devote to group work and to meet outside class, and they were probably too tired to attend passive lectures. Moreover, they all had at least one year experience before starting their undergraduate business program. Therefore, we needed to provide them with meaningful professional experiences.

As Burns (1990) noted, “The key ingredient in live case studies is realism. There is a real company with real products, real competitors, real decision-makers, real employees, and a real problem”. So we asked the Public Transportation Company of the local state, Fribourg, “*Transports Publics Fribourgeois” (TPF)*, to commission two market studies, one for each class. The company wanted to launch two new products and test if the target customers would be interested by these new service concepts. They were willing to wait for the results at the end of the semester in order to make their final decisions.

> H1: A meaningful sponsored-project will have an impact on the involvement of the students.

And as the issues were quite complex (service concept testing), we agreed to conduct the market studies in two phases so they could cover the complete field of the class: first a qualitative and exploratory study, followed by a quantitative survey.

We agreed that the students would produce, write and present two reports, one intermediary about the qualitative results and the final report, including the secondary data, the qualitative and the quantitative data. The marketing managers of the *Transports publics Fribourgeois* would come three times in class: (1) at the very beginning to brief the students about the market study to be conducted (2) for the midterm presentations, when the qualitative results would be presented (3) at the end of the semester for the final presentations of the end results. We agreed that without client participation, the project may fail to gain student acceptance and commitment (Haas and Wotruba, 1990).

As we have to deliver the studies in a very tight schedule of a 14-week class, including theory and practice in the field of market research and consumer behavior, we have to follow a strict agenda:

- Week 1: Introduction of the course and presentation of the project
- Week 2: briefing by the company

- Week 3: identification of the business problem / main issues – and secondary data
- Week 4: first draft of the qualitative questionnaire – simulation in class – feedback for each group (by e-mail)
- Week 5: second draft of the qualitative questionnaire – validation by the client – posting of -the validated questionnaire online
- Week 6: (holidays) interviews
- Week 7: first content analysis, in-class debriefing – feedback for each group (by e-mail)
- Week 8: Second-round analysis, presentation and first report
- Week 9: Based on the qualitative results, first draft of the quantitative questionnaire, in-class debriefing – feedback for each group (by e-mail)
- Week 10: second draft of the quantitative questionnaire, validation by the client – posting of the validated questionnaire online
- Week 11–12: gathering of the data through the online questionnaire
- Week 13: Data entry in the database
- Week 14-15: Analysis and presentations, final reports

As observed in the research of Bove & Davies (2009), the time constraint was likely to contribute to lower the score of satisfaction because both students and the lecturer found it stressful to complete required tasks. As we can note in our schedule, we might expect the same dissatisfaction phenomena from our students for the same reason.

> H2: A stressful planning and agenda could have a negative impact on students' involvement.

10% of the grade would be based on the midterm report, 30% on the final report (i.e., 40% would be based on the research project) and 60% on the final exam. Students were working in groups of three to four on their research project.

Qualitative results were presented in the middle of the semester. The client was impressed. Company's managers did not expect such a high quality in terms of work. The students worked really hard in order to produce good results and make good presentations. And a final report was presented and written at the end of the class, following the gathering of data with a sample of 650 people.

> H3: The format of client-sponsored project suits this kind of students (part-time, experienced students) and therefore, the students would get involved and make a good job.

This hypothesis might also be consistent with the result of the research of Lopez & Lee (2005) which has found that when we position the work as a consulting project, students deliver better results. Because they provide opportunities for more meaningful engagement, client-sponsored projects "enhance students' ownership of the learning process" (Lopez & Lee, 2005, p. 172).

These results are in line with the ones of Ramocki (1987) that imply that "students leaving the course demonstrated higher levels of overall research abilities and self-confidence, and clients in general are pleased with the assistance they receive, and believe that relations between the college and the community are strengthened in the process".

> H4: When students get involved in client-sponsored projects, they feel that their efforts are worthwhile because they develop their skills in analysis and self-confidence.

Descriptive Statistics

The four above assumptions were tested through a questionnaire distributed to the 54 students at the end of the class, in January 2014. The hypotheses were measured with a Likert scale. Most of the questions were based on the previous reference papers (i.e. exhibit for questionnaire that was distributed to the students).

Table 1. Descriptive Statistics

Statistiques descriptives

	N	Minimum	Maximum	Moyenne	Ecart type
stimulant	54	1.00	5.00	3.3519	1.03080
impact	54	1.00	5.00	2.7593	.98929
implication	54	1.00	4.00	1.8889	1.02178
feedback	54	1.00	5.00	3.1852	.93312
compétences	54	2.00	5.00	3.3704	.95752
planning	54	2.00	5.00	4.4444	.90422
confiance	54	1.00	5.00	3.0185	1.01852
effort	54	1.00	5.00	3.1667	1.16149
compréhension	54	1.00	5.00	3.3889	.87775
mieuxcours	54	1.00	5.00	3.8148	1.10016
pristemps	54	1.00	5.00	3.7593	1.08045
répartition	54	1.00	5.00	2.5000	1.11169
présentation	54	1.00	5.00	2.7778	1.07575
écriture	54	2.00	5.00	3.2963	.83845
notation	54	1.00	5.00	3.1852	1.44162
analyse	54	1.00	5.00	3.3889	1.05360
N valide (listwise)	54				

Assumption Testing

The item that reached the highest score is the one which stated that the planning was too stressful. This aspect was reinforced by comments such as “one semester is not enough, we needed more time to make this job” or “too much work if we consider that we still have some more exams to learn for”. The item “data collection took more time than expected” also reached a high average score.

Even though, the second best average score is for the item “this project was more productive than listening to a lecture”. Therefore, even if the students are complaining because of the heavy duty they were happy with the format and the output. Some comments were highlighting this aspect, for instance, “very good way to learn theory in practice but it requires a lot of time” or “very good experience, better than case studies.”

The first hypothesis (H1) addressed the main issue of the paper: “is it really better for the students to work on real projects? Or is it enough to simulate projects?” To address this research question, we suggested to test it through this following hypothesis scheme:

Ho: There is no relationship between the items “the project will have a meaningful impact on the activity of the client” and “I put a great deal of effort”

Table 2. Results for the Rank Correlation Test for the Impact of the Project on the Students' Involvement

Corrélations

			impact	effort
Tau-B de Kendall	impact	Coefficient de corrélation	1.000	-.450**
		Sig. (bilatérale)	.	.000
		N	54	54
	effort	Coefficient de corrélation	-.450**	1.000
		Sig. (bilatérale)	.000	.
		N	54	54
Rho de Spearman	impact	Coefficient de corrélation	1.000	-.529**
		Sig. (bilatérale)	.	.000
		N	54	54
	effort	Coefficient de corrélation	-.529**	1.000
		Sig. (bilatérale)	.000	.
		N	54	54

**. La corrélation est significative au niveau 0,01 (bilatéral).

Ha: There is a relationship between the items "meaningful impact on the activity of the client" and "great deal of effort"

We used a non-parametric, rank correlation test which fits to ordinal variables. In particular, we employed two approaches Spearman's rho and Kendall's tau. We retained a significance level of 1% for the first-type error (or the risk to reject the null hypothesis when it is actually correct).

H1

The p-value of 0.000 (see Table 2) for the tau and rho cases indicated that can reject the null hypothesis at the significance level of 1%. So we could conclude that there was a relationship between the fact that project was perceived by the students as having a meaningful impact and the statement that they put a great deal effort in this project. Moreover, the correlation coefficient (0.52) was quite fair. The relationship was negative as the item "effort" was negatively stated.

Then the second hypothesis was tested by the relationship between the item "I put a great deal effort" and the item "the activities were evenly spread over the semester" in order to find out whether the students felt demotivated by the stressful agenda.

Ho: There is no relationship between the items "the activities were evenly spread over the semester" and "I put a great deal of effort"

Ha: There is a relationship between the items "the activities were evenly spread over the semester" and "I put a great deal of effort"

H2

Anew, the p-value of 0.000 (see Table 3) for the tau and rho cases indicates that could reject the null hypothesis at the significance level of 1% with a correlation coefficient of 0.52. So we

Table 3. Results for the Rank Correlation Test for the Agenda on the Students' Involvement

Corrélations

			effort	répartition
Tau-B de Kendall	effort	Coefficient de corrélation	1.000	-.444**
		Sig. (bilatérale)	.	.000
		N	54	54
	répartition	Coefficient de corrélation	-.444**	1.000
		Sig. (bilatérale)	.000	.
		N	54	54
Rho de Spearman	effort	Coefficient de corrélation	1.000	-.522**
		Sig. (bilatérale)	.	.000
		N	54	54
	répartition	Coefficient de corrélation	-.522**	1.000
		Sig. (bilatérale)	.000	.
		N	54	54

**. La corrélation est significative au niveau 0,01 (bilatéral).

could conclude that there was a relationship a between the effort the teacher to spread evenly the activities over the semester and the feeling that they put a great deal effort in this project. As observed in the descriptive statistics, the students were quite dissatisfied with the planning and this relationship tend to corroborate the research of Bove and Davies (2009).

The research question H3 was tested through the relationship with the format of the class which was considered better by the students than the usual "lecture-based". It was tested by this relationship:

Ho: There is no relationship between the items "this project was more productive than listening to a lecture" and "I put a great deal of effort"

Ha: There is a relationship between the items "this project was more productive than listening to a lecture" and "I put a great deal of effort"

H3

Yet, the p-value of 0.000 (see Table 4) for the tau and rho cases indicated that could reject the null hypothesis at the significance level of 1% with a correlation coefficient of 0.53. So we could conclude that there was a relationship a between this format of class and the involvement of the students who were willing to work harder in order to deliver better results.

And finally, the assumption that the students would be motivated to put some effort if they could foresee the results, such as the skills in analysis and self-confidence in their research abilities. This hypothesis was tested this two relationships.

Ho: There is no relationship between the items "this study helped me develop my skills of analysis" and "I put a great deal of effort"

Ha: There is a relationship between the items "this study helped me develop my skills of analysis" and "I put a great deal of effort"

Table 4. Results for the Rank Correlation Test for the Class Format on the Students' Involvement

Corrélations

			effort	mieuxcours
Tau-B de Kendall	effort	Coefficient de corrélation	1.000	-.453**
		Sig. (bilatérale)	.	.000
		N	54	54
	mieuxcours	Coefficient de corrélation	-.453**	1.000
		Sig. (bilatérale)	.000	.
		N	54	54
Rho de Spearman	effort	Coefficient de corrélation	1.000	-.533**
		Sig. (bilatérale)	.	.000
		N	54	54
	mieuxcours	Coefficient de corrélation	-.533**	1.000
		Sig. (bilatérale)	.000	.
		N	54	54

**. La corrélation est significative au niveau 0,01 (bilatéral).

H4

Table 5. Results for the Rank Correlation Test for the Willingness to Develop Skills in Analysis on the Students' Involvement

Corrélations

			effort	analyse
Tau-B de Kendall	effort	Coefficient de corrélation	1.000	-.590**
		Sig. (bilatérale)	.	.000
		N	54	54
	analyse	Coefficient de corrélation	-.590**	1.000
		Sig. (bilatérale)	.000	.
		N	54	54
Rho de Spearman	effort	Coefficient de corrélation	1.000	-.668**
		Sig. (bilatérale)	.	.000
		N	54	54
	analyse	Coefficient de corrélation	-.668**	1.000
		Sig. (bilatérale)	.000	.
		N	54	54

**. La corrélation est significative au niveau 0,01 (bilatéral).

H5

Ho: There is no relationship between the items "self-confidence in my research ability increased" and "this study helped me develop my skills of analysis"

Ha: There is a relationship between the items "self-confidence in my research ability increased" and "this study helped me develop my skills of analysis"

For both relationships, p-values of 0.000 (see Tables 5 and 6) for the tau and rho cases indicated that we could reject both hypotheses at the significance level of 1%, with coefficient of correlation were fairly high with 0.66 for the first relationship, and 0.62 for the second one. The second relationship seemed to show that increasing the skills of analysis increased the feeling of self-confidence and then, the students were more willing to put more effort in the learning experience.

Conclusion and Discussion

All the assumptions and the relationships were confirmed at the significance level of 1%. Our sample was rather limited, with only 54 students. We should confirm these results with a larger sample. We should also compare these results with a group students who are not part-time students in order to find out if they would be very different or not.

These results seemed to confirm that client-sponsored to have a meaningful impact on the involvement of the students. Even if this kind of projects requires a lot of time and investment from the teacher, it seems to be worthwhile.

Also, even if the students were complaining about the time they have to spend on the project for designing a survey or collecting the data, at the end of the day, they were appreciating the experience and were aware of its benefits.

Table 6. Results for the Rank Correlation Test for Self-Confidence Development on the Students' Involvement

Corrélations

			confiance	analyse
Tau-B de Kendall	confiance	Coefficient de corrélation	1.000	.550**
		Sig. (bilatérale)	.	.000
		N	54	54
	analyse	Coefficient de corrélation	.550**	1.000
		Sig. (bilatérale)	.000	.
		N	54	54
Rho de Spearman	confiance	Coefficient de corrélation	1.000	.626**
		Sig. (bilatérale)	.	.000
		N	54	54
	analyse	Coefficient de corrélation	.626**	1.000
		Sig. (bilatérale)	.000	.
		N	54	54

**. La corrélation est significative au niveau 0,01 (bilatéral).

A stressful agenda and time constraints were detrimental to the experience. We could gain by arranging better the activities over the semester even if we do not really have room for doing it. Time for creativity?

This project helped to develop their skills in analysis and self-confidence. Certainly the frequent feedbacks were very helpful in this matter. A few students did believe that the company present a fake project and it might bias the results as the sample was rather small.

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Exhibit

Concerning the ….. project, indicate your level of agreement with each item :

	Strongly disagree				Strongly agree
1. Subject was intellectually stimulating	☐	☐	☐	☐	☐
2. The results of my study would have a meaningful impact on the activity of the client	☐	☐	☐	☐	☐
3. I put a great deal of effort into this project	☐	☐	☐	☐	☐
4. I received helpful feedback	☐	☐	☐	☐	☐
5. At the beginning of the study I felt technically inadequate to the task	☐	☐	☐	☐	☐
6. The schedule was too stressful	☐	☐	☐	☐	☐
7. Self-confidence in my research ability increased as the project progressed	☐	☐	☐	☐	☐
8. The learning experience provided by this project was not worth the effort	☐	☐	☐	☐	☐
9. My understanding of marketing research was enhanced by this project	☐	☐	☐	☐	☐
10. This project was more productive than listening to a lecture	☐	☐	☐	☐	☐
11. Data collection took a lot longer than anticipated	☐	☐	☐	☐	☐
12. Activities were evenly spread over the semester	☐	☐	☐	☐	☐
13. The oral presentation to … was beneficial to me	☐	☐	☐	☐	☐
14. Writing a report was a good learning experience	☐	☐	☐	☐	☐
15. The weighting coefficient was my main motivation.	☐	☐	☐	☐	☐
16. This study helped me develop my skills of analysis	☐	☐	☐	☐	☐

A CASE STUDY OF TEACHING COMMUNITY-BASED LEARNING COURSES IN MARKETING

Eddie Rhee, Stonehill College

Introduction

Community-Based Learning (CBL) allows students and community organizations to work together to meet both an organization's need and students' academic requirements. It allows students to integrate theory and practice, to gain real life experiences, to enrich role as a citizen of the local community, and to build leadership skills. It also enables the students to feel they can make a difference in the real business entity. CBL allows faculty to connect research interests with community organizations and to form a closer bond with community organizations. Finally, CBL allows community organizations to receive assistance on research needs that the organization might struggle to address for various reasons, to build a broader volunteer and support network within the college, and to obtain assistance with gathering data and information about improving the business practices.

This case study will describe multiple phases of CBL projects of Retail Management and Direct Marketing courses and address the outcome of the CBL approach by presenting student course evaluations for the past three years of its application. It will then discuss the results, and the benefits and challenges of the method. It will conclude with practical recommendations for marketing educators. The following is brief description of the method.

Method

Retail Management Course

Phase 1: SWOT Analysis

A representative at the community organization will speak to the class and the students will tour the organization. Then the students will study the strengths and weaknesses of the organization and collect secondary data about the environmental forces and discuss the opportunities and threats in the environment.

Phase 2: Marketing Research

Students will design survey questionnaire, collect the data, and analyze the responses. Depending on the nature of the customers, the instructor might need to arrange interviews and focus groups.

Phase 3: Retail Management Strategy Formulation

Students will formulate retail management strategy for the organization. They should study the SWOT analysis in Phase 1 and the marketing research data in Phase 2 and then formulate a strategy.

Direct Marketing Course

Phase 1: SWOT Analysis

Phase 1 of this course will be the same as in Retail Management course.

Phase 2: Direct Mail Design

Students will study their secondary research data gathered in Phase 1 and design direct mail piece to the prospective customers. In designing the direct mail, their goal is to maximize the strengths, minimize the weaknesses, take advantage of the opportunities, and overcome the threats.

Phase 3: Direct Mail Rollout

In this phase, either the community organization or the instructor will mail the direct mail (i.e., postcard) to the prospective customers.

Phases 4: Response Analysis

In the last phase, the community organization will measure the response to the direct mail by email, phone inquiry, and physical visits and award the best performing student group in class.

Reference Available upon Request

THE APPLICATION OF CLIENT-BASED PROJECTS IN ADVERTISING COURSES: MEETING CLIENT EXPECTATIONS

Frank K. Bryant, California State Polytechnic University, Pomona

Abstract

A "client based learning" experience (Swan & Hansen, 1996; Parsons & Lepkowska-White, 2009) is one in which a client presents a real life business situation to a group of students and where the students are to use the tools at their disposal to address the situation. Client based projects (Lopez & Lee, 2005), client-sponsored projects (De los Santos & Jensen, 1985; Goodell & Kraft, 1991) and live case studies (Kennedy, Lawton, & Walker, 2001; Elam & Spotts, 2004) are terms that have been previously associated with this form of activity. One of the primary benefits of this teaching approach is that it brings together the business and academic communities in a cause in which both parties can benefit (Goodell & Kraft, 1991; Cooke & Williams, 2004). The business community can benefit because this exercise offers a chance for these businesses to work with and interact with enrolled college students. By doing so, the business community has a chance to obtain ideas from student research regarding their individual business. These interactions can also provide a pool of students for internship and well as employment opportunities. The academic community has the opportunity to establish business contacts with the community as well as to provide a platform where students can apply the concepts learned in class to real business situations. To some, these students serve in a consultancy capacity since they have the opportunity to make outside recommendations based on the material learned in the classroom as well as ideas from their personal experiences. This group of students may be suited for the task because “the Millennial Generation” (Ng, Schweitzer & Lyons, 2010) has a background unlike many college students before them; this group of students has a solid foundation grounded in technology. Because the advertising field is evolving and a subject area where “Millennials” are often the target audience, this generation may have the insight and knowhow to help those businesses that may not have a comparable level of expertise.

With client based projects, students are asked by clients to propose ideas needed to fulfill their objectives. Two examples that may serve as objectives are increasing sales or store traffic in the store. Beyond explaining the process in which the client based projects take place, a second focal point of this paper will be based on former clients’ responses to a series of interview questions. The content of the questions will come from highlights extracted from past projects that clients have already been exposed to since these businesses have already participated in these projects in the past. By conducting these interviews, the overall impact of the student recommendations on each business client will be able to be determined. In the end, the value of client based projects will be assessed based on the feedback from the client.

References Available upon Request

PREPARING STUDENTS FOR THE USE OF TECHNOLOGY IN MAKING MARKETING DECISIONS

Camille P. Schuster, California State University, San Marcos

Consumer experience, social media, big data, and consumer-centered are all words being used when devising business strategies. Understanding where consumers go, how they use their time, what kind of messages they send via which social media, what kind of searches they conduct before purchasing products, and what devices consumers prefer using when searching or making searches are all important issues to understand before creating experiences that will draw consumers to retail outlets, services, or products. To gather this information, aggregate it in one place, analyze it, and create a format that conveys insights to decision makers, marketers need to interface with technology and software.

Interfacing with technology and software has not been a significant part of marketing classes for a number of reasons. One major reason for not addressing these topics is the lack of material to use in classes for demonstration and for class assignments ("Intelligence," 2012; Wixom et al., 2011; "State," 2012) (see Appendix 1). Without these materials instructors can talk about the process, the importance of using data, and the decisions that can be made when using data. However, talking about something is does not achieve higher levels of learning, which are analysis and synthesis, on Bloom's Taxonomy. Students develop skills for analyzing and synthesizing by practicing the process. The purpose of this special session is to demonstrate a resource and set of teaching tools that can be used in many marketing classes to help students use technology to analyze and synthesize the data described in the opening paragraph.

Marketing Information Systems (MIS) has a similar challenge but many of the software companies, such as Oracle, SAS, and Teradata, have created resources that can be used when teaching courses related to the creation and execution of data warehouses and business intelligence. One example is the creation of Teradata University Network (TUN) website by Teradata. On this website, materials for classes, homework assignments, videos, and data are made available for MIS professors. By fall of 2013, 30,000 students, thousands of faculty, and 1,612 universities worldwide have used TUN.

Research presented at the Business Intelligence Conference as well as articles and discussions with business customers indicate that the MIS function needs to be integrated into the decision-making needs of functional business areas. One of the main areas of interaction is between MIS and Marketing (Wixom et al., 2011; “Ditch,” 2013). As a result, the TUN Advisory Board decided to prepare materials specifically related to marketing. During 2013, 10+ Business Scenario Investigation videos along with powerpoint presentations and discussion guides adapted for marketing were posted on TUN (www.teradatauniversitynetwork.com) and are available for any registered faculty member to us in class. Beginning in the spring of 2014 the newly designed website will identify marketing materials for faculty who register as marketing faculty. At that time, classroom activities and homework assignments will be added to TUN as they become available.

During the proposed special session, Camille Schuster, Professor of Marketing at CSUSM, who is a member of the Executive Committee of the TUN Advisory Board, will present materials that are available for marketing faculty to use in the classroom. Specifically, the following materials will be presented:

1. 5 minutes will be used for an introduction to TUN
2. 15 minutes will be devoted to a demonstration of one of the BSI videos along with a discussion of how it can be used in class.
3. 10 minutes will be devoted to a demonstration of a classroom activity.

4. 10 minutes will be devoted to a discussion of a homework assignment.
5. 5 minutes will be used for Q&A.

All of this material will be available on TUN at the time of the presentation. This will be a resource of materials that can be used by faculty when demonstrating how data can be used for making marketing decisions, conducting class discussions, and providing students the opportunity to work with marketing software using real data. Having a resource that provides the databases and the tools to use data when making marketing decisions will be a significant resource for marketing faculty to use in their classes and will be an outstanding first step in providing materials for teaching skills students need in today's marketplace. Over time, more exercises and activities of this nature will be added to TUN. However, there will be a group of materials available at the time of the special session so instructors can begin demonstrating the use of data for decision making by using the videos, use cases to stimulate class discussion about how to use data for making decisions, and use homework assignments to have the students actually use the tools. Attendance at this special session will be a good investment by any marketing faculty wanting to incorporate these to prepare students for today's marketing work environment.

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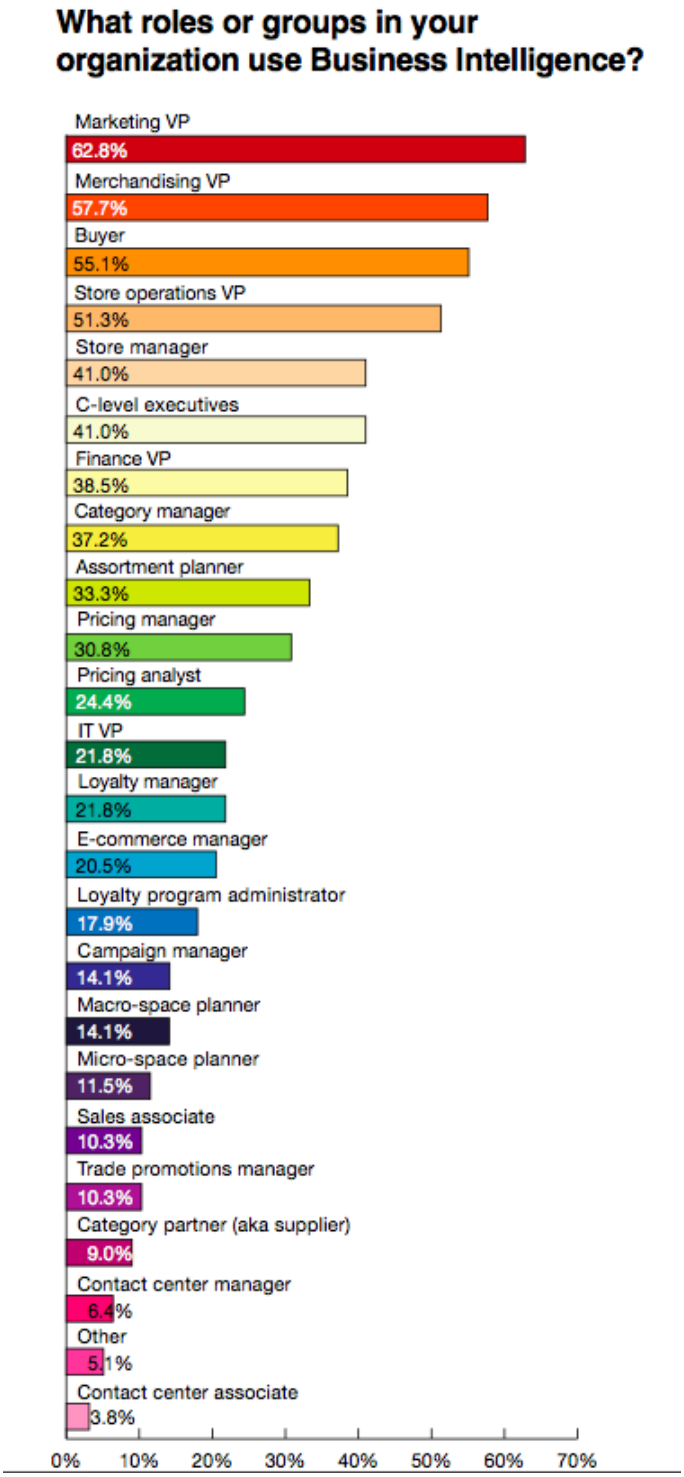
Appendix 1


What roles or groups in your organization use Business Intelligence?
Marketing VP
62.8%
Merchandising VP
57.7%
Buyer
55.1%
Store operations VP
51.3%
Store manager
41.0%
C-level executives
41.0%
Finance VP
38.5%
Category manager
37.2%
Assortment planner
33.3%
Pricing manager
30.8%
Pricing analyst
24.4%
IT VP
21.8%
Loyalty manager
21.8%
E-commerce manager
20.5%
Loyalty program administrator
17.9%
Campaign manager
14.1%
Macro-space planner
14.1%
Micro-space planner
11.5%
Sales associate
10.3%
Trade promotions manager
10.3%
Category partner (aka supplier)
9.0%
Contact center manager
6.4%
Other
5.1%
Contact center associate
3.8%
0%
10%
20%
30%
40%
50%
60%
70%

CREATING A MARKETING ANALYTICS PROGRAM

Deborah A. Cours, California State University, Northridge

This special session will discuss the design and implementation of marketing analytics curriculum and program development. Committed speakers represent experience creating courses, undergraduate minor, MBA specialization and graduate degree program. It will provide insights from the different perspectives of the participants involved in this process. This session is designed as a conversation about best practices and lessons.earned; as a work in progress, comments and suggestions are welcome in a discussion of this topic.

We are awash in data as never before in history and it is increasing at an ever increasing rate. In fact, 90 percent of the data in the world has been generated in the past two years (ScienceDaily 2013, May 22). Marketing data comes from both internal and external sources. Internally, it comes from customer sales records, from financial data, from transportation and distribution sources and storage data as well. Externally, marketing data can come from commercial sources such as marketing research firms and other firms that publish media statistics and consumer information. External sources can also include government-published data, trade association yearbooks as well as information from national and international organizations.

As much information as all of these sources produce on an ongoing basis, this does not figure in what is recorded from web tracking. The number of hits, the time spent on web sites, key words, pages visited in addition to a lot of other information is tracked on a regular basis automatically by analytics software. In fact, so much information is collected on the web from consumers that privacy has become an issue (Tene & Polonetsky 2012).

The challenge for companies is to have marketing managers trained to analyze all of this data. Technology has increased exponentially the amount of data available, making analytics a vital tool for marketing strategy (Hauser 2007). From the point of view of business schools in general and marketing departments in particular, the challenge is to find and adequately equip students to meet this challenge (Schlee & Harich 2010).

Use of Marketing Metrics to Justify Marketing Expenditures

Marketing students are in general great at coming up with creative ideas, but they are not as good at justifying them. They may have learned about marketing strategies revolving around price, product, placement and promotion, but companies are increasingly interesting in measuring these processes to understand what is working and what should be changed. The famous quote by department store merchant John Wanamaker in the nineteenth century, “Half the money I spend on advertising is wasted; the trouble is I don't know which half,” could be applied to any area of marketing effort. Pricing, sales, promotions and advertising all have costs and benefits that can be assessed by the appropriate marketing metrics.

Use of Marketing Metrics to Communicate

Using marketing metrics to determine which marketing efforts are working also helps greatly in communication. Marketing metrics provides a common language to talk to other departments in a firm such as accounting and finance that are already used to such metrics. Some marketing metrics, such as return on investment, are from other fields such as finance. Also, entrepreneurs use these same metrics to speak to outside investors about whether projects are worth the time and money.

The Challenge of a Marketing Analytics Curriculum

The challenge for marketing departments is to create marketing analytics courses and programs that serve the needs of two different stakeholders: the existing student population extant as well as potential employers of graduates of the business school. The math involved in marketing metrics is probably the most salient problem. Traditionally, one of the biggest hurdles instructors face in marketing research has been the challenge of understanding basic statistics and quantitative analysis skills. Marketing analytics courses are even more quantitative, which can mean less happy students and instructors, especially given that marketing students tend to be less math-oriented. In marketing metrics courses, students learn to quantify the concepts and strategies they have learned throughout their various marketing courses. This involves a whole different set of skills than may be involved in basic marketing, consumer behavior, or even in marketing research. Mastering the material and knowing how to use it means crunching numbers. Student confidence in their ability to use marketing metrics can be improved by innovative techniques in a course (Pilling, Rigdon, & Brightman 2012).

Another challenge in marketing metrics is the lack of course material. There are good books filled with important marketing metrics, but these are either reference books or popular titles. They often do not have a coherent framework that ties these metrics together in a way that is easy for marketing students to understand. In fact, there is no agreement on what should be in a marketing metrics course (Uncles 2005). More importantly, there is a lack of homework problem sets that could provide practice in using the metrics. Students learn to use marketing metrics in a slightly different way than they do the more qualitative content in other marketing courses. Repetition and application of the equations in different contexts, helps students to learn how to use them.

In this special session, David Ackerman will discuss the challenges and insights provided by the first semester of an undergraduate marketing metrics course. Debi Cours will discuss industry trends in the MBA and Specialized Masters and development of an MS in Marketing Analytics. {Kristen Walker will discuss the development an launch of an undergraduate minor in interactive marketing.]

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FROM BAD APPLES TO SOUR GRAPES: THE INFLUENCE OF BAD APPLES ON GROUP DYNAMICS AND OUTCOMES

Kenneth J. Chapman, California State University, Chico
Matthew L. Meuter, California State University, Chico

Abstract

"Although our whole group worked as hard as we can, we didn't get the score we wanted and I believe it's due to a certain team member dragging us down."

Anonymous Student, Consumer Behavior, Spring 2013

Student group projects are common in business courses (e.g., Bacon, Stewart, & Stewart-Belle, 1998; Chapman & Van Auken, 2001; Darian & Coopersmith, 2001; Hernadez, 2002; Kennedy & Dull, 2007), and the skills students develop in these experiences are valued by employers (Halfhill & Nielsen, 2007; Vance, 2007). Unfortunately, many times students have a bad experience with their groups (e.g., Ashraf, 2004; Batra, Walvoord, & Krishnan, 1997; Jassawalla, Sashittal & Malshe, 2009; Pang, Tong, & Wong, 2011). Of particular interest here is the detrimental influence a negative group member has on group dynamics and outcomes. We will refer to the individuals that have a negative influence on the group as bad apples, as captured by the phrase "A bad apple spoils the barrel." These bad apple group members are commonly described as withholding effort, being affectively negative, and violating interpersonal norms (Felps, Mitchell, & Byington, 2006). Bad apples exist in all organizations and they have tangible negative influences on company culture and performance (Felps, Mitchell, & Byington, 2006; Kerr, et al, 2009; O'Boyle, Forsyth, & O'Boyle, 2011; Tyler, 2004). Wetlaufer (1994) calls these bad apples "team destroyers" noting that the negative behaviors of one individual on a team can have significant repercussions on group dynamics and outcomes. We show that bad apples have a statistically significant negative impact on team effectiveness, interpersonal relationships, cohesiveness and satisfaction, and significantly increase team conflict. A strong contribution of this study is that we also link the impact of bad apples on grades earned by students. We find a clear and convincing statistically significant pattern that the presence of bad apples results in lower grades for the groups who have bad apples. To our knowledge, this is the first study to show this type of impact on grade outcomes. In addition, we explore the role of peer evaluations in a group project environment (Bowes-Sperry et al, 2005; Dochy, Segers, & Sluijsmans, 1999; Dominick, Reilly, & McGourty, 1997; Fellenz, 2006; Gueldenzoph & May, 2002; Hughes & Jones, 2011; Loughry & Tosi, 2008; Thomas, Martin, & Pleasants, 2011). We compare groups who received one peer evaluation at the end of the term with groups who received one peer evaluation during the semester and a second peer evaluation at the end of the term to see if multiple peer evaluations reduce the presence and impact of bad apples. We find that multiple peer evaluations do reduce team conflict and increase team satisfaction. Overall our findings highlight the need for faculty to take a much more active role in identifying and managing bad apples when they are present in groups.

References Available Upon Request

THE INFLUENCES OF UNTRUSTWORTHINESS AND TEAMWORK IN TEAM-BASED PROJECTS: MARKETING STUDENTS IN U.S. VS. KOREA

Sohyoun Shin, Eastern Washington University

Abstract

Untrustworthiness, a relatively unexplored concept in team-learning, is investigated as a critical factor that influences the success of students' team-based projects in cross-cultural settings of business schools (i.e., U.S. vs. Korea). Untrustworthiness refers to the negative judgments about the ability or willingness to contribute that a student or several students make toward one or more other of their peers with whom they have been assigned to form a team. Some students deem other students as being either unwilling or unable to effectively contribute toward the group project.

This study examines the negative impacts of untrustworthiness and the positive influences of teamwork to better understand how these critical factors link to the students' success in group work, i.e., effectiveness of team-learning and students' team-based project satisfaction. The relationships among untrustworthiness, teamwork, perceived benefits of working in groups, effectiveness of team-learning, and students' project satisfaction have been explored in each data set of 203 U.S. students and 245 Korean students. Through multiple regression analysis, untrustworthiness has been proven to negatively influence teamwork and effectiveness of team-learning in both data sets independently. However, untrustworthiness does not link to perceived benefits of working in groups based on either the U.S. students or Korean students, while a direct negative impact of untrustworthiness on students' project satisfaction has been observed in the Korean data set only. Teamwork has been proven to positively relate to perceived benefits of working in groups and effectiveness of team-learning across the data sets, and therefore, reconfirmed as an essential element for students' positive team project experience for both countries. Based on the test results, the possible treatments and guidelines for the instructors to mitigate untrustworthiness and to promote teamwork are suggested, along with the limitations of the study.

Table 1. Results of Hypotheses Testing: US vs. Korea

Hypothesis	Standard coefficient		Hypothesis testing	
	U.S.	Korea	U.S.	Korea
H1a: Untrustworthiness --> Teamwork	-.768***	-.616***	O	O
H1b: Untrustworthiness --> Perceived Benefits	.144	.061	X	X
H1c: Untrustworthiness --> Effectiveness	-.315***	-.116*	O	O
H1d: Untrustworthiness --> Project Satisfaction	.132	-.126**	X	O
H2a: Teamwork --> Perceived Benefits	.607***	.697***	O	O
H2b: Teamwork --> Effectiveness	.442***	.516***	O	O
H3: Perceived Benefits --> Effectiveness	.176***	.283***	O	O
H4: Effectiveness --> Project Satisfaction	.712***	.599***	O	O

***p < .001, **p < .01, *p < .05; N = 203 (U.S.) & 245 (Korea)

SOCIAL CUES OF (UN)TRUSTWORTHY GROUP MEMBERS

Wayne Neu, California State University, San Marcos

Abstract

In 2006 (p. 568), Chapman, Meuter, Toy, and Wright concluded that "self-selected groups do add more value to students' experiences with group work" so "Fantastic! Let them select their own groups." A similar conclusion was reached by Seethamraju and Borman (2009, p. 38) who stated, "It is entirely possible that students are best placed to 'engineer' their groups since they may have greater insight into the characteristics of potential group members than teaching staff." However, while gathering data for this study a business student explained that when she is asked to self-select group members for a group assignment she avoids women who wear too much make-up. The student went on to explain that those who do are "not serious," "not confident," "place too much value on fashion," and would likely produce low quality work leading to confrontation and a good deal of stress.

So, does the process of self-selecting groups really add more value to students' experiences with group work and do students actually have accurate insight into the characteristics of potential group members? A recent study suggests that just the opposite can occur when students are faced with the problem of having too little information about their classmates to make informed decisions during group formation (Neu, 2011). In such situations students may engage in social categorization, a fundamental cognitive activity though which one uses social cues—e.g., behaviors and traits—to segment people and make inferences about them (Schneider, 2004). As such, the purpose of this study was to further investigate the extent to which and way in which students engage in social categorization to help make decisions during group formation.

The discovery-oriented method of grounded theory was used. Data were collected from a sample of 38 business students using the Zaltman Metaphor Elicitation Technique (Zaltman & Coulter, 1995). Subjects accumulated images that visually represent classmates they would tend to approach and avoid during group formation, and then each subject participated in a guided conversation (Zaltman & Coulter, 1995). All conversations were audio recorded and transcribed, and data were content analyzed following procedures outlined by Strauss and Corbin (1998). This process led to three main conclusions.

First, students do, at times, respond to the problem of too little information during group formation by using a variety of social cues to cognitively categorize their classmates. One category appears to be comprised of those who fit, in appearance and behavior, a business school social norm. Exemplars of the category wear B-school casual clothes, have well-groomed hair, are "middle-aged," are in moderately good physical shape, have moderate to no visible body art, and have in their possession during class the relevant tools and supplies needed for class. Exemplars also engage in social behaviors in that they smile, interact with classmates before class, and participate during class, and they engage in other relevant classroom behaviors. On the other hand, some classmates are placed in a separate category because they deviate too far from the B-school norm on one or more social cues.

Second, students make a series of inferences about their classmates based on the category in which they are placed. Students infer classmates who are in the B-school norm category to be more trustworthy group members than those who are excluded from the category. In addition, the categories are inferred to differ on a wide range of personality traits, the value placed on education and self, and contributions to a group project in terms of quantity or quality of work. Perhaps most importantly, inferences are made about a number of negative emotional

consequences that may be a main antecedent to approaching some classmates and avoiding others during group formation.

Third, students behave differently toward classmates based on the category in which they are placed. In general, students tend to approach classmates in the B-school norm category and avoid those who are excluded from the category. Very notably, all subjects in this study reported having used social cues to some extent to make decisions about who to approach and avoid during group formation.

References Available upon Request

WHEN DIGITAL MARKETING MOVES TOO FAST TO TEACH FROM PRINT: HOW THESE SCHOOLS HANDLED IT

MarketMotive (Silver Sponsor)

With the explosive requirements for digital marketing skills, most schools struggle to keep curriculum up to date and relevant. Attend this session to learn three models for keeping up, enabling students, and protecting your reputation. You will learn what worked – and what did not work – for Duke University, the University of Tennessee, F.I.T./SUNY, Benedictine University, and Palm Beach State University. This session has application for courses ranging from associate through graduate levels, professional development programs, and workforce/ industry certification and training.

TEACHING MARKET MEASUREMENT IN A MARKETING MATH CLASS

Gopala “GG” Ganesh, University of North Texas

This special session topic would describe, in detail, the content and implementation of an additional learning module, the twelfth, on Market Measurement and Forecasting to MKTG 3700 Marketing and Money (M&M), an undergraduate Marketing Math course. M&M is mandatory for marketing majors in the College of Business and taught in face-to-face and online formats. While a majority of students take it face-to-face the class is organized, in both teaching formats, into 11 “Learning Modules”. The LMs presently include: (01) Percentages and Weighted Average, (02) Balance Sheet and Income Statement, (03) Channel Markups and Markdowns, (04) Contribution Analysis and Breakeven Point, (05) Designing a case Excel worksheet from scratch, (06) Creating a PowerPoint from a completed Excel, (07) Product, (08) Promotion, (09) Price, (10) Place or Distribution, and, (11) Net Present Value.

In the face-to-face traditional class, the main instructional vehicle is a mini-case, accompanied by its blank, professor-designed xlsx file and its PDF solution, but not its formula sheet. During a semester, about 50 mini-cases are used. Various Marketing Math concepts are discussed in class and illustrated using these mini cases which are solved either by hand and/or using Excel. Student participation is encouraged through a steady stream of professor prompts and questions. Thus the class learns case math step-by-step, q-by-q. Later on, similar Excel cases are assigned for grade.

In contrast, in the asynchronous online class, students are completely dependent upon the Blackboard Learn site. Each of the 11 Learning Modules is built around an enhanced PDF PowerPoint anchor outline with hyperlinked PDFS of the cases, blank Excel worksheets and their PDF solutions. Links to PDFs of formula sheets are blocked. Students are expected to go through the LMs per syllabus timeline. Additional help for solving the mini cases in each Lesson Module is available in the form of Camtasia Audio+Videos, most of which are recordings of the professor solving the case by hand on a digital writing tablet the online equivalent of an “overhead projector.” Other A+Vs demonstrate how to solve mini cases using professor-provided Excel worksheets. There are also A+V demos on how to design a case Excel worksheet from scratch and solve it and on how to showcase the results with PowerPoint.

Students in the face-to-face format are also enrolled in their own Blackboard Learn site and access the current online materials via that. However, these are activated AFTER the topics are covered in the classroom. Therefore, the online resources are designed to be a virtual “tutor” for the face-to-face students. This is a unique feature of the face-to-face class.

Implementation of the 12th module on Marketing Measurement followed the same approach as that implemented for the previous eleven. That is, mini-cases, Excel workbooks and Camtasia Audio+Video segments. To create the module, the forecasting chapter of a well- known, but discontinued Marketing management book was liberally adapted, updated and used as the primary resource for cases and problems, with the permission of the authors. In this module, as with the others, the anchor is an enhanced PDF PowerPoint presentation. Within that, topics are organized with links to PDFs, Excel worksheets and A+Vs. LM # 12 includes 14 forecasting problems, solved step-by-step in a sequence of slides, with some A+Vs as well for help where deemed necessary, from the problem to its solution. LM # 12 also includes other specific forecasting topic mini cases, such as one on test market extrapolation, with its Excel file etc.

LM # 12 ends with a time series forecasting case. A series of A+Vs teach how to adjust the data for seasonality and then forecast using the naive method, moving average method, exponential smoothing method, and, straight line forecasting (simple regression) method. Since time series

data are plentiful, the intent is keep augmenting this case with new problems. Students would watch the A+Vs then adapt to tackle the new time series problem using Excel.

During the MEA 2014 special session, the author proposes to also take the audience through a "quick Blackboard tour", subject to time limitations, showing the actual implementation of Learning Module # 12.

BUILDING MARKETING STUDENTS' CONFIDENCE IN ACCOUNTING FOR MARKETING

Minna-Maarit Jaskari, University of Vaasa, Finland

Marketing educators are responsible for providing their students with the knowledge and skills required in future business life (Dacko 2006, Jaskari 2013). However, from my experience the marketing knowledge and skills do not emphasize enough the economical side of marketing. Even though there are students that are fond of accounting, there are students that find accounting difficult. They can be afraid of accounting, they don't understand its' importance and may avoid all exercises where they need to count (Tarasi et al. 2012).

Even more, teaching accounting within marketing seems to be a sidetrack and sometimes avoided also by marketing teachers. Even though some topics such as pricing and customer value are researched well in marketing, there are not many articles discussing monetary matters within marketing education literature. There are exceptions, such as Beall (1979), Schibrowsky (1995), Stearns and Shaheen (2005), Haytko (2006) and Pilling, Rigdon & Brightman (2012), but in overall, is accounting just some non-interesting topic, we rather leave to accounting and finance department to teach?

However, money is the language of business and the marketers need to speak that language. They need to propose and motivate their ideas to engineers, business controllers, and top management. Thus the students need to learn to motivate their decisions in terms of money (revenue, profit, return on investment), not only with image factors or top-of-mind figures. Furthermore, in real life the marketers face for example the challenges of information overload, the understanding of what is relevant information, or how different assumptions affect the calculations, or when the calculation is good enough for management decision making. This is why to accounting for marketing is important. It is not only about the calculations. It is about understanding the relevancy and relativity of marketing knowledge.

The aim of this study is to understand, how to build confidence in accounting for marketing students. I have developed a web-based course called "*Accounting for marketers*", where students individually solve marketing related cases using accounting tools. The cases are real life based in order to imitate situations that the students face after graduation. My earlier experience as a controller in an international candy company has given ideas to most important topic areas.

The web-based cases focus on three topic areas: 1) budgeting, 2) pricing and 3) profitability. Each topic area includes a video lecture to remind about the accounting tools to be used and one or more cases that the student can choose from. The fourth assignment includes student reflection on their learning throughout the course. The pedagogical background for the course is experiential learning (Kolb 1984).

So far the course has run two times. At both times the student feedback was collected and analyzed for this study. The course itself was greeted with satisfaction as the students clearly indicated that they appreciate this kind of hands-on accounting course. Also, each year there were students that wanted to take part, but were not allowed due to their phase of the study or choice of study program.

In my presentation I describe in the sense of constructive alignment (Biggs 1996, Biggs & Tang 2007) the objectives, teaching and learning activities (content and structure) and assessment (based on SOLO taxonomy (Biggs & Collins 1982)) of the case course *"Accounting for marketers".* I present the student feedback, discuss the challenges and lay preliminary

foundations to understand how the course builds confidence in accounting. I would like to discuss the findings with fellow teacher-researchers in the context of accounting for marketers.

References Available upon Request

WHAT IS SOCIAL PRESENCE?

Laura Portolese Dias, Central Washington University

The social presence theory classifies various types of communication along a continuum. Sallnas (2000) defines social presence as the degree of awareness of the other person in any given communication. For example, face-to-face communication has the highest social presence, while written or text-based communication has the least social presence. This presents an interesting challenge to online instructors: how to create a social presence online while utilizing limiting mediums (such as text based) within the online classroom. The role of an online instructor is that of a facilitator, organizer, and manager (Cooper & Hendrick-Keefe, 2001), but must be much more than that. The instructor who wishes to hone skills and techniques related to social presence in the classroom will be the ones most likely to positively impact student opinions of the instructor (Gunawardena, 1995 and 2002).

The social presence, in the online classroom, includes the extent to which the instructor is perceived as a real person, as opposed to a webmaster. In an online classroom, there are eight possible social presence cues identified by Abdullah (1999) and Rourke, et al. (2001). These cues include humor, emotions, self-disclosure, support or agreement for an idea, addressing people by name, greetings, complimenting another's idea, and illusions of a physical presence.

- Humor: Use of humor in the online classroom, such as through announcements or emails can reduce social distance and conveys goodwill (Aragon, 2003).
- Emotions: Showing emotions to students such as happiness can add clarity to a message and forge connections (Scollins-Mantha, 2008). Sharing of feelings and emotions using emoticons in emails to students, for example, is a way to do this in writing (Tu & McIsaac, 2002).
- Self-disclosure: While instructors may hesitate to share personal information, sharing of some personal information can build the online relationship between student and instructor. For example, noting in an email your plans for the weekend "I am going kayaking, do you have big plans for the weekend?" posting pictures of the instructor performing his or her favorite activity can also heighten social presence, (Savery, 2005).
- Support or agreement for an idea: Through online feedback such as discussion boards and allowing students to peer review posts and assignments, the instructor can generate social presence in this manner.
- Greetings and addressing students by name: Rather than simply replying to an email or communication, saying, "Hi Lisa," or "Good afternoon, Roger" can create greater social presence online.
- Complimenting: Telling students of a job "well done" or "keep up the good work" on assignment feedback can enhance instructor social presence, and develop confidence and connection in the online classroom (Scollins-Mantha, 2008).
- Illusions of a physical presence: Social presence in this manner (Johnson & Keil, 2002) can be accomplished through synchronous tools such as audio or video recordings, feedback, and lectures. Instructors must understand the isolation felt by students when communication lags (Tu & McIsaac, 2002). For example, a student sends an email asking a question about an assignment at 11 p.m. but doesn't receive a response until two days later. Answering emails in a short turn-around time and providing feedback quickly is an example of showing support and social presence in an online classroom. Providing a "check-in" email to students can show support as well (Scollings-Mantha, 2008).

Other examples to heighten social presence may include: providing virtual office hours, sending weekly checklists and grading rubrics, utilizing social media websites for announcements and for forming professional relationships with students, and developing students' online collaboration skills (Baker & Edwards, 2011). The examples presented can enhance the social presence in the online classroom, but why should social presence matter to the online instructor?

Why Does Social Presence Matter?

In an online environment, it can be challenging to demonstrate to students the instructor is a "real" person. When instructors have low social presence, especially in an online classroom, several things can happen:

1. High levels of student frustration (Rifkind, 1992),
2. Critical attitude toward the instructors effectiveness (Rifkind, 1992),
3. Lower interaction with students (Garramone, Harris & Anderson, 1986),
4. Lower level of affective learning (Rifkind, 1992),
5. Lower levels of learning and effective instruction (Gunawardena, 1995).

All of these factors can contribute to lower student evaluations, less contentment with course, department and/or instructor, and less learning for students. Some online instructors may not be aware of these social presence cues, and the need for awareness of these cues when teaching online is that much more imperative. For example, social presence cues like humor and self-disclosure may come across better and be more comfortable to the instructor when utilizing in a traditional classroom. Learning how to create this type of environment online can assist instructors in avoiding some of the pitfalls associated with low social presence in the online classroom.

Research by Wise, et al. (2004) indicates social presence in an online classroom may not have an impact on learning, but does directly impact the student opinion of the instructor. It is possible that awareness and practice of each of these social cues can create a richer and more student-centered online classroom, resulting in greater social presence from the instructor.

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HYBRID COURSES

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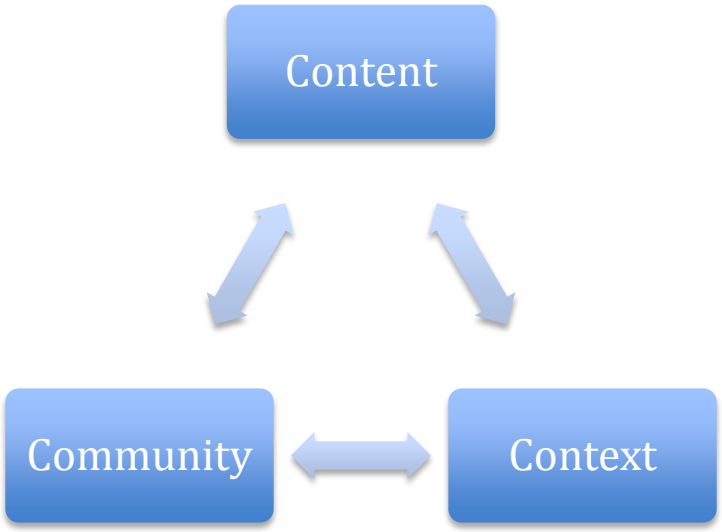
This proposal focuses on a framework upon which hybrid classes can be assembled. Hybrid courses include both classroom sessions as well as a large component of on-line material. The framework involves paying close attention to the pedagogic integration of Content, Community and Context so as to achieve an engaging student experience (see. Figure 1). These 3C's are emphasized in the framework because they are critical pedagogic elements required to deliver the rich types of learning experiences (in terms of quality, depth and breadth of experience) we are seeking to achieve via hybrid course formats.

Figure 1
Framework for Developing Hybrid Courses with Online as well as Classroom Sessions



Although there are many technologies that might be used in teaching and delivering a hybrid class, we believe the following may be particularly promising and worthy of further investigation at this point in time (There is no rank ordering implied in the list below):

1. Using a "PDF annotating" application, to correct and comment on student submissions. This provides more engaging feedback on student work than is typically the case.
2. TurnItIn electronic dropboxes provide a place for students to submit their work and have it automatically checked for "pleagurism," with a report of non-original content.
3. The use of YouTube by the authors with a course "channel" and short custom videos made with an iPhone and also camcorder.
4. The use of on-line testing with the Canvas Course Management System. This popular system allows for randomization of questions as well as randomization of answer alternatives, effectively squelching would-be cheating.
5. The use of Doceri for classroom overlays and as a remote control running a MacAir as a "slave" from an iPad so that the instructor can stroll around untethered and engage the students while drawing on the iPad as a "public" tablet that all can see.
6. The use of verbal dictation for commenting on student work.
7. The use of PowerPoint with recorded voice for delivering in-class or on-line segments of lectures. This allows students to start, stop, and rewind the lecture to fully absorb it at their own pace.

8. The use of TED talks to “flip” the classroom by embedding thought questions along the way during the talk. These can be reviewed by the instructor to see who has watched the talk and gotten which questions correct.
9. The use of Khan Academy segments in conjunction with course modules and to inspire the instructor to make similar and more tailored segments; as all of Khan Academy is online at YouTube. In fact, Khan is the biggest YouTube channel.
10. The use of Digital Badges as an alternative “reward” system to go along with normal grades. These can be quite motivating and provide a “game layer” to the class. Digital Badges could be tallied up and the students with the highest numbers might then be eligible for various course-related rewards (ex. extra credit points in participation; a free-pass/exemption on an assignments, etc.).

The 3C framework focuses on the principal pedagogic issues and that the key is to assess how and proposed technology affects them. Too many instructors see their only job as Content delivery, however, it is not content-input that counts but content-throughput. How does any specific technology affect that throughput? Also of critical importance is capitalizing on the class as a Community, with norms, affinity potential, interaction, stature, etc. How can the technology enhance (or not detract) from that important aspect of learning. And finally how does the technology address the Context of each student in appropriate (or inappropriate) ways?

In future research on the 3C framework, we hope other researchers at the conference can validate or extend this rubric for evaluating each of the types of technology we’ve proposed in the above list as well as adding others. Research may be needed to identify those technologies that are the most relevant “dimensions” to be used to evaluate, compare, and incorporate such technologies. Other less pedagogic considerations are: resources required in terms of: dollar costs for the hardware/software; training time and costs of faculty/ and of students; availability of required support services from each institution’s IT and AV service departments, likely or unlikely political support from the school and department level in terms of openly embracing or just tacitly accepting these new teaching formats, etc.

COMMUNICATION FLEXIBILITY IN ONLINE STUDENT TEAMS

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The purpose of this project is to study communication quality in online and traditional student teams. This research is very important because communication quality influences trust among team members which in turn affects team effectiveness (Massey and Dawes, 2007). The conceptual framework for this work is based on speech act theory (Austin, 1962), which asserts that communication quality is related to the meaningful use of language. Speech has both predicative (PRED) meaning and illocutionary ((ILOC) meaning where predicative meaning depends on the information component of a message (truth-value) and illocutionary meaning depends on the action component (actionable usage). Quality is related to the truthfulness and actionable use of speech acts. Although this model was developed for traditional verbal communication, it applies to the situation where business or student teams make use of electronic communication methods (ECM) other than telephones. Because ECM can be employed regardless of location (world-wide), medium (spoken or written), or time (synchronous or asynchronous), we propose that ECM permits greater communication flexibility. Communication flexibility means that team members can choose from a variety of EMC methods for the best way of conveying a particular message to another team member.

There are three ways in which the use of ECM can influence communication quality and thus affect the choice of method. Due to reduction in time-place barriers, ECM-dominant (online) teams should have more communications, and quantity of communication relates to communication quality (Ou and Davidson, 2011) in that it contains implicit action-usage information. ECM-dominant teams will write things out more often due to texting, tweets, and emails, as opposed to delivering the message orally. This increases the truth-value meaning of the message because the sender will be more careful, resulting in leaner, more business-like communications (Bordia, 1997). It also increases the action-usage meaning due to the social safety of asynchronous communication. Lastly, with a choice of ECM methods and experience with team members' preferences, senders can figure out which type of method works best for individual team members and particular types of messages, increasing both types of meaning. We propose that the ECM-dominant teams (e.g., online/virtual), will have a pattern of usage involving greater variety of ECM methods, greater quantity of messages, and better understanding of communications. This should lead to more trust and should influence team effectiveness (performance, satisfaction) in a positive manner.

A pilot study demonstrated that online and traditional teams used a mix of both ECM and face-to-face communication, although online teams used mostly ECM (email/written), and traditional teams used mostly face-to-face (oral). The online teams participated more in the team's self-management (a possible sign of trust) and experienced more politeness in their communications. Online teams had higher project scores and satisfaction with the team which indicates more team effectiveness. Whether this is due to greater flexibility and its influence on communication quality and trust is unknown from these results. A second experiment is being designed to study communication quality, flexibility, and team trust in more depth.

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OPTIMAL IMPLEMENTATION OF ONLINE QUIZZES FOR IMPROVED LEARNING OUTCOMES IN MARKETING PRINCIPLES COURSES

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Abstract

Quizzes are a popular tool for assessing learning in the classroom and professors are increasingly implementing them in an online setting (Buzzard et al., 2011). One decision that professors face when implementing quizzes online is what due date to set for the quizzes. Typically, students expect to complete quizzes after class discussion of quiz material, but recent research has highlighted the benefits of implementing quizzes prior to class discussion (Brothen & Warmback, 2004; Gurung, 2003; Johnson & Kiviniemi, 2009; Narloch et al., 2006). However, limited empirical evidence has directly compared the effectiveness of these two options. The goal of this paper is to determine which policy is more effective at increasing learning outcomes through an in-class experiment.

Experiment

Based on previous studies (Brothen & Warmback, 2004; Gurung, 2003; Johnson & Kiviniemi, 2009; Narloch et al., 2006) it was hypothesized that students who completed the online quizzes *before* class discussion of the quiz material would perform better on exams than those who completed the same quizzes *after* class discussion of the quiz material. Blackboard was utilized to implement the quizzes. For this experiment, all quizzes were set to a maximum duration of 2 hours at which point Blackboard would automatically submit the quiz for grading. Students were also told that all quizzes were open book and notes since there was no way to monitor students during online testing outside of the classroom. Additionally, students were only allowed to take the quiz once.

The quizzes themselves consisted of ten multiple choice questions that were adapted from publisher source materials, but curated specifically to highlight the most important concepts, in the eyes of the instructor, from each chapter of the text book. In order to operationalize whether quizzes were completed prior to class discussion of quiz material, two Blackboard items were manipulated. First, the due date of each quiz was set to either the day of the class discussion of the material (for the before condition), or the day of the final exam (for the after condition). Second, adaptive release was utilized for each quiz item, such that quizzes were not available to students until the end of the class session prior to the due date (for the before condition) or they were not available to students until the end of the class session in which the quiz material was discussed (for the after condition). Students were explicitly notified of the quiz due date policy both in the course syllabus for each class and by the instructor during the first class session of each course.

Design

Two hundred and forty-four undergraduate students participated in this experiment by enrolling in one of the author's four marketing principles class sections at 10am or 4pm in either the fall or winter quarters of a recent academic year. The quiz treatment was counterbalanced across the 10am and 4pm sections in the fall and winter terms in order to control for any effect resulting from differences in the time of day of the class. Thus the full experiment consisted of a 2 (quiz due date: before vs. after) x 2 (class time: 10am vs. 4pm) between subjects design.

Dependent Measures

All four marketing principles sections were required to complete two non-cumulative midterm exams (each worth 15% of the final grade) and one cumulative final exam (worth 25% of the final grade). Identical assessments were used for all exams across all four sections.

Covariates

Additional measures were collected to control for extraneous variables, specifically, students' cumulative grade point averages (GPA) prior to the term in which they were enrolled in the author's class (to control for intelligence and study habits) and their GPAs for the term in which they were enrolled (to control for history). Both covariates had significant effects on the dependent measures.

Results

Results across all three learning assessments (midterm 1, midterm 2, and the final exam) provide support for the hypothesis that students who complete quizzes *before* class discussion of quiz material perform better on exams than those who complete the quizzes *after* class discussion of the quiz material. However these effects were moderated by the time of day of the class. Specifically, individuals who took the class at 4pm and completed quizzes before class discussion performed better on midterms 1 and 2 than those who completed quizzes after class discussion; individuals who took the class at 10am showed no difference on midterms 1 and 2. Interestingly, individuals who took the class at 10am and completed quizzes before class discussion performed better on the final exam than those who completed quizzes after class discussion; individuals who took the class at 4pm showed no difference.

References Available upon Request

AN ACTION LEARNING APPROACH TO SOCIAL MEDIA MARKETING AND ANALYTICS

Catherine T. Atwong, California State University, Fullerton

A recent industry survey identified significant shortages of available talents needed to support the hiring demand in areas of marketing that used social media, content, mobile platforms and analytics (Online Marketing Institute, 2013). To stay responsive to the marketplace, marketers resorted to reskilling and outsourcing talents to improve performance in delivering a relevant and integrated customer experience.

With the rapidly growing industry demand in social media and analytics management, marketing educators have proposed several different courses of action to enhance the social media competency of students. Some have suggested the use of experiential learning (Hazari, Brown, & Rutledge, 2013; Lowe & Laffey, 2011; Payne et al., 2011; Rinaldo, Tapp & Laverie, 2011), while others have made steps to bring Social Media Marketing into the classroom. Several introductory marketing textbooks incorporate a chapter in Social Media Marketing (e.g., Kerin, Hartley, & Rudelius, 2013), while Wymbs (2011) appeals to marketing educators for the introduction an entire digital marketing curriculum designed to meet the emerging needs of students and businesses.

This paper proposes that a practicum, catered towards students interested in digital marketing, be added to the curriculum. This practicum would adopt an Action Learning approach (Young, 2010) to enhance student knowledge of social media, content creation, and analytics. Using student newspapers as examples, we have created and implemented a Digital Media and Marketing practicum for marketing students. It is an on-going project in (1) building, growing and maintaining a social network, as well as in (2) creating and managing digital contents that serve various target personas in a community of marketing students, alumni, and friends. Student teams have created digital contents that promote:

- events (e.g., competitions, speakers, job fairs, fund raising),
- resources (e.g., internships, scholarships, study tours, industry news and trends),
- marketing news and issues (e.g., current affairs) as well as
- discussions within the social network of students, alumni, and businesses.

Besides the experience of creating content on various social and digital media platforms, such as Facebook, Twitter, YouTube, LinkedIn, Pinterest, Instagram, Google+, and blogs, student teams will gain experience in tracking media analytics on dashboards, and applying content and media strategies to enhance key performance indicators.

Assessing analytics and devising strategies are the most valuable skills that students can acquired through a practicum which is more extensive than a class project. This learning process also develops teamwork and leadership skills that can prepare students for a higher than entry level job in the industry.

Furthermore, students participate and help in growing the Social Network that connects current students, alumni, faculty, friends and supporters in the community. Such a network can potentially enhance public interest in the institution, support collaborative activities of constituents, and serve the common good.

In the first phase of the practicum, student teams explore the needs of social networking among the target audience, identify the appropriate media, and experiment in content creation for the community on Facebook, Twitter, LinkedIn, and YouTube. In the second phase, research teams conduct interviews and surveys to identify the needs and profiles of key personas. Teams in the third phase select target personas to serve, develop campaign strategies, create contents, and

track analytics on four platforms. In the end, each team makes a video of a slide presentation that highlights their team's learning experiences, and compiles a report documenting the campaign process and its performance (Exhibit 1).

The research will study the effectiveness of the learning approach, and evaluate the following learning outcomes:

1. Skills in managing key social media networks,
2. Experience in engaging personas on key social media platforms,
3. Knowledge of social media metrics, and
4. Confidence in managing an online community via social networks.

References Available upon Request

THE ANDRESKI EFFECT – ANSWERING QUESTIONS THAT HAVE NO ANSWER: SMART STRATEGY OR BS?

Dennis E. Clayson, University of Northern Iowa
Debra A. Haley, Southeastern Oklahoma University

In the theory of test creation and analysis, there is a long history questioning the effects of guessing (Cronbach, 1942), and how to statistically control for it (Aiken, 1979). Less has been written about test takers who would be most likely to guess. It has been shown that men guess on exams more than woman (Ben-Shakhar & Sinai, 1991), and that personality plays a role (Casey, Nutall, & Pezaris, 1997; Cureton, 1971; Slakter, 1969). However, there is one area that has not been investigated: what would the testing implication be of an exam with questions that had no correct answers?

Asking a question for which there is no answer has several advantages. First, one of the primary purposes of testing is to discover what a student "knows." It generally takes an advanced understanding of a topic and a certain amount of knowledge confidence to state that a question has no answer, or to admit that you know nothing that would allow you to answer the question. Second, if the students do answer the question, even if the answer is far afield, the responses give an instructor information about what students have learned. Third, it highlights several issues generally ignored, or even stated to be impossible. For example: 1) Mondak and Davis (2001) introduced a term called "blind guessing." This occurs when a test taker does not know the answer, but there are hints to choose from. Because of this definition, they maintain that open-ended questions are not susceptible to guessing. And they further state that, "Propensity to guess is eliminated if all respondents answer every item, meaning that the sole remaining systematic source of variance is knowledge" [p. 207].

This simply is not true. First, an opened-ended question with no correct answer gets around this issue, and second, respondents could theoretically answer every open-ended question by guessing, and would probably do so if the respondent thought that such an action would increase their score on the exam.

Second, students are generally encouraged to guess on exams, and many students appear to believe, probably because of past experience, that guessing on open-ended questions may actually increase their score. However, this is a type of deception for gain, and such deception is considered to be unethical.

Pilot Study

A researcher named Andreski[1] was created for exams. This person was never discussed in class, lectures, or in the text; for the purposes of this class, the person did not exist. On a previous quiz, Andreski was used as an option on a multiple-choice quiz, and students were informed afterward that the name was a fabrication. On the second comprehensive exam just prior to midterm, an opened-ended question was asked that read: *"What is the major distinction between the theory proposed by Andreski and the findings of Piaget?"* Students had previously taken a battery of personality and lifestyle inventories as parts of class assignments.

Only 30% of the 44 students who took the exam indicated that they did not know the answer by leaving the question blank or by stating that they did not know. Some of the responses are given in Table 1. A preliminary analysis found that males were more likely to attempt to answer the question than females, but no differences in personality measurements could be found. There was a trend indicating that those willing to guess were doing more poorly in class on other measures.

Table 1
Responses to Unanswerable Open-Ended Question about Andreski and Piaget

Appeared to know something about Piaget
"Piaget believed that we have a certain concept in our minds about the environment which doesn't change unless external force convinces us. Andreski on the other hand believed that our mindset is primarily shaped by the environment."
"The major difference is how we work though the stages of knowledge. Based on what age and what stages we stay in or not."
Appeared to know something about past discussion in class
"Andreski said that a person's behavior is more based on the external world where as Piaget believe it to be internal & our own thought process."
"Piaget's findings show that learning is something that happens over time and it can also disappear, if not used for awhile. Andreski theory states that once you learn it, you don't forget it."
"Andreski's theory said that we do what the environment does. Jean Piaget found that we are more likely to do what we find to be good."
"Andreski theories were mostly based on genetics. Piaget's theories were mostly based on our environment."
"Piaget believed behavior was learned and Andreski thought it was genetic where we were born with it."
"Major difference was Piaget said a lot of learning was cognitive whereas Andreski said it was mostly genetic."
"Andreski was centered around nature theories, while Piaget showed nurture plays an important role in upbringing."
"Andreski theory was more based on nature than nurture." (*this student was probably cheating*)
Appears to be BS
"Our minds and behaviors can change."
"The research that Andreski didn't match up with Piaget's and he found that Piaget's research wasn't that thorough. Piaget's theory has been found to have many flaws, the difference was that they did not agree that people acted the way Piaget thought."
"They both have a different outcome or different thoughts in there theories that don't match up."
"Andreski believed in one being… all are the same."
"Classical conditioning is used with another stimulous that doesnt create a classical condition. Cognitive dissonance is a way to balance our tensions created by unwanted decisions."

Proposal

We propose to discuss and seek direction on four questions and concerns:

1) What research methodology would best study this phenomena?

2) Is guessing on an open-ended question a good strategy for students?

3) Is it an ethical strategy, and do we encourage it? Responding to an open-ended question when you don't know the answer may be seen as a smart tactic, or even as a valiant effort, or it could be seen simply as a way to cheat by bamboozling the test grader.

4) Should instructors ask questions that cannot be answered, and what are the possible consequences for both the learner and the instructor?

Note: The Andreski Effect was named after Stanislov Andreski (1919 – 2007) who wrote a scathing indictment of the modern social sciences. His book was written 42 years ago and is rather obscure. None of the students were aware of it. We know of only one student who searched for the name after the exam.

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ENHANCING CREATIVITY IN STUDENT ASSIGNMENTS THROUGH INTUITIVE DIGITAL MIND-MAPPING AND JOURNAL-KEEPING

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How do we teach students to develop creative solutions to common business and marketing problems? We set out to identify the answer to this basic question by engaging in a systematic examination of two tools that promise to do just that. Yet, the proliferation of online tools that promise to enhance student creativity has also created a conundrum for instructors themselves. While it is interesting to experiment with innovative teaching methods with our students, it is also important to scientifically assess the efficacy of such tools and the benefits to our students through performance improvements on actual assignments. Following Flores and Frankwick's (2013) proposal, we tested two "intuitive thinking" tools (mind mapping and journal keeping) in a classroom setting in order to examine the extent to which they could "activate" a student's intuition to develop a more creative outcome. Specifically, the purpose of our study elicited unconscious thought by students as a means of developing creative intuitions through the use of digital mind mapping and journal keeping. These tools relate to the most popular and useful tools for becoming aware of intuitions (Sadler-Smith & Burke, 2007).

Unconscious Thought Theory (UTT) (Dijksterhuis & Nordgren, 2006) states that complex decisions can be better approached through the unconscious and many studies have shown that unconscious thought can lead to superior decisions when compared to conscious thought (See Strick, et al., 2011 for a recent meta-analysis). UTT further suggests that individuals consciously acquire as much information as possible and then leave the weighting and integration of it to the unconscious to arrive at a later judgment. It is stated that intuition is often the result of this process and that intuitions are usually very useful (Dijksterhuis & Nordgren, 2006). Interestingly, research has also shown unconscious thought to be goal-directed (Bos, Dijksterhuis, & Baaren, 2008) and that appointing a goal to the unconscious can to some extent steer the intuitive process (Strick & Dijksterhuis, 2011). Unconscious thought is much more powerful than a simple distraction in which the thought process is passive. Unconscious thought is an active thought process (Bos, et al., 2008) that can better organize information in memory (Dijksterhuis, 2004).

The two tools that we chose to use in this study (digital mind mapping and journal keeping) relate to intuition, but also allow us to activate and monitor goal-directedness via students' online engagement with the tools. We are conducting our study by asking students to complete an assignment for an International Marketing class that involves developing a creative marketing strategy related to a case. After turning in their papers, students will be given the opportunity to revise their assignments using one of the two tools discussed above. Both tools are in digital platform, which facilitates the investigators' monitoring of student contributions. No investigator intervention will be made beyond the initial instructions provided to students. We will conduct pre- and post-tests on intuition as well as collect ratings on their assignment's creativity using previously established intuition and creativity scales. Our aim is to measure any noticeable differences in intuitive preferences and levels of creativity in their outputs through the use of such tools.

Our study addresses the need for developing educational tools and processes that encourage not only critical thinking, but also creativity (Eriksson & Hauer, 2004). Based on our findings, we will make recommendations regarding the integration of creativity tools in marketing courses. The study attends to different learning styles, fosters student development, performance and assessment, as well as leverages innovative teaching methods.

References Available upon Request

THEORY OF MULTIPLE INTELLIGENCES: TEACHING CRITICAL THINKING IN AN ONLINE CLASSROOM

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Importance of Critical Thinking

Marketing managers should constantly monitor the environmental influences and sort through a plethora of data in order to design effective marketing strategies. Marketers should learn how to assess this data and determine what is relevant when designing the marketing strategies. The process for assessing this data is critical thinking. Educators should determine the most effective methods for teaching critical thinking in the online classroom.

Teaching Critical Thinking in an Online Classroom

Limited literature exists on how to teach critical thinking in an online classroom. Tyler and Loventhal (2011) suggested the need for academic rigor to bring credibility to online instruction for teaching critical thinking. Cooper (2000) suggested to discover students' learning styles and to enhance classroom instruction with technology to aid in student success. Watrous-McCabe (2005) suggested a broad range of technologies are available to support online learning such as "web conferencing, online chats, blogs, discussion boards, interactive games, and Internet resources" (para. 23). These technologies could be applied using Gardner's (1983) theory of multiple intelligences for teaching critical thinking skills.

Theory of Multiple Intelligences

Gardner (1983) identified eight intelligences and stated the intelligences are more a potential for solving problems than a measurement of a single IQ score. Gardner's theory of multiple intelligences along with the learning styles for problem solving and decision making can enhance student comprehension of critical thinking skills. By applying different intelligences, critical thinking skills can be taught in such a manner to increase student comprehension and success.

Different Learning Styles

The most common learning styles are visual, auditory, and tactile ("Learning Styles," n.d.). The learning styles in combination with the multiple intelligences give educators insight into the preferred method of how their students process information.

Conclusion

The intense global competition for the same consumers makes the critical thinking skills that are used in designing effective marketing strategies one of the few sustainable competitive advantages. Specific activities using all of the multiple intelligences and learning styles will engage the marketing student in learning the critical thinking process. Because of the limited literature and few studies that exist applying the theory of multiple intelligences and critical thinking skills to an online marketing classroom, further development is needed.

References Available upon Request

TEACHING SUSTAINABILITY MARKETING: FINDING COMMON GROUND BETWEEN THE CLASSROOM AND UNIVERSITY LIVING

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Abstract

In the mid 2000's in response to pressure from AACSB, business schools began to consider program-level learning objectives in the area of sustainability and developed measurements of how students mastered the concept and applied it to business decisions (Borin & Metcalf, 2010). Further during that same time, demands for more coverage of sustainability came from industry upon recognition of threats to our natural systems, and increasing disparities between those who have and those who have not.

Marketing educators were quick to respond to these pressures and demands. As marketing aims to meet the needs of customers, manage product strategy from production to disposal, and move products from producer to end user, it is logical for marketers to take a lead role in teaching sustainability and develop courses in sustainability marketing.

Bridges & Wilhelm (2008) were among the first to discuss the integration of sustainability into marketing curriculum. Textbooks emerged (e.g., see Martin & Schouten, 2012) and informative books/articles provided tools to assist marketing educators in the incorporation of sustainability into the classroom at the same time (see Timpson et. al, 2006 or Boris & Metcalf, 2010). But while much attention has been given to the integration of sustainability into the marketing curriculum, some educators acknowledge this is somewhat challenging (Von der Heidt and Lamberton, 2011). A sustainability mindset requires consideration of environmental, social, and economic impacts of business decisions. Often business students who embrace a capitalistic society have difficulty considering alternative business models and are skeptical of the sustainability movement.

One way to address the lack of understanding of the positive impacts of a sustainability-focused business model and the skepticism surrounding it is to provide students with the opportunity to work on sustainability projects that impact them personally. In other words, we should challenge them to put sustainability into practice where they live - their university housing, dining halls, student unions, recreational centers and libraries for instance. Providing opportunities to learn about sustainability in a way that touches their daily lives as students, could have a real impact to helping them embrace sustainability in business. At the same time, these projects can benefit the institution.

Anytime students are challenged to work on projects involving campus life, marketing educators can look to his/her university's strategic initiatives for project opportunities. Most universities are developing and adopting sustainability practices and programs, therefore making marketing projects focused on campus sustainability initiatives an easy fit. Further, when it comes to sustainability, colleges and universities are leaders. The Princeton Review classified 322 green colleges and recognized 21 US schools that achieved the 2013 Green Rating Honor Roll (the highest score). The Review reported on such initiatives as the development of sustainability courses, university dining halls converting grease into biofuel, and the development of campus bicycle programs just to name a few. The sustainability marketing course is an appropriate course for students to contribute to the university's sustainability initiatives, while learning, practicing, and eventually living sustainability. This approach integrates course objectives, university strategic initiatives, and campus life. Further, while students generally evaluate courses with experiential components more favorably that those without (Bridges, 1999; Drafke, Schoenbachler, & Gordon, 1996; Gruca, 2000; Hamer, 2000; Petkus, 2000), these university

sustainability initiatives also have student recruitment impact. The Princeton Review states that two of every three incoming students are looking for colleges where sustainability is evident. The Review suggests these students care less about luxury housing and high tech classrooms, and more about conservation and energy efficiency on their campus.

This approach to teaching sustainability marketing was adopted and tested during the fall 2013 term in a private university in the northeastern US (also an AACSB accredited business school). Students were challenged to develop a business plan for a campus garden. Campus gardens at other universities have provided food for underserviced members of the community, and harvests from the garden have been used by campus dining facilities (see Wake Forest University). Students were challenged to conduct primary and secondary research for the garden initiative, identify how the garden integrates into the mission and values of the university, and develop the plan for the garden including location, size, water supply, tools, plantings, funding, etc. They were charged with developing plans for the long-term sustainability of the garden as well as making recommendations for how the garden harvests will be used and how the garden will be marketed to the campus community as well as the surrounding community.

Students worked with various stakeholders from within the university as well as the community. Specifically, students met with members of the senior leadership team of the university, facilities management, the university chef, and outside nonprofit organizations specializing in community gardens. Some students even visited surrounding universities where such gardens exist. All individuals providing support for the project were invited to the final student presentations.

Other suggestions for sustainability marketing projects that could potentially have a positive impact on campus life include the development of a zip car program, a plan for sustainable ecology including sustainability plantings and landscaping, water refilling stations, and waste diversion programs.

References Available upon Request

A COLLABORATIVE APPROACH TO CREATING A SENSE OF PURPOSE

Kirti Sawhney Celly, California State University, Dominguez Hills

We stand at a critical moment in Earth's history, a time when humanity must choose its future. As the world becomes increasingly interdependent and fragile, the future at once holds great peril and great promise. To move forward we must recognize that in the midst of a magnificent diversity of cultures and life forms we are one human family and one Earth community with a common destiny. We must join together to bring forth a sustainable global society founded on respect for nature, universal human rights, economic justice, and a culture of peace. Towards this end, it is imperative that we, the peoples of Earth, declare our responsibility to one another, to the greater community of life, and to future generations.

The Earth Charter Preamble 2000

The Imperative

The past decades have been littered with ethical failures in business from Enron to Yahoo! on the one hand and with hope from the growth and successes of social entrepreneurs combining profitable growth with social good, on the other. In order to tilt the balance in favor of meaningful contribution to community, balanced prosperity, and security, educators must make a commitment to awakening students and ourselves alike to the relationship between action and consequence, privilege and responsibility, the material and spiritual, the individual and the collective, and competition and collaboration. While some may feel that this development, much like learning to write, is the task of general education classes and curriculum, we hope to discuss the importance of, much like writing across the curriculum, infusing it across the curriculum and specifically into a marketing curriculum.

The Choice

As educators, we have the privilege of shaping the development of whole persons--active contributors to the world, or narcissistic, self-occupied individuals. Given the imperatives of our disciplines—business and marketing--and our individualistic culture, we are naturally driven by the dominant logic of individual success, materialism, the quest for profit, and winning. While ethics, and marketing and society are a component in our course work, they may be relegated to a rote memorization of a code of ethics or a footnote in a last lecture.

Alternately, the perspectives we take in our daily work in curriculum and course design, implementation, and strategies for student success, can have great impact on developing ethical, purposeful members of society who can use the tools of our trade to create a better world. While not new to our discipline—recall the development of social marketing—the concomitant reality of growing class sizes and competitive pressures may result in undermining efforts to ensure that we encourage crucial conversations about the contributions that students and practitioners of marketing make and can make, and not just to individual businesses.

The Possibility

What if we as educators can somehow move students from the kind of survival thinking encoded in questions such as *"How do I succeed? What do I need to do to get ahead? Get a job? Get a passing grade/out of this course?"* into the universe of possibility, a world in which they see their work as a *contribution* to their careers, their class, their cohort, their college, their communities, and the world? Taking a lead from Benjamin Zander, Conductor of the Boston Philharmonic for nearly three and a half decades and teacher at the New England Conservatory, we propose two approaches for developing this mindset to open our discussion.

The Opportunity

Fortunately, MEA membership offers an opportunity for cross-national and cross- university collaboration in these areas. Not only do faculty from the largest university system in the U.S., the twenty-three university CSU, form a large percentage of the active membership of the MEA, but they also play a key role in educating those who "work for California" and therefore for the nation. A key goal for this session is to share practices in the area of curriculum, course, and assignment design that facilitate the development of the contributory mindset in our students and faculty thoughts on how this approach contributes to student success.

The purpose of this special session is to discuss what elements we can and do include in our courses to nurture the development of this whole person. This session offers an opportunity to share how we develop the pedagogical mindset for a universe of possibilities. To stimulate discussion, it provides initial examples of approaches, assignments, and student work in core and capstone marketing classes that are generative and contributing. Some examples are:

a. Framing our courses and course content in the context of their fit within the business and university curriculum and business-societal needs.
b. Having students frame their own role in our courses in the context of their career goals, that is "being a contribution."
c. "Giving an A."
d. Selecting reading and case materials that provide a broad context for developing social, cultural, and spiritual consciousness, including historical and ripped from the headlines, while learning the disciplinary content.

And finally, this session provides initial evidence of the power of creating a world of possibilities for our students.

INTERNATIONALIZATION OF COLLEGE OF BUSINESS PROGRAMS: SUCCESSES AND CHALLENGES

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Denny McCorkle, University of Northern Colorado
Suzanne Conner, American University in Dubai
Chip Miller, Drake University
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Abstract

Colleges of Business (COB) recognize the importance of internationalization in business education – along with AACSB. However, as with many things, theory and practice sometimes diverge. The logistical and psychological challenges of a truly international program are significant. While this function is sometimes outsourced to the University at large, some COB programs take a more significant involvement in the process. This panel will discuss the major parts of college of business internationalization and try to identify the success and challenges related to the following: (1) Faculty Internationalization; (2) Student Experiences; and (3) Curriculum issues. In addition, the idea of dual/joint degree options, which encompasses all three of the areas, will be discussed. Globalization of Business Schools

Nearly all business schools/colleges recognize the importance of global subjects related to each specific discipline. It is difficult, perhaps impossible, to find a business degree at the Bachelor's degree level without at least one, if not several, global/international business classes. However, it has long been recognized that experiential learning, typically in conjunction with traditional or theoretical learning, adds significant value to student knowledge, understanding, and ability. In the international arena, experiential learning typically, but not exclusively, involves an overseas or cross-border experience (e.g., student exchange). While colleges and faculty typically encourage these experiences, few degrees require such an experience. Thus, the degree of globalization of business programs tends to range from traditional classroom theory to a truly global integration into the curriculum that includes a international student experience. We recognize that the degree of globalization in a business program needs to be driven by the school's mission, but certainly some importance must be placed on the area in each business school.

Business schools typically outsource the experiential learning aspect of global business to the university level – typically through a centralized office for international education that coordinates study abroad opportunities. Some have chosen to internalize the function by creating a department or position within the COB to strategize, champion, and execute the school's globalization efforts. Yet others leave this to faculty, either totally within the COB or across schools. Functionally, all options can work well or poorly depending on the resources available and competence of the structure. In structuring an international learning component, universities need to consider whether they will focus on internationalization of faculty, student experiences, curriculum, or a combination of all, or some, of these factors.

Internationalization of Faculty

Regardless of the functional structure, whether the program is housed within the COB or not, it is our belief that having faculty support significantly contributes to success– not only in globalization, but also in all aspects of academe. Thus it becomes imperative to garner both interest and support if expansion in this area is to be successful. Nearly all COB faculty understand the importance of global business. However, individual faculty have varied interests, often with narrow levels of focus. Thus, global business for many tends to be of less immediate

importance than their specific areas of interest and research. Competing with committees, research, and teaching, global business sometimes gets put in a secondary or lower position of priority for many faculty. Increasing awareness as well as the benefits of globalization for individual faculty members encourages their support actively, or at least tacitly, of program expansion. Benefits could entail course reductions, decreasing committee assignments, or remuneration for championing a study abroad program,

Our experience indicates that the primary method for garnering involvement is faculty exchanges. As faculty get involved in teaching overseas, traveling, research opportunities with foreign colleagues, and even professional opportunities, they tend to be much more supportive of program globalization. Even faculty that have never shown interest in teaching/researching internationally often change their opinion after this initial exposure. Functionally, faculty exchanges require the commitment of resources, but these are often minimal.

Faculty exchanges typically take on one of two forms – direct, non-employed, or employed. Direct exchanges involve trading faculty, either synchronous or asynchronous, and have the advantage of minimal governmental red tape and visa issues. The easiest version is two professors trading classes for a few weeks, perhaps even a semester. Since the home university is the official employer and the faculty is not officially employed in the host university, the visa issues tend to mirror those of a tourist. In many cases, such as those between the United States and the European Union, no visa is required at all unless the stay extends beyond 90 days. Employed exchanges are those in which schools agree to hire faculty from each other. From an academic standpoint, these are logistically easier exchanges – the visiting professor is simply hired for a term to teach and/or research. There is no necessity to ensure balance of the hours of the exchange or match academic subjects between faculties. However, the governmental logistics and additional associated costs can be quite daunting with varied, and often cumbersome, work visa requirements that could include a personal interview at the regional consulate. This added effort may entail additional travel costs and time.

Other costs associated with employee exchanges could include providing housing and transportation, among others.

Several practical issues can arise when implementing a faculty exchange process. First is the concern of qualifications of incoming faculty, including both hard and soft skills. As exchange faculty may not be very familiar with the overall curriculum design of the host university, they may not have particular knowledge of what the host university wants delivered to the students, or they may not place as much importance on certain aspects as preferred by the host university. Regarding the maintaining of records for accrediting bodies, the visiting professors may not have the motivation to archive necessary information, or even fill out the appropriate paperwork, especially if they are only visiting for one term.

Additionally, in regional schools, both students and faculty may be concerned about the ability of the visiting faculty to communicate so the students can understand (i.e., language, accents). Interestingly, while faculty inherently understand the importance of cross-cultural communications in international business; they often see the same issue as an impediment to learning when applied in the classroom. With student evaluation, students will often attribute a lack of success in a specific course to the inability of the instructor to communicate in a manner that they understand – especially if an unusual accent is involved. Interestingly, this happens even in a class entitled International Business.

Various universities also have a range of what is required of faculty in terms of availability to students. At some universities, office hours and being accessible via email are not a priority, but in others, there are practically open-door policies where students feel the right to have access to

a faculty member at any time, day or night. If a visiting faculty member is not with the same mindset, this can cause difficulties. Department and/or program administrators are often concerned about student satisfaction and thus see these as a negative aspect of hosting visiting professors. The primary methods to address this issue to very carefully layout expectations, screen, and carefully select first time visiting faculty. The adage 'there is no second chance for a first impression' applies well here. If the first several exchanges are successful, a faculty exchange program can be much more easily expanded. Later problems are much more easily forgiven by both faculty and administrators if the value of exchanges is strongly established in the first several exchanges.

Involving faculty in other opportunities, such as Fulbright scholars program, has essentially the same effect. Such international scholar programs have many advantages. Language issues are anticipated and screened by the program, there is a substantial support network in place to resolve any issues that might arise, and the faculty tend to gain monetarily as well as professionally. Not only does the experience typically enrich their research record and material for classroom presentation, it provides a distinguishing addition to one's vita.

Many colleges focus on attracting international faculty or those with international interests. Either of these approaches can be successful if handled properly. Attracting faculty with international interests, especially those who have experience teaching abroad, or those who are willing to take on the task of being in charge of, or at least taking students on, international study trips, can be an asset as long as they also fulfill the other staffing and research criteria needed by the department. Simply hiring visiting professors from abroad can work as well but comes with its own issues to be managed. Administrators, especially those who are AACSB accredited, have to think about where the PhD holder earned their degree and the type of education they received, as well as look at the style of teaching they are accustomed to using. This is important because many schools out of the United States have a very different style of teaching and assessment than most U.S. schools. There are also immigration issues to be considered and with some visiting faculty members there may be a need for some sort of introduction to the culture and the local community.

Even though having international faculty on campus using any of the above approaches brings the world to the students, it does not guarantee the students will truly experience the world unless this focus also has an experiential learning component.

Student Experiential Learning

Universally, marketing students take some theoretical coursework related to global business. As we move up Bloom's Taxonomy, students should be encouraged to have experiential learning opportunities in global business as well. Typically, these would involve some type of study abroad or an international internship. While some students immediately gravitate to these experiential learning opportunities, others may need more encouragement to participate, especially those students at regional U.S. universities.

Three main issues arise to discourage students from studying abroad: inertia, uncertainty, and financial loss. The most important factor in overcoming inertia and uncertainty is information. Faculty encouragement through their foreign experiences (as discussed previously) is a good starting point. International examples in the classroom from the faculty exchange experiences and information about traveling and living in another country reduce uncertainty and in some cases enhance the excitement of study abroad. However, students tend to place more confidence in information from peers and personal experience. Having past study abroad students speak to the classes and business clubs about their experiences works well to accomplish this peer influence. Alumni of previous travel abroad programs are ideal for

speaking to classes and other students about the excitement and value of the program. Many times a student makes the final decision after talking with another student or alumni. Travel abroad is contagious as students hear about the excitement and share the news. Also, having visiting foreign exchange students integrated into the college can have a huge impact on both social networking and uncertainty avoidance.

If the study abroad program is coordinated in-house, careful screening of student applicants is also needs needed. Issues that can arise include dealing with students who have never spent much time away from family, are sensitive to different cultural manners and beliefs, do not thrive without friends around, and so on. These issues can occur even with short study trips. Explaining the program well before the application process begins, doing a thorough interview with the student, and then if they are chosen, giving an in-depth pre-trip class on what to expect and what is expected will alleviate some of these potential problems.

Curriculum Issues

Nearly all business schools have a course related to International or Global Marketing. Additionally, global business is discussed elsewhere in the curriculum, and as expected by AACSB, often across the curriculum. In some cases, the foreign faculty exchanges can allow the visiting faculty to teach a specialized or special topics course in global marketing or business, such as: “doing business in China, or “international finance and the Euro crisis.” The authors have experienced these specialized courses taught during the summer term, as 3 week, or full semester courses.

Other innovative approaches to globalizing the business/marketing curricula include the development of a capstone international business class where students work in interdisciplinary groups with an international project from a business client.

Conclusions

In summary, this panel will discuss the many different ways that the panelists have experienced in internationalizing their respective business programs. This will include a discussion concerning faculty, students, and curriculum and what has succeeded or failed with their internationalization efforts.

EXAMINING THE IMPACT OF THE SERVICE-DOMINANT LOGIC OF MARKETING ON MARKETING EDUCATION

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Felicia M. Miller, Marquette University
Clinton B. Schertzer, Xavier University

We anticipate that the emerging service-centered dominant logic of marketing will have a substantial role in marketing thought. It has the potential to replace the traditional goods-centered paradigm.

The promise of the service-dominant (S-D) logic has captured the attention of marketing academics for nearly a decade. One measure of marketing's value to society is its relevance to business practice. In the session, we discuss the relevancy of S-D logic, and by proxy the value of theory development in general, through the lens of marketing education.

In the almost ten years since Vargo and Lusch's (2004) "Evolving to a New Dominant Logic for Marketing" appeared in the Journal of Marketing, the field has debated the academic and managerial validity of service-dominant (S-D) logic at conferences, in books, and in other prestigious journals. The S-D logic is best defined by its shift away from the goods dominated origins of marketing by recognizing that value is conveyed (to the consumer) through service, the application of knowledge and specialized skills. This perspective also shuns the notion that "producers" exclusively create value in favor of a system where value is co-created by the parties engaged in exchange. Table 1 below outlines the 10 foundational premises (FP) of this emerging logic (Vargo and Lusch 2008).

Critics of the S-D logic have argued that it is too firm centric vs. market centric (Venkatesh et al. 2006) and does not address the networked nature of value creation (Achrol and Kotler 2006). Others have suggested that it is not really an emerging paradigm but merely an artifact of the growing services economy in the United States and abroad. Supportive commentaries on the S-D logic have judged it sufficient on important marketing topics such as ethics (Abela and Murphy 2008; Laczniak 2006) and consumer culture (Arnould 2006). Despite the on-going dialogue on this topic, what is missing from the conversation is an assessment of this emerging logic in the context of marketing education.

Specially, how should this new logic affect the way we prepare future business leaders? How has it, if at all, changed the way we teach marketing? If the service-dominate logic is to take hold in marketing practice, then marketing education must bridge the gap between theory and application.

The objective of this session is to 1) examine the 10 FPs from the perspective of marketing education and 2) discuss if, and how, the service-dominant logic of marketing has influenced marketing education at the undergraduate and graduate level over the last ten years.

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Table 1

FPs	Foundational premise	Comment/ explanation
FP1	Service is the fundamental basis of exchange.	The application of operant resources (knowledge and skills), "service", as defined in S-D logic, is the basis for all exchange. Service is exchanged for service.
FP2	Indirect exchange masks the fundamental basis of exchange.	Because service is provided through complex combinations of goods, money, and institutions, the service basis of exchange is not always apparent.
FP3	Goods are distribution mechanism for service provision.	Goods (both durable and non-durable) derive their value through use – the service they provide.
FP4	Operant resources are the fundamental source of competitive advantage.	The comparative ability to cause desired change drives competition.
FP5	All economies are service economies.	Service (singular) is only now becoming more apparent with increased specialization and outsourcing.
FP6	The customer is always a co-creator of value.	Implies value creation is interactional.
FP7	The enterprise cannot deliver value, but only offer value propositions.	Enterprises can offer their applied resources for value creation and collaboratively (interactively) create value following acceptance of value propositions, but cannot create and/or deliver value independently.
FP8	A service-centered view is inherently customer oriented and relational.	Because service is defined in terms of customer-determined benefit and co-created it is inherently customer oriented and relational.
FP9	All social and economic actors are resource integrators.	Implies the context of value creation is networks of networks (resource integrators).
FP10	Value is always uniquely and phenomenological determined by the beneficiary.	Value is idiosyncratic, experiential, contextual, and meaning laden.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA): A GUIDE FOR MARKETING EDUCATORS

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Abstract

The Family Educational Rights and Privacy Act (FERPA) is an act of legislation enacted to protect the privacy rights of students. The statute was originally intended to protect two broad rights: (1) the right for students to access and amend their educational records; and (2) the right for students to prohibit the disclosure of their educational records to third parties without their consent (Buckley, 1974). Students depend on the accuracy and maintenance of their educational records for attaining, e.g., future employment, scholarships, and acceptance to higher education. As a result, compliance with the statute is essential for the protection of students. Unfortunately, the plain language of FERPA can be confusing and unclear, which has made it challenging for universities and educators to comply with the statute.

The most important place to begin is the scope of FERPA. The statute only applies to "educational agencies or institutions" that receive federal funding (FERPA, 2001). This includes most universities. If an educational agency or institution does not comply with the terms of FERPA, then the Secretary of Education may withhold its federal funding. However, the Secretary has yet to wield that power; but, the threat remains intact.

The central aspect of the statute is the definition of "educational records" (Silverblatt, 2012). Educational records are defined as "those records, files, documents, and other materials which (1) contain information *related to a student*, and (2) are *maintained* by an educational agency or institution or by a person acting for such agency or institution" (FERPA, 2001). This includes, *inter alias*, grades, financial records, disciplinary records, and class enrollment lists. The statute requires that universities (1) allow students to access these records, (2) provide the opportunity to correct or amend the records as necessary, and (3) prohibit the disclosure of the records to third parties, subject to several exceptions. For example, educational records can be freely disclosed to university employees who hold a legitimate interest in that specific educational record.

FERPA applies to marketing educators on two broad levels: a *university* and an *individual* level. Each university, as a whole, has an obligation to comply with the terms of the statute. The university may lose its federal funding if it has any university-wide policies that violate the terms of the statute. A common issue for universities is a policy that enables the untimely destruction of educational records. This prevents students from accessing their educational records for future endeavors. This can be remedied by good archiving policies (Chute and Swain, 2004). Another issue is the posting of personally identifiable information on the university website. Lipinski (1999) recommends that the university receive the consent from students before they post any such information.

Lastly, the university must provide students with reasonable notice of their FERPA rights. The university website is an important tool for notifying students. To better assess the veracity of website notifications, we collected data from the top fifty national universities and top ten regional universities from the North, South, East, and Midwest, as ranked by *U.S. News*. Iacobucci (2013) recently demonstrated that rankings of graduate business schools by U.S. News, Forbes, and Business Week demonstrate good to excellent psychometric characteristics. From a higher-education marketing standpoint, university websites that go above and beyond what FERPA calls for might also be perceived by students as a compelling demonstration that

the university cares about their rights. If so, a strong website might help universities market themselves to prospective students and their parents having their best interests in mind.

On an individual level, each and every marketing educator should understand and comply with the terms of FERPA. FERPA creates ethical guidelines for educators to follow by emphasizing the protection of students' privacy rights (Pena, 2008). In addition, Depending on the institution, an educator may be terminated for violating the statute (see, e.g., Latourette, 2010; *Woods v. Newburgh Enlarged City School District*, 2008). Fortunately, this is generally only seen in egregious situations. Nonetheless, educators need to be cognizant of students' FERPA rights. Educators play perhaps the most important role in protecting the FERPA rights of students. They directly maintain their grades, write them letter of recommendations, and can have an influence on their individual futures. In all, educators should recognize FERPA as a mutually beneficial opportunity to the extent that FERPA allows for greater cooperation and mutual respect between students and their educators.

One of the biggest challenges for universities and educators alike is adapting the statute to changes in higher education. Over the years, higher education has extended beyond both state and national borders toward greater globalization (Morey, 2004). Institutions are achieving this predominately through online courses and distance learning (Walker, 2009, Bell and Federman, 2013). Marketing professors need to understand the FERPA implications when teaching online courses or other forms of distance learning, such as Massive Open Online Courses (MOOCS). Likewise, "Executive" forms of education present interesting FERPA challenges as well.

The goal of this article is to clarify the FERPA duty for marketing educators and to provide recommendations to marketing educators on how they can improve compliance with the statute while also addressing how FERPA might impact emerging pedagogical modalities.

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ATTITUDES OF ACADEMIC STAFFS TOWARD ACADEMIC DISHONESTY BETWEEN CENTRAL WASHINGTON UNIVERSITY (USA) AND SHAHID BEHESHTI UNIVERSITY OF MEDICAL SCIENCE (TEHRAN, IRAN)

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Abstract

Academic dishonesty among students has been widespread global issues at higher educational institutions. While many international studies have tried to find causes and differences of the academic dishonesty at higher educational institutions in cultural differences, few have examined the attitudes of the academic staff members on the issue. Our research used 226 academic staff members of Shahid Beheshti University of Medical Sciences (SBMU) in Iran and Central Washington University (CWU) in the USA to find out cross-cultural differences in attitudes and beliefs of the academic dishonesty of students. Our result shows both similarities and differences of attitudes and beliefs of the academic staff members in the two institutions. At the end of this paper, we pointed out risks of using cultural differences to analyze collected data in cross-cultural comparative studies on academic dishonesty.

Introduction

Academic staff members including faculty members seem to work on eliminating academic dishonesty inside and outside of classrooms through formal policies and detentions. Naturally, higher educational institutions around the world may have their own policies and programs to enforce own academic ethical codes (Calgary University 2010; McGill University, 2010). While many higher educational institutions have tried to eliminate chances of academically dishonest actions of students, some researches have pointed out that existing cultural differences will not allow non-US institutions to effectively deal with academic dishonesty of the US point of view. This means that the cultural differences must be carefully considered to not only study on cross-cultural differences in academic dishonesty but also define academic dishonesty based on own cultural values. In other words, international comparative studies on academic dishonesty without clear definitions based on local cultural values will not give any clear idea about causes, differences, and solutions of academic dishonesty.

Literature Review

Many researches have tried to find reasons why students involve in dishonest activities in higher educational institutions in various countries (Dean, 2000; Bernardi, Baca, Landers, &Witek, 2008; Graves, 2008). On the other hand, with the outburst of digital knowledge and the propelling of staff, academicians, and students into the information society, the environment for cheating has become even more durable so that students tend to have easier time to conduct dishonest actions.

For example, expansion of internet access, smart phones, and nanotechnology have enabled students to go for academic dishonesty so easily and instantly. According to Fain and Bates (2004), there are at least 225 websites providing students with term papers for assignments at schools. In fact, there have been more reports of academic dishonesty today than in the past. For example, one study reported only 34% of students admitted to cheating in USA in 1969 while the figure had been 61% in 1992. Then, it became 74% by 2002 (Twenge & Campbell,

2009). Campbell, Owens, and Denton (2000), Thomas (2001), and Gligoff (2001) have reported that cheating on exams and plagiarism seemed to be among the most serious current concerns in colleges and universities in the USA.

While there have been comparative studies on students' attitudes and beliefs in engaging academic dishonesty in various countries, studies on academic staff members' attitudes and beliefs in students' engagement in the dishonesty. One of the very rare studies was conducted at a medical school in Tehran, Iran in 2010 (Yekta, Lupton, Khadem, and Maboudi, 2010). According to the study, the higher the academic rank of the students became, the less there would be the tendency for cheating and academic dishonesty.

This finding seemed to be in line with the findings of Whitely, Nelson, & Jones (1999). Their study found that the older a student became, the less likely s/he would engage in cheating and academic dishonesty behaviors. According to Rennie and Crosby (2001), 56% of the responding medical students said they had engaged or would engage in plagiarism. Moreover, Simon, et al (2004) reported that students' perceptions of campus climate were among one of the deciding factors describing whether students would report fraudulent activities.

Since it is very unrealistic to expect complete disappearance of academic dishonesty, the realistic research question would be, "Who should discourage cheating and who should punish those who engaged in cheating and academic dishonesty?". So far, there are two contradictory opinions for this question. According to Strichertz (2001), students believe that academic staffs should have paid more attention to academic dishonesty. However, Callahan (1982) actually showed evidence those serious efforts by the academic staff members were not rewarded by lowering the number of cases of academic dishonesty.

In addition, this question must be answered carefully by considering cross-cultural perspectives and interpretations of academic dishonesty. In short, students in different countries may have different opinions on what is and what is not considered academic dishonesty. This concern was supported by social learning theorists (Whitley 1998; McCabe, Trevino, & Butterfield, 2002). Several researches showed validity of this concern through comparative studies in Poland, China, Russia, and the USA (Chapman & Lupton, 2004; Lupton & Chapman, 2002; Lupton, Chapman, & Weiss, 2000). In other words, these studies support the idea that definitions of cheating are quite different among cultures.

Methodology

Our questionnaire was especially developed to study the attitudes and perceptions of the academic staffs on what they regarded as cheating and academic dishonesty. The questionnaire was originally written in Persian and it was validated with randomly selected 30 Iranian academic staff members. Its Cronbach's Alpha was 0.82. The Test-Retest showed the reliability of 0.84.

Native speakers then translated the questionnaire into English. Both native English speakers and Persian speakers checked the English translations with English fluency prior to the validation in the USA. The English version was validated in similar ways with 21 randomly selected academic staff members in the USA. The validation was effective with Cronbach's Alpha of 0.81.

Once the validity was proven, 130 randomly selected academic staff members at CWU participated in this study. Out of the 130 collected questionnaires, we could use 128 questionnaires for this study. In Iran, participants were randomly selected at Shahid Beheshti

University of Medical Sciences and we could use 98 questionnaires. We used SPSS 16 software for statistical processing.

Findings and Discussions

The observed differences were statistically tested and summarized in the table 1. In our questionnaire, Q2 asked, "Do you know of any students who have cheated on exams at this university?". Q12 asked, "I believe most students cheat in exams." The number of participants who answered YES in both questions at SBMU was much larger than the number of CWU participants who answered YES in both questions.

While this may imply that Iranian students tend to cheat more, we are wondering if such a simple conclusion reflects reality. This is because we believe that YES on Q2 can be very subjective. It may depend on various ways of academic staff members to see students' cheatings. In addition, we may have to consider general influence from certain cultural values, beliefs or expectations of the academic staff to their students. We also think that academic staff members' own experiences in academic dishonesty will be influential.

When we asked if sharing notes or papers from previous classes were unethical and unfair through Q6 and Q7, CWU academic staff members considered these were unethical and unfair. The sense of unfairness seems to be comprehensive, reflecting that the CWU academic staff felt that cheating occurred not only for those students who actually cheated but also for those who directly or indirectly supported or initiated the students' cheating.

In addition, CWU academic staff members felt that student A who gave all materials of a class to the student B was actually engaging in academic dishonesty because A gave B chances for academic dishonesty. It seems like CWU academic staff members are more sensitive for cheating in the classroom than Iranian academic staff members.

Naturally, this difference might be caused by different ideas and perceptions of academic dishonesty based on cultural differences (Teodorescu & Andrei, 2009; Aurora, Teixeira, & Rocha, 2006). Some may consider a specific behavior as cheating while others may not. For example, a majority of academic staffs of SBMU usually make sure all students attend classes. If there is a student missing a large class (more than 40 students), they may consider this academically dishonest or even cheating the class. This is because instructors of the large classes focus more on attendance than completions or performance of assignments. The instructors believe that it will be impossible to check all assignments and performance of every student in large classes. As a result, academic dishonesty in assignments and projects will be everywhere in large classes. Such cultural differences in the definition of cheating may let SBMU's staff members think CWU's perceptions of cheating as student collaborations. The result of Q8 and Q19 seem to provide this point by showing different sense of "actions of cheating" between CWU and SBMU academic staff members.

So far, our research has also shown that Iranian students may be more group-oriented and there may not be the separation or distinctions between leaders and followers in a group setting. Indeed, in the Iranian classroom, it is very common sense to treat all group members equally and respectfully regardless of the amount of contributions. It is also very common sense to reward all group members equally regardless of the amount of contributions.

However, what confusing us is the higher number of cheatings reported in the USA than in Iran, (Thomas, 2001; Gligoff, 2001). We think this may be explained a little when we found that SBMU academic staff members did not report so-called cheating in the USA by not recognizing

it as cheating. For example, 41.8 % of the SBMU staff said that the students cheat while the figure was 66.4 % for those at CWU.

This is not only because Iranian staff members do not recognize so-called cheating in the USA but also because students in Iran has different ideas about cheating from US students. This is mainly because of different standards of codes of academic honesty between SBMU and CWU. CWU has clear standards of academic honesty so that students at CWU tend to know clearer ideas about dishonest conducts (CWU Code of Conduct, 2010). On the other hand, SBMU students with poorer standard of academic honesty may not clearly know what exactly will become academic dishonesty.

Conclusion

Our research discovered not only factual similarities and differences but also cultural concerns in the similarities and differences in academic dishonesty between the academic staff members of Central Washington University (CWU) in the USA and Shahid Beheshti University of Medical Sciences (SBMU) in Iran. While there will be another interpretations and understanding of academic dishonesty between Iran and USA by different studies, our study will be one of the very first studies to point out the importance of both facts and cultural influences in academic dishonesty between the two nations.

What really amazed us was that the strong possibility that Iranian staff members actually did not recognize students' actions that would be considered academic dishonesty by the US staff members. If they do not exactly know what US style academic dishonesty is, it is really no use to conduct comparative studies to find which country will have more academically dishonest students. We started thinking that we must compare definitions of academic dishonesty before we start analyzing factual data. We are also thinking that using "cultural difference" in cross-cultural comparative studies on academic dishonesty must be really carefully done. This is a very important point since careless uses of "cultural differences" in such studies will give biases instead of showing unbiased facts. We simply believe that it is so dangerous to conduct cross-cultural comparative studies on academic dishonesty between students with completely different definitions of academic dishonesty.

After all, our study is actually warning other researchers who are focusing highly on cultural differences to study cross-cultural differences in academic dishonesty. We will need to know not only cultural differences in academic dishonesty but also difference in definitions of academic dishonesty to produce more accurate analyses and findings.

References Available upon Request

KEEPING UP WITH INTERNET MARKETING EDUCATION

Stukent (Silver Sponsor)

Internet marketing can be a tough subject to tackle in higher education. Stukent provides internet marketing courseware, including a simulation, digital textbook, and expert lecture series to help educators and students alike. Stukent is pioneering internet marketing education in higher education.

DIGITALLY DRIVING CONSUMER ENGAGMENT TO IMPROVE PEDAGOGICAL OUTCOMES

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Abstract

The transition to Web 3.0 technologies presents many undefined challenges for marketers and marketing educators. Perhaps the most distinguishing feature of this shift is the evolution from inter-personal communications to communications and commerce facilitated by digital technologies (Meuter, Ostrom, Roundtree, and Bitner, 2000). That is, contemporary consumption and engagement is largely facilitated by a digital screen interface. It seems inconsistent with contemporary marketing practice to provide digitally-related content using traditional lecture-tutorial methods, even with the augmentation of a supporting website housing chat rooms, teaching materials and other resources offered by Learning Management Systems that evolved from the "old ways". The central proposition of this paper is that learning practices for digital marketing needs to be customised for digital natives using experiential and embedded learning techniques. A fundamental readjustment may be required in our educational business models to more fully utilise digital technology to provide our consumers with the theory and practice they will require to be able to critically evaluate and utilise technology that has yet to be developed.

Students as Consumers

Marketers and educators share a similar challenge in that their consumers are characterised by shrinking attention spans, an increased sense of ownership and entitlement, and an increasing number of distractions such as multi-tasking using multiple screens or devices (Kulesza, DeHondt, and Nezlek, 2011; Lederer, 2012). The days where educators could once "push" content via traditional methods only are obsolete and this is evidenced by the sea of digital devices that confronts educators during face to face class time. We must ask ourselves, then, how many of our consumers are actually paying full attention to our content delivery while they engage with their personal and multiple devices brought to class? As educators we must therefore be prepared and honest about the changing dynamics of face-to-face interaction in class time, and the nature of technology within. It is well known that digital media has become popular: Facebook has more than 850 million users (2013), LinkedIn has 220 million plus members (2013), Twitter reports over 500 million tweets per day (2013), and YouTube hosts1 billion unique users visit each month (2013). There are many more digital media consumers in China, Russia and Asia that use digital media beyond those already mentioned, which are specific to language, culture and local technology. We must therefore also ask ourselves the question: can digital technology be better harnessed to provide enhanced education models for teaching tertiary students?

Miller et al. (2003) found that traditional education delivery is redundant in a digital technology subject, since it inhibits students from fully grasping the theory, knowledge and skills underpinning it. Yet beyond digital technology subjects, online environments provide opportunities for better and more meaningful learning outcomes for tertiary students (Ebner, Lienhardt, Rohs, and Meyer, 2010; Vaz and David, 2012). Laird and Kuh (2005, p.211) for instance suggest that

> …there appears to be a strong positive relationship between using technology for educational purposes and involvement in effective educational practices such as active and collaborative learning and student-faculty interaction.

Thus there is general agreement of academics and professionals that interactive learning models in marketing are critical to effective pedagogical outcomes (Borodzicz, 2004). For the current generation of university students, a majority adopt technological skills early on in life and so are therefore well prepared for such advances in technology-based education models (McHaney, 2011; Guy, 2012). Ulbrich, Jahnke and Mårtensson (2010, p.ii) for example argue that:

> ...members of the net generation use the web differently, they network differently, and they learn differently... [and are] used to networking; its members work collaboratively, they execute several tasks simultaneously, and they use the web to acquire knowledge.

Since students are increasingly connected to a diverse range of digital technologies, it stands to reason that educators should behave like marketers in the adoption and use of digital channels in order to achieve an appropriate share of our consumers' screen-time and engagement.

Whilst predominantly used for personal reasons, social media is fundamental to the interactions of Gen X, Y, and Z (Browning, Gerlich and Westermann, 2011), and, , the potential benefits of using digital technology for academic purposes is widely recognised (see for example Hughes, 2009; Chen and Bryer, 2012). A gap still remains however between social media and education; that is, it is rarely embraced for educational or learning purposes (Selwyn, 2011). In the 2010 EDUCAUSE study more than 90% of university students reported the use social networking services, yet less than 30% of respondents reported using social networks as part of their formal university education (Smith and Borreson, 2010). The lack of digital engagement between students and academe is due to academics not incorporating the technology into their content delivery system: for instance, 80% of US academics report they do not use social media technologies in educational delivery (FSSE, 2010). Chen and Bryer (2012) found for instance that while many academics used social media personally, time constraints, workloads, privacy issues and cyber bullying were cited as reasons for not using these channels in academic engagement and delivery of content in education.

There is clearly an element of resistance to technological change in education models; however educators must bear in mind that teaching practices should be driven by educational objectives rather than technological desires (Freeman and Capper 1999; Kirkup and Kirkwood, 2005). Thus, if the conceptual basis of subjects can be better understood using a multimedia approach, then it stands to reason that digital media become integrated to the core element of subject design. In other words, if marketing educators practice what they preach, it follows that digital platforms should be widely used to enable students to transition into engaged prosumers of theoretical and applied content. Digitally-based learning tools such as a specifically designed online simulation or a game can lead to a shift in students more actively participating in the construction of knowledge and learning (Sweeney and Ingram 2001; Bonk and Kim, 2006).

Appropriate online learning can enhance student learning, better prepare students to make effective use of technology in their post-education workplace and enable educators to be more productive (Chong 1997; Freeman and Capper 1999; Miller et al., 2003; Vaz and David, 2012). As interactivity is a teaching tool commonly thought to improve learning outcomes (cf. Hamer 2000; Jonassen 2000; Guy, 2012), this paper argues that the pedagogy of applying digital and social media technology will provide students with interactive technology-based experiential learning opportunities. This means moving past the objective of building students' "technocompetency" skills (e.g. Smart, Tomkovick, Jones and Menon, 1999) and into a world of student digital interaction that allows lesson and theory to be practiced. This paper reflects on the use of social media to pioneer a superior and engaged learning experience for tertiary students, whilst also considering the various learning styles that are required by the students (Conolea, et al., 2008).

The Opportunity for Experiential Learning

Feinstein et al (2002) discuss experiential learning as a participatory method of learning. It utilises a variety of mental capabilities when a learner participates in an active and immersive learning environment. Experiential learning outcomes can be measured to demonstrate an increased capacity to evoke higher order cognitive abilities in areas such as problem solving and judgement (Feinstein 2001). Similarly, Miller et al (2003) and Vaz and David (2012) identify meta-processes in experiential learning that require the learner to apply knowledge and principles to new situations.

Prensky (2003) argues for a better teaching model than that used to argue for the mass lecture. The author cites data to claim a tutored student's achievement is better than 98% of classroom students; that the average time between questions for individuals in a classroom is 10 hours and interaction drops to near zero. In making use of a moderated digital environment, we are approaching the one-on-one tutorial model with help (moderation) instantly available; involving a high level and frequency of interaction; requiring decisions to be made and seeing the consequences; allowing for reflection on actions; and providing time for learners to compose their thoughts and contribute in a considered manner. Other advantages identified by Ip and Linser (2001) and Junco, Heibergert and Loken (2011) are that weaker students who participate tend to understand the material better than weaker students who do not. Furthermore, the moderator/teacher can intervene if necessary to pose specific questions that clarify whether a learner understands the material. BrckaLorenz et al.'s 2013 research suggests that:

> ...technology is a significant part of students' day-to-day experiences and is significantly related to a number of effective educational practices and student outcomes...[the] greater use of technology to communicate increases the quality of the relationships students have with faculty, staff, and peers.

For example, Freeman and Capper (1998, p.96) found:

> Students came to understand the complex pressures at work on regulators and market participants. They had to deal with pressures of time and public reaction as well as learning to represent complex organisations in unfamiliar scenarios. They achieved a deeper understanding of their own views and those of others, as well as the limitations of the two main paradigms in practical contexts.

Thus the argument that traditional teaching models can be extended in marketing education reflects well on teaching and outcomes for students, particularly in terms of building their in-depth understanding of real-world situations.

While traditional role-plays have been used extensively in education (Chesler and Fox 1966), they have been accused of suffering from a lack of reality in areas such as risk consequences (e.g. financial transactions) and relationships (e.g. vendors, customers) (Daly 2001). According to Freeman and Capper (1999), the digital environment may present improvements such as anonymity and asynchronicity (that allows students time to reflect on their role in a time that suits them). For a marketing course, digital technology presents underexplored opportunities through alternative learning models such as gamification (digital games in which students are required to solve problems) that can provide students with a unique experiential learning opportunity – actually going out into an electronic environment to dynamically interact to respond, negotiate, lobby, and manage products and organisational marketing strategies. For instance, the key skills Natesan and Smith (1998) identify for marketing communications, such as mass communications, search and retrieval, problem solving and promotion can be built into interactive learning forums such as games. Further, as Browning, Gerlich, and Westermann's

(2011) research reveals, there is evidence of strong favourable perceptions of social media in general and a high degree of readiness to embrace social media portals as a way to deliver course content. There is for example a simulation teaching tool developed using both the online (Blackboard) and social (Facebook and Twitter) media. The trend towards increasing use of games and simulations for teaching has important implications for understanding how informal and formal learning can support and reinforce one another in order to accelerate learning, support higher-order cognitive development and strengthen motivation in skills-based learning (de Freitas, 2004; de Freitas & Levene, 2004; Delanghe, 2001; Klabbers, 2003; Shawn Green & Bavelier, 2003).

Australian Tertiary Student Online Engagement

Each "learning" market has its own characteristics of digital use and engagement. For example, on average 99% of Australians aged between 20 and 29 years use Facebook 33 times per week, for 18 minutes per visit, to contact their 366 Facebook friends (but only ever see 41% of their "friends" during a year) (Sensis, 2013). A similar age demographic characterises that found in Australian tertiary institutions, which means that many Australian tertiary students engage on Facebook for 594 minutes (or almost 10 hours) each week. This does not include time spent on Twitter, Google, Instagram or the many other digital products available for students. Further, the 20 to 29-year-old demographic is extremely mobile when accessing digital content. with 86% reporting the use of smart phones, 69% using laptop computers, and 29% using tablets (compared with 36% using text top computers) (Sensis, 2013).

To learn more about Australian marketing students' digital usage and to provide students an opportunity to reflect on the potential impact of digital media may have on marketing and consumption, students were asked to keep a digital diary as part of their assessment in an undergraduate digital marketing class. In general, the students' use of digital media was omnipresent across time, place and devices, making it extremely difficult for many students to keep accurate diaries.

Australian Tertiary Student Digital Native Profile

Forty-seven undergraduate students from a class of 120 managed to summarise their digital diary into a form where it could be empirically analysed. The students' average total weekly social media engagement was 60.06 hours per week. The time allocated to "personal" Facebook use accounts for 10.06 hours and another 4.4 hours each week was spent "txting". These findings are similar to data presented in the national 2013 Australian study by Sensis. Interestingly, over 25% of the students' overall time on social media (15.67 hours per week) was spent on University related reading posting, real time discussions, and other forms of engagement with fellow students. While the data is self-reported, it illustrates how students now participate in new communities and the time allocations in terms of student engagement and learning. The issue confronting academics is how to best engage these students as digital consumption is a necessity in today's teaching environment in Australia.

Yet academics and educators must also be aware that there will be challenges to integrating such technological approaches to tertiary education models. An American study for example identifies how disparity is evident between students in terms of access to, experience of, and skills in using technology. Such disparities reflect age, ethnic and gender imbalances, and as such, a "digital divide" between users and non-users of technology is rapidly increasing (BrckaLorenz, Haeger, Nailos and Rabourn, 2013). Thus whilst it is possible to recognise the possibilities for broadening the opportunities for teaching and learning through innovative techniques, educators must also consider the potential challenges in crossing the digital divide so that all students can benefit. Nonetheless, a majority of participants in the above study

indicated they prefer the new technology-enhanced teaching spaces, and that the difficulties of implementing them are outweighed by the gains of 'relationship-building between faculty and students participating in this learning curve together and increased student interest and creativity' (p. 6, citing Morrone et al., 2012).

Engaging and Educating Digital Natives

Drawing from this knowledge of student use in the digital environment and the principles of online learning identified by Miller et al. (2003), a specially designed interactive learning model was developed to prepare marketing communication students to manage an organisational "issue or crisis" and develop and implement strategies to manage the adverse series of events they were confronted with. The simulation allows students to understand the time and resource pressures and the consequences of their decisions; in short, the simulation or game seeks to develop skills for the real world crisis management within a supportive learning environment. Consistent with Daly's (2001) description of the instructor or lecturer in his interactive teaching method, the role of the instructor in a simulation is one of facilitator characterized by little intervention.

Interactive learning models in communication management are critical to ensuring that tertiary students have effective pedagogical outcomes (Borodzicz, 2004). The digital and social media environment provides an opportunity to use these media to deliver and produce better and more meaningful learning outcomes for tertiary students. The challenge of teaching contemporary marketing communication is then ensuring students understand how these new digital media empower individuals to voice their opinions in real-time to a global audience, causing organisations to face a new and complex communications environment. Howell and Bridges (2009)The author's experience and research finds communication graduates use the WWW and online and social media as key tools in their roles as communication practitioners. Academics and professionals agree that it is 'impossible to practice effective communication today without using the Internet' (Newsom and Turk, 2010, p. 62); however, it is also important that student needs are supported though the incorporation of technologies such as the university Blackboard interface, social media engagement, email messaging, intense small group workshops, seminars and traditional lectures appealing to the various learning styles (Conolea, et al, 2008).

Serini (2002) suggests using a professional model in the classroom to allow for an in-depth understanding the complexity of issues and crisis management. Supported by a University E-learning Initiative Grant, an online simulation was developed in line with this model. It incorporates nine simulation scenarios for all crisis typologies based on Coombs (2007) crises types. Each simulation is designed for small student teams working both F2F, online and with social media, students are asked to devise effect business strategies to manage the events and devise communication tactics to support the strategy. The events unfold as a series of postings on the University's Blackboard site, and as updates on Facebook and Twitter. The design of the simulation and associated assessment ensures the seamless incorporation of social media into curriculum (Lester and Perini, 2010).

The Twitter handle and Facebook Avatar ("Cris Comms") is an example of digital technology providing additional support to students as well as useful information, links to interesting and relevant publications, blogs and websites. The Facebook-teaching Avatar produced impressive engagement and outstanding results. The Avatar obtains 100% engagement as all the students "friend" Cris and join the semester's private group on Facebook. On average, 75% of the students in these units also follow the Twitter handle and directly tweet about the simulation reflecting on their actions and responses as well as the course materials and topics covered in the weekly lectures. "Cris" chats online about issues raised in class; posts status reports on current issues in the media as well as the topics covered in the readings. The Facebook Avatar

engages students in discussions about the complex concepts and theories that were explored in the lectures and readings. “Cris” also posts reflections so students gain further insight into their simulation, theoretical frameworks and marketing communication. At times, students forget they are chatting to a lecturer or become immersed in the assessment; they ask questions such as ‘Hey Cris, what’s a prodrom again?’ (Facebook, 2012a), they probe topics ‘the Mitroff theory, can I relate to my critique like this...’ (Facebook, 2012b) and enjoy the social media platform far more than in the formal Blackboard site. ‘Love Twitter & FB, thanx 4 this #criscomms’ (SFU, 2013). Although students engage in range of social media channels, they are still required to provide screen grabs of all postings and paste these into the closed Blackboard group journals. The academic acts as moderator for these posts and monitors and assists groups struggling is topics in real time thus enhancing their understanding and learning. This model therefore aims to go beyond the traditional confines of classroom lectures and into real-world contexts constituted by social interaction.

‘Cris thanks so much I would have got that so wrong without you’ (Facebook, 2013). While the students are assessed on their individual postings and engagement as well as the group working together as a team, they are also required to reflect on their actions and responses. On completion of the simulation, the students come back to the class room analysing their progress and present their actions and responses to the entire class. The online engagement is extremely effective for personal and group learning with on average 500 postings per simulation on Blackboard (and more than 3000 on Facebook). The results of from the formal Student Feedback on Unit has been that students assert that the online social media support is vital in their learning; ‘Loved Cris Comms, you helped me understand stuff, while doing the simulation in real time’ (SFU, 2012b). Students reflect the simulation is ‘unique and engaging way to apply course materials” (SFU, 2011a) and finally “so loved coming back to class to tell the others what we did and why, I learnt from other presentations as well as my own’ (SFU, 2010a). Online networks such as Facebook and Twitter supported by Blackboard have enabled to students to become more active participants in the construction of knowledge and learning.

Conclusion

So rather than being told “how” to manage and respond to a business crisis from a distance, students are immersed into the polarised dynamics of traditional response and develop action plans rather than following prescriptive check lists. The impact of these students engaging through the online simulation augmented by social media engagement is that they are continually returning to real world outcomes for clarification, which aligns with the principles of critical theory for teaching and learning (Brookfield, 2005). The opportunities for student learning to be augmented is now supported by a host of media, such as Hootsuite, simultaneous Skype and F2F lectures, iBooks, real time Facebook and Snapchat discussions during lectures, Twitter updates, Pinterest discussion boards and online teaching simulations to enhance their learning experience.

In reality, communication management is a dynamic and challenging task: it is very difficult to understand and experience the complexities of business response by only reading about past triumphs and failures. The challenge is how to enable students to learn and experience these complexities in a sound, pedagogically-designed teaching program, whilst also paying respect to the digital divides and embedded social disparities that impact on technology use. Academic, industry and graduate feedback indicates that students must learn to prepare, manage and respond to crises in time pressure situations. Formal and informal student feedback, regarding learning resources and flexibility of learning and assessment, indicates that students want a better understanding of how a crisis evolves and more current cases to review. Through the development of innovative and effective curricula and resources to provide this experience, the pedagogical outcomes have proven outstanding. The unique combination of social and digital

media, blending teaching delivery, contemporary teaching resources and innovative simulations provide the key to such educational success.

Social media allows academics to develop interactive and engaging content and assessment for students and assist in the creation of learning communities. Digital media such as Facebook, Twitter and Pinterest allow educators and our consumers to share and comment on information, data and lecture materials, interact in real time with both peers and educators, and generate learning materials. The engaging and interactive nature enabled by digital media also allows for academics to convert students into prosumers of knowledge throughout the course of the semester, and facilitate an active and ongoing peer network within their area of study, that can be taken beyond their graduate years and into professional contexts.

Digital technology is here: it will only become more pervasive. The onus is therefore on educators and students to maximise the innovation and learning opportunities provided by digital media. However, it must also be recognised that digital technology is dynamic and it requires considerable investment (especially time) to stay abreast of these fast moving trends. University administrators must provide more resources and redefine workload models to encourage and enable educators to harness digital technology for constructed pedagogical outcomes that prepare students for the real world challenges they will face.

To foster and develop the desired attributes in university graduates of today and the future, innovative and effective pedagogies need to be employed. New technologies to deliver curricular in marketing communication that reflect such pedagogies produce teaching outcomes of great significance and priority for contemporary educational practices. The results derived illustrate effective design and implementation of blended learning and simulation pedagogies develop students' deep understandings of communication practice.

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A CROSS-CAMPUS APPROACH TO ONLINE EDUCATION: A COLLABORATIVE FACULTY-DRIVEN APPROACH TO REDESIGNING PRINCIPLES OF MARKETING

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In recent years, colleges and universities have begun to consider new technology-based approaches to higher education. MOOCs (Massively Open Online Courses) seem to have become all the rage in higher education circles. Leading academic institutions have begun to offer online courses – some for credit, some not for credit – to thousands of students in every corner of the globe. Several have teamed up with for-profit vendors such as Udacity and Coursera, as well as major academic publishers, with the goal of reaching a global audience desiring university courses.

Faced with massive budget constraints, legislators and governors have begun to turn toward technology-assisted online education as a potential solution to cutting costs in public higher education. The California State University (CSU) is the largest public university system in the United States serving the needs of more than 400,000 students across the twenty-three campuses in the system. Access to Excellence, a major part of the CSU's mission, aims to provide access to as many qualified students as possible. Faced with enormous budget deficits in recent years, access has become limited. Certainly, it is reasonable for legislators and political leaders to look for alternative means to meet the growing demand for higher education within the state.

Alongside its mission to provide access to qualified students, the CSU is also committed to excellence and student success, as measured by graduation rates. The university needs to remove bottlenecks in terms of scheduling and class availability to help students take the courses they need when they need them and in a medium that works for their schedules. Online or technology-assisted education would seem a reasonable means of achieving these goals.

Nonetheless, early experiments with online education have shown poor persistence rates for students enrolling in online courses and MOOCs. Online education puts a great deal of responsibility on students to become self-directed learners. However, many of the students who come to the CSU come from backgrounds that require a great deal of remediation before they are ready to tackle college level material. These students may, due to their backgrounds, be less self-motivated and need more guidance to succeed in an educational endeavor. Indeed, this turned out to be the case in a much-heralded launch of a program offered by San Jose State, a CSU campus, in conjunction with Udacity. The results indicate that at-risk students have low persistence and completion rates in large online classes.

In short, online education goes very far in increasing access to many students. However, the jury is still out in terms of how well such approaches may work lead to the type of excellence that helps students complete bottleneck and remedial courses. The approach provides access, but does not seem to guarantee completion, excellence or success.

Perhaps a missing ingredient in the recipe for successful online education has been the role of the faculty. While administrators and legislators should rightfully be focused on providing access, the subject-area faculty must be in charge of designing educationally rich, viable, and appropriate programs to be delivered in person, online, and/or in hybrid combinations of the two approaches to ensure excellence. To this end, the Governor of the State of California

earmarked $10 million for faculty-led redesign of bottleneck courses. One of the courses that was listed as a bottleneck was Principles of Marketing.

Fortunately, CSU marketing faculty represent the largest bloc of members in the Marketing Educators' Association (MEA), the premier organization dedicated to excellence in marketing pedagogy. In a unique, cross-campus approach, a small consortium of four faculty representing four campuses in Southern California have been funded, under the governor's grant, to work collaboratively to develop an online Principles of Marketing Course – including the use of online lectures and learning modules to be offered to students from each of the four campuses. Students enrolled in the online course could register and receive credit on their home campuses (with FTES accruing to those campuses).

The consortium of instructors represents a broad range of marketing sub-disciplines, including sales, global marketing, and services marketing. Thus, the instructor with the greatest expertise in each sub-disciplinary area will develop content for each particular module. Students would be exposed to lectures by faculty from different campuses and with different backgrounds. The content and syllabi would be developed across campuses to facilitate articulation and transfer across campuses. This would also ensure that a group of discipline experts – through their collaboration—could guarantee high quality in terms of content and maintaining rigorous standards for assessment.

This small group of faculty hopes that once the course is developed and tested, that it could be offered at other CSU campuses across the state. In the spirit of continuous improvement, we welcome other faculty from other campuses to critique our work and add content – through their own lectures and assessment materials – to develop an online Principles of Marketing course that could be used state-wide as a faculty-led open-source teaching materials clearinghouse.

Continuous improvement is a goal for online instruction among CSU marketing faculty as well. Although the main learning focus is on increasing access and excellence for students, marketing faculty members face pedagogical challenges associated with online course design and delivery. Different approaches to the deployment of online marketing courses are being pursued by each of the CSU campuses. In some instances online instruction is assigned to faculty members from above, based on the decisions of deans and chairs. In other cases, online instruction emerges from below, with faculty members volunteering or vying for courses based on their teaching interests. Sometimes, online instruction is coordinated by special committees and administrators empowered to manage faculty course assignments and curricula. These varying approaches for assigning marketing faculty to online course instruction can create confusion and consternation.

Indeed, the dramatic rise of online course platforms and the popularity of online courses among the current generation of students, presents a professional development challenge for marketing faculty. A growing faculty schism exists between experts and novices in online instructions, leading some to embrace it as an opportunity for advancement and others to evade it as threat of falling behind. Possibly, an open platform model for becoming acquainted with online instruction with professional peers in a risk-free environment can bridge this gap between experts and novices to optimize continuous learning for marketing faculty. Availing marketing faculty of faculty-developed open source options for retooling their online pedagogical skill set and clarifying ambiguous curricular initiatives provides a win-win outcome for faculty, students, and administrators who all share the goal of increasing student enrollment and success.

Beyond the immediate benefits of breaking through the bottleneck created by the Principles of Marketing course system-wide, the CSU stands to benefit in other ways from this cross campus effort. First, the design team can build a repertoire of course materials including assignments

so that courses of various lengths can take a modular approach and use the materials to fit various course schedules. Availability of CSU created content can also reduce or eliminate course textbook expenses assuming course materials can stand alone--a key priority for the CSU. Finally, since the CSU professors designing the course are active scholars in marketing pedagogy, there are many opportunities for assessment and research to improve online pedagogy.

In this special session, the four faculty members will discuss the following issues:

- The genesis of the cross-campus effort
- The process of designing the program
- The benefits and difficulties of cross-campus collaboration
- Issues and concerns related to intellectual property and academic freedom
- Opportunities for assessment and study of online pedagogy in marketing
- Creating a collaborative faculty development forum for online pedagogical skills and cross-campus curriculum initiatives.

MOOCs, SECs, ONLINE CLASSES, ON-THE-GROUND CLASSES AND OTHER CLASSICAL THREATS AND OPPORTUNITIES

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Traditional educational models have recently been invaded by disruptive or transformative educational models. Two of these models are massive open online courses (MOOCs) (Hyman, 2012; Straumsheim, 2013) and short electronic courses (SECs) (*The Economist*, 2013). In 2012, top U.S. universities (i.e. Stanford, MIT, Harvard, Princeton, University of Michigan, University of Pennsylvania, etc.) made selected classes available online to countless students worldwide, turning the courses into MOOCS and exposing many who may never have the opportunity for higher education to this higher learning (Hyman 2012). Giving competition to MOOCs are the plethora of short electronic courses, many as short as a 20-minute lecture offered online (*The Economist*, 2013).

The first MOOC was launched in 2008 by Stephen Downes and George Siemens. This first MOOC had its origins in a for-credit course at the University of Manitoba, called "Connectivism and Connective Knowledge 2008". The enrollment appeared to the creators to be a huge amount with 2,200 people signing up for the course (Marques, 2013). More recently, two Stanford professors, Sebastian Thrun and Peter Norvig, offered a course called "Introduction to Artificial Intelligence." At the time, both Thrun and Norvig were associated with Google and that fact, along with the course being offered by a prestigious university, helped draw initial enrollment for the course of 160,000 students (Hyman, 2012; Marques, 2013; Martin, 2012). Now, universities are jumping onto the MOOC bandwagon and producing these courses left and right; there are hundreds of MOOCs now being offered by universities with good reputations internationally. However, many are concerned about where this is leading higher education.

MOOCs have the potential to provide education on a global scale. But the notion that they will become competitive with higher education classes that actually lead to a degree is still questionable. Universities should be concerned that the average MOOC costs $15,000-$50,000 to produce and that a professor typically invests 100 hours or more in building a MOOC, and another 8-10 hours per week teaching the massive course (Colman, 2013). In addition, the proportion of people who enroll in the course and actually finish it is abysmally low. The Thrun and Noorvik class began with 160,000 students enrolled, but only 23,000 completed the course, for a completion rate of 14% (Hyman, 2012). And that was one of the higher completion rates. One recent study revealed that the average MOOC offered by a prestigious university is generating an average of around 50,000 students in initial enrollment. About 3,700 students actually finish the course, for a completion rate of around 7.5% (Colman, 2013).

An additional concern is the MOOC business model. No one has yet determined how to make the MOOC model self-sustaining; the current emphasis is on delivery, not recovering costs and generating income. Another concern is how to evaluate students. Even having multiple exam quizzes and exams that are graded automatically by the online system can be quite cumbersome in a class of 50,000. Asking students to perform written work, presentations, group discussions, etc., make this issue even more insurmountable. Another concern is how to give professors credit for creating and teaching MOOCs. Since MOOCs are not part of degree programs, they cannot really be considered to be part of a professor's academic workload. Currently, the most common thing that students who complete a MOOC receive is a certificate (Hyman, 2012). Some universities are beginning preliminary work with having their regular

students who have been admitted to their university and who are seeking a degree enroll in the MOOC and pay for it like a regular class. These students will then have additional assignments beyond the assignments, exams, etc., that the mass of free takers of the course have.

Another recent phenomenon is the proliferation of SECs. One reason this format seems to be successful is seen when comparing them to MOOCs. MOOCs are long and lack interaction. Many enroll in them and then either flunk out or drop out long before the course is completed. The SEC is usually a micro-course presented in an online lecture and delivered by a sharp-dressed and dynamic spokesperson. These SECs are usually 20 minutes in duration or less. This format gives students quick knowledge about a specific topic without getting bogged down in details. However, this knowledge is very shallow and does not lend itself to any academic credit. However, the prevailing business model seems more sustaining than does the MOOC model. Many organizations offering these courses are charging for them. However, there is rarely any take-away for the students, such as a certificate or degree (*The Economist*, 2013).

So, do MOOCs and SECs pose credible threats to what we are doing in our online and on-the-ground courses at our universities? As we all realize by now, the modern university experience is much larger than a collection of classes that students take for a degree. Among other things, students derive great benefits and enjoyment from their university experience by being in close contact with their peers, participating in campus activities, etc. It may be that a MOOC is a decent replacement for an average, large-sized lecture course, if it can be worked out how to give academic credit and collect tuition for it. A MOOC format may also be appropriate in creating a flipped classroom (Martin, 2012; Vardi, 2012). However, replacing this "total university experience" that can be so beneficial to students with a completely MOOC-driven environment is likely impossible. The same can be said about SECs.

Perhaps MOOCs and SECs should be viewed as more opportunities than threats. Both formats seem to provide a unique opportunity to communicate with those outside of the current student body of our institutions (potential new students and alumni). Can they be used as recruiting tools, continuing education opportunities or even outreach opportunities to our stakeholder populations?

In this special session, the panelists discuss literature and their own experiences in the classroom and their thoughts on MOOCs and SECs and how these formats of education compare to online and on-the-ground university courses for credit. After short presentations by each panelist, the session is opened for discussion of this topic among the panelists and attendees.

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MARKET ECONOMY VS. MARKET SOCIETY: IMPLICATIONS FOR MARKETING EDUCATION

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The existence of marketing education presumes the existence of a market economy. However, as modern societies begin to take on new characteristics in which not just the economy, but the social fabric, become market-based, the role of marketing education could conceivably broaden beyond the typical business-education context in which it is now ensconced. It thus follows that marketing educators must at least acknowledge the ways in which this phenomenon could affect our curricular dynamics. In short: does the emergence of a market society—in which the boundaries between economic function and social/civil function are blurred—change the role of marketing education?

Background and Foundation

Moral philosophers are beginning to recognize the emergence of the market society (e.g., Sandel, 2012) and the resulting conflicts between social norms and market norms. Manifestations of these conflicts include: paying for prison-cell upgrades, buying permits to hunt endangered species or to pollute, and subscribing to privileged access to health care.

Philosophers like Sandel are mainly focused on (1) describing the characteristics of a market society and (2) exploring the normative question of whether a market society *should* exist. These foci form a broad basis for marketing educators to explore the practical question: if we accept that at least some elements of a market society do exist, what are the implications for marketing education and the marketing curriculum?

Relevant Marketing Education Literature

Extending the discussion of the potential contribution of marketing to a liberal-arts education (Petkus, 2007), Lim and Svensson (2013) discuss the potential for marketing education to provide students with the skills and perspectives of social criticism; they propose that the marketing curriculum can complement, or even replace, traditional critical curricula like the arts and humanities. Rosa (2012) discusses the need for marketing education to evolve as the world's subsistence economies develop into market economies. To the extent that these developing market economies may also become market societies, a global focus appears to be appropriate.

Implications for the Marketing Curriculum

A first important implication of the emergence of a market-society focuses intrinsically to the marketing curriculum: marketing education needs to explore the moral implications of a marketing-dominated society. This would involve an infusion of moral philosophy, with consideration of moral justice, beyond the discussions of "ethical marketing practices" to the consideration of the moral justice implications of the extent to which marketing pervades society. Moral issues such as equality and corruption would be explored: can marketing phenomena be a social moral justice problem?

A second implication of the emergence of a market society is broader and more systemic: should marketing education come earlier and/or be more pervasive in the overall educational spectrum? Should marketing knowledge be part of a high school, or even middle school, curriculum? Following the "marketing as liberal-arts" idea—should marketing and other "business" courses be required for all, not just those heading into the field?

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STUDENT INTELLECTUAL PROPERTY RIGHTS POLICIES ACROSS U.S. UNIVERSITIES

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Abstract

Increasingly more and more universities are encouraging creativity, innovation and product development by students through classes, innovation centers, incubators, and extracurricular activities. While the ownership rights of products developed by university faculty is generally very clear; the issue becomes somewhat muddled when addressing the ownership rights of students. Using content analysis this paper reviews the policies for student intellectual property rights of the top 250 patent universities in the United States.

Introduction

2013 report by the U.S. Department of Commerce, noted that major research colleges and community colleges are committed to ensuring that student innovation and entrepreneurship is strongly supported on their campuses (The Innovative and Entrepreneurial University, US Department of Commerce). The US Department of Commerce reported that universities and colleges are doing this in several ways: courses and degrees in innovation or entrepreneurship; experiential learning opportunities; competitions; and learning and living spaces dedicated to innovation and entrepreneurship students. The US is a recognized global leader in innovation and entrepreneurship and more organizations are encouraging innovative thinking to maintain competitive advantage in a global market (Anderson, 2006; Burroughs, Dahl, Moreau, Chattopadhyay and Gorn, 2011). The U.S. Department of Commerce report also states, "America's universities and colleges are doing their part to maintain our leadership and to nurture more innovation, create processes, and programs to commercialize that innovation, and promote entrepreneurship as a viable career path for students" (The Innovative and Entrepreneurial University, US Department of Commerce).

IP Policies

As universities look for new sources of revenue, more and more are turning to intellectual property (patent) income and becoming fairly aggressive in seeking this revenue stream (Lindelof, 2011; Nelson, 2012). Some universities maintain that faculty IP is 100% owned by the university much like corporate employees, while some have very liberal policies (Nelson, 2012). Though the policies for faculty IP ownership appear to be in the realm of the university ownership, it is not as clear for student IP ownership. In the Indiana Law Journal Spring, 1996 it was noted, "While a university claim of ownership in faculty-generated inventions might have a legal foundation rooted in traditional employer-employee relationships, the legal foundation to a university claim in student-generated inventions is much weaker. The university-student relationship is not analogous to an employer-employee relationship" (Patel, 1996).

This paper seeks commonalities in student IP policies among the top 250 patent universities in the US in the hopes of establishing some common foundation for universities and colleges that need to generate their student IP policies.

Methodology

Using content analysis, this paper will examine the structure of student IP policies of the top 250 patent universities in the US that are publically available on the Internet. The first level coding will consist of the existence of definitions, ownership, significant resources, policies and other possible factors to be discovered found in student IP policies. The second level will define what is included in each factor. Additionally, consider campus size; whether the institution is public or

private; where the IP policy is housed (i.e. college of business, medical college, engineering college, tech transfer office, academic affairs office, etc.); and research tier (R1, R2, R3, R4) will be considered.

Outcomes

The outcome from this research will be a list of common factors found in student IP policies among the top 250 patent universities in the US along with what is included in each of those factors.

Implications

Universities and community colleges that currently support or are considering supporting student innovation, product development or entrepreneurship on their campuses will find this useful in establishing their own student IP policies in line with similar institutions.

Limitations

There are a number of limitations to this research. One, this research will only review student IP policies that are publically available on US university web sites. Two, these universities are not randomly selected, but are drawn from the US Patent and Trademark Office's list of U.S. Colleges and Universities-Utility Patent Grants, Calendar Years 1969-2012 report (http://www.uspto.gov). Third, many of the top 250 patent universities on the report are top tier research universities. The final limitation is the exclusion of non-US universities.

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USING SECONDARY DIRECT ASSESSMENT MEASURES TO IMPROVE STUDENT LEARNING

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Abstract

Many small schools (e.g., less than 50 students in a program) have difficulty collecting assessment data from a large enough sample size to ever have much confidence in their results. Published research on statistical power in assessment studies indicates that for some schools, it could take years to have enough data to make sound decisions (Bacon, 2004). Thus, for these schools, learning from their own measures will come in multi-year cycles, slowing the pace of effective innovation.

To overcome this problem, schools should make greater use of published studies (secondary data). Many business education journals, including *Journal of Marketing Education*, publish studies of student learning using direct measures that show evidence for the use of specific pedagogical techniques or curricular innovations. The only difference between these studies and a school's own assessment studies is that the study took place at a different school. By making better use of published studies, schools can accelerate improvements in business education.

This recommendation is analogous to a movement underway in health care. Rather than expecting doctors and nurses to conduct their own experiments in their own clinics, they are encouraged to become familiar with published studies, with larger samples and better controls, in order to identify and implement evidence-based best practices.

Short Term Activities

A group of business education researchers with strong ties to leading business education journals, including *Journal of Marketing Education, Marketing Education Review*, *Journal for the Advancement of Marketing Education, Academy of Management Learning & Education,* and *Journal of Management Education* is now working on compiling a database of articles that use direct measures of learning. The editors of all these journals strongly support the effort. The database would start as a listing, by category and perhaps with very brief summaries, and article hyperlinks. For example, articles from *JME* would include work on reducing cramming to increase retention of learning (Bacon & Stewart, 2006; McIntyre & Munson, 2008), or papers that show how standardizing the first course in marketing can lead to greater retained knowledge later (Meuter, Chapman, Toy, Wright, & McGowan, 2009). We are hoping the AACSB would host this database on their website and to encourage schools to use these published studies as part of their Assurance of Learning (AoL) program.

Long-Term Opportunities

Medical professional associations (e.g., the Perioperative Nursing Association) often review and synthesize the literature to create "Evidence-Based Guidelines for Best Practice" (EBGBP) for specific situations. Down the road, AACSB, American Marketing Association, Marketing Educators' Association, or *Journal of Marketing Education* (just for some examples) could publish similar guidelines. For example, guidelines might be published for how best to manage student teams, or how best to improve written communication skills. As business education EBGBP's emerge, these guidelines could form the backbone of PhD level courses in teacher training.

Conclusion

As the AACSB now recognizes the importance of pedagogical research explicitly in its guidelines and AACSB has long recognized the importance of using direct measures of learning as evidence for program improvement, it is now time for educators and the AACSB to connect these dots and encourage the use of suitable pedagogical research to improve student learning. By so doing, the quality of business education can be enhanced substantially and the pace of innovation in business education accelerated.

References Available upon Request

MARKETING ON THE ISLAND: AN ATTEMPT AT SOCIAL AND ACADEMIC INTEGRATION IN A PRINCIPLES OF MARKETING CLASS

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Abstract

Student persistence, engagement and learning outcomes are critically important concerns for marketing educators in this environment of public scrutiny and doubts about the value of higher education. Student integration with the academic and social culture of an institution through contact with peers, faculty, and learning has been found to be an effective approach to improving persistence, engagement, and learning. This paper describes an innovative approach to the design and instruction of a marketing principles course which integrates students academically and socially through an intensive, residential off-site experience with a faculty member and an engaging blended, flipped, problem-based approach to the classroom.

Introduction

Facing increasing accountability for positive student outcomes, schools have begun to pursue student engagement which is positively tied to increased learning, persistence, and graduation rates (Kuh, 2009; Pascarella & Terenzini, 2005). After matriculation, students facing issues of poor academic performance, adjustment and fit problems, and lack of direction often do not flourish (Astin, 1975; Tinto, 1982; Mangum, Baugher, Winch, & Varanelli, 2005). Research indicates that the first year is crucial in developing connections that increase retention (Tinto, 1993). It is imperative for faculty to devise ways to increase student persistence and success through curricular, co-curricular, and instructional practices. This paper describes an innovative social and academic integration effort to increase engagement, persistence, and student learning.

Background

Tinto's Student Integration Model (1975) provides a framework helping students succeed. It indicates that students fare much better if efforts are made to integrate them into an institution's academic and social culture. Most institutions begin the process of academic and social integration through orientations and general education programs provided in the first year of school. According to Tinto (2003), five conditions promote student persistence: expectations, support, feedback, involvement, and learning. First, high expectations are a necessary condition for student success. Second, students are also more likely to flourish where academic, personal, and social support is provided. Third, students are more easily retained where frequent and early feedback about their performance is given. Fourth, students are more likely to remain in settings that treat them as valued members of a community. This feeling of value is impacted significantly by the frequency and depth of the contact with faculty, staff, and other students. Finally, students are more likely to be successful in settings that foster learning. Social integration, measured through peer group and faculty interactions and academic integration, measured by academic and intellectual development, faculty concern for student development and teaching, and institution and goal commitment, are the latent phenomena connecting these five conditions with success (Pascarella & Terenzini, 1980; Tinto, 1993; French & Oakes, 2004). Berger and Milem (1999) indicated that in-class and out-of-class interactions with faculty impact both social and academic integrations. Additionally, they found that both social and academic integrations were influenced by peers and the general institutional environment. Noel, Levitz, &

Saluri (1985) and Tinto (1993) identify faculty, academic advisors, and the classroom as playing important roles.

The overarching theme from this stream of research indicates that connection and involvement are crucial to student success. This relational connection occurs on three levels: with peers, with faculty, and with learning. The importance of these connections has also been supported throughout the larger business education literature. Gruber, Lowrie, Brodowsky, Reppel, Voss, & Chowdhury (2012) found that marketing students prefer professors who sustain the human interface within the learning environment. Rapport between students and faculty increases student motivation and is a key trait of master teachers (Granitz, Koernig, & Harich, 2009; Faranda & Clarke, 2004; Tomkovick; 2004; Huff, Cooper, & Jones, 2002).

Positive connections with peers are associated with student well-being (Dennis, Phinney, & Chuateco , 2005), professional commitment (Daily, Bishop, & Maynard-Patrick, 2013), and institutional commitment (Daily, Bishop, & Maynard-Patrick, 2013; Strauss & Volkwein, 2004). Additionally, cooperative learning that incorporates active, social, and constructive interaction with peers is linked to positive student achievement in over 600 studies (Johnson, Johnson, & Smith, 1991). Engaged students devote a significant amount of time and effort to their tasks and apply higher-order thinking skills to address problems and see more academic, personal, and social success (Kuh, 2009; Pscarella and Terenzini, 2005; Pace, 1990).

Developing Integration & Engagement in New Business Students: A Case Study

There is often little effort made to continue the integration process throughout a student's college tenure or within their academic major. Business schools often don't begin a relationship with students until they are officially admitted to their program late in their sophomore year and students have little opportunity to interact meaningfully with business faculty or other business students (Crutchfield & Eveland, 2008). The innovation discussed below occurred at a school wanting to improve.

A required introductory marketing course at a small, AACSB business school in the Pacific Northwest was used in our effort to apply the Integration Model in pursuit of integration, engagement, and success for newly admitted business majors. Enrollment was capped at 25.

To provide opportunities for formal and informal interactions between the instructor and students as well as among the students the course was formatted as a week-long, off-site intensive residential experience. Prior to the residential intensive, students were asked to read the textbook, interact with learning materials in the Blackboard® course management system, and complete the Big 5 Personality Test and the Social Style Inventory.

The students and instructor lived together as a collaborative learning community for five days (Sunday night until Friday afternoon) at the university's conference center, a turn-of-the-century, former military installation, located in a beautiful, natural setting on an island in the Puget Sound. We incorporated student-centered and process-based instructional delivery, shared responsibility for learning, and an interactive learning environment through using collaborative teams and problem-based learning. This approach increases skills in creativity, problem solving, and critical thinking (Kennedy, Lawton, and Walker, 2001) as well as builds integration and engagement. Shared responsibility for student learning is positively connected to better grades and improved attitudinal, emotional, and behavioral responses in marketing education (Sierra, 2010). Students developed a comprehensive marketing plan as their problem-based project which was sub-divided into problems that were addressed across the intensive's sessions. When students arrived, the instructor led some ice breaker activities, discussed the syllabus and the schedule for the week, facilitated other activities related to the personality assessments, and

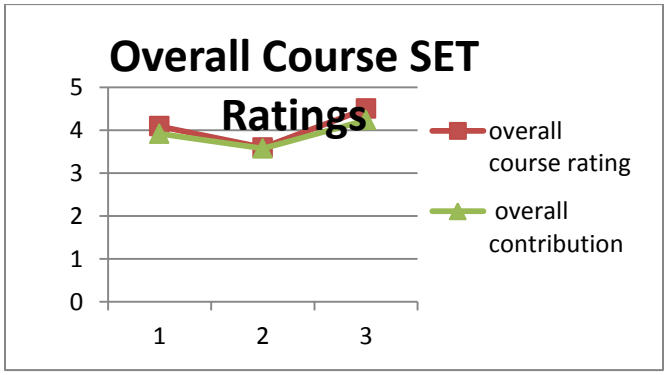
assigned students to teams. The schedule was intense for the remaining days: breakfast at 8:00, class from 9:00-12:00, lunch at 12:00, group work on assignments from 1:00-5:30, dinner at 5:30, and class again from 6:30-8:30. Generally, the morning sessions consisted of topic introductions, discussion and short group assignments. At the end of the morning session, groups were given assignments tying the morning topics to their marketing plan project. Evening sessions focused on student presentations of their assignments. In spite of the intensity of the course, students had some free time to enjoy the beach, play games, and socialize. The instructor ate with the students, shared one-on-one conversations, provided coaching to the teams, and participated in games, and a beach bonfire one night.

Over the remainder of the fall term, the teams continued to meet and had opportunity for coaching from the instructor. Social gatherings of the class were organized as well. The projects were due at the end of the regular term. Grades were based on an engagement score earned through class participation, assignments, and exercises during the intensive, a comprehensive exam, taken after completion of the intensive, the comprehensive group project, and peer evaluations of contributions to group assignments.

Conclusions & Lessons Learned

While at the conference center, student groups worked well together and completed assignments on time. There were strong and enthusiastic discussions which indicated that they had invested time and effort into the assignments. Additionally, the students and the faculty member developed interpersonal bonds similar to those arising from a study abroad trip. Anecdotal student feedback on the course evaluation indicates that they enjoyed the experience, felt connected as a community and as teams, felt engaged by the hands-on nature of the course, and recommend its continuance. The SET ratings for the course increased compared to the instructor's prior on-campus, regular format offerings. Concerns raised by students centered on the heavy emphasis on teamwork, the information overload during the intensive, the timing of cues to accomplish the pre-reading assignments and the lack of post-intensive structure for completing the project which allowed them to procrastinate or for it to get lost in the flow of the regular coursework they were taking (out-of-sight, out-of-mind).

The experience was both exhilarating and exhausting for the faculty member. It was a joy to connect with the students and to be able to focus their attention on the subject matter. However, being "on" for five straight days was demanding. Teaching the course did provide free space on the instructor's calendar for other pursuits during the regular quarter. Subsequent offerings need to employ a team-teaching format. Also, stronger compliance with the pre-intensive reading assignments needs to be obtained.



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PRINCIPLES OF MARKETING CLASS: DESIGNING A PROGRAM THAT IS EFFECTIVE AND EFFICIENT FROM EXAMS TO FINAL PRESENTATIONS

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Multiple-choice (MC) exams are very popular among professors teaching in large classes, especially at the principles of marketing level. The purpose of this study is to determine the most efficient ways to evaluate student learning in large classes, from group assignments to Multiple-choice exams. Teaching at an institution that uses the quarter system instead of semesters, presents an even greater challenge for instructors. In any cases, many instructors, large classes present a logistical problem in student evaluation.

For the purpose of this study, I have used the Zipp (2007) cooperative learning method, adapting it to suite and embrace cooperative learning styles for large principles of marketing courses. Over the many years I have been teaching this course, students work in groups in the classroom on various presentations, projects and quizzes, I recently extended group work to tests. The first stage of the course, I divided students into four or five-person, heterogeneous learning groups. I stratified groups by gender and foreign exchange students (most groups had at least one female or male, and one foreign student). The group is considered their lifeline during the quarter. The group creation should be comprised of individuals with differing academic strengths (finance major, accounting major, etc.). Students were to stay in close proximity to their groups members during the semester, to complete a variety of individual and group exercises assignments (Johnson & Johnson, 1991).

Three exams were given during the quarter (each covered four chapters), including the final exam. All exams were administered in a two-step cooperative test during a regular 110-minute class period (Zipp, 2007). Each test contained 25 to 30 multiple-choice questions (with four answer choices for each question) that students first answered individually, recording their answers both on the test question sheets and again on Scantron sheets. Students had to record their answer for each question three times (question one would be filled out on the Scantron as question one, two, and three). The student could divide their answer up if they were unsure of the correct answer. After everyone handed in their individual answer sheets, students answered the same questions in their groups, turning in one answer sheet per group (Zipp, 2007). I gave students approximately 60 minutes for the individual exam (many of the students took all 60 minutes), with most of the rest of class time (typically 50 minutes) for the group test. Students' grades were a combination of their performance on the individual and group exams: students received the grade on their individual exam (out of 90 points), plus their group score (based on 60 points) (Zipp, 2007). The average individual score on exam one was 71.0%, due to the applied content of the questions. The average group scores were much higher (86%) than on the individual exams. With almost 280 students across 3 sections I avoided having to curve the exams.

The final exam can be either an in class test following the same procedures or a take home exam. The take home exam consist of sections and students have to total 100 points, each questions contained different values. This exam, I told students, would consist entirely of short answer questions and investigation questions (covering areas of lecture) (Zipp, 2007).

Having students present papers is challenge for many instructors. The first question is how much class time do you give for student presentations? In the quarter system, final project

presentations are presented during week ten of the quarter. With over 90 students per class, the presentations are administered at night. Students sign-up up for nightly presentations with two groups per hour. This method can also be used for semester teaching.

Discussion

This discussion will look at the differences between individual performance and group performance. In addition we will discuss the students working in groups for various projects that include: group assignments, exercises, exams, final projects, and quizzes. Learning certainly takes place in the two-step cooperative exam. During the team part of the exam they are talking about marketing and defending or conceding their answer among their group members. Occasionally a team score will be lower than one member in the group's individual score, this may reflect the consensus of the group. Being part of a correctly answering group compared to being part of an incorrectly answering group in a cooperative group exam increases short term retention of material, through the debates and reexamination process of the questions. Furthermore, Millis and Cottell (1998) Zipp (2007) explained that the reason for using the two-stage cooperative group exam and group assignments was academic. The first stage is to have students work together, debate and discuss their answers on group activities. The second stage measures how students perform on their own and how they performed as a group member. Group averages are typically higher than individual ones resulting in the transfer learning (Webb, 1993). Finding the right balance between learning and testing has create problems throughout the history of teaching.

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ACCULTURATING THE ENTREPRENEURIAL MINDSET (EM) AT OHIO NORTHERN UNIVERSITY

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Abstract

In this paper, we define, discuss and relate how we have introduced and operationalized the entrepreneurial mindset (EM) in a campus wide, multidisciplinary initiative. EM expands the conception of entrepreneurship beyond the ownership of an organization to a way of thinking – of taking on the world – of approaching problems and making decisions with a sense of personal, innate ownership and accountability. This magnifies the importance of entrepreneurial skills. Thus, while not all students are destined or desire to be in business for themselves they may benefit from exposure to entrepreneurial key activities. The EM initiative has spawned significant interest in the professional schools (e.g., Engineering and Pharmacy) where students and faculty are beginning to recognize that disciplinary subject knowledge alone is not enough to make students successful.

The focus of this paper is to share how Ohio Northern University introduced and has integrated the EM into the culture of the colleges of the university and made it part of the fabric of learning for students. We discuss the multi-channels approach employed to support this initiative, including faculty development, curriculum initiatives and student engagement beyond the classroom.

AN EXEMPLAR CASE STUDY OF A CONCORDANCE-BASED GAP ANALYSIS AMONG MBA ALUMNI: BENEFITS AND LIMITATIONS

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Abstract

This study focuses on MBA alumni and their ability to provide institution-specific insights into MBA program delivery. Given desired MBA outputs, a case exemplar is used to present a concordance-based model of gap assessment. All parameters are viewed as finite and departures from expectations are used to reveal either under- or over- emphases which require repair. The study presents insights into gap prioritization through gap magnitude-based themes and it reveals the benefits and the limitations of concordance-based gap assessments. The study also addresses the complexity of creating the structure for desired MBA outcomes.

THE ROLE OF TRUST AND TRANSACTION SPECIFIC INVESTMENTS IN REALIZING BENEFITS FROM E-BUSINESS TECHNOLOGY

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Abstract

One of the ways companies try to achieve competitive advantage is to develop long term relationships with their business partners: customers, suppliers and distribution channel members (Peteraf 1993). These partnerships require investments but are thought to provide a competitive edge to companies by reducing transactions costs in an ongoing business relationship (Williamson 1979). Recently, the emergence of e-business software, more specifically, partner relationships management (PRM) software provided companies with another option to reduce the transaction costs of business partnerships.

Model and Hypothesis Development

Most interorganizational studies define trust as "the extent to which a firm believes that its exchange partner is honest and/or benevolent" (Geyskens et al 1998). Selling efficiency construct was conceptualized as a result of our depth interviews with managers at the reseller firms. Many managers indicated that one of the main benefits of using e-business technology was that they achieved some selling efficiencies.

H1. Trust has a positive effect on reseller selling efficiency.

Similar to the selling efficiency, the ordering efficiency could be defined as 'cost saving benefits derived by the use of e-business technology'. A related construct of ordering benefits has been examined in prior research (Osmonbekov 2010), however our construct is more comprehensive and encompassing.

H2. Trust has a positive effect on reseller ordering efficiency.

The terms transaction specific investments (TSI) or transaction specific assets (TSA) are used interchangeably in the marketing literature (Lohtia et al 1994) and typically defined as assets that have little or no value outside of a particular relationship (Lohtia et al 1994). These idiosyncratic investments are made by parties in a relationship in order to make the ongoing transactions between parties more efficient (Williamson 1979).

H3. TSI have a positive effect on reseller selling efficiency.

H4. TSI have a positive effect on reseller ordering efficiency.

We define profitability as profits derived from a given relationship with a manufacturer given the costs and the effort to generate revenue for the manufacturer's product line. This definition is in line with prior research on the subject (Kumar et al 1995).

H5. Reseller selling efficiency has a positive effect on reseller profitability.

H6. Reseller ordering efficiency has a positive effect on reseller profitability.

Data Collection, Analysis and Results

The sampling frame for the study was a list of computer resellers from a list vendor from which a random sample was drawn. Ordinary least squares regression analysis was used to test the hypotheses. Three different regressions were performed. The results of the regression

analysis provide support for H1 and H2. H3 received only very weak empirical support. H4 received no support. H5 and H6 were supported.

The findings indicated that both trust and TSI have a strong and positive impact on selling efficiency of the reseller. This confirms that trust is an important factor regardless of the nature of the transactions, whether they are online or face-to-face transactions. TSI, as predicted, has also a strong and significant impact on selling efficiency. The surprising findings come from the found effects on ordering efficiency. The regression model of predicting ordering efficiency using trust and TSI as independent variables is not significant suggesting that these two variables are not very good predictors of ordering efficiency. Profitability was found to be influenced strongly by the selling efficiency, as it has a strong and significant impact in the regression analysis. Although the significant impact was predicted, the size of the impact is surprising. It suggests that selling efficiency is an important factor for managers at the reseller firms to monitor and try to improve. On the order hand, ordering efficiency does not significantly impact profitability, a surprising finding given prior research on this subject.

References Available upon Request

LAW 101 FOR FACULTY: AVOIDING LAW SUITS, EEOC COMPLAINTS, AND OTHER DANGEROUS ANIMALS

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R. Gregory Smith, Metropolitan State University of Denver
Heidi Lewis, Metropolitan State University of Denver

One thing that is certain in the course of one's academic career is that it is impossible to make everyone you come into contact with happy. As professors, we encounter students with a wide variety of personalities; we also deal with student complaints, disruptive students, etc. Also as faculty members, we may be on committees, whether at the university college/school or department level (e.g., search committees, promotion and tenure committees, etc.) that expose us to complaints, and even legal action, from fellow colleagues, employees or potential employees. For those who decide to step away from faculty status and go into administration, they become exposed to an entirely different set of complaints, legal actions, etc. Hence, our profession is not much different than other professions. Similar issues exist in every profession where customers, employees, etc., have rights and if they feel these rights have been violated, they may seek restitution through a complaint process or through legal actions.

There are many different laws and regulations that as professors and faculty we have to make sure we know and understand in order to avoid complaints, law suits, etc. Some of these include FERPA, ADA, Section 504 of the Rehabilitation Act, Free Expression and the First Amendment, Title IX, etc.

FERPA, or Family Educational Rights and Privacy Act, is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. The act gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions: school officials with legitimate educational interest; other schools to which a student is transferring; specified officials for audit or evaluation purposes; appropriate parties in connection with financial aid to a student; organizations conducting certain studies for or on behalf of the school; accrediting organizations; to comply with a judicial order or lawfully issued subpoena; appropriate officials in cases of health and safety emergencies; and state and local authorities, within a juvenile justice system, pursuant to specific State law.

The "FERPA Gatekeeper" at any most colleges and universities is the Registrar, so faculty should feel free to direct questions about FERPA to their institution's Registrar. To stay in compliance, faculty should keep in mind that they should not share a student's records with a third party. This sharing may occur if a faculty member posts grades publicly, requires peer reviews, or through inadvertent gossip. According to cases in the past, an individual faculty member cannot be sued for violating a student's FERPA rights (FERPA website).

Another issue of concern to some faculty is when students divulge personal information about themselves. Many faculty tend to become very close to students and always have them hanging around their offices, etc. In such cases, these faculty members should be very careful

that they understand, and the students understand, that there is no such thing as "faculty privilege," as far as confidentiality goes. Faculty members are usually not clergy members and not many are trained psychologists and psychiatrists and are not obligated to hold student information confidential. Thus, legal authorities have a legal expectation to be able to get this information from faculty members. Even if some faculty are clergy or licensed psychiatrists, if they are not acting in those roles at the time a student divulges personal information, there is no obligation for the faculty member to protect the information, unless it is information related to FERPA. Therefore, it is important for faculty to be aware of how to handle certain situations to make sure that they do not compromise themselves or their position.

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act apply to almost all colleges, universities, and trade schools. The laws mandate an equal opportunity for students, and employees, with disabilities. The ADA is designed to level the playing field through reasonable accommodations after a student is admitted to a program, or after an employee begins a job. It requires these individuals to be registered or employed by the institution and to be confirmed by the Disability Support Services Office at the institution as having the disability and is entitled to the accommodations as determined by the institution. To be considered for accommodations, the student or employee must submit medical or other documentation showing the claimed disability. Any accommodations deemed appropriate after this documentation is submitted begins at that time and is not retroactive. Section 504 of the Rehabilitation Act is a law giving legal recourse to individuals who are discriminated against on the basis of their disability. This occurs primarily when discrimination is precluding admission to a program or employment by an college or university or in the case of employees, if there is discrimination about compensation, promotions, etc., based on disabilities. For there to be a violation of Section 504, the student or employee should be and should remain otherwise qualified. In this case, it is important for faculty to make sure to abide by any accommodations required for students in their classes.

Other issues may arise around Free Expression and the First Amendment. The rules here are a little different, depending on whether you are at a public or private university/college. Public schools have been designated as public forums where free speech and expression is required. This could cause some problems for maintaining any kind of control in a classroom, so there are classroom rights. There are also rights that supervisors may rely upon to keep order in the workplace. If a student makes a true threat or is disruptive to the class, the speech is deemed "actionable" or "restrictive speech," and the professor may take the appropriate action against the student. Similarly, if an employee's actions or speech become disruptive to the workings of the department or other work unit, it becomes actionable. Interestingly, professors have little control over what students wear to class in a public institution. They are not supposed to have any kind of requirements for dress, even during formal presentations. Clothing only becomes "actionable" if a student's (or employee's) genitals are exposed (Hall 2002).

In addition to Free Expression and the First Amendment, many think that Title IX applies to athletics only and requires an institution to have as many opportunities for female athletes as it does for male athletes. However, it applies to the institution as a whole and generally relates to discrimination based on gender. It also applies to sexual harassment among both students and employees.

In this special session, the panelists discuss these issues and their own experiences in the classroom and their thoughts on avoiding, or at least, dealing with disruptive student behavior, avoiding and/or dealing with EEOC complaints from students and employees., etc. After short presentations by each panelist, the session is opened for discussion of this topic among the panelists and attendees.

References Available upon Request

THE IMPACT OF HIGHER EDUCATION PERFORMANCE-BASED FUNDING (PBF) ON MARKETING DEPARTMENTS AND BUSINESS SCHOOLS AND HOW THE MARKETING DEPARTMENT CAN BE A HERO WHEN IT COMES TO PBF

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Gillian Naylor, University of Nevada, Las Vegas
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Steven Hartley, University of Denver
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Abstract

When it comes to Performance based funding for higher education, there are only two types of States; those that have already implemented the Performance Based Funding model and those that will be implementing it soon. Eventually all state subsidized Colleges and Universities will be affected. Terms like retention, progression and graduation rates will become common terms in the campus vernacular.

What is PBF?

The continuing national and mostly state level debates on higher education funding has lead a number of states to adopt various performance based funding models (Center for American Progress 2012). With Performance Based Funding, some portion of the state's allocation of each college/university is awarded based on institutional outcomes rather than inputs. That means that states are no longer funding based on inputs such as enrollments, but rather on performance outcomes such as retention, progression, and graduation rates. Performance base funding differs from performance based budgeting. While performance-based budgeting employs performance indicators along with other factors to influence funding decisions, performance based funding relies on a predetermined formula using specific performance indicators to determine actual funding amounts (Friedel et al 3013; Rabovsky, 2012). The key difference is that performance based budgeting is indirectly tied to funding, while performance-based funding (PBF) is directly tied to funding as "a system based on allocating a portion of the state's higher education budget according to specific performance measures (Miao, 2012, p. 1).

The second generation of this PBF is often refered to as PBF 2.0. These newer versions of PFB seek to improve upon the negative outcomes and pushback at the university level. One failure of past approaches was the exclusion of the stakeholders in the planning phases. Thus, an important characteristic of the 2.0 model is a joint planning process by which policymakers and other constituents (e.g. faculty) to insure that that the measures match the state's agenda for higher education, while providing alignment with institutional priorities," (Blankenberger, 2011; Miao, 2012; Shulock, 2011). Many new PBF 2.0 models include intermediate measures, greater portions of state funds distributed on performance, and stakeholder input.

In 2007, officials from the Higher Education Funding Council for England (HEFCE) came to the U.S. to share their approach to funding colleges and universities: The approach was to focus on how many students a school graduates instead of how many students a school enrolls. It was, in short, performance based funding for higher education. Fast forward to the fall of 2013 and you find that a total of 22 states have adopted Performance Based Funding (PBF) while an

additional 7 states are transitioning to PFB. Add to that another 12 states that are having formal discussions pertaining to PBF, and you can see that the concept has swept the nation. See the table below.

Table 1

State	Current PBF situation		State	Current PBF situation		State	Current PBF situation
Alabama	In Transition		**Louisiana**	**In Place**		**Ohio**	**In Place**
Alaska			Maine	Formal discussions		**Oklahoma**	**In Place**
Arizona	**In Place**		Maryland	Formal discussions		Oregon	In Transition
Arkansas	**In Place**		**Massachusetts**	**In Place**		**Pennsylvania**	**In Place**
California	Formal discussions		**Michigan**	**In Place**		Rhode Island	
Colorado	In Transition		**Minnesota**	**In Place**		South Carolina	Formal discussions
Connecticut			**Mississippi**	**In Place**		**South Dakota**	**In Place**
Delaware			**Missouri**	**In Place**		**Tennessee**	**In Place**
Florida	In Transition		Montana	In Transition		**Texas**	**In Place**
Georgia	Formal discussions		Nebraska			**Utah**	**In Place**
Hawaii			**Nevada**	**In Place**		Vermont	
Idaho	Formal discussions		New Hampshire			**Virginia**	**In Place**
Illinois	**In Place**		New Jersey			**Washington**	**In Place**
Indiana	**In Place**		**New Mexico**	**In Place**		West Virginia	Formal discussions
Iowa			New York	Formal discussions		Wisconsin	Formal discussions
Kansas			North Carolina	In Transition		Wyoming	In Transition
Kentucky	Formal discussions		**North Dakota**	**In Place**			

How will this new funding model based on retention and graduation impact the faculty at state universities? At a minimum, this funding model creates pressure on the university to increase the percentage of students that are retained, progressed and graduated. This in turn puts pressure on faculty members to pass students and make sure they graduate. In general the faculty at these schools have approached the concept with skepticism and trepidation. The Chronicle of Higher Education does not support the concept. The AAUP has come out with a statement of policy regarding this initiative, suggesting that, "

The presenters will take a more proactive and positive approach, suggesting that this is represents a chance for marketing faculty to provide both direction and strategies to help the Universities to be successful in this type of environment. We will discuss the concepts of PBF and PFB 2.0. Jack Schibrowsky will introduce the topic and present his research on CRM principles applied to Student retention. Ludmilla Mills will discuss ways to engage students in the classroom and with international study abroad programs. Micol Maughan will discuss mentoring and coaching programs that can be used to increase student success and retention.

Jim Cross and Gillian Naylor will discuss this topic from the Department chair's perspective paying particular attention to the way this initiative impacts scheduling, the curriculum, hiring, and faculty assessment. Richard Lapidus and Stuart Van Auken will discuss this topic from a Dean's perspective paying particular attention to the way this funding initiative changes the interface between the administration and its publics. Steven Hartley will provide insight from the private school perspective, since it can be argued that private schools have been following this model for the past 25 years or more. Gail Ball will discuss the theory and practice of rewards and incentives to get faculty on board with this initiative. Alexander Nill will discuss the potential ethics and moral dilemmas that is initiative creates for faculty and administrators.

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EXTENDING EXPERIENTIAL LEARNING BEYOND THE CLASSROOM: A CASE STUDY

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Abstract

Experiential learning is based on application, i.e. using knowledge to solve problems and analysis, i.e. understanding relevance of information to situations encountered (Dwyer and Klebba, 2001). It has been widely demonstrated to enhance student learning, although many accustomed to traditional lecture-based teaching consider it more demanding by the need to actively engage with students by monitoring and mentoring chosen methodologies. However extracurricular organizations afford additional experiential opportunities beyond classes that enhance academic experiences of member students by engaging with community, business and professional organizations. Nonetheless there is scant literature addressing challenges and benefits of experiential learning opportunities that do so. Acknowledging the varying degrees of time and energy commitments to mentor students and student teams that may be involved by faculty who also serve as advisors to student organizations, the recent experience at one university offers compelling evidence for collaboratively engaging student members in experientially based client-based projects and in collaboration with a professional marketing association.

Experiential Learning beyond the Classroom

Literature associated with experiential learning suggests that traditional lecture methods focusing on knowledge (recall) and comprehension (understanding facts) may be less suited for the purpose of enhancing learning outcomes in other courses, suggesting instead experiential strategies based on application, i.e. using knowledge to solve problems, and analysis, i.e. understanding relevance of information to situations encountered, especially in professionally oriented disciplines, such as accounting (West, 2010) and marketing, where the goal is to enable students to apply concepts or use the same material in a practical situation (Dwyer and Klebba, 2001). Active learning instead posits instructors to be designers of a learning environment in which students actively participate in the learning process (Camarero et. al., 2010; Bobbitt, Inks, Kemp and Mayo, 2000), in which experiential learning now stands as an exemplar. This viewpoint is echoed by the assertion of education being a "co-created" experience (Lusch and Wu, 2012).

Traditional "goods dominant logic" (GDL), on which marketing thinking has been based for decades, postulates "people exchanging for goods (products)" as the primary unit of exchange (Vargo and Lusch, 2006). This perspective would posit the teacher as value creator in higher education. By contrast, "service-dominant logic (SDL)" advanced by Vargo and Lusch (2006) declares, "people exchange to acquire specialized competencies (knowledge and skills)." Thereby value creation no longer attributes exclusively from teachers, instead by a process involving providers (teachers) with consumers (students) who apply acquired knowledge and skills to solve problems and achieve desired outcomes, i.e. "co-creating" value."

At many institutions experiential teaching has been equated with service learning (SL) that has also grown in popularity and advocates (Waldstein and Reiher, 2001). Defined as "learning through service" (Chisholm, 1997), or otherwise as "…a form of experiential education in which students engage in activities that address human and community needs…to promote student learning and development" (Dwyer and Klebba, 2001), it links community-service with academic goals through critical reflection. Literature associated with service learning variously speaks of "joining" or "connecting" the student to the community (Cotton and Stanton, 1990; Valerius and

Hamilton, 2001), creating a reciprocal relationship between community and academic institution (Valerius and Hamilton, 2001) by integrating community service with academic study (Easterling and Rudell, 1997). Numerous academic courses have provided a foundation for partnerships between campuses and communities, including nursing (Vickers, Harris and McCarthy, 2004; Shiber and D'Lugoff, 2002), accounting (Gujarathi and McQuade, 2002), psychology (Kretchmar, 2001), economics (Hervani and Helms, 2004), and marketing (Prentice and Garcia, 2000).

Students, faculty, academic institutions and communities benefit from experiential learning, including service learning. Among benefits, it promotes student learning and development (Jacoby 1996); students acquire skills, e.g. critical inquiry, communication, and problem-solving, and social skills (Yoder, et. al., 1996) that complement classroom learning, as well as providing leadership experiences (Astin and Sax, 1998), and consistent with the earlier described service-dominant logic. Knowledge gained is found to enhance experience and reflection (Vickers, Harris and McCarthy, 2004; Astin and Sax, 1998), perhaps contributing to Strage's (2001) assertion that students in the "service-learning" focused classes out-performed students in the non-service-learning classes overall and on final exams.

Service learning also empowers students (Rosenberg, 2000), as students assume greater responsibility for defining the educational experience (active learning), while developing a higher sense of civic, social responsibility (Cadwallader et. al., 2013; Waldstein and Reiher, 2001; Yoder, et. al., 1996), further reflections of "co-creation," while preparing them for employment upon graduation (Kluth, 2000). Despite these reported benefits, the pace of service learning adoption has continued to be characterized as slow (Geringer, et. al., 2009).

However experiential learning alternatively includes class projects to stimulate student involvement and action, incorporating client-based projects with business enterprises, case studies, simulations, and business audits to enhance learning outcomes (Leat and McCarthy, 1992; Gremler, et. al., 2000; Drea, Singh and Engelland, 1997). Students in such activities accomplish a task and develop new skills and ways of thinking (Lewis and Williams, 1994), including communicative skills, critical thinking and teamwork. Strengths of the alternative experiential learning methods vary, e.g., compared with case studies, client-based projects appear to offer communicative skill advantages by virtue of teams having to develop a "deliverable" to a client (Cooke and Williams, 2004). Stutts and West (2005), recognizing student to have various goals and motivations, considered class project-based competitions to contribute to student skill development goals and career needs, and providing workplace relevant skills.

In the case of real-world projects, e.g., working with local businesses or non-profit organizations, students accept responsibility for planning and executing the project, but still requiring ongoing collaboration between teacher and students to co-create value. Among the advantages of such pedagogy, Anthony Fruzzetti, a professor of marketing at Johnson and Wales University opined: "(Students) learn about deadlines with clients, client expectations, and redoing their work when it doesn't meet customer expectations. There's only so much you can do with a classroom of 30 kids…the one-on-one interaction they get in this program is incredibly valuable…. It's as real-world as it gets" (Andruss, 2002). Organizations also benefit from the marketing knowledge that students have acquired in earlier courses; they are not merely volunteers, they are partners, sharing their marketing knowledge for the needs of the organization.

However such client-based projects do have limitations, as reported by Camarero et. al. (2010) and Devasagayam and Taran (2009), e.g. student motivation (discovering that the project demands more of them than they are willing to engage), accurate faculty understanding and definition of the assignment, student ability to interact with company/organization managers in a

timely and effective manner, as well as instructor mentoring and monitoring effort required, as further documented by. The author (here) further testifies to these challenges, all of which have been experienced during the course of teaching marketing and strategic management courses.

Nonetheless client-based projects have been seen as creating long-lasting, mutually beneficial relationships between universities and businesses, some of which have included creating formal academic consultancy services, in which students are paid for their work with for-profit businesses (Cooke and Williams, 2004).

Extending Experiential Learning to Extracurricular Organizations

Beyond such course-engaged client-based projects and consultancy services, the endeavors of extracurricular organizations appear well positioned to reinforce and extend the benefits of experiential learning, such as those engaged by the University of Washington student chapter of the American Marketing Association, and mentored by a Board of Advisors consisting of local marketing executives and their faculty advisor. Although the chapter has been affiliated with the American Marketing Association for 35 years, it had shrunk to a small membership in recent years; however in the past two years it has grown dramatically and recognition for excellence by virtue of dynamic leadership, proactive faculty advisor guidance and support, and very well organized and student-driven executive board. By the close of the 2012-13 academic year, chapter membership had grown from less than 20 to more than 90 students. Well-conceived, developed and implemented programs that support student academic goals and future aspirations, and facilitated by their involvement in various community and collaborative business endeavors increasingly attracted those who joined the chapter. Chapter achievements earned honors from the Dean of the Michael G. Foster School of Business as the Most Outstanding Student Organization during the 2012-13 academic year (2012-13 UW AMA Annual Report), as well as honors at the 2013 national AMA Collegiate Conference. Its notable achievements reflect many of the student, university and community benefits documented in experiential learning literature.

Community Service Involvement

The chapter's community service achievements included member team-based involvement in Donate Life America, (Seattle) Holiday Carousel Volunteering, and Foster (School of Business) Week of Service. Consistent with service learning (SL) philosophy, the chapter initiated a partnership with a Donate Life America to increase member philanthropic giving through its involvement in the Intercollegiate Case Competition; confronted by very low donor rate amongst its target donor group, the chapter team's research and presentation to the organization facilitated an increase in donors and community awareness. In collaboration with the Business Ethics Association, the AMA chapter also hosted a "Saving Soles" philanthropy event during the Foster Week of Service to motivate university students to contribute shoes for the needy.

Fundraising

The chapter engaged in diverse fundraising activities in the business community to support club operations, e.g., ability to attend the annual AMA Collegiate Conference and networking events for member professional development. The chapter hosted two corporate events (Mary Kay tour stop and Dodge/Fiat Slacklining), partnering the sponsors with chapter promotion and marketing teams to raise $2250 in sponsorships; the chapter also separately exceeded its $1000 fundraising goal from community business partners for chapter member t-shirts in return for UW AMA promotions. The 2nd Annual AMA Etiquette Dinner, serving professional development for university students at large, attracted more than 130 students and community business people, raising more than $2300 in corporate sponsorships and $1900 in event profits

to be reinvested in chapter operational expenses and student scholarships. The dinner featured guest speakers including the Nordstrom Strategic Marketing Manager who spoke about fashion etiquette, a concern for student job and internship opportunities.

Community – Business Community Collaboration

The chapter has actively collaborated with the Puget Sound Chapter of AMA (PSAMA) leadership to develop a professional mentorship program for chapter members, a highly valued benefit to members that is ongoing as well as student-centric networking events. Student leaders worked with PSAMA collegiate relations committee to attract the notable business leaders to chapter meetings, e.g., the Key Bank VP Marketing and Communications, a Microsoft Vice President and the Chief Marketing Officer and VP of PEMCO Insurance that further attracted involvement of chapter members as well as other Foster School students.

The chapter hosted quarterly networking events, e.g., the Google Networking Night with the UW Foster School Career Center to support its internship program, as well as a marketing, advertising and public relations industry focus night with representatives from the Wunderman, Agency, Atlas Networks, Edelman Public Relations, and other advertising/public relations agencies. The UW AMA chapter also organized and hosted a Super Bowl Ad Replay night attended by numerous agency representatives, marketing managers and students. An equally successful Winter Mixer attracted more than 150 students and 50 marketing professionals. Most recently the student chapter organized and managed the first Northwest Regional AMA Collegiate Chapter Conference that attracted 150 student members from six university chapters in Washington, Montana and British Columbia.

The Future

The very progressive 2013-14 UW AMA agenda reflects a focus on community engagement, most prominently establishing “Husky Creative,” a formal academic consultancy service (Cooke and Williams 2010) involving small student member teams, each constituted of marketing research, branding, marketing strategy, and promotions, to work with business/non-profit clients. Shell Oil was sufficiently impressed by Husky Creative’s proposal to become its first client.

Further initiatives include establishing a chapter board of advisors of community business leaders and university representatives, securing major corporate sponsors to support the chapter’s extensive programs and goals, including its annual Winter Mixer, and continuing to compete in the various AMA International collegiate case and special event competitions. Each of these initiatives, most strongly reflect the goals of experiential learning.

Conclusions

A compelling argument can be made for extending experiential learning principles beyond the classroom to engage marketing students in an extra-curricular marketing club/AMA-affiliated marketing chapter, and comparable organizations to enhance marketing understanding, skills and capabilities via community engagement. Increased numbers of marketing students at the University of Washington have joined the student AMA chapter, motivated by engaged student leaders a robust program of community/business client projects, company visits, internships and further collaboration with the PSAMA chapter, to further advance skill sets and future aspirations. Student leaders attest to the increased command of marketing course content gained by virtue of their involvement in these programs, inspiring “Husky Creative” to address client company marketing challenges, large and small, and learning more about the realities of business world marketing than would be the case otherwise by traditional in-class methods.

Although this paper addresses community, university student and business benefits afforded by extending experiential learning principles to extracurricular organizations, there remains scant literature suggesting or addressing the challenges and benefits of such an effort, pointing to the need for research by marketing academics. It further suggests the value of AMA international chapters to foster active relationships with university marketing clubs and chapters that further contribute to the next generation marketing leaders and managers.

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STUDENT PERCEPTIONS TOWARD EXPERIENTIAL LEARNING ACTIVITIES: GENDER DIFFERENCEs ON DEEP APPROACHES TO LEARNING, PROFESSIONAL SKILLS AND MOTIVATION

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Introduction

Today more than ever students find a pure lecture style teacher- centered format not appealing. They want to be part of their learning experience and enjoy a hands-on approach to learning instead of memorizing concepts and facts (Vito, 2013). Experiential exercises used in marketing classes have been found to not only increase the students' level of involvement in the material, but also contribute to the development of critical thinking skills (Bonwell & Eison, 1991, Munoz & Huser, 2008), better performance on examinations (Hamer 2000; Yoder & Hochevar, 2005), creating appreciation toward the subject (Frontczak, 1998) even among students with different majors (Munoz and Huser, 2008).

This research investigates the impact of deep approaches to learning on acquiring professional skills and on student motivation level in the context of experiential learning. Besides fostering engagement and increasing motivation, it is important that marketing educators take responsibility for the development of students' professional skills. The intense competition for professional positions requires that marketing students graduate with a set of skills that correspond to the demands of the business environment. Additionally, gender differences are explored in the context of these same relationships and experiential learning.

Conceptual Foundation and Hypotheses

Deep approaches to learning refer to the process of understanding the phenomenon as opposed to mere memorization (Prosser & Trigwell, 1999). Marton and Säljö (1976) identified two broad types of learning outcomes, description-oriented that use surface approaches to learning and conclusion -oriented outcomes. This research concentrates on the latter as conclusion -oriented outcomes are associated with the use of deep learning approaches, focused on critical thinking activities, reflection and elaboration, along with practical application. Experiential assignments create a connection to the external world thus stimulating student interest and enthusiasm, and enhancing learning. As a result, students become aware of the ambiguities and the complexities of real world decision-making (Boyce et al. 2001). As students believe that the knowledge they acquire has a direct practical application, they will be more likely to complete the assignment because it is interesting and/or challenging rather than completing the assignment just for the outcome or reward (Young et al. 2008). In other words, deep approaches to learning occur during and after completion of experiential assignments because they link the material to real-world outcomes and as such increases the intrinsic motivation of the students engaged in the assignment.

H1: An experiential assignment designed with deep approaches to learning will be positively related to intrinsic student motivation.

According to Cunningham (1995) the focus of the marketing education should be less on the transmission of fundamental marketing knowledge and more on the development of skills. Educators have been looking for ways to bridge the gap between the professional skills required by employers and the ones taught in the classroom. One tool to achieve this is by bringing real world situations into the classroom and by providing the opportunity for more experiential

activities. It is proffered that if the assignment can provide a clear link to professional skill development, the motivational level will be stronger. Generally, student motivation for experiential activities is high because they help students experience direct application of skills and concepts learned in the classroom setting (Gillentine & Schulz 2001).

H2: Professional skills acquired as a result of an experiential assignment will be positively related to intrinsic student motivation.

It is further expected that a carefully planned experiential assignment will allow the student to engage in "real-world," practical activities that facilitate deep approaches to learning. Therefore as a result of the assignment:

H3: Professional skills acquired as a result of an experiential assignment will be positively related to deep approaches to learning

Evidence of gender differences in learning styles (Gallos, 1993) and preferred learning activities (Garber & Clopton, 2002; Hawtry, 2007; Kaenzig, Hyatt & Anderson, 2007) among business students suggest differences may in fact exist. Given the increase in experiential learning and activities in the business and marketing curriculum in particular it is important to understand if deep approach to learning differs by gender. Analysis of gender difference may impact the planning, design, and implementation of experiential learning and the associated stages of learning**.**

H4: Gender differences exist in an experiential assignment designed with deep approaches to learning and intrinsic student motivation.

H5: Gender differences exist in professional skills acquired as a result of an experiential assignment and intrinsic student motivation and deep approach to learning.

Methodology

A survey questionnaire was created based on the Young et al. (2008) study and the Seleb scale (Toncar, Reid, Burns, Anderson, & Nguyen, 2006) and some items were modified to measure the relationships among three constructs. This study administered a web-survey designed to measure students' perceptions toward marketing CEC activities. Data were collected from a college in Northeast using a convenience sampling method.

Data Analysis

First, an exploratory factor analysis (EFA) was run to assess the measurement properties of the scales. Several items with factor loadings lower than 0.6 were deleted and a 3-factor solution of 13 items was identified. The EFA solution accounted for 75.4% of the cumulative variance. All measures demonstrate good reliability with alpha values of .93, .87, and .89.

Next, the overall validity of the measurement model was tested using Confirmatory Factor Analysis (CFA). Results indicate an acceptable fit for the data with $\chi 2 = 127.30$, df = 62, CMIN = 2.06, *p*-value =.000, CFI= .96, RMSEA = .079, and TLI= .95. The CFI and TLI exceed the recommended cut-off value of 0.9 and the RMSEA is lower than the cut-off value of 0.08. 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). The results indicate that the convergent validity of the model is supported and good reliability is established.

Prior to any comparisons of the relationships between the variables, metric invariance between male and female was examined. The results from the constrained and the unconstrained model suggested that full metric invariance was established.

Finally, the CFA analyses included a test of scalar invariance. Since full scalar invariance was supported, partial scalar invariance was examined. Thus, valid factor mean comparison could be made for all factors.

The SEM structural path results reveal that the relationships among the constructs are positive and significant as predicted. The estimated causal relations are evaluated according to the size of the standardized coefficients (β). The SEM structural paths show that not all constructs were positively related in both samples. The relationship between deep approaches to learning and professional skills was significantly related to each other in both the male and female samples (β: 54 vs 47). Also, professional skills is significantly related to motivation in both groups; Male (β = .80, t = 5.95) and female (β =.59, t = 4.88). However, deep approaches was significantly related to motivation for females (β = .27, t = 2.53), but there is no significant relationship between deep approaches and motivation for males.

Discussion

Our findings suggest that even low-stake experiential activities should be designed carefully so that marketing students believe that they enhance their professional skills and real-world experience. Students identified experiential activities they deemed to be “the best” but these activities also seemed to induce students to work hard by increasing their intrinsic motivation. Students perceived that they were learning more and they also enjoyed the process of learning. Therefore, if it is not already clear, professors can include in the description of the assignment explicit references to how each activity is linked to practical application and how it leads to developing specific skills. However, it seems like practical application is more relevant for female marketing students than for male students. This research warrants further exploration as to why this is the case and on how to improve the motivation of male students by studying what other aspects of the experiential learning are important.

Conclusion

This research provides empirical evidence of the student perceptions toward the experiential activities. When asked about “the best experiential marketing assignment,” students believe that it fosters deep approach to learning and enhances their professional skills, for female students these two factors seems to increase intrinsic motivation to perform the activities associated with the assignment, while for male students only professional skills are positively related to motivation.

References Available upon Request

MOTIVATING PARTICIPATION IN STUDENT ORGANIZATIONS: ASSESSING THE ROLE OF EXPERIENTIAL LEARNING AND CIALDINI'S PRINCIPLES OF INFLUENCE

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Abstract

Two complementary theories from the field of psychology, Experiential Learning Theory (ELT) and Cialdini's Principles of Influence, have been referenced as possible methods for attracting and retaining members in student professional organizations; however, there have been no attempts to measure these theories on students' motivations to participate. In addition, in a participation and satisfaction study of chapter membership in the American Marketing Association, Peltier and colleagues (2008) found that while students reported that they join to gain wider experience, membership often fails to meet their expectations. The researchers go on to argue that there is a need for research that investigates in greater detail how different pedagogies might influence student organizations and curricula. There is also a lack of detailed information about organizational features that attract students (Clark & Kemp, 2008). To fill this gap, this study explores how traditional undergraduate marketing students perceive collegiate chapter membership in the American Marketing Association; in particular, using experiential learning theory and Cialdini's principles of influence, we look at the ways in which students appraise membership.

The conceptual framework for this study is anchored in two complementary theories, Experiential Learning Theory (ELT) and Cialdini's Principles of Influence. ELT, a well-known pedagogical model that goes beyond the classic boundaries of a classroom or disciplinary area (Bobbitt, Inks, Kemp, & Mayo, 2000), involves learning from experience, or "learning by doing" (Dewey, 1938). Cialdini's Principles of Influence are identified as six critical factors that affect people's behavior and when applied strategically can be used in combination to persuade others. (Cialdini, 1993). The principles include reciprocity (modeling the desired behavior), consistency and commitment (making people's commitments active, public, and voluntary), scarcity (highlighting unique benefits and exclusive information), authority (exposing expertise whenever possible), social proof (validating options by using peer power whenever it is available), and liking (uncovering real similarities and offering genuine praise and complements) (Cialdini, 1993).

To test the significance of ELT and Cialdini's principles in motivating students to participate in professional organizations, a group of undergraduate students were surveyed. With respect to ELT, the study found that students value activities that involve 'professional development' and 'contact with professionals,' but 'entrepreneurial activities' had a negative influence on student's intention to participate in an organization. Regarding Cialdini's principles, 'authority' and 'social proof' were the principles found to be positively related to student participation; the 'scarcity' principle was found to be negatively related. Finally, 'age' was also found to be negatively related to student intent to participate. In order to enhance membership recruitment and retention efforts, educators should focus their efforts on experiential activities that enable student-faculty contact, career exploration, and skill development. In addition, the findings suggest involving knowledgeable and trustworthy figures and incorporating recognition by the school's leaders and demonstration of members' cohesiveness are effective approaches to use for positively influencing a student's intention to participate.

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STUDENT IMPLICIT THEORIES AND TEAMWORK SUCCESS

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Team work can have considerable benefit for marketing students. Literature suggests that students learn teamwork skills. Working with other students in groups gives students practice for work in business teams where they will be working with people with a variety of backgrounds and skills. Students doing group work also have a more positive attitude toward learning and do gain more insights on their topics in class (Payne, Monk-Turner, Smith, and Sumter 2006). There are also benefits in terms of social development of students (Lejk, Wyvill, & Farrow 1999). Presumably, students exposed to working with others who have different views and personality develop better social skills for the workplace and for working with others in general.

Lastly, there are also motivational benefits to working in groups. Marketing students in particular tend to be more oriented toward active learning (Karns 2006) which suggests that they are more motivated toward these types of assignments. Group work is a especially good environment within which instructors can help engage students in active learning projects, which are often too large and complex to tackle for individual students within the time frame of one semester. Both instructors and students recognize the motivational and instructional benefits of group work (Koh, Wang, Tan, Liu and Ee 2009).

Some have even suggested structuring the class around groups in a method known as team based learning. In such learning environments, instructors do not deliver the course content but structure the environment within which their students can learn knowledge (Hernandez 2002). Findings suggest that team-based learning is effective, stimulating student engagement and helping marketing students to learn more (Chad 2012).

On the other hand, student groups are not always a positive experience for students. Most marketing instructors have experienced within-group conflict in the class. Students end up angry at each other, angry at the instructor and de-motivated to learn in the class. Sometimes a particular student in a group may struggle with the course material more than others. This mismatch can lead to destructive behaviors that will be a difficult and demotivating experience both for the student as well as for the group in general (Freeman and Greenacre 2011). Although there are differences between faculty and student perceptions of group cooperation, faculty being more pessimistic than students (Chapman, Meuter, Toy and Wright 2010), but clearly things do not always go well. Success in group cooperation is important. If there is cooperation, everybody benefits. If there is group conflict, there can be negative consequences that make it a bad experience for all. So it is important for marketing instructors to understand what can lead to success in group dynamics.

One important factor might be the student implicit theories regarding personality traits. Implicit theories about personality traits can impact on consumer perceptions of brands extensions. Those who feel that traits are malleable, incremental theorists, are more likely to accept that a brand's traits can be extended to other products than entity theorists who believe In fixed personality traits (Yorkston, Nunes and Matta 2010). In education contexts, incremental theory of intelligence has been associated with coping and positive emotions whereas entity theory has been linked to negative emotions and self-handicapping (Shih 2011).

David Ackerman and Oscar DeShields will lead a discussion on how student implicit theories regarding personality traits might have an impact on success in group dynamics. In addition, they will discuss work that has been done up to this point.

References Available upon Request

WITHIN- AND POST-EVENT STUDENT ASSESSMENT WITH COMPETITIVE SIMULATIONS: TRADITIONAL INDIVIDUAL AND TEAM ASSESSMENT, NEW IDEAS, AND BEST PRACTICES

Randall G Chapman, LINKS Simulations (Silver Sponsor)

Plentiful student assessment opportunities exist when teaching with large-scale, integrative, competitive marketing simulations. But, what are the advantages and disadvantages of traditional individual and team assessment possibilities? And, what new ideas exist for student assessment? What about best practices … do best practices exist and, if so, what are they?

After framing the student assessment conversation, the session leader will serve as a discussion leader/coach engaging session attendees in a conversation about experiences (good and bad) with student assessment when teaching with competitive marketing simulations. Come and join the conversation!

TEACHING MARKETING WITHOUT TEXTBOOKS

John Schibrowsky, University of Nevada, Las Vegas
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Alexander Nill, University of Nevada, Las Vegas
Elena Pomirleanu, University of Nevada, Las Vegas
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Abstract

Textbooks continue to play an important role as marketing educators prepare and develop their courses (Besser et al, 1999, Carpenter et al, 2006). They are regarded as fundamental for the preparation of topics to be covered in lectures (Vafeas, 2013) and are considered to be the single most important decision an instructor makes regarding the design of a course. So what is purpose of the textbook in terms of its value to the course? There are a number of elements associated with the value of a textbook. First, the textbook provides a structure for the course. Second, the textbook is supposed to provide the students with the basic knowledge that will be covered in the course. It is essential that the material be state of the art concerning the course topic. Third, faculties often rely on the textbook to provide meaningful, up to date examples. A fourth goal in the selection of a textbook is for it to engage the students by making the topics easy to understand and interesting. Finally, the textbook makes it easier to teach the course by providing the teacher with a test bank, PowerPoint slides, videos, and teaching notes.

However much of the research on textbooks suggest that students are not using the textbooks in the way that faculty members have envisioned. While textbooks remain an essential part of the teaching and learning process, evidence suggests that student completion of reading assignments is lower than teacher expectations (Vafeas 2013).

Research shows that many students don't bother to buy the textbook and even more don't regularly read them. A recent study indicates that 25% of freshmen and 33% of seniors did not purchase academic materials due to excessive costs (Schick and Marklein, 2013). Starcher and Profitt (2011) found that 40% of the students surveyed had completed less than half of the assigned readings. In a related study, Juban and Lopez (2013) found that 40% of the students in their businesses classes only read the textbook immediately prior to the exam.

Criticisms of Textbooks Continue

Are you old enough to remember the good old days when almost every course had a reading packet that was printed and distributed by your local Kinko's? It was the professor's way of putting their personal mark on the course, truly customizing them. Today, virtually every course has a textbook, computerized test bank and PowerPoint slides. Some also have customized videos and suggested experiential exercises. Basically, the textbook and its ancillary materials is the course. The instructor simply becomes the actor that alters the course with his or her interpretation of the material. Nonetheless, a number of criticisms of pertaining to textbooks continue to be discussed.

First and foremost, textbooks are very expensive. The prices have truly gotten out of hand. A recent GAO report and the Huffington Press found that the cost of textbooks has grown faster than inflation, homes, or medical services. The average student spends over $600 per semester on textbooks. Second, many textbooks are out of date. They have current examples; neat videos etc. but lack the current state of marketing. Most of the topics and pedagogy have remained from earlier editions of the textbook for decades. Third, textbooks tend to be overkill. The current version of Marketing by Kerin, Hartley, and Rudelius includes 22 chapters, 4

appendices, and 800 pages. With an 800 page textbook, that would be 50 textbook pages of reading per class. Finally, many textbooks do not provide the right coverage of topics. Many of the chapters are fillers. But when you don't cover them, students think something is wrong.

The Solution - Teaching without Textbooks

So what are the options for faculty members interested in (economically) providing their students with the material necessary to learn the topics covered by the course? Our recommendation is to consider teaching the course without a textbook and instead provide the students with the needed knowledge and examples from other sources. With the abundance of information on the web and from other sources, there are sufficient resources available to effectively provide students with the information needed for almost any marketing topic one can imagine. Since students are already naturally consulting the Internet for more information, clarification, even quick definitions, we can leverage that inclination and guide them to quality sources. With technology like smart phones, tablets, laptops, etc. students are very comfortable accessing online resources for their information (Juban and Lopez, 2013). This trend makes the time right to consider teaching without textbooks by substituting them with online resources.

Benefits Associated with Teaching without Textbooks

The number one benefit associated with developing your own materials for the course is customization. The instructor decides which concepts and topics to cover, the order in which to cover them and identify the best descriptions and discussions of those concepts. A second related benefit is the ability to personalize the material presented to both the instructors view on the topic and in terms of examples that the students can relate to. Third, using online resources can provide a way to provide current information in both the practitioner and industry perspectives along with extremely current examples. Fourth, this approach not only engages students it also engages the faculty member. The faculty member has to be an active seeker of information needed to engage students. Fifth, most of the websites that provide multiple resources to be used in a course come from industry or trade association websites along with the websites of the primary consultants in the field. In this way, the faculty member and the students get the opportunity to learn from industry thought leaders and consulting experts in the field. Finally, one of the biggest benefits is the faculty member learns new things.

Problems and Issues Associated with Teaching without Textbooks

While there are a number of benefits associated with teaching without textbooks, there also some drawbacks and problems that need to be discussed. First, since the web is fluid and constantly being updated, links are going to become broken. Second, besides the time needed to accumulate and update of online resources, the faculty member has to develop his/her own lecture notes, exams (no test bank available), projects, homework assignments and PowerPoint slides. Third, one of the problems with using readings from different sources is that the student has to work to assimilate the information. While this might not seem like a major issue, it is problematic for students that learning the information for the first.

Barriers to Employing the "Teaching without Textbooks" Approach

First is the time commitment. It takes significantly more time to prepare course from scratch than a canned course. Second, it is more difficult to teach a course without a textbook if you have little or no knowledge of the topic before you begin. Third, you might get pushback from your department chair and other senior faculty members that believe that you can't possibly do a good job of teaching a subject without having a textbook as the basic foundation. Finally, you

might also find ambitious bookstore managers sending emails to the department chair and the Dean's office asking why textbooks are not assigned for non-textbook classes.

How to Teach a Course without a Textbook

The starting point for designing any specific course is the course description since it provides the basic scope of the course. Next one needs to consider the specific learning objectives for the specific course. We are referring to the specific goals for the course rather than the global program goals. These two items frame out the scope of the course, learning expectations, and the skills to be developed. From this information, we recommend that a list of proposed topics be developed. Now comes the fun part actually determining what information will be provided to the students. In this capacity, the teacher needs to view their job of curator of resources for students rather than the person that simply selects a textbook. At first, with all the resources available, the process of identifying resources for the different topics to be discussed in a course can seem daunting. As you begin to develop your course, you will identify a core of go-to resources that will inevitably prove to be the valuable and relevant for a course.

We recommend that the instructor, break the information down into basic knowledge, pedagogy, examples, current practices etc. Then sources for each type of information for each topic sources need to be identified. This includes, but is not limited to: consulting and trade websites, online white pares and opinion pieces, reports, library databases, YouTube, Slideshare, trade books, the popular business press, magazine articles, and even journal articles. Some topic areas have a multitude of resources available and others have almost none. Think about what is the minimum information students need to be exposed to rather than the maximum. You can always add items, but overwhelming students with too many items results in students skimming rather than reading the materials.

Once the readings/and viewing resources are completed, go through and prepare the lecture outlines to see it and see if they fit the resources that have been assigned and flow together in a logical manner. A quick review usually results in areas that need fewer items and some areas that obviously need to be modified. After a few iterations and modifications, a high quality customized course will have been developed. The second time the course is taught it is much easier. The instructor will have a feel for has worked and what areas need to be tweaked or require major modifications.

Summary

The textbook for a class is often used as the basic learning tool, providing students with the needed learning format to understand the concepts that will taught and discussed in the class. Unfortunately, textbooks often fall short in terms of being concise, current, engaging, sources of the requisite information for a course. When resources were limited to print sources and teacher knowledge, textbooks for a class made sense, but with the abundance of materials available on the web, teaching marketing without a textbook has never been easier. Teaching without a textbook can be incredibly rewarding, in that it allows teachers to create a sense of ownership of the course they teach. They get to expose students to multiple perspectives and multiple sources, with maximum flexibility.

References Available upon Request

HIGH INTERACTION IN LARGE CLASSROOM FORMATS: TWO PROJECTS TO STIMULATE THE CLASS ENVIRONMENT

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The large classroom format has long been in use in university course scheduling. This trend is expected to continue considering the increasing numbers of new students along with declines in funding sources (Anderson, et.al., 2003). Even institutions priding themselves in more personalized classroom settings with smaller class sizes have had to resort to larger formats for introductory courses.

In a 1980 study, "73-80 percent of college teachers surveyed identified the lecture method as their usual instructional strategy" (Lambert, 2012; Gardiner, 1994). Over the years, instructors have explored different pedagogical methods to reduce the boredom factor of one-way passive communication and stimulate student learning (Khan, 2012; Cooper and Robinson, 2000; Frederick, 1987). The literature contains numerous articles examining the effectiveness of the large classroom format from perspectives of students as well as instructors. "Eliciting student feedback in large university lecture classes is challenging, as a result lectures tend to lack interaction" (Bligh, 2000).

According to Wulff, Nyquist and Abbott (1987) there are advantages and disadvantages to utilizing the large classroom format. These authors identified, 1) lessen individual responsibility 2) impersonal nature and 3) noise and distractions as the cons of employing large class formats. The factors that favored large-class pedagogical methods were listed as: 1) increased chance for student interaction, 2) the low pressure element, students don't feel singled out, 3) increased sense of independence, and 4) variety of attendance options, students could skip without notice. Fredericks's (1987, 1981) historical treatment grouped the instruction of large classes into six different active learning methods:

-- Interactive lectures
-- Questioning
-- Using small groups in large classes
-- Critical thinking and problem solving exercises
-- Large classroom debates
-- Simulations and role playing

The current paper presents two projects which address active learning methods within a large classroom format (N = 120+ students). They both involve small group projects which forces students to interact and get involved. The first project "Marketing a Product" utilizes the strategy of using small groups in large classes while providing students with a critical thinking problem solving exercise. The second project "The Interview" also uses the small group inquiry/reflection approach along with role playing as a strategy to enhance student interaction.

Project 1: Marketing a Product

Students are asked to form groups of 6 to 7 members. Once groups are formed students are asked to select a specific product category. For their selected product category they are asked to identify the target market variables. The assignment requires student groups to market their product utilizing the following activities of marketing:

Product

Creating a product within the product category they selected

Giving their product a name
Assigning their product tangible and/or intangible attributes

Place

Deciding what types of outlets will sell their product
Determining the intensity of distribution
Selecting and giving a rationale for the mode of transportation
Choosing the channel structure

Promotion

Crafting a promotional mix strategy
Designing the specifics of the message

Price

Determining the price
Selecting the type of pricing strategies to be used

To adapt this project to a large classroom format the group papers are ranked and the top ten group papers are given an oral presentation option which replaces their final exam. To achieve a high level of participation during presentations the assignment requires all group members to have a speaking part. During the presentation phase of the assignment there are several other strategies that enhance the classroom experience: 1) Presentations take place over a two week period with increasing stringent grading standards as presentation days progress, and 2) Non-presenting groups receive extra credit points for voting on the best presentation, audio visuals, and product idea which translate into extra credits for the best of group(s) and 3) Groups are given extra credits (by the professor) for stimulating/creative presentations.

Project 2: The Interview

To gain first-hand experience and insights about careers and jobs in marketing, each team is required to identify a marketing professional in a local business, and interview him or her on site (in the office or the work location). The following procedure will give you some guidance in completing this assignment:

Identify Appropriate Interviewee

You can be resourceful in identifying someone within your social network, who works in a sub-area in marketing. These sub-areas can include product design, product research and development, market research, brand management, advertising, public relations, and promotion management, sales, digital media, interactive advertising, direct marketing, retail management and promotions, etc. If you have problems finding someone, you can ask your friends and family to refer you to someone they know who will be willing to be interviewed by you and show you the ins and outs of their business.

Research About the Interviewee's Business

Before you go to interview your chosen marketing professional, you need to do your homework first. Study the background of the business and the general competitive market it is in can help you prepare meaningful and stimulating questions for the interview.

Prepare Interview Questions

You will need to jot down some questions before you go to the interview, and develop an interview scheme, including the logistical issues, with your partner. Some generic questions to get you started: "How did you get to this position?" "What's a typical work day for you like in this company?" "How do you spend your day?" "What part of the job you like most? What least? Why?" "What is the most challenging part of your work? Why?" "What's your advice for

current college students in preparing themselves entering the marketing profession?" "What are some of the most important qualities you will be looking for if you are to hire a successor of your current position?", etc. More specific questions regarding the position/job and the interviewee need to be developed based on your research of the position and the company.

Conduct the Interview

On the day of interview, you will need to appear professionally, with a note pad, a video camera or voice recorder to bring to the interview. With your interviewee's permission, you can record what you see, hear and learn from the interview. As a courtesy, always obtain permission beforehand, so your interviewee knows what to expect and will prepare accordingly.

Transcribe the Interview and Summarize Your Findings

Ideally, the interview needs to be transcribed verbatim afterwards and attached to your summary paper. If verbatim transcript is not possible, provide a digital clip of the interview in a CD. Please ask the interviewee for permission. A summary paper of roughly 5 pages is required to summarize what you have learned from the interview project. It will help if you also attach photos of the work site, store or office or market environment. Visuals tend to work more effectively to share with your fellow students what you learned about the profession through this interview.

Turn in Your "Interview Project Report"

This project report (including all supplemental materials such as transcriptions, CDs and photos, etc.), should contain the following sections: 1) a cover page with a title, both interviewers' names, and date (e.g., An Interview with Mr. Tim Smith, Marketing Director at Company Wonderful in Azusa, CA, By Student A and B, Date); 2) business/company/industry background; 3) interviewee's background; 4) interview content summary; 5) conclusion (insight you gained through the interview process as a marketing student); and 6) appendix (a typed up verbatim transcript of the interview including both questions and answers, or an audio/video recording clip provided in a CD if you are permitted to record the interview).

The "Interview Project Report" will be graded using the following rubric.

EVALUATION CRITERIA	SCORING
Research of the company background	1 2 3 4 5
Research of the interviewee's background	1 2 3 4 5
Relevance and quality of the interview content	1 2 3 4 5
Conclusion: Take away, insight gained	1 2 3 4 5
Complete appendix: Complete transcript or a digital clip in CD	1 2 3 4 5
Writing quality	1 2 3 4 5
TOTAL	**___________ out of 15pts**

Students are also required to do presentations. The challenge is time constraints. Since all groups present, the instructor must carefully monitor the time to enable all groups to participate.

This project is a surrogate for role playing. It is based on actual interview experiences and shared with the whole class.
These projects are being implemented in two Principles of Marketing classes in a balanced university in the west coast. The university has a philosophy that combines teaching and professional development which is implemented in the way classes are taught.

References Available upon Request

TEAM TEACHING: A CLARIFICATION…

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Lynne Freeman, University of Technology, Sydney, Australia

Team teaching has attracted considerable attention in areas of the academic community. Teaching in teams of two or more educators can offer substantial advantages by allowing us, educators, to serve a more diverse set of student needs, and by offering more teacher resources to classes that are containing increasing numbers of students. The literature is replete with positive examples of how team teaching can help students and enrich the experience of educators in their work (Winn and Messenbeimer-Young, 1995; Young and Freeman, 2008).

One theme within this literature is the need for the team to present a unified perspective to students. That is, team members need to largely be in agreement with each other in the presence of students so that a consistent perspective can be presented. This consistency ensures that students don't become confused. This need for unity is well established and there is substantial evidence supporting it (Buckley, 1999 p5). However there is one problem in this literature, team teaching research doesn't differentiate between teams of teachers operating within the same classroom and those teams that are outside of the classroom. For example, the classic within classroom team is two lecturers who co-teach or rotate lecturing duties during a semester. An outside of the classroom team can be a lecturer who gives the lectures, a tutor who takes seminar sessions, and an online moderator running the course website. We argue that the need for a unified perspective is only necessary for outside the classroom teams, and that dis-unity can actually be a positive for within the classroom team teaching.

Team teaching outside of the classroom needs to present a unified perspective on the course content. There are many different voices, one for each educator, with each of them potentially communicating at different times through different mediums, so they are not perceived by the students as a single source. Thus, when those sources are communicating conflicting perspectives (disunity) the students get confused trying to resolve which one is 'correct'.

In team teaching within the classroom the need for unity is diminished. This is because within the classroom the educators can present conflict, but that conflict is now perceived as coming from a single source, the single 'team' in front of the students. As long as the educators demonstrate "honesty, trust and respect" (Winn and Messerbeimer, 1995) towards each other they can act as a single source of information (a single team), rather than be two separate sources that can confuse students. With students only perceiving a 'single' source, they can be exposed to contradicting perspectives (disunity) and not be confused regarding which one is 'correct'. It this ability to hear contradictory perspective that makes team teaching so powerful, and is often overlooked in the literature. Conflicting perspectives on content can be a catalyst for development in students and teachers alike.

Underlying much of the literature is an inherent belief that the in-class educators must share an epistemology, we disagree. It this potential to deliver both complementary and contradictory perspectives that makes team teaching so powerful, and is one that is often overlooked in the literature.

One of the challenges for us as marketing educators is to enable our students to deal with conflicting ideas in constructive and thoughtful ways. The temptation for educators is to emphasis material that supports their view of the world, it reduces the potential for confusion amongst students and is easier to present. We know that the world of marketing isn't like this: it is confusing, messy and not like the textbooks. In the classroom, effective teaching teams can

encourage deep thinking in students, developing an ability to process multiple perspectives. The underlying issue is what does it take to be a successful team in the classroom, can it be prescribed or is it alchemy?

References Available upon Request

FACULTY DEMOGRAPHICS, FAMILY LIFE, AND RESEARCH PRODUCTIVITY: CAN'T WE HAVE OUR CAKE AND EAT IT TOO?

Howard Forman, California State University, Fullerton
Susan Cadwallader, California State University, Fullerton

Striking a harmonious balance between work and family life is a—sometimes elusive—goal among marketing professionals including faculty. This is particularly challenging with regards to research and publishing activities. Thus, it is important for faculty—especially "newly minted" ones—and prospective hiring institutions to at least have a general idea on the likelihood of long term success given individual's unique family circumstances. Anecdotal evidence would suggest that there is a negative relationship between more familial and personal demands (i.e. distance from work, adult dependents, number and age of children), and demographic factors (gender, marital status, age, etc.), and research requirements via standard metrics such as quantity and/or quality.

Grounded in Equity Theory (Adams 1963 and Homans 1961), this paper posits that faculty members will look to have a balance between their work related inputs (i.e. research activities) and outputs such as the number and quality of publications. Because of family and personal demands, those levels of inputs will be mitigated to some degree. Thus, as Equity Theory would suggest in this context, there should be some workable balance between research inputs and outputs.

Recently, some interest in this subject has been generated by virtue of some National Science Foundation (NSF) funding for research in its Career-life Balance Initiative. The present research is an initial attempt to empirically investigate this relationship among marketing faculty in particular. The goal would be to determine the linkages and, to the extent they exist, their strengths.

Surveys will be administered online to marketing faculty to get an understanding of their personal disposition as well as assess their research requirements, present rank and rank aspirations, etc. The relationships will be analyzed with an eye to better understanding them so that marketing faculty and institutions can be more informed when making decisions such as career decisions for faculty and job descriptions for organizations.

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DO STUDENTS ENJOY MOODLE? LEARNING STYLE AND ATTITUDE TOWARD MOODLE

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Abstract

In higher education, using a Course Management System (CMS) has become quite widespread. As a result researchers have started to focus on the benefits of CMS in teaching and learning. A few studies such as Chung and Ackerman (2010) and Payette and Gupta (2009) have examined managing a CMS in terms of instructors' perceptions, but there is lack of investigation regarding student needs fulfilled by Course Management Systems.

Marketing instructors have adopted use of the system for both online courses and face-to-face classrooms. Some have suggested that student motivation is a key factor in the success of Moodle in the classroom and that students found it easier to use (Beatty & Ulascewicz, 2006). Students do like Moodle better than faculty (Payette & Gupta, 2009), but this may be a function of greater faculty familiarity with other classroom management software.

In contrast to instructors, students do not have as much choice about the use of a Course Management System. If the course is a required course, they can choose a course section. If it is an elective, they can choose not to take the course, but for the most part selection is likely more based on time and content than on instructor use of CMS. For the most part students will experience the degree of Course Management System that their instructors implement. Despite this lack of choice for students, CMS can influence the entire structure and flow of their coursework.

The purpose of this study is to investigate student perceptions in adopting and using Moodle and how their perceptions impact the effective use of CMS. First, the impact of learning styles on the functional benefits students derive from CMS is examined. Second, this research looks at the influence of several constructs including academic self-efficacy, internet self-efficacy, usefulness, difficulty, communication effectiveness and enjoyment on student perceptions of CMS. The findings help explain student perspectives on Moodle and provide the basis for suggestions as to how faculty can effectively implement Moodle for their teaching.

Learning styles and CMS. Can learning styles impact on student reaction to classroom management systems? If so, what dimension of learning style is most closely linked to adoption of CMS such as Moodle? Just as in face-to-face learning, students differ in how they prefer information to be presented online as well. For example, Saeed, Yang, and Sinnappan (2009) found that "sensors," who are careful and more detail-oriented, preferred email over other types of communication in learning where as others like "intuitors" and "visual learners" preferred blogs and videos respectively. Similarly, learning style can impact on how students utilize learning technology as well (Vigentini, 2009). Use of online material instructors supply to students is an increasingly frequently-used component of courses so it is important to determine the impact of learning styles on student perceptions of the different components of a classroom management system.

Self-efficacy and TAM. From a student's perspective, Moodle provides the means whereby they receive class materials and submit assignments to instructors. Studies have suggested that students do find online learning and components provided by most classroom software packages to be effective in overall learning (Clarke et al. 1999) and a CMS can be used in a variety of online active/passive learning experiences, including even a social dilemma game (Oertig 2010). Overall, they are in fact very positive about most aspects of a CMS (Carvalho et

al. 2011). This positive impact does not seem to vary by the learning style of the student (Young et al. 2003).

Despite these potential benefits, the use of a CMS is not always met with optimism. Could a lack of clarity about how to use CMS, the inability to complete tasks and perhaps the stresses or other negative aspects of using it lead some students to view it with disfavor? This could also influence student evaluations of a course and their instructors. More importantly, will marketing students want a CMS such as Moodle for their coursework? Is self-efficacy related to student perceptions in using CMS? How do marketing students feel about perceived difficulty, perceived usefulness, communication effectiveness and enjoyment in using Moodle? The two theories, self-efficacy theory and TAM, were utilized for a theoretical foundation in analyzing the relationships amongst these variables.

This study administered a web-survey designed to measure marketing student perceptions toward CMS. Data were collected using a convenience sampling method using a self-administered questionnaire among marketing major students. One hundred twenty five respondents from six marketing classes at a university in both the northeast and the southwest participated in the survey. Questionnaire items measured, Moodle usefulness, Moodle difficulty, Internet self-efficacy, academic self-efficacy, Moodle communication effectiveness and enjoyment.

Results suggest that the single most important factor in overall satisfaction with classroom management system is the control it gives students over their educational progress. Depending on how it is implemented by the instructor, CMS offers students flexibility in the timing and amount of work they upload at any particular time. They can also see their progress online. Such flexibility can empower students who otherwise may feel they are at the mercy of the instructor's or department's schedule.

The result of a positive relationship between difficulty and satisfaction or functional benefits of classroom management software was surprising. This relationship was also confirmed in further analysis and testing. Visual learning is also an important factor in overall student satisfaction with classroom management software. Given the graphics and visuals in CMS such as Moodle, visual learners would be more satisfied with the system. As this trend continues with software moving over to Apple-type graphics systems, visual learners will be at an even greater advantage in coming years.

The findings for incremental versus entity theories of intelligence are in line with what would be expected given extant literature. Those who had a more rigid entity view about their ability to deal with technology, it is fixed and can't change, were less likely to be satisfied with Moodle. Those who had a more flexible view of ability to work with technology were more likely to be satisfied with Moodle.

Laziness impacted negatively on the functional benefits of Moodle but not overall satisfaction. This finding suggests that harder working students are more concerned specifically with the functional benefits that can be derived from a classroom management system. They are not necessarily happier overall than lazier students with CMS such as Moodle. Lastly, results found that communication benefits, both communication and verbal learning style are significant, are an important perceived benefit of classroom management systems to students. Moodle does help facilitate communication both between student and instructor as well as between students themselves.

SEM results indicate that students who are confident in their overall academic abilities will tend to be more confident in other areas such as internet or technology usage. Overall academic

self-efficacy led to internet self-efficacy and the internet self-efficacy is significantly related to perceived usefulness and perceived difficulty. Even though there is significant relationship between perceived usefulness and perceived difficulty, the only important factor that is positively related to communication effectiveness and enjoyment in using Moodle is perceived usefulness. These results suggest that the perceived usefulness of classroom management system is the key to students using it. If they feel it is useful in an overall way, they will use it to communicate with their instructors and their classmates. They will also enjoy using it, which will likely increase the time and scope of activities for the classroom management system is used. Results also suggest that the effectiveness of a CMS as a communication tool can impact on enjoyment with using, perhaps at least within the scope of the class, taking on the role of social media of choice for students.

References Available upon Request

THE CONSEQUENCES OF SAMPLING LEVEL ERROR IN EDUCATIONAL RESEARCH: THE USES AND MISUSES OF RATEMYPROFESSOR.COM

Dennis E. Clayson, University of Northern Iowa

Abstract

There is a distinct difference between the utilization of student-level and instructor-level data when studying student interactions with instructors. Instructor-level data is characterized by using the mean responses of students from an entire class. Student-level data uses a single student's response as a case. Instructor-level data is typically utilized when a researcher is interested in how instructors' behavior influences education, while the latter is appropriate when studying student behavior.

Purpose

This study investigated differences in the conclusions that could be found that are dependent upon the level of data which could be utilized in an analysis. The study used data from RateMyProfessors.com (hereafter called RMP) for three reasons. First, this data set was utilized by other publications establishing comparative norms. Second, it is a large and easily accessible source of student/instructor data. Third, there is research to indicate that sites like RMP are analogous to, and consistent with, the SET instruments used by colleges and universities.

Methodology

Random samples were drawn from RMP in three different formats. (1) Ten instructors in each of 54 schools were selected for a total of 540 student evaluations. This sampling procedure is equivalent to going into hundreds of classrooms and giving the SET instrument to only one randomly selected student per class. (2) Ten instructors in each of 54 schools were selected and the average of all students evaluating that instructor was recorded. (3) A third data set was drawn replicating the actual way that SET is administrated in a typical university or college by looking at student-level data for a distinct group of instructors with one additional caveat, the sample size was standardized. The data from the last 20 students to evaluate a randomly selected instructor were recorded. This resulted in 20 responses for 54 instructors for a total of 1,080 individual evaluations.

Results

Inconsistent conclusions can be drawn from the different samples. (1) The student-level sample would indicate that instructors are generally well-liked. It would be concluded that students evaluate male and female instructors the same. The results are not incapable with a learning hypothesis, suggesting that the evaluations are valid measures of teaching effectiveness. (2) The second sample would find that instructors are not be as well-liked as the student-level data would suggest. Male and female instructors are evaluated differently, with males being more helpful and having greater clarity than female instructors. There is no evidence that the instruments measure learning. (3) Instructors are even less liked. Students again rate male instructors higher than female instructors. If this sample is broken down by individual instructor means, the 54 instructors (or their administrators) could come to almost *any* conclusion from the sample.

Discussion

Different methods of sampling what was assumed to be the same population created different conclusions. All of these samples were large, taken at random, and violated no major statistical assumptions. Yet, conclusions drawn from the samples differ widely. The simplest explanation is that student-level and instructor-level samples did not come from the same population, in that the instructor-level data was modified by "ecological" variables that were not assumed to be related to the purpose of the evaluation. If these intervening variables were related to one but not all of the study variables, or if the intervening variables were related to the grouping of individual responses, then Simpson's Paradox could explain the different findings related to the learning hypothesis, but would also indicate that grouping procedures that combines student averages is inappropriate.

Implications

1. It was not the purpose of this paper to identify what RMP data is actually measuring, but the conclusions do have wider implications.
2. The choice between individual and grouped data can have dramatic influences on the outcome and conclusions of educational research.

AN ASSESSMENT OF MARKETING STUDENTS' PERCEPTIONS OF TWITTER IN THE CLASSROOM

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Abstract

The onset of social media has created multiple opportunities for the utilization of such technology in a college classroom setting (Junco, Heibergert & Loken, 2011). From a pedagogical perspective and as a result of its interactive nature, the use of social media by academic instructors may potentially allow for greater student motivation, participation and interest in the course (Junco, Heibergert & Loken, 2011; Rinaldo, Tapp and Lavarie, 2011). The present study uses an extended form of the Technology Acceptance Model (TAM) to explore students' attitudes and perceptions of the use of Twitter as a pedagogical tool in the context of a marketing course. A micro-blogging social media website, Twitter has recently been an increasingly popular educational tool amongst marketing instructors (Tuten and Marks 2012). Initial results of a structural equation model support the roles of perceived usefulness and perceived ease of use in shaping student's attitudes towards Twitter.

References Available upon Request

CHALLENGES OF MARKETING LIFE INSURANCE PRODUCTS

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In marketing, a product is any item, tangible or intangible, that can be offered that can satisfy a target market's needs and wants. The audience must be satisfied with the value obtained for the price paid for the product. There are different life insurance products a marketer can offer to a prospect. Examples include; whole life and Universal insurance policies with investment and cash value components and Term life policies with no investment value or cash values.

Marketers may face many challenges selling any of these life insurance policies. Life insurance policies are products that most people believe they do not need or not yet need. Reports show that 3 out of 4 Americans know they need life insurance. Many who have know they do not have enough. Marketers of life insurance policies do have a ready –made target market that should be explored. Still, selling life insurance policies can be a difficult task for many marketers. The most challenging of all is the Term Life insurance policies that do not provide any cash incentives for the owner. Term Life Insurance policy only pays the beneficiary when the owner dies. Term life can be a tough sell for the marketers of term life insurance policies.

Often, costs, state of denial and the inability of the marketer to proof the need for the product are few of the critical reasons that create challenges for marketers of life insurance policies. The responsibility of a life insurance marketer is to allow the potential customer realizes that death is an inevitable circumstance that must happen. No one knows when it will be. "Everything Dies. That is the law of life-the bitter unchangeable law" — David Clement-Davies, *Fell* " Life insurance benefits take care of loved-ones when one dies.

Usually cost (premiums) of an intangible product like a life insurance policy can be a challenge. Marketers can overcome this challenge in different ways. Most organizations, including Life Insurance companies now practices the Customer Relationship model a 21st century marketing strategy. Better and a cost effective business practice is to develop a relationship with existing customers than to get new customers. Life insurance companies now offer more services that prospects need to create a' bundle' product. For example, for discount, many life Insurance companies now offer Auto, Home, Renters insurance policies in addition to their life insurance products. "Related diversification occurs when a firm internally develops or acquires another business that does not have products or customers in common with its current business." (Mullins & Walker, 2010, pg. 51).

Smart life Insurance marketers usually minimize the usual hysteria of 'I don't need it or I don't need it now' associated with life insurance products . The perception can be changed with effective communication through education that entails the advantages of life insurance policies.

There are always going to be controversial issues such as life insurance that people are just not ready to admit a need for. This does not imply that organization offering these services will be disappearing, as they are essential to our society. Whether it is an idea of not needing a service or a service being too expensive; organizations must continue to utilize innovative ideas and strong marketing to ensure that essential businesses such as the life insurance business, stays viable.

There are several ways for a life insurance organization to meet and overcome the several challenges of the exchange. I will address each of the challenges above and offer possible solutions to market them more effectively. "I don't need it or I don't need it now." This challenge is a perceptional problem that I believe needs to be changed with education. A life insurance organization could begin their marketing by gather statistics of deaths for the target

demographic that I would be targeting. At this point it is imperative to find a way of communicating the findings to the base without hysteria. This could be done by simply asking someone with a calm voice to read the statistics at the beginning of a commercial, while showing pictures of an everyday activity that people within the target market enjoy doing. This idea aids in resolving the ideas of not needing the insurance yet. The final challenge around pricing of life insurance is one that can be resolved by actually offering more services. “Related diversification occurs when a firm internally develops or acquires another business that does not have products or customers in common with its current business.” (Mullins & Walker, 2010, pg. 51).

Several life insurance organizations are already following this principle by offering auto, home, fire, and other insurance policies in addition to life insurance. The way this aids in life insurance market value is that organizations are positioned to offer a discount in services for individuals that have these other types of insurance, some of which are mandatory by law. Having the ability to offer life insurance as a bundle in conjunction with another service at a lower rate is an indirect way to expand on that particular business in itself.

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THE EFFECTS OF ORGANIC AGRICULTURE IN THE ENVIRONMENT OF THE SECOND DISTRICT OF ORIENTAL MINDORO

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Abstract

This study determined the perception of farmers in the Second District of Oriental Mindoro regarding the effect of organic agriculture to the environment.

The first important factor is the organic farmers themselves, their socio-economic profile, most especially on knowledge and training in organic farming. Methods and processes in terms of land preparation, application of organic fertilizer, seed preparation and farm pest control are also surveyed. All these will hopefully reveal whether there is a bright prospect for organic farming in Oriental Mindoro.

The study made use of the descriptive method of research. The respondents of the study are the 26 rice field farmers using organic method in the Second District of Oriental Mindoro who served as informants and provided the needed data for the study.

The yield per hectare decreased dramatically during the first year of application. It increased by ten percent on the second year and third year. On the fourth year almost 100 percent of the yield prior to the shift to organic farming was restored.

The fertility of the soil was regained through the practice of organic farming. A species of fish returning to their previous habitat was observed.

Organic farming also resulted in clean and normal air condition. People stop complaining about unpleasant odor in the farm.

Furthermore, the freshness of water has been restored. Rusty water has changed to clear water. Fish and other living things were revived.

Executive Summary

This study aims to determine the perception of farmers in the Second District of Oriental Mindoro regarding the effect of organic agriculture to the environment. The first important factors are the organic farmers themselves, their socio-economic profile, most especially on knowledge and training in organic farming. Methods and processes in terms of land preparation, application of organic fertilizer, seed preparation and farm pest control are also surveyed. All these will hopefully reveal whether there is a bright prospect for organic farming in Oriental Mindoro and hopefully throughout the country. At the end, we see the value and good effect of organic agriculture not only to the environment but to life of human race.

Introduction

Organic agriculture had long been introduced in the country. Organic agriculture is a holistic production management system which promotes and enhances agro-ecosystem health, including biodiversity, biological cycles, and soil biological activity. It emphasizes the use of management practices in preference to the use of off-farm inputs or designing the farm in such

a way where nature itself releases its natural chemicals to combat pests or insects, taking into account that regional conditions require locally adapted systems. This is primarily accomplished by using, where possible, agronomic, biological, and mechanical methods, as opposed to using synthetic materials, to fulfill any specific function within the system. (FAO/WHO Codex Alimentarius Commission, 1999).

Despite its introduction, not so many farmers have embarked on employing the methods for organic farming in the Second District of Oriental Mindoro. The challenge for the future is to convince as many farmers to adapt organic agriculture.

There is a need to understand why the methods of organic farming or agriculture have not been embraced by farmers at-large. This study is made to determine farmers' perceptions on the effects of organic agriculture on the environment in selected towns in the province of Oriental Mindoro. Although the study is limited only to a few organic farmers within the Second District of Oriental Mindoro, the study could help in convincing more farmers to employ organic farming as the methods can be better explained to prospective organic farmers in terms known to organic farmers who have hands-on experience.

At present, there is nothing written about organic farming practices in the Second District of Oriental Mindoro. Likewise, nothing is written about the perception of organic farmers on the effects of organic farming to the environment. This writer wishes to expose the perceptions and methods in an effort to gain more players in organic farming.

General Objective

To determine farmers' perceptions on the effects of organic agriculture on the environment in the Second District of Oriental Mindoro.

Specific Objectives

- To identify the socio-economic profile of organic farmers in the Second District of Oriental Mindoro:
- To determine the methods and processes of organic farming in the Second District of Oriental Mindoro

References Available upon Request

FOSTERING MARKETING STUDENTS' CREATIVITY: ARTS-BASED EDUCATION

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Abstract

This study addresses *a pedagogical experience of marketing students' creativity development by involving students in the applied arts-based creativity education course "Abstraction and reality".* Titus (2007) Creative Marketing Breakthrough Model served as a theoretical framework for the course syllabus design. *The course "Abstraction and reality" has been offered as an elective class to ISM University of Management and Economics (Lithuania) marketing students for 5 years. The students' responses indicate that the course stimulates their creative thinking skills.* The *pedagogical implications for successful implementation of this kind of course* for marketing faculty are provided.

"In the Renaissance creativity might have been a luxury for the few but by now it is a necessity for all" (Mihaly Csikszentmihalyi)

Introduction

According to literature marketing education has much to learn from arts. Education based on arts can help students learn how to become more creative and innovative. "Companies are scouring the world for new ideas. In their quest for creativity, they surely have something to learn from the creative industries" (Schumpeter, *2011).* Results of the first annual C-Factors Index (a global analysis of the impact of creativity on culture, communications and business) revealed "creativity as one of the most influential forces driving today's global economy".

Consequently, educators are focusing their attention on methods for developing creativity in their marketing students (Anderson, 2006; McIntyre, Hite & Rickard, 2003; Ramocki, 1994, 1996; Titus, 2000, 2007). The empirical research on marketing students' perceptions suggests that creativity is an important skill for marketing majors and one that can be learned (McCorkle, Payan, Reardon, & Kling, 2007). The professionals agree that market success requires companies to integrate creativity into their organizations (Christensen & Raynor, 2003; Coy, 2000; Hirshberg, 1998; Peters, 1997).

It is obvious, that if we want to find solutions in a world that is becoming increasingly complex, we cannot rely on traditional ways of teaching marketing. *New knowledge, technology and globalization have presented challenges to traditional marketing education. Educators have to rethink marketing teaching methods as despite the increasing importance of creativity in today's business environment; few frameworks have been presented in the marketing education literature. The purpose of this article was to introduce a pedagogical experience of marketing students' creativity development by involving students in the applied arts based creativity education course Abstraction and Reality at ISM University of Management and Economics, Lithuania.* The theoretical basis for the creativity framework is discussed along with its pedagogical implications for creativity education. Furthermore, the *pedagogical implications for successful implementation of this kind of course* for marketing faculty are provided.

Literature Review

Defining Creativity

Creativity is considered the ultimate of human qualities, one of the key measures of intelligence that separates us from the rest of the animal kingdom (Goldenburg & Mazursky, 2002).

Creativity has been defined from different perspectives and more than 200 definitions of creativity in literature have been suggested (Weisberg, 1993; DasGupta, 1994). Taylor (1988) analyzed more than 50 definitions and categorized them into several classes (DasGupta, 1994):

1. Gestalt type: the major emphasis is on the recombination of ideas or the restructuring of a Gestalt.
2. End product oriented: according to which creativity is a process that results in a novel output or work or inventions.
3. Expressiveness related: the important factor is self-expression. Whenever one expresses oneself in a unique or individualistic way, one is considered as being creative.
4. Psychoanalytic: creativity is defined in terms of the interaction between the id, ego, and the superego.
5. Process oriented: the emphasis is on the thinking process itself. That is, a certain type of process is said to characterize creativity.

Although no universally agreed upon definition of creativity exists creativity is obviously complex phenomenon which first of all incorporates such entities as imagination, originality, and self-expression (Fryer & Collins, 1991). According to Parkhurst (1999) claims that the output of creativity is the ability to "develop novel solutions to problems" or develop "original and novel products".

The theoretical assumption of creativity adopted in this article is consistent with *end product oriented approach* and adapts Robinson (2006) definition of creativity assumption: "creativity is the process of having original ideas that have value" encompassing the processes undertaken to produce creative marketing initiatives that are unique to the marketplace and create value for the customer.

The Importance of Creativity Development for Marketing Majors

Marketing is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large (Approved by the American Marketing Association, October 2007). Although it is agreed that creativity is a key success factor in business and management, educators devote little time and attention to developing it (Edwards, McGoldrick, & Oliver, 2006). On the one hand, educators have acknowledged the need for more innovative teaching methods to correspond the diverse learning styles of marketing students (Karns, 1993; Morrisson et al., 2003). The importance of creativity learning within the marketing discipline has been recognized by many scholars (Eriksson & Hauer, 2004; Gilbert, Prenshaw, & Ivy, 1992; Hamel & Prahalad, 1991; Jacobs, 1984; Levitt, 1986; McIntyre et al., 2003; Ramocki, 1994, 1996; Titus, 2000). On the other hand, students are still taught how to answer questions and solve problems, but opportunities to develop creativity is very seldom provided.

The significance of creativity to business success has motivated researchers to focus on the exploration of the marketing and creativity relationship (Anderson, 2006; Eriksson & Hauer, 2004; Ramocki, 1994; Titus, 2000). Authors have empirically confirmed the efficacy of creativity training to marketing instruction (Anderson, 2006; Jacobs, 1984; Ramocki, 1996). The empirical research has proven creativity in marketing as a problem-solving activity involves the development of unique solutions to customer problems (Titus, 2000). In general, the research suggests that creativity is a "systematic, disciplined, and sustained cognitive effort of divergent thinking" (Eriksson & Hauer, 2004, p. 175). Still, although creativity has repeatedly been

recognized as critical to marketing success (Levitt, 1986), creativity instruction has not been introduced into marketing classrooms very often. In this article we present an example that demonstrates how creativity could be taught in marketing major classes.

Arts Based Marketing Education Framework

The arts based marketing education framework discussed in this article is grounded on Titus (2007) *Creative Marketing Breakthrough Model*. Titus (2007) offered five framework dimensions as the basis for creativity teaching/learning in marketing: uncommon sense, uncertainty, knowledge, motivation, and cognitive flexibility.

1. *Uncommon sense*. Good marketing practice these days is characterized by *uncommon sense*: rare, unconventional, and extraordinary ideas and thinking lead to unique marketing solutions which may be an outstanding competitive advantage. Therefore an educator has to expose students to a rich supply of contrasting "conventional and unconventional" thinking modes. Exposing students to totally different perspectives tends to help students more fully appreciate the need to radical marketing thought, ideas, and approaches that frequently defy common sense and reason (Titus, 2007).
2. *Uncertainty*. One of the biggest challenges management educators are facing is how to persuade students that they cannot tackle recent complex marketing problems without finding a creative unique solution. Artists spend enormous amounts of personal effort without any assurance of achieving a creative breakthrough. Clearly, the same can be said of marketers striving to produce the next great marketing idea or breakthrough product (Titus, 2007). Traditionally students are taught "how to" solve a particular marketing problem and find „the correct answer". Such thinking reflects the belief that there is a "single" best solution of the problem. Unfortunately, marketing problems do not typically avail themselves to formulaic solutions (Titus, 2007). Definitely educators cannot provide students with such answers as there hardly are any best answers that would fit any situation in any market. This is precisely why it is so important for marketing educators to ensure that students are fully aware of the ambiguity and uncertainty that surrounds marketing decision making (Titus, 2007).
3. *Motivation*. Failure is an inevitable part of the creative experience. It is obvious that marketers are very seldom successful creating great ideas in their first attempt. It may take many trials before the "eureka" moment arrives. Students are not generally aware of the high failure rates that accompany various marketing activities or exposed to circumstances that mimic such high degrees of personal failure (Titus, 2007). Students should experience the failure and how much of personal effort is necessary in order to produce breakthrough marketing ideas and initiatives. So how psychologically prepare students for the high degree of motivation required to consistently produce creative marketing breakthroughs?
4. *Knowledge*. Disciplinary knowledge provides the foundation for productive creative synthesis. Some of the most important creative breakthroughs in history have resulted from the synthesis of knowledge from two seemingly unrelated domains (Titus, 2007). "Consequently, marketing students must be convinced of the need to acquire knowledge from as many different domains as possible" (Titus, 2007, p.269). Unfortunately, marketing educators are overly focused on course content. Such an approach to teaching/learning is precisely the opposite of what the methods educators should adopt if they wish their students to improve their creativity. "When creatively solving difficult marketing problems, one can never be sure when some seemingly irrelevant idea will lead to a revolutionary new marketing breakthrough" (Titus, 2007, p.269). Marketing students should be learning as much as they can about everything they can because they are in the creativity business. Educators involved in marketing instruction should consider incorporating into a marketing curriculum disciplines that would suggests the need for increased opportunities for

marketing students to engage in interdisciplinary studies. „Marketing programs striving to improve student creative performance may want to seriously consider expanding their students' interdisciplinary learning options" (Titus, 2007, p. 269).

5. *Cognitive flexibility*. "…many creative marketing breakthroughs result from the generation of novel associations and relationships that ultimately lead to valuable marketing initiatives. Individuals adept at generating these novel relationships are believed to possess the ability to think in a cognitively flexible manner" (Titus, 2007, p.269). The ability to synthesize absolutely different concepts in order to form unique marketing ideas/solutions is vital skill for marketing professionals.

Experiential Creativity

The course "*Abstraction and Reality"* was developed and offered as an elective course. The course syllabus is patterned after the *Creative Marketing Breakthrough Model* (Titus, 2007) and the five creative thinking dimensions.

Uncommon sense. The students of the course "*Abstraction and Reality"* are exposed to contrasting "conventional and unconventional" thinking modes through the analysis of art creation assumptions, structure, content and form. Students are acquainted with visual and reality driven perspectives. The comprehension of the subject matter through naming iconographic elements, e.g., historical event, allegory, mythology, etc. is a part of the course. The educators have found that students respond well when exposed to product histories that for the students when analyzing artwork seem to defy "common sense" and reason. For example the analysis of Marcus Harvey "Myra" fosters associations between reality inspired experience and new reality creation. The artist Marcus Harvey created a new visual reality by expressing Myra's portrait with handprints taken from a plaster cast of a child's hand (Myra was a serial killer of children). The portrait was shown in the *Sensation* exhibition at the Royal Academy of Art in 1997. The painting had to be temporarily removed from display for repair after it was attacked in two separate incidents on the opening day, in which ink and eggs were thrown at it. *The Times* newspaper's art critic, Richard Cork, wrote that:

> *Far from cynically exploiting her notoriety, Harvey's grave and monumental canvas succeeds in conveying the enormity of the crime she committed. Seen from afar, through several doorways, Hindley's face looms at us like an apparition. By the time we get close enough to realize that it is spattered with children's handprints, the sense of menace becomes overwhelming.*

This artwork analysis provides a great virtue of thought-provoking, complexity, and challenges of reality that leads to recognition of utopian potential - its ability to enrich existing reality while creating new one. This is directly tied to the ability to change, grow, and make oneself see unconventional perspectives. In showing how the artist worked in both historical and cultural terms, educator can develop students' critical thinking skills.

Student reflections on this learning:

"*Imagination come, exploit and leave. That is the best novel."* (M. Vaiciunaite, 2nd year student).

"*This course allows me to shout out loudly my feelings and hide them behind the historical reality because in marketing as well as in history everything goes in cycles which means that what I feel now has already been experienced. The totally new comprehension of the surrounding world helps me see the unseen*" (M. Kemzura, 2nd year student).

Artworks' analyses are focused on determining what the features suggest and deciding why the artist used such features to convey specific ideas. Why the artist used unconventional, sometimes very drastic way to express his thoughts? The analysis help students more fully appreciate the need to entertain radical marketing thought, ideas, and approach that frequently defy common sense and reason.

*Knowledge. "*Marketing educators involved in creativity instruction may consider intentionally assigning student readings from a wide variety of disciplines and challenge students to find the potential relevance of the material to marketing" (Titus, 2007). The course *Abstraction and Reality* provides for marketing students opportunity for interdisciplinary studies – art in this case. Requiring marketing students to possess some knowledge of art history allow them to contribute more fully to the design and development of customer products and services. The study of arts history and development from ancient to modern era, from Easter to Western cultures provides students with the knowledge from a totally different but very rich field as art history studies covers a vast area. The course includes psychological, sociological, semiotic and historical approaches to art. Art forms are also in a state of constant flux and the boundaries between art fields can be blurred, posing new challenges for research. Studies of art emphasize work in a practical format that aims to connect the acquisition of knowledge to the production of knowledge. Students receive a well-organized, visually comprehensive overview of key art history phenomena, are exposed to a diversity of theoretical approaches, and encouraged to sharpen their critical and conceptual thinking skills.

> Student reflections on this learning:
>
> *"Antic, classicism, modernism, postmodernism, eastern and western art analysis provides me a splendid opportunity to understand content and form, energy and structure relationship continuum. The knowledge of art history and comprehension of totally different entity inspired many new ideas and opened up my mind. I started to feel what I have never ever felt before: that world is full of great things; you just have to be open to it, take it, and create yourself."* (R.Vonzodas, 2nd year student).

Clearly, the experience and students' feedback indicate that creativity is confined to interpretivist paradigm and awareness that there are multiple ways to understand the phenomenon. The assumptions arising from the experience teaching the course and interviews of the participants' allow us to make conclusion that art-based learning breeds connections and creative transfers across fields.

Uncertainty. One very effective method of exposing students to the ever present uncertainties that accompany creative marketing is to require students to create an art piece. After students have studied artworks and art history they are supposed to decide on what art work they could produce by themselves. They are provided with all the necessary resources: canvas, paints, clay, metal, paper, etc. It is up to them to decide which type or method would fulfill their expectation. Students have to go through the journey of their own discoveries towards the answer. Often students find themselves stuck or at a loss regarding how to proceed to resolve what idea they want to materialize and how to express the idea: using paints and canvas, clay, paper, cloth, etc.

> Student reflections on this learning:
>
> "*I was so full of new knowledge and new understanding; I felt I want to express myself, my feelings. I wanted to tell the world what I see, I wanted to create that new understanding*". (P. Toleikis, 3rd year student).

"*I was scared when I was standing in front of a white canvas. It is so clean and I was so full of ideas. How to make all this ideas complement each other, how to better express them, what colors to use?*" (L.Jankauskas, 3 rd year student).

"After the first brushes, I was lost. I did not know if my idea is OK. So, I went home and started reading books. In few days I was again here standing and going through new discoveries. It happened many times; eventually I was more than shocked by the result: it cannot be me who created this. It is perfect. I liked it a lot." (T.Kmieliauskaite, 3rd year student).

Students' imagination was released; they felt that they have so much to say, so much to create. Such creativity dimensions as openness to experience and risk taking are the indicators of creativity. Certainly, uncertainty seems to be a major aspect of divergent thinking skill, important during the initial stages of creating process. These students' reflections show an overall effect that the learning of relating arts techniques to aspects of the creativity is working.

Cognitive flexibility. Very often we may find ourselves unable to break free from established patterns of thought. How to think in unconventional way? How to break free from established patterns of thought? The study of art provides opportunity to produce novel associations and relationships leading to unique ideas. Without the totally different knowledge this is not possible.

The synthesis of "irrelevant" concepts may result into an original innovative solution or perspective. This course enables students to have resources for this unconventional synthesis which is reflected in their piece of art.

Student reflections on this learning:

"*It was absolutely astonishing to realize how many new perspectives and comprehension I experienced during this course. The knowledge which seemed to me irrelevant in the beginning occurred to be the most fruitful as it produced in my mind totally new associations and ideas*." (V.Stankaitis, 2nd year student)

"*I wanted to try something different, something unusual. I expected that I will be enriched with new vision of the common reality. And it happened, I learned to relate and see more. I was full of new visions*." (M. Zitkus, 1st year student).

Multiple mind frames allow us to make our knowledge become creatively useful. Interdisciplinary teaching helps to avoid statically contained thinking within single frame and boosts the thinking across a variety of applications of the acquired knowledge. Thus, "marketing curriculum must be opened to the flavour and reinforcement of creative inquiry, which should result in a vast expansion in the types of products sought from students" (Perkins, 1984).

Motivation. Eventually, it is not that easy to enter the world of unknown (art world) and even more difficult to build self-motivation and psychologically prepare students for the high degree of motivation required to consistently produce a piece of art. Students need to appreciate the motivational demands of good marketing practice as it is inseparable of failures, educators in their turn should be mindful of the impact that intrinsic motivation has on creative performance. The students' experience of the creative process from idea to implementation requires a strong motivation as the final result not always is a satisfactory one.

A well-equipped art studio in ISM University of Management and Economics was designed to create a supportive environment to stimulate students' willingness to try innovative experience, enter the sea of unknown. In order to minimize confusion and boost motivation educators plays a vital role: they should provide encouraging support to promote creativity. E. Brazauskas, an

artist and educator of the course, has succeeded to develop creativity and unleash the hidden potential of our students'.

Student reflections on this learning:

"*It takes courage to enter the world of unknown and if no support is provided you may run away very soon. It was so necessary to be surrounded my supportive environment and encouragement. I experienced moments when I wanted to leave the course but the instructor was able to make me believe that I can do it. And I did*." (M.Goncaraite, 2nd year student)

"*I do not think that it usual for business schools to have their art studio. Our school has a very good art studio. We are proud of it as well as we are proud to have this splendid opportunity to learn art and creation. So many students from other schools envy us*" (G.Varaniute, 1st year student)

Conclusion

Substantial evidence suggests that creativity has become one of a critical resource of organizations' competitive advantage these days. Creativity is the most critical contribution to turbulent knowledge-based business environment (Brabbs, 2001). Clearly businesses need creatively thinking marketing students, future employees. Thus, the concern for developing creativity in the marketing classroom has been stressed by many marketing educators (Davis, 2013; Joo, McLean & Yang, 2013; Loewengerger, 2013, McCorkle et al., 2007; Ramocki, 1994, 1996; Shipp, Lamb & Mokwa, 1993).

Creative thinking is the search for patterns, relationships, and perspectives between what is known for an individual. Thus, the more diverse the knowledge is possessed by an individual the more unique synthesis is possible. *The purpose of this article was to introduce a pedagogical experience of marketing students' creativity development by using the applied arts based creativity education course Abstraction and Reality based on Creative Marketing Breakthrough Model. The course Abstraction and Reality has been offered as an elective module to ISM University of Management and Economics (Lithuania) students. The experience of five years allows us to provide the following tactical tips for successful implementation of this kind of course:*

1. Offer supportive environment where creativity is accepted;
2. Emphasize the importance of intrinsic motivation and the intention to create;
3. Provide substantial amount of diverse knowledge;
4. Create environment for cognitive flexibility;
5. Stress avoidance of uncertainty and uncommon sense;
6. Encourage involvement in open-ended projects;
7. Instill appreciation of creative process, not just the result;
8. Encourage projects were real risk exists regarding successful accomplishment.

Marketing educators have evolved curriculums dramatically in recent years (Ferrell & Hartline, 2011). However, results reveal that significant room for improvement exists (Finch, Nadeau & O'Reilly, 2012). The authors of this paper have displayed their experience of developing marketing students' creativity by the example presented in the context of specific art-based course content across core disciplines of marketing. Hopefully, this experience will inspire other marketing educators to focus more on marketing students' creativity development as creativity these days is not a luxury - it is a necessity.

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MARKETING HAND WOVEN TEXTILE EXHIBITIONS AND CREATING RELATED PUBLICITY: WHAT AUDIENCES WANT TO SEE AND KNOW AND WHY

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Abstract

Textile exhibitions, as attractions at museums, have fascinated large and varying local and tourist audiences for centuries. However, today's exhibition attendance has changed in number and composition. Local and international tourism is currently on the rise, however attraction attendance (attendance at exhibitions, historic places, and other attractions), as part of tourism, is on the decline. On the positive side, in this electronic age, all made-by-hand products constitute a growth market (USAID, 2006 and Barron, 2013). By extension, being positively related to this growth market, visitations to exhibitions featuring made-by-hand products should rise accordingly. This expected rise makes knowledge of hand-made products' marketing processes and principles requisite.

In the same vein, based on the positive relationship between hand-made products and the exhibit of them, exhibition marketing should receive attention in marketing education programs. At the present, as determined by a content review of ten marketing textbooks, much of marketing education emphasizes the marketing of high volume-output run-of-the-mill, standardized products. These texts, do not address the differences in marketing strategies as needed for custom or hand-made products that is different from marketing standardized products. Improvement is needed in marketing education to include marketing concerns particular to the marketing of unique handmade goods. Revised marketing curricula would benefit students as upcoming professional marketers if such revision emphasized training students in exhibition attendance management and exhibition publicity management, and in particular emphasized marketing of hand woven textile products and related tourist consumption behavior.

Purpose

This paper is exploratory. It serves to call to the attention of two constituents, exhibit marketers and marketing educators, that the travel, tourism and hospitality industry is growing, yet there is a decline one of its 25 subsectors, the recreation and attractions (R&A) subsector. The R&A subsector is comprehensive including exhibits of all kinds including exhibits of hand-made products in the general and exhibits of hand-woven textiles in the specific. The second purpose is to convey qualitative research findings based on personal interviews where interviewees shared their views on the need to change the traditional nature of textile exhibits in order to attract contemporary young locals and tourists, and yet retain their present growing market sector, the young at heart. Findings of their collective views are reported in the three of the four tables associated with this paper. Interviewee' and review of literature' suggestions regarding changes need basically surround the task of exhibition marketers meeting their multiple exhibition audiences demands of what they want to see in an exhibit, want to hear about the items exhibited, and how they want to be entertained in the process. These three factors are top priorities in exhibition attendance management and exhibit publicity management.

Research Methodology

Research methodology included collecting interviewer' thoughts on the need to change hand woven textile exhibit marketing strategies in order to increase audience numbers and diversify audience composition, and thoughts on making changes in associated exhibition publicity. Data were collected from review of literatures, and the use of qualitative survey methods that

included: observations; accompanying assistants; daily journaling; attendance at formal and informal meeting; and informal personal interviews with museum directors, museum exhibition specialists, and textile industry representatives, and hand weavers, entry-level and veteran.

Merit of Paper

The paper offers thought-stimulating ideas for developing potent marketing strategies useful in hand woven textile exhibit attendance management and in associated publicity management. It also makes contribution to the scant present academic marketing education literature related to teaching exhibition marketing, audience attendance management, exhibition publicity management and exhibition audience satisfaction management, and success measurement in these areas.

Limitations

Generalizability of this exploratory paper is limited as it is with any study regarding exhibition attendance numbers and composition as, in general, these factors tend to vary by age group, by life cycle stage, and by geographic and economic sector of country and across countries, making generalizability problematic. This research included interviews with practicing hand weavers as exhibit attendees.

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MARKETING RESEARCH ETHICS: HOW CONSUMERS FEEL ABOUT NEUROMARKETING

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Abstract

This study examines marketing research from a marketer as well as a consumer standpoint. Using primary data collected through surveys, the researchers attempt to bridge the gap between researchers needing data and consumers being hesitant to share information. The primary area of research focus in the study is Neuromarketing. While this may be the only unbiased way to collect research, this study also looks at the potential downside to using this method. Finally, this study takes the primary data collected, as well as the secondary data on Neuromarketing to conclude the best strategy for everyone involved.

The Future: Neuromarketing

Neuroeconomics combines psychology and physiology with economics to study decision making and economic behavior; from neuroeconomics a new science emerged-neuromarketing. Neuromarketing is a field of research developed in the 1990's by Gerry Zaltman of Harvard; where marketing experts and neuroscientist use scientific methods such as functional magnetic resonance imaging (fMRI), Quantitative electroencephalography (QEEG), and magnetoencephalography (MEG) to study consumer's preference, consumer behavior, responses to brands and advertisements (Lewis, Bridges, 2005).

Using these as well as several other methods, scientist then use brain imaging to study the brains reaction stimulus such as brands, preference, perceived quality and price. The most famous of the neuromarketing studies conducted at Baylor College of Medicine is what researcher Montague referenced as the 'Pepsi Paradox'; where in blind taste test participants favored Pepsi (this was depicted in the Pepsi Challenge advertising campaign)(Lewis& Bridges, 2005). In the study that Montague conducted the volunteers were evenly divided between Coke and Pepsi until told which one was Coke—at which time 75% preferred Coke. The scans of the volunteer's brains reveled activity in the prefrontal cortex indicating a higher thought process associated with emotions and memory. The researchers concluded, "that the subjects were associating the drink with positive images and branding messages from Coke commercials." (Du-Jian Gang, Wang-Li, Zheng-Qi, Liu-Li Yan, 2012, pg.285).

However, neuromarketing according to Lee, Broderick, and Chamberlain (2007), "can simply be defined as the application of neuroscientific methods to analyze and understand human behavior in relation to markets and marketing exchanges." (pg.200). The definition they offer of neuromarketing reduces the implication that it is just a method of utilizing neuroimaging to benefit commercial enterprises. The authors explain, "the scope of neuromarketing research is widened from solely consumer behavior, to include many more avenues of interest, such as inter and intra-organizational research, which are common in the marketing research literature." (Lee, Broderick, Chamberlain, 2005).

Currently however, neuromarketing is intently focused on understanding how consumers determine preference. A common tool that is used in marketing research is the 'interest lever' the participants are ask to move the interest lever up or down when something catches their attention in a television commercial (this is also the same technology seen in political campaigns and debates). It allows the researcher to determine the parts that are most interesting to the participants. However this is a flawed system as it depends on conscience

awareness and not all consumers are aware of what influences their decisions and not all decisions are rational.

Marketing professionals learned long ago that certain smells, colors and designs can influence decision making. Realtors at an open house will often brew coffee as the smell makes people feel at home. Neuromarketing is taking these techniques to a new level to discover what the brain response to in everyday situations. Using fMRI the researchers scan a resting brain they then perform an experiment intended to activates specific brain functions and quickly scan again, often times repeatedly to record the results. Using a software program the researchers are able to discern which area of the brain was activated. (Wilson, Gains & Hall, 2008).

The information gained through neuromarketing has created both supporters and opponents. The supporters of neuromarketing argue it allows organizations to meet the needs of the people and offer products that consumers prefer; opponents are asking the cost to individuals' free will and choice. The issue of transparency in marketing is not a new debate organizations have been using product placement in video games, movies and television for years as well as paying celebrities to wear, eat and drink certain products. This paper examines how consumers regard marketing techniques and the concept of neuromarketing.

Why is Neuromarketing Important to Marketers?

Marketing research is a very important part of marketing and top business professionals are always looking for the next best way to ensure they get the most accurate results. Just like in other areas of business; marketing research can prove to be both costly and time consuming. With this said who wouldn't want to produce the most accurate results to help in making their marketing decisions. Neuromarketing seems to be the answer to what many marketers are looking for. When Google started using Neuromarketing as their research method, they learned so much about how consumer's perceived the different web pages. " By using sophisticated imaging equipment to analyze how the brain processes information, we now know that the part of the brain that DECIDES is 45,000 times older than language and writing, and struggles to process both (Associated Press, 2013)."

As most people have experienced before, a good search can produce an overwhelming number of web pages. Knowing this, many companies are using search engine optimizers to ensure that they are top pick of their target market. Neuromarketing has assisted in helping businesses become that top pick. According to Korolak, "if you are using lots of big words, telling them why you got into business, and listing your features and benefits, chances are you are pushing customers away and killing your Google page ranking." (Associated Press, 2013) So what does it take to have a high Google page ranking? "For those websites that have strong visual appeal, unique content that solves pain and emotional engagement that retains users longer, Google rewards them with coveted page 1 placement (Associated Press, 2013) While other research methods may tell Google that emotional engagement helps to retain users longer, really understanding what type of stimuli consumers are responding to can help them pinpoint what will work best for their target market.

Outside of better placement on Google, it's important to understand what other popular Marketing strategies that Neuromarketing can help with. Frequency of a creative exposure is an area of marketing and advertising that is often discuss. The maximum exposure without spending too much money is a constant battle. "Measuring brain waves responsible for engagement and consideration, neuromarketing techniques can evaluate for agencies an audience's neural response over the course of exposures, and thus more precisely determine what media weight to invest behind it against a competitive set. (Brain Insights, 2013)" This can

help save money on unnecessary medium outlets as well as help decide how many exposures are needed! This is a win-win for the industry!

Another area of interest would be content priming. “Several studies have investigated the impact of priming, with variations in behavior between test and control groups of almost 50%. (Brain Insights, 2013)” Understanding when your target audience will be most receptive to your ad can help pinpoint when to air a commercial. Again, this can save the business some money as well as enabling them to maximize intended results.

Overall, while there are many who are still skeptical about this area of research it has been proven to help in multiple areas of marketing. While ethics are a concern, if the information is handled and used correctly, this area of marketing can help both the business as well as the consumer!

Ethics in Marketing

Ethical questions and guidelines in the field of marketing is not a new area of concern. Marketing professionals and researchers have been challenged for over 40 years with what is and is not an ethical and acceptable practice in marketing. There is not a standard international guideline that offers a clearly defined list; there is however many resources that offer best practices standards but even these do not match.

Questions such as, is it ethical to market to children under the age of 12 years? In the United States television stations dedicated to only children’s programming such as Nick Jr. or Disney Jr. have some regulations, even though research has indicated that children are highly vulnerable to advertisers at these young ages. Children also lack the means to be consumers. In countries such as Sweden and Norway it is illegal to market to children. Marketing professionals have been plagued with ethical dilemmas and choices for years.

Palmer and Hedburg (2013) argue that marketing to the vulnerable in an honest and accurate manner is not different than marketing to the general population even when using their vulnerabilities. The ethical questions that arise in neuromarketing are very similar to the existing catalog of concerns. The biggest concern with neuromarketing is that it will allow advertisers to manipulate consumer behavior. When in actuality it allows researchers to study and better understand consumer behavior and preference.

Murphy et al.(2008) explains, “The implicit question in the present discussion is whether the new tools of neuromarketing will provide sufficient insight into the human neural function to allow manipulation of the brain such that consumers cannot detect the subterfuge” (p. 279). The authors go on to state, “and that such manipulations result in the desired behavior in at least some exposed persons. Such stealth neuromarketing is not possible with current technology.”(p. 279). The ethical concerns of advertisers using subliminal techniques is not new with product placement in movies, video games and television this method of advertising is already an acceptable practice.

It has become such a common practice to use everyday media to influence and educate the public that according to Blood and Cohen of the Associated Press, “The California Endowment, a private foundation spending millions to promote President Barack Obama’s signature law, recently provided a $500,000 grant to ensure TV writers and producers have information about the Affordable Care Act that can be stitched into plot lines” (2013, pg.1) Blood explains, “The aim is to produce compelling prime-time narratives that encourage Americans to enroll — especially the young and healthy, Hispanics and other key demographic groups needed to make the overhaul a success” (2013, pg. 2).

Other ethical concerns that are more easily addressed regard the privacy and protection of the research subjects, the validity and scope of the findings, and accuracy and representation of the results. Each of these areas of concern can be easily addressed by having a code of ethics and adhering to already established protocols for research involving human subjects. The Neuromarketing Science and Business Association does have a well-established code of ethics for their members. The ethical concerns that need protocols would involve how the information is used and to what degree. When the technology allows for looking into a person's brain to determine what motivates them and how they determine preference—what is going to stop them from manipulating decision making?

Data Collection and Results

To collect data about marketing research and Neuromarketing, the researchers decided to create a survey using surveymonkey.com. The survey consists of 10 questions and is administered online via social media such as Facebook and LinkedIn. This is an anonymous survey. The questions on the survey include the following:

1) What is the highest level of school you have completed or the highest degree you have received? What is the highest level of school you have completed or the highest degree you have received?
2) In which region of the United States do you live?
3) Are you White, Black or African-American, American Indian or Alaskan Native, Asian, Native Hawaiian or other Pacific islander, or some other race?
4) In what year were you born? (enter 4-digit birth year; for example, 1976)
5) How ethical do you consider marketing professionals to be?
6) In general how comfortable are you with marketers collecting research on you and your family?
7) Do you know what Neuromarketing is?
8) Neuromarketing- helps to study the brains responses to certain marketing stimuli to get an unbiased response in marketing research. How do you feel about this type of research?
9) Please rate the importance of the following in Marketing research
10) Are there any other thoughts you have on marketing research, or any tips you would like to share with the researchers?

The researchers designed the questions to first collect demographic information to understand the segment that responded. Next, they wanted to understand their general thoughts on marketing research and how ethical the individuals considered the science to be as well as the people who conduct marketing. Finally the researchers wanted to understand how much the individuals knew about Neuromarketing.

One hundred forty-seven individuals completed the survey online remotely and anonymously. Demographically, the segment who responded represents a wide range of individuals from all over the country, with the largest number, 74%, of the respondents coming from the Middle Atlantic and Southern States. 72% of the respondents to the survey had Bachelors or Graduate level college degree and, average age of the 147 individuals is 43 years old.

The second section of the survey really focuses on how the respondents feel about marketing research in general. The researchers asked the question "How ethical do you consider marketing professionals to be?" The four options are: very ethical, ethical, some-what ethical, and not ethical at all. As illustrated from the chart below 54% percent of those survey felt that marketers are "some-what ethical".

Answer Choices –	Responses –
Very ethical	6%
Ethical	26%
Some-what ethical	54%
Not ethical at all	14.%
Total	100%

The next question on the survey asks the respondents "In general how comfortable are you with marketers collecting research on you and your family." The options are: very comfortable, comfortable, somewhat comfortable and uncomfortable. The chart below reveals that 42% of the surveyed feel they are somewhat comfortable and 34% responded that they are uncomfortable with marketers collecting research on their families.

Answer Choices –	Responses –
Very comfortable	5%
comfortable	19%
Somewhat comfortable	42%
Uncomfortable	34%
Total	100%

The next two questions on the survey focus on Neuromarketing. The researchers first ask if they know what Neuromarketing is. Then after a brief definition, Neuromarketing- helps to study the brains responses to certain marketing stimuli to get an unbiased response in marketing research, the researchers ask how the respondents feel about this type of research. From the first question it is clear that 72% of those surveyed do not know what Neuromarketing is.

Answer Choices –	Responses –
Yes	28%
No	72%
Total	100%

After the researcher's brief definition of Neuromarketing, the respondents answer a question on how they feel about Neuromarketing. They are given the options "this is great; I'd love to participate in something like that", "Sounds interesting, I would need to hear more", "This sound like it may be intrusive to privacy", or I'm appalled that marketers are using such invasive tactics. Over half (55%) of the respondents recorded that it sounds interesting and they would need to hear more.

Answer Choices –	Responses –
This is great; I'd love to participate in something like that	14%
Sounds interesting I would need to hear more	55%
This sounds like it may be intrusive to privacy	25%
I'm appalled that marketers are using such invasive tactics	6%
Total	100%

The next question on the survey uses a five point rating scale: Very important, important, neutral, not very important, and not important at all. The respondents are asked to rate the following in importance pertaining to marketing research 1) The researcher gets my permission 2) My information is protected 3) I see some benefit as a consumer 4) I benefit the marketing industry. From the survey results it is clear that researchers asking for permission as well as the information being protected ranks highest on the priorities list. Seeing benefit as a consumer ranked in between important and neutral, while, benefiting the marketing industry ranks closer to neutral.

–	Very important –	Important –	Neutral –	Not very important –	Not important at all –	Total –	Average Rating –
The researchers get my permission	71%	17%	8%	4%	0%	100	1.41
My information is protected	86%	11%	2%	1%	0%	100	1.19
I see some benefit as a consumer	33%	40%	22%	4%	1%	100	2.02
I benefit the marketing industry	19%	28%	33%	9%	11%	100	2.65

The final survey question asks respondents to share any additional information they would like to on marketing research with the researchers. While only 25 of the surveyed responded in this section the only repetition in remarks is the important of consumer privacy for this group of respondents.

What Does This Data Tell Us?

The data collected reiterates the consumer's concern about privacy of information, as well as permission based marketing. Some-what comfortable with marketers collecting information, and the some-what ethical behavior when describing the ethics of marketers explains why marketing researchers often struggle to collect information on consumers. While most of those surveyed where not familiar with Neuromarketing, the highest percentage found it interesting and would like to hear more.

So how can we use this data as markets? In marketing research it is important that we use the best practices. Right now, it appears Neuromarketing may be the best way that we collect information in an unbiased fashion. Given the consumers need for privacy, information and permission; this should be on the top of all researchers list of priorities. Communication, asking for permission as well as explaining the many safety measures taken may help for consumers to feel more comfortable and supportive with the process. Knowledge is power, and explaining the importance of a study as well as safety measures taken with personal data may help to comfort hesitant consumers!

Conclusion

Neuromarketing is still a young science but it is gaining popularity there are already over 35 neuromarketing institutes in the United States. Neuromarketing can help producers make the products consumers want to buy, or adapt a product to better meet the consumer's needs. The future of neuromarketing is bright—this new way of identifying consumer preference and decision making allows for researchers to actually identify what is going on in the consumers brain and why. This information can be used to help business streamline their product mix; it also helps ascertain consumer's opinions on packaging and presentation.

Individuals cannot always articulate why they are attracted to a product or why they make the purchasing choices they do. Marketing research has been using interviews, surveys, loyalty cards, focus groups and many other methods to track purchasing behavior-- all of these techniques have one common flaw—they rely on the individual to tell the truth and be able to consciously identify the reason for their preference. Neuromarketing relies on the reaction of different regions of the brain when a stimulus is introduced during a fMRI or other neurological study.

Neuroscientist can use the information collected to accurately determine the consumer's brain reaction to products, prices, brands, and packaging. This information can be analyzed and interpreted for organizations. The field of neuromarketing is growing as more firms are looking to this as a solution to determining the best product mix.

In the research that was conducted for this study there was an overwhelming interest in the people surveyed to learn more about neuromarketing. Over 72% of the individuals surveyed were not familiar with the concept or term neuromarketing. This indicates people are open to the idea of organizations better researching to make products that meet their needs. Future research is needed in this area and should include studies such as difference in demographic attitudes toward this invasive type of research.

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THE THIRD INDUSTRIAL REVOLUTION AND ITS IMPLICATIONS FOR MARKETING EDUCATION

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The First Industrial Revolution was characterized by a coal-powered, steam-driven rail and factory economy and a steam-powered communications technology based on print media. In the first decade of the 20th century, electrical communication and the oil-powered internal combustion engine gave rise to the Second Industrial Revolution and ushered in a corporate era of mass-produced goods and global distribution/competition. Today, we are entering a third convergence of communication technology and energy regimes with the conjoining of Internet communication technology and renewable energies, giving rise to a sustainable, postcarbon economy, i.e. the Third Industrial Revolution (TIR).

According to Rifkin (2011), the five "pillars" of the new communications/energy infrastructure, which are being laid down simultaneously, are: (1) shifting to renewable energies; (2) transforming the building stock of every continent into micro-power plants to collect renewable energies on site; (3) deploying hydrogen and other storage technologies in every building and throughout the infrastructure to store intermittent energies; (4) using Internet technology to transform the power grid of every continent into an energy-sharing intergrid that acts just like the Internet (i.e., a smart grid that allows millions of buildings to generate small amounts of energy locally with the ability to share any surplus with their continental neighbors); and (5) transitioning the transport fleet to electric plug-in and fuel cell vehicles that can buy and sell electricity on a smart, continental, interactive power grid. The EU is in the midst of building the TIR infrastructure and expects to have many of the components in place by 2020, and other regions/countries are moving in this direction also (*The Economist,* 2012).

The TIR will have far-reaching consequences for all aspects of the economy and society, including marketing and as a consequence, marketing education. When anyone can be an entrepreneur (e.g., 3-D printing), free peer-to-peer communication is the primary means by which customers learn about products/services, access/sharing replaces ownership (e.g., zipcar, Pandora, couchsurfing.com), prosperity is re-defined as quality-of-life as measured by social capital rather than as the amount of material goods possessed - then the traditional economic model on which marketing has been based is no longer valid. Costs of marketing and logistics will approach zero as individuals/firms build their products on site and distribute them locally using on-site power generation, advertising them virtually for free on the internet (see Table 1 for sample descriptors that contrast the second and third industrial revolutions).

Table 1
Sample Descriptors that Contrast the Second and Third Industrial Revolutions

SIR	TIR
Exclusive ("mine")	Collaborative/Sharing/Open Source
Hierarchical, centralized power/communications/manufacturing	Lateral, distributed power/communications/manufacturing
Self-Interest	Compassion/Empathy
Competitive	Cooperative/networks
Owning/property rights	Access/ Experience
Prosperity = material success	Prosperity= Quality of Life
Financial Capital key to Innovation	Social Capital key to Innovation
Anthropocentric	Biocentric

As the content of marketing curricula must change to reflect these new TIR realities, so, too, must our pedagogical methods evolve. Intelligence will be redefined as a shared experience distributed among people (this is labeled as “cheating” now), learning will become even more of a social experience based on collaboration, empathy and participation (e.g. service-learning, group projects, Aronson’s“jigsaw groups”), and a primary goal of all education will be to teach our students “biosphere consciousness,” i.e., that we are a part of a self-regulating living system that must be taken care of.

The marketing discipline has been criticized for failing to evolve and for being (still) too producer-oriented (Gronroos, 2007); the Kotler edition we employ today is virtually indistinguishable from earlier editions. It is time to re-imagine the marketing curriculum. Toward that end, I would like to collaborate with the conference audience to brainstorm new marketing education content and methods, after a brief presentation showcasing new curricula and pedagogical techniques being piloted in TIR economies like the EU.

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EFFECTIVENESS OF SOCIAL MARKETING CAMPAIGNS IN THE PHILIPPINES: AN ASSESSMENT

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Abstract

Social marketing was "born" as a discipline in the 1970s, when Philip Kotler and Gerald Zaltman realized that the same marketing principles that were being used to sell products to consumers could be used to "sell" ideas, attitudes and behaviors. Likewise, Kotler and Andreasen define social marketing as "differing from other areas of marketing only with respect to the objectives of the marketer and his or her organization. Social marketing seeks to influence social behaviors not to benefit the marketer, but to benefit the target audience and the general society." This technique has been used extensively in international health programs, especially for contraceptives and oral rehydration therapy (ORT), as well as diverse topics such as drug abuse, heart disease and organ donation. Like commercial marketing, the primary focus is on the consumer--on learning what people want and need rather than trying to persuade them to buy what we happen to be producing. Marketing talks to the consumer, not about the product. The planning process takes this consumer focus into account by addressing the elements of the marketing mix." This refers to decisions about 1) the conception of a Product, 2) Price, 3) distribution (Place), and 4) Promotion. These are often called the "Four Ps" of marketing.

Social marketing also adds a few more "Ps." These Ps are publics, partnership, policy, and purse settings. Each element of the marketing mix should be taken into consideration as the program is developed, for they are the core of the marketing effort. A social marketing program has its core the wants and needs of its consumers. These are determined through market research methods that aim to learn as much about the target audience and how it thinks, feels and behaves in relation to the issue the program is addressing. The social marketing approach differs greatly from how public health agencies have typically gone about developing programs or materials. In the past, health educators often focused on providing information to the general public about a particular topic, with the hope that the people who needed it would realize they are at risk and change their behavior as a result. In contrast, social marketers know that there is no such thing as "targeting" the general public. To be most effective, a program must precisely specify its target audience and use customized methods to reach those people. This research aims to determine the effects of social marketing campaigns on the awareness, socialresponsibility and attitude of students along Intramuros Manila.

Social Marketing Campaigns

Social marketing makes you look at whom you want to influence and how to sway these people most effectively. Moreover, social marketing uses the benefits of doing social good to secure and maintain customer engagement. In other words, social marketing focuses on social good particularly on the effects of social marketing on social awareness, social responsibility and attitude of students .As seen in Table 1, the respondents are very much aware of the existence of social marketing campaigns such as on No smoking Campaign, Reuse /Recycle Campaign, Clean Environment, and Use of Contraceptives . However , only few of the respondents are aware of social marketing campaign on organ donation.This could be brought about by lack of promotional campaigns on this item. Moreover, among the social marketing campaigns, clean environment ranked as the most popular social marketing campaign followed by use of contraceptives. The respondents perceived the relevance of clean environment because of its effects on economic growth and development as well as safety of the society.

Table 1
Mean Rating of the Respondents

ITEMS	MEAN	REMARKS
Degree of Awareness on Social Marketing Campaigns		
1 .No Smoking Campaign	3.50	STRONGLY AGREE
2.Reuse and Recycle Campaign	3.88	STRONGLY AGREE
3. Use of Contraceptives	2.63	AGREE
4. Clean Environment	3.63	STRONGLY AGREE
5. Organ Donation	1.50	DISAGREE
Degree of Effectiveness of Social Marketing Campaigns	MEAN	REMARKS
1. No Smoking Campaign	3.25	HIGHLY EFFECTIVE
2. Reuse and Recycle Campaign	3.88	HIGHLY EFFECTIVE
3. Use of Contraceptives	2.88	EFFECTIVE
4. Clean Environment	4.00	HIGHLY EFFECTIVE
5. Organ Donation	2.63	EFFECTIVE
Degree of Effectiveness of Social Marketing Campaigns on the FF on Respondents	MEAN	REMARKS
4.1 Social Awareness	3.38	STRONGLY AGREE
4.2 Social Responsibility	3.75	STRONGLY AGREE
4.3 Attitude	3.38	STRONGLY AGREE

The third question asks the respondents on the degree of their awareness on social marketing campaigns enumerated in the study. It can be seen that majority of the respondents perceived high degree of awareness on no smoking campaign, reuse/recycle and clean environment particularly on the social good these campaigns provide for the society. The fourth question tries to determine which of the enumerated social marketing campaigns has greatly affected student's awareness, social responsibility and attitude As seen in the table, respondents assessed that all the social marketing campaigns are of importance and relevance as regards to respondents' social awareness, attitude and social responsibility.

In this connection, it can be said that social marketing is now in its growth phase; hence, various strategies and programs should be designed by different sectors particularly those in the academic institutions in order to strengthen awareness on social good and relevance of the campaign. Another concern is to integrate social marketing in the application of commercial marketing technologies to the analysis, planning, execution and evaluation of programs designed to influence the voluntary behaviour of target audiences in order to improve their personal welfare and that of society. Social marketing can likewise be a part of the curriculum in the academe in order to further develop social awareness of students, who are the hope of the nation, to save the earth for its continuous deterioration. Its inclusion can intensify the existing social marketing campaigns of various sectors to further enhance social awareness, increase social responsibility and improve attitude. Consequently, this can provide a corporate image boost for institutions with good and relevant social marketing campaigns which are focused to address serious world problems.

References Available upon Request

PARTICIPANT INDEX