Advancing the Practice and Scholarship of Marketing Education

MARKETING EDUCATORS' ASSOCIATION

2012 Annual Conference Proceedings

Marketing Education:

Experiencing New Frontiers

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Finally, we would like to recognize the support of our **membership.** Without you, the MEA annual conference would not have evolved into this special collegial event that we all look forward to attending each year.

Long Beach, California

April 19-21, 2012

About the Marketing Educators' Association (MEA)

The 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

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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 2012 are available at www.marketingeducators.org.

PREFACE

This volume contains the proceedings of the 36th Annual Conference of the Marketing Educators' Association (MEA) held in Long Beach, CA, USA, April 19-21, 2012.

The conference theme, ***Marketing Education: Experiencing New Frontiers***, reflects the association's commitment to exploring and embracing all that is cutting edge in marketing pedagogy. The topics discussed provide a vast and exciting array of methods designed to integrate the theoretical and practical aspects of the teaching of marketing.

These conference proceedings include competitive papers/abstracts and special session abstracts. Each competitive paper was double-blind reviewed, and authors provided a 4-page paper or an abstract for publication. An editorial committee evaluated special sessions, and authors provided an abstract for publication. Competitive paper authors and special session authors and session chairs represent a geographically diverse group from more than half the U.S. states and the nations of Australia, Bulgaria, Canada, Ireland, Oman, Russia, Switzerland, and the United Kingdom. We also have several authors/presenters representing industry.

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

- Curriculum Development
- Technology in the Classroom
- Classroom Management
- Faculty Development
- Teaching Specialized Courses
- International Marketing Education
- Developing Student Projects
- Online Teaching
- Innovative Perspectives in Learning
- Graduate/MBA Marketing Education
- Social Media
- Teaching Tools

Anyone with a passion for teaching marketing is sure to find many interesting and useful ideas in the 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 2012 conference.

Special acknowledgment goes to the following individuals:

Our President, Dr. Susan Cadwallader, 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. We have sincerely enjoyed, and learned a great deal from, working with her!

Dr. Clay Daughtrey who continues to serve as our indispensable "operations manager." His careful and intelligent work keeps the organization financially and operationally robust.

Our Immediate Past President, Dr. Glen Brodowsky, who supported for us throughout the year as an advisor, mentor, and sponsor-solicitor. His model of inspired leadership has been invaluable.

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

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

We would like to thank all members of the MEA board for their service and support:

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BRINGING CULTURAL DIVERSITY INTO A SERVICE MARKETING COURSE: A SERVQUAL EXERCISE

Mark S. Rosenbaum and Ioana Moraru, Northern Illinois University

Abstract

Service quality is a dominant theme within services marketing courses. Indeed, services educators allocate considerable portions of their course content to defining service quality (Zeithaml, Bitner, & Gremler, 2009), discussing its underlying dimensions, measuring these dimensions with the SERVQUAL scale (Zeithaml, Berry, & Parasuraman, 1990), exploring how firms may respond to service quality problems and discussing how to implement recovery solutions (Lovelock, Wirtz, & Chew, 2009). Within these service quality class discussions, services are understood as being time-perishable, intangible experiences that are performed by a service provider to a customer (Spohrer & Maglio, 2008). Hence, the onus of providing service quality to customers, as well as to implementing service recovery strategies, is deemed by scholars to rest solely with the service provider. Thus, services texts tend to portray service providers as being champions of egalitarian service quality, eager to offer reliability to all their customers and to disaggregate service quality problems, and to implement corrective actions.

Although many service providers are supporters of their customers' welfare, examples in which service providers act as discriminatory agents against their customers are found in the services literature (Rosenbaum & Montoya, 2007); yet, are absent from services textbooks (e.g., Lovelock et al., 2010; Zeithaml, Bitner, & Gremler, 2009) and hence, most classroom discussions. Additionally, the impact of other customers on negatively influencing another customers' service quality experience is often muted in major services textbooks and is absent from prominent service quality frameworks. That is, the SERVQUAL scale (Zeithaml et al., 1990), the service-profit chain (Heskett, et. al., 1994), the return on marketing scale (Rust, Lemon, & Zeithaml, 2007) all emphasize the role of service providers in affecting a customer's perception of service quality, satisfaction, loyalty, or lifetime value, while looking askance at the role of other customers' in affecting a customer's service experience.

Although some service textbooks give credence to the fact that other customers may be repositories of life-enhancing social support for other customers, especially among those who patronize commercial hang-outs, or "third-places" (Zeithaml et al., 2009), in-depth discussions

regarding how other customers often negatively influence a customer's service experience are absent from services texts and classroom discussions. That is, although students learn that customers affect each other within service settings, examples regarding how customers purposefully, and without reason, often destroy other customers' service experiences are absent from key marketing texts and service quality frameworks.

The goal of this article is to address these shortcomings in services marketing textbooks and classroom discussions by providing service, as well as, retailing educators with a cultural diversity exercise that educators may employ in undergraduate, graduate and executive MBA courses.

The Service Quality Exercise

This service quality fills a gap in service quality discussions and provides an opportunity for students to discuss that customers' service experiences will vary based upon their racial, ethnic, sexual orientation, age, and physical appearance/handicap characteristics, and that stigmatized, minority, or marginalized consumer groups are routinely subjected to marketplace discrimination. For instance, Table 1 illustrates 25 different types of customers within service settings whom are likely to experience inferior service quality from both service providers and employees, albeit, within a North American context.

Prior to implementing the exercise, the professor should write each example from Table 1 on an index card. The exercise commences with the professor dividing students in groups of two. Next, the professor asks each student groups to select one card. After all students have selected a card, the professor begins the lecture by telling students that they will be asked to accomplish four tasks about the customer and setting that is illustrated on the index card. The first question asks students to list the types of discriminatory behaviors that other customers may direct toward the customer. The second question asks them to list of discriminatory behaviors that will be directed toward the customer from employees. The third question asks that students provide solutions regarding customer-to-customer discrimination. The fourth question asks students to provide solutions regarding employee-to-customer discrimination. Professors should reassure students that there are no correct or incorrect answers, and that they should answer the questions in an open and honest manner. Students often need assurance that "nothing" is an option pertaining to solving customer-to-customer discrimination.

Table 1 Examples of marginalized, minority, or stigmatized consumers within service settings

1. Three African-American males shopping for clothing in a high-end specialty store, like Neiman- Marcus or Saks Fifth Avenue.
2. An obese person sitting in coach on a full airplane.
3. A wheel-chair bound college student in a campus bar on a busy weekend.
4. A Muslim family in traditional dress on a tour bus in New York City.
5. Lesbian partners at a hospital in a state that bans same-sex marriage.
6. A family from Mexico, who speak poor English, in the emergency room of a hospital.
7. A senior citizen with a bladder control issue who is at the Chicago Public Library.
8. A person living with cancer, and showing visible signs of chemotherapy with hair loss, at a busy restaurant on a weekend day.
9. A mentally challenged consumer purchasing a used car.
10. A gay male couple shopping for a mattress together at Macy's or Sears.
11. A Down's Syndrome child in the play area of McDonald's.
12. A transgender female to male purchasing a suit at Macy's or Nordstrom's.
13. A transgender male to female purchasing cosmetics at a department store.
14. A Caucasian male asking for service in an African-American barbershop.
15. An overweight couple walking in a mall.
16. An interracial couple enjoying a romantic Valentine's Day dinner in Alabama.
17. A group of Japanese tourists, who do not understand English well, at Walt Disney World in Orlando, Florida.
18. A male in his twenties with tattoos on his neck and hands shopping in a specialty store.
19. A woman in a fur-coat and wearing a sparkling diamond ring shopping at Wal-Mart.
20. A gay male in a straight bar vs. a straight man in a gay bar.
21. Muslim males with beards boarding a plane from Newark to Chicago.
22. Vegan students at a university cafeteria, which is located in a rural, Midwestern town.
23. Senior citizens shopping at Abercrombie & Fitch.
24. A group of two African-American females and three African-American males at a restaurant like Cracker Barrel.
25. An overweight female lifting weights at a gym.

The Emergent Service Quality Frameworks

The discussion concerning customer-to-customer discrimination exposes the reality that service quality is not universal or necessarily guaranteed to consumers in any manner. Indeed, students often accept many forms of inter-customer discrimination as being natural and generally expected. That is, many students willingly discuss that they expect African-American males, obese consumers, and children with Down's syndrome will receive negative glances, rude gestures, and avoidance from other customers. This represents a learning moment in the sense that students should now realize that service quality can often be destroyed by other customers, the difficulty in measuring this service failure, and the fact that stigmatized, minority, and marginalized consumers often have unpleasant service experiences.

Given that students will have discussed service quality prior to the exercise, they may assume that all service providers are dedicated to providing their customers with reliability, responsiveness, empathy, assurance, and favorable tangible items. Yet, as students discuss how service employees may easily alter their service quality in response to disliking customers, or with being uncomfortable with them, students soon realize that service employees are often discriminatory agents instead of service champions.

Conclusion

Students entering careers as managers in service settings may fail to fully recognize the extent to which service quality is not being equally afforded to all customers. Although prior to this exercise, students may believe they are aware of discrimination, many admit were not fully aware of its reach and impact, or have had the opportunity to discuss it with their peers:

> *It made me realize by discussion and listening to people's stories that discrimination and service challenges related to that still happen to this day.*
>
> *I felt that way for a long time, but could never express this so clearly in words.*

This paper addresses this void not only in services marketing but also in retailing, hospitality, and fashion courses by offering educators an easy-to-implement, active learning exercise that shows students how many consumers actually fail to obtain quality service in the marketplace. Therefore, this exercise has profound transformative potential for the marketplace in general, as managers often act role-models for front-line employees. Perhaps, the marketplace has the potential to deliver service quality to all customers equally; it just requires diversity training.

THE EMERGING NEED FOR PROTECTING AND MANAGING BRAND EQUITY: THE CASE OF ONLINE CONSUMER BRAND BOYCOTTS

Joyce A. McGriff, Southern Polytechnic State University

Abstract

Brand equity is one of the most valuable assets a firm can possess and it is this asset that business firms and organizations are being called into action to protect and or defend themselves from online boycotts. Online brand boycotts are rapidly gaining traction and becoming the negative voice of the consumer (NVOC). Negative brand information can sweep through the marketplace with powerful speed. Once negative information about a product or retail brand is delivered from either the traditional and cable news outlets or from consumers themselves the negative brand information is transmitted virally. This virulent "anti brand" consumer voice can and often becomes toxic. The idea that there is a persistent and virulent online effort to dissuade consumers from purchasing branded products or to not shop at retail (brand) stores is worthy of investigation. In response to the proliferation of attacks on brands, marketers will need to become proactive in protecting the equity of their brands.

Introduction

The latest review of marketing management and brand management textbooks do not specifically address the eminent threat to cyber brand equity management. Beyond the normal cyber threats to firms, consumer boycotts have emerged as more than a nuance for many firms a quick Google measure of online boycott references as of February, 2012, for Bank of America (5,440,000), Wal-Mart (77,000), Nestle (29,500), Nike (1,440,000), Ralph Lauren (22,900), Georgia Pacific-Koch brothers, (35,100), and Susan G. Komen (22,000) to name a few. To date it is unknown what or if financial losses accrue due to online consumer boycotts are and specifically there are no publically known metrics that help firms to measure the discontent and actual boycott behavior. Some firms are beginning to respond however, most brand companies have not taken a full inventory of its vulnerability to online consumer boycotts and initiated formal or structural ways to cope with consumer based boycotts. Consumer boycotts are believed to be short lived among some researchers however, there does not appear to be any empirical evidence to support this, we can assume these boycotts can have the potential for greater long term harm.

Marketers are increasingly grappling with leveraging social media to positively affect their brands and their related value propositions. Some managers have fully embraced the two way media while others are slowly coming to grips with the necessity of using social media as an instrument of communicating with consumers. The evolution of the social media and technology is moving into a powerful tool for effective brand equity management or if left inadequately attended can result in decimation of the positive reputation and image of any brand.

Managing brand equity in the expansive universe of social media includes: E-mail, Instant Messaging (IM) and Chats, Twitter, Websites, blogs and micro-blogs, Internet telephony (e.g. Skype), Online Videos (YouTube), Online Communities, Internet Forums, Podcasts, Social Networks (Facebook, MySpace, etc.), Wikis (e.g. Wikipedia.org) Social Bookmarking Platforms (Del.i.cious, Digg, Propeller), these media outlets pose tremendous managerial challenges to brand or product managers. As a priority most current efforts to embrace social media communications is focused on using the various tools to enhance the brands' image and create substantive relationships with online consumers. This priority leads to the problem of not recognizing or adequately dealing with the problem of negative online brand publicity, which leads to the lag factor in what is deemed important in managing the brands image and reputation in the new world of social media.

Strategies for coping with brand boycotts are emerging in varying degrees of sophistication in countering negative brand information. Many firms through their corporate public relations are generally poised to handle a wide assortment of company and product related crisis through their crisis communications plans. Product and brand managers will need to include these strategies in their arsenal of controllable tools such as advertising, direct marketing, sales employees, public relations etc. to help manage and contain consumer boycotts. Consumer boycotts negatively shifts the value proposition of the brand and thus requires attention for damage control, that if left unattended can result in loss of revenue, image, and reputation, the core foundations of a brand's equity. Emerging marketing, product, brand manager and students will require instruction related to strategies that specifically address, counter attack, maintenance, redirect or leveraging the NVOC.

A BRAND CALLED ME: ENABLING STUDENTS' PERSONAL BRAND PROMISE AND SELF-MARKETING PLAN DEVELOPMENT

Tyler Laird Magee, Linfield College

Abstract

Undergraduate marketing students devote limited time leveraging their classroom knowledge to prospect, market and land entry-level career jobs post graduation. Most marketing professors do not address this linkage through assignments or pedagogy, but some have by requiring students to craft a self-marketing plan. Expanding upon prior experiential learning, this paper provides a way to integrate both a self-marketing/sales plan and development of each student's personal brand and personal brand promise in a sales and sales management class.

Introduction

The concept of personal branding was invented by Tom Peters in 1997 through his article, "A Brand Called You" in *FastCompany* (Labrecque, Markos & Milne, 2011) as it popularized the idea that everyone is responsible for and has the power to establish a personal brand as a way to differentiate within the job market (Peters, 1997). Since then personal branding has emerged as a popular topic through articles and books (Shephard, 2005) found within self-improvement and business categories. Inclusion of personal branding in academic marketing literature, however, is small by comparison when considering not only empirical research, but curricula and textbook inclusion as well (Shepherd, 2005). Of the existing marketing pedagogy examples, personal branding integrated into an undergraduate sales class is missing from academic literature. This is true despite the fact that certain personality traits often lead to personal selling success (Labrecque, et al, 2011), professional sales publications advocate having a strong, personal brand (Bates, 2006), and students are admonished that creating value in the buyer-seller relationship is the most important concept of relationship selling (Johnson & Marshall, 2010).

This paper addresses a perceived need and seeks to answer: 1) How can marketing professors effectively integrate purposeful development of each student's personal brand promise into an undergraduate Sales & Sales Management class?; 2) What tools and strategies would enable students to leverage a personal branding/sales plan assignment to identify and align their personal brand with the right employer brands and job opportunities?; and 3) Can the personal branding learning outcomes provide any measurable impact on students' abilities to successfully align their personal brands with like branded employers by becoming an employee?

Pedagogy Design

Rather than waiting till the last third of the semester to focus on the self-marketing/sales plan I purposefully integrated four small assignments. Through these exercises I provided feedback, gained individual student insights about direction, but most importantly, these assignments gave vital reflections students later integrated in their final plan. As other marketing professors have done, I approached the final deliverable from a marketing plan orientation (Kramer, 1988; Haynes & Helms, 1991; McCorkle, et al., 2002; Smith, 2004), but gave it a journalistic framework by employing six major sections: Who, what, when, where, why and how. When students received this handout – week 10 of a 14-week semester — they learned how to draw from their prior four assignments yet needed additional reflection and content as the final plan required identification of 25 organizations/jobs which aligned with their personal brand.

Since marketing and sales textbooks do not include a way to create one's personal brand (Shepherd, 2005; Deeter-Schmetz & Kennedy, 2011) I added a supplementary text. Dedicating one class to its introduction at the beginning of week 10, I walked thorough this concept, having them work on it individually in class and then in their sales teams. One required element of their final plan was to create their initial personal brand promise. While the supplemental text provides good examples, I shared my personal mission statement and personal brand promise. Making the link between what you say and how it can be understood, I provided the top half of my prior corporate resume and asked students to connect the dots between the three elements identified in the personal brand book: Roles, standards and styles (McNally & Speak, 2011).

The last week of this sales class is dedicated to students orally presenting, at their choice, one of three topics through a timed, 3 minute minimum and 5 minute maximum, presentation: 1) *Hire me*, a specific job the student planned to apply for; 2) *How I got my job*, actually landing a job/internship as at least one student each semester had done so; or 3) *A brand called me*, explain their personal brand platform. As before, I provided a personal example by delivering my last corporate marketing "hire me" oral presentation for my students.

Discussion & Conclusion

Having taught this class six times in six years, averaging 20 students who were primarily seniors, I have learned and applied insights my students taught me by tweaking the assignment. As noted previously, the three-fold goals I had in developing this sales class included providing a platform to identify, develop and apply their personal brand promise to their job search efforts.

It is difficult to quantitatively measure the impact and/or success of this approach to teaching students how to leverage their marketing knowledge to create and market their own personal brand. There are, however, three qualitative elements which suggest a positive outcome is possible, based upon unsolicited student comments: 1) Priceless submission comments; 2) Gratifying post class/graduation email notes and 3) Three former sales students, now graduates, have returned as guest speakers to share their stories of how they used their *A Brand Called Me* to land their sales jobs with my current sales students.

The feedback from former students provided above, while not a statistically valid or reliable study, can be considered a qualitative success. Perhaps the feedback given by my students is enough to suggest to other marketing professors that integrating *A Brand Called Me* assignment into an undergraduate sales class can reap priceless personal rewards – for both student and professor.

An Academic Approach: Using Alumnae Perspectives for Developing a University's Strategic Female-Focused Initiatives

Jill K. Maher, Daria Crawley, and Gayle Marco
Robert Morris University

Abstract

The purpose of this study is to illustrate the utility of conducting research with alumni, specifically in the development of special curriculum, programs, and centers geared toward women. Utilizing an electronic survey distributed to a sample of alumnae, assessments of how a series of workplace attitudes including organizational citizenship, organizational culture, and work-family balance are related to three sub-dimensions of women's perceived job satisfaction. Results indicate masculine culture is negatively related to all sub-dimensions, while collectivist cultures have the opposite relationship. Further only organizational citizenship, not team citizenship is related to satisfaction. Finally, corresponding to work-family balance, findings suggest that absorption in work is significantly related to the compensation and recognition aspects of job satisfaction. Implications for the utility of conducting research with alumni for the development of strategically-focused initiatives are suggested.

Introduction

Despite reports that alumni data are underutilized (Sun, Hoffman, and Grady, 2007); it is well known that studies with alumni are important for assessment and growth in colleges and universities. Pace (1979) was among the first to examine alumni reports of the outcomes of college, while others have since reported how alumni play an important role in specific outcomes assessment for universities and colleges (Ainsworth and Morely, 1995; Bailey et al., 1997; Jennings, 1989; Pike, 1990; Williford and Moden, 1989) and donor giving (Okunade and Berl, 1997; Wastyn, 2009; Weerts, Cabrera, and Sanford, 2010). Further, research has shown that studies with alumni provide higher levels of alumni satisfaction due to an increase in their feelings of involvement with the institution. This satisfaction contributes to improved donor relations between alumni and their institutions (Gaier, 2005).

Alumni have reported on how well an institution has prepared them for the real world. For example, Delaney (2000) presented an alumni research study as a model for assessing how well higher education prepares students for the changing professional and labor market realities. Results revealed that while alumni valued the innovative curriculum, they recommended an increased focus on functional skills, more balance between team work and individual work, and expansion of the program's area of specialization. In this regard, alumni can serve a vital role in the development of curriculum, programs, centers, and interest/advisory groups in universities and colleges. In other words, studies with alumni can support and guide the policy development and strategic decision-making of institutions of higher education. This type of alumni support has been referred to as discretionary collaborative behaviors (DCBs) (Heckman and Guskey, 1998). These behaviors are those that are performed by a "customer" to help an institution and contribute to the effective functioning of the relationship between the customer and institution. These behaviors are outside the formal obligations and are performed without expectation of a direct reward. In other words, when alumni participate in research which ultimately guides the institution's decision-making, they are in effect providing a service without any payment. It is this type of behavior that is being investigated in the current analysis.

Purpose

The purpose of this research is to illustrate the utility of conducting research with alumni, specifically in the development of special curriculum, programs, and centers, designed for female students. In 2005, women represented 57 percent of the university and college population (Marklein, 2005). Just four years later, in 2009, 60 percent of the degrees awarded in institutions of higher education went to women (Perry, 2009). The Department of Education reports that in the 2010-2011 academic year, there will be 677,000 bachelor degrees awarded to males, while 972,000 will go to women (National Center for Education Statistics, 2007). These statistics illustrate dramatic growth in the female population in today's colleges and universities, hence an important target market. Interestingly however, in the case of the university under study, the opposite situation exists. There are 2,156 undergraduate males attending the university and only 1,770 undergraduate females. At a time when the female population is rising in American colleges and universities and females outnumber males, this particular institution is questioning why more women are not attracted to the school, making the university an interesting research domain.

History of the Institution

The institution in this study is a private school founded in 1921 in the Northeastern part of the U.S. Started as a school for aspiring accountants, it achieved university status in 2002. The university offers 80 degree programs in five academic schools. There are 3,926 undergraduates and 1,069 graduate students attending the university. There are over 40,000 alumni across the country.

Board Directive and Committee Representation

At the University's Board of Trustees meeting in the spring of 2010, the unbalanced nature of gender among the undergraduate student population was discussed. It was decided that two female members of the university's board of trustees would direct an initiative to assess the university's current situation. The two trustee members formed a leadership group in the fall of 2010. Among the leadership group were the deans of each academic school at the university. All of these deans were female, which created heightened awareness of the gender imbalance at the executive level of the university. The leadership group was directed to assess the current satisfaction level among the university's female alumni. It was believed that an understanding of current satisfaction levels and what contributes to women's satisfaction after graduation would assist the university in its development of effective female-focused strategic initiatives aimed to increase female student enrollment, and perhaps improve the relationships with female alumni. One of the deans formed an ad hoc committee comprised of female administrators from Student Life, International Affairs, and several female faculty members from each academic school. Ex-Officio members consisted of the deans from each school and a female representative from institutional development. This committee was charged with designing the research study.

An Academic Research Approach

Strout (2007) suggests there should be an increased focus on research with female alumni in order to understand what makes an institution's relationship with women different from that with men. She further suggests that colleges and universities should create opportunities for female graduates to support female driven programs as a way to increase donor behavior among female graduates. Thus, in order to design programs attracting female students, and ultimately improving the alumni relations with female graduates, polling female alumni about their perceptions of the current challenges and opportunities facing women in the workplace and contributing to feelings of satisfaction was the decided direction of the committee.

During early meetings, the committee examined previous literature in the areas of gender studies, specifically as they relate to organizational culture, organizational citizenship, and work/family balance. All of these have been found to influence satisfaction among working women (Erdogan et.al., 2004; Jandeska & Kramer, 2005; Rhoades and Eisenberger, 2002; Wellington et al., 2003). It was decided that the research would be academic in nature consisting of a thorough literature search, and using reliable and valid measures. Two female faculty members from the committee championed the research project with input from all committee members. The following details the research approach, beginning with a review of the relevant literature, the employed method, and a presentation of the results

Relevant Literature

Women's labor force participation rates increased significantly during the 1970s and 1980s, climbing to 57.5 percent in 1990, 59.9 percent in 2000 and falling slightly to 58.6 percent in 2010 (Bureau of Labor Statistics, 2011). While these gains are significant, and the gender pay gap has narrowed from women working full time earning 62 percent of what men did in 1979 to 81 percent of men's earnings in 2010" (Bureau of Labor Statistics, 2011) working women continue to struggle with juggling work outside the home with family and care giving responsibilities (U.S. Congress Joint Economic Committee, 2010). Moreover, though the percentage of women working has increased they have experienced fewer gains in leadership positions (Catalyst, 2007). Each step forward and subsequent new challenge has increased the research interest in women's job attitudes. Research focused on basic job attitudes such as job satisfaction and organizational citizenship suggest that they play a role in employment outcomes such as turnover (Valentine, Godkin, Fleischman, and Kidwell, 2011; Paillé, 2011) and productivity (Podsakoff, MacKenzie, Paine, and Bachrach, 2000). Moreover, the increase of female employees brings to the forefront the intersection of work and family. Findings suggest that work-family conflict leads to stress, time constraints, and/or dysfunctional behavior in the other role (Greenhaus and Beutell, 1985) and the work-family enrichment perspective asserts that experiences in either role generate resources that may be profitably used in the other role, thereby enhancing the quality of life (Frone, 2003; Greenhaus and Powell, 2006). Our study examines the relationship of perceived job satisfaction and a series of workplace attitudes to more fully understand women's organizational realities.

Job satisfaction is viewed as positive attitudes toward one's work when both tangible and/or intangible incentives meet one's expectations (Thesaurus of Psychological Index Terms, 2005). More simply put, job satisfaction has been defined as the extent to which people like or dislike their jobs (Spector, 1997). The Minnesota Satisfaction Questionnaire (MSQ) is often used to measure this concept (Furnham, 2004; Weiss, Davis, England, & Lofquist, 1967). This measurement illustrates that job satisfaction is multi-dimensional. The dimensions include: (1) activity, (2) independence, (3) variety, (4) social status, (5) supervision-human relations, (6) supervision-technical, (7) moral values, (8) security, (9) social service, (10) authority, (11) ability utilization, (12) company policies and practices, (13) compensation, (14) advancement, (15) responsibility, (16) creativity, (17) working conditions, (18) co-workers, (19) recognition, and (20) achievement. While the original measurement includes 100 items measuring all 20 dimensions, many have used shorter versions assessing only certain aspects of job satisfaction (e.g., Holcomb-McCoy & Addison-Bradley, 2005).

Important to satisfaction among women is the organizational culture in which they work (Erdogan et.al., 2004; Jandeska & Kramer, 2005; Wellington et al., 2003). Organizational culture is defined as the values, norms, and beliefs internalized by employees and direct the organizational behaviors and attitudes that are rewarded (Schein, 1992). Often examined in organizational culture studies are collectivist and masculine culture types (Bierema, 2001; Chatman et.al., 1998; Jandeska & Kramer, 2005). Masculine cultures reflect traditional work environments with very independent, competitive, and aggressive traits, while more collectivist cultures are those with cooperative, harmonious, and team-oriented traits. Research has shown that women prefer collectivistic cultures (Erdogan et.al., 2004; Jandeska & Kramer, 2005).

Also examined in the current analysis was organizational citizenship. Citizenship behaviors are not required or compensated for by the organization. While these behaviors have been found to improve organizational performance (Koys, 2001; Smith et al., 1983) and the accumulation of social capital (Bolino et al., 2002), they have also been found to be related to employees' feelings of good treatment by the organization (Rhoades and Eisenberger, 2002).

Finally, the balance between work and family was also investigated as a related variable to satisfaction. Thought of as "engagement," workers are forced today more than ever to balance multiple roles. Further, more linkages between work and family have been found for women than for men (Rothbard, 2001). Engagement in a role means one's psychological attention to and absorption in that role (Kahn, 1990). Attention to a role is defined as the cognitive ability and the amount of time a person spends thinking about a given role (Gardner et al., 1989), whereas absorption in a role means being engrossed and focused in that role (Kahn, 1990). In this research, both attention to family and work, as well as absorption in family and work were assessed.

Method

An online survey was developed and sent to the university's alumnae. The survey consisted of 49 questions measuring the relationships among the variables. Also included were several demographic as well as organizational questions. We issued an email message from the university's trustees with a link to the survey during a 4 week period in the spring of 2010.

Measures

Job Satisfaction. Upon examination of the MSQ, we measured three dimensions (i.e., nine items) from the original questionnaire. These dimensions were compensation, supervision and human relations, and recognition. It was thought that these three dimensions were most appropriate for the analysis as they are emphasized in undergraduate business management courses at the university under study (i.e., courses such as compensation management, organizational behavior, and supervisory skills). Further, in the introductory management course taught at the university, these dimensions are also emphasized in the course text (i.e*.,* *Organizational Behavior: Key Concepts, Skills and Best Practices*). All nine items were scored on a 7-point scale ranging from 1 = very dissatisfied to 7 = very satisfied and were summed as three unique scales. Examples of the items include "The way I am noticed when I do a good job," and "How my pay compares to that of other workers." Reliability estimates for each of the three scales ranged from .943 to .977.

Organizational Culture. Alumnae's perceptions of the culture in which they work (i.e., masculine versus collectivist) was assessed by their responses to a 13-item scale (Jandeska and Kraimer 2005). Six items measured perceptions of a masculine culture while seven items measured a collectivist culture. Women responded to the 13 descriptions of culture on a scale from 1 = does not describe my organization at all to 5 = describes my organization completely. Examples of items include, "Women are visible in management roles in this organization," and "Men tend to choose other men for project collaboration." The results of reliability testing were .895 for the masculine culture sub-scale and .872 for the collectivist scale.

Organizational Citizenship. Items measuring organizational citizenship were adapted from Welbourne et al.'s (1998) role-based performance scale and used by Jandeska and Kraimer (2005). These eight items measured both team and organizational citizenship activities. Respondents indicated their level of agreement with each statement from 1 = strongly disagree to 7 = strongly agree. Examples of items include “I respond to the needs of others in my workgroup,” and “I help others even when it’s not part of my job” (α = .85 for organizational citizenship and .87 for team citizenship).

Work/Family Engagement. As in Rothbard (2001), attention to work and family were measured with four items each. Respondents were asked to provide their level of agreement on a scale from 1 = strongly disagree to 7 = strongly agree. An example of an item measuring attention to work is “I spend a lot of time thinking about my work,” while “I concentrate a lot on my family/personal commitments” was an item from the attention to family scale. Scale reliabilities were .906 for attention to work and .958 for attention to family.

Absorption in work and family were measured using five items each. An example of an item measuring absorption in work is “When I am working, I am completely engrossed by my work.” Female respondents indicated their level of agreement. For absorption in family, again respondents indicated their level of agreement with statements like, “I often get carried away by what I am working on in terms of my family/personal commitments.” Scale reliabilities were .913 for absorption in work and .934 for absorption in family.

Respondents

The sample consisted of 160 alumnae. Forty-seven percent of these women were between the ages of 41-55, 67 percent were married, and 59 percent reported having children. Geographically, 64 percent lived in the surrounding region while 25 percent lived out of state. Ninety-two percent were Caucasian and 83 percent reported incomes of less than $150,000 per year. Finally, 43 percent had master’s degrees.

Professionally, 35 percent of these women reported working in business and industry with 19 percent in education. Forty-five percent reported being in their current job for less than 5 years and 40 percent were in middle to upper management. For a complete demographic sample description, see Table 1.

Results

Means scores and standard deviations for each of the variables included in the study can be found in Table 2. The objective of the committee’s research was to examine whether various organizational and personal characteristics are related to female’s rating of each of the sub-dimensions of job satisfaction. Organizational culture (i.e., masculine and collectivist), organizational citizenship (i.e., organizational and team) and work/family engagement (i.e., attention to and absorption in) were investigated. Correlations were examined.

Correlation results indicate that organizational culture has a significant relationship with all sub-dimensions of job satisfaction. See Table 3. Specifically, masculine culture is negatively and significantly related to each of the sub-dimensions, while collectivist cultures have the opposite relationship. Further, while collectivist cultures are significantly and positively related to all job satisfaction dimensions, they are most greatly related to the recognition aspect of job satisfaction. Regarding citizenship behaviors, only organizational citizenship (and not team citizenship behaviors) is significantly related to job satisfaction; both the compensation and recognition dimensions. Finally, corresponding to work/family engagement, only respondents' absorption in work is significantly related to the compensation and recognition aspects of job satisfaction. See Table 3.

Implications for the Institution and for Research with Alumni

Traditionally universities viewed alumni primarily as philanthropic guests who returned to campus for homecoming and various athletic events. Increasingly this role is changing as institutional leaders seek to expand alumni participation and include them in the fabric of campus life. Research indicates that alumni participate in lobbying efforts to help secure taxpayer support for their alma mater (Koral, 1998), on advisory boards lending their experience and knowledge as universities embark on strategic planning initiatives (Weerts, 1998) and as mentors to new alumni moving to a new town (Weerts, Cabrera & Sanford, 2010). While alumni often share advice, such as hiring trends or skills needed among graduates (Winsor, Curtis, Graves, & Heck, 1992), expanding this role to include more in-depth conversations regarding the work environment can provide engaging and informative encounters for students. For example, as in this study, having alumnae share information about their current work environments has helped this institution understand the importance of assisting young female students in recognizing the elements of collectivist organizational cultures. Since collectivist cultures were found to be related to higher levels of job satisfaction, university professors, mentors, and counselors must educate young females about these sorts of cultures and provide them with the knowledge of how to recognize and identify these future places of employment, hence timely and useful information, helping them successfully navigate the job market. The university in this study used the research data to develop a task force to evaluate current curriculum to determine if its current course offerings include this important conceptual as well as applied information. Also, this task force is examining the potential development of courses such as “Women in Science” and “Women in Business.”

Further, from a corporate outreach perspective, the university has begun to develop corporate education modules to address the importance of culture in attracting female employees. Since this alumnae research illustrates that women experience higher levels of job satisfaction in collectivist cultures, the university has a community responsibility to assist organizations in the region to develop collectivist cultures which will lead to better hiring practices and decreased turnover. In addition, the university is searching for partnership opportunities with companies that also have female-focused initiatives.

Similarly, findings from the research on citizenship behaviors bring to the forefront the need to educate young female students on the importance of engaging in these behaviors as a means for increased job satisfaction. Educating young women on what these nonmandated, and uncompensated behaviors are, providing opportunities for them to practice these behaviors inside and outside the classroom, and partnering with organizations where students can apply these learned behaviors are current new initiatives of the university.

As the results suggest, female alumni of the university pay more attention to and are absorbed more by their work than their family. Even though greater levels of work absorption were found to be positively related to higher levels of job satisfaction, the university is exploring ways to assist current female students as well as alumnae in “balancing” the work/family engagement struggle. Special seminars, on-campus panel discussions, and a women’s studies conference are in the planning phases. Bringing alumnae to campus to participate in these events will assist in increasing their engagement with the university.

Conclusion

Carr et. al., (2006) suggests that alumni’s perspective on programs tend to receive little attention. Our research brings attention to the intended value added in including alumni research when developing student programs. Many educational institutions use advisory boards as a vehicle for alumni to share their expertise and concerns. While these advisory boards serve as an initial sounding board they are composed of members who were nominated by faculty and are limited in size. Conducting a survey provides the opportunity to obtain feedback from a broader range of alumni whose viewpoints and/or employment experience may not be represented on the advisory board. Moreover, soliciting alumni input can identify prospective opportunities for connections that go beyond career advice and present students with opportunities to learn about diverse viewpoints. Utilizing alumni in this format may give them an opportunity to join faculty and university administrators in owning the student experience.

The university in this study is investing a significant number of resources in the development of female-focused programs based on the results of the study. It is thought that these new university initiatives will eventually lead to the attraction of a greater number of females to the institution. As Strout (2007) suggests, creating opportunities for female graduates to support female based programs will increase levels of engagement with the university and result in increased donor giving. While this effect has not yet been realized by the university in this study, future research will examine whether this intended outcome has occurred. Further, future research will also assess enrollment numbers at this university. An increase in the number of female students attracted to the university's female-focused initiatives is expected.

References Available Upon Request

Table 1
Demographic Characteristics of the Respondents

	No. of Respondents	Percentage of Total Sample
Age		
22-25	6	3.8%
26-30	15	9.4%
31-35	21	13.1%
36-40	19	11.9%
41-45	18	11.3%
46-50	22	13.8%
51-55	35	21.9%
56-60	15	9.4%
Over 60	15	9.4%
Marital Status		
Single	36	22.5%
Married	107	66.9%
Divorced	12	7.5%
Separated	4	2.5%
Widowed	1	.6%
Employment Status		

Employed full-time	142	90.4%
Employed part-time	11	7.0%
Currently Unemployed	4	2.5%
Race		
African American	6	3.8%
Caucasian	146	91.8%
Hispanic	4	2.5%
Other	3	1.9%
Education		
Bachelor's Degree	77	51.7%
Master's Degree	65	43.6%
Doctoral Degree	7	4.7%
Income		
Less than 40K	15	9.6%
40K-59,999K	29	18.5%
60K-99,999K	54	34.4%
100K-149,999K	32	20.4%
150K-250K	15	9.6%
Over 250K	12	7.7%

Table 2
Means and Standard Deviations of Variables under Study
N = 160

Variable	Mean	Standard Deviation
Job Satisfaction		
Compensation (3 item 7-point scale)	12.58	5.13
Supervision (3 item 7-point scale)	13.12	5.39
Recognition (3 item 7-point scale)	13.13	5.14
Organizational Culture		
Masculine (6 item 5-point scale)	18.16	5.95
Collectivist (7 item 5-point scale)	21.12	6.17
Organizational Citizenship		
Organizational (4 item 7-point scale)	24.82	3.33

Team (4 item 7-point scale)	24.54	3.77
Engagement		
Attention to Work (4 item 7-point scale)	24.01	3.63
Absorption to Work (5 item 7-point scale)	25.75	6.10
Attention in Family (4 item 7-point scale)	19.77	5.82
Absorption in Family (5 item 7-point scale)	21.52	7.51

Table 3. Correlations Among The Variables Under Study

Correlations		Masculine Culture	Collectivist Culture	Team Citizenship	Organizational Citizenship	Attention to Work	Absorption of Work	Attention to Family	Absorption of Family	Job Satis Compensation	Job Satis Recognition	Job Satisfaction Supervision and HR
Masculine Culture	Pearson Correlation	1	-.433**	-.036	-.146	-.122	-.056	-.056	-.032	-.291**	-.476**	-.368**
	Sig. (2-tailed)		.000	.656	.073	.129	.484	.488	.695	.000	.000	.000
	N	158	153	156	152	157	158	158	153	156	156	155
Collectivist Culture	Pearson Correlation	-.433**	1	.116	.294**	.150	.233**	.148	.146	.358**	.612**	.521**
	Sig. (2-tailed)	.000		.154	.000	.064	.004	.068	.075	.000	.000	.000
	N	153	154	152	148	153	154	154	149	152	152	151
Team Citizenship	Pearson Correlation	-.036	.116	1	.677**	.383**	.228**	.064	.013	.049	.111	.105
	Sig. (2-tailed)	.656	.154		.000	.000	.004	.428	.872	.542	.169	.197
	N	156	152	157	152	156	157	157	152	155	155	154
Organizational Citizenship	Pearson Correlation	-.146	.294**	.677**	1	.517**	.423**	.109	.090	.175*	.187*	.149
	Sig. (2-tailed)	.073	.000	.000		.000	.000	.182	.273	.032	.022	.068
	N	152	148	152	153	152	153	153	149	151	151	150
Attention to Work	Pearson Correlation	-.122	.150	.383**	.517**	1	.620**	.132	.071	.063	.119	.045
	Sig. (2-tailed)	.129	.064	.000	.000		.000	.100	.384	.436	.139	.582
	N	157	153	156	152	158	158	158	153	156	156	155
Absorption of Work	Pearson Correlation	-.056	.233**	.228**	.423**	.620**	1	.219**	.339**	.267**	.180*	.094
	Sig. (2-tailed)	.484	.004	.004	.000	.000		.006	.000	.001	.024	.241
	N	158	154	157	153	158	159	159	154	157	157	156
Attention to Family	Pearson Correlation	-.056	.148	.064	.109	.132	.219**	1	.687**	-.002	.117	.064
	Sig. (2-tailed)	.488	.068	.428	.182	.100	.006		.000	.982	.146	.427
	N	158	154	157	153	158	159	159	154	157	157	156
Absorption of Family	Pearson Correlation	-.032	.146	.013	.090	.071	.339**	.687**	1	.123	.061	.116
	Sig. (2-tailed)	.695	.075	.872	.273	.384	.000	.000		.132	.453	.156
	N	153	149	152	149	153	154	154	154	152	152	151
Job Satis Compensation	Pearson Correlation	-.291**	.358**	.049	.175*	.063	.267**	-.002	.123	1	.460**	.479**
	Sig. (2-tailed)	.000	.000	.542	.032	.436	.001	.982	.132		.000	.000
	N	156	152	155	151	156	157	157	152	157	156	154
Job Satis Recognition	Pearson Correlation	-.476**	.612**	.111	.187*	.119	.180*	.117	.061	.460**	1	.670**
	Sig. (2-tailed)	.000	.000	.169	.022	.139	.024	.146	.453	.000		.000
	N	156	152	155	151	156	157	157	152	156	157	154
Job Satisfaction Supervision and HR	Pearson Correlation	-.368**	.521**	.105	.149	.045	.094	.064	.116	.479**	.670**	1
	Sig. (2-tailed)	.000	.000	.197	.068	.582	.241	.427	.156	.000	.000	
	N	155	151	154	150	155	156	156	151	154	154	156

**. Correlation is significant at the 0.01 level (2-tailed).   *. Correlation is significant at the 0.05 level (2-tailed).

THE USE OF AUDIO FEEDBACK TO DEVELOP DEEPER LEARNING IN BUSINESS EDUCATION

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Abstract

It is widely regarded that providing students with feedback is central to their learning (Biggs & Tang, 2007). Traditionally feedback has been given to students either in person or in writing, however, due to advancements in technology, audio is now employed by a small minority of educators in Higher Education (Ice et al., 2007; Merry & Orsmond, 2007; Middleton, 2007; Nortcliffe & Middleton, 2007). Audio feedback is a feedback mechanism whereby feedback is given to students via mp3. To date, research on audio feedback has focused on students' perceptions of audio as a feedback mechanism, and its ability to increase students' sense of involvement. However this paper adds to this stream of research by exploring the manner in which students engage with audio feedback. Using data gathered from Business students in the Dublin Institute of Technology, Ireland, this paper explores how students evaluate audio feedback as a method through which to improve their academic performance. It extends current research by examining students' overall perceptions of audio feedback while also examining whether gender and course level has an impact on perceptions. Findings indicate that while no differences exist between male and female students, significant differences are found between postgraduate and undergraduate students. Age related differences are also explored as well as the number of times students listened to the audio feedback. Furthermore, qualitative analysis of a number of open-ended questions is also discussed. The paper concludes by providing recommendations to practitioners on the use of audio feedback.

HELP STUDENTS IMPROVE THEIR PERFORMANCE ON ACADEMIC AND PROFESSIONAL EXAMS: THE TRUE-FALSE METHOD OF TAKING A MULTIPLE-CHOICE EXAM

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Abstract

The use of multiple-choice format examinations (M/C exams) is pervasive in both U.S. academic exam settings and in high-stakes professional license exam settings. Scores earned in either setting have immediate- and long-range implications and consequences for examinees. The two purposes of this paper are (1) to share findings regarding marketing student's knowledge of and prior training in M/C exam taking strategies; and (2) to present a unique M/C exam-taking strategy that has work effective over the past thirty years and that builds student high-order thinking skills. The unique M/C exam-taking strategy entitled, *The True/False Method of Taking a Multiple-Choice Exam (*The T/F Method*)*, is presented with implementation details and contrasted with typical M/C exam-taking pointers for taking the exam. Student and educator benefits of the method are discussed.

As multiple-choice exams appear to be linked into all levels of education and professional examination settings, collegiate marketing educators might assume that students have previously received good M/C exam-taking training somewhere in their educational process prior to the collegiate level. Perhaps some educators might never have questioned the type of M/C exam-taking skill training students might have had. And, never questions whether or not this training required students to apply analytical, critical, and differentiation thinking skills in taking exams or suggested only the well-known tips and tricks of guessing at the right answer (for instance, always choose "C" or always choose "C" or the longest answer when otherwise unsure). Multiple-choice exam-taking skills are all important as exam scores have important and immediate implications and consequences for the examinee, whether taking a driver's license exam, an academic exam, or a high-stakes exams, such as a real estate broker's license exam, medical license exam, CPA or CFA examination, or other professional license examination. Have marketing students ever had formal training in how to effectively and efficiently approach a multiple-choice exam? What do they know about taking multiple-choice exams, especially exam given in higher education and in the professional workplace that require the application of analytical, critical and differentiation thinking skills? Do marketing students desire such training, or more of such training?

As most educators know, M/C format exams tend to assess not only what students know about exam content, but fortunately or unfortunately, also assess students' possession of, or lack of, M/C exam-taking skills. Many students prefer M/C exams over essay and short-answer exams, however they tend to hate well-written M/C questions as well-written ones tend to have two or more 'possibly' correct answers, that some students might view as an educator's 'trick' question. Though in reality these questions, to an educator, are questions that demand students to exercise critical, analytical and differentiation thinking skills that are highly demanded in the workplace.

As M/C format exams are prevalently used by U.S. educators, licensing agencies, and in many other exam settings, and earned scores have immediate and long-range implications for examinees, what modifications or additions can contemporary marketing educators take to help students their performance when taking M/C exams? Some educators might suggest sending students to the Internet to learn 'mundane' M/C exam-taking skills such as 'never choose C as the correct answer option,' 'always choose C as the correct answer when otherwise not known,' 'always choose the longest answer option,' there will never likely be more than three answers of a like letter in a row,' and other tips and tricks of taking a multiple choice exam. Other marketing educators might suggest collegiate marketing programs need to take the responsibility of ensuring that each of its students is empowered with life-time M/C exam-taking analytical, critical and differentiation skills whether such training is taught in a dedicated course, in a short-term workshop, or whether training is integrated throughout various courses. The unique T/F Method of Taking a Multiple Choice Exam might not help all students, however it has helped enough students that it make learning the method worthwhile.

A NEW STRATEGY FOR ASSIGNING INDIVIDUALIZED GRADES ON THE GROUP PROJECT: THE SEGMENT MANAGER METHOD

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Abstract

This paper describes the Segment Manager Method (SMM), a method designed to inhibit social loafing and provide accurate individualized grades on the group project. A quasi-experiment is described where marketing research students are graded in groups either with peer evaluations (the control group) or with the SMM (the treatment group). When given a choice between being graded with the SMM or the peer evaluations approach, the majority of the students in both the control and treatment groups indicated a preference for the SMM. Moreover, when the SMM is compared to the group grading method that uses peer evaluations, the SMM appears to be more likely to generate accurate individualized grades on the group project, to deter social loafing, and to result in higher scores on the group project. Suggestions for future researchers of the SMM are offered.

USING CARBON FOOTPRINT ANALYSIS TO ENCOURAGE PRO-ENVIRONMENTAL CHANGES IN STUDENTS' CONSUMPTION BEHAVIOR

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Abstract

The Carbon Footprint Analysis (CFA) assignment strives to demonstrate to students that their lifestyles have significant environmental and social impacts, and that they can reduce these impacts over the course of the quarter through changes in consumption practices. Our marketing students cannot be change agents, i.e., leaders in promoting sustainable business practices and sustainable consumption, unless they first believe that change is possible. Just as importantly, this project introduces sustainability metrics, helping students to understand how firms can measure and reduce their environmental impact; this will allow them to be advocates for such metrics within their place of employment.

This Abstract briefly describes a project, assigned in a 400-level marketing elective on *Marketing Strategies for Sustainability*, in which students calculate the size of their personal carbon footprint and identify three actions (e.g., walk to school instead of drive, switch to green power) which they take to reduce that footprint over the course of the ten weeks. Students maintain a weekly blog on their progress. Public commitment, sharing, regular feedback, and visualization tools are incorporated into the project as a means of increasing the likelihood of success. Several existing metrics first developed to assess the success of a firm's footprint reduction efforts are used to assess project effectiveness.

CFA allows us to evaluate the environmental impact of our consumption behavior by calculating the amount of earth's resources required to support a particular lifestyle. Most CFA methods operationalize our "impact" by measuring how many tons of carbon dioxide an

individual produces each year, i.e., his/her "carbon footprint." The carbon footprint is 54% of humanity's overall ecological footprint and its most rapidly-growing component; in fact, humanity's carbon footprint now exceeds global bio-capacity by more than 20% . CFA translates the amount of carbon dioxide we produce into the amount of productive land and sea area required to sequester carbon dioxide emissions and accommodate our waste. Most CFA calculators assess the total amount of land required for the consumption categories of food, housing, transport, consumer goods, and services (e.g., health care, infrastructure).

There are many WEB-based footprint calculators, but two were selected for the present project (after trying several others): (1) www.footprintnetwork.org/en/index.php/GFN/page/personal_footprint/ developed by the Global Footprint Network, and (2) www.StepGreen.org , developed by researchers at Cornell, Carnegie-Mellon and MIT. The *Global Footprint Network Calculator* calculates an individual's footprint for each of the consumption categories noted above based on specific input data that often requires research (e.g. electricity bill/month), and visually depicts the number of planets that would be needed if everyone consumed at the same overall level you did for a year (see Figure 1a). The *StepGreen Calculator* calculates the projected per-year carbon-dioxide savings and projected per-year dollar savings for each action you commit to (e.g., walk to school instead of drive, restrict meat consumption to one day a week, switch to green power) (see Figure 1b).

The verbatim instructions given to students are provided in Figure 2. Students are given a week to calculate their footprint, decide on their CF reduction goals and commit to them on *StepGreen.org*, and set up their blog with the first posting. At the beginning of each class session 2-3 students are asked to share this information from their blogs with classmates; Blackboard's blog function is used to enable easy blog sharing. Student blogs and the sharing of student postings are an important part of this project because research has found that public commitment to environmental goals improves goal achievement. As the quarter progresses, students report on their progress (and receive helpful suggestions from classmates) and also share relevant videos, events, articles, websites, etc. about businesses that are adopting sustainable business practices (this is another required assignment). The last blog posting of the quarter must include the original and re-calculated footprint, the total CO2 and dollars saved from actions carried out at *StepGreen.org*, a discussion of successes/failures, and plans to honor their commitments once the course is over. Students also hand in a hard copy of their blog analytics report for the quarter.

Please contact the author for a complete copy of the paper, which describes the measures of effectiveness used and the challenges and concerns encountered. Overall, this project was successful at reducing students' carbon footprint and generated significant feelings of personal accomplishment among participants.

Figure 1a

Global Footprint Network: Example of Output from CF Calculations

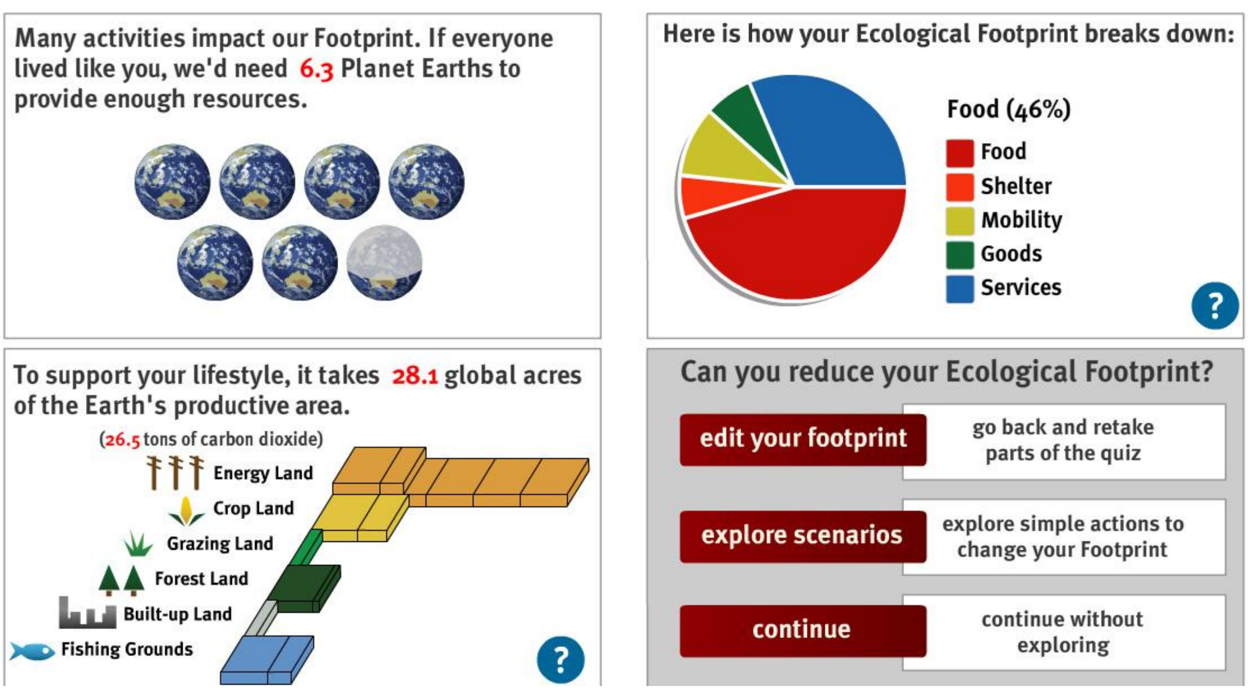

Figure 1b

StepGreen.org: Possible Footprint Reduction Actions

Figure 2

CFA Project Instructions Given to Students

Carbon Footprint Calculation (beginning of quarter): Calculate your personal carbon footprint at www.footprintnetwork.org/en/index.php/GFN/page/personal_footprint/ . Get as close an estimate of the correct answer as you can. Which consumption category contributes the most to your Footprint? Next, visit www.StepGreen.org and commit to at least 3 recurring actions and 2 non-recurring, one-time actions you will take to reduce your carbon footprint during the quarter. Download the *StepGreen* applet to your blog so that all can view your commitments and your weekly report on your progress. Finally, post the visual print-out of your CF calculations from the *Footprint Network*, your reduction plans from *StepGreen.org*, and a short reflection on them to your blog.

Progress re Reduction Goals: Each student will keep a weekly blog. Use the blog to record progress toward your goal. Think of it as a diary – how difficult is it to stick to your commitments? What are some of the challenges? How do you feel about these CF actions you are taking (resentful, proud, less guilty)? Students will give periodic updates in class on how these efforts are proceeding. Halfway through the quarter, you will re-evaluate your CF reduction actions/commitments and either add new ones or determine to more religiously comply with your existing ones. I expect, at the very least, to see one blog posting per week. Please use www.google.com/blogger to host your blog; blog analytics can be accessed from the "stats" link.

Carbon Footprint Re-calculation (end of quarter): You will re-calculate your CF at the end of the quarter, posting on your blog your (1) re-calculated CF, (2) original CF, (3) total CO2 and dollars saved from your commitments at StepGreen.org, and (4) a reflection on your efforts.

REFLECTION, FRESH OBSERVATIONS, AND GAPS IN NONPROFIT MARKETING EDUCATION" A NEED AND OPPORTUNITY FOR HIGHER EDUCATION TO IMPROVE THE EVOLVING CURRICULA

Theresa Meier Conley, University of Denver

Abstract

The nonprofit sector is a large, growing, and essential part of the United States' economy. There is a fascinating history of influence and complexity that is critical for marketing educators and business school administrators to understand if they are to lead its continuing evolution. This manuscript includes a brief historical perspective, a selective review of literature from nonprofit management and marketing education, discussion of contemporary issues to consider, and mixed-method research results regarding the prevalence and nature of nonprofit marketing education. The research results reveal four distinct themes that contribute new information: undergraduate and graduate students require different curricula so each is focused and delivered based on their respective experience and outlook while complimenting business school realities; the general tone of curricula elements and project work is often altruistic and consequently not effective in preparing undergraduate and graduate students to meet the marketing challenges unique to the nonprofit sector – whether a student's future role is tactical or in a board leadership capacity; certification programs are few and represent a unique and untapped area of opportunity for business schools to leverage existing resources and provide a needed resource for existing nonprofit professionals with little or no marketing education; and lastly, nomenclature issues related to or associated with nonprofit marketing hamper the ability of faculty to reach educational objectives in nonprofit marketing. The manuscript concludes with concrete curricula and nomenclature strategies to guide and further evolve nonprofit marketing education in the United States.

CASE ANALYSIS USING ELECTRONIC STORYTELLING

Dr. Julia Cronin-Gilmore and Donna L. Carter, Bellevue University

Abstract

Traditional marketing case analysis involves students reading from a textbook and writing an analysis paper. It contains a summary of the present situation, root problem(s), presenting alternatives, evaluating strengths, weaknesses, opportunities, and threats, and creating strategy recommendation(s). The idea of having students study case analysis in an alternative format was considered. A small, locally owned, upscale restaurant was chosen as the subject of a new case to be studied in a marketing strategy course. Rather than having it presented in a written format, electronic storytelling was selected as the means for presenting the case. Approximately 125 students completed the case in an online course. The students completed an online survey after submitting case analysis papers. Survey data revealed that 91.5 percent of the population thought storytelling was interesting, 76.6 percent indicated that it improved their learning experience, and 77.7 indicated that they would like more storytelling cases in the strategy course.

TOOLS FOR TEACHING BUSINESS INTELLIGENCE IN THE MARKETING CURRICULUM

Camille Schuster and Glen Brodowsky, California State University, San Marcos

David Schrader, Teradata

Robert Lupton and David Rawlinson, Central Washington University

Abstract

The Golden Age of Business Intelligence is now. Using data and analytics to make better decisions is essential for an organization's success. Marketing has a key role in conducting consumer research, preparing marketing campaigns, new product development, and merchandising. However, in consumer-centric companies marketing also has a key role in business development strategy, finance, supply chain, product assortment, and inventory management.

While analytics (and BI) have traditionally been taught in the information systems/IT departments, many consumer-centered enterprises expect marketing employees to be skilled at running BI tools, analyzing traditional and new “big data” as well as incorporating this data with traditional marketing research data to create a competitive edge. The old model of depending on an IT group for analytics is broken; now marketing groups must know how to analyze data, identify consumers insights, and create business development strategies. To see an example video go to YouTube and enter the keywords “BSI Teradata Case Retail Tweeters”.

One of the challenges for faculty when trying to incorporate BI into their classes is finding tools and resources to use as class examples or activities. One source for this information isTeradata University Network (TUN) (www.teradatauniversitynetwork.com) which has been a resource for exchanging information, cases, and classroom resources for Information Systems faculty members for over ten years. Consistent with new direction of organizations, TUN is now extending its scope to include business intelligence data analytics, tools, and case studies for marketing faculty and students. Over 1600 universities, 3000 faculty, and 18,000 students have used TUN within Information Technology and Computer Science departments to learn the tools and analytical skills needed by today’s employers.

This panel session will show how BI and marketing analytics can be integrated into your marketing curriculum. The panelists are as follows:

1. Dr. Dave Schrader from Teradata will discuss what students need to know about how companies use data and analytics to drive customer strategies and campaigns. This will include topics like customer lifetime value scoring, how social media plays a role in marketing campaigns, and event-based marketing

2. Bob Lupton and David Rawlinson from Central Washington University will talk about how they are currently using Teradata’s resource, TUN,

3. Camille Schuster, a marketing professor from Cal State San Marcos, is on the TUN Board and will speak about plans for making marketing materials and tools accessible for marketing faculty.

4. The panel will be chaired by Glen Brodowsky also a marketing professor from Cal State San Marcos.

Enterprises are eager to hire students with skills at using analytics for better strategic (back-office) and operational (frontline) decision-making. The marketing group is key to driving not only consumer research and marketing campaigns, but is also impacting merchandising, finance, supply chain, new product development and inventory management.

Those attending the session will come away with knowledge about how companies, particularly marketing departments, use data and analytics to drive strategies, and how to take advantage of tools available for use in your classes.

USE OF A MARKETING SIMULATION TO TRAIN STUDENTS IN EMOTIONAL INTELLIGENCE SKILLS

David Ackerman and Oscar DeShields, California State University, Northridge

Emotional intelligence is crucial for success in business. It has been shown to be perhaps more important than technical skills or academic background for leadership (Goleman 1998), group work in business (Druskat and Wolff 2001) and sales (Rozell, Pettijohn, and Parker 2006). It can also have an impact on students as well.

A variety of studies have investigated the impact of emotional intelligence on student performance. For example, Zeidner, Shani-Zinovich, Matthews, and Roberts (2005), reported that EI was higher for gifted compared to non-gifted seventh through 10th grade Israeli students. Also, Petrides, Frederisckson, and Furnham (2004) reported in a study of 650 pupils in British secondary education (mean age 16.5 years old) that EI moderated the relationship between cognitive ability and academic performance. In addition, students with high EI scores were less likely to have unauthorized absences from school.

On the other hand, Parker, Summerfeldt, Hogan, and Majeski (2004) examined the impact of EI and academic success of 372 first-year full-time students at a small Ontario university in Canada transitioning from high school to the university reported divergent results depending on how academic success was operationalized. When the total sample was aggregated EI scores were found to be poor predicators of academic success (e.g., only predicting 8-10% of the variability in first-year GPA). However, when pupils were divided into successful (first-year GPA 80% or better) and compared with unsuccessful (first-year GPA 59% or less) students, academic success was strongly associated with several dimensions of EI (e.g., intrapersonal, adaptability, and stress management ability) assessed at the start of the year. These variables were found to be strong predictors in identifying 82% of academically successful and 91% of academically unsuccessful students.

Given this importance of emotional intelligence both in school and in the business world, the question is can marketing instructors help their students improve EI? Harvard Business School publishes a simulation called “Leading Teams With Emotional Intelligence” (Goleman 2009) that attempts to do so. It leads participants through a variety of scenarios designed to test the various components of emotional intelligence. Participants are scored after each scenario and directed to appropriate readings designed to help them to improve in a particular area before moving on the next one.

This simulation could be used in different contexts within a marketing program. It could be used effectively in a required introductory course, a gateway program, that prepares students for life ahead in their business programs. Such programs typically emphasize group work, inter-disciplinary case analyses and general preparation for students before they move on to the specialized coursework of their disciplines. The simulation “Leading Teams With Emotional Intelligence” could be used in this context to prepare students for teamwork both in their classes as well as in their careers after they graduate. Such a simulation could be used by individual students in a computer lab similar to other computer simulations. After each scenario students could come together as a class or in groups for discussion, examining what to do, what not to do and take away. The readings related to each of the scenarios would make great out of class reading that could be assigned afterward. If a business school has no inter-disciplinary course then it could be integrated into an introductory marketing course.

Another appropriate context for a simulation that helps students to improve emotional intelligence skills is a capstone course in marketing. These capstone courses are often amongst the last courses marketing students will take upon leaving the business school and entering the work world. As a result, they are designed to be a bridge between the classroom and the workplace where students are encouraged to apply the marketing knowledge they have acquired in various active learning assignments such as cases, projects and computer simulations. Given these goals, a simulation building up emotional intelligence skills needed for success in the workplace would be very appropriate. The skills learned would be applied almost immediately when students graduate and start on their careers.

INTEGRATING QUALITY MATTERS© RUBRIC STANDARDS TO IMPROVE ONLINE MARKETING COURSES

Mary C. Martin, Fort Hays State University

Online education continues to grow in popularity and prominence. Over 6.1 million students were taking at least one online course in fall 2010, with 31 percent of all higher education students now taking at least one course online (Allen & Seaman, 2011). In addition, 65 percent of higher education institutions believe online learning is critical to their long-term strategy (Allen & Seaman, 2011). As a result of online education's growing importance to institutions of higher education, faculty members in marketing and other disciplines are continually addressing and experimenting with how to make the online education experience better for both students and faculty.

The literature concerning online education is extensive and addresses diverse topics such as quality in online education, challenges and issues in implementing online education, and comparisons of online and on-campus courses. The concern in this paper is quality in online education. Its purpose is to describe the efforts to improve two online marketing courses through the integration of Quality Matters (QM) Rubric Standards. The issue of quality in online education is discussed first. Then, the Quality Matters program is summarized. Next, the literature concerning online learning in the marketing classroom is reviewed. Finally, the author's experience with integrating the Quality Matters rubric standards is described, focusing on the revamping of two online marketing courses, an undergraduate Database Marketing course and a graduate Marketing Management course. The paper concludes with the author's plans for further continual improvement efforts in these courses as well as other online marketing courses, and suggestions for future research.

Quality in the Online Classroom

The literature on quality in online education is growing, but the issue of what constitutes "quality" in an online course is not clear and empirical investigations are limited (Fresen, 2002; McGorry, 2003; Sonwalkar, 2002). Some researchers have compared student performance in online and on-campus courses, while others have measured student satisfaction and/or learning in attempting to determine "quality" (Arbaugh, 2000; Hiltz & Wellman, 1997).

In addressing the gap in defining and empirically measuring quality, McGorry (2003) developed a model to measure quality and learning in online courses. Based on a literature review of studies that addressed effectiveness of online courses, McGorry's (2003) model includes flexibility, responsiveness and student support, student learning, interaction, technology and technical support, and student satisfaction as important constructs in evaluating quality and learning in online courses. The author developed a 60-item scale and, after subjecting it to pilot testing and item analysis, concluded that a four-factor model may represent quality in online learning including course organization/student learning, student learning/interaction/delivery mode, quality/interaction, and a fourth factor not clearly defined because it represented a variety of items. Clearly, this model needs more detailed analyses and further testing to clarify what constitutes "quality" in online learning.

Anitsal, Anitsal, Barger, Fidan, & Allen (2010) described a "Quality Enhancement Program" at Tennessee Tech University designed to "improve the quality of student learning" (Anitsal et al., 2010, p. 42). Quality was assessed in terms of creativity, teamwork, critical thinking, and real life problem solving abilities of students. Given the mean scores for each objective at the conclusion of several courses, Anitsal et al. (2010) concluded that the Quality Enhancement Program implementation was successful.

"Quality Matters (QM) is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses" (http://www.qmprogram.org/). The QM Program is growing and being adopted by an increasing number of institutions of higher education (either formally or informally). Its efforts to address issues of quality are led by faculty and it offers a comprehensive and convenient way for faculty to develop or improve their online courses.

The Quality Matters™ Program Rubric

Quality Matters was developed by MarylandOnline by faculty to improve student learning. QM offers a subscription service whereby higher education institutions receive tools and training for quality assurance of online courses. "Colleges and universities across the country use the tools in developing, maintaining and reviewing their online courses and in training their faculty" (http://www.qmprogram.org/higher-education-program). About 10 percent of institutions of higher education in the United States subscribe to the QM Program (http://www.qmprogram.org/higher-education-program).

Specifically, the QM Program mission is "to promote and improve the quality of online education and student learning through:

1. Development of research-supported, best practice-based quality standards and appropriate evaluation tools and procedures.
2. Recognition as experts in online education quality assurance and evaluation.
3. Fostering institutional acceptance and integration of QM standards and processes into organizational improvement efforts focused on improving the quality of online education.
4. Provision of faculty development training in the use of QM rubric(s) and other quality practices to improve the quality of online/hybrid courses.

5. Provision of quality assurance through the recognition of quality in online education" (http://www.qmprogram.org/our-mission).

The QM Rubric is one component of the QM Program. Comprised of eight general and 41 specific standards (http://www.qmprogram.org/rubric), the QM Rubric is used by more than 400 colleges and universities to develop, maintain and review online and blended courses and to train faculty (http://www.qmprogram.org/higher-education-program). The eight general standards include:

1. Course Overview and Introduction (Standards 1.1 – 1.8)
2. Learning Objectives (Competencies) (Standards 2.1 – 2.5)
3. Assessment and Measurement (Standards 3.1 – 3.5)
4. Instructional Materials (Standards 4.1 – 4.6)
5. Learner Interaction and Engagement (Standards 5.1 – 5.4)
6. Course Technology (Standards 6.1 – 6.5)
7. Learner Support (Standards 7.1 – 7.4)
8. Accessibility (Standards 8.1 – 8.4)

For each general standard, several specific standards exist. For example, for the Course Overview and Introduction general standard, eight specific standards exist (such as Standard 1.5 – Prerequisite knowledge in the discipline and/or any required competencies are clearly stated). An institution of higher education may choose to have official course reviews conducted by a team of reviewers. Courses that successfully meet the QM Rubric standards in an official course review are eligible for QM recognition (http://www.qmprogram.org/reviews). Much scholarly research informed and supported the development of the 2011-2013 QM Rubric, and this research is summarized at http://www.qmprogram.org/lit-review-2011-2013-rubricpdf/download/QM%20Lit%20Review%20for%202011-2013%20Rubric.pdf.

Limited research has been published to demonstrate how to incorporate QM rubric standards into new or existing online or blended courses. For example, Pollacia and McCallister

(2009) present ways in which Web 2.0 technologies may be used to meet QM standards. To meet 2008-2010 Standards 1.4 - Self-introduction by the instructor is appropriate and available online and 1.5 - Students are requested to introduce themselves to the class, Pollacia and McCallister (2009) suggest students complete an “All About Me” exercise in a discussion board, on a Facebook page, or using the website ToonDoo (http://www.toondoo.com/) to create cartoon characters to introduce themselves.

The Online Learning Environment in Marketing Courses

Malhotra (2002, pp. 3-4) wrote, “as the use of instructional technology in marketing education is gaining momentum, there is an urgent need to address the important issues that such integration entails.” One of those identified by Malhotra (2002) is using technology in distance learning-based marketing courses. A great number of studies exist that have studied the online learning environment in marketing courses. Close, Dixit & Malhotra (2005) provide a synthesis of 77 articles concerning marketing and the Internet, eleven of which address distance learning courses. More recently, Arbaugh, Godfrey, Johnson, Pollack, Niendorf & Wresch (2009) provide a comprehensive literature review of research from 2000-2008 in selected business journals on online and blended learning in the business disciplines, including marketing. Their review categorizes marketing studies into three categories: course overviews and instructor narrative accounts, classroom comparison studies, and studies that identify predictors of course outcomes in online learning environments.

Even though the literature is expansive, marketing educators still grapple with several challenges. For example, Granitz and Greene (2003) outlined the challenges facing marketing educators in teaching online. A variety of challenges face faculty, including a possible dislike or fear of technology, a lack of awareness of the attention and engagement of students, a need for training without relief from other responsibilities to free up time, and a need to incorporate activities which some faculty do not traditionally like to implement (e.g., student interaction, independent study activities). Other challenges include course content being compatible with online delivery and students. Granitz and Greene (2003) presented seven e-marketing strategic themes to meet these challenges. For example, to meet some of the faculty challenges, the authors propose that universities use strategies of disintermediation and customization to form alliances with other institutions of higher education.

Integrating Quality Matters Rubric Standards into Online Marketing Courses

The author's university has used online education to attract new students and increase overall enrollment. In fall 2011, 4,504 students were considered "virtual students," with 12,802 total students. Thus, about 35 percent of the university's total enrollment is the online student body. The university has a "virtual college" designed to serve both faculty and students teaching and learning in the online setting. Though not a subscriber to the QM Program, the university is implementing a localized QM standard review.

The marketing and MBA programs are offered both on-campus and online. Generally, a faculty member will teach 1-2 courses per semester, with one section of a course being on-campus and another section being online (for a teaching load of four courses per semester). In an effort to improve the quality of two online marketing courses, the author revamped the courses by integrating some of the Quality Matters rubric standards. The first course, Database Marketing, is an eight-week summer undergraduate course, while the second course is a graduate-level Marketing Management course for MBA students taught in the fall semester. Blackboard is the course management system used at the author's university.

Course Improvements and Alignment with QM Rubric Standards

Organize course materials by learning modules. In both courses, a major change in the course interface and navigation was to transition from "Course Materials" to "Learning Modules." Instead of providing a set of course materials on a chapter-by-chapter basis, learning modules chunked chapters together and were used to present more comprehensive content in a sequential manner. Each learning module consists of four sections: 1) Introduction (including learning objectives for each chapter that are consistent with course objectives specified in the course syllabus); 2) Learning Resources (including the textbook reading assignment, chapter summaries, PowerPoint presentations, and additional relevant materials); 3) Interaction (including discussion board activities, case assignment, and team designations); and, 4) Practice and Assessment (including practice and graded quizzes). This improvement aligned with three QM Rubric Standards: QM 2.2 - The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives; QM 4.2 - The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained; and QM 6.3 - Navigation throughout the online components of the course is logical, consistent, and efficient.

Provide a learning modules framework. To get students familiar with learning modules, a depiction of the content and sequence of the learning modules was provided in the Course Introduction and Orientation. This improvement aligned with QM Rubric Standard 4.2 - The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.

Identify a starting place in the online course. In Database Marketing, a “Start Here” Blackboard menu was added that included a Course Introduction and Orientation learning module. This improvement aligned with QM Rubric Standard 1.1 - Instructions make clear how to get started and where to find various course components.

Create an orientation to the course. The Course Introduction and Orientation learning module included the following components: a welcome (with textbook information and a description of the first week’s class assignments), the course syllabus (in PDF format), a learning module overview, discussion board guidelines, and instructions for downloading Respondus/LockDown Browser for test-taking. This improvement aligned with QM Rubric Standard QM 1.2 - Students are introduced to the purpose and structure of the course.

Develop and provide a summary of course expectations. Students were informed of course expectations through the course syllabus and in learning modules. The course syllabus states the course purpose and structure, required prerequisites, and technical skills and software required to be used in the course. In the Course Introduction and Orientation learning module, guidelines for netiquette are described. These improvements aligned with four QM Rubric Standards: QM 1.2 - Students are introduced to the purpose and structure of the course; QM 1.3 - Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are stated clearly; QM 1.5 - Prerequisite knowledge in the discipline and/or any required competencies are clearly stated; QM 1.6 - Minimum technical skills expected of the student are clearly stated; and QM 6.4 - Students can readily access the technologies required in the course.

Provide instructor contact information and contact procedure. In each course syllabus and on the Blackboard site, students were provided instructor contact information (office, phone, email) and a short biography of the instructor. The faculty member also introduced herself on a “Course Introduction” Blackboard discussion board. This improvement aligned with QM Rubric Standard QM 1.7 - The self-introduction by the instructor is appropriate and available online.

Facilitate and increase student interaction and engagement. In both courses, discussion boards were used to facilitate student interaction. While discussion boards were used in previous semesters, the importance and feedback were more prominent when the courses were revamped. “The Boardroom” is a general discussion board where students can post and discuss issues, either class-related or not. A “Course Introduction” during the first week of class required all students to introduce themselves and discuss their motivations for taking the course, where they are from, and their work experience, career aspirations and any interesting life experiences that they wanted to share. Then, on a weekly basis, students were required to participate in module-relevant discussions, providing a post and response to another student's post.

In Database Marketing, a comprehensive case analysis was incorporated into required assignments. On Blackboard, a "learning module" was created to present the components of the assignment. Students were required to use Google Docs as their collaboration tool. In Marketing Management, teams of students participated in case analyses and an online simulation. To facilitate the teams' interaction, groups were established in Blackboard. Group functions available to the teams (where access to the functions are limited to the specific group members) included live chats, file exchange, blogs, discussion boards, journals, tasks, Wikis, and email. These improvements aligned with four QM Rubric Standards: QM 1.8 - Students are asked to introduce themselves to the class; QM 5.2 - Learning activities provide opportunities for interaction that support active learning; QM 5.3 - The instructor's plan for classroom response time and feedback on assignments is clearly stated; and QM 5.4 - The requirements for student interaction are clearly articulated.

Set student expectations for learning. Expectations for learning were established through course and chapter learning objectives. In the course syllabus, course learning objectives are provided. In the Introduction section of each learning module, learning objectives for each chapter are provided. These improvements aligned with two QM Rubric Standards: QM 2.1 - The course learning objectives describe outcomes that are measurable; and QM 2.5 - The learning objectives are appropriately designed for the level of the course.

Provide clear assessment policies and procedures. Grading policies and procedures for both courses are included in the course syllabi. Also, in both courses, a Discussion Board

Grading Rubric was developed and utilized. The rubric includes 6 criteria: critical thinking/command of course material, connections, uniqueness, promotion of discussion, timeliness and stylistics. For each criterion, specific points describe what constitutes “excellent,” “passing,” and “failing.” The use of the rubric allowed students to understand better what is expected of posts and responses, and how a specific score is determined. The rubric was provided in the course syllabus and in the Course Introduction and Orientation learning module. These improvements aligned with two QM Rubric Standards: QM 3.2 – The course grading policy is clearly stated; and QM 3.3 Specific and descriptive criteria are provided for the evaluation of students’ work and participation and are tied to the course grading policy.

Conclusions

The purpose of this study was to describe the efforts to improve two online marketing courses through the integration of Quality Matters Rubric Standards. Several improvements to both online courses, Database Marketing and Marketing Management, were incorporated that align with specific 2011-2013 QM Rubric Standards. While the author is pleased with the improvements, much room exists for further course improvements and scholarly research.

The course improvements thus far align with 18 out of 41 specific QM Rubric Standards. More than half of the specific standards have not been addressed and are yet to be aligned with course improvements, or are not applicable to the author’s courses. Plans for course improvements include an FAQs section on Blackboard, an Online Help Desk resource, and the incorporation of accessibility technologies. These improvements would allow alignment with additional specific standards, particularly those that are part of the general standards Course Overview and Introduction, Course Technology, Learner Support, and Accessibility. Certainly other specific standards will need to be addressed as well. In the future, the author would like to undergo an official course review by a QM Program peer review team.

The incorporation of QM Rubric Standards into online courses leads to many possibilities for scholarly research. For example, the author's intent is to eventually address empirically the question of whether the incorporation of the rubric standards impact student learning and satisfaction.

References Available Upon Request

LEARNING CONSUMER BEHAVIOR THROUGH EXPERIENTIAL VIDEO PROJECTS

Rika Houston, Shirley Stretch and Michael Germano, California State University, Los Angeles

As first noted by Kolb (1981, 1984), experiential learning or "learning by doing" enhances the learning experience considerably by immersing students into real-life situations outside of the classroom. In this stimulating external context, students have the opportunity to apply theoretical knowledge and acquire practical skills through work, play, and other activities that marketing educators would be hard pressed to duplicate within the limited confines of a traditional classroom.

Numerous studies exploring and applying experiential learning in the marketing education context have emerged since the 1980s (Bobbitt et. al 2000, Daly 2001, Gremler Et. al 2000, Keller and Otjen 2007, Neale et. al 2011, Payne et al. 2011, Petkus 2000, Rinaldo et. al 2011). However, with few exceptions, the application of experiential video projects that immerse students into a real world context armed only with a video camera (or smart phone), a field journal, and newly learned marketing or consumer behavior concepts has not been fully explored in the marketing education literature to date. This lack of attention is surprising when, as noted by Belk and Kozinets (2005), videographic methods of marketing and consumer research are full of promise. Furthermore, due to the drastic decline in the cost and ease of use with regard to video recording equipment and video-enabled smart phone technology, video applications have become increasingly relevant and realistic. As a result, companies large and small have eagerly adopted this creative approach toward understanding their respective customers and marketing environments. Marketing and consumer culture scholars have also begun to adopt and integrate videographic and visual ethnographic approaches into their academic research (Belk and Kozinets 2005, Caldwell et al. 2010, Cherrier and Ponner 2010, Rabikowska 2011, Webster et al. 2010). And so, it would seem, that while marketing educators have long recognized the value of experiential learning approaches, they have been comparatively slow in capitalizing upon the potential benefits of experiential, video-based projects specifically.

The purpose of this session is to discuss the use of experiential, student video projects to teach consumer behavior, creativity, and qualitative research methods. We will present the design and mechanics of ongoing experiential video projects embedded within a consumer behavior course, as well as their integration with both a visual ethnographic study of consumer culture and library resources specifically designed for the course. After viewing examples of selected student video projects, all derived from fieldwork at farmers' markets within the community, we will discuss the challenges of design, implementation, and project assessment.

THE MARKETING BLOG COMPETITION – TAKING MARKETING BLOGGING TO THE NEXT LEVEL: AN INTEGRATED APPROACH OF TEACHING SOFT AND HARD SKILLS IN AN ONLINE MARKETING COURSE

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Abstract

Previous research has focused on the idea of implementing educational blogging in the marketing curriculum. For example, Kaplan, Piskin and Bol (2010) describe the adaption of blogging as part of a Marketing Management course. While the authors focus mainly on soft skills, including written communication and coherent expression, the question arises how technology can be integrated to teach students also relevant hard skills in the context of online marketing. This paper outlines a semester-long marketing blog competition, in which students had to (1) create and maintain a marketing blog and (2) apply a bundle of technological tools to analyze, manage and improve their blog performance based on key performance indicators. The project design, assessment criteria and student feedback will be discussed.

Introduction

As marketing educators we are faced with the challenge of equipping students with various professional competencies and preparing them "to be productive employees who can communicate effectively, work well in teams and (…) demonstrate content knowledge" (Parsons and Lepkowska-White 2009, p. 154). Academics have often been accused of emphasizing marketing theory instead of bridging the gap between theoretical marketing principles and 'real-world' practice (de los Santos and Jensen, 1985). As a result, several scholars have declared students being ill-prepared for a career in the marketing profession (Day 1979; Ostheimer 1977; Peters 1980). Others point out that "(…) the lecture format is not the most effective educational delivery mechanism, particularly in marketing" (Helms, Mayo and Baxter 2003, p. 18). Active learning methods are alternatively recommended in which students are empowered to think and learn for themselves (Johnson, Johnson and Smith 1991). Literature on education and learning advocates in particular experiential learning (e.g. Gremler et al. 2000; Navarro 2008) which refers to an interactive teaching style with new roles for teacher and students (Simpson and

Pham 2007). As employers increasingly expect that graduates also have advanced information-technology skills, marketing educators have adopted technology and the Internet as instructional media (c.f. Kaplan, Piskin and Bol 2010).

Course Context

The course titled *e-Marketing* (also referred to as Internet Marketing, Online Marketing) is an elective for the Marketing concentration at my institution. The objective is to introduce students to the Internet and other online and mobile technologies for marketing purposes, in particular the planning, design and execution of marketing strategies and programs. Since technology and the Internet are changing rapidly and new trends have been emerging (e.g. social media marketing, blog marketing, online public relations, etc.), I decided to integrate an innovative approach in the course for building and improving necessary marketing skills: The *Marketing Blog Competition* was comprised of an individual component (blog writing as part of small team of bloggers) as well as a group component (tracking and optimizing the team's blog performance). The idea of implementing educational blogging originated from an article in the Journal of Marketing Education by Kaplan, Piskin and Bol (2010) in which they describe the adaption of blogging as part of a Marketing Management course. While the authors focus mainly on soft skills, including written communication and coherent expression, I decided to add a second component, a group competition, in which students had to apply a bundle of technological tools to analyze, manage and improve their blog performance based on key performance indicators (KPIs).

Marketing Blog Competition

Project design

As part of this course teams of three students set up a marketing blog on the platform *Blogger.com* and posted several blog entries during the semester. After signing up an account, each team had to create a URL and blog name. Students needed to consider that the name could not be changed and that the URL would be permanent. Blog posts were allowed on any topic that was relevant to marketing and, in particular, online marketing. The syllabus included the following examples: advertising campaigns, TV commercials, new products, company acquisitions, a service experience, or changes in personal consumption preferences; however students were allowed to make their own suggestions. Students were told to focus on websites, ad campaigns such as display advertising, articles from other marketing bloggers, etc. In other words, virtually any topic did fit as long it exhibited a link to marketing theory or practice (c.f. Kaplan, Piskin and Bol 2010). In addition, each student was required to set up an account on *Google Reader*, a news reader, to manage blog subscriptions of all group blogs as well as five required marketing blogs (SearchEngineWatch, The Social Media Marketing Blog, Marketing Pilgrim, Online Marketing Blog and ProBlogger). Links to those blogs had to be added on each team's own blog site as well. In addition, teams were required to create an introductory post, which included a hyperlink to an outside resource (e.g. the University) and a second introductory post that explained the purpose of the blog, being a part of this course project. The *purpose* was twofold: First, students had to follow and read professional marketing blogs enhancing their marketing knowledge and critical thinking skills. Secondly, following each other blogs in class was supposed to engage students more meaningfully in this project.

Individual work requirements

Each student had to individually post a minimum of one blog entry every two weeks throughout the semester. The purpose was both to ensure a minimum number of writing assignments for the semester and to maintain a balance with other class projects and assignments. The timeframe also seemed appropriate to compare blogging frequency among teams. That is, teams were supposed to develop a schedule that would demonstrate a strategic approach of frequent updates. In addition to writing blog entries, everyone was required to comment at least twice on blog postings from the 'required blogs' as well as blog postings submitted by classmates, with thoughtful responses to the posted blog entries. Each student was also responsible for responding to the comments posted by classmates (and others who may have commented). If students commented on external blogs they had to provide the blog URL to me. Thus, there were a number of occasions for students to apply their skills of written communication and coherent expression.

Group competition

The second project component dealt with monitoring and improving blog performance. Each group had to create an account on *Google Analytics* to analyze their blog traffic over the semester. Students had to apply textbook and classroom material such as website and blog design, search engine optimization (SEO), web analytics, etc. For example, teams had to identify and monitor key metrics and then, on a weekly basis, submit Google Analytics reports (both in Excel and pdf). At the end of the semester, all teams had to prepare a presentation summarizing their blog strategy and content, the creativity of their blog design (that is, the number/type of widgets and plugins for sharing content on social media sites such as Facebook, Twitter, etc.), and the overall performance based on various KPIs such as pageviews, visits, unique visitors, average time on site, keywords and referrals. To make the project even more compelling, I created a competition. The team with the most successful blog at the end of the semester, based on my evaluation together with two external judges, received a certificate of accomplishment and a financial award (gift cards to be redeemed at the bookstore) from the Dean of the School of Business.

Project Assessment

At the beginning of the project, students were told that blog writing would be different from homework because all posts would become public and accessible online (Kaplan, Piskin and Bol 2010). Therefore, it was expected that students had to post well-structured arguments that clearly explain an issue relevant to marketing and which were in compliance with grammatical and spelling rules. Students were graded individually on:

- The quality of the posts (relevance of the entry to marketing, writing style, etc.),
- The frequency of the posts,
- The links provided within the posts,
- Presentation of material in their blog,
- Quality of commenting (responses to others, etc.).

Group grades were determined on overall blog performance which consisted of five criteria:

- *Blog structure*: choice of blog URL, use of meta tags, information about blog contributors, display of "about blog", use of widgets and plugins (e.g. "subscribe to" button, buttons to share on Facebook and Twitter, Facebook plugin),
- *Blog design*: overall layout of blog, aesthetics of blog site, use of background and colors, font type/size;
- *Blog strategy*: clarity of blog subjects, identified target audience, reliable frequency of blog posts, team contributions, integration with Facebook page (if available);
- *Blog content*: consistency of blog posts with blog strategy, marketing relevance of blog posts, number of spelling and writing errors, quantity and quality of links and videos incorporated in each blog post;
- *Key metrics and blog analytics*:

- *Based on Blogger Stats*: number of followers, total pageviews, highest number of pageviews in a month, highest pageviews per blog topic, referrals from Facebook and Google.com;
- *Based on Google Analytics*: visits since blog launch, average visits per day, total pageviews, unique visitors, average time on site, bounce rate, loyalty (percentage of 1 time visitors versus return visitors, traffic from search engines and referring sites, most popular keywords).

Table 1 summarizes the performance data of each blog (see end of paper).

The data shows that team 4 created the most successful blog over the semester. One of the judges summarized the performance based on the content strategy and the design: "Good interesting concept that I want/need to know more about. Good information. Worth reading. […] Simple design but it communicates and integrates well with the theme of the blog." The team achieved by far the highest number of total pageviews (according to statistics both from Blogger and Google Analytics), the highest number of pageviews per blog topic and the most referrals from Google.com. Based on the data from Google Analytics, the team also had highest number of unique visitors; more than three times compared to the next team (749 vs. 250). Bounce rates were mostly quite high across all teams (more than 60%). This was expected since the bounce rate is higher in general for blogs. Teams 5 and 6 are showing lower bounce rates; however, those teams did not manage to track data for the whole semester. Teams 1 and 4 also achieved to gain visits via popular keywords on search engines. For example, one student of team 4 was posting a story titled "Duped by a Teacup Pig" discussing how the website Koofers, a college study network, was using a picture of a teacup pig in miniature rain boots on Facebook to increase traffic. The keyword 'teacup pig' then led to 23 visits to the team's blog story. In conclusion, the panel of judges agreed that team 4 was the winner of this blog competition.

Student Feedback

At the end of the course I conducted a short online survey (based on Kaplan, Piskin and Bol 2010) to determine student satisfaction since formal course evaluations were not immediately available to me. Responses indicate that the course blog competition has been extremely successful.

Student comments to the question "What factors attracted you to the blog project? What did you like or enjoy?" include:

"I really liked writing about topics that I was interested in. It was fun to see that I was able to blog successfully, and know that I could do this again in the future."

"I liked how it was different than any other project I have done in college. It was interactive and really forced me to learn and apply the information in class to our client project."

"I enjoyed the hands on experience rather than listening to a lecture. I enjoyed learning how to blog and implementing SEO strategies."

"I enjoyed this blog project because it made it more relevant to real world business scenarios."

Student comments to the question "How did your participation in the blog project improve your knowledge about online marketing?" include:

"By using Google Analytics and Facebook marketing, I learned how to better promote myself and whatever I am engaged in the future. This exponentially improved my knowledge about online marketing, considering I knew nothing about online marketing."

"My participating in the blog, by having to read other blogs and it improved my knowledge of how companies use blogs for marketing for their business and how I can use this in the career world after I graduate."

"It improved my knowledge of SEO and how to use meta-tags in html. I really enjoyed learning how to implement Google Analytics and how to analyze it. Google Analytics was my favorite part!"

"It improved dramatically because it forced me to focus on materials from the readings and apply those learnings to the blog."

"It allowed me to learn more about Google Analytics and linking blogs to Social Media."

Conclusion

Based on the feedback, students seemed to have enjoyed this real-life project and have gained important learning outcomes of reflective and analytical thinking, written and oral communication, self-directed learning, teamwork dynamics, and the use of cutting-edge technology. 19 of 24 agreed or completely agreed that they improved their skills of using web technologies throughout the project, and that the project increased their attention to the course in general. 18 of 24 agreed or completely agreed that, as a learning experience, the project was more productive than listening to a lecture. Overall, this project demonstrates how marketing blogging can be integrated with web analytics as an innovative pedagogical tool to build and enhance students' soft skills and hard skills for real-world business scenarios in the context of online marketing.

Table 1: Comparison of blog performance

Blog Team	***Blog 1***	***Blog 2***	***Blog 3***	***Blog 4***	***Blog 5***	***Blog 6***	***Blog 7***	***Blog 8***
Blog Name	**Public Propaganda**	**Mobile Mkt and Tech.**	**Dream Team Analytics**	**Surviving Social Media Jungle**	**CHEERS!**	**Soft Drinks and Beauty Products**	**Selling Point: Commercial Explorers**	**They shoot, They score**
Blogger Stats								
Number of followers	13	10	9	11	9	9	8	8
Total pageviews	1395	433	477	2,142	764	555	430	259
Highest number of pageviews in a month	598	138	187	1,253	423	192	164	22
Highest pageviews per blog topic	96	21	25	265	113	19	63	22
Referrals from Facebook	302	1	63	17	217	13	59	60
Referrals from Google.com	58	32	29	627	18	47	45	59
Google Analytics Stats								
Visits since beginning	648	219	290	1,119	166	123	318	189
Avg visits per day	7.62	2.58	3.41	13.16	1.95	1.45	3.74	2.22
Total pageviews	1,339	508	689	1,527	481	537	713	525
Unique visitors	250	56	64	749	95	42	118	86
Avg time on site	03:15	03:00	04:07	01:04	01:57	06:12	05:16	02:58
Bounce rate	63%	65%	60%	68%	51%	21%	65%	69%
Loyalty: 1 times (%)	37%	25%	22%	67%	57%	34%	37%	44%
Traffic search engines	6%	11%	1%	5%	0%	2%	6%	8%
Traffic referring sites	75%	66%	96%	78%	93%	87%	87%	69%
Search/Keywords	37 visits via 26 keywords	25 visits via 11 keywords	4 visits via 6 keywords	59 visits via 23 keywords	0 visits	3 visits via 3 keywords	21 visits via 10 keywords	15 visits via 10 keywords

CREATIVE LEARNING IN THE MARKETING CLASSROOM: BUSINESS PRACTICE, COMPARATIVE ANALYSIS, AND STUDENT PERSONALITY TYPE

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Abstract

The purpose of the study is to identify the importance of creativity skills for students and practitioners, as well as measure student creativity. Our results support the fact that students and practitioners alike recognize creativity as significant skills for current business practice**.** The study did show that students ranked the importance of creativity skills higher than practitioners. Another key finding is that our business students have a relatively low creativity score. According to the Torrance Test of Creative Thinking, student fluency scores the ability to produce a large number of alternative ideas, is low in comparison to the Torrance norm. The findings support the idea that creativity skills can be learned and the study also compared the student creativity level with a student personality profile. Our research identifies that Explorers, as a type of personality, demonstrate a low creativity score and Negotiators show a relatively high creativity level. Furthermore, the authors offer recommendations for educators.

Introduction

In the Harvard Business Review, authors Amabile and Khaire (2008) declared that "American organizations could use a bigger dose of creativity." The same authors made the point that creativity is essential to entrepreneurship to get a new business started and also essential to sustain the best companies after they have reached global scale. To establish an overall understanding of creativity, we analyzed the differences between existing creativity theories, as well as definitions of creativity.

For the last decade, the creativity literature has had substantial growth in volume and scope, as well as methodological and theoretical sophistication (Hennessey and Amabile, 2010). A great deal of previous research has tried to answer the following questions: "What is creativity? What are the factors that affect creativity? Can creativity be taught?" One remarkable stream of research has been done by Paul E. Torrance. The Torrance Test of Creative Thinking (TTCT) is one of the most commonly used and well known tests of creativity. Many researchers have varied his methodologies to perpetuate their results (Torrance, 1990). Paul Torrance defines creativity as “*a process that involves sensing the gaps or disturbing the missing elements, hypotheses, communicating the results and possibly modifying and retesting these hypotheses.*” TTCT includes many different terms related to creativity with the most common being fluency, flexibility, and originality.

Fluency is acknowledged as the ability to produce a large number of alternative ideas (O’Neil and Drillings, 1994). To measure fluency, Torrance simply counts the number of answers a student has for the proposed question. Another way of looking at fluency is by selecting an object and trying to come up with as many different purposes and uses for the item as possible; the more uses thought up, the most fluent person is. Flexibility is defined as the ability to produce a variety of ideas or use of variety of approaches (O’Neil and Drillings, 1994). By the Torrance research, flexibility is presented as the different answers that person gives. In a way, answers can be similar, for instance "the boy caught the ball" as opposed to "the ball was caught by the boy." This representation is not flexible, because is it the same meaning. To determine flexibility, Torrance examines answers and sees how one answer varies from the other. Originality is defined as the ability to produce new, unusual, and innovative ideas (O’Neil and Drillings, 1994). The TTCT has a construct of common answers and methods to determine if one answer is defined for originality. The simplest way to identify originality is that it is an original thought, something that has not been thought of before.

Torrance’s extensive research which spans more than four decades, with over 2,000 research studies, allowed him to collect valuable data. Based on this data, Torrance developed the norms of creativity, including the average creativity score for age of 20 to 39 years old. Our research will use the TTCT, as a methodology, to measure business student creativity level.

Hypothesis 1: The creativity score for our business students will be close to the Torrance's Norms of creativity

Another creativity paradigm is the Guilford Model of the Structure of Intellect, which used similar terms that Torrance created. The Torrance model was solely for educational purposes while Guilford’s model was difficult to apply in educational and training sessions. The Guilford Model (Table 1) follows eight abilities in the definition of creativity: sensitivity to problems, fluency, novel ideas, flexibility, synthesizing, analyzing, complexity, and evaluation (Guilford, 1968).

Table 1. Guilford's "Structure of Intellect" Primary Abilities

Ability	Description
Sensitivity to problem	See problems which are not seen by noncreative people
Fluency	Produce large numbers of ideas
Novel idea	Have unusual ideas
Flexibility	Use a variety of approaches
Synthesizing	Organize their idea into large and more inclusive ones
Analyzing	Break down "symbolic structure" to build a new ones
Complexity	Can work with a number of interrelated ideas
Evaluation	Easily define the values of new ideas

Our study shows that Torrance terms and ideas correlated with Guilford's Structure of Intellect concept. For instance, sensitivity to problems is present in both models, as well as fluency and flexibility. Another author defined creativity as "*a combination of flexibility, originality and sensitivity to ideas which enables the thinker to break away from usual sequences of thought into different and productive sequences, the result of which gives satisfaction to himself and possibly to others*" (Jones, 1972). Creativity is not a rare commodity and everyone has creative ability to some degree. In addition to the definition of creativity, other studies have identified various levels of creativity. According to the Taylor study (1959), there are five levels of the creativity: expressive (nearly everyone participates in this level), productive, inventive, innovative, and emergentative (the highest and rare level of creativity). The same study shows that most college students successfully move through the first two levels and, with effective teaching and satisfactory motivation, can enter the third stage of the inventive.

Hypothesis 2: Students and practitioners will recognize creativity as a significant character trait for current business practice

Ability to Learn Creative Skills

The 60s and 70s have seen an evolution in theories of creativity and creative-problem solving. Today's universities are facing enormous challenges as they strive to actually implement creativity concepts into the education process. Inattention to creativity in pedagogical research is surprising in light of the importance of creativity in the popular press and academic journals. Recent studies of creative skills and how to develop these skills through education supports that student creativity has been developed by education and extended through education (Bleedorn, 2003; Darling-Hammond, 2009; McIntyre et al., 2003; McCorkle et al., 2007; Ramocki, 2006;). Further study is needed on the role of business schools and marketing professors in preparing students to be more creative.

Hypothesis 3: Creativity skills can be gained by learning

Personality Profile and Creative Skills

To continue to understand a relationship between creativity and other factors, this study compares student creativity level with student personality profile. To identify the student personality profile we used the Helen Fisher Personality Profile methodology. Based on Fisher's paradigm, there are four scales that need to be completed, each scale has 14 statements on a Likert scale - strongly disagree to strongly agree. Each answer has a point value and each scale gauges a different personality type. The scale with the highest score is the participant's predominant personality type. The personality scales are as follows: scale one measures one's abilities as an Explorer, scale two measures ability as a Builder, scale three measures Director abilities and scale four measures ability to Negotiate. Explorers are individuals who have goal-oriented, impulsive, creative, curious, and adventurous characteristics. Builders are individuals who are detail-oriented, social, self-confident, and loyal. Those who score high on the Director score are analytical, yearn to succeed, and resourceful. Negotiators have imaginative, theoretical, emotionally expressive, and intuitive characteristics. In our case we focus on Explorer as a personality type which should be more creative in comparison to other personality types.

Hypothesis 4: Explorer, as personality type, has a higher creativity score than other personality types.

Methodology and Results

The first part of the study is to understand, from both business professionals' and students' view, which creative characteristics are perceived as significant for current business practice. To collect the feedback regarding the importance of various character traits for a business professional today, we developed a survey which includes 10 character traits. Participants rated items on 7-point Likert-type scale, where 1= extremely unimportant and 7= extremely important.

A total of 74 completed student surveys were analyzed for this study and the data were collected from a convenience sample of 55 business practitioners: product and project managers in various medium and large corporations. Results of the student and practitioner preference are present in Table 2.

The results supported Hypothesis 2 that students and practitioners recognize the *creativity skill* as a significant character trait for current business practice**.** In addition, the study compared the student perceptions to the practitioner perceptions. Findings suggest that students ranked the importance of creativity skills higher than practitioners. At the same time, both groups identified the characteristic of *Dependable* as a number one character trait for current business practice. The results show that *dependable, honesty, ethical, and listens* are the most significant character traits for practitioners. However, students considered that the most important traits are *dependable, responsible, honesty, and listens*. Interestingly, the study identified a good correlation between opinions of the two groups.

Table 2. Meanings of the character traits for students and practitioners

Character Traits	Mean* (rank)	
	Practitioners	Students
Cooperative	5.95 (5)	5.80 (5)
Compassion	4.64 (8)	4.76 (8)
Creative	**5.64 (6)**	**5.88 (4)**

Dependable	6.38	(1)	6.30	(1)
Ethical	6.25	(2)	5.80	(5)
Honesty	6.25	(2)	6.07	(3)
Listens	6.38	(1)	6.07	(3)
Open-minded	6.17	(4)	5.88	(4)
Responsible	6.18	(3)	6.25	(2)
Risk taking	5.42	(7)	5.12	(7)

* 7-point scale, 1= extremely unimportant to 7= extremely important

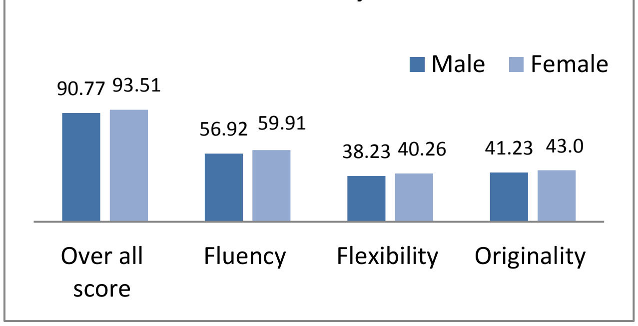


Figure 1. Average creativity score and creative ability scores

Next, we tested the Hypothesis 1. We measured student creativity level by using the Torrance Test of Creative Thinking (TTCT). Torrance methodology, “Thinking creatively with words,” includes six activities for the student, each designed to tap different aspects of creative functioning: asking questions, guessing causes, guessing consequences, product improvement, unusual uses of cardboard boxes, and just juxtaposed activities. TTCT also emphasizes the three dimensions of creative thinking: fluency, flexibility, and originality (Torrance Tests of Creative Thinking by E. Paul Torrance, 1990). The study used the same sample of 74 undergraduate business students from a western U.S. university from marketing and other business majors. The respondent characteristics were 53% male, average age of 22 years old and senior or junior class standing. Results of our study indicate the average creativity score for students was 92.1, which is somewhat low in comparison to the average standard score of 102.0 by the Torrance norms (Torrance Tests of Creative Thinking by E. Paul Torrance, 1990). As a result of this, Hypothesis 1 is not supported since the creativity score for business students is lower than Torrance's average creativity score. At the same time, the student flexibility and originality scores are similar to the average scores of flexibility and originality for the Torrance norms. The study also indicates that the student fluency score, as the ability to produce a large number of alternative ideas, is very low (58.4), compared to the Torrance norm of 81.8. Interestingly, Silvia research (2008) found that fluency significantly predicted person’s intelligence. This raises a concern about business student creative skills. However, the study did not indicate differences between male and female creativity scores.

The study also considered the relationship between personality type and creativity. In previous studies, personality affects creativity and in turn creativity affects personality. The four types of personality derived from the Helen Fisher personality profile test included: Explorer, Builder, Director, and Negotiator. From the 74 student respondents 70% were either Builder or Explorer. This is a very interesting fact, because according to the Helen Fisher personality profile descriptions the Explorer is more impulsive, creative, curious, and adventurous compared to the other personality profiles of Builder, Director, and Negotiator. Our sample has 37% Explorers, which according to the Fisher concept, should indicate a high average creativity score. However, Figure 2 shows the opposite results and Explorer has a lower creativity score than the other two personality types: Builder and Negotiator. Thus, there is no support for Hypothesis 4. Based on previous research, it was hypothesized that Builders' natural drive to create and build new, unique things would lead a higher creativity score.

Figure 2. Average creativity scores by personality types

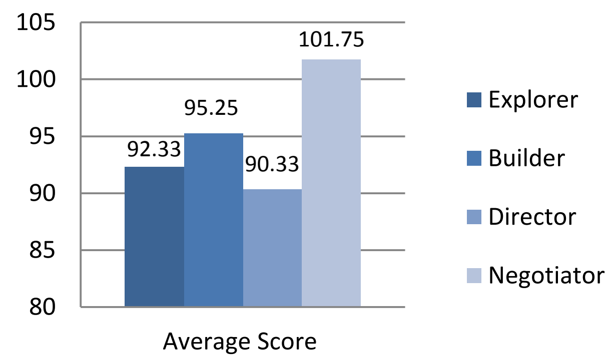
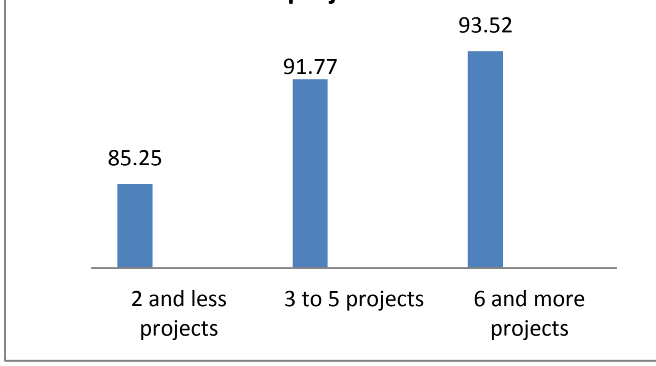


Figure 3. Average creativity score by the number of the completed creative projects



This is also not the case. In fact, Negotiators scored the highest in creativity, with an average score of 101.75. Builders came in second with an average creativity score of 95.25. Directors had the lowest score of 90.33 with an 11.42 point gap between the bottom and top personality performance. Our study also supports a greater disparity between personality type and creativity score than between gender and creativity score.

To test the Hypothesis 3, we asked students how many creative projects they completed in classes during the time they have attended college. Figure 3 shows the results of the test of Hypothesis 3. The results support the notion that creativity skills can be gained by learning through course materials and projects. The creativity score is high (93.52) in students who completed 6 and more creative projects compared to students who worked on 2 and less creative projects (85.25).

Discussion and Recommendations

The primary results of this research are that students and practitioners recognize the creativity skill as a significant character trait for current business practice. More specifically**,** students ranked the importance of creativity skills higher than practitioners and the study identified a good correlation between opinions of the two groups regarding the importance of the other character traits. This importance was noted by the previous research (Amabile, 1996;

Hennessey et. al., 2010; McCorkle et. al., 2008). Out of 42 character traits in the Heiser and Frontczak (2002) study, creativity was ranked 27th. The results indicate that students do seem to understand that creativity skills help them to pursue a business career. On other hand, educators should give students the opportunity to develop or gain creative skills during their academic career.

Another relevant finding is that our business students have a relatively low creativity score. The results of this study provide evidence that marketing educators need to engage in serious dialogue on the importance of student creative skills. Students also demonstrate a low fluency score, the ability to produce a large number of alternative ideas. To stimulate this creative ability, educators should convince students to: provide their opinions, critically think, think in new ways, be concerned about a problem, and be willing to take risks.

Also, our finding supports the previous research that creativity skills can be improved by learning. Our study notes the high creativity score in students who have completed 6 and more creative projects in classes.

To increase student creative skills by learning, educators should:

- Motivate students with intellectual challenge (Amabile and Khaire, 2008; Chonko, 2004)
- Identify the student personality type using the Helen Fisher Personality profile or other test, to recognize student strengths and use these to develop creative ability, such as a fluency, originality, and flexibility
- Allow students to pursue their passions (Amabile and Khaire, 2008), allow students to learn in their preferred way (Torrance, 1971)
- Enhance diversity by organizing teams with different student backgrounds and experiences to work together (Darling-Hammond, 2009); give students diverse experiences though a variety of research, projects, opinions, and other academic activities (Gardner, 2009)
- Grant as much student independence as possible, because creative individuals have displayed a good deal of self-sufficiency, self-initiated and task-oriented behavior (Amabile, 1996; Jones, 1972)

- Be an appreciative audience and listener of what students say. Reward student creativity (McCorkle, 2007)

It is important to note that the present study is preliminary research and has a number of limitations. First, we need a greater exploration of the relationships between personality type and creativity. Future research may want to expand our sample size and further explore the issue to measure student creativity level by using different creativity tests. Furthermore, it would be necessary to compare student creativity in variety marketing courses, as well as educational level.

THE SILENT AUCTION AS AN IN-CLASS MARKETING APPLICATION

Brian Vander Schee, Aurora University

The five characteristics that influence new product rate of adoption are routinely covered in the Principles of Marketing course. More specifically the characteristics associated with relative advantage, compatibility, complexity, divisibility, and communicability may not capture interest or engagement among students, particularly those who take the course as a graduation requirement. Thus a silent auction adaptation was developed to address the lack of participation and understanding. Assessment (n = 279) of the activity demonstrated that the silent auction activity (*Bidding for Buyers*) increased class participation, concept understanding, and motivation to learn compared to a tradition lecture covering the same material.

Students made clear connections between new product characteristics and consumer rate of adoption. The in-class experience provided a non-threatening environment where everyone could benefit from the explanations students made with each other in teams and then in the debriefing session with the class as a whole. Having seven teams competing provided an incentive for students to try their best and to really understand the concepts such that they could make ready application. Social loafing, which is a common challenge in group work was also minimized in that the group exercise only lasted for one class period and prizes were provided as an incentive.

Reflecting in the debriefing session how the game could be modified to make the setting more realistic for other adopter categories such as innovators or laggards also solidified how new or modified product characteristics vary depending on the target segment. Overall the relaxed, yet competitive atmosphere provided a fun classroom environment to enthuse and engage students in the learning process.

DO THEY REALLY LIKE MARKETING ON FACEBOOK?

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Abstract

Facebook has become the leading social media site and using it to connect with Marketing learners has an intuitive positive feel. This paper considers the early and ongoing use of Facebook in my three classes of Introductory Marketing at a 2-year college. Results of use are positive, with more than 50% of students "Liking" the fan page. Results of increased engagement are not so positive. Looking out at a phalanx of laptop screen covers during a class causes one to pause and consider, are the learners listening, engaging, or updating their profile (or some other non-related multi-tasking activity)? Although a considerable amount of thought and energy goes into making a lecture interesting, engagement can be difficult. In the fall of 2011, an experiment with social media was undertaken with the three Introduction to Marketing 1 classes that I teach. The thinking was that it might create a new pathway not only for engagement, but potentially offer improved communication.

Introduction

Social media sites have jostled for lead position over the past several years. In 2007, MySpace was the leader in social media and was the focus of thinking of how to use this product for marketing purposes (Schultz, 2007). It seems as if concurrently, Facebook rose to surpass MySpace as the leader, surpassing MySpace shortly thereafter (Sago, 2010). As Facebook spread campus to campus, country to country, and finally opened to any and all users, it has become the lead player in the social media arena (Sago).

Some uses of social networking methods have been demonstrated by both United States Presidential candidates in 2008. It was estimated that the Obama campaign alone had sent out a billion e-mails to the listing of over 13 million addresses collected (Powell and Richmond, 2011).

That students are using Facebook is obvious given the estimated users in several studies (Barnes & Mattson (2009); Karl, Peluchette, and Schlaegel (2010); Saber and Foster (2011)). That instructors may want to use social media, is a progression that might make sense. Connecting the two creates a number of challenges. Firstly, there has always been a feeling that the technology cost must be acceptable to all students (Ovadia and White (2010), Saber and Foster (2011), Skiba (2011)). Secondly, there are some difficulties with the consideration of policing the use of laptops in a classroom environment (Saber & Foster, 2011). Thirdly, the way that student use Facebook may not be the way faculty members want them to use Facebook, there are opportunities for embarrassment for both parties (Karl, Peluchette, & Schlaegel, 2010). Finally, not all faculty members are comfortable with new technologies, and some may not want to engage in an exercise such as using Facebook (Gainey, Anderson, & Rooks, 2010).

But, I wondered, what if I tried an experiment using Facebook, but only with my classes? I had used Facebook for several years, I could create a 'fan page" and see the effects. This thinking lead to two questions:

H1: Would students who accessed a course based Facebook site find value in doing so?

H2: Would it increase the engagement, either on the Facebook page, or in class?

Method

Before the start of classes in the Fall of 2011, I set up a Facebook fan page for my Marketing 1 classes. I did not differentiate between my two sections of Business Administration and one section of Business Administration – Integrated, there was only one page. During my first lecture I mentioned that there was a fan page available and invited them to join. I continued to invite students to join for the two weeks of classes. During this time, I posted some useful information – the course Connect Site (a textbook publisher support page), ways to meet with me, and tried to engage students in some conversations about new television programs and commercials that might be interesting. Over time, I continued to mention that new information had been posted to the Facebook page and invited them to look it up.

At the midterm evaluation I asked some specific questions surrounding the Facebook page and the textbook, but not enough to gain any insight into how students were using the page, or not.

I received weekly updates from Facebook about number of total and new "Likes", post views and feedback. From this I could track, globally, a weekly pattern of use. Each individual posting also gave feedback as to number of viewings and any feedback. I also asked students periodically if they were looking at the page.

Results

To date, the first semester of use by the fan page is ongoing. Out of my 84 students, 44 have signed on the page – more than 52%, and there have been close to 2800 views of different postings. Unfortunately, the number of actual comments has been very low – just a few comments to some postings. There have been several "Likes", but these are not truly interactive. Through the use of the page, I was able to help one student get logged into her Connect page more quickly using virtual instant messaging. I have asked students on several occasions if they are using the page, some have indicated that they are. When asked about feedback, the over-all impression was that they are using it more as an information depository, rather than an engagement space.

As such, I might posit that H1 is being met – namely, that learners are using and finding value in having access to a Facebook page for a marketing course. I would posit that H2 is not being met, there is little difference in engagement, either on the page, nor an obvious increase in class participation.

Shortcomings

Clearly, "this plane is being built in the air". The term is still not complete and as a result, all data are incomplete. I am hoping that by the end of the term, I will be able to more thoroughly collect some data from my classes and be able to report then.

Conclusions

The idea of using Facebook to better connect with students has an intuitive positive feel to it. So far, I would suggest that there are benefits, but as of this writing, they are somewhat limited. Perhaps, a good way of thinking about Facebook is that it is another tool to be used to connect with learners, not necessarily the best way.

References Available Upon Request

CONSUMING MARKETING IN A STRATEGIC WAY: SOCIAL MEDIA, CURRICULUM DESIGN AND PRACTICAL IMPLEMENTATION IN THE CLASSROOM

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Abstract

This study aims to unravel the often tangled relationship between teaching and active learning through applied strategic development and promotion for nonprofit organizations. In this course mock organizations are presented to participants. Participants are charged with development and implementation of innovative promotional strategies that engage *real* consumers solely through social media channels. Each developmental segment of the task is plotted via online channels and measurement of effectiveness is evaluated via ability to capture and increase awareness of the nonprofit organization. Schulman's (2005)" Signature" approach is influential in the pedagogy used for this course. Scholarly articles/ books, industry/ trend periodicals and course lectures are used as underpinning instructional tools, while interactive components including: Blogging, Twitter and Facebook were used as interactive and supplemental teaching components.

Introduction

While much research has been done on technology in the classroom, little research has been done to examine the use of social media as a primary teaching tool in an intensive format (7-week course) classroom setting. The use of "Backward Design" as introduced by Wiggins and McTigh (2005) examines teachers as designers and argues that the essential act of our profession [as teachers] is the design of curriculum and learning experiences to meet specified purposes […] the design of classroom curriculum thus begins with the end in mind (2005). The intricate process of curriculum development is a practice that necessitates clear purpose and intention with a drive to execute and a willingness to step outside of conventional pedagogical norms.

> *To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now, so that the steps you take are always in the right direction* (Covey, 1989).

Traditional curriculum development embraced lecture, textbook and exam layout for teaching and assessment. Although this design was, and arguably still is, conducive to efficient classroom instruction, students have evolved technologically and it is imperative that educators modify teaching techniques in a way that keeps pace with the wants, needs, and desires of the student.

New technology has provided the luxury of convenience and although this convenience does come at some cost- if used correctly, one is able to navigate through and meet the social, professional and personal commitments of their everyday lives. Popular social media channels such as Facebook, Linkedin, Myspace and Youtube, are amongst countless other networking sites that are available to consumers. These social networking platforms have evolved into not only networking communities for users of all ages but also into online communities seen by many users as a venue for making friends.

With the classroom seen as a community in and of itself, it is reasonable to assert that it serves as an attractive setting for the implementation of a social media oriented learning community. Specifically, the current paper examines the curation of social media, technology and textbook instruction as primary tools used in an intensive learning environment.

The objectives and desired outcomes of this study were to:

<u>Objective 1</u>: Promote active learning via use of social media platforms

Desired Outcome(s):

- Introduce participants to non-traditional ways of thinking
- Increase awareness and support of nonprofit organization via use of social media channels as primary tools for communication

<u>Objective 2</u>: Demonstrate understanding of theoretical concepts learned in class through practical design and implementation

Desired Outcome:

- Develop electronic portfolio that actively demonstrates understanding of business strategy, advertising and social media

Explanation of Study

The standards of modern promotion require the ability to understand and relate to various consumer markets via active use of modern networking tools such as Facebook, Twitter and Blogs. Demonstrating (teaching) and understanding (learning) the importance and capabilities of these tools can best be done through applied task. Bell Hooks (2003) has suggested that teaching from a standpoint that is aimed at liberating the minds of our students rather than indoctrinating them into traditional standards is essential in classroom pedagogy. For individuals preparing for careers in the 21st century, having the ability to adapt to quickly changing consumer desires is necessary. Implicitly or explicitly, faculty want students to learn more than basic content; we want them to understand and practice disciplinary ways of thinking (McIetyre 2008,Chick, 2009, Schultz et. al, 2010, Scott 2010) and in order to provide students with the tools needed to achieve this, Lee Shulman (2005) proposes that the adaptation of *Signature pedagogy* is helpful. According to Shulman, *Signature pedagogy* must be distinctive in the profession, pervasive in the curriculum and found across institutions of teachers. It is only through this type of learning will students have the opportunity to develop the skills needed to succeed in industry.

When assessing the liner progression of traditional to innovative pedagogical styles, Wiggins and McTighe (2005) assessment of *Backwards Design* has been influential in providing an objective viewpoint on development of varied teaching approaches; as *Backward Design* promotes the conceptual understanding of course objectives and measurable learning effectiveness. By designing a clear blueprint of expected learning outcomes, the instructor thus develops core values and expectations as it applies to discipline (2005) allowing for clarity in charting objectives and effectiveness.

The pedagogical approach used for the course concentrated primarily on the use of social media as foundational tools in nonprofit business development and design. In this study two mock agencies are presented to participants. Participants are charged with development and implementation of innovative promotional strategies that engage *real* consumers solely through social media channels. The pedagogy for this course utilized scholarly articles/ books, industry/ trend periodicals and course lectures as underpinning instructional tools, while interactive components including; blogging, Twitter and Facebook were used as interactive and supplemental teaching components. No textbook was required for the course.

Building off of both Shulman (2005) and Wiggins & McTighe (1999 & 2005) this course aimed to incorporate both objective course outcomes with pervasive curriculum content that mirrors industry expectations. This intensive 7-week initiative required participants to demonstrate understanding of course components through practical application of concepts presented each week. A group of 16 participants were divided into four agencies and assigned a mock nonprofit organization. Groups individually developed a collection of tangible resources that were used to support strategic decisions, including advertising, target market, effectiveness of message, etc. McIetyre (2008) suggest that portfolio development allows for reflective assessment of learned outcomes thus providing students with tangible reflection tools. In the current study, these *tangible* items served as a component of the company's final organization and development portfolio. Further measurements of message effectiveness and increased awareness of the brand is evaluated based on agency ability to generate a significant following on Twitter and Facebook, as well as engage consumers through blogging and other socially motivated forms of media.

It is important to note that all participants included a statement on each of the agency websites and supplemental social platforms, informing users that the information communicated within these sites were for "educational and instructional use only." When evaluating Facebook's *Community Standards* regarding account types, it is noted that:

> *Facebook is a community where real people connect and share using their real identities. When you represent yourself accurately on Facebook you are helping to build trust and safety for everyone. Claiming to be someone else, creating multiple accounts, or falsely representing an organization undermines this trust and violates our terms. Please also refrain from publishing other people's personal information.* (Identity and Privacy, Facebook 2012)

All student participants adhered to these standards and clearly identified themselves via use of their real names and organization/ university affiliation.

Method

A group of 16 participants were divided into four agencies and assigned a mock nonprofit organization. Groups individually developed a collection of tangible resources that were used to support strategic decisions, including advertising, target market, effectiveness of message, etc. Agencies were comprised of 5-7 non-profit organizations. Each agency was charged with the development and implementation of innovative promotional strategies that engage *real* consumers solely through social media channels. An agency blog, website (basic set-up) and Facebook page were designed during the first week of the 7-week term and each medium implemented by agencies incorporated a disclaimer stating that the information posted within was for educational purposes only. Participants were not allowed to accept donations for their non-profit organizations, yet they were encouraged to educate consumers on their individual organizations. All participants were responsible for creating a following on each of the social platforms used by their individual agencies (Facebook, Twitter, Blogger) and maintenance of each social media tool was overseen my agency leaders. Appendices A- E illustrates two sample non-profit organization websites and blog post entries that were developed by participants.

Results and Discussion

A key premise of the pedagogy utilized for this course is that applied application of concepts learned in an intensive learning format (7-week session) is conducive to building upon the understanding of concepts already familiar to students upon entrance to the course and further; allows for an increased understanding of new concepts introduced within the course. This research did not aim to analyze the number of followers/ friends or web hits an agency could generate but rather to examine the relevance of use with regard to social media as a supplemental teaching tool. In this section we discuss relevant themes that emerged during the study, as it applies to social media implementation within an intensive style course. We will also examine the contribution of the study to current pedagogical literature as it applies to social media and fostering innovation and creativity in the classroom. The following themes were observed during this research.

Active Learning and Social Media

Active learning is operationally defined by the author of this paper as a style of learning that requires consistent practical application of concepts introduced to the student within a learning environment. The promotion of active learning was fostered by means of team oriented assignments/ activities, as well as the development and implementation of individual strategic branding initiatives for each non-profit organization.

Blogging and Consumer Chat

Students were charged with development and maintenance of a Blogging site for each agency and team leaders were responsible for ensuring that all agency members posted to the agency blog site, weekly. The weekly blogging exercise was instrumental in allowing for students to maintain a less formal line of communication between the consumer and the nonprofit organization. Each posting was informative in nature with a goal of blending socially oriented information. For example, one agency post may explore “The top 5 reasons to support your local animal shelter” while also outlining the statistics for homeless pets in the United States in 2010. Each weekly post was also required to highlight an element of discussion as it applied to the course concepts for each respective week. *The Go-giver (*Burg and Mann, 2009), a supplemental course reading that was used throughout the course in order to provide students with an understanding for the ethical importance of business strategy. This text also served as a focal point for many of the blog post written by each agency. Topics including, but not limited to, *Authenticity, Influence and Value* served as points for discussion and development of strategic initiatives of each agency.

Teams also design organizational websites. Websites provided online participants with a source for learning more about the organization and its mission. Teams designed each website via use of a free program call Wix and updated information over the course of the 7-week term. The agency website and blogging post ultimately served as student portfolios, as these sites demonstrated understanding of how to design and implement a preliminary marketing strategy for a non-profit organization.

Engaging Consumers

Development of websites and social media platforms for each agency was completed during the first two weeks of the course. Students were then required to implement strategies that would engage real consumers via use social media platforms such as facebook, blog post and via the organization website. Each agency was instructed to send out e-mails with links to their organization webpage and Facebook page to friends and family and request that they distribute to people on their e-mail list. In doing so, students would be able to create awareness about their organization. As mentioned earlier, all promotional material (online and print) incorporated a statement notifying the viewer that the organizations were a part of a course and were being used for educational purposes only.

This aspect of the assignment proved to be the most challenging, as although each organization focused on real cause (i.e., healthcare, afterschool activities for youth, pet health, etc…) students were attempting to promote an organization that was fictional in nature. The use of Facebook proved to be the most successful in raising awareness, as much of the discussion on that platform centered on the mission of the organization and simply raising awareness and not as much on trying to urge a potential customer to move to action. Organizational websites were also instrumental in raising awareness on the cause presented by each organization. Students incorporated a contact us page on organization websites that allowed for visitors to submit comments which further allowed for them to not only keep track of the traffic on their websites, but also to get an idea of what real consumers think and feel about the cause of the organization. The themes that emerged from customer feedback, over the term, show that consumers were more comfortable with participating via the organizational website and Facebook. Website and blog interaction were measured based on number of website hits, and consumer feedback submitted via the organization website, while Facebook and Twitter interaction was plotted based on number of friends/ followers participating with the agency Facebook page.

Understanding Through Practical Design

For the course students are assigned a pre-assignment that is to be completed prior to the first class session. For this assignment students were asked to consider and discuss something that they were passionate about. They were then asked to build off of this passion by developing a blueprint for a non-profit organization that would allow for them to explore their passion. This blueprint necessitated the incorporation of a mission statement, code of ethics, the goals and objectives of the organization as well as an organization name and logo. The first two class session focused on culture and diversity of business and examined the art of targeting and positioning. Although the topics are foundational in nature, it is important that the student understands the complexities than can potentially arise if an organization miscalculates, misreads or at worst, offends their desired audience with the organizations intended message. The student's ability to understand how strategic positioning of a company/ organization was facilitated by their ability to recognize potential target audiences for the organization introduced within the pre-assignment. The blueprint of their proposed organization allowed for motive and intention with regards to understanding the overarching concepts being introduced in the classroom as well as allowed for them to add a bit of personal expression to the assignment.

The idea that people behave differently if they are doing something that has relevance to them personally is not terribly surprising to anyone who has ever had both a job and a hobby, as human motivation is based off of the simple idea of stimulus- adding any reward to an existing activity will make them want to do more of it [the activity] (Shirky, 2010). The pre-assignment allowed for a non-traditional way for students to learn about the foundational constructs of marketing strategy. This assignment was also an introduction to the culture of the class, as all assignments submitted during the term allowed for personalization of the message being conveyed and active consideration of the consumers that were receiving those messages.

Conclusion

Shirky (2010) noted that knowledge is the most combinable thing we humans have, but taking advantage of it requires special conditions. Those conditions can be as simple as providing directions to a person when they are lost or as complex as a doctor conducting research to further their understanding of the benefits of a new medication. In both instances, although very different, one human is serving as an instrument to facilitate progress. When we translate this “service” to the classroom, social media has allowed for educators to add another tool to the toolbox of teaching and learning, as when used efficiently, educators are constructing a creative and successful learning environment for students. The social media initiative implemented in this course pull from the foundational blueprint of traditional pedagogy such as Schlman (2005) and Hooks (2003) and incorporates a new cognitive challenge for students.

INTEGRATED MARKETING COMMUNICATIONS USING SOCIAL NETWORKS: HOW PREPARED ARE OUR STUDENTS?

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Abstract

Recent articles have called for the integration of social networking media in the marketing and advertising curricula (Cronin, 2011; Granitz & Koernig, 2010). The internet has not only transformed the way people in the United States and around the world communicate, it has revolutionized the way businesses communicate with potential customers. According to a recent article in the McKinsey Quarterly, "today's more empowered, critical, demanding, and price-sensitive customers are turning in ever-growing numbers to social networks, blogs, online review forums, and other channels to quench their thirst for objective advice about products and to identify brands that seem to care about forming relationships with them" (French, LaBerge, & Magill, 2011). As a result of the increasing realization that the way of communicating with consumers is becoming more interactive, over 80% of companies with 100 or more employees expect to use social media in 2011, up from 73% in 2010, and 42% in 2008 (Williamson 2010).

This study is focused on understanding student usage of social media and student attitudes about social media as part of the promotion mix. While there is a great deal of information about the usage of Facebook and Twitter among young adults, there is little information on the use of other social media such as Tumblr, Tagged, online gaming communities, etc. There is also little information about the level of expertise or sophistication of students with social media. Do they post content and videos on other social media besides Facebook? Do they write product reviews? Do they follow companies on the web to receive information about specials? Finally, what are student attitudes about the effectiveness of social media? Do they believe they already know enough, or are they interested in learning more?

The 162 students in our sample were enrolled in marketing courses at two different universities. Although there is a public perception that millennial students are savvy in the use of social media, this research found that their social media experiences are for the most part limited to communicating with friends through Facebook. However, most students recognize the

importance of social networking tools for business communications and are eager to learn how to use them. The research examines differences between marketing majors and other majors, as well as differences between students at the two universities.

References Available Upon Request.

DESIGNING MARKETING TEXTBOOKS FOR STUDENTS IN THE AGE OF INFORMATION

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Abstract

Textbooks remain a central aspect of marketing education. Solomon's Consumer Behavior and Kotler and Associates' marketing management textbooks are standard issues in marketing courses, and organize a large body of marketing knowledge into a single compilation. Textbooks are designed to be students' primary source of information, and students can understand core concepts by reading the textbook, without having to consult alternative sources (Garner, Alexander, Gillingham, Kulikowich, & Brown, 1991).

Introduction

There is evidence that students no longer regard marketing textbooks as primary educational resources. Researchers report an overall decline in reading compliance amongst students (Burchfield & Sappington, 2000). One study found that only 27% of students read textbooks on a regular basis (Clump, Bauer, & Bradley, 2004). Reading compliance drops even further when there are no assignments or tests attached to the reading. In certain instances, students do not purchase textbooks for courses (Sappington, Kinsey & Munsayac, 2002).

There are several explanations for low reading compliance. One perspective holds that contemporary students, dubbed "millennials," grew up with digital media and avoid traditional formats, such as printed textbooks (Tapscott, 2009). Additionally, millennials (versus previous generations) have shorter attention spans, a penchant to multi-task, and consume digital resources as alternates to textbooks (Howe & Strauss, 2000). Other reasons for low textbook use could also include lack of perceived value and price sensitivities (Podelefsky & Finkelstein 2006).

To market to millennials, publishers augment existing textbook offerings with digital accompaniments such as e-books, online course labs (e.g. MyMarketingLab), and CD/DVD-ROMs. These product offerings are not purely capitalistic; there is an altruistic aspect to digital formats. Research shows that the incorporation of interactive media in course preparation improves students' performance and soft communication skills (Kaplan, Piskin & Bol, 2010;

Stelzer, Galdding, Mestre, & Brookes, 2009). Students are more likely to adopt digital formats if motivated by instructors.

The premise of this research is that textbooks are still vital to marketing education. However, textbooks in their current forms do not fit students' flow of study, resulting in low reading compliance. In designing textbooks that deliver value to students, publishers need to re-evaluate the textbook's role in students' course preparation. This research will adopt a user-centered design approach to textbook redesign (Rosenthal & Capper, 2006). Based on study patterns of students, implications will be directed on how publishers, instructors and designers can re-design marketing textbooks to better meet the needs of students. The research questions in this paper include: 1) what is the role of the textbook in students' course preparations, 2) how do students use digital accompaniments, 3) what are students' preferred study practices, and based on these findings, 4) how can publishers redesign textbooks that deliver value to contemporary students.

To investigate these questions, the researcher embarked on a qualitative methodology. The researcher recruited eight undergraduate marketing students through purposive sampling. Two criteria were used to select participants: students had to have used textbooks in course preparations and must have had experience with digital formats. The main mode of data collection was long, semi-structured interviews lasting between 40 to 90 minutes (McCracken, 1988). Interview sessions started with grand tour questions, while subsequent questions focused on the role of textbooks in students' lives, impressions of digital accompaniments, their study habits, and the resources they used to succeed in course assignments and exams. Interviews were transcribed and subjected to the iterative stages of grounded theory data analysis (Strauss & Corbin, 2008).

The results reveal important insights into the role of textbooks in students' lives, and student study practices. First, students use textbooks as a "secondary source" to reference marketing concepts. Students prefer to skim for key points in the textbook that they subsequently insert into assignments and notes; they do not read the full narratives. Furthermore, student usage of textbooks is characterized by a pulsing pattern that spikes at the beginning of the semester and the periods before a midterm; they do not regularly interact with the textbook.

Second, there is limited evidence that students use digital accompaniments, such as e-books, online labs or CD/DVD-ROMs. Students reported that digital formats require too much time to access, such as loading a CD or logging into an online lab. Additionally, digital formats forced students to spend even more time sitting in front of a computer monitor. Finally, while digital formats are designed to be portable, many students do not feel comfortable taking their laptops and e-readers to the beach or on vacation because their electronic equipment may get sullied.

Third, the empirical investigation unpacks students' preferred study practices. Today's students are bricoleur learners, who reference marketing concepts from multiple sources including, but not limited to, PowerPoint slides, textbooks, lectures, Google, and fellow students. Additionally, students internalize course concepts through embodied cognition, such as repeatedly writing things down. Furthermore, students use visual cues such as bolded text, visual representations and white space to skim textbooks for relevant concepts.

The findings have important implications for textbook design and research. In developing textbook concepts, the researcher implemented user-centered design, a design philosophy that positions consumers as a source of product innovation (Rosenthal & Capper, 2006; Veryzer & deMozota, 2005). In other words, publishers could consider study practices in the development of textbooks to provide value to contemporary marketing students. There are three important insights to consider. First, publishers should acknowledge that textbooks are secondary resources that students access before exams to reference concepts. Second, textbooks are just one tool in the constellation of tools that students use to learn concepts. Third, textbooks should complement the study behaviors of students, such as skimming behavior and embodied cognition.

One possible design is a lightweight softcover book designed like a reference manual. Pages within the textbook concept are designed similar to PowerPoint slides. Each two-page spread features a large focal image. Bold headlines and visual cues guide the readers' eyes to definitions of marketing concepts and a concise example of the concept in a real world setting. The text is written in condensed fashion, with the use of bullet points whenever possible. The purposive use of white space is important to break up the text and provide a clean looking surface for the reader. Designated spaces encourage students to write down notes into the book. The textbook could be printed on inferior paper, to encourage students to write within them.

There are some notable limitations in this current study that could be addressed in the future. The researcher will increase the sample size to achieve validity and reliability in the data.

Emergent themes from a larger sample could result in more textbook concepts. Subsequent quantitative analyses (conjoint analysis, Fishbein model of attitudes) could be conducted to test students' preferences towards these textbook designs.

A PROBLEM-BASED APPROACH TO THE MARKETING MANAGEMENT COURSE

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Abstract

This paper presents an innovation inspired by a 2010 MEA paper about a course modeled after *The Apprentice*. The design included a more fully-formed problem-based learning (PBL) approach. PBL promotes achieving learning outcomes that employers seek and brings the real-world into the classroom by making learning a journey of discovery through challenging, real-world problems, coaching, and reflection.

The learning goals included developing mastery of market assessment, customer and competitor analysis, strategic positioning, and creating value; application in real-world settings; and development of critical–thinking and analysis, communication (i.e., proposals, reports, and pitches), teamwork, and professional skills. Students read Kotler & Keller's *A Framework for Marketing Management,* completed, on a team basis, a suite of marketing management problems and two client-sponsored campaign projects, and, as individuals, reflective essays.

The course was "more like work and less like school" emphasizing connections with employer demands, the responsibilities of marketing managers, experiential learning, and students' performance as professionals. Students developed their understanding of content via reading and asking questions. Classes were devoted to the problems and projects. Students were encouraged to embrace challenge and ambiguity.

The problems addressed market selection, forecasting, buyer behavior, competitor assessment and positioning, creating, communicating and disseminating value, and customer retention. Each set included a problem related to the campaign. Teams completed the entire plan-do-check cycle as full-service marketing agencies for two clients, about 4 weeks for each engagement. The campaigns were launched by issuing RFP's. Teams gave 5-minute pitches of their proposals. Clients required adjustments before the teams were "hired". After implementation, teams gave 15-minute presentations to evaluation panels of client representatives, business professionals, and the instructor. Students were told which team won the challenge and received feedback from panelists. All were invited to lunch for networking. Campaign debriefings occurred in the following class session and students submitted reflective essays.

The Community Kitchen Challenge involved helping launch a once-per-month, campus-based community meal for 10-15 food-insecure persons. The RFP called for raising awareness, driving attendance, and raising donations. This challenge served a new venture, had an ill-defined audience, and the teams had no budget. The MiiR Challenge was for an online metal water bottle retailer with a social purpose, providing clean water in Africa. The RFP called for generating funds for the social cause (sales) and brand building. The client provided a $200 budget to each team.

The realism of the projects, having clients with worthy purposes, requiring campaign results, and using business community partners as judges generated significant student engagement. The course became "the talk" of the business school, in a positive way! Students were unaccustomed to PBL and struggled with ambiguity, with self-learning, uneven team member contribution, and the overall workload.

Their "head knowledge" did not translate into real-world application which gave opportunity for deep learning from the feedback they received especially about comprehending the target audience and aligning creativity with goals. The teams vastly improved from the first to the second project. The clients were all very satisfied as were the business/marketing panelists.

Supplemental instruction in the basics via pre-recorded lectures and problems on the marketing management process, project management, and managing team performance need to be provided. Also, using business community partners as team coaches during the projects would be helpful.

References & Exhibits Available on Request

IDENTIFICATION OF EDUCATION SERVICE QUALITY-RELATED FACTORS THAT INFLUENCE RETENTION AND EXPANSION OF STUDENT CUSTOMER BASE

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Abstract

In order to evaluate the education service provided by a private university in Ireland, this investigation utilized an extension of Cronin, Brady & Hult's (2000) explanatory model. The overall prediction of this model is that positive perceptions of quality, value and satisfaction in relation to the education service encounter will lead to positive word of mouth, and future intention to use the service again. The Arts undergraduate student sample size was 260. The research was conducted using a cross-sectional (Student survey) design. Despite a slight majority stating that the service quality was above average, and the majority stating they were satisfied overall, only a minority indicated that they would use the service again. In addition, on average, the undergraduate students only recommended the private university to one other person.

Introduction

A possible scenario could be that the company is not providing an education service that matches the student customers' expectations (Zeithaml, Bitner and Gremler, 2006). That is, a gap between the student customers' expectations/ perceptions and the service delivered/ promised by the university may have developed, leading to dissatisfaction in relation to service quality levels. As a result the university could miss out on repeat customers, and the benefits of positive word of mouth, as student customers' expectations are not being met. Thus universities should assess quality, not only through the traditional avenues of accreditation and module review but also by evaluating what students feel are important aspects in service quality provision (Oldfield & Baron, 2000).

This research examines the effects of student customer perceptions of service quality, student customer satisfaction levels and student customer estimation of the value of the service on customer's behavioral intentions. These behavioral intentions are in relation to repeat service usage and spreading positive evaluations of the education service to other future customers. This approach also takes into consideration the sacrifices (effort, price and time) made by the student customer into account. The extension of the Cronin, Brady & Hult (2000) model entails examination of whether or not students have been recommending the service to others. The overall model to be tested is indicated in Figure 1.

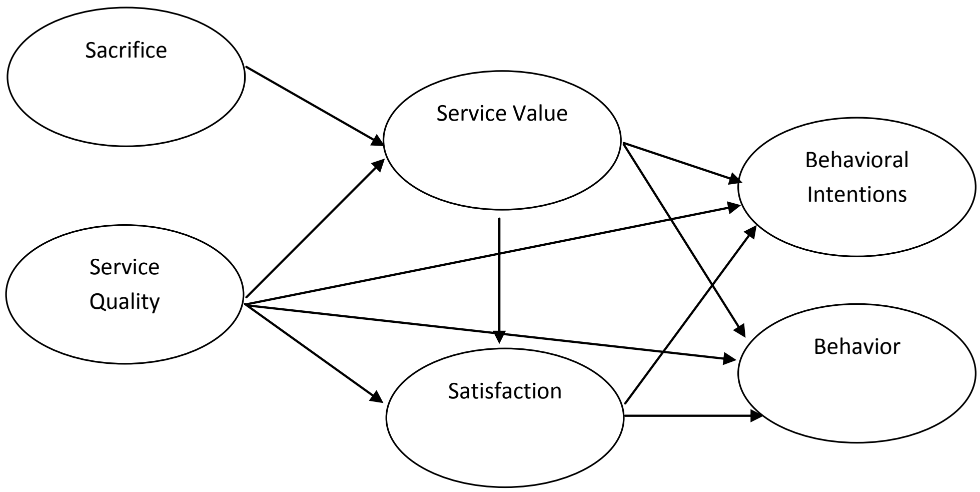

Figure 1. Student intentions and behavior model to be tested

Consistent with previous research, sacrifice is conceptualized as what the customer sacrifices in order to receive a service (Cronin et al, 2000). Rudd & Mills (2008) identified that high prices set by universities limit the number of potential possible students who could afford these courses. Not limited to money, other sacrifices such as time and effort are components of sacrifice (Cronin, Brady, Brand, Hightower & Shemwell, 1997). Therefore, one hypothesis regarding sacrifice is proposed:

H1: There will be a significant relationship between sacrifice and service value.

Service Quality has been measured using the SERVQUAL scale using the gap model as its foundation (Parasuraman, Zeithaml & Berry, 1985; Parasuraman, Zeithaml & Berry, 1988). However, Cronin & Taylor (1992, 1994) went as far as to argue for the discarding of the expectancy component of the SERVQUAL scale, which then led to the construction of the

SERVPERF scale, which had the advantage of being half the length of the SERVQUAL scale. The validity of using SERVPERF was supported by existing marketing literature thinking that the sole use of performance perceptions can reflect service quality (Parasurama, Zeithaml & Berry, 1994; Zeithaml, Berry & Parasuraman, 1996). The SERVPERF scale was used to measure *service quality* in this research. Each of the ten dimensions of service quality proposed by Parasuraman et al (1985) are included in the measure used in this research investigation (i.e. 1. Reliability, 2. Responsiveness, 3. Competence, 4. Access, 5. Courtesy, 6. Communication, 7. Credibility, 8. Security, 9. Understanding the customer, 10. Tangibles). In addition, three overall direct measures of service quality are also included in this survey of student customers, consist with the research conducted by Cronin et al (2000).

Service quality has a critical impact on competitiveness (Lewis, 1989), as poor service quality can adversely affect the re-purchase intentions of consumers if customer expectations are not meet by the adequate delivery or standards of the service (Ghobadian, Speller & Jones (1994), in a higher education sense, return to the university to undertake other courses (Marzo-Navorro, Pedraja-Iglesias & Rivera-Torres, 2005; Mavondo, Tsarenko & Gabbott, 2004; Schertzer & Schertzer, 2004). Quality shortfalls can lead to possible loss-of-reputation costs, including negative word of mouth reports about the university (Eagle and Brennan, 2007). In contrast, service quality positive perceptions can also attract new students through the spread of positive word of mouth (Voss, Gruber & Szmigin, 2007). Additionally, Guolla (1999) identified that perceived good service quality is a positive precursor to student satisfaction. Of course, it can be argued that if a service is seen as having a high level of quality it will be also be valued (Athanassopoulos, 2000; Chenet, Tynan, & Money, 1999; Clow & Breisel, 1995; Fornell, Johnston, Anderson, Cha & Bryant, 1996; Garbarino & Johnston, 1999; Roest & Pieters, 1997; Spreng, Mackenzie & Olshavsky, 1996; Zeithaml et al, 1996). Therefore, four hypotheses regarding service quality are proposed:

H2: Perceptions of good service quality will have a significant positive impact on behavioural intentions towards the university.

H3: Perceptions of good service quality will have a significant positive impact on number of word-of-mouth recommendations.

H4: Perceptions of good service quality will have a significant positive impact on satisfaction.

H5: Perceptions of good service quality will have a significant positive impact on service value.

Value reflects the utility of the service by the customer; previously Cronin et al (2000) found that a perception of good service value had a positive impact on behavioral intentions towards the university and satisfaction. Suggesting, that students who perceived more value with the educational service they received were more likely to hold more satisfaction towards the college but also more likely to engage with their university program, leading possibly to more positive recommendations to others. In the current investigation the impact of service value will be expanded to looking at its impact on number of word-of-mouth recommendations. Therefore, three hypotheses regarding service value are proposed:

H6: Perceptions of good service value will have a significant positive impact on behavioral intentions towards the university.

H7: Perceptions of good service value will have a significant positive impact on number of word-of-mouth recommendations.

H8: Perceptions of good service value will have a significant positive impact on satisfaction.

One aspect of *satisfaction* is evaluation (Oliver, 1980), which is the emphasis of this research investigation. The evaluative *satisfaction* questions used in this research investigation are those used by Cronin et al (2000), which were originally developed from questions used by Oliver (1980). The scenario tested in this investigation is that satisfied students will have favorable future intentions in relation to the higher education service, as argued by Cronin & Taylor (1992). Therefore, two hypotheses regarding student satisfaction are proposed:

H9: High levels of student satisfaction will have a significant positive impact on behavioural intentions towards the university.

H10: High levels of student satisfaction will have a significant positive impact on number of word-of-mouth recommendations.

Behavioral intentions are one of the final outcome variables in this model. Of course, increasing customer retention is a major component in relation to the power of a service provider to be profitable (Zeithaml et al, 1996). Specifically, favorable behavioral intentions are correlated with a service provider's power to persuade customers to "1) say positive things about them, 2) recommend them to other consumers, 3) remain loyal to them (i.e., repurchase from them), 4) spend more with the company, and 5) pay price premiums" (Cronin et al, 2000,

p. 204-205). Thus behavioral intentions are included as an indicator of customer retention, and the probability of gaining positive word of mouth.

The extension of this model (Cronin et al, 2000) entails the inclusion of actual behavior in relation to repeat custom and actual recommendations of the service to others. As per Cronin et al's (2000) study, the overall prediction of this investigation is that positive perceptions of quality, value and satisfaction in relation to the service encounter will lead to favorable outcomes. The outcomes in this investigation are positive word of mouth, and future intention to use the service again.

It has been found that part-time students had lower satisfaction levels than full-time students, as they cannot fully appreciate all the facilities that full-time students had more time to access (Moro-Egido & Panades, 2009). In addition, Soutar and Turner (2002) argued that these types of student had different motivations when choosing higher education courses and different expectations of education service provision. The amount of time spent within the university may also affect satisfaction (Oldfield & Baron, 2000). Thus, this investigation will compare mode of study (full or part-time) and course year groups on all the constructs within the model. The validity of the model in relation to the whole sample will also be examined. Therefore, one hypothesis regarding demographic factor effects is proposed:

H11: The research model and its components will yield significantly different results for the mode of study and year groupings.

Method

Research Design and Procedure

A cross-sectional descriptive survey study design was used. Structural Equation Modeling (SEM) allows the researcher to test complex hypotheses within one pre-specified theoretical model (Hoyle, 1995). The SEM analysis was conducted using the LISREL 8.7 program (Jöreskog & Sörbom, 2004).

Materials

A 7-point Likert style self-report questionnaire survey strategy was used to examine sacrifices made by the student customer in order to receive the service (for example, fees), service quality, overall service quality (including service provision from teaching, administration, IT and facilities staff), service value, satisfaction, behavioral intentions is included as an indicator of customer retention, and the probability of gaining positive word of mouth. The extension of this model (Cronin et al, 2000) entails the inclusion of actual *Behavior* in relation to repeat custom and actual recommendations of the service to others.

Sample

The overall population, Arts undergraduate students attending the private university in Ireland, was 1376. In order to facilitate the use of SEM statistical analyses stratified random sampling was used. That is, students were randomly chosen from Arts classes to control for stratified variations in length of time studying at the private university, gender and mode of study. The final Arts student total sample size was 260 with 43.8% of the sample being full-time students, 56.2% part-time, and the majority of the sample was female (70.4%). The amount of time the students had been studying at the private university was also taken into account with students included from year 1 (22.4%), year 2 (42.3%), year 3 (29.6%) and year 4 (5.7%) of their respective courses. The sample size met Barrett's (2007) minimum criteria, more than 200 participants, for facilitation of an in-depth examination of the model and its features.

Results

Before examination of the descriptive statistics for the total construct scores, reliability checks were made to ensure that the items chosen to measure each construct were answered in a consistent manner demonstrating that they could then be summed up to represent the overall construct. The Cronbach's Alpha estimates for the items associated with service quality performance (Alpha=0.88), overall service quality (Alpha=0.85), service value (Alpha=0.83), satisfaction (Alpha=0.85) and intentions (Alpha=0.87) were adequate enabling the summing up of these items. However, the sacrifice items did not reach an acceptable level, as argued by Miles & Banyard (2007), of internal consistency reliability (Alpha=0.64), so only the item relating to fees is included in Tables 1 and 2, and the subsequent model.

Table 1. Descriptive statistics and t-test mode of study grouping comparisons for model constructs

	Mean		SD		Minimum		Maximum		Possible range
	F	**P**	F	P	F	P	F	P	
Sacrifice: Fees	5.79	5.71	1.17	1.03	1	2	7	7	1 to 7
Service quality perform**	55.75	52.50	7.96	8.78	34	20	70	70	10 to 70
Overall service quality*	24.64	23.10	5.17	6.04	11	8	35	35	5 to 35
Service value	9.16	8.94	2.70	2.53	2	3	14	14	2 to 14
Satisfaction	9.65	9.88	2.88	2.71	4	3	14	14	2 to 14
Intentions	12.43	13.48	4.77	4.24	3	3	21	21	3 to 21
Recommendations*	1.18	2.07	2.59	3.61	0	0	20	20	N/A

*Note: F=Full-time, P=Part-time. A higher score indicates that participants feel there is a high level in relation to the particular construct. *p<0.05, **p<0.01, ***p<0.001, 2 tailed*

In terms of the effects of demographic factors (H11), to some extent the hypothesis stating that the research model components will yield significantly different results for mode of study groupings is supported as there are significant differences between full-time and part-time students in relation to feelings about service quality performance, overall service quality and number of recommendations made (See Table 1). In the cases of feelings about overall service quality and service quality performance full-time students rated these areas significantly more highly, while the part-time students made significantly more recommendations of the service to others.

Across all the groupings, mode of study and year groupings, fees were seen as slightly high. Taking into account the possible ranges, the total ratings in relation to quality, service value, satisfaction and intentions were over half the way, on average, towards the highest possible ratings. Thus students could be said to be moderately satisfied, on average, with the areas examined but there is definite room for improvements. The SD (Standard Deviation) indicates that some students were very dissatisfied with the higher education services provided.

Continuing in terms of the effects of demographic factors (H11), to some extent the hypothesis stating that the research model components will yield significantly different results for year groupings was also supported as there are significant differences across the years in relation to feelings about service quality performance and overall service quality (See Table 2). There was a definite trend for feelings towards service quality performance and overall service quality to become more negative the longer the student attended. There are also declines in relation to service value, satisfaction, intentions and recommendations the longer the students attended the university, although these are not significant. A relatively large SD in relation to year 4 groupings' service quality performance ratings suggests that there is some variation in ratings in relation to this construct but this is not the case in relation to overall service quality.

Table 2. Descriptive statistics and t-test year grouping comparisons for model constructs

	Mean				SD			
	Year				Year			
	1	*2*	*3*	*4*	*1*	*2*	*3*	*4*
Sac: Fees	5.78	5.77	5.73	5.86	1.22	0.92	1.26	0.86
S q pf***	58.43	54.52	51.13	47.57	7.62	6.63	8.88	12.81
O s q***	26.58	24.66	21.81	19.43	5.33	5.05	5.71	5.84
Serv val	9.77	8.97	8.82	8.07	2.75	2.48	2.61	2.50

Satisfact	10.39	9.92	9.31	9.29	2.45	2.67	3.01	2.67
Intentions	13.68	13.37	12.40	12.07	4.84	4.21	4.46	4.38
Recomm	1.25	1.75	1.87	0.93	3.16	3.07	3.80	1.49

*Note: A higher score indicates that participants feel there is a high level in relation to the particular construct. *p<0.05, **p<0.01, ***p<0.001, 2 tailed. See Table 7 for the possible ranges. Sac: Fees= Sacrifice: Fees; S q pf= Service Quality Performance; O s q= Overall service quality; Serv val= Service value; Satisfact= Satisfaction*

The observed variables indicated that item level indicators were acceptable representations of their respective latent variables and the fit indices (Hu & Bentler, 1999) indicate that support was found for the acceptability of the model (see Figure 2) as a good description of the relationships between the selected variables (χ^2 (27) = 42.01, $p < 0.05$; RMSEA = 0.05; SRMR = 0.02; CFI = 0.99; IFI = 0.99). The model does yield a valid description of the relationships found between the constructs for the study sample.

The amount of variance explained in the endogenous variables varied from 84% (Behavioral Intentions $R^2 = 0.84$) to the lowest variance explained in relation to Word of Mouth (WOM) behavior (17%: $R^2 = 0.17$). In relation to satisfaction, 70% ($R^2 = 0.70$) of variation in responses to this concept was explained by the exogenous predictor variables associated with it, and 48% ($R^2 = 0.48$) of variation in Service Value responses. The significant levels of variation explained in satisfaction, service value and behavioral intentions, further support the validity of the model.

As for the direct effects in the model (See Figure 2) there was support for a number of model-related hypotheses. There were significant positive and strong effects between service quality and service value (H5), service value and satisfaction (H8), satisfaction and WOM behavior (H10), and between satisfaction and behavioral intentions (H9). This means that perceptions of good service leads to students valuing the service more (H5), valuing the service more relates to high satisfaction levels (H8), high satisfaction leads to more WOM recommendations (H10) and greater likelihood of the student intending to return to the university (H9). In addition, sacrifices had a significant weak negative effect on service value (H1). That is, the higher the students' felt the fees were the more likely they did not value the service as much, but this relationship was weak. However, a number of model-related hypotheses were not supported. There were no significant effects between service quality and behavioral intentions (H2), service quality and WOM behavior (H3), service quality and satisfaction (H4), service value and behavioral intentions (H6), and between service value and WOM behavior (H7).

In order to test the equivalence of the model for the full-time and part-time student groupings within the overall sample (H11), a multi-group analysis was conducted. A comparison between the *no restrictions* model (Model tested simultaneously on both groupings with latent means and regression paths varying freely) and the *fully restricted* model (latent means and regression paths restricted to be equal across mode of study groupings) indicated no significant difference, S-B χ^2 (19) = 19.48, $p > 0.05$. This indicated that there was no significant difference between full-time and part-time student samples in relation to latent means and regression paths within the model tested. This does not support the eleventh hypothesis that the model will yield significantly different results for the mode of study groupings.

Conclusions

In the current investigation student customers' higher education quality expectations of teaching, administration, facilities and IT were examined using Cronin et al's (2000) model. The overall model tested was a good description of the relationships between the variables and also explained a significant amount of variation in satisfaction and future intentions responses but not word of mouth customer recommendations, which supports the validity of Cronin et al's (2000) model but calls into question the usefulness of the extended model.

More specifically, consistent with Cronin et al's (2000) study, this investigation tested the prediction that sacrifice, including fees paid by students, would have a significant impact on service value perceptions (H1). This hypothesis (H1) was supported though weakly. Nonetheless this result showed that in some cases the higher the students felt the fees were, the less they valued the service. Indeed, the majority of the student sample felt the fees were too high. This calls into question the accuracy of the pricing system for the target market. Overpricing can have dire consequences; where over charging too high a price can drain the pool of too many prospective students (Rudd & Mills, 2008).

Service quality has previously been reported to impact on competitiveness (Lewis, 1989) and directly on users satisfaction, re-purchase intention and the spread of positive word of mouth (Cronin et al, 2000; Ghobadian et al, 1994; Marzo-Navorro et al, 2005; Mavondo et al, 2004; Schertzer & Schertzer, 2004). However, the current investigation contradicts these studies, as service quality had no direct impacts on intentions, word of mouth behavior and satisfaction, which also contradicted the predictions made prior to testing the model (H2, H3 and H4). Its significant impact on value (H5) did confirm that perceptions of good service quality will have a significant positive impact on service value. This suggests that if a service is seen as having a high level of quality it will also be valued (Athanassopoulos, 2000; Chenet et al, 1999; Clow & Breisel, 1995; Fornell et al, 1996; Garbarino & Johnston, 1999; Roest & Pieters, 1997; Spreng et al, 1996; Zeithaml et al, 1996). The current study then also found that high levels of student satisfaction had a significant positive impact on behavioral intentions and word of mouth recommendations, confirming predictions made (H9 and H10) based on Cronin et al’s (2000) model.

Previously Cronin et al (2000) found that a perception of good service value had a positive impact on behavioral intentions towards the university (H6) and satisfaction (H8). In the current investigation the impact of service value was expanded to looking at its impact on the number of word of mouth recommendations (H7). However, service value was only found to directly impact satisfaction, supporting only one of these hypotheses (H8) and consequently only partially supporting Cronin et al’s (2000) findings.

In terms of the effects of demographic factors (H11), there were significant differences between full-time and part-time students in relation to feelings about service quality performance, overall service quality and number of recommendations made. In the cases of feelings about overall service quality and service quality performance full-time students rated these areas significantly more highly. This supports research (e.g. Soutar & Turner, 2002) that suggested differences in expectations of education provision according to school leaver and mature student groups; which could be due to the fact that part-time student cannot fully appreciate all the facilities that the full-time students have more time to access (Moro-Egido & Panades, 2009). In addition, the part-time students made significantly more recommendations of the service to others. However, there were no reported differences reported in relation to perceptions relating to fees, service value, satisfaction and behavioral intentions, plus the overall model did not yield significantly different results for the mode of study groupings.

There was a definite trend for feelings towards service quality performance and overall service quality, to become more negative the longer the students attended the private university (H11). There were also declines in relation to service value, satisfaction, intentions and recommendations the longer the students attended the university, although these were not significant. This supports (H11) previous research by Oldfield & Baron (2000) which reported that first and final year students saw key elements of education service provision differently. In the current investigation, the weaknesses of various services may have become clearer the longer the student attended.

Despite a slight majority in current sample stating that the service quality was above average, and the majority of the sample stating they were satisfied overall, only a minority indicated that they would use the service again. However, participants only recommended the private university to one other person. Thus improvements in the service could be made to ensure that it matches the customers' expectations (Zeithaml, et al, 2006) and the service delivered/ promised. This means that the private university may well be missing out on repeat student customers, and the benefits of positive word of mouth, as customers' expectations are not being met. There is no doubt that there are aspects of the service provided that students were satisfied with, including the quality of teaching and administration. Based on the findings of the study there are a number of recommendations that can be made to further increase the chances of fully meeting student service expectations.

This investigation highlights a number of areas where further actions could close the gap between the promised service and actual service delivered. These areas are (1) fees, (2) new courses and (3) influence of student demographic factors. Some monetary costs would occur in freezing or reduction of fees, generation of new postgraduate courses, and further research investigations into reasons for differences according to mode of study and length of time attending the university, but this could be minimal in comparison to the gains in relation to service provision these recommendations could bestow.

ISSUES IN ONLINE MARKETING EDUCATION

GG Ganesh, University of North Texas

Sun Qin, Alan Flaschner and J.D. Eveland, Trident University International

Knowledge of multivariate data analysis is clearly important for graduate students. Since graduate students are being trained to be both effective researchers and effective consumers of others' research, they need to understand and critically evaluate statistical results in quantitative academically-oriented articles, as well as to use appropriate multivariate statistics in their own research.

If multivariate statistical analysis has been successfully taught in traditional brick n' mortar classrooms, professors in online institutions ought to be able to deal with this material as well, although probably in somewhat different ways. Traditional institutions usually lean heavily not only on formal course work but also on "apprenticeships" of various forms where students learn applied data analysis by actually participating in academic research; which is less practical in the online context. New ways of structuring formal course work, developing students' critical facilities, and helping them learn the craft of research as well as its mechanics have evolved in online universities.

Against this backdrop, this study discusses an online research method course for doctoral students at a regionally accredited online university. To make sure that these joint goals – effective use of statistics and effective critique of their use in the work of other researchers -- are met, a multivariate statistical analysis course needs to meet the following requirements:

1. Have practical relevance.
2. Provide students an opportunity to understand how the concepts they are learning can be applied in the real world.
3. Help students understand statistical results reported by the authors of articles they are asked to evaluate.
4. Develop increasingly complex analyses of real data, either self-generated or assembled by others, using sophisticated statistical packages (such as SPSS or SAS) to carry out the analyses, and explain the reasoning behind the solutions to the problems that they choose.
5. Encourage students by communicating what needs to be done to succeed in the course.

In summary, this study reviews the problems posed by an online university and describes the evolution of the particular solutions to these problems through course work, supervised study, and independent research. The study also shows that online universities can be quite as effective in teaching multivariate methods as traditional schools.

INCORPORATING SOCIAL MEDIA INTO THE MARKETING CURRICULUM

Debra Laverie, Shannon Rinaldo and Suzanne Tapp,

Texas Tech University

Companies are integrating social media technologies into their marketing mix to reach consumers, promote brands, provide customer service, share research, increase sales, and in other areas of marketing (Dickey and Lewis 2010). Marketing educators face a challenge as they consider how to prepare students to use these tools in their professional roles. Although today's students have grown up with interactive media, they may be tech-dependent but not necessarily tech-savvy. Thus, the question becomes how do marketing educators integrate interactive technologies into the curriculum to support student learning so that graduates and future marketers are prepared to use, create, and manage effective marketing campaigns using a new and ever-changing generation of media. The literature offers some examples of the various social media platforms in use in marketing classes, including YouTube (Payne, Campbell, Bal, and Piercy 2011), Second Life (Halvorsen, Ewing, and Windisch 2011), Facebook (Granitz and Koernig 2011) and Twitter (Lowe and Laffey 2011; Rinaldo, Tapp, and Laverie 2011). There are new social media platforms introduced each year, the newest of which are Pinterest and Google+. As these new platforms are introduced, educators have an opportunity to use them in the classroom but this requires reflection on pedagogical beliefs and an understanding of how the incorporation of a new method will change the learning environment.

Marketing journals have called for more research in the area of teaching with social media, resulting in several publications on social media integration in the classroom. Most publications in the area agree that using social media for student learning can be beneficial for teaching (Lowe and Laffey 2011; Rinaldo, Tapp, and Laverie 2011). These benefits include conciseness of communications, robustness compared to texting and email, convenience of use, the nonintrusive nature of the technology, and the ability to track student behavior (Lowe and Laffey 2011). Evidence for enhancing student learning (Granitz and Hugstad 2004), understanding of marketing practice, and preparation for the job market has also been demonstrated in the literature (Rinaldo, Tapp, and Laverie 2011).

These articles highlight factors that may make social media integration difficult. For example, social media is a dynamic technology that requires a great deal of learning on the part of the professor (Rinaldo, Tapp and Laverie 2011). Likewise, because social media is still relatively new and we do not fully understand the boundaries of social media in practice, professors have to learn as we go (Dickey and Lewis 2010). These factors may make teaching with and about social media difficult, perhaps causing anxiety for both students and professors as they step out of their comfort zones.

As with any new technology integration, best practice for teaching with social media is still being explored. Professors use social media to demonstrate real world examples to marketing students, to stimulate student learning (Lowe and Laffey 2010), to communicate with students about course topics (Rinaldo, Tapp, and Laverie 2010), to engage students in their own learning (Payne, Campbell, Bal, and Piercy 2011), and to teach methods for using technology for marketing and advertising (Halvorson, Ewing, and Windisch 2011).

This panel will discuss (1) pros and cons of course integration versus stand-alone instruction of social media marketing, (2) challenges of integrating social media into traditional courses, and (3) methods for integrating social media into traditional courses. We intend to generate discussion on how social media tools are beneficial for marketing educators as a form of experiential learning. Professors can use social media to communicate, in real-time, with students to generate interest and discussion on course topics in the same manner in which marketers use social media to generate interest and discussion surrounding their brands. We will discuss how using social media can facilitate learning and can prepare students for future careers.

USING SOCIAL MEDIA FOR TEACHING AND LEARNING IN THE MARKETING CLASSROOM

Mary Martin and Theresa Billiot, Fort Hays State University

This panel discussion is designed to generate discussion on how to effectively incorporate social media into marketing curriculum delivery to improve student engagement and student learning. Much of the use of social media within the classroom has entailed faculty requiring students to view or use online video (e.g., YouTube and Vimeo). However, social media tools must be used beyond presenting content to students. Rather, educators must expand students' social media intelligence by developing their knowledge and skills to create a working social media strategy, which provides students with the ability to make assessments, enhancements, and recommendations. In this discussion, the panelists will show how students grasp ideas and listen more attentively, especially when their assignments become transparent after being broadcasted through the social media landscape. This transparency challenges students to critically analyze academic and industry research, both broadly and in-depth, to apply philosophy, concepts, theories, methods, and techniques, and to assess and modify their assignments. Moreover, educators use social media to improve engagement and collaboration among students. For example, social media provide opportunities for students to view each other's work, to provide recommendations, and to defend their recommendations. This process allows students to actively engage with their peers to improve in their strategies and methods.

Consumer Behavior is a relevant course to implement social media because students must develop an understanding of the ever fragmenting consumer segments in a saturated digital marketplace, which complicates marketing efforts and strategies in an effort to prescribe methods to influence purchase behavior, to increase customer retention, and to foster brand loyalty.

Strategic Electronic Marketing is another applicable course for marketing students where students engage in decision-making using the web and learn a holistic approach to develop a social media and content strategy that ties social media and traditional communication efforts together. Moreover, this course provides students with the ability to determine if their strategies and content influence how consumers think and act, while also learning how to build their social media clout.

Marketing and social media are inextricably linked in today's marketplace. Today's marketing students must be well-versed in the social media landscape to create and manage social conversations, while also influencing perceptions and attitudes toward brands among consumers. As a result, incorporating social media into the classroom is especially important for marketing students.

Although students may feel comfortable with using social media technology, students should become increasingly challenged in the classroom with how social technology and its content impacts organizations, brands, and consumers. Moreover, students must understand how to measure the effectiveness of their social media strategies by learning social customer relationship management, return on investments, and management of social conversations. Furthermore, educators must provide students with knowledge and skills that go beyond the fundamentals of creating a social marketing presence. Students have to develop a content strategy designed to influence consumer behavior through rhetorical and psychological content. By understanding and implementing persuasive appeals, identification, and repetition, students can learn how to capture opportunities to drive consumer change through the social media landscape.

An overview of the various types of social media (e.g. collaborative projects, blogs, content communities, social networking sites, virtual game worlds, and virtual social worlds) and the art and science of social media content is presented. Next, the social media tools used in two marketing courses (i.e. Consumer Behavior and Strategic Electronic Marketing) is described, including the learning goals, assignments, and specific tools used (e.g., Facebook, Twitter, YouTube, Vimeo, Slideshare, WordPress, Diigo, Flickr). Then, a discussion on how social media helps drive innovation among students by focusing on the development of ideas to create compelling and resonating content takes place. This aspect of the discussion focuses on the rhetorical and psychological principles that help students to influence consumer action through consistently good content that is published over time.

The benefits of social media assignments is then discussed, including how social media: 1) facilitate student-student and student-professor interactivity and engagement; 2) give students a voice; 3) allow and encourage student creativity; 4) provide students multiple pathways to demonstrate knowledge; 5) create stronger connections between students; 6) provide experiential learning; and, 7) improve grades. Finally, the panelists discuss the drawbacks and challenges in using social media in marketing classes.

TAMING THE BEAST: MAXIMIZING EFFECTIVENESS OF NEW CLASSROOM TECHNOLOGIES

Deborah Cours, Tina Kiesler, Kristen Walker, California State University, Northridge

Lori Braunstein, Robert Lupton, David Rawlinson, Central Washington University

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Much has been said of the influence of technology on the classroom experience and educational outcomes. Indeed, a recent *Journal of Marketing Education* was dedicated to the topic (August 2011). In their introduction as guest editors to this issue, Granitz and Pitt note that technology in the marketing classroom typically makes instructors more efficient and/or effective. At its best, it can enhance students' academic performance (Walker, Curren, Kiesler & Goldenson 2011). However, there are potential downsides to classroom technology. Faculty and students may need training to understand how to use it. And at its worst, classroom technology has been termed a "weapon of mass [student] distraction" (Belch, Honea, Krentler & Frontczak, 2011). In this special session, we discuss recent technological innovations that can positively impact the academic experience for both students and faculty. Emphasis is on the younger technologies because little has been published about their use and effectiveness in the classroom (Granitz and Koernig 2011).

Recent technological innovations include blogs and microblogs (such as Twitter), podcasts, smart phones and tablets as well as smart applications (apps), lecture-captive software, social media, online meeting software and more. The session attendees are invited to participate in the discussion of these types of new classroom technologies, how to effectively use them, how to overcome technological challenges, and how to maximize the positive impact on students. The goal is to maximize the group's understanding of the technology (what it can accomplish) and how to use it. Ideally, each participant in this session either learns about a new educational tool or learns how to better utilize such tools in the classroom from their peers on the panel and in the audience at this special session.

UNDERGRADUATE ATTITUDES TOWARD BUSINESS ETHICS, CHANGES BETWEEN 2007 AND 2011: REPLICATION AND IMPLICATIONS FOR EDUCATING FUTURE MANAGERS

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Abstract

Purpose of the Study: This study replicates prior work (Comegys, Pariseau, Väisänen, Lupton & Rawlinson, 2008) examining the effect of demographic variables on undergraduate attitudes towards business ethics and extends the work by examining differences between students sampled in 2007 and 2011. Students in the 2011 sample have been exposed to ethics education in required classes.

Method/Design and Sample: US undergraduate students (780 in 2007, and 89 in 2011) were sampled from high student traffic areas and in classrooms. Respondents completed Preble & Reichel's (1988) Attitude Towards Business Ethics Questionnaire (ATBEQ) and responded to demographic questions. Exhibit 1 lists all 30 Attitude Towards Business Ethics Questionnaire statements. Data was analyzed with SPSS ANOVA to highlight potentially significant differences in mean responses. We then used post-hoc independent samples t-tests for unequal variance samples to determine the significance of mean differences.

Results: Significant ($p < 0.05$) differences were found between the 2007 and 2011 samples on over 50 percent of ATBEQ statements. The 2007 students expressed stronger agreement with six Machiavellian statements whereas the 2011 students expressed stronger agreement with only two Machiavellian statements. These results suggest that infusing ethics into curriculum increases students' affinity for ethical statements.

Value to Marketing Educators: The 2011 students not only agree less with Machiavellian attitudes, than students in 2007, .but have also lived through the economic meltdown of 2008, the Madoff conviction, and other events linked to business ethics. The infusion of ethics into required classes can effect student attitudes. Implications for marketing education and research are discussed.

Introduction

Calls to increase ethical behavior in business practice and in teaching students ethical business practices abound, (DeGeorge 1987; Windsor 2002; Sims & Gregory 2004; Ip 2009; Swanson 2009). Swanson (2009) posited that without at least one stand-alone course used to meet the Ethical Understanding requirement of the Association Advancement of Collegiate Schools of Business (AACSB) that infusion of ethics topics in other courses is “doomed to fail”. Beyond academia, staggering improprieties such as the 2008 financial meltdown and the Bernard Madoff conviction have created public awareness of the need for ethical education. Central Washington University infused ethics into several required classes. We present evidence that this infusion has had a positive effect on student attitudes.

To uncover any shift in undergraduate attitudes toward business ethics, the present study replicates research conducted in 2007(Comegys, Pariseau, Väisänen, Lupton & Rawlinson, 2008). It compares undergraduate attitudes measured in 2007 and 2011 to discern differences based on demographic factors such as gender. As one would hope, it also identifies significantly less agreement with Machiavellian attitudes among 2011 students than among 2007 students. This suggests that educators and students are in a “teachable moment.” As students formulate their personal and professional identities, educators are assisted by attitudinal shifts away from sheer opportunism. With the substantial growth in personally identifiable information and other data collected about customers and the attendant risk associated with the loss or misuse of such data, we have an even greater incentive to help our students achieve increasing levels of ethical understanding and behavior.

Business Ethics And Attitudes Literature Review

There is substantial work that investigates these issues within the United States and internationally. Lu (2009), looking beyond domestic needs echoes Ferrell (1999) in arguing that educators can draw on ethical traditions to spur both legal and behavioral consistency in professional standards. He presents such consistency as prudent and essential to reduce ethical conflict between diverse cultures. Lopez et al. (2005) and Luthar & Karri (2005) found that infusing ethical education into classes had positive effects on student ethical attitudes and on reducing the gap between male and (generally more ethically sensitive) female students.

Bageac et. al. (2011) used the ATBEQ to compare attitudes of management students from France and Romania (n-220). They found Romanian student showed more favorable attitudes toward the Machiavellian items and French students toward Social Darwinism and Moral Objectivism. They categorized each ATBEQ statement into these philosophies based on Stevens 1979 book and their own interpretation of the first ten ATBEQ statements.

Past work comparing international attitude data has adopted unique criteria for determining meaningful differences in attitudes. Both Preble and Reichel (1988) and Small (1992) declared that some differences found between US and Israeli or Australian students using the Attitudes Towards Business Ethics Questionnaire (ATBEQ) were, albeit statistically significant, not particularly meaningful. Moore (1996) used the ATBEQ to measure student attitudes in South Africa. They claimed that the criteria for significance or meaningfulness must use the cumulative effect of the differences rather than merely using one question at a time. They held that at least 50 percent of the ATBEQ attitude statements must show statistically significant differences to ascertain significant or meaningful differences in ethical business attitudes between national samples (Moore and Radloff, 1996, p. 868).

Lin used the ATBEQ to compare attitudes of Taiwanese students to those of students from the U.S. and other countries. He attributed more moderate attitude ranges to cultural differences (Lin, 1999, p. 644). To correct for this cultural difference, Lin ranked the mean response to each statement for each nation. He then used the differences in ranks to assess the degree of agreement or disagreement as a tool to interpret the data. For the data we analyzed, the Lin (1999) criterion that the rank differences must equal or exceed 5 to be deemed meaningful turns out to be more stringent than the Moore & Radloff (1996) criterion.

The studies described above not only help us to understand how cultural differences could affect attitudes towards business ethics in our current global economy, they set criteria for assessing the meaningfulness of measured differences in attitudes.

The current study used data from Comegys, et al. (2008) to compare the attitudes towards business ethics of undergraduate students in two regions in the United States and from two different times (2007 and 2011) and determine whether ethical attitudes differed by the student's class year, GPA, gender, age and the number of ethics and religious studies courses completed.

Methodology

Questionnaire

Preble & Reichel (1988) published the ATBEQ statements that were based on Stevens' (1979)"Values Clarification Exercises". The questionnaire consists of thirty statements with a five point Likert scale for each item ranging from 1 "disagree strongly to 5 "agree strongly." The statements are "related to various business philosophies: Social Darwinism, Machiavellianism, Objectivism, and Ethical Relativism" (Preble & Reichel, 1988).

The survey instrument for the both the prior current study included the ATBEQ (see Exhibit 1) from (Preble and Reichel 1988), and questions to gather demographic information such as gender, age, overall GPA, year in school, etc. Student area of focus (such as marketing) was not collected in either 2007 or 2011. To reduce the effect of social desirability response (SDR) bias we provided assurance of anonymity for respondents. We did not include any additional SDR scale items in the 2011 study in order to replicate the participant workload from the 2007 study as closely as possible.

Unites States 2007- Sample and Data Collection

A quasi-random convenience sample of undergraduate students in North East United States provided demographic data and completed the ATBEQ questionnaire at six different colleges and universities located in the northeast region of the United States. Intercepts at high student traffic areas such as in student cafeterias and student campus centers were used to solicit respondents. A free candy bar was offered as an incentive to complete the survey. To reduce interviewer evaluation apprehension (Hill 1995) and ensure respondent anonymity students self-administered the survey and deposited it directly into a survey response box.

This sample of 780 undergraduate students included 417 women (53.9 percent) and 363 men (46.1 percent). 209 freshmen comprised 27 percent of the sample, 226 sophomores 29.2 percent, 212 juniors 27.4 percent and seniors were 16.5 percent. The average age was 19.58 and the age range was 17 to 50 years old.

Unites States 2011 - Sample and Data Collection

The 2011 data was gathered from classes at a university in the Northwest region of the United States. The questionnaires were distributed in classes to produce a convenience sample. This convenience sample of 89 undergraduate students included 35.2 percent women

(31) and 64.8 percent male (58). Freshmen comprised 0 percent of the sample (0), sophomores 1.1 percent (1), juniors 36.4 percent (32), and seniors were 59.1 percent. The average age of the 2011 respondents was 22.74 years and the age range was 19 to 35 years old.

Research Hypotheses and Evaluation Criteria

The following research hypotheses about student attitudes were investigated:

1. Attitudes toward business ethics different by collection year 2007 & 2011.
2. Attitudes toward business ethics different by class year (Senior, Junior, etc.).
3. Attitudes toward business ethics different by gender.
4. Attitudes toward business ethics different by Grade Point Average (GPA).
5. Attitudes toward business ethics different by age.
6. Attitudes toward business ethics different by number of ethics classes taken.
7. Attitudes toward business ethics different by number of religion classes taken.

These research questions were examined using SPSS ANOVA and t-test mean comparison methods to analyze the ATBEQ and demographic data. Since Levene's test for equality of variances was not met on some of the 30 statements, we used the more conservative t-test with equal variances not assumed for all our assessments. Following the international standard s described above, meaningful significant differences were determined using the cumulative impact criterion set by Moore & Radloff (1996, p. 868). According to that criterion, analysis must find statistically significant mean response differences on 50 percent or more of the statements to be considered meaningful.

The Journal for Advancement of Marketing Education Special Issue: *Reaching Millennials in the Collegiate Classroom* call for papers listed clear differences in thinking, beliefs and communication between students of different generations. Since we collected data in the same country but from 2 distinct time periods and geographic regions, we also used the Lin methodology to examine results. This methodology assesses "the difference between the highest and lowest item mean" (Lin, 1999).

To Conclude Meaningful Significant Differences all these Conditions Must Be Met:

1. the analysis of variance must provide a significant result at $p < 0.05$
2. on these results, the t-test significances between two items must be $p < 0.05$
3. significant differences must be found on at least 50 percent of the ATBEQ statements to be deemed meaningful
4. To meet the Lin criterion, a difference between two item ranks (2007 versus 2011) must be ≥ 5

Results and Analysis

Differences By Data Collection Year: 2007 and 2011

Using the conditions stated above, there were differences in the mean levels of agreement with ATBEQ statements on over 50 percent of the statements. ANOVA and Pairwise t-testing revealed 17 statements with significant differences between the two sets of students (1, 2, 3, 6, 7, 9, 13, 14, 15, 16, 20, 22, 23, 25, 26, 29, and 30).

Using SPSS independent samples test, we found that significantly different mean statement agreement values collected from students in *2007* were higher than those collected from students in 2011 on 12 items (1, 2, 6, 7, 9, 13, 14, 15, 16, 20, 22 and 28). The mean statement agreement was significantly greater for 2011 students on only 6 items (3, 23, 25, 26, 29 and 30).

Using the Lin mean difference rank method, we found five items (3, 6, 13, 15, and 16) with rank differences of 6 or greater, four items (1, 4, 8, and 26) with rank differences of 4, seven items (11, 20, 21, 24, 25, 27 and 30) with rank differences of 3, 3 items (10, and 28) with rank differences of 3.

Differences By other variables in 2011 data

None of the other null hypotheses could be rejected because none showed differences in mean agreement on at least half of the statements. ANOVA using the class year variable uncovered differences on 2 items (20 and 28). ANOVA using the Grade Point Average variable uncovered differences on 4 items (7, 10, 23, and 24). ANOVA using the gender variable uncovered differences on 4 items (5, 7, 9 and 26). ANOVA using the age variable uncovered differences on 1 items (8). ANOVA using the number of ethics classes taken variable uncovered differences on 2 items (7 and 21). ANOVA using the number of religion classes taken variable uncovered differences on 2 items (5 and 25).

Differences By Gender in 2011 data

The *2007* study found significant differences between men and women on 18 items. By contrast, in the 2011data, ANOVA revealed significant differences on only five items (5, 6, 9, 19, and 26). As in the *2007* data, the mean level of agreement for men on all these items was stronger than for women.

Conclusions

The impact of data collection year (2007 versus 2011) on student attitudes toward business ethics was supported on 17 the 30 statements. Exhibit 1 lists all 30 Attitude Towards Business Ethics Questionnaire statements.

The *2007* data for United States students showed significant attitude differences by class year (23 of 30 items), gender (18 of 30 items) and number of ethics courses (16 of 30 items). The 2011 data did not reveal any significant differences on these categories. This may suggest that student attitudes towards business ethics have grown more homogeneous, at least, when viewed along these lines. The lack of significant gender difference suggests that in 2011, male students present less extreme beliefs. This may reflect more homogeneity in beliefs or a desire to appear less extreme on the part of male students that have witnessed the effects of avarice on Wall Street and our financial systems.

The data collected from students in *2007* showed stronger agreement than that of students in *2007* on the following 12 attitude items: (1, 2, 6, 7, 9, 13, 14, 15, 16, 20, 22 and 28). According to the categorization presented in Bageac (2011), six of these (1, 2, 6, 7, 9, and 22) indicate preferences for Machiavellian philosophy. Four items indicate a preference for Social Darwinism (13, 14, 15, and 16). Only one (28. Self-sacrifice is immoral.) indicates a preference for Moral Objectivism.

The data collected from students in 2011 showed stronger agreement than from students in *2007* on the following six attitude statements: 3, 23, 25, 26, 29, and 30. (See EXHIBIT 1 for the wording.)

According to the categorization presented in Bageac (2011), only two of these six (<u>23</u> and <u>25</u>) indicate a preference for Machiavellian philosophy while the other four items indicate a preference for Moral Objectivism. One might argue that statement 25 is not Machiavellian. This reduced propensity of the 2011 students for Machiavellian and Darwinian philosophies is encouraging.

Given the massive collection of customer data and use of such data in marketing, ethical training is an essential part of marketing curricula. The results of this research suggest that the attitudes toward business ethics of the students in the US 2007 and 2011 differ significantly. Based on the correspondence between ABETQ items and philosophies, it appears that 2011 students' expressed attitude towards ethics is less self serving. These attitude changes could have resulted from exposure to ethical principles infused in classes; to ascertain and enhance that will require further work.

Students of 2011 live within an economic and social climate that is very different than that of students in 2007. Student awareness of economic precariousness provides marketing educators with a "teachable moment" wherein case studies of ethical marketing successes may have positive impact. Future research could examine student perceptions of events such as the economic crisis of 2008, the Madoff conviction, the impact of global economic uncertainty on students' own lives and futures and whether students' perceptions correlate with actual practice as well as with endorsement of various philosophical categories of business behaviors.

Acknowledgments

We appreciate the helpful suggestions from our anonymous reviewers and plan to add facets such as student major/focus area and social desirability bias assessment to future studies.

EXHIBIT 1: Attitude Towards Business Ethics Questionnaire (ATBEQ) – 30 statements

Reflect on the following statements about business attitudes. Indicate your position regarding each statement by circling the number which is closest to your view.

1. Strongly disagree
2. Disagree
3. Not sure
4. Agree
5. Strongly agree

1. The only moral of business is making money.
2. A person who is doing well in business does not have to worry about moral problems.
3. Every business person acts according to moral principles, whether he/she is aware of it or not.
4. Act according to the law, and you can't go wrong morally.
5. Ethics in business is basically an adjustment between expectations and the way people behave.
6. Business decisions involve a realistic economic attitude and not a moral philosophy.
7. Moral values are irrelevant to the business world.
8. The lack of public confidence in the ethics of business people is not justified.
9. "Business ethics" is a concept for public relations only.
10. The business world today is not different from what it used to be in the past. There is nothing new under the sun.
11. Competitiveness and profitability are independent values (existing on their own).
12. Conditions of a free economy will serve best the needs of society. Limiting competition can only hurt society and actually violates basic natural laws.
13. As a consumer when making a car insurance claim, I try to get as much as possible regardless of the extent of the damage.
14. While shopping at the supermarket, it is appropriate to switch price tags or packages.
15. As an employee, I take office supplies home; it doesn't hurt anyone.
16. I view sick days as vacation days that I deserve.
17. Employee wages should be determined according to the laws of supply and demand.
18. The main interest of shareholders is maximum return on their investment.

19. George X says of himself, “I work long, hard hours and do a good job, but it seems to me that other people are progressing faster. But I know my efforts will pay off in the end.” Yes, George works hard, but he’s not realistic.

20. For every decision in business the only question I ask is, “Will it be profitable?” If yes – I will act according; if not, it is irrelevant and a waste of time.

21. In my grocery store every week I raise the price of a certain product and mark it “on sale”. There is nothing wrong with doing this.

22. A business person can’t afford to get hung up on ideals.

23. If you want a specific goal, you have got to take the necessary means to achieve it.

24. The business world has its own rules.

25. A good business person is a successful business person.

26. I would rather have truth and personal responsibility than unconditional love and belongings.

27. True morality is first and foremost *self*-interested.

28. Self-sacrifice is immoral.

29. You can judge a person according to his work and his dedication.

30. You should *not* consume more than you produce.

TEACHING SOCIAL MARKETING: MARGINALIZING PIRACY PROJECT

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Abstract

The paper discusses approaches to teaching ethical behaviour. Theoretical courses in business ethics are not enough to change the students' attitudes and enhance moral values. Marketing education can provide opportunities to involve students into social activities and through this experience influence their set of values and behavior. Using the case of a marketing project of Plekhanov Russian University of Economics and Microsoft Russia in marginalising piracy the paper highlights the necessity of facilitating students' involvement developing social marketing campaign projects as part of their marketing training. The paper presents students' personal opinions on the changes in their perception of ethical behaviour as a result of project involvement.

.Introduction

Ethical considerations and values are important both for the internal operation of a university and for the formative role the universities play in society. Beyond such values as academic freedom, transparency, sharing of knowledge, collegiality, the higher education community needs to address the values and ethical principles that are linked to the safeguarding and promotion of a sustainable future for the society (Soule, 2005). Massification, demographic shifts, and development of the knowledge economy, have all contributed to changing the higher education environment (Illingworth, 2007). Authors from different countries (Bohatá, 1996, 1997; Bodkin, 2007; Brinkmann, 2007, Friedman, 1996) describe the way universities cope with these modern challenges. However, very few of them describe not only the content and sequence of special ethics courses and modules but the social marketing activities involving students and faculty and changing their attitude constructs including the cognitive, affective and what's more important the conative elements of the construct. Despite one's ready and mostly "right" responses to most ethical questions, the public-at-large is demanding that civil servants, managers, workers in general, and the organizations they represent all act according to high ethical and moral standards. The standards for what constitutes ethical behavior lie in a "grey zone" where clear-cut right-versus wrong answers may not always exist. As a result, unethical behavior is sometimes forced on organizations or individuals by the environment in which they exist or commonly accepted practices.

Using the case of a marketing project of the Plekhanov Russian University of Economics and Microsoft Russia in marginalizing software piracy the paper highlights the necessity of facilitating students' involvement developing social marketing programs as part of their marketing training.

Approaches to Teaching Business Ethics at Universities

The requirement to teach ethics is growing throughout higher education. Many departments whose main academic interests lie elsewhere are now making room in their curricula for an introduction to the moral issues related to their primary discipline. The pressure to teach ethics comes from benchmarking statements, the requirements of professional associations, and the more general drive to provide students with key transferable skills.

Students need to study ethics in order to meet the expected demands of their working lives. Universities can only meet this need effectively if they tailor the learning and teaching environment to the requirements of different student groups so that students see ethics as relevant to their primary discipline and as a subject that they can tackle with confidence, and with the expectation of attaining an acceptable level of expertise (Moriarty, 2009). One of the primary motives behind the drive towards a greater ethical awareness among students and graduates is an appreciation of the consequences for any profession of a loss of public confidence. It will therefore be increasingly important for teachers of ethics to produce learning and teaching outcomes on three levels (Illingworth, 2004): (1) subject-specific level: students will need to understand the moral issues that arise most frequently within their own subject area and the perspectives of key stakeholders/service users in the professions served by that subject area; (2) inter-professional level: students will need to understand the perspectives of people from professionally related subject areas on issues of shared moral significance; (3) public level: students will need to understand the perspectives of private individuals and relevant social groups on moral issues arising within their subject area.

The ethical performance of an organization depends in no small part on a highly idiosyncratic factor: people. Specifically, it depends on their values, character traits, and will power. A manager therefore should be prepared and specially trained to develop those values and motivate behavior patterns necessary to guarantee ethical performance of various organizations.

Plekhanov Russian University of Economics (PRUE) is a leading Russian University training managers in a variety of business related areas. Established in 1907 by a group of Russian merchants the university has been focusing on providing applied knowledge useful for building successful careers in business throughout its history. With the start of market reforms in Russia REU was the first among Russian business schools to establish a marketing department in 1990 and has been training marketers in its academic and professional courses since 1993. Some of the most popular marketing courses at Plekhanov are professional programs for people with various education and backgrounds working in managerial or marketing positions and wishing to get a marketing degree or diploma. These courses vary in length and final document. Professional Diploma in Marketing is a program developed by REU to prepare students for the Chartered Institute of Marketing (http://www.com.co.uk) 6th level examinations. These are offered by PRUE both to individual students in the open market, and to corporate partners.

One of such partners of PRUE is Microsoft Russia Company (MS-RUS). MS-RUS is one of very active players on the Russian market. According to the International Data Corporation's (http://www.idc.com) estimation, every dollar of Microsoft turnover creates another $17 turnover for Microsoft partners, which makes Microsoft an active driver of the Russian GDP. MS-RUS is keen on developing its employees marketing skills and competences and requires all participants of company funded training courses to use company cases and business problems to prepare their assignments. The company also requires all students of corporate programs to present and defend a final assignment based on MS-RUS materials. Team work is an important corporate value for MS-RUS, and though the CIM examinations require individual assignments submission, this final assignment for the company is done in teams. CIM Professional Diploma program does not include a separate module in Business Ethics, though ethical problems, alongside with corporate social responsibility (CSR) and sustainable development are discussed within the courses in Delivering Customer Value through Marketing and Project Management in Marketing. The courses include cases on various organizations, including charities and not-for-profit, which offer excellent opportunities to discuss social and ethical issues and offer students possibility to develop their own project on CSR or ethical issue. One of the ethical issues which were defined by MS-RUS management to conduct CIM final assignment problem was problem of unauthorized use of MS software (in other words Piracy). This project was planned, conducted and implemented and now results of this project can be used in previously mentioned marketing courses on university master level, or for professional courses. Piracy is a problem for any IT, software, music/ or film producers, as well as producers of other non-digital products (fashion apparel, accessories, watches, jewelry, etc.). Piracy can be defined as a war-like act committed by private parties (not affiliated with any government), which unauthorized use or reproduce of copyrighted or patented material. Software piracy is defined as an unlicensed, unauthorized reproduction and illegal distribution of software, whether for business or personal use (http://portal.bsa.org/globalpiracy2010/ 8th annual BCA and IDC Global PC software piracy study, 2010). Nowadays digital piracy happens more often than violence at sea. One of the most significant reasons that computer ethics deserves special attention is because of our inclination to view one's actions in the intangible, virtual world of information technologies as being less serious than one's actions in the real world. Software piracy (the illegal duplication of computer programs) costs the computer business billions of dollars each year. An act of piracy is being committed when watching a movie downloaded from the Interne or listening to a song, one did not get the legal rights to play, working with unlicensed software at schools or universities.

The level of software piracy is a bigger concern for the emerging markets, especially with the rapid increase of PC installation. Emerging economies account for 45 % of the global hardware market, while in software they have less than 20 % market share. According to the 8th Annual BSA/IDC Global PC Software Piracy Study, the value of unlicensed software hit $51.4 billion, with United States, China, Russia, India and France bearing the largest costs. Piracy harms not only global software companies, but also local producers, service companies and distributors. For every dollar of software sold in a country, another $3 to $4 of revenue is generated for local service and distribution firms (http://www.idc.com).

Microsoft continually participates in different initiatives to reduce piracy. Company is a member of different international organizations, which work to overcome different kinds of piracy (for example, NPA SS) (http://www.appp.ru/english/ Non-profit association of software supplier).

Research Method

MS-RUS research team was created and provided with the topic for their project: How to marginalize software piracy for MS-RUS. This work was planned as classic research project. MS students combined desk research and qualitative methods of field research in form of in-depth interviews with representatives of MS partners (distributors of software) on the Russian market, and round-table discussions (in format of focus-group with different consumer segments). During research team members defined that several consumer segments of social marketing program can be interesting for anti-piracy project: young generation of software users (those who just started use computers), and decision makers. Segment of decision makers (DMU) can be divided into two sub-segments: educational and life-style (parental), because both are so influential for the main targets: beginners.

Research Results

Within the project the issue of piracy was analyzed using a wider marketing approach and bearing in mind the tree levels of ethics learning outcomes. Researchers first tried to understand why consumers use pirated software or other illegal product/ or service. They found the following answers to this question: (1) consumers were attracted to free downloads of pirated products either by low costs of these products or no costs at all; (2) access was easy and numerous providers of pirate product/ service exist. Russian Government has taken important actions to prohibit using unlicensed software at schools, universities and other government controlled organizations, but in spite of these actions Russian consumers can easily download a lot of unlicensed products. Another channel of distribution for illegal software, music, films, databases and even PCs and other gadgets are open markets in Russia (e.g. Gorbushka, Electronny Ray in Moscow), which known by Russian consumers or even foreign visitors of Moscow.

Researchers had discovered that Russian consumers do not understand why legal software is better than the pirate copies. Putting their findings against the theoretical attitudes change construct the project team concluded that attitude-behavior relationship would be stronger when the attitude components are consistent, so their marketing activities should target not only the cognitive part of the piracy attitude, but also the feelings to result in behavior patterns change.

Having done that, the team decided to develop a social marketing project aimed at a significant piracy attitude change among the young generation consumers – school children and students who should be brought up with the right ideas about intellectual property, consumer rights and piracy.

There was a need for partnerships to be developed to plan and implement this social marketing program, so the team members talked to their business partners – distributors and vendors, as well as MS-RUS divisions. Team members decided to focus on 3 most attractive groups of their target segment, discovered in the research (Table 1).

Table 1. Target groups for anti-piracy communication

Group name	**Group characteristics**	**IT usage purpose**
Beginners	6-12 years old, studying at elementary school	Games, Internet search, educational materials and communication
Advanced users	Teenagers 13-17 years old, studying at high schools	Education or entertainment and communication
Educational and Lifestyle decision-makers (DM)	Educational DM: Ministry of education, school directors and teachers	recommend/purchase IT for their organisations, influence previous groups' decision making and attitudes
	Lifestyle DM: parents	purchase IT for home use, influence previous groups' decision making and attitudes

1. Beginners and advanced users are very sensitive to various interactive contests, actively taking part and being fully engaged. Direct communications via open lessons were recommended as the most effective. Internet was considered to be the most important channel of communication due to its availability and coverage (Russia is second market in Europe on Internet Penetration Rate after Germany. 43% of total population in Russia is on-line in 2011(http://www.newmediatrendwatch.com/markets-by-country/10-europe/81-russia (Internet world statistics).

   Based on these facts Internet was chosen as the main media for all segments.

Communication activities included:

- creative communication activities for kids: such as painting, composing, story-writing and creative contests to get full involvement of the target audience and gather some additional information, which is always available once personal and creative input is required;

- advertising (printed posters or Internet banners), which can be used in communication targeted both Beginners and Advanced users. Posters were to be produced and placed at secondary and high schools, universities, popular entertainment centres, banners could be used in the most popular web sites, search engines.
- educational program suggested open communication with DM, in the form of open lessons, always very informative, full of discussions and live interest. Parents overall respond well to any information which could make their kids life better, and, which is very important, more secure. Therefore information about intellectual property rights and their violation can be of great help.

Key message addressed to Beginners was: "Everything belongs to somebody and every work should be rewarded. You don't want your work to be taken or used without your permission, neither do the others". This idea of fairness and justice was appealing for kids. Key message for advanced users included more sound reasons like consumer-benefits and legal punishment: "Know when you infringe copyright and what your risks are. Genuine product rocks, pirate copies are not cool. Genuine products provide technical support, updates and bonuses. Using pirated copies may result in punishment". Another message was based on social responsibility idea: "Pirated software steels money from my country".

Communication messages developed for Educational DM and parents were aimed to raise their awareness level and provide a message to be communicated to kids. The main message for the teachers was "Learn to defend your intellectual property rights" and "Learn how to explain students why they couldn't copy somebody else's essays as well as any intellectual property without permission". Parents' attention was drawn to the risks encountered when their kids or they infringe copyrights.

Further Discussions

The project report presented to the examination board including REU professors and MS-RUS division managers and marketing director not only was graded high, one of the division managers offered a budget to implement the program. Twelve articles and banners about "Marginalizing piracy" were placed on the most visited web-sites and in popular Russian social networks like Vkontakte.ru and Odnoklassniki.ru. MS-RUS also used search engine marketing so that the top line for requests for pirated products provided the link to the MS-RUS marginalizing piracy site. Several contests were organized for schoolchildren: for the best story, best picture, best anti-piracy idea. More than 5000 kids participated in this competition from 10 different regions of the Russian Federation. MS-RUS involved the sales force of their regional business partners. Sales managers were working with selected schools to motivate kids to explain how they understood piracy and how this piracy affected their life and PC. Open lessons explaining intellectual property rights and piracy issues for beginners and advanced users were delivered by teachers, and volunteers from Russian pedagogical universities.

The most rewarding conclusion of this social marketing program was the responses received from the project team members surveyed three months after their successful presentation of the assignment. They were asked to assess their own piracy attitude changes. Four out of six team members said they became very strict about using illegal digital products and do not allow their family members to use them. One of the team members said he was sometimes using free downloads, but not if he suspects the sites are illegal, and the sixth team member said he was strictly controlled now by his teenage son, who became true evangelist of the legal use of digital products. The project in marginalizing piracy was a social marketing activity, as the participants took tangible actions to make important social changes rather than tried to influence the others to take actions. It can also be considered a distributed entrepreneurship project, as circles of activities with a wider group of external stakeholders (student volunteers, secondary school directors and teachers) were involved.

References by Request

ADAPTIVE LEARNING: A CASE STUDY IN STUDENT PERFORMANCE USING THE LEARNSMART™ ADAPTIVE STUDY TOOL

Lois Olson, San Diego State University

Donielle Xu, McGraw Hill

Embracing Technology to Achieve Results

Instructors and students in higher education institutions across the United States face a number of instructional and learning challenges as many students arrive on campus without the skills and knowledge to succeed and stay in school. In fact, 25 percent of college freshmen in the U.S. drop out before the end of their first semester. In addition, full-time students are now reported to spend an average of only 14-15 hours studying per week, down from 24 hours in 1971. However, the good news is that new adaptive technology offers smart study tools that engage and assist students in their learning outside of the classroom while supporting instructors' teaching goals.

Adaptive learning tools – like McGraw-Hill's LearnSmart™, now used by thousands of students across the country – are being implemented to increase teaching effectiveness and learning efficiency. These tools improve student engagement, grades, and retention, thereby enabling students to be more successful in their college experience and ultimately more career-ready.

What is LearnSmart?

LearnSmart is an interactive study tool that adaptively assesses students' skill and knowledge levels to track which topics students have mastered and which require further instruction and practice. Based upon student progress, it then adjusts the learning content based on their knowledge strengths and weaknesses, as well as their confidence level around that knowledge.

LearnSmart's adaptive technology also understands and accounts for memory degradation. It identifies the concepts that students are most likely to forget over the course of the semester—by considering those that they had been weakest on or least confident with—and encourages periodic review by the student to ensure that concepts are truly learned and retained. In this way, it goes beyond systems that simply help students study for a test or exam, and helps students with true concept retention and learning.

Dynamically generated reports document progress and areas for additional reinforcement, offering students real-time feedback on their content mastery. By monitoring student progress, educators have the ability to instantly evaluate the level of understanding and mastery for an entire class or an individual student at any given time.

How LearnSmart Benefits Instructors: More effective teaching

LearnSmart guides students – at their own pace and on their own time – through the basic knowledge and skills covered in a course, so that they come to each class with a solid foundation of concepts that will be covered. Professor Lois Olson from San Diego State University lectured on marketing concepts in class, but she knew that her students needed additional practice on their own to fully understand the concepts. She had been designing assignments in a course management system, but they were taking a good deal of her time to write and grade. In addition, she spent a significant amount of time troubleshooting technical problems for her students. She needed a way to continue to provide quality assignments, but in a less time-consuming way. LearnSmart and other features in McGraw-Hill Connect® provide her the quality assignments she was looking for.

Professors who require LearnSmart in their classes tend to see significant improvements in student pass and retention rates, as well as performance in the course, as compared with students from prior terms without LearnSmart or more traditional static review assignments, such as from the textbook test bank. Based on final grade averages in Lois Olson's classes, students who used *Connect Marketing* in the Spring 2010 term scored as many as 5 points higher on final grade averages than students in previous classes who did not use the program. In a subsequent course, taught fully online in Summer 2010, 60 of Professor Olson's students using *Connect Marketing* scored as many as 6-7 points higher on final grade averages than students in previous online courses who did not use the program. "The grades were substantially better," Olson observes, "and the recorded lectures were the same as in the two previous summers."

LearnSmart's dynamically generated reports give educators the ability to understand the strengths and weaknesses of individual students. This information can prove invaluable in helping educators identify the students that may otherwise fall behind in a course before it is too late, providing instructors the information needed to offer timely assistance to help ensure the student stays in the course.

How LearnSmart Benefits Students

Students also benefit greatly from LearnSmart. Using LearnSmart to study has proven to lead to improved learning efficiency, greater engagement, and better career readiness.

With its ability to pinpoint a student's knowledge gaps and direct the student to the exact section of the eBook or textbook content for reinforcement, LearnSmart personalizes the study environment based on student needs. Students appreciate LearnSmart's ability to focus their attention on the areas where they need to spend the most time, resulting in more efficient study time for today's student and increased readiness for lecture and exams.

As students work through each module, LearnSmart assesses how confident they are about their answers. Metacognitive reports generated by LearnSmart show students how comfortable they are with what they've learned, so even if they have shown mastery but are not confident about it, LearnSmart will provide them continued practice until they've reached full confidence in their content mastery.

When students complete LearnSmart modules before class, they are knowledgeable about core course content and, as a result, are more engaged in classroom discussion and participation. Students are asking higher-level questions, spiking greater interaction with, and interest in the subject matter, while instructors are able to spend valuable class time covering more advanced topics in higher levels of the cognitive domain.

Many students also find LearnSmart fun, “playing” against fellow students and comparing who knows the most. This friendly competition and way of learning makes studying feel like anything but the stereotype of cramming.

Reaching higher levels of the cognitive domain and covering more advanced topics leads not only to more knowledge, but a better assimilation of that knowledge. This means that students are better prepared for their careers than students who do not use LearnSmart. Students don’t just go through the motions to get the required credits to graduate. They integrate the course materials better, at a much higher level of comprehension, and with higher retention of knowledge. In sum, they are better prepared for the professional world.

Professor Olson’s students have responded favorably to LearnSmart and have seen the benefit from more productive studying and better scores on exams. Two of her students produced video content highlighting how LearnSmart has helped them in their coursework.

Conclusion

Professor Olson has been assigning *Connect Marketing* with LearnSmart in her Principles of Marketing course. Based on the ease of providing quality assignments and other content review, as well as the increase in student academic performance, she recommends *Connect Marketing* with LearnSmart to her colleagues teaching Principles of Marketing and Integrated Marketing Communications at SDSU. *“Connect* has made my life easier,” Professor Olson says, “and my students are doing better.”

TEACHING THE INFLUENCE OF SUPERSTITIOUS BELIEFS ON CONSUMER DECISION-MAKING: FINDING YOUR PLACE IN THE HARRY POTTER WORLD

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Introduction

There are several less researched but increasingly more relevant concepts creeping into the lexicon of factors which affect consumer behavior. Marketing educators must find creative techniques to present such topics in ways that students can readily comprehend. This paper presents a classroom exercise to teach one such topic, namely, superstitious beliefs and their influence on consumer decision-making. It is inspired by the popular *Harry Potter* series of books and movies that revolve around magic, wizardry and superstitious beliefs (Rowlings, 1998).

"Superstitions are beliefs that are inconsistent with the known laws of nature or with what is generally considered rational in a society" (American Heritage Dictionary, 1985). Wikipedia describes superstition as "a credulous belief or notion, not based on reason, knowledge or experience." Levitt and March (1988), studying superstition in an organizational setting, defined it as a compelling subjective experience of learning with loose connections between actions and outcomes. There seems to be a rise in superstitious beliefs and activities in the United States (Smith, 2003).

A recent a Yankelovich Poll found that a third of Americans believe in ghosts and UFO's, while 48 percent indicated they believe in extrasensory perception (Barrick, 2007). A recent AP-Ipsos poll found that one in five people say they are at least somewhat superstitious (Ap-Ipsos Poll, 2010). Seventeen percent of respondents believed that finding a four-leaf clover to be lucky and 13 percent dread walking under ladders. Other superstitious activities/items noted were the groom seeing the bride before their wedding, black cats, breaking mirrors, opening umbrellas indoors and the number 13/Friday the 13th.

Moreover, popular media increasingly provides evidence of growing attention paid to the paranormal, spiritual beings, and forces that are unseen but affect everyday lives. The data shows a marked increase in belief for all concepts listed. This reflects an overall trend identified by Tobacyk and Milford (1983). Popular culture has advanced the movement through television shows like the "Ghost Whisperer," "Long Island Medium," "Fast Forward," "Fringe" and shows on the Travel Channel and the Syfy Network dealing with Haunted Houses, "Ghost Hunters" and destinations, as well as, A&E channel's "Psychic Kids: Paranormal Children."

Block and Kramer (2008, 2009) are among the very few available studies to systematically link superstition to consumer behavior. According to the Block and Kramer (2008, p. 783) study, "Superstitious beliefs have a robust influence on product satisfaction and decision making under risk. However, these effects are only observed when superstitious beliefs are allowed to work nonconsciously. Using a process-dissociation task, we further demonstrate the distinct conscious versus nonconscious components of the effect of superstition on decision making under risk." In this study Block & Kramer provided anecdotal connections between superstitious beliefs and consumer decision making and behavior. They pointed to marketing campaigns which succeeded or failed due to their connection with superstition:

- Icelandair's successful promotion allowing customers to add on excursions for $7 each, provided they booked by 7/7/07.
- Wal-Mart's successful "Lucky in Love Wedding Search," promotion which granted seven couples a free wedding ceremony and reception for 77 guests on the lucky date.
- Decrease in sales revenue of hundreds of millions of dollars on Friday the 13th because people are reluctant to leave the house and shop less and fly less.
- Success of the *Friday the 13th* movies released on Friday the 13th which earned $350 million.

In a more recent study, Block and Kramer (2009) linked superstitious beliefs as a basis of product performance expectations and their impact on initial purchase likelihood and subsequent satisfaction. They "demonstrated instances when superstition-driven expectations cause consumers to make purchase decisions that run counter to economic rationality." They found that Taiwanese consumers are relatively more likely to purchase a product with positive superstitious associations based on its "lucky" color, and are more likely to purchase and are willing to pay more money for a product with a smaller but "lucky" number of units contained in the package (e.g., eight tennis balls compared to ten). In contrast, consumers who do not hold such superstitious beliefs adhere to the more rational choice paradigm (p. 161)."

Most of the literature regarding the impact of superstitious beliefs comes from psychology and relates it to anxiety and psychological distress (Zebb and Moore 2003). Several studies examined issues relating to luck (Darke and Freedman 1997; Keinan, 2002; Hergovich, 2003; Wiseman and Watt 2004) while other studies have associated self-efficacy with superstitious behavior (Bandura, 1997; Damisch, Stoberock and Mussweiler, 2010).

Objective and Description of the Pedagogical Exercise

This paper describes an experiential exercise that marketing educators can use to raise the awareness of college students on their own level of superstition. In order to engage students, the authors incorporated characters from the popular *Harry Potter* series.

Students were asked to respond to a survey based on a scale of superstitiousness by Zebb and Moore (2001) which deals with Western superstitious beliefs. Then, based on these responses, students were categorized into a taxonomy based on *Harry Potter* (Rowlings, 1998). Students can be grouped into one of three categories, based on their scores in the scale. These include:

- Wizard (most superstitious) born from two magical beings with magical powers
- Mudbloods (moderately superstitious) born from one magical being and one muggle (human)

- Muggle (least superstitious) most rational no magical powers

Items were included that reflected a variety of behaviors and tendencies that may impact behavior. The respondents indicated their level of agreement according to a 6-point Likert scale. Respondents also provided demographic data such as their age, gender, ethnicity, and level of acculturation in the United States and years living in the United States. Items in the scale included the following:

I have a lucky number.

I believe that seeing a black cat brings bad luck

I believe that walking under ladders will bring bad luck.

I avoid walking under ladders.

I believe that the number 13 is unlucky.

I believe that opening an umbrella inside is bad luck.

I avoid opening an umbrella inside.

I avoid stepping on the cracks in the sidewalk for fear of bringing bad luck.

I believe that finding a four leaf clover brings good luck.

I believe that picking up a penny brings good luck.

I believe that wishes made in a well while tossing coins in a fountain will come true.

I believe that knocking on wood will prevent the undoing of something good I just said.

I knock on wood to prevent the undoing of something good I just said.

I believe that fortune tellers can predict the future.

If I went to a fortune teller and that person predicted something, it would come true for me.

I do something special to bring good luck.

I do something special to prevent bad luck.

I have a superstition not listed here.

Harry Potter Taxonomy Outcomes

In order to test the exercise, it was administered to a sample of 122 students in a Marketing Principles class. Of those who specified their gender, 45 percent were males and 48 percent were females. Of these, there were 42 percent Asians, 26 percent were Caucasians, 15 percent Hispanics, two percent African Americans, three percent were “others.” According to their level of acculturation, respondents were asked if they were non-residents, first generation, second generation, third generation, more than three generations, and don’t know. This sample contained 37 percent from the first generation, 22 percent from the second and third generation, 16 percent were more than three generations in this country and 9 percent who “don’t know.” Only five percent were non-residents.

The Zebb and Moore Superstition Scale contained items that were considered Western superstitious beliefs. Results showed that overall, respondents were not wizards. Among the items were beliefs followed by corresponding behavior. Some respondents did not agree with beliefs but engaged in action to ensure good luck. For example, although only 10 percent agreed or strongly agreed that walking under a ladder was bad luck, 30 percent agreed or strongly agreed that they avoided walking under a ladder.

Using the Zebb and Moore Superstition Scale, responses to the first 17 and the last questions were added up to form a “superstition score.” Based on responses, students were classified as either Wizards (70-90 points), Mudbloods (41-70) and Muggles (0-40).

There were no respondents scoring 70 or above. Of all the respondents, 25 percent were classified as Mudbloods, and 75 percent scored 40 and below and were thus considered Muggles. In keeping with findings in the literature, there were more females who were Mudbloods compared to males (38 percent of females to 13 percent of males). In classifying respondents according to ethnicity, 27 percent of Asians were Mudbloods compared to 19 percent of Caucasians and 17 percent of Hispanics.

Of the items included on the Zebb and Moore (2001) scale, strongest agreement were found with items like belief in finding a four-leaf clover brings good luck (mean = 2.67), “knocking on wood” where believing that it would prevent the undoing of something good (mean = 2.38) and actually knocking on wood “to prevent the undoing of something good I just said” (mean=2.39), and having a lucky number (mean=2.34). The weakest beliefs were in seeing a black cat brought bad luck and that a fortune teller’s prediction will actually come true. The lowest response for behavior was avoiding stepping on cracks in the sidewalk for fear of bad luck (mean = .43).

Several items were added to the Zebb and Moore (2001) scale to examine behaviors that may have a relationship to purchase. Of those, the strongest reaction was to wearing certain colors to funerals (mean = 3.29). This may have less to do with superstition and more to do with tradition. Other items that respondents reacted to were the belief in what they read (mean = 2.68) and the belief that there is truth in every rumor (mean = 2.63). The weakest were on avoiding scheduling events on Friday, the 13th (mean = .92), belief in lucky items of clothing (mean = .89) and eating certain food during holidays for good luck (mean = .76).

Table 1
Superstitiousness versus Beliefs and Behavior

Beliefs/Behaviors	Mudbloods (%)	Muggles (%)
I would avoid scheduling a special celebration on Friday the 13th	32	9
I believe everything I read	79	60
In a hotel, if I was assigned Rm. 666, I would ask the front desk for another room	58	22
I avoid owning a black cat	55	22
I have a lucky item of clothing	24	11
I believe some items bring me luck when I play competitive sports	57	21
I follow a routine when I go shopping	48	22
I follow a routine when I play video games	34	15
I have a good luck charm	44	1
I eat certain foods on holidays for good luck	34	8
There are certain colors I would never wear to a funeral	83	69
I think there is truth in every rumor	83	59

After classifying respondents on the Zebb and Moore (2001) scale as Mudbloods and Muggles, Table 1 shows the cross tabulation of this with the other beliefs and behavior. The table shows significant differences between Mudbloods and Muggles respondents in their belief and behavior. For this tabulation, all the positive sections of the scale indicating agreement were added up to compute the percentages.

Implications

Marketers have long suspected a relationship between superstitious beliefs and consumption behavior, but studies have only recently attempted to connect investigations done in Psychology to Marketing. This exercise provides a technique that incorporates the concept of superstitious beliefs into the classroom in a compelling way. In this classroom of students, however, there were no respondents who fell into the category of wizard. This could be the result of the diversity of students in the sample because the scale was based on Western beliefs and 42 percent of the students identified themselves as Asians.

This exercise shows promise. Students had fun and it was simple enough for the instructor to administer. However, in the future, it can be enhanced by asking students to predict ahead of time where they think they would fall in the taxonomy and comparing the results. Further, future research should examine both antecedents and marketing outcomes of superstitious belief. It would also be interesting to measure individuals' level of uncertainty avoidance (Jung and Kellaris, 2004) and investigate how uncertainty avoidance is related to superstitious behavior. Specifically, we expect that the more individuals want to avoid uncertainty, the more likely they are to exhibit superstitious behaviors in the marketplace. In addition, future research can examine how superstitious belief might influence consumers' confidence in marketplace activities (Bearden, Hardesty, and Rose, 2001) such as gathering information about a product, forming a consideration set, decision-making, ability to resist persuasion attempts by salespeople, and asserting consumers' concerns and rights. Giving students an opportunity to think about interconnectedness of various constructs related to superstitious belief and consumer behavior in a classroom can serve as a fun tool in demonstrating how values and beliefs influence consumer behaviors.

RETHINKING STUDENT ENGAGEMENT: STUDENT AS CUSTOMER OR EMPLOYEE?

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Abstract

This discussion offers clarity about whether faculty members should conceptualize students as customers or as employees in the classroom. It posits that the construct of *student engagement* is quite similar to *employee engagement*. Moreover, it concludes that principles and behaviors that help managers build engaged employees in the workplace have strikingly similar counterparts for faculty members in the classroom. The meaning of engagement is addressed, as well as the specific behaviors and leadership styles that can contribute to a general learning environment and characteristics of the learning process which lead to desirable outcomes both for the student and for the university. In an educational setting, the outcomes of engagement include greater knowledge attainment, student participation in learning opportunities outside of the classroom, a commitment to lifelong learning, loyalty to the university demonstrated through advocacy and alumni relations, and a larger contribution to society as a whole. Finally, the perspective described here has significant implications for classroom pedagogy and for faculty members who must play a pivotal role in building student engagement in learning.

Introduction

"Engaged learning and engaged learners are increasingly cited as critical factors in producing significant learning" (Young, 2010, p.1). "Learning begins with student engagement" (Shulman, 2002, p. 37). If one accepts these assertions, several questions follow for educators to answer, including: What does it mean for a student to be "engaged" in learning? And, is it possible for educators to influence students' learning engagement?   What is the best conceptualization of both the student and the faculty member for achieving student engagement in learning, as well as desirable learning outcomes?

What is Student Engagement?

"While student engagement is a concept with educational potential, there are diverse and contradictory meanings attached to the concept and, therefore, many different models of student engagement" (Harris, 2010, p. 132). Reviewing 44 studies of student engagement, Fredricks, Blumenfeld & Paris (2004) identified three categories of engagement: behavioral, emotional, and cognitive. As well, variability exists in terms of the conceptual scope of student engagement. For example, research in the United Kingdom viewed "the student as consumer, co-producer or member of a learning community" (Little & Williams, 2010, p. 117), but the primary focus of study in this case was on students' larger role in university governance. Bowen (2005) identified four types of engagement: with the learning process, with the object of study, with contexts of the subject of study, and with the human condition. In contrast to broader scopes of student engagement, this discussion focuses on *student engagement in learning in the classroom or course context* – a narrower, but no less important, scope of engagement. Schreiner (2010) reported: "The higher students' level of engaged learning, the more satisfied they are with the learning process . . . and the greater learning gains they report while in college" (p. 4).

Student engagement at the classroom level is discussed in terms of 1) specific student behaviors regarding faculty members (*e.g.,* discussing grades/ideas/career plans, working with faculty outside the classroom); 2) community-based activities (*e.g.,* a project, a practicum, volunteer work); and 3) transformational learning opportunities (*e.g.,* study abroad, a "senior experience") (Carle *et al*, 2009). To establish clear boundaries of inquiry for this discussion: Its focus will be on interactions between students and professors in a classroom setting, including virtual classrooms (*e.g.,* Watwood, Nugent, & Deihl, 2009). Chen, Lattuca, & Hamilton (2008) "propose that high levels of faculty engagement … will promote student engagement and student learning" (p. 339). Although they make a good case for the faculty member's role in student engagement, they do not specifically offer a framework to inform that role. It is appropriate first, however, to determine the *role of the student* in learning engagement. A conceptualization of that role which is prominent in scholarly research is "student as customer."

Student as Customer

"While references to 'student as customer' long predate the 1990s, it appears to have been the movement toward Edward Deming's total quality management (TQM) that most brought about the changed perception among higher education administrators" (George, 2007, pp. 966-967). At least among collegiate *marketing* educators, there could be a strong inclination to think of students as customers (*e.g.,* Padlee, Kamaruddin, & Baharun, 2010; Hurdle, 2004), and to apply marketing concepts to the "business" of higher education (*e.g.,* Miller & Cluff, 1985). Hammond & Webster (2011) studied the *market focus* and *market orientation* of business schools. Kenney & Khanfar (2009) used terms like *customer satisfaction, service* *quality, switching costs*, and *repurchase intention* when modeling their understanding of how to increase student retention rates. After all, students (or their parents) pay "good money" to be able to enroll in university courses and programs of study, ostensibly for the purpose of learning and earning a degree. In turn, the knowledge and skills they acquire are assumed to increase – if not students' market value as future employees – at least their value as thoughtful members of society.

However, it is not just marketing educators who have embraced the student-as-customer role. In their examination of the *market orientation* of two higher-education systems, Hemsley-Brown & Oplatka (2010) measured it by soliciting administrators' views of *student orientation*, *competition orientation*, and *intra-functional orientation* (*i.e.,* internal marketing practices). Although the academic literature includes many examples of scholars who embrace the student-as-customer perspective, a compelling case can be made for rejecting or tempering this viewpoint. Hurdle (2004), who explored marketing students' classroom expectations, recognized: "While treating students as service customers puts the students at the center of the educational process, detractors say that short-term student satisfaction doesn't translate into long-term knowledge and learning and that students are not analogous to customers because they don't pay the full price of the services they are provided" (p. 4). In a comprehensive analysis of the "student-as-customer" perspective, George (2007) described it as "market overreach," and he provided strong justification for reversing "the trend of regarding students as customers" (p. 976).

Is the Student a Customer?

It is not surprising that the "marketing perspective," as well as its attendant focus on "customer," might shed some light on the student-as-customer debate. The discussion here posits that in *some* cases, the student may properly be identified as a customer of higher education. However, in the all-important matter of *student engagement in learning*, a customer perspective is not instructive. Underlying this assertion is the fact that undergraduate higher education is not a single service, no more than a hotel or an airline is comprised of a single service. The services marketing literature is clear that almost any service is actually comprised of a constellation of services (to a greater or lesser extent, depending on the complexity of the service), all of which can be categorized in three ways: *core services, facilitating services*, and *supporting services* (Gronroos, 1990). Gronroos' and similar typologies (*e.g.,* Lovelock, 1992) are well accepted in the services marketing literature, so this discussion focuses solely on their application to higher education – a very complex service. Recognizing that universities can provide core services other than learning, this discussion also limits the scope of inquiry to the core service of learning.

Facilitating services in higher education are *required* because they *allow students to gain access to the core service*. Are students charged accurately for meals consumed through food services? Is the course registration process accurate and real-time? When students make appointments (*e.g.,* advising, financial aid), do service providers meet reasonable expectations of customer service (*e.g.,* timeliness, courtesy, empathy)? The first observation of note regarding these facilitating services is that *none* requires student engagement. Rather, they require schools to develop effective and efficient service processes that meet students' and others' expectations. The second observation is that these services have nearly identical counterparts in many other, non-academic service settings. By the time students enroll at a university, they have formed clear expectations about these types of services, and students judge their quality with a great deal of confidence. In all regards, a student is a *customer* of the myriad facilitating services that are present at nearly every step of the higher education experience.

A similar story can be told about the supporting services offered to students as part of the higher-education experience. In contrast to facilitating services, these are services that *add value* to the core service, and technically they are *not required* for students to gain access to the core service. Like facilitating services, these supporting services have counterparts in the general marketplace (*e.g.,* hotel concierge services, physician "wellness" services, frequent-flyer lounges), so students are capable of understanding their needs and articulating expectations of service quality. As in the case of facilitating services, engagement is not essential for students to derive the full benefit of these services. It is argued here that in the case of supporting services provided by universities, a customer orientation is not only appropriate, but also necessary to create *satisfied student customers* of these value adding services.

When one considers the core service of higher education – *learning* – this core service is quite distinct from the many facilitating and supporting services students consume while enrolled. First: Students generally are incapable of "knowing what they need to know and learn" about a particular subject area. Second: The real customers of student learning include (but are not limited to) both future employers (taking a narrow view) and society as a whole (taking a broad view). Ultimately, the student is not the only or, some argue, even the primary customer of this core service. Therefore, the marketing concept and its attendant customer focus do not comprise the proper theoretical foundation for understanding student engagement in learning. For reasons that will be addressed in greater detail below, it is suggested here that a more appropriate conceptualization of the student in the classroom is that of an *employee*. Recently, Medlin & Faulk (2011) drew parallels between employee and student engagement – using measures of employee engagement to predict student optimism – concluding that both engagement and optimism are positively related to academic performance. But, they did not offer specific insight into how to enhance student engagement, a primary goal of the remainder of this discussion.

Faculty Member as Classroom Manager

In his rather harsh critique of the student-as-customer perspective, George (2007, p. 965) argued: "Viewing the student as a customer rather than a 'worker' or 'apprentice' has created problems for higher education, including grade inflation, shortened contact hours, and the redefinition of study time." About "the relationship between teachers and students within the college and university," George asserted that professors may be "diminished in their professional status by being cast as facing customers" (p. 971). Although George did not specifically comment on the topic of student engagement, he did advocate for an "employer-worker" relationship between professor and student. So, if the student is best conceptualized as an employee, then perhaps a more appropriate conceptualization of the role of a professor/faculty member is that of *manager* –not producing learning to be "consumed" by the student, but rather managing the learning process. With that relationship in mind, it is then appropriate to consider how managers in a work setting enhance employee engagement and whether that knowledge can be translated to a classroom setting.

Adapting the work of Macey & Schneider (2008), Kinicki (2011) offered Figures 1 and 2 in a series of online podcasts designed to help managers understand how to "build employee engagement." As in the case of student engagement, employee engagement has been defined in many different ways (Shuck, 2011), most frequently by HRD practitioners. Schneider, Macey, & Barbera (2009) identified a wide variety of definitions of employee engagement at the websites of major HR firms. Although no widely accepted definition of employee engagement is currently in use, Shuck & Wollard (2010) recently described it in terms very similar to those Fredricks *et al* (2004) used to categorize student engagement – "an individual employee's cognitive, emotional, and behavioral state directed toward desired organizational outcomes" (p. 103).

Figure 1: What Is Employee Engagement?*

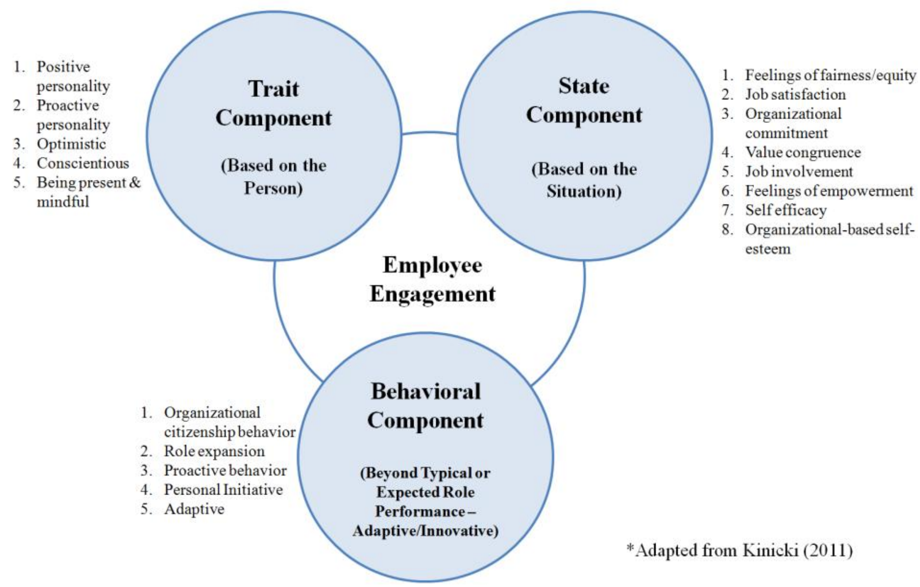
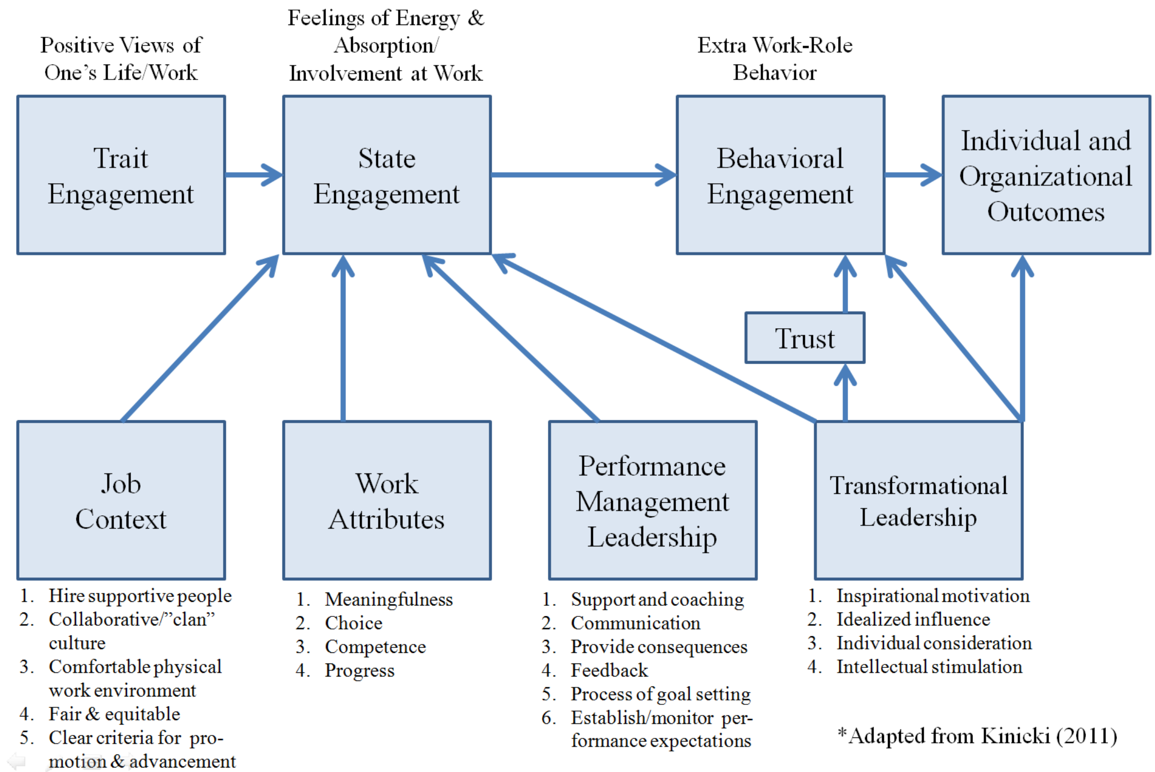


Figure 1 shows that employee engagement is comprised of *trait*, *state*, and *behavioral* components. The trait component is based on the *person*, the state component is based on the *situation*, and the behavioral component is evidenced by employee behaviors that are *beyond typical or expected role performance*. With respect to trait: Engaged employees have more positive and proactive personalities, they are more optimistic and conscientious, and they are more "present" or "mindful" in the work setting. Schreiner (2010) asserts (p. 4): "In addition to meaningful processing, engaged learning also involves a focused attention to what is happening in the moment—what psychologist Ellen Langer calls *mindfulness . . . .* Engaged learners . . . are fully in the moment; they are psychologically present in class, noticing what is new and different, able to see different perspectives on an issue."

Kinicki (2011) asserts that managers can exert the *least* amount of influence over the trait component; rather, employees should be hired *because* of these desirable traits. In contrast, managers can exert *considerable* influence over factors comprising the state component. A manager can help develop policies and practices that affect employees' perceptions of fairness or equity, feelings of empowerment, and job satisfaction. The model of employee engagement depicted in Figure 1 suggests that employee engagement will produce very specific, measurable, and desirable employee behaviors (organizational citizenship behavior, role expansion, proactive behavior, personal initiative, and adaptability).

With Figure 2, Kinicki (2011) also adapted the work of Macey & Schneider (2008) to depict a *causal* relationship among factors influencing employee engagement. Macey & Schneider (2008) equate trait engagement with "positive views of one's life and work," state engagement with "feelings of energy, absorption," and behavioral engagement with "extra work-role behavior" (p. 6). They acknowledge that "the challenge of establishing the conditions for state and behavioral employee engagement will be great" (p. 26). Figure 2 illustrates that it is a combination of the trait and state components of engagement, along with the influence of job context, work attributes, performance management leadership (PML) and transformational leadership (TL) that ultimately will impact employee behavioral engagement, as well as beneficial individual and organizational outcomes. Of note in Figure 2 is that managers have multiple avenues for influencing state engagement. By taking steps to create the right *job context* and *work attributes*, as well as through practicing *PML* and *TL*, managers can influence employees' feelings of energy and absorption at work, which is reflected in their extra work-role behavior (*e.g.,* going the extra mile, proactively addressing problems, delighting customers). The trust that TL generates is not insignificant, but due to space constraints, it will not be addressed here. This discussion continues by focusing on the four constructs, which have the potential for providing the most insight for the conceptualization of professors and instructors as classroom managers and students as employees.

Figure 2: A Model of Employee Engagement*

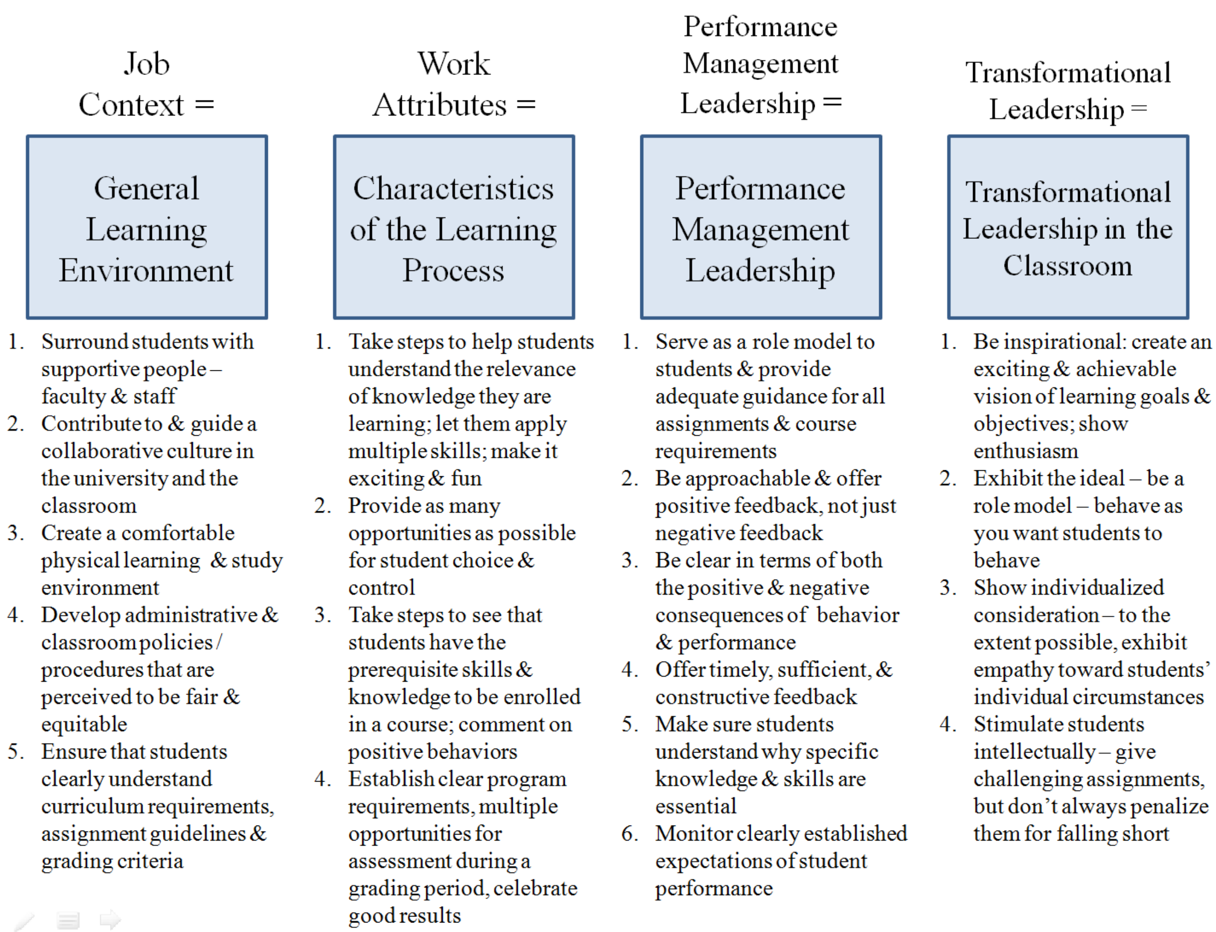


How Faculty Members Can "Build" Student Engagement

Figure 3 suggests that in a classroom setting, job context is better thought of as the *general learning environment*, and work attributes are *characteristics of the learning process*. In this setting, PML and TL would likely be very similar to the constructs in an employee/work setting, recognizing that the recipients or targets of this leadership style, as well as specific leadership behaviors, are students.

General Learning Environment. Managers who provide a job context that contributes to employee engagement 1) hire supportive people, 2) create a supportive environment, 3) provide a comfortable physical work environment, 4) engender perceptions of fairness and equity, and 5) ensure that employees understand the criteria for promotion and advancement (Kinicki, 2011 and Figure 2). Figure 3 implies there are comparable actions that professors can take to create a general learning environment that will foster student engagement in learning. For example, a professor can ensure that grading criteria and assignment guidelines are presented clearly. Through the words and actions of faculty and staff, students can determine the extent to which the culture of the department, school, and/or university is collaborative. Professors as managers can take specific steps to promote a team environment in the classroom. Further, they can develop policies and procedures that are perceived by students to be fair and equitable. Although typically, individual faculty members cannot independently make hiring decisions or ensure a clean and comfortable physical environment in classrooms and study areas, they can advocate for and influence these factors by participating in university governance.

Figure 3: Faculty Contributions to Student Engagement in Learning



Characteristics of the Learning Process. Work attributes from the perspective of employees, include factors such as 1) the *meaningfulness* of work requirements, 2) the opportunity for employees to exert a certain amount of *choice* in their work, 3) employees' perceptions of their own *competence*, as well as whether they feel they are supported in the work they are expected to do, and 4) opportunities to identify – even celebrate – milestones, or *progress*, in their work efforts (Kinicki, 2011). Figure 3 shows that faculty members have numerous opportunities to shape the *characteristics of the learning process* to enhance student engagement. For example: Might a high level of "course repeats" in a required statistics course be due in part to the fact that faculty are not helping students understand the meaningfulness of statistics in their daily and professional lives? In his review of the book, *Teaching Statistics: A Bag of Tricks*, Cleary (2005) praises how the authors (Gelman & Nolan, 2002) recommend that statistics professors go beyond the "various penny flipping, spinning, and tipping examples" common in statistics education to present "interesting ideas about the philosophy of coin flipping, about applications at sporting events, and about the way statisticians study events straddling the fence between deterministic and random" (p. 275). Dargahi-Noubary & Growney (1998) suggest that introducing the theme of "risk" into an introductory course in probability and statistics for students "involves them in analysis of events and decision from their daily lives" (p. 44). In other words, one of the "tricks" that can be used to build student engagement in learning about probability and statistics is making the learning meaningful. Schreiner (2010) maintains (p. 7): "Thinking about how the material could be applied to personal relationships or to real-life problems can generate a deeper level of interest and meaningful processing within the student, leading to higher levels of engaged learning."

Figure 2 shows that when employees get to make decisions about how to get the job done, they are more likely to exhibit behaviors related to enhanced employee engagement. Employers have found that flexible work schedules, job-sharing, working at home, *etc.* contribute to state engagement. In the classroom, professors may face constraints with respect to the "choice" construct, but they can strive to afford students as much choice as possible, thereby conveying a sense of control. Schreiner (2010) concludes: "Providing opportunities for students to choose ways of demonstrating their mastery of course content also enhances the likelihood of engagement, as students are encouraged to play to their strengths and apply course concepts in practical ways to their own life" (p. 6). This phenomenon appears also to relate to the interaction between student optimism and self-efficacy. Students who can exert choice are more optimistic about a successful outcome. "Optimism is closely related to the concept of self-efficacy – a belief in how successful one can be in terms of task accomplishment" (Medlin & Faulk, 2011, p. 3).

The final element comprising the work-attributes construct of employee engagement is progress. When employees understand that their work efforts have achieved specific milestones, they are more engaged. In the case of higher education, students who achieve milestones in their academic programs should be made aware of and commended for these achievements by the university and the professor (*e.g.,* a simple congratulatory e-mail communication). Professors can challenge students to attain certain learning objectives, and then celebrate when students achieve the desired goals.

Faculty Leadership in the Classroom. **A** significant implication of viewing students as employees in the classroom is that professors will be required to do much of the "heavy lifting" to achieve the goal of student engagement. It is the professor-manager who is primarily responsible for constructing the general learning environment and for developing beneficial characteristics of the learning process. Figures 2 and 3 thrust the professor into a leadership role that is pivotal to building student engagement in learning. PML is "the kind of leadership that helps employees maximize their productivity" (Kinicki, 2011). As classroom managers, faculty are obliged to set specific goals, monitor goal achievement by giving relevant feedback and coaching students, establish consequences for behavior – positive and negative – and assist students explicitly with their intellectual development. This type of leadership in a work setting relates positively to job satisfaction, organizational commitment, and effort (Kinicki, 2011). Macey & Schneider (2008) conclude: "Satisfaction when assessed as satiation is not in the same conceptual space as engagement. Satisfaction when assessed as feelings of energy, enthusiasm, and similarly positive affective states becomes a facet of engagement" (p. 8). Also important: Satisfaction doesn't lead to engagement; rather, engagement leads to satisfaction (Schneider, Macy, & Barbera, 2009).

Together, Figures 2 and 3 "ratchet up" the importance of a TL style for faculty in terms of influencing students' learning engagement. Transformational leadership in a work setting requires managers to provide inspirational motivation, idealized influence, individualized consideration, and intellectual stimulation (Figure 2 & Kinicki, 2011). Figure 3 shows how faculty members as managers can achieve this leadership style in a classroom setting. They can 1) enthusiastically create an exciting, achievable vision of learning goals and objectives, and 2) serve as role models for every desirable trait and behavior associated with engagement.

Cervone (2010) challenges educators to make learning less boring: "Students say that their class work does not connect to the 'real world,' or that teachers do not explain subjects in ways they can understand" (p. 37).

Contrary to the course that higher education has taken in the past two decades, faculty members – as transformational leaders – would be required to exercise judgment in dealing with individual students and their circumstances (*i.e., individual consideration*) (Tims, Bakker, & Xanthopoulou, 2011). Large classes, standardized assessments, and many other developments in higher education run counter to this requirement of TL. At the same time, there are steps that faculty members can take to enhance student perceptions of empathy and individual consideration in any educational setting. They can be encouraging, supportive, and empowering. Perhaps the greatest challenge for faculty members as classroom managers is to adhere to the principle of *intellectual stimulation* in the same way this construct manifests itself in the workplace. Is it possible for professors to challenge students to "think out of the box," but then not penalize them if it "doesn't work out"? Can faculty members fulfill their institutional roles, as well as their responsibilities to their respective disciplines, and still practice this pivotal TL requirement? These and other relevant questions pose significant challenges for professors as transformational leaders and classroom managers. That being said, the remaining requirements of TL (*inspirational motivation* and *idealized influence*) are definitely within the control of individual faculty members as classroom managers. With respect to motivation, professors can exhibit optimism and enthusiasm, and show excitement as students move forward in their learning. With respect to idealized influence, Kinicki (2011) tells managers to "walk around and be engaged yourself." "If you're a 'Sad Sack,' complaining about the work environment, you're not going to engage anyone."

Conclusions and Recommendations for Future Research

This discussion has offered some clarity regarding the issue of whether and under what circumstances students should be considered customers of higher education. It has shown that the student-as-employee perspective provides the starting point for a pedagogical framework that can be used to enhance student engagement in learning. However, this framework places much of the burden for learning engagement squarely on the shoulders of the faculty member. Even after one acknowledges the real-world challenges that are faced by faculty members, including time constraints, specific program requirements, the need to engage in a research program, and other demands placed on faculty members by academe, it is difficult to argue against the type of actions and conditions depicted in Figure 3 as a way for "classroom managers and leaders" to help build engaged learners. Although faculty members typically have little control over the important trait characteristics of students who enroll in their class sections, managers in work settings often face the same challenge. Managers might prefer to hire employees with a "positive view of one's life and work," but it does not always happen that way. The framework provided here suggests that managers in general – whether they are in a work setting or in a classroom – have many ways to influence not only engagement but also the important individual and organizational outcomes depicted in Figure 2. In a higher-education setting, these outcomes would include greater knowledge attainment, a commitment to lifelong learning, loyalty to the university demonstrated through advocacy and alumni relations, and a larger contribution to society as a whole.

The next step for the ideas proposed here will be to gather data to examine empirically the concept of "student-as-employee" and "faculty-member-as-manager" in the classroom and its relationship to student engagement in learning. A close examination of course syllabi will provide insight into the general learning environment, the characteristics of the learning process, and the indicators of leadership evidenced by the elements and policies that comprise specific courses. Measures and survey instruments can then be developed to quantify student and faculty perceptions regarding the constructs posited to be under faculty members' control (Figure 3) with respect to enhancing student engagement. This research approach may challenge the generally accepted "sanctity" of the classroom that tenured and other faculty members typically enjoy, but it may be necessary to gain greater insight into the antecedents and consequences of student engagement in learning.

References Available Upon Request

FACTORS INFLUENCING STUDENT SATISFACTION AS PREDICTORS OF INTENSIVE VS. TRADITIONAL COURSE FORMATS

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Abstract

This paper reports an effort to examine the impact of five influencing factors on student satisfaction. These five factors include course workload, academic motivation, effort, critical thinking, and reflective learning. Students in two types of courses – intensive courses and traditional courses – are the subjects of this research. Intensive courses are those that are taught in shorter periods of time, but are worth the same credit hours and include the same material and expectations as traditional 15 week courses.

The research provides the review of the existing studies on traditional, as well as intensive delivery and learning environments. The results of studies suggested that students preferred the intensive mode but did not perceive there were substantial differences in learning. Students in the intensive mode found the subject more interesting and rated the subject higher overall as compared with the traditional mode. Individual assignment grades for students in the intensive mode were higher than those in the traditional mode. However, group assignment grades, examination results and final grades were not statistically different between the two modes. Students indicated they felt there was more opportunity for feedback and interaction with the instructor in the intensive mode. In addition, it required them to be more efficient with their time. Students indicated they preferred and enjoyed the intensive mode more and also did not believe there was any disadvantage to this mode overall, as compared to traditional semester learning.

Findings of this study show that these factors have different impacts on student satisfaction, depending on the course format in which they were enrolled. The results of this study indicate that in intensive courses, there is no strong correlation between student effort and learning satisfaction. The results were similar for the relationship between academic motivation and learning satisfaction. Surprisingly, course workload in intensive courses has only a medium influence on learning satisfaction. At the same time, course workload in traditional courses has a large effect on student learning satisfaction. The pros and cons of the results with workload,

namely, that the results may be associated with the fact that course workload is likely to be dependent on the teaching skills of the individual educators.

The results show that students identified reflective learning as the most influential factor in traditional courses which effects their learning satisfaction. This study also found that critical thinking is the most influential factor on learning satisfaction in intensive course.

This study's findings show that students should take time to build links between old and new knowledge, as well as to apply the old and new knowledge. In reality, students who completed intensive courses likely did not have time to apply new knowledge as fully as they may have in traditional length course. The study provides the recommendations for marketing educators.

References Available on Request

WHY PROFESSIONAL SALES SKILLS SHOULD BE INCLUDED IN COLLEGE CURRICULA: A MANAGERIAL PERSPECTIVE IN THE SERVICE-DOMINANT LOGIC ERA

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Ellen Novar, Wilmington College

Abstract

For many industries, the salesperson's role has evolved into a value-added business consultant who utilizes communication skills, a network of contacts, knowledge of industry, competitors, and the business environment, to design product and service solutions to help his/her customers reach organizational objectives. Seventy-five percent of marketing majors enter the sales profession and the skills and knowledge required to succeed in the profession are expanding. Yet, few college business programs now offer a sales curriculum, indicating a mismatch between academia and practicum. Using open-ended interviews with buyers, sales professionals and marketing professionals, the authors seek to validate and update prior research on the changes occurring within the sales profession and argue for inclusion of a sales curriculum into undergraduate marketing programs. The results of the interviews were used to recommend a list of topics needed in a marketing curriculum to ensure business-ready individuals for a professional sales career.

THE EFFECTIVENESS OF THE SELF-MARKETING CLASS: PRELIMINARY FINDINGS

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Talai Osmonbekov, Northern Arizona University

The purpose of this paper is to show how one North Western university applies marketing principles in helping all business students regardless of their area of studies to find their vocation and prepare themselves for the challenges of the job market. Specifically, we discuss a self-marketing course designed to equip students with tools, information and practice to increase self-awareness, establish long-term career goals, and develop a personal professional strategy.

Professional Development Program Overview

The purpose of the professional development program is to engage students in active learning and leadership development. Hence, each year students are required to achieve specific learning objectives by completing a set of professional development requirements. For example, freshman students complete Strengths Quest assessment (Clifton et al. 2006) and create a portfolio containing their resume, job shadow reflection, Strengths Quest results, and vocational interest assessment. In their second year, these students complete their second job shadow, learn about informational and job interviewing, and create a personal marketing plan. In their junior year, students take part in various networking events, learn about electronic marketplace for job placement, and interview for internships. Finally, in their senior year students attend a job fair, participate in mock interviews, and attend various workshops designed to help them transition from college to employment. Service is an integral part of professional development and therefore is required throughout all four years of the program.

The Self-Marketing Course Overview

The self-marketing course is part of the Professional Development Program and is required for all sophomore-level business students regardless of their major. The cornerstone of this course is a Personal Marketing Plan that teaches students how to develop a comprehensive personal marketing strategy for finding and securing a vocation. The course design includes many activities, including goal-setting, researching career opportunities, soliciting and conducting informational interviews, networking, developing a professional brand, creating a brand statement (i.e., elevator pitch), and conducting a personal SWOT analysis. All of these activities provide input for the development and writing of the personal marketing plan.

From the start, students are required to take full responsibility for their own success. They must see themselves as ‘a personal services corporation’ (Tracy, 2005) competing in a crowded and increasingly global job market. Within this context, employers are viewed as customers or clients who have substantial bargaining power when it comes to selecting potential employees. Yet graduates can increase their leverage through differentiation and superior market value. The market value of an employee encompasses more than just education and includes skills, work and leadership experiences, personality, and attitude. Only when students understand their personal responsibility and can conceptually think of themselves as a brand will they benefit from developing a personal marketing plan.

Data Collection and Results

To assess the effectiveness of the self-marketing course we accessed the survey data from the School of Business Professional Development office. The data includes employers’ evaluations of interns and students’ evaluations of their employers. The sample consisted of 91 completed internships for which employers’ and students’ survey responses were available. The Career Development office reported that 100% of junior-level business students succeeded in securing an internship (a total of 116 students).

To evaluate the impact of the self-marketing course on students’ internship experience we examined their responses to the survey question, “Your readiness for the work you are doing,” since one would expect that all the assignments of the course would prepare students for their careers, including the internship. We also would expect that after going through the rigorous examination of one’s goals and learning objectives, students would be able to better understand what they want to pursue and would be more likely to pick an internship that is in line with their learning objectives. So, we also examined the student responses to the question, “The relationship of your work to your learning objectives.” The students were responding on a scale from 1 (Poor) to 5 (Excellent).

In general, students were well prepared for the internship work, with the mean of 4.12 and standard deviation of .83. The students also saw a good connection between the work and their learning objectives, with the mean of 4.44 and standard deviation of .65.

In addition, we examined employers' evaluations of students in regard to their internship performance. The employers rated their interns on a 5-point scale similar to the student survey. In sum, the means for employers' evaluations of their interns ranged between 4.39 ("Oral & written communication, expression of ideas") and 4.70 ("Working relationship with others").

We also examined correlations between students' responses on "readiness" and "relationship between work and learning objectives" and employers' evaluations. We expected that the students' perceptions of readiness and fit would be reflected in their specific job behaviors and attitudes. The analysis revealed that the students' perceptions of "readiness" correlated with employers' perceptions of the students' "resourcefulness" ($r=.26$, $p<.05$) while the students' perceptions of "fit" between the work and the learning objectives correlated with the employers' perceptions of the students' "communication abilities" ($r=.25$, $p<.05$) and their "enthusiasm" ($r=.25$, $p<.05$).

We were also interested in learning which perceptions were most influential in shaping employers' overall evaluations of their interns. Hence we ran a stepwise regression that produced a 5-factor model explaining 83% of variance in the data ($R^2 = .83$, $p<.05$). "Quality and efficiency of completed work" had the strongest effect ($b=.28$, $t=3.75$, $p=.00$) followed by "Oral & written communication, expression of ideas" ($b=.20$, $t=3.47$, $p=.001$), "Shows enthusiasm and interest in the job" ($b=.16$, $t=2.77$, $p=.007$), "Attendance & punctuality" ($b=.15$, $t=2.86$, $p=.005$), and "Acceptance of responsibility" ($b=.13$, $t=2.49$, $p=.015$).

Discussion

Overall, the results suggest that the self-marketing course might have helped students to feel more prepared for the internship. Furthermore, the evidence suggests that this course influenced students in their search for an internship that is closely aligned with their learning objectives. The results also show that employers were very pleased with the quality of their interns. The overwhelming majority of employers rated their interns as "Very Good" and "Excellent" on all of the evaluation criteria. Additional evidence of employer satisfaction comes from the growing number of employers who wish to participate in the School of Business networking events such as speed-networking for internships and jobs that are organized for each business major. Furthermore, to-date 28 graduating seniors (24%) who completed the self-marketing and personal branding course in their sophomore year and the internship in their junior year have reported receiving job offers that they will transition into after graduation. This number is expected to grow by the end of this academic year.

Challenges and Solutions

The common challenges of this course relate to students' maturity and school-wide support for professional development. Prior to implementing a four-year professional development program, we offered a personal branding course to junior and senior level students. This gave us an opportunity to compare seniors and sophomores in terms of their receptiveness to the ideas of self-marketing and personal branding. As a result, we have discovered that seniors value professional development more and have easier time understanding personal branding concepts than sophomores. The pressure of impending graduation coupled with uncertainty force these students to think about their life after college. Thus many senior level students have expressed regret that they started learning about personal branding and self-marketing so close to graduation. In contrast, sophomores are often myopically focused on their college courses, failing to recognize the value of professional development. They often feel confused, frustrated, and even altogether indifferent toward the future.

THE IMPACT OF FUNCTIONAL BENEFITS AND INTERACTION ON STUDENT PERCEPTIONS OF AND ATTITUDES TOWARD MOODLE

Christina Chung, Ramapo College of New Jersey

David Ackerman, California State University, Northridge

Abstract

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 and Ulascewicz 2006). Students do like Moodle better than faculty (Payette and 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.

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 students want a CMS such as Moodle for their coursework?

This study administered a web-survey designed to measure student perceptions toward CMS. Data were collected using a convenience sampling method using a self-administered questionnaire among marketing major students. Seventy respondents from three marketing classes at a public university in the northeast United States participated in the survey. Of these 70 respondents, 28 (40%) were from a face-to-face class and 42 (60 %) were from two online classes. There were approximately the same number of males and females, 34 males and 36 females and the class standings of the students were mostly juniors and seniors, 97.2 percent. Respondents revealed that, besides Moodle, they have used Blackboard (46%), WebCT (44%) and other (27%) CMS systems. In addition, most students indicate they have good Moodle literacy (average 5.8 out of 7).

Results suggest that the difficulty of Moodle and its perceived usefulness directly impacts functional benefits and task needs being fulfilled. Functional benefits can be increased by decreasing difficulty and increasing perceived usefulness and the functional benefits are directly related to favorable feelings. The various functions of Moodle will be easier for those who have experience with it than for those who do not, but to instructors do have an impact as well. Instructors who make an effort to help students with Moodle, and who make it clear in class how assignments are completed with Moodle, are helping to increase the functional value of this CMS. At the same time, instructors who are more knowledgeable about Moodle themselves and able to more effectively implement it are also facilitating the functional usefulness.

References Available on Reques

WHY AND HOW TO PUBLISH YOUR MEA WORK IN A PEER-REVIEWED JOURNAL

Barbara Gross, Mary Curren, David Ackerman, California State University, Northridge

Katrin Harich, California State University, Fullerton

Doug Lincoln, Boise State University

Regina Schlee, Seattle Pacific University

This session is intended to encourage research in marketing education from the perspective of work that is first presented at the Marketing Educators' Association (MEA) Conference. Its purpose is to open a dialogue on marketing education research and inspire and help MEA attendees to develop their special sessions and competitive papers beyond the discussions that take place at MEA to become publications with the potential to reach a wider audience.

We believe that much more pedagogical research presented at MEA can and should be turned into peer-reviewed journal publications. There are at least three benefits to doing so. First, the comments received from MEA reviewers and session audience members can be used to further develop the topic, make it more interesting to marketing educators, and enhance the work's potential contribution. Receiving advice, suggestions and cooperation on research are primary goals for any academic conference, including MEA. Second, publishing in a peer-reviewed journal expands the audience for the research. Journals reach scholars beyond MEA participants and are retained permanently in libraries to be accessed and cited by others who share interests and concerns. Third, publishing in the area of marketing education can be helpful for academic careers. For most, the publication of peer-reviewed journal articles is necessary for retention, tenure and promotion. Pedagogical research in marketing can provide marketing scholars with a secondary research stream and opportunities to publish work which has grown out of teaching interests and responsibilities. Given these benefits, the following advice is offered.

Waste Not Want Not

Many MEA special sessions and almost all MEA competitive papers can be developed into journal articles with additional work. Authors should not discard their work after an MEA presentation simply because the original work is of conference paper rather than journal article scope or quality. If the topic is of sufficient interest to warrant a conference session or paper, its potential contribution can be extended through additional literature review and theory development, use of more rigorous methodology, and/or development of interesting and practical implications. Research that may seem too limited in scope for a top journal may find a good fit in a more specialized journal or in a special issue. If positioned correctly, almost any pedagogical topic can find a receptive audience among marketing educators. Additionally, researchers may find after additional work and refinement that a study's findings have interesting practical applications not previously discerned.

Research can follow the progression of an MEA special session one year, MEA competitive paper the next, and then concerted development toward a peer-reviewed journal article. This progression t has worked well for the authors of this session, and is especially helpful when researching new topics. Preparing for a special session can allow authors to explore a new topic and conduct some initial and less formal inquiry. During the presentation of the MEA special session, interested audience participants may provide helpful suggestions and comments that can later be applied to more formal research. The next year, this early more formal research, perhaps as a pilot or first study, may be presented as an MEA competitive paper. Audience suggestions and ideas in response to that paper can be useful input as the authors further develop the research agenda for an eventual manuscript to be submitted to a journal. The study originally conducted for the MEA paper, if methodologically sound, may be referred to in the journal article manuscript as a "pre-test" or "Study One." Lessons learned from early "mistakes" may inform a more methodologically sound and rigorous research design for one or more studies that will form the basis for the eventual journal article.

Be Interesting

As instructors we know that we need to be at least somewhat interesting in the classroom or we will "lose" our students. Interest is equally important for research. Interested reviewers are motivated reviewers who attend to a submitted manuscript and want to keep reading. Even if the manuscript has flaws, if the research and its presentation are interesting, reviewers will be more willing to be helpful. If the paper is not interesting, even if fairly sound, reviewers will be more likely to recommend rejection rather than take the time to offer constructive suggestions to improve it and move it toward publication..

There are many ways in which a research paper can be interesting. It may be in the topic itself, in the finding or results, or in the implications. One advantage of pedagogical research is that it almost always has some potential practical application of interest to other marketing educators for their own academic careers. Of course, it is up to the authors to make those practical applications apparent.

Shorter is Better

All things being equal, it is usually better to be on the briefer end of the acceptable word count or page number range for the targeted journal. Overly long articles are more tedious for reviewers. Reviewers want to be satisfied that the research is appropriately informed by prior research, to understand the methodology and analysis used and be satisfied that it is suitable and correct, to understand the results and be satisfied of their validity, and to believe those results have meaningful implications. With these key points covered, it is preferable not to bog down the paper with every detail of the research design or overload reviewers with a complete history of literature on the topic. Likewise, editors have limited page space as well as the same preferences for clarity and conciseness. Finally, both reviewers and editors have potential readers in mind. Readers of pedagogical research are typically looking for useful ideas and insights that will improve some aspect of their teaching and academic careers. As academic readers go, they are results oriented with a strong interest in practical implications.

Rejection Doesn't Mean the End

Now, let's say you have submitted what you believe is a fairly well-crafted research article, only to have the reviewers disparage it as flawed, criticize it as offering too limited contribution, or both, resulting in rejection by your first choice journal. Our advice is simple. Go to your second choice journal and try again. (And if it is rejected there, try yet another journal, and so on.) Authors with interest in a topic should not discard their work. Correct anything that is a true flaw and reposition for another journal. The options are quite numerous for those looking to publish pedagogical work (see Table 1 for examples).

Repositioning and submitting to another journal may require new effort, but your basic work should not be discarded. Rejection most often occurs not because the manuscript is without value, but because the manuscript is not the right fit for a particular journal. Many good articles, widely cited articles, were first rejected by one or more journals. The key to successful publication is to avoid getting too frustrated and discouraged after a rejection. If you have put this much time into your work, it likely has value. Consider the feedback from reviewers and editors, incorporate constructive suggestions that can improve your work, and revise your paper to fit another journal that may be more suitable.

The same advice holds with an invitation to revise and resubmit. Papers are rarely accepted outright. Revisions are required for even the best papers. Unfortunately, invitations to revise and resubmit are sometimes accompanied by reviewer comments that authors receive as harsh, unfair, clueless, and even cruel. Again, don't get too frustrated and discouraged, and do not take the criticism personally. An invitation to revise and resubmit is a hard-won prize and it means you are almost there! To accomplish the revision may mean a lot of work, but now the editor and the reviewers are telling you what needs to be done. As much as possible, do exactly as they advise. Answer all their queries. Do the work they ask you to do. It will be worth it. If a specific suggestion is truly unworkable or based on a misunderstanding, politely and knowledgably explain this in your response. The editor has invited you into a dialogue intended to culminate in the publication of your paper.

Congratulations! You are here at MEA, likely presenting a special session or competitive paper that advances the practice and scholarship of marketing education. Now, go continue your work and we will look forward to reading it in publication!

Table 1: Pedagogical Journals: A Partial List

Marketing Education	Higher Education
Journal for Advancement of Marketing Education	Academic Exchange Quarterly
Journal of Marketing Education	Active Learning in Higher Education
Marketing Education Review	Adult Education Quarterly
	Assessment and Evaluation in Higher Education
General Business Education	College Teaching
Business Education Forum	International Journal for the Scholarship of Teaching and Learning
Journal of Education for Business	International Journal of Teaching and Learning in Higher Education
Journal of Teaching in International Business	Journal of Excellence in College Teaching
Journal of the Academy of Business Education	Journal of Faculty Development
	Journal of Higher Education

	Journal of Online Learning and Teaching Journal of Student Centered Learning Journal of Scholarship of Teaching and Learning Review of Educational Research Review of Higher Education Teaching in Higher Education

CHALLENGES FACING BUSINESS PUBLICATIONS TODAY

Dennis Clayson, University of Northern Iowa

Debra Haley, Southeastern Oklahoma State University

Purpose

To explore the challenges facing business publications today with the proliferation of social media, as well as current brain research and its impact on university classes and influence on tomorrow's leaders.

Contemporary Brain Research

There has been an explosion in brain research in recent years. Some researchers have discovered that there are strong brain issues regarding addictions. These addictions include text messaging, video games, and educational tools. One of our leading researchers in brain research today believes that addictions "are going to get worse in our society as we are wearing out the brain's pleasure centers by the constant exposure to highly stimulating activities…." including text messaging, sexting, etc. Apparently, there is a problem with wearing out the pleasure centers of the brain. Is this one of the reasons why educators today believe they must be entertaining in order to be heard?

Other researchers have long known that multitasking increases errors and that indeed there is no such thing as multitasking since the brain cannot process simultaneously but can only process sequentially. Is it any wonder that when texting takes place in class, students are tuning out?

These and other contemporary brain research issues will be examined as a prelude to the challenges in university classroom teaching today. This may also lay the foundation for the emerging belief and, in some circles, that "these students learn differently and must be taught in the way that they can best learn the material." Is accommodating learning pedagogy to this current student crop enhancing their education or detrimental to their health and success?

Social Media

There is a growing body of literature on social media and its impact on our university students; especially where educational pedagogy is concerned. Several special issues of our leading marketing journals JME, MER, JAME have devoted one issue to social media research and trends. Does it enhance learning or detract from learning? How effective is social media learning compared to traditional pedagogy? What impact does texting have on students, etc?

With students relying more on electronic and social media outlets for their information, how will traditional newspaper and magazines outlets evolve in the future to meet diverse target segment demand?

Impact on Traditional Newspapers, etc.

Although faculty utilize contemporary material such as the Wall Street Journal in their classes, little is known about the evolution taking place behind the scenes in corporate and the impact on contemporary knowledge in the classroom. With newspapers and magazines fast losing ground to other media sources, contemporary social media business sources are evolving quickly. An examination of the knowledge of this evolution will enrich our classes; certainly it serves as a living case study for our students.

Serving multiple targets with diverse demands is not unlike the challenges facing universities today. With the proliferation of online classes and heavy use of social media traditional media is under heavy pressure to adapt. Members of the fourth estate will be invited to share their views, perceptions, expertise, and knowledge with the Marketing Educators' Association community.

THE HIGH COST OF MARKETING TEXTBOOKS: STUDENTS' VIEWS, ACTIVITIES AND CONSEQUENCES

Jack Schibrowsky, James Cross, Alexander Nill, University of Nevada, Las Vegas

Stephen Hartley, University of Denver

Richard Lapidus, California State Polytechnic University, Pomona

Michol Maughn, Fort Hays State University

Gail Ball, Rio Grande University

The cost of textbooks has risen sharply in recent years. New analysis by the Student PIRGs found that textbook prices increased 22% over the last four years, quadruple inflation. According to the College Board, students should expect to spend $1,137 annually on textbooks and other course materials. The GAO estimates that textbook costs are comparable to 26% of tuition at state universities and 72% at community colleges.

"Skyrocketing textbook prices have driven many college students to risk their grades by foregoing assigned books according to a survey released today by the Student Public Interest Research Groups (PIRGs). Seven out of ten undergraduates have reported they had not purchased one or more textbooks because the cost was too high. This startling finding suggests that high college textbook expenses can impact student success." According to Nicole Allen, Textbook Advocate for the Student PIRGs, students have been pushed to the breaking point by skyrocketing costs (1).

The price of textbooks impacts faculty members as well as students. It is important to understand how students are coping with the high prices and how it might be affecting their academic success. Armed with that information, faculty and textbook publishers can help to provide students with options that minimize the likelihood academic failure. Instead of merely complaining about high textbook costs and trying to affix blame, faculty members can help students to cope with these ever increasing prices.

Popular perception is that book publishers (with the acquiescence of professors) are engaging in price gouging of students. When textbook costs are compared to inflation rates, this appears to be the case. However, compared to other College related costs they look comparable. This special session will explore the coping strategies employed by students and suggest some coping strategies for students.

Jack Schibrowsky and James Cross introduces the topic and serves as the session moderator. Professors Cross and Schibrowsky presents the results of a survey of 300 students enrolled in a Principles of Marketing course at a major state university. The survey asked questions pertaining to the purchase (or not) of course materials and the impact of these strategies on success in the course. Professors Ball, Nill, Maughan, Van Auken, and Wells discuss those things that faculty members can do to maximize academic success for students that cannot afford to buy all the course material. Finally, Steve Hartley discusses the issues and findings from the publisher's perspective and offers College level solutions.

This session was designed to generate a lively discussion pertaining to ways to help students and improve learning opportunities.

THE VALUE OF GUEST SPEAKERS

Nancy Panos-Schmitt and Brian Jorgensen, Westminster College

This special session examines the value of utilizing guest speakers in both undergraduate and graduate marketing courses. Utilizing guest speakers in marketing courses is not new, nor innovative. However, the effective incorporation of working professional into advertising and selling courses can have immeasurable benefits for students. The instructor must understand and establish the flow of learning in the course to best utilize the applied nature of the knowledge the guest speaker imparts. Effective guest speakers engage the students by telling stories based on their experiences. The personal, applied nature of the material a working professional brings to class can add tremendous value by integrating " real world" with the traditional course material. Effective guest speakers are not merely classroom time fillers for uninspired instructors. Rather, guest speakers become vital to the successful learning outcomes for students. Incorporating guest speakers into the curriculum does not lessen the work for the instructor. It adds to the work load by requiring instructors to identify and develop relationships with valuable working professionals, planning for optimal incorporation of the material into class, scheduling and follow up. Utilizing guest speakers also entails preparation for each class by the instructor due to unintended speaker scheduling issues. To ensure that the guest speaker is adding value with experience and stories an instructor must facilitate the integration of guest speaker knowledge with course material.

This requires tremendous effort in establishing relationships with working professionals in order to understand what individual strengths are provided by each speaker. To facilitate this, a faculty member must constantly be networking with working professionals to find suitable speakers. One source of speakers that has proven invaluable has been alumni-both undergraduate and graduate students.

The guest speaking opportunities afford alumni the ability to give back and stay connected to the institution. The alumni guest speakers also show the current students that the course material was valuable to their professional work. Students relate to the alumni speakers because of the common bond.

The guest speakers can also be valuable sources of internships and employment for students. Every fall semester an average of seven advertising agency speakers present work and share their experiences to the class. These interactions have proven invaluable for internship opportunities for students. Internships in advertising agencies are critical to employment in the field. Many internships have been offered to numerous students over the years. One of the authors has developed an extensive network of advertising agency contacts. In consultation with these contacts the one of the authors recommends which students would be best to fill internship opportunities. Many interns have gone on to full time employment with advertising agencies in positions such as Director of Media Buying, Associate Media Buyer, Account Services Coordinator and Account Executives. Students in a Professional Selling class have an average of eight speakers share experiences every semester. Often because of the speakers students have chosen to go into selling after graduating.

To facilitate engagement by students and respect for the guest speakers one of the instructor's has developed simple guidelines for students. Included are two recent forms utilized. Each student completes a form while listening to the guest speaker. The guest speaker analysis form must be completed and handed in after the speaker leaves to obtain 10 points.

The feedback from both graduate and undergraduate students has always been positive.

Comments from the 2010 institutional senior survey were recently sent to one of the authors which validate the positive feedback.

PAVING THE WAY TO AACSB STANDARDS FOR THE COLLEGE OF BUSINESS WITH STUDENT PORTFOLIOS: A MARKETING DEPARTMENT INITIATIVE

Elisa Fredericks and Vijaykumar Krishnan, Northern Illinois University

Introduction

Business schools are under pressure from accreditation agencies, state legislatures, university governing boards and employers to assess what has been learned in the classroom. The emphasis is on improving student learning by assuring stakeholders that stated knowledge is taught and important skills are developed. Higher education in the public sector has come under intense scrutiny than in the past as tax payers demand it, and in part, because of the competitive climate for educational choices. In addition, AACSB International acknowledged the need for business schools to provide evidence of student learning and demonstrate continuous improvement processes are in place when outcomes do not meet expectations. This paper utilizes a case-based approach and charts the experience of one marketing department at a large mid-western university to develop portfolios as an assessment tool and how such efforts align with AACSB International, College of Business (COB), and department goals.

Background

Currently, the department implements a number of indirect assessment tools to determine if identified student learning outcomes are being met. Assessment information is captured from the capstone course, department alumni surveys, student internship performance reports, senior job placement surveys, sales course evaluations, and advisory board input. The idea of a student portfolio was discussed at length during a curriculum committee meeting and subsequently presented to the faculty. Endorsement was provided by The Dean's Office and department chair and faculty because of its ability to meet AACSB and COB standards. Next, a Portfolio Committee was established and members requested funding from the University Office of Assessment Services. With support granted, ten peer schools were contacted regarding portfolio use and the advantages and disadvantages of doing so. The information was compiled, a report presented to the faculty, and a decision made to go forward with student portfolios.

The department developed eight learning objectives which describe what graduates will know or be able to do in specific measurable terms including mastery of marketing concepts, problem solving and critical thinking, written and oral communication, technology use, team effectiveness, global business knowledge and ethical awareness. The input mix included a well-rounded balanced of department stakeholders including alumni, employers, staff and faculty and therefore offered continuity between AACSB and COB standards. The Portfolio Committee identified potential assignments in each course demonstrating mastery of each learning objective. Faculty approved the learning objectives, the list of potential assignments, and a pilot test was initiated to assess the efficacy of the developed rubric. Portfolios were collected the last week of class and evaluated by the Portfolio Committee.

The committee developed specific assessment criteria for each of the identified objectives. The evaluation standard determined an assignment demonstrated a good understanding of all five areas would be deemed “exceptional” and an understanding of three areas “satisfactory”. Each portfolio was evaluated independently by two faculty and rated “exceptional”, “satisfactory” or “unsatisfactory” for each learning objective.

Pilot test results revealed six of eight learning objectives were adequately addressed. Global Business Knowledge and Ethical Awareness objectives were not up to expectations. The most recent AACSB standards document (http://www.aacsb.edu/accreditation/standards.asp) specifically lists “ethical understanding and reasoning abilities” and “domestic and global economic environments of organization” as critical learning experiences for business students. The committee determined AACSB mandate and the COB commitment to ethical and global issues necessitated remedial steps. The Portfolio Committee discussed various options to systematically adding global business knowledge and ethical awareness into the curriculum. The department incorporated changes recommended by the committee and portfolios became a requirement for all graduating students.

Portfolio Requirements and Evaluation

Department of Marketing uses portfolios to assess whether marketing majors are meeting specific learning objectives identified as important for all graduates. For the student, a portfolio represents a collection of works used to highlight skills, talents and learning. It may be a selective collection of only a student’s best work, examples of evolving skills/talents over a period of learning, or a combination of both. A student may also use a portfolio to show prospective employers tangible evidence of his/her accomplishments and skills and thereby serve as a source of competitive advantage during job search. The portfolio must include representative work from marketing classes demonstrating acceptable performance in each of eight learning objectives.

Findings and Recommendations

The Portfolio Committee developed criteria and evaluation rubric to assess student and department performance based on portfolio content. Each learning objective was rated on a 7 point scale with 7 equating to exceptional work with a target average rating of 5.5. The evaluation period occurred two weeks following finals during the fall, spring, and summer semesters. Inter rater reliability averaged 95.9% indicating consensus among committee members regarding student performance on eight learning outcomes.

Based on a five year evaluation by the Portfolio Committee, discussions with faculty and department student advisor, many changes were made to enhance the portfolio usefulness to students and faculty. First, a concerted effort was undertaken to ensure that each learning outcomes was address in multiple marketing course so that student are exposed to each one both at the beginning and end of their major coursework. Second, regardless as to which instructors are teaching individual sections of courses, there is now almost 100% compliance to the request from the Portfolio Committee that like courses include similar assignments or means of achieving the same learning outcomes. Third, in response to evaluations made by Portfolio Committee Members and capstone course instructors, the department dropped the technology learning objective and replaced it with marketing metrics as most students were familiar with basic technology use before declaring marketing as a major. Fourth, faculty was encouraged to include more writing in their coursework. A writing lab was established, funded and is now housed in the department. Fifth, special technology has been added to sales classrooms so that more attention can be focused on oral communication and presentation skills. Sixth, two new classes were developed; Marketing 410 Professional Selling and Cultural Perspectives and Marketing 415 Global Sales Perspectives to provide students with more global business experience. Seventh, Portfolio Committee members now conduct classroom visits to convey portfolio particulars. In addition, students in the capstone course are regularly provided with detailed instructions on how to submit professional portfolios from their instructors. Eight, storage space (office) has been allocated and designated to house individual portfolios in the department so students can begin compiling portfolio material on a formal basis in their semesters as majors.

Conclusions

This paper addresses how a marketing department has developed several means of measuring student learning which complement AACSB International and COB standards. Indirect assessment measures include capstone course, departmental alumni surveys, student internship performance reports, senior job placement surveys, sales course evaluations and advisory board input. Recently developed direct measure includes student portfolios with eight learning objectives, requirements for each one and assessment rubric. Taken together qualitative and quantitative feedback provide for curriculum enhancement and exhibit accountability and continuous improvement. Critical portfolio success factors included faculty involvement, formation of a Portfolio Committee, commitment at the college and university levels, student knowledge of portfolio requirements and a non-rushed process facilitating the understanding of all involved.

Future research will be directed at investigating how peer institutions have implemented and made improvements to curriculum and programs. A more comprehensive investigation might compare peer institutions with other institutions engaging in assessing marketing department student learning. We hope this research has inspired others to start or continue with assessing student learning. It is important to our students and all of our stakeholders.

The Evolution of an "Award-Winning" Assessment Plan

Gregory S. Black, W. Wossen Kassaye, Darrin C. Duber-Smith, Nancy T. Frontczak, Clayton L. Daughtrey, and Kristin Watson, Metropolitan State College of Denver

Abstract

Assessing student learning outcomes has become important to business schools. As stated in AACSB guidelines, assessment plays an important role in evaluating a program's effectiveness, in making continuous improvement to the curricula, and in preparing students for employment. AACSB guidelines allow considerable flexibility in how program goals and student learning outcomes may be derived or how they may relate to the missions and visions of business schools and their respective departments. AACSB does not consider student grades, surveys related to student satisfaction with courses, and so on as sufficient measures of student learning outcomes. The lack of specifics in how various disciplines may assess student learning outcomes has led to the development of multiple instruments. The challenge has also resulted in more creative assessment strategies and design approaches that are seen as more responsive to departmental needs. Depending on resource availability and other practical considerations, marketing departments have typically used external field tests (e.g., the ETS Major Field Test) or have developed in-house instruments.

In the interest of joining hands with others in finding effective strategies in increasing the validity and reliability of in-house instruments, this case study discusses the journey pursued by a large western university in developing in-house instruments which ultimately won the university's Assessment Plan Award in 2010. In particular, the paper discusses the challenges faced in (1) developing a curriculum roadmap for the program, (2) establishing a relationship between the program goals and the mission and vision of the college, the school of business, etc., (3) mapping the relationship between student learning outcomes to the desired objectives of the master syllabi, and (4) developing multiple sets of instruments that, in turn, measure the components of knowledge, critical thinking, and written and oral communication skills. Further, the challenges the department faced in evaluating the validity and reliability of in-house instruments are outlined.

Many business programs in colleges and universities around the world use AACSB guidelines when pursuing assessment. In addition to these guidelines, business programs themselves recognize the importance of assessment and are usually very eager to prove the benefits of their programs and to improve them (Chonko 2004). AACSB suggests that assessment is the way business programs can assure student learning in relationship to a business program's student learning outcomes. AACSB's Assessment Resource Center makes it clear that assessment is to provide continuous improvement through clearly defined student learning goals, effectively assessing these goals, and utilizing what is learned in this assessment to continually update and improve business programs (AACSB Website 2011). These guidelines leave much flexibility as separate departments are expected to arrive at student learning objectives that are related to the business school's and department's missions. Then finding ways to effectively measure these objectives and implementing continuous improvements based on what is learned from this process round out the assessment efforts suggested by AACSB. Further, leading marketing scholars have identified proper and effective assessment as one of the ongoing key issues in marketing education (Tanner 2001, 2005).

This all sounds simple enough; however, the flexibility AACSB provides may in fact serve as a stumbling block and may result in difficulty deciding what and how to assess. It might be simpler if AACSB would give very specific instructions, such as using the Major Field Tests from Educational Testing Service (ETS) or provide a standardized rubric to be used in judging student presentations. The only specific guidance AACSB provides informs us what measures are not sufficient for assessment (e.g., student grades, surveys only, etc.). Marketing educators know that AACSB does not provide these specifics, so it is up to departments and schools of business to creatively and effectively design and implement assessment programs. Engaging in such uncharted tasks is quite a challenge.

Assessment was defined in earlier research as "any regular and systematic process by which a program faculty designs, implements, and uses valid data gathering techniques for determining program effectiveness and making decisions about program conduct and improvement" (Metzler and Tjeerdsma 1998, p. 2). Evaluated in the context of AASCB's current guidelines, this definition remains still valid. and Willenborg 1998). The guidelines now adopted by AACSB are similar to these suggestions. See Figure I for a simple model depicting how assessment programs are developed.

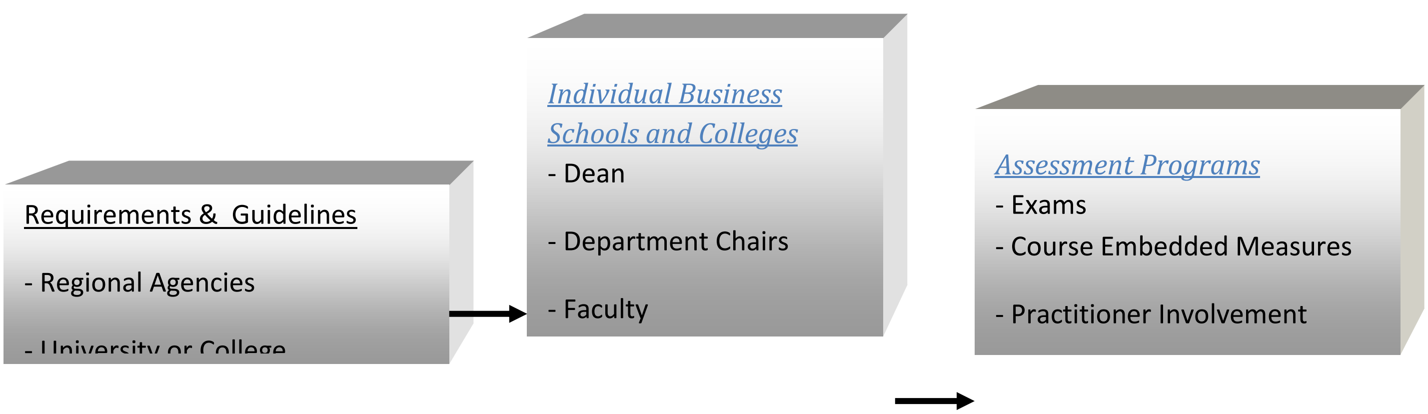

Figure I. Model of assessment program development

In 2010, the Marketing Department at a large western university won an award from the University for its Assessment Plan. Winning this award was an outcome of continuous improvement efforts. The development began years ago with a simple review of the expectations of North Central Association of Colleges and Schools' Higher Learning Commission. The North Central Association of Colleges and Schools was founded in 1895, for the purpose of establishing close relations between the colleges and secondary schools of the region. Today, the Association is a membership organization of colleges and schools in 19 states, including Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming. It also accredits the Department of Defense schools and Navajo Nation schools. Two independent, for-profit schools (University of Phoenix and Argosy University) are also accredited by the organization (North Central Association Website 2011).

By necessity, assessment guidelines of such a regional accrediting agency are general to be able to account for all sorts of colleges and universities and the wide variety of programs within those colleges and universities. Thus, though a good place to begin the assessment program design, assessment for a business school, and the departments within, must go much further and be more specific. This is especially true if the business school wants to be accredited by AACSB, or even the Accreditation Council for Business Schools and Programs (ACBSP).

Taking all accreditation issues into consideration, this Marketing Department created an assessment plan that included the following.

- Advisory Board (abandoned)
- ETS Major Field Test (abandoned)
- Skill set of Advisory Board retained and updated every five years
- Internally-developed test, based on well-established textbooks' text banks
- Common rubrics for assessing presentations and written work
- Assess all business majors and marketing minors – goes beyond AACSB

There are 50 departments at this university and every year, four of the departments are given awards for their assessment plans. The criteria for the awards are based mostly on continuous review of the assessment process and how the department uses the information to constantly improve the academic program.

So, what was so special about the efforts of this Marketing Department that resulted in this award? To be truthful, it was not that special or different from what business schools and Marketing Departments are going through everywhere. Many colleges and schools of business, as well as Marketing Departments, have gone through similar steps, making similar conclusions and adjustments along the way. Because of the strong emphasis by AACSB on assessment and assurance of learning, business schools are excellent at assessment. If universities have award programs for assessment, it is likely that any department in the business school would have an outstanding chance at winning.

The key to winning the award, in this case, was having multiple measures and engaging in continuous improvement. This is also the key to assessment. The things that are learned from assessment must be used to not only improve the assessment process itself, but also to improve the academic programs we are offering our students. We should not ignore any of our students who are taking our marketing classes, whether they are marketing majors, minors, business majors enrolled in a required marketing course, or students from other majors and minors who just want to take a Principles of Marketing course.

References are available upon request.

DEVELOPMENT AND IMPLEMENTATION OF AN AACSB ASSESSMENT PLAN: ASSESSING TWO MISSION-BASED PRINCIPLE LEARNING OBJECTIVES IN AN INTRODUCTORY MARKETING COURSE

Mine Ucok-Hughes and Karen Kaigler-Walker, Woodbury University

Abstract

Over the intervening years since The Association to Advance Collegiate Schools of Business (AACSB) formally incorporated requirements for outcomes assessment in 1991 (AACSB, 2008; Lui and Shum, 2010), the directives from AACSB regarding assurance of learning (AoL) have become more focused, and the urgency to assess has been heightened with each iteration of the Standards. The purpose of this paper is to describe the process of the assessment plan that was developed and implemented in a small, private, West-coast university, by describing how faculty buy-in to the assessment activities was attained. Two key learning principles listed in the School's Mission Statement, ethical behavior and globalism, were assessed in our Principles of Marketing course. The implementation and control of the AoL activities is described. We share our experiences and lessons-learned in order to provide assistance for other institutions who might be going through an initial AACSB accreditation process.

Introduction

As part of the process to become accredited by the Association to Advance Collegiate Schools of Business (AACSB), in 2009 the School of Business at Woodbury University, a small, private institution in the Los Angeles area, developed a plan and subsequently began administering a rigorous AoL program. Over the intervening years since AACSB formally incorporated the necessity of outcomes assessment in 1991, the directives from AACSB regarding AoL have become more focused, and the urgency to assess has been heightened with each iteration of the Standards (AACSB, 2008; Lui and Shum, 2010). Informally, it is understood that only those standards regarding faculty qualifications (Standards 2, 9, and 10) eclipse the importance of those regarding AoL (Standards 16 through 21). With each new revision, the gap of relative importance between the two areas narrows (AACSB, 2010).

AACSB does not dictate how AoL is to be conducted by individual institutions (La Fleur et al., 2009). However, the requirement that a business school's primary activities must relate to both the school's mission as well as to the institution's mission (Standards 1 – 5) drives the school to develop a well thought-through, mission-based, organic, and protean AoL plan. To be effective, both in terms of meeting the AACSB Standards and the intent of assessment (i.e. a process of continual improvement based on the mission of the school and the institution), such a plan must be collaborative, originate at the program level, and be carried out through the various departments/major subject areas. Furthermore, the assessment must be course-embedded and direct (Pringle et al., 2007; AACSB, 2008; 2010; LaFleur et al., 2009). This task is easier said than done.

Purpose

The purpose of this paper is to describe the process of how the AoL plan, was developed and implemented, with special emphasis on the following:

1. The process of how faculty buy-in to the assessment activities was attained.
2. The selection of MRKT 301 Principles of Marketing as the course in which two key learning principles listed in the School's Mission Statement, ethical behavior and globalism, would be assessed.

Background

The School is seeking initial AACSB accreditation, and has been approved to write its Self-Evaluation Report (SER) in fall 2012 and spring 2013. Although an assessment program for the various departments in the School of Business had been in place for several years prior to the acceptance of the Accreditation Plan (AP) by AACSB in 2008, the effort was based on the model required by the Western Association of Schools and Colleges (WASC), and it was specific to the majors within the School. Thus, to meet AACSB standards, it was necessary to develop an AoL plan at the program level for the overarching BBA (Bachelor of Business Administration) degree program (Pringle et al., 2007; Gardiner et al., 2010).

Development of the Assessment Plan

Faculty involvement. For over a decade, it has been reported in the literature that a primary obstacle to developing and implementing a successful AoL program is the lack of faculty buy-in and their resistance to the process (Banta, 1997; Kerby & Weber, 2000; Pringle et al., 2007; Meuter et al., 2009). Among faculty issues are (1) a perceived lack of time for assessment activities; (2) the fear of treading unknown territory; (3) the belief that their academic freedom in the classroom is being threatened; and, perhaps of most concern, (4) the possibility that the assessment results will be used as a measure of teaching effectiveness and, therefore, poor performance on the part of their students could affect pay increases, promotions, etc.

To alleviate assessment uncertainty among faculty, Meuter, et al. (2009) developed a strategy whereby the faculty agreed to a set of basic marketing concepts that all students in an introductory marketing course should retain long term. They then chose a common text, developed marketing models, standardized learning activities, and created a common final exam. Within the classroom, the faculty remained free to adapt the common elements to their own teaching style. This notion of securing faculty buy-in by including the faculty early on in the process and allowing them to develop the means by which assessment will be implemented and maintained is supported by Pringle and Michel (2007) and Kelly, et al. (2010), who researched assessment at AACSB schools and concluded that that the success of assessment programs rests in faculty taking ownership of the process from start to finish.

From the onset we knew that our faculty likely would have similar qualms regarding the need to create and implement a cross-school, collaborative, and systematic AoL program that would require them to include standardized, mission-driven assessment activities in their courses. Thus, the process was initiated by forming an ad hoc committee of faculty from across the School of Business and allowing the faulty members to drive our AoL initiative (see LaPoint, 2002; and Callahan et al., 2010 for similar, faculty-led AoL activities). Therefore, although the committee was co-convened by the School's accreditation officer and the director of our BBA program, due to their knowledge of both the overall AoL process and the BBA curriculum, the faculty members were afforded the opportunity to be a part of the AoL program from its inception, as opposed to being brought into the process post hoc as mere facilitators.

In return for their work on the committee, the faculty were paid a generous stipend during the summer of 2010, fall semester 2010, and spring semester 2011 to develop, implement, and control the program. In fall 2011, the ad hoc committee was changed to a standing committee in the School of Business, and the faulty committee members receive university service credit.

The Plan. The School of Business' Mission Statement indicates that we "prepare future leaders of business who communicate effectively, act ethically, and think globally". From the statement, the committee identified four key program learning outcomes (PLOs): effective communication, ethical behavior, global perspective, and leadership, and developed a database of learning activities and accompanying rubrics with which to assess each principle via direct, course-embedded methods (Kerby & Weber, 2000; Pringle et al., 2007). The activities and rubrics were uploaded into a common file on Moodle, our electronic course management system, that can be accessed easily by all faculty involved in the assessment process (see Hershey, 2008, for a discussion of using Blackboard for the same purpose). Thus, the committee not only compiled easily accessed instruments, but they also facilitated common learning experiences across the BBA curriculum by supplying the faculty teaching the targeted courses with a set of shared, imbedded, direct learning activities across sections—a systemization process similar to that reported by Lapoint (2002), Meuter et al. (2009), and Gardiner, et al. (2010).

As assessment materials were developed, the committee went beyond mere measurement of learning experiences via single pre- and post-class tests and created a series of Introductory (I)/Developed (DDD)/Mastery (M) measurements in the effort to ensure longitudinal and cross-sectional measurement of the PLOs (Figure 1).

Figure 1. I/DDD/M Model

Assessing Ethical Behavior and Global Perspective in MRKT 301 Principles of Marketing

Selected courses within the core BBA program were identified wherein the AoL for each PLO at each level of mastery would take place. Similar to the situation reported by LaFleur et al. (2009), MRKT 301 Principles of Marketing, is the sole marketing course in our BBA core curriculum. Thus, it was targeted by the committee for the assessment of two of the PLOs: ethical behavior and global perspective. As MRKT 301 is a junior level course, both PLOs would be assessed at the developed (DDD) level.

Ethical behavior*.* AACSB mandates that schools of business instruct students in ethical business behavior (2008). Given the recent and seemingly growing number of unethical marketing activities in today's headlines (Schlegelmilch and Öberseder, 2009), choosing MRKT 301 for assessment in this area was logical. For this component, the committee, led by members from the Department of Marketing, developed a short assignment regarding questionable behavior in the fashion industry (i.e. altering photographs of models/famous spokespersons, knocking-off high-end goods, etc.). The exercise is presented in Appendix I. and the rubric in Appendix II.

Global perspective*.* In an interview published in 2009 in *The Journal of Applied Management and Entrepreneurship*, John Fernandes, the president and CEO of AACSB, emphasized the need to develop a global mindset among students of business as the paramount element of business education today (Carraher, 2010). Subsequently, in a comprehensive report published on February 10, 2011, the AACSB Globalization of Management Education Task Force asserted that globalization stands atop of the changes that have impacted management education in the past fifty years (AACSB, 2011). Based on the global nature of marketing and the role of marketers in the global economy, assessing this PLO in MRKT 301 seemed a good fit. The assignment developed by the committee offers students the opportunity to compare and contrast marketing tactics across three cultures. The exercise is presented in Appendix III and the rubric in Appendix IV.

Implementation and Control of the Assessment Activities

The students in MRKT 301 completed the assessment assignments in two consecutive semesters (fall 2010 and spring 2011). Four sections of MRKT 301 were taught during both semesters, for a total of eight sections. In fall 2010, three of the four instructors utilized the Moodle online service to post the assignments, rubrics and grades. One instructor gave the global assignment as a group project, but all other instructors gave it as an individual assignment. For purposes of consistency, the group project was excluded from analysis by assessment committee and excluded from the written report. In spring 2011, all instructors complied by giving the assignments as individual work.

Student papers with A, B, and C grades were randomly pulled from the dataset of each MRKT 301 section and assessed in aggregate by the assessment committee. Given that the course had several sections taught by different instructors, it was incumbent on us to ensure the consistency of grades across sections (inter-reliability). Thus, we utilized a common set of detailed grading rubrics. By using the rubrics, the committee was able to compare papers with same grades from different sections taught by different instructors. There were eight sections in total with maximum 20 students in each section. The assignments were three pages each, hence the procedure comparing across section was not all that daunting.

In the fall semester, the committee agreed that the ethics assignment had produced superficial results, and the globalism assignment needed further polishing and a more specific rubric. The committee members also felt that the rubrics and assignments should allow for more student creativity. In terms of delivery, the committee found that students taking the course in the 7-week format needed to receive the assignment earlier in the session. Other changes made by the committee included tweaking the rubric for the globalism assignment and adjusting the ethics assignment to make it more general and less ‘formula’.

In spring 2011, the above-mentioned changes were implemented and incorporated into the assignments. All student work from all four sections were posted on Moodle, which yielded a larger dataset of student work than in fall 2010. One instructor reported that the “ethics papers were much more focused than in the previous terms as a result of the improved questions and assignment requirements”. The instructor’s claim was confirmed by the assessment committee, after they had analyzed several, randomly selected papers from the instructor’s section. According to the spring 2011 report from the committee “[t]he global assignment had some good results, primarily because of better sequencing of assignments and clarification of assignment requirements. Both assignments demonstrated higher levels of student work than in the previous term”.

One problem that was detected by the committee stemmed from the fact that junior, senior and even a few sophomore students were enrolled in the MRKT 301, which made the course less useful as a building block for later courses and, therefore, suspect in its usefulness as the course in which to teach ethical behavior and global awareness at the Developed (DDD) level. Therefore, one of the suggested changes for the fall 2011 semester was to encourage student advisors to have students take the course as a second-term sophomore or junior. Other suggestions from the committee were to improve the rubric for the globalism assignment and to compare results among individual professors rather than to analyze aggregate the data from across sections.

By summer 2011 we had closed the assessment of ethics and globalism loop twice in the MRKT 301 course, and we now are in our third iteration of the assessment program. As we continue to assess our students on these two key principles and continue to refine our cases and rubrics and their delivery, we are able to learn the extent to which our students are developing their understanding of the ethical marketing behavior and the nuances of global marketing.

Conclusion

We have come a long way in the assessment arena following the acceptance of our Accreditation Plan by AACSB. Although we had become reasonably adept at assessing at the department level, as required by WASC, the notion of creating and utilizing a systematic approach to assessing mission-related, BBA program-wide, PLOs (Lapoint, 2002; Meuter et al., 2009; Gardiner, et al., 2010) was new to us. Having worked through two iterations of the assessment plan and being in our third, we believe we have developed a solid program.

By including the faculty from the inception of our assessment efforts, we greatly alleviated the potential problem of faculty being so disengaged from the process that they were resentful (Pringle and Michel, 2007; Kelly, et al., 2010). By developing short, to-the-point assignments that are easily downloaded from Moodle and easily graded and entered into the dataset, we kept the amount of time required of the instructors to a minimum. By allowing faculty of the courses in which assessment would take place to develop the assignments, we helped to ameliorate accusations of taking away individual faculty members' freedom in the classroom. Although it is potentially possible for individual faculty to be assessed in regard to how their students perform on the assignments, it is widely understood by the faculty that if this is done by the committee in future semesters, it will be for developmental and not judgmental purposes. Furthermore, there will be no systematic inclusion of such information in annual reviews, promotion packages, etc. Rather, the information will be included only if and when the individual faculty member chooses to include it him/herself.

Assigning the PLOs of global perspective and ethical behavior at the developed (DDD) level to the MRKT 301 Principles of Marketing course made sense because both are issues that marketers in the 21st century must confront. That the assignments were developed by the MRKT 301 faculty and that they fit seamlessly into MRKT 301 course content meant that their inclusion over the past three semesters has been unobtrusive. Having now included them for three semesters, the assignments regarding ethics and globalism are viewed by the faculty and students as being integral components of the course.

Appendix I Assignment for Assessing the Ethics in Marketing

ETHICS IN MARKETING

Homework Assignment

DISCUSSION QUESTION: Milton Friedman said, "There is one and only one social responsibility of business – to use its resources and engage in activities designed to increase its profits as long as it stays within the rules of the game, which is to say, engages in open and free competition without deception and fraud".

Discuss this statement, looking at the various ethical concerns we face as marketers. (Please watch the uploaded video, "Lessons from Fashion's Free Culture," before writing your thoughts.)

a. What about marketing messages? Where does deception begin? For example, is airbrushing a photo deceptive? Is using a 'model' for a 'real' woman deceptive? Use these questions as guidelines, but you may discuss ANY aspect of marketing messages.

b. What about 'knocking off' another product? Is it ethical to copy the creative design of another as long as you don't fraudulently use the other designer's name? How does this differ from plagiarism?

c. What about marketing that "pushes the envelope" with regard to normative behavior in society? Should marketers accept responsibility for some messages that might help society to view itself differently? (Some examples might be commercials that do some "male bashing" or ads where body image is overly thin. These are JUST EXAMPLES. Feel free to explore your own ideas of what "pushes the envelope".

Write a 2 to 3 page reflective paper regarding this topic. Include concrete examples to support your points. Outside research, through observation of actual media messages and products is a plus. (Cite appropriately where needed).

Be prepared to interactively share your thoughts in class discussion. Bring visuals to support your positions. Remember, when we are sharing that there will be different viewpoints. As a class, we will be respectful to opinions of all our classmates.

5% of class grade

Appendix II Rubric for Grading the Ethics Assignment

REFLECTIVE ETHICS PAPER - RUBRIC

NAME_______________________________________

CONTENT/DEVELOPMENT POTENTIAL 50% EARNED ____

Subject Matter

- Discussed all key issues posed through the quote and questions
- Content is comprehensive and accurate
- Displays understanding of the issues posed
- Major points supported by details and examples
- Uses ethical theories within the discussion
- Writer has gone beyond textbook for resources when appropriate

ORGANIZATION 20% ____

- Introduction provides a sufficient background on the topic and previews major points
- Central themes are immediately clear
- Structure is clear, logical, and easy to follow
- Conclusions follow logically from discussions in the body of the paper

STYLE/MECHANICS 30% _____

Format--10% _____

- Citations/reference page follow APA guidelines
- Properly cites ideas or info from other sources
- Paper is laid out effectively - uses headings and other reader friendly tools
- Paper is neat/shows attention to detail

Grammar/Punctuation/Spelling--10% _______

- Rules of grammar, usage, punctuation are followed

- Spelling is correct

Readability/Style--10% ______

- Sentences are complete, clear, and concise
- Sentences are well constructed with consistently strong, varied structure
- Transitions between sentences/paragraphs/sections help maintain the flow of thought
- Words used are precise and unambiguous
- The tone is appropriate to the audience, content, and assignment

TOTAL POINTS EARNED_________

Appendix III Assignment for Assessing the Global Dimension

ANALYSIS OF A GLOBAL BRAND

Select a company that markets a global brand – a brand marketed under the same name in multiple countries with similar, centrally coordinated marketing programs. This will be the same company you will research for the beginning of your Marketing Plan (Corporate History, SWOT and Competitive analyses, etc.).

Analyze the Marketing Mix for this brand in 3 different countries. Discuss variations in: 1. Product, 2. Price, 3. Place, 4. Promotion.

Your written paper (2 to 3 pages) should include:

· A brief description of the brand

· A comparison of the delivery of the brand image in each country, using the 4 P's above

· An analysis of the cultural reasons for the differences in marketing mix in the 3 countries (For example, McDonald's doesn't sell beef hamburgers in India because the cow is considered sacred in that country).

· When possible, present visual images of marketing promotions to support your arguments.

Appendix IV: Rubric for Assessing the Globalism Assignment

Criteria	Beginner: Does Not Meet Standard Points	Novice: Nearly Meets Standard Points	Proficient: Meets Standard Points	Advanced: Exceeds Standard points	Score

Identification of Global/Cultural Factors	No or incomplete identification of some or all of the following relevant cultural factors	Some identification of most of the relevant factors	Clear identification of relevant factors	Detailed identification of all relevant factors	
Analysis of Marketing Mix and Cultural Factors	No analysis of impact of relevant cultural issues; Erroneous analysis of impact	Some analysis of impact of cultural factors: Some inaccuracies in analysis	Clear analysis of impact of cultural factors; Accurate analysis of impact	Detailed and accurate analysis of impact of relevant cultural factors	
Application of Key Marketing Concepts to the Situation	No application of theory/concepts to specific marketing situation; Incorrect conclusions or recommendations made	Some application of theory/concepts to specific marketing situation; weak conclusions or recommendations made	Clear application of theory/concepts to specific marketing situation; Valid conclusions and good recommendations given	Comprehensive application of theory/concepts to specific marketing situation; Strong conclusions made" creative recommendations given	

MULTIMEDIA IMPORTANCE IN THE MARKETING CLASSROOM

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Abstract

This paper looks into different multimedia strategies and how these strategies can enhance student learning. The goal is to not only prove the benefits of multimedia uses in the marketing classroom, but to also help give the educators ideas to incorporate into their classrooms. It helps to explain the advantages of using these different types of strategies in the classroom and what type of benefits you can expect to see from using these innovative techniques. It explores different ideas, how to gauge success as well as how to introduce these strategies into the classroom. Finally this paper highlights ways to incorporate these new strategies into the classroom using both traditional and new technologies.

Why Multimedia?

Why should marketing educators utilize multimedia in the classroom? The answer is pretty straight forward, and it has to do with the changing times. It is important for classroom educators to work on mirroring societies influence. “Facebook has more than 800 million active users and more than 50% of the active users log on to Facebook in any given day (Facebook, 2011).” The social media craze combined with smart phone abilities and virtual communities really has the students living in a different world than twenty years ago. So why should educators still be using the same, old strategies?

“By incorporating multimedia in their instruction, teachers can capture the attention, engage learners, explain difficult concepts, inspire creativity and have fun (Schroeder, 2010).” With tons of new technology emerging every year educators need to fight even harder to keep the attention of their students and most importantly make sure they understand key concepts. Multimedia approaches to learning can help reach all learners. This can be incorporated into hands on activities, visual hand outs, and also audio and animation helping to reach all learning styles.

Looking at the benefits from a strictly marketing perspective, another major benefit of using multimedia in the classroom is to be able to explore the more creative side of marketing. “Marketing students are high self-monitors and are easygoing, creative, enthusiastic, persistent, venturesome, imaginative, and edgy (Noel et al., 2003).” Utilizing multimedia outlets not only allows these students to explore their creative sides, it also gives hands on experiences. This can help the students form a more realistic idea of what happens in the marketing world.

Adding Multimedia to Educational Outlets Already In Use

There are easy ways for educators to add multimedia into their instructional techniques that they already use. For example, the power point presentation. In a typical classroom these types of presentations are often greeted by sighs and groans from the class. They tend to be dry and require more talking from the teacher and less interaction from the students. Adding multimedia to existing power points are a great way to use modern technologies while helping to illustrate difficult concepts One type of multimedia use in a power point would be a video link. Instead of explaining a marketing concept, why not show them a video of what you are talking about? This not only adds excitement to the classroom, but it helps to incorporate real world examples for the students to remember. “The human mind learns and remembers by connecting new information to old. If a person does not have existing knowledge to connect new information to, then learning is extremely difficult. (Sweeny and Cromley, 2002)”

One of the struggles in marketing in particular is that many students don’t realize that they are bringing marketing experience to the table simply by consumer shopping experiences. Tying these experiences with video clips showing popular marketing techniques will help to make those connections. This will help them to form a connection between popular cases or experiences they have personally had to the classroom information that they are currently learning.

Another traditional technique that can be update to reflect multimedia would be case studies. Often times case studies are found via textbook or handed out as a paper print out. By providing web link rights to the case study students are able to experience more interaction. For example, utilizing a web link provides room for answering questions inside the case studies at different parts of the study. This will not only solidify the lesson, but it will also check for comprehension. A case study provided on the Internet instead of in a textbook is dynamic. Instead of being a once and done article it can change and grow as more information is discovered about the case study. There can also be links to other resources, magazine and newspaper articles for example, about the case study right in the case study. “The multimedia case study is designed to be used in a broad range of educational situations. Portions of the case can be used to enhance classroom lectures and discussion (Stanard, 2010).”

New Techniques Using Multimedia

Creating a sense of unity in a large classroom can be done simply by utilizing social media. This can include creating a Facebook page for your class. Students can post questions to other students, interact via the chat feature and find an easy way to get in contact with the educator. A "Class Facebook", can not only be used to help students get in contact with each other, but it can also help teachers to reach out to students with current events. "The rationale behind the use of social networks as a tool for professional learning includes the idea that the Internet is this generation's defining technology for literacy (Coiro & Dobler, 2007), and teachers will utilize popular media such as Facebook."

The status feature can be used to post about current events in marketing, marketing internships, and other information that the students may be curious about. Encouraging the students to post on the page can help the students feel more involved and promotes learning outside the walls of the classroom. Furthermore, it can spark conversations and connections during group projects which are often found in marketing curriculum.

Another potential use of multimedia in the classroom could be for providing real world validation to classroom objectives via virtual guest speakers. It is not always easy to be able to have guest speakers take the time out of their busy day to come to school and present a topic or answer questions from the class. During the regular business day that could amount to hours of lost productivity. It is possible to provide that experience to the classroom by utilizing video conferencing software to allow a potential guest speaker to "meet" with your classroom from the comforts of their own office. For example, if the classroom has a Mac then you already have a webcam and video conferencing software available. Then there is Skype and AOL Instant Messenger as free alternatives. "By bringing outsiders into your classroom, even if your guests arrive virtually, you give your unit a real-life relevance that it doesn't have if it only relates to the four walls of your classroom.(Needleman, 2007)"

Multimedia can also be used in the classroom to show what is being done outside of the classroom. It is not easy to bring a billboard or a storefront display into the classroom short of using photographs. By showing photographs or even videos of these billboards you may lose the "Wow!" factor of current and future marketing trends. The usage of augmented reality in the classroom can give the students the same "Wow!" factor feeling they may get from seeing the billboard of storefront on their own. This virtualization technology allows them to not just look at a picture of what is there but to orbit around the subject, zoom in and out, and see key parts as if they were right there. Augmented reality has been used primarily for product modeling so far but has great potential for expanded uses. While still a fairly new technology, augmented reality has already been exercised as an option for advertising a range of products. This has been helped along with the growth of smart phone adaptation, which is where it has been targeted. "According to figures from ABI Research, the market for augmented reality in the US alone is expected to hit $350m (£218m) in 2014, up from about $6m (£3.8m) in 2008. (Varley, 2011)" By introducing this new type of non-traditional marketing to the classroom you will be preparing the students for what they will be seeing as the new standard for years to come.

How Often Should Multimedia Be Used In The Classroom?

How often to use this strategy in the classroom, will depend on a couple of different things. First, how the student react to the multimedia strategies will be important. Another factor will be the availability of technology for the instructor. "The configuration and management of a multimedia activity will vary, based upon the number of available computers (and other hardware), the grouping strategy, and other factors (Kann, 2009)." This is also a case to bring to the administration. It is important to have enough multimedia resources for the classroom. With limited resources it will be hard to employ the latest technologies.

Just like any other teaching strategy it is important to make sure this method is right for the group of students that are in the class. If the students are having a positive reaction to this method of learning it should be increased. Some forms of multimedia such as Skype to get interviews with marketers from around the world, will be less replaceable than others such as interactive case studies. Often times you cannot get an international guest speaker into the classroom, however having interactive case studies can be replaced by traditional case studies if these are not working out well for that particular class.

Something else for educators to think about is not just presenting multimedia efforts from the instructor's side. Multimedia projects can be assigned for students to do. This can range from creating an interactive website to creating their own advertisements. "First, multimedia scholarship invited students to prioritize and dramatize their main points by highlighting text, incorporating eye-catching images, or employing engaging video clips (Kann, 2009)." It is important for a marketing student to really feel the creative side of the marketing world. While they may not necessarily want to work on the actual creation of marketing or advertising pieces, it is important that they experience all areas of marketing.

In contrast to the creative side of marketing, using multimedia can help with marketing research projects. "While many studies of technology use in the classroom have reported mixed results, the largest gains seem to occur when technology tools are used to teach science and mathematics (Roschelle et al., 2000)." Knowing that technology tools are best in mathematical situations; marketing research, or logistical marketing forecasting would be a great time to introduce multimedia into the classroom. Sometimes numbers-based lessons are a struggle for students, so having an alternate way for them to achieve the knowledge can help marketing majors in some of the more difficult courses.

How Will Nontraditional Student React?

With the current economic times the classrooms are filled with students of all ages. The traditional age marketing student is often surrounded by students of all ages and walks of life that have decided to go back to college. It is important that students of all ages realize that technology is there to be helpful and give them real-world experiences and additional insights. When a teacher shows a you tube video or sets up a Skype conversation this should not be anything new to the students since the technological change is performed by the educator, not the student. When the student has to utilize multimedia themselves this could be where the apprehension takes place.

It is important that the non-traditional students get the support that they need if they are not familiar with the most modern technology. One great way for this is introducing multimedia projects in a group setting. “These projects are well-suited for team-learning and can incorporate multiple learning and communication styles, as well as demonstrate organizational skills (Reaching all students, 2010).” Since multimedia is about inclusion this can really help the students tackle the project together as well as making the team more “tech savvy”.

How To Gauge Success

As we have discussed here technology in the classroom is not a question of when, but how and how much. It is available, can be attained fairly cheaply, and can be highly effective. The main question now is “How effective is it?” How can we measure the success of technology integration into the classroom? The statement posed by Steven Anderson in his blog gives a good insight to where technology success measurement should be. He writes “Administrators should not measure technology use - they should assess student learning. (Anderson, 2009)”

In essence the success of technology can be measured indirectly by measuring the success of the students. If the students are successful or have become more successful from the addition of technology in the classroom is that directly attributable to the technology? What if the student’s success rate wasn’t tied to the usage or addition of technology? What if the technology just allowed them to work faster, or more efficient? In that case the student success would stay the same, but the student actually became more productive.

Could the success of technology be measured in other ways also? What about the amount of time the students were using the technology, or the engagement rate? What about the actual product that the student was producing with the addition of new technology? Let us say, for example, that two students learned the same amount of information about cost analysis. They are given an assignment to present what they know to the rest of the class. The first student had access to a standard classroom, without a lot of technology integrated into it, and gave his presentation. It would logically outline the information he has to offer and would be concise. The second student, with a technologically advanced classroom, would give his presentation and include various multimedia pieces to reinforce what he is presenting about his knowledge. Both students know the same amount of information about the subject, but the second student has the advantage when presenting that information. When it comes time for those two students to enter the workforce the disparity of technology would become more apparent than in the short term student success measurement.

So is there an answer when it comes to measuring the success of technology integration in the classroom? Can you set metrics to measure change from a baseline to a post-implementation reading of student success? What would those metric contain? Does it even matter? When it comes to the use of multimedia in the marketing classroom, really in any classroom, it is the final product that counts. It is not the information you know, it is what you can do with it that truly matters.

Conclusion

In the growing marketing field the use of multimedia in the education process is needed to introduce the students to the diverse group of resources used in their field. This is why we have propositioned the use of so many types of multimedia resources within the classroom. In the marketing field the student will need to not only feel comfortable using all of these tools but will need to be effective with them. These are enablers, allowing anyone in the marketing field to do so much more than they could just twenty years ago. By encountering them on a regular basis the student should incorporate them into their cache of tools for their future careers. This will give them a definitive edge over anyone whose education did not include a systematic incorporation of these multimedia technologies.

References Available Upon Request.

Learn, Practice and Teach Search Engine Optimization

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Abstract

The marketing education literature devoted to teaching marketing topics such as social media, search engine optimization (SEO) and ecommerce is developing rapidly. In order to discuss how marketing educators can learn, teach and practice SEO, this paper is divided into three sections. First, resources on how to learn SEO are reviewed, second, recommendations on how marketing educators can practice SEO are offered and third, recommendations on how to teach marketing students SEO are presented.

How to Learn SEO

There are a lot of great online resources for learning SEO. Free SEO blogs, webinars, videos and software are common. This section reviews resources to learn SEO at SEOmoz, Google and Lynda.com.

SEOmoz Resources to Learn SEO

SEOmoz sells SEO software (http://www.seomoz.org/tools), has a large online SEO community (http://www.seomoz.org/community) and has many great resources to learn SEO (http://www.seomoz.org/learn-seo). The last link listed a priori is to SEOmoz's *Learn SEO* webpage, which is a great place to learn SEO.

Google Resources to Learn SEO

On Google's *Webmaster Central Blog*, Google published a *Search Engine Optimization Starter Guide* .pdf (http://googlewebmastercentral.blogspot.com/2008/11/googles-seo-starter-guide.html). Google's *Webmaster Tools Help* section has additional resources on SEO http://www.google.com/support/webmasters/bin/answer.py?answer=35291, and the *Google Webmaster Central* YouTube Channel (http://www.youtube.com/GoogleWebmasterHelp) is frequently updated. Furthermore, Google also has great resources to learn Google Analytics at its *Conversion University* (http://www.google.com/support/conversionuniversity) and great resources to learn AdWords at *Learn with Google* (http://www.google.com/ads/learn/marketing-business.html).

Lynda.com Resources to Learn SEO

Lynda.com is a paid subscription service that provides video tutorials form industry experts. Lynda.com regularly adds video tutorials on SEO topics. Currently, Lynda.com has two beginner tutorial series (http://www.lynda.com/Business-Online-Marketing-SEO-tutorials/Analyzing-Your-Web-Site-to-Improve-SEO/82409-2.html and http://www.lynda.com/Web-Design-tutorials/seosearchengineoptimizationgettingstarted/52344-2.html). Lynda.com also has a category of video tutorials dedicated entirely to Google (http://www.lynda.com/Google-training-tutorials/117-0.html), which contains SEO-related topics such as Google AdWords, Google Analytics and Google Website Optimizer.

How To Practice SEO

Many marketing professors are publishing their content online, but they are not necessarily practicing the best SEO practices. Marketing educators link to their businesses or consulting companies, books that are for sale, personal blogs, and marketing class content. The focus of this paper will be on how marketing educators can publish their classroom content online. The recommendations made in this sections include using a modern content management system or publishing platform, examining keywords, featuring best content, writing blog posts and writing static pages.

Content Management System or Publishing Platform

It is important that marketing educators take advantage of the latest and best online publishing technology. Many marketing educators publish their online content with old publishing tools. Newer publishing tools such as WordPress and Blogger allow marketing educators to take advantage of the latest publishing technologies. The self-hosted WordPress.org content management system is one of the most powerful publishing tools available, but it does require technical knowledge to install and to customize.

Keywords

The starting place of most SEO improvement efforts is with keywords. A lot of marketing educators publish their marketing content under the titles of their classes (MKTG 305 or BUS 360). These types of class titles are not keywords that people commonly search for on search engines. If a marketing educator teaches “marketing research” or “services marketing” it would be better to use these keywords as class titles.

Feature Your Best Content

While it is tempting for marketing educators to feature a bio, publications, or teaching history on a home page, this is not necessarily the type of content that readers or search engines are interested in. When readers visit a marketing educators’ site for the first time marketing educators should be ready to present readers with their best content. There should be multimedia content such as graphics or video that can communicate to visitors why they should stay on the site.

Write Blog Posts

Marketing educators should write blog posts that are SEO-friendly in terms of title tags (http://www.seomoz.org/learn-seo/title-tag), meta descriptions (http://www.seomoz.org/learn-seo/meta-description), and other on-page factors (http://www.seomoz.org/learn-seo/on-page-factors). These blog posts can then be added to static pages.

Write Static Pages

Static pages should be organized in a logical hierarchy and linked to frequently in blog posts and on social networks. After the home page, these pages are the most important pages of a website.

How to Teach SEO

SEO fits into a variety of marketing classes such as Promotion Management and Marketing Research. Based on the author's experience, it takes approximately five weeks to cover SEO in a hands-on manner. It is important for students interested in learning SEO to have access to a website that they can customize in order to help them learn SEO. This section is divided into five subsections that outline the weekly topics that can be followed in order to teach SEO in a hands-on manner.

1) Start a Website with WordPress.com, WordPress.org, Blogger or Tumblr

In order to learn SEO it is important for students to be able to control their HTML, but blogging tools can be difficult to setup and costly. Students can start WordPress, Blogger, or Tumblr websites and begin to publish content that is crawled by search engines.

WordPress.com: Mostly free, easy to setup and easy to customize for SEO. WordPress.com sells premium features such as domain mapping (http://en.wordpress.com/products/).

WordPress.org: Not free, difficult to setup and easy to customize for SEO. Requires paid hosting and domain name (http://wordpress.org/hosting/) which will cost $5-$10 per month.

Blogger: Free, easy to setup and difficult to customize for SEO.

Tumblr: Free, easy to setup and easy to customize for SEO.

2) Write Blog Posts and Pages

Search engines will need content to crawl, so students should add some static pages that have information like their contact information, bio and portfolio, and students should begin to add blog posts about topics that they are interested in.

3) Register, List, Link, and Track

While Bing and Yahoo offer similar services to the services that Google offers, Google's services are the most popular and are therefore the services that marketing students should focus on learning. This week should focus registering a site with Google Webmaster (http://www.google.com/webmasters/), listing a site on Google Places (http://www.google.com/places/), linking social media accounts and tracking a site's traffic with Google Analytics (http://www.google.com/analytics/).

4) Learn SEO

The same SEO educational resources from SEOmoz, Google, and Lynda.com presented in the first section of this paper can be covered in this week. Students can customize their websites to cater to search engines.

5) Review Tracking Data

This last week can be used to analyze data that has been gathered by Google Webmaster and Google Analytics. Additional SEO software and tools can be used to analyze the SEO characteristics of a website. A search of Firefox add-ons or Chrome extensions for "SEO" will provide lots of SEO tools.

THE GROUP ASSIGNMENT SOCIAL NETWORK: AN UNINTENDED CONSEQUENCE OF GROUP ASSIGNMENTS

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A group assignment can be thought of as a pedagogical strategy placed in students' environments to influence their cognition, affect, and behavior (Thorndike, 1906). The first behavior students typically engage in when given a group assignment is group formation. When students are asked to self-select their group members the behavior is one of approaching some classmates and avoiding others.

Published research on group formation focuses primarily on whether students should be given autonomy to self-select their groups and the problems that arise when allowed to do so. For example, students tend to minimize group member heterogeneity by teaming with friends or classmates thought to be "good" group members (Postoky & Duck, 2007), and some students find themselves as the "leftovers" after the first round of group formation (Bacon, Stewart & Anderson, 2001). At the same time, limited attention has been directed at formally understanding the behaviors that business students actually engage in when self-selecting group members and the consequences of those behaviors.

The purpose of this study was to advance our understanding of the ways in which group assignments shape students' behaviors. More specifically, we first set out to understand how important it is to students to categorize their classmates as those to approach or avoid when asked to self-select their group members, and how much effort they actually put forth to approach some classmates and avoid others. Then we focused on understanding the extent to which undergraduate business students form a group assignment social network, the degree to which students in the network are tied by trust and beliefs about trustworthiness, and the extent to which students do or would form groups with members of their group assignment network.

A convenience sample of 145 undergraduate business students was selected from four business classes taught at a university in the Southwestern US. The sample consisted of students from a variety of majors and 40% were juniors, 44 % were seniors, and 16% identified their class standing as “other.” Data collection then progressed through three stages. Subjects were first asked to list all of the current students in the College of Business whom they would consider members in their group assignment network (referred to as direct ties). Second, a survey was administered to measure the subject’s trust in, and beliefs about the trustworthy of, three of his or her network members—the first, the second, and the last student listed. Trust was measured with four items selected and adapted from Mayer and Gavin (2005), and the three dimensions of trustworthiness were measured with 11 items selected and adapted from Mayer and Davis (1999). A third survey measured the subject’s trust in, and beliefs about the trustworthiness of, three classmates not listed among his or her network members—a classmate the subject would tend to approach and ask to be part of a group, a classmate whom they would tend to avoid during group formation, and a classmate toward whom they are completely indifferent about approaching and asking to be part of an assignment group. This survey also included items to measure class standing, importance of categorizing classmates as those to approach or avoid during group formation and the effort put forth to do so, and the extent to which students do or would team up with network members.

Results indicate that, in the context of a business school in which group assignments are an integral aspect of curriculum, undergraduate students place a high level of importance on cognitively categorizing classmates as those to approach and those to avoid, and they put forth a high degree of effort to actually approach or avoid classmates during group formation. We also found that most students do form a group assignment social network. Overall, 133 (92%) of the participants listed one or more members (direct ties) in their network. The average network size is 4.9 and participants listed up to 15 members. Importantly, 11 participants indicated that they have no group assignment network and six students with zero network members were second semester juniors and seniors. Analysis of variance results show significant group differences in network size based upon class standing. The average network size for college seniors (6.5 for first semester and 6.9 for second semester) were about double the size of the average network for juniors (2.6 for first semester and 3.4 for second semester).

Results also indicate that the social ties that connect students in a group assignment network are trust and all three dimensions of trustworthiness—ability, benevolence, and integrity. A repeated measures ANOVA was used to test for differences among six groups. Three groups were network members—the first, second, and last person each participant listed in his or her network, and three groups were non-network members—one classmate toward whom the subject was indifferent about approaching during group formation, a classmate they would tend to avoid, and a classmate they would tend to approach. As shown in Figure 1, there were no significant differences in trust and beliefs about trustworthiness of the first two members of the group network, but both were significantly higher than the last person listed in the network and all three non-network members. Interestingly, there was no significant difference in trust and trustworthiness between the last member listed in the group network and the non-network classmate who students would approach.

We also found that most students *definitely would* form a group with members of their network. In one senior-level class, participants were given a group assignment so we were able to ascertain the number of network members in the class and whether students formed groups with those members. Fifteen of 20 respondents reported having one or more network members in the class and 10 of the 15 filled their group with the maximum number of available network members.

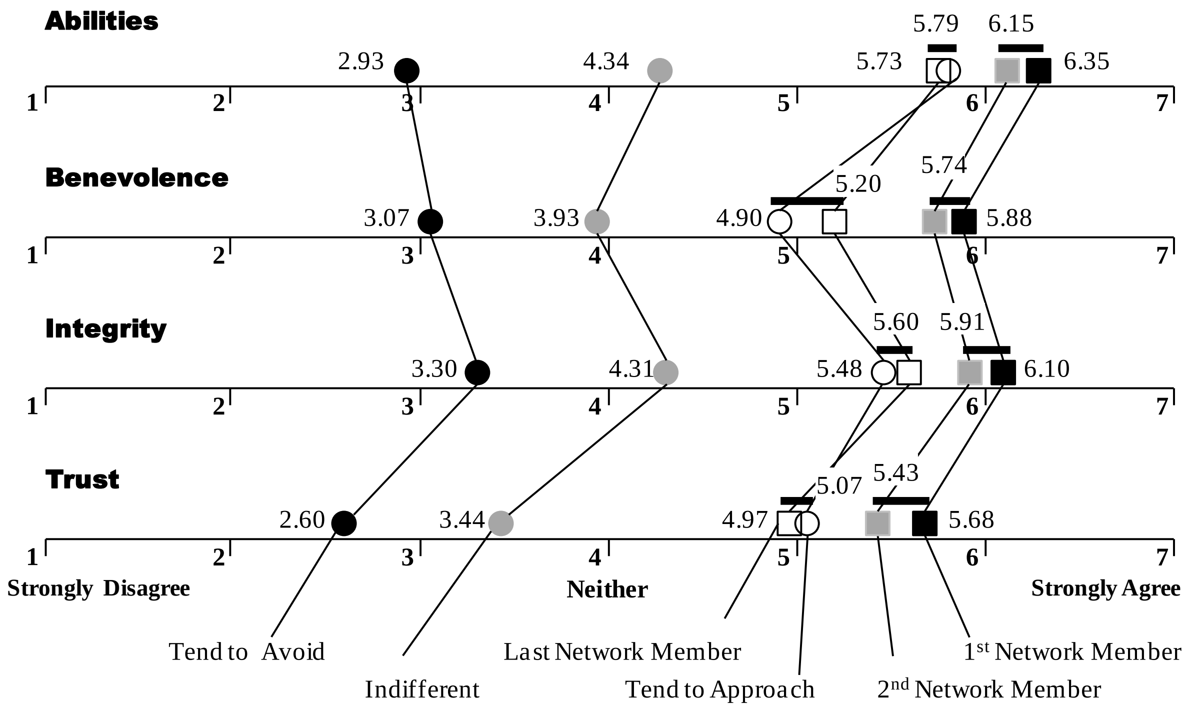
Our findings indicate that students have a very strong behavioral tendency to approach and form groups with members of their group assignment network. The strong tendency to approach some classmates also means that students have a strong behavioral tendency to *avoid* others. This approach/avoidance behavior then begs the question: When students do not have previously stored beliefs about the trustworthiness of classmates, what information is used to make decisions about who to approach and who to avoid during group formation? After all, students commonly find themselves in situations when they are asked to self-select group members but are unable to fill a group with trustworthy network members, or non-network classmates who are believed to be at the threshold level of trustworthiness.

Recent research suggests that, in the absence of these pre-formed beliefs about trustworthiness, business students use stereotypes in the group formation process (Neu 2012). The extent to which and the ways in which students use stereotypes provides an interesting and very important avenue for future research.

Another important implication of this study stems from social network theory which suggests that students will accrue social capital by virtue of membership in a group assignment network (Van den Bulte & Wuyts, 2007). For example, if a student's network is comprised of classmates who are relatively high in academic abilities and the student is able to form a group with those classmates, the student likely accrues social capital in the form of higher performance on the final product and thus a higher (inflated) grade. A key point is that while social capital likely accrues to most students in a group assignment network, students will differ in the nature of their network—number and nature of students, the consequence of which is that some students will realize greater social capital than others. Future research should be directed at formally understanding the extent to which students realize social capital by virtue of membership in group assignment networks and for whom the most social capital accrues.

Figure 1: Trust and Trustworthiness of Network and Non-Network Members

(bars indicate insignificant differences at 95% level of confidence)



NATIONALITY AS A DETERMINANT OF LEARNING STYLES: COMPARING MARKETING STUDENTS FROM BULGARIA AND THE USA

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Maria Kehayova, University of Economics, Varna, Bulgaria

While learning is one of the most universal of human activities, the ways in which knowledge is gained can differ across cultures (Hofstede 1997; Joy and Kolb 2009). The learning styles of higher education students differ as a consequence of the constraints different cultures place on human behavior (Katz 1988; Pratt 1992; Abramson, Keating, and Lane, 1996, DeVita 2001, Holtbrügge and Mohr, 2010, Hays and Allinson, 1988). Previous research recommends the investigation of the effect of culture on learning styles as dictated by globalization and the expansion of the multicultural classroom (e.g., Auyeung and Sands, 1996; Holtbrügge and Mohr, 2010). With this study we will attempt to explain how marketing students from different countries adopt certain learning styles using two samples of undergraduate students from the USA and Bulgaria. We will examine and look for differences in separate aspects of learning style preferences based on Kolb's Learning Styles Inventory (LSI), which involves four stages of experiential learning: concrete experience (CE), reflective observation (RO), abstract conceptualization (AC), and active experimentation (AE). Kolb (1984) formulates four distinct learning styles. *Diverging style* is a combination of CE and RO. The *assimilating* learning style combines RO and AC. The *converging* learning style combines AC and AE. Finally, the *accommodating* learning style is based on CE and AE.

Methodology

In 2011, Kolb's LSI was administered to undergraduate marketing students in two universities, one in the North-East of the United States and the other in Bulgaria. A total of 187 Bulgarian marketing students and a sample of 109 US marketing students participated on a voluntary basis in the research. We use several nonparametic tests to examine the difference between the two samples in terms of all four LSI dimensions –CE, AC, AE, RO, two composite scores- AE-RO and AC-CE, as well as the four learning styles- accommodation, divergence, convergence, and assimilation.

Results

There are some differences and similarities that we can observe at this point with major divergences in terms of AC and RO dimension along with the AE_RO score. There are differences in terms of preferences for a specific learning style- accommodation, divergence, assimilation, and convergence. The most preferred learning style among marketing students in Bulgaria is the convergence (47.6%), followed by assimilation (38.4%), accommodation (8.1%) and finally, divergence (5.9%). American marketing students show highest preference for assimilation (46.3%), followed by convergence (30.5%), divergence (12.6%), and accommodation (10.5%) learning style. A chi-square test for the difference in preference for learning style based on the nationality of the respondent is significant (Chi-square= 9.15, p<.027).

Significant differences between the two samples are found in two cases- RO (Z=-4.07, p<.000) and AE_RO (Z=-2.78, p<.005) differ for Bulgarian and US marketing students. US students are more likely to engage in watching than their Bulgarian counterparts. However, both groups are equally likely to rely on feeling in their learning process. In terms of grasping (AC-CE) or how individuals prefer to acquire information- through abstract conceptualization or concrete experience, according to our results Bulgarian and US students have similar preferences for general theorizing. Transformation (AE-RO) or how individuals handle information- through active experimentation or reflective observation. Bulgarian students place more emphasis on doing as opposed to observing relatively to their American counterparts.

The most important result comes probably from the fact that even though we selected respondents from two countries that seem quite different culturally, we found fewer differences than expected.

Implications

An important implication relates to the international exchange programs or recruiting students from different countries, which lead to growing cultural diversity in our classrooms.

Our results apply specifically to marketing students and compared to previous research they demonstrate that these students are different from other business students (e.g. accounting students). Thus, we will encourage marketing professors who find themselves with a big proportion of their students that prefer the convergence and/or assimilation learning styles, as was the case with the students in our sample to try to encourage them to be more open to communication and interaction instead of avoiding contacts. This will require implementation of team projects and exercises in and outside of the classroom. We also recommend that such students are engaged in more creative and hands-on exercises that will open them to experiences and practical applications of the material. However, these should be balanced with teaching styles such as lectures, using theories and models to match the preferred learning style of the students and make them feel more comfortable.

FACULTY ADAPTATION TO FOREIGN STUDENT LEARNING STYLES AND EXPECTATIONS

Denny McCorkle and James Reardon, University of Northern Colorado

Vilte Auruškevičienė and Vida Škudienė, ISM University of Management and Economics, Norway

Introduction

The internationalization of the business curriculum and academic content has been occurring for many decades. However, the widespread internationalization of faculty and content delivery is a much more recent phenomenon. Europeans recognized and stressed the importance the internationalization of faculty and delivery early. European faculty are encouraged, sometimes demanded, to become more international in teaching through the EQUIS accreditation standards (Voices and Vision: 30 Years of International Education 2009), as well as through well-funded programs like Erasmus Exchanges. In addition to the Europeans, the U.S. government also led the charge to increase the internationalization of faculty through the Fulbright programs. The AACSB has recently begun to recognize the importance of globalization with the push to encourage more applications from foreign schools. However, there are no specific standards or policies with regard to the internationalization of faculty or delivery, yet.

While it is widely recognized that the internationalization of business faculty and content delivery is important, there is a relative paucity of information relating to how these faculty deal with the practical issues involved in teaching in a foreign institution, or for that matter in a multi-cultural classroom. Yet this practice is becoming more prevalent. Specifically, students are studying on exchange or visiting status in increasing numbers (EQUIS Standards and Criteria, 2010). Additionally, foreign visiting faculty or exchange faculty rates are also dramatically increasing (EQUIS Standards and Criteria, 2010). The rapid global expansion of visiting positions, exchange positions and interim sessions (Summer Sessions, Winter Interims etc.), have led to a high likelihood that faculty will need to deal with foreign students, often en masse. As a practical issue, faculty (especially faculty new to teaching in international environments) is at a loss to deal with the question of adaptation to the environment and students. In fact, some may hold the opinion that adaptation is both unnecessary and undesirable.

An empirical analysis of the cross cultural expectations of students on several learning issues is presented. It is not assumed that the discussion of the desirability of adaptation is concluded, but rather the empirical analysis is to address: (1) whether adaptation is at all necessary (i.e., are the expectations across cultures roughly the same), and (2) for faculty choosing to adapt to local student learning styles, can these be predicted a priori based on some cultural dimensions.

Methodology

An exploratory survey was developed as part of a larger collaborative cross cultural data collection effort. Each survey was carefully translated from English to the native language (except that India and Philippines were both collected in English) and administered by a faculty member with expertise in cross cultural survey development and execution.

The sample consists of 7089 college business students from 25 countries. Countries were chosen specifically for cultural, historical, and economic diversity. Given the size of the multi-study survey, each dimension of student educational preference was limited to a single item measure. These dimensions included student educational preferences for: (1) objective vs. subjective content and grading; (2) amount of structure desired; (3) rewards for creative thinking; (4) importance of communication; and (5) importance of teamwork.

In addition, the overall survey collected information on several cultural dimensions, including Hofestede's cultural dimensions (Hofstede 2001) of Uncertainty Avoidance (UA) and Collectivism (COL), and Hall's concept of Cultural Context (Hall 1976). The cultural dimension measures were developed using standard survey development procedures (Churchill 1979, Douglas and Craig 2006, Douglas and Craig 2007) and extensively tested for reliability, validity (i.e., Content, Convergent, Discriminatory), unidimensionality (Gerbing and Anderson 1988) and cross-cultural configural/metric invariance (Horn, McArdle, and Mason 1983). The scales showed very good psychometric properties.

Results

Educational Preferences

The results indicated that there is a significant deviation across countries in student educational preferences, even though most of the means were above the midpoint of the seven point scale.

In general, it can be deduced that students tended to prefer well-defined classes and structure (average 5.24/7 for objective content/grading; average 5.62/7 for need for structure), but wanted rewards for their creativity (average 5.35/7). While overall important, but of lesser importance, was the educational preferences for communication (average 4.56/7) and teamwork (4.63/7).

When examining the ranges between countries on the seven point scale, they tended to be more than two points, or near 30 percent within any given variable. Interestingly, teamwork had one of the highest deviations between countries. A further examination of the data suggests that responses to the question about teamwork tended to be less normally distributed and more bi-modal. This suggests that students either tended to like or dislike teamwork, with little ambivalence.

Culture and Educational Preferences

Given cross national deviation in educational preferences, two questions seem particularly relevant for this analysis: (1) why does this occur, and, (2) can we predict it a priori so that we can adapt for culturally mixed classes during our course preparation. Thus, there is a need to further examine the interconnection between culture and educational preferences/expectations.

Concepts of culture and specifically cultural dimensions are significantly related to attitudes and preferences, just like they are in Theory of Reasoned Action and consumer models. The results indicate that the educational preferences of students are also highly interrelated with cultural dimensions. It is hardly surprising that students whom highly prefer objective content and clear guidelines/structure for studying also desire to avoid uncertainty and ambiguity (UA). However, it is more interesting that students who prefer to be rewarded for creativity and feel that communication and teamwork are more important also desire to avoid uncertainty and ambiguity (UA). The results also indicate that the collectivist students (COL) also prefer more objectivity, structure, and teamwork, but more difficult to understand are the positive connections between collectivism (COL) and the importance of communication and creativity. As to cultural context (CNTX), the skills of creativity, communication, and teamwork were highly correlated, while the preference for objectivity and structure were not.

Discussion and Conclusions

In this study, the authors' primary purpose for this research was to determine if culture has an effect on student educational preferences. The results indicate this to be true. A more difficult task and a secondary purpose is to make pedagogical recommendations based on these differences.

In conclusion, the data analyzed in this paper reveal that student preferences across cultures do exist and suggests that adaption to these students educational preferences are sometimes needed as dependent upon time and institutional expectations. Additional data analysis and research is needed to determine what specific pedagogical tools or methods (e.g., case studies, team projects, essay exams, etc.) are a best fit for use with these cultural differences. Additional considerations, perhaps even a mix of pedagogical techniques with choice options, are needed when faced with teaching a class with a very culturally diverse mix of foreign students from numerous countries.

References Available Upon Request

CLUSTERING ATTITUDES TOWARD A MARKETING PROGRAM: A CASE ANALYSIS OF PERCEIVED PROGRAM EMPHASES

Stuart Van Auken and Ludmilla Grienko Wells, Florida Gulf Coast University

Eileen Anne Campbell, North Dakota State University

Abstract

This study develops clusters of attitudes toward a marketing program among graduating marketing seniors. Its purpose is assess the uniqueness of attitudinal clusters as to perceived instructor emphases on skill and marketing knowledge variables. Its rationale is to reveal weaknesses among those with poorer attitudes which, if improved, could lead to attitudinal enhancements. The work further assesses the prospect of sub-optimization, where poorer attitudinal students could be optimized at the expense of the whole. It also develops the implications of parallel theme revelations between weaker and stronger attitudinal clusters in an effort to prevent this occurrence. Overall, the study provides insights into attitudinal enhancements that are devoid of unintended consequences.

TECHNOLOGY AND STUDENT PROFESSIONAL DEVELOPMENT: ELECTRONIC REVERSE AUCTIONS (eRA)

Kathryn Dobie and Jacqueline Williams, North Carolina A&T State University

Curtis Wynn, RFQHosting

Denise James Gatling, GlaxoSmithKline

The economic downturn and loss of jobs stemming from the failure of more than 50 Fortune Five Hundred firms and untold numbers of smaller enterprises since 2008 has become the new reality. Efforts to reenergize the sluggish economy must encompass entrepreneurial small businesses in concert with a multitude of medium and large businesses to produce new ideas and their associated new jobs.

The development of efficient supply chains hinges on the ability to identify and conduct business with companies of various sizes and states of development in far flung locations. As companies of all sizes face the duel tasks of managing an ever expanding supply chain and reducing costs, technology becomes an indispensable tool for sales and supply management professionals. Many transactions that could be conducted as traditional face-to-face negotiations are now candidates for online, real-time auctions between buying organizations and two or more invited suppliers. The emerging technology for sourcing, such as an on-line bidding process, is often augmented with traditional face-to-face meetings, teleconferencing, and/or emails.

Electronic reverse auctions are increasingly being used by firms to improve firm financial and operational performance. With every major industry using e-sourcing technology, the rapid growth of this sourcing effort underscores the need to expose business students (specifically, both professional sales and purchasing students) to its influence --- opportunities, issues, and consequences -- on buyer-seller dynamics. The desired result of this exposure is to enhance the competencies of the graduates as they prepare for the duties and responsibilities assumed as supply chain professionals.

Impact on Business Growth

A major impediment to the growth of small business enterprises is their inability to participate in the bidding process for contracts and subcontracts due to their smaller size and, in some cases, inexperience. Conversely, primary contractors are unable to identify businesses that would be able to participate as subcontractors simultaneously filling the need for qualified candidates that are ready, willing, and able to perform/provide the required goods and services and also fulfill the requirements for the use of underutilized business enterprises to meet the requirements of government and other contracts.

Electronic reverse auctions provide a means for bridging the differences in size, experience, location, and time between those businesses seeking partners from which to purchase products and services and companies with products and services that are available for sale. Buyers and sellers do not have to have to be in the same location for either sealed bid or active auction events. Auctions can be conducted in as short or long period of time as is appropriate for the event. The bidding process is transparent to the purchaser as well as the participating potential vendors.

The Classroom Experience

The primary goal of the e-RA negotiation assignment is to provide students with an understanding of the motivations, challenges, and experiences of buyers and sellers using online reverse auctions based on a Business-to-Business context. The underlying rationale of asking students to participate in a reverse auction project was to help students acquire the capacity to act as a practicing e-commerce professional in the buyer and/or seller role. The learning activities were assigned across a 16 week semester timeline. In order to provide the greatest benefit, the classroom experience included a variety of experiential activities in addition to the actual reverse auction process.

Experiential Learning Activities

- Lecture/Discussion
- Independent Research Papers and Presentations
- In-Class Speakers
- Negotiation Exercise
- Case Analysis
- Research Paper Presentations

A vital portion of the assigned research was to introduce students to the level of effort that must be expended learning about the purchasing company needs, product specifications and any competitors and competitor products that were available.

Assigned Research Papers and Presentations

First research paper - become familiar with the broad area of e-business.

Second research paper - distinguish the differences between RFQ, RFP, RFI, and Sealed Bids

Third research paper - company, product, and competitor analysis

- the product/service specifications of the selected product and service
- the identity of 3 potential suppliers for the product and the service
- the evaluation of each of the suppliers according to supplier criteria using either the categorical method, the cost-ratio method, or the linear averaging method

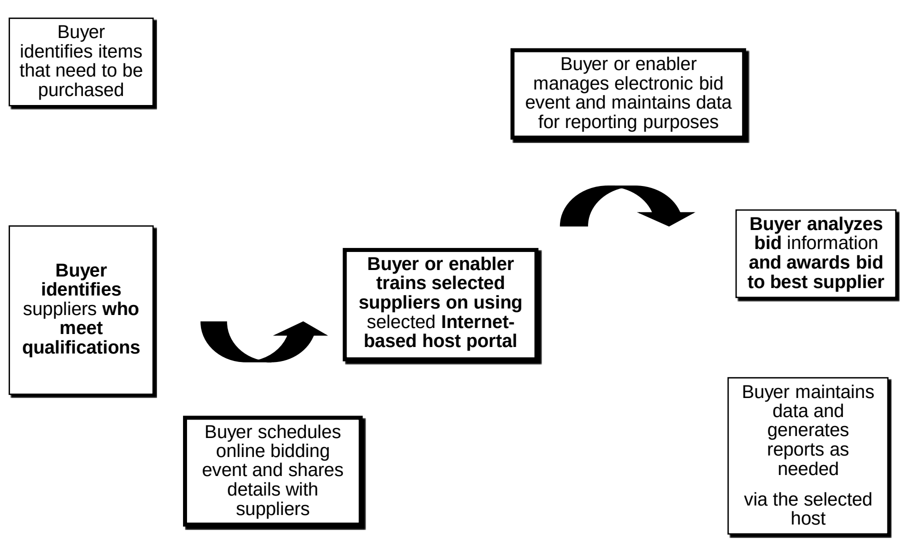
Fourth research paper - distinguish the differences between traditional purchasing methods and “e” purchasing methods

- the advantages and disadvantages of each
- how would you determine the appropriate application for each
- integrating traditional and “e” into a comprehensive purchasing strategy

eRA Process

The online reverse auction process follows the same model that is used in the traditional purchasing process. This provides a familiar path that is based on participating firms’ purchasing and sales

Online Bid Event Process



behaviors.

USING BUSINESS CASES AND A PRACTITIONER'S APPROACH TO INCREASE STUDENT ENGAGEMENT AND IMPROVE OUTCOMES

Candy Lee, Northwestern University

Knowles (1978) originally coined the term 'andragogy' to describe a model of learning that he felt was distinctive of adults. He contrasted it with 'pedagogy,' which he felt was more concerned with the learning of children…It attributes to adults a rich social and cultural reservoir of meaningful experience, a readiness to learn characterized by a real need to know and do; a life-centered, problem-centered and task-centered orientation to learning; and intrinsic, personal and emotional motivators such as confidence and esteem. (Light, Cox and Calkins, Learning and Teaching in Higher Education, Sage, 2009, Second Edition.)

Graduate students earning a master's in integrated marketing communications at the Medill School at Northwestern take four core subjects in the first quarter: finance, statistics, marketing management and customer insight. In the second quarter, the students take a course that pulls together these four subjects into an understanding of integrated marketing. The degree is oriented toward quantitative analysis so the course, IMC 460, has been traditionally taught with one or two sample companies as the focus and the students move from marketing objectives to looking at data, creating communications, analyzing and understanding if metrics have been met. The goal is to have students emerge with an overall view of how the marketing process is built on metrics.

As a new professor planning to co-teach with a statistics professor, we took a look at what the course did not offer: a global viewpoint, a utilization of qualitative methods, and other approaches to address specific problems in marketing and management.

Both of us had used teaching case studies (Harvard, Ivy, etc.) in previous courses but wanted something that would create a less rigid mechanism for creative problem-solving. We kept as part of the class an in-depth look at one company's data, so the students could use it to create analysis and subsequent communication concepts followed by further analysis. For a broader survey of marketing and methods, we investigated using the WARC database, one of the world's largest databases for cases and industry content. After evaluating many of the cases and articles available, we selected supplemental content, including about a dozen short cases, to address the following topics:

How to build objectives for a campaign

Cause-related marketing

Acquisition/Retention/Loyalty

Service industries growth

Local vs. Global marketing approaches

We found it necessary to change how we implemented exemplary business cases vs. teaching cases in the classroom. First, with teaching cases, there was always a pre-designed problem inherent in the case. Not so in business cases. The background, problems, objectives, solutions and results are included.

Second, current, relevant and engaging real-world scenarios had to be matched with the course topics and learning objectives. This was less difficult than we had imagined with access to a large database of cases and the ability to search and filter on specific marketing topics (and/or campaign objectives.)

On each topic, we assigned several short cases, which included both analysis and creative video from actual marketing programs or ad campaigns. Students were tasked to review each case and answer, in bullet points, questions about hypothetical scenarios or specific insights pulled from the case(s). The questions we developed were typically one or two paragraphs.

There were several side benefits with the redesign. First, we noticed early in the course roll out that this new format increased the demand on students for critical thinking and creative problem solving. Second, student involvement increased dramatically. We had a very interactive classroom full of discussion and debate. With 50 people in an amphitheater setting, this is quite unusual. Third, the students' answers provided insight into an even broader view of marketing, bringing up issues such as distribution, pricing on expiring inventory, measurement on loyalty programs, etc.

These exercises spawned many hours of discussions and the students came to class with strong views; every student became a passionate marketer through the course. The students used the case write-ups to jump-start their thinking about a variety of integrated marketing issues.

We also utilized the WARC industry sector briefings and company profiles to look at several different markets and brands from a global perspective. Students read industry and company reports on a variety of verticals, including beverage, social causes, and tourism. Interestingly, many students asked if they could access the database to research other industries and companies that interested them personally.

At the end of the course, students evaluated the content and instruction. We supplemented our normal course evaluation materials with an anonymous survey about the cases. 85% of the students considered the cases somewhat helpful to very helpful. For a small minority of students, it was a challenge because they were not used to formulating their own insights and engaging in open discussion. Even for those students who were pushed beyond their comfort zone, they benefited personally and professionally.

Here are some comments from the anonymous student survey:

- I am impressed by most of the cases and learnt a lot of them.

- Some of them were definitely more helpful than others, but I liked reading them because they helped give really concrete examples of how to be an innovative AND creative marketer and provided results to go along with the cases.

- Based on the class discussion, I think the cases gave us some really good background but also sometimes swayed us to answer the case questions similarly to the cases we read, and may have limited our creativity in some respect (although I know that wasn't your intention.) But they were vital to learning.

- Most of these were very interesting.

- When thinking of my own ideas, it helped to hear what others had done. Then I felt like I was starting from somewhere, I could expand on their ideas or take a new direction instead of starting from a whole wide world of possibilities to choose from.

- These cases helped me visualize some of the concepts in its applications. We usually learn based on a lot of theory, but in few occasions we've seen such implementations.

- The cases were a fun way to try to synthesize all of our learnings. I would absolutely keep them for future classes.

- I love most of them! They are really great!

- I thought the class discussions on the cases were very thought provoking and I really liked hearing my classmate’s opinions. I thought talking through the cases and questions and hearing others opinions helped me a great deal.

- I like that they are fairly short and varied.

A WORKSHOP ON DEALING WITH SOCIALLY DESTRUCTIVE BEHAVIORS IN GROUPWORK

Lynne Freeman, University of Technology Sydney

Luke Greenacre, University of Southampton

This workshop stems from the article “An Examination of Socially Destructive Behaviors in Groupwork “ published in the *Journal of Marketing Education* in April 2011. The article examined the negative, socially destructive behaviors that can ensue when students who are actively contributing to group processes cannot distinguish between students, and indeed groups, that are socially loafing and those that are genuinely struggling with the material. The focus was on the interplay between students, and how the normal social processes students use to manage group experiences can become destructive for some class members. We then considered the consequences of these behaviors from the perspectives’ of the struggling students, the groups and the class as a whole.

In this workshop participants will be engaging in a series of activities designed to help them recognize these undesirable behaviors, to minimize their occurrence and to introduce some interventions that we have successfully employed in the classroom.

Rationale

The benefits of project based group work for both students and academics are well known. Students benefit in terms of both learning and employability whilst academics can benefit from efficiencies of delivery and assessment. Employers now expect graduates to be effective team players in multidisciplinary, racially and gender diverse groups. As a consequence group and team based projects are increasingly being accepted as an essential component of higher education.

One of the challenges of the classroom is to ensure that all students have an equal opportunity to have positive group work experiences. At their best group projects give students the opportunity to develop their problem solving and critical thinking abilities and it is hoped their social development in facilitating an appreciation of diversity within a dynamic situation. Unfortunately for some students group work has negative connotations. These can result from the negative behaviours of others engaged on the task. Managing this process in the classroom, both intra and inter group, is central to this workshop.

TECHNIQUES FOR ASSEMBLING YOUR TEAMS TO WORK MORE HARMONIOUSLY

Alexandra Hutto, Greg Black, and Donald R. Price, Metropolitan State College of Denver

Donald R. Bacon, University of Denver

Putting together teams that work together harmoniously and productively constantly provides a challenge for marketing professors. AACSB guidelines and the lure of a “great learning experience” prompt us to assign team projects frequently, yet students often resist them, mainly because they have encountered unpleasant or unproductive situations such as having procrastinators or social loafers on their team. Some students will try to overcome this by using strategies such as selecting friends or other known students to be their teammates, or by over-compensating by dominating the team by doing more than their fair share of the work.

The panel will represent a variety of experiences and viewpoints on how to assemble and manage teams in Marketing classes. The authors of “Matchmaking in Marketing Class: Using Fisher's Personality Profiling to Form Student Teams” came up with one strategy to ameliorate the team experience: using Fisher’s profile for pair-bonding to assemble teams. After completing a personality profile, students form teams based on their primary typology. Explorers join with other Explorers, Builders join with other Builders, and Directors form teams with Negotiators. The method shows promise in reducing friction and increasing harmony within teams. It represents one of several approaches that can be taken. Alexandra Hutto will discuss the Fisher profiling experience of team formation.

Donald R. Bacon will represent an overview of the pros and cons of different approaches to assigning students to teams. One issue that is often overlooked in this process is the nature of the team task itself. He will share examples of projects that are more compensatory in nature, where the quality of the group output is a function of the average of the abilities on a team, and projects that are disjunctive in nature, where the group output is a function of the best student on the team. Methods of assigning students to teams that are most appropriate for each type of project will be discussed. He will also discuss computer-aided method of assembling teams. He will share his experiences using software programs such as TEAM MAKER to arrange team membership so that teams can be put together through analytical criteria and each team can be balanced in terms of talent. Software programs can, however, be more complex and time-consuming.

Donald R. Price will discuss a team formation method that he has used for 30 years, the NASA Survival Exercise. Underpinning this exercise is an understanding that the Big-Five personality factors influence individuals’ behaviors: extraversion, agreeableness, conscientiousness, emotional stability and openness (Goldberg 1990). High performing teams generally are found to be composed of individuals high in conscientiousness and agreeableness, and also include both introverts and extroverts as well as a range of emotional stability. These traits lead to planning, attention to detail, and cooperation. As a precursor to this exercise, each participant takes the Wonderlic Personnel Test. The second phase comes in form of conducting an experiment where teams complete a moon survival exercise. After finishing the survival task, the team's performance is evaluated and the amount of synergy created by the team is measured. A prediction related to this exercise is that teams with greater cognitive ability would be more effective as a group than as individuals. In addition, it is postulated that the team score could predict a team's level of satisfaction.

Finally, Gregory S. Black will chronicle his experiences allowing students to self-select members of their teams. Many students state this as their preferred method of team selection. Over the years, Dr. Black has formulated processes to streamline this method. This approach makes the students responsible for their team performance from the beginning. In a Principles of Marketing class where the students may not know one another very well, it might be difficult for the students to make good decisions about their teammates. However, through a series of activities, such as group resumes, the students quickly become familiar with each other. The teams are allowed to "fire" teammates, and individuals are allowed to leave one team to join another one. The only thing he requests of students and teams making changes is to not do anything behind their teammates' backs. They need to communicate everything, at least by email, to their teammates.

MARKETING EDUCATION IN RUSSIA: EVOLUTION AND PERSPECTIVES

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Karen F. A. Fox, Santa Clara University

Abstract

The official ideology of the Soviet Union was highly critical of marketing, yet there were marketing specialists in the Soviet Union, providing knowledge and skills necessary for the state's official state foreign trade agencies. The founding of the Marketing Section within the USSR Chamber of Commerce in 1975 and the publication of the first Russian translation of Kotler's *Marketing Management* in 1980 launched marketing as a sphere of theoretical and practical studies in the country. This paper focuses on the drivers and barriers to the development of marketing education in post-Soviet Russia, and analyzes the economic situation for market reforms, higher education systems, and marketing faculty backgrounds in Russia. The case of marketing education and marketing research in Russia is presented. This paper describes standard marketing course content as well as marketing faculty qualifications and provides a critical review of the study materials and teaching methods used. The paper concludes with possible scenarios for the future development of marketing education in Russia.

Introduction

Teaching marketing in a centrally planned economy may appear to be an oxymoron to anyone who grew up and was educated in a developed, capitalist country. However marketing education in Russia did not start with the market reforms of the early 1990s. As early as the 1960s, some in the Soviet leadership recognized that the state-owned enterprises had to produce goods that consumers were willing to buy, and they called for reforms including better measurement of domestic demand to improve central planning[1]. By the 1970s foreign trade specialists in key ministries recognized that an understanding of markets and marketing was required if the Soviet Union was to trade its goods with capitalist countries. Talented, forward-looking economists were attracted to the study of marketing and its practical application to Soviet foreign trade. With *perestroika* in the mid-1980s information on

[1] Fox, K.F.A., and Skorobogatykh, I.I. Saginova, O.V., 2005. The Soviet Evolution of Marketing Thought, 1961-1991: From Marx to Marketing. *Marketing Theory*, September vol. 5: no. 3 283-307

modern marketing became more widely available, and its acceptability and application grew in the post-Soviet 1990s.

Our purpose is to present the significant developments of marketing education in post-Soviet Russia focusing on its specific features and differences compared to marketing education in the developed economies.

The Emergence of Marketing Thought in Russia

The earliest suggestions that some lessons from capitalist marketing could be usefully applied in the Soviet economy came in the 1960s. At this time the term маркетинг (which is simply the Cyrillic transliteration of the English word 'marketing') came into limited use. This was a new term to denote a concept that had not existed before in the Soviet Union. The Ministry of Foreign Trade became a fertile ground for new marketing ideas and practices. With their primary responsibility for selling Soviet raw materials and products to overseas markets, and for purchasing goods from abroad, the Ministry needed to understand foreign markets, buying behavior, and marketing.

VNIKI[2], the All-Union Scientific Research Institute of the USSR Ministry of Foreign Trade founded in 1947 and charged to carry out research relevant to foreign trade and foreign markets, and to assist in Soviet foreign trade efforts be more competitive, actively promoted knowledge of marketing among foreign trade experts. They did this through the translation and publication of articles originally published in foreign languages. Institutes affiliated with the Ministry of Foreign Trade provided academic instruction in marketing topics relevant to foreign trade. Through the 1970s, marketing as a coordinated system of business activities was used almost exclusively by Soviet foreign trade organizations.

The signing of the Helsinki Accords in 1975 and the initiative of Nikolai Smelyakov, the Soviet Deputy Minister of Foreign Trade, helped to establish the Marketing Section in the USSR Chamber of Commerce to study and promote marketing.[3] The Marketing Section established in 1976 brought together ministry and research institute professionals, to advocate for the idea of marketing, and to compile and disseminate marketing information to the professional community. The foundation of the Marketing Section launched marketing as a sphere of theoretical and practical studies in the Soviet Union in a limited number of specialized institutes, even though marketing-related scientific research

[2] http://www.vniki.ru/
[3] Fox, K.F.A., Skorobogatykh, I.I. Saginova, O.V., 2005. The Soviet Evolution of Marketing Thought, 1961-1991: From Marx to Marketing. *Marketing Theory*, September vol. 5: no. 3 283-307

and dissertations began to be published and presented at academic conferences only in the mid-1980s.[4]

The Emergence and Proliferation of Marketing Education in Russia

In 1985 Mikhail Gorbachev promulgated his policy of *perestroika*, which created new opportunities for Soviet citizens to engage in private enterprises. Foreign and new Soviet publications on previously omitted topics became available. Economics faculties began to offer courses in mainstream economics and marketing. The coming of *perestroika* increased demand for formal business studies, and the number of marketing courses offered quickly outstripped the supply of qualified instructors to teach them. Many of the new marketing instructors were drawn from linguistics (because they knew foreign languages and could read foreign books on marketing); from applied economics (because they had some practical experience in trade, research and quantitative methods); and from political economy, which meant they had taught basic courses in economics. With the change of economic systems, the political economists needed to switch to new areas of study that were in demand — such as marketing.[5]

New forms of business required a better understanding of business processes and created wide demand for books in all areas of business, including marketing. The diffusion of modern marketing beyond the Moscow institutes and ministries was accelerated by the 1980 publication of the first Western marketing textbook in the Soviet Union, despite the fact that this first Russian-language edition of Philip Kotler's *Marketing Management* was greatly abridged by government censors. Chapters on market segmentation and targeting; product, brand, and new-product strategy; pricing and channel decisions; sales force decisions; and international marketing were omitted.[6] Its first and only printing—12,000 copies—sold out quickly. The first complete translated edition of Kotler's *Marketing Management* only Saginovav appeared in 1990.

Major bookstores in large Russian cities now carry a large variety of translated marketing books from all over the world. Russian translations of Western marketing textbooks, including

[4] Danko, T., Saginova, O.V., Skorobogatykh, I.I., Fox, K.F.A. (2001) 'Stanovlenie Marketinga v Rossii: Analys Tem i Napravleniy Nauchnykh Issledovaniy' [The Evolution of Marketing in Russia: Analysis of Dissertation Research Topics], *Marketing i Marketingovye Issledovania v Rossii*. 2(32): 6-14

[5] Fox, K.F.A., Saginova, O.V., Skorobogatykh, I.I. (2001) 'Stanovlenie Marketinga v Rossii: Kto Prepodaet Marketing v Rossiiskikh Vuzakh?' [The Evolution of Marketing in Russia: Who is Teaching Marketing in Russian Universities?], *Marketing i Marketingovye Issledovaniya v Rossii*. 5(35): 4-10.

[6] Fox, K.F.A., Skorobogatykh, I.I., Saginova, O.V. (2008) 'Philip Kotler's Influence in the Soviet Union and Russia,' *European Business Review*, 20(2): 152-176.

specialized books, often appear within several months of the original version. Marketing textbooks by Russian authors abound, ranging in quality and topics.

The first specialized marketing program was developed at the Plekhanov Russian University of Economics in 1993 by the Marketing Department established at that university in 1990. At that time there were no professors in Russia with degrees in marketing. So who taught in this new program? Research undertaken by an international group of researchers (Fox et al 2001) and including faculty surveys, in-depth interviews, and examination of Russian universities' web sites and brochures produced a number of important results: (1) demand for marketers triggered the development of marketing-focused study programs not only by schools of economics and management, but also by technical universities; (2) the shortage of marketing professors resulted in attracting foreign guest-lecturers; (3) most university-level marketing professors originated from four specializations of faculty members: political economy, applied economics, mathematical modeling and foreign languages studies.

Growing demand for marketers encouraged Russia's specialized technical universities to offer marketing courses, but these courses were usually very narrowly focused on a specific industry (railway transportation) or resource area (the timber industry). Professors delivering these courses focused on specific markets and described the relationships of their key players, which was useful for the students majoring in these specialties. However the lack of solid marketing education and lack of business experience of both the professors and the students often resulted in low quality and often loosely structured bits of basic marketing information delivered to the students without any application to specific industries or sectors of the economy.

A comparative analysis of the backgrounds of marketing professors of early and mid-1990s in Russia is given in Figure 1.

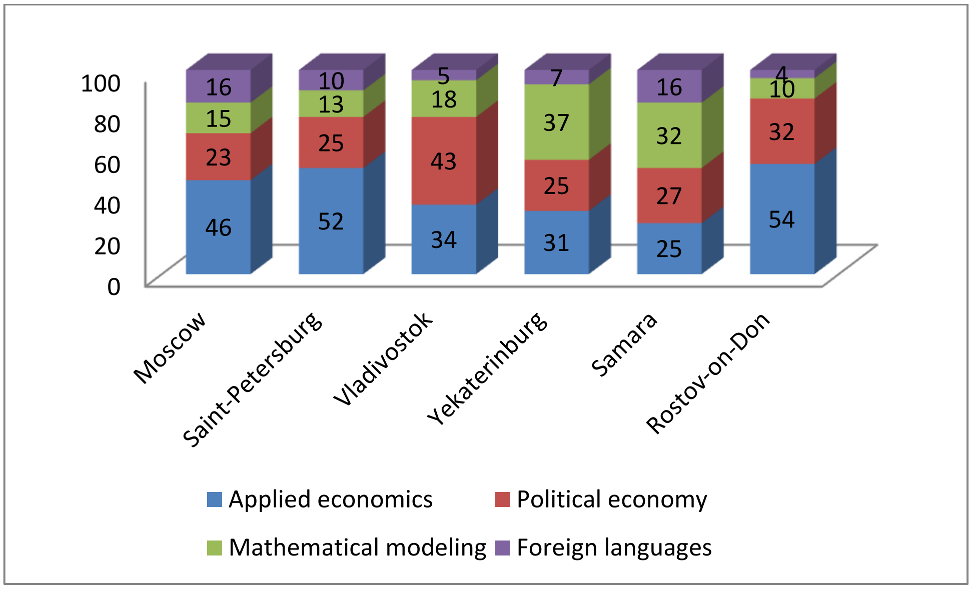

Fig. 1. Comparison of background of marketing professors in major Russian regions

Attracting foreign experts and specialists in areas where there was a lack of domestic expertise was practiced by the Soviet government long before the transition to a market economy. In the 1920s and 1930s foreign experts helped with Soviet industrialization projects, in the 1950s and 1960s the Soviet Union sent its own specialists to assist in knowledge and expertise transfer to Cuba, Vietnam, Mongolia, and accepted students from these countries to Soviet universities. The foreign professors who came to Russia in the early 1990s to lecture and consult on issues of business and management varied considerably in level of expertise and quality of the lectures delivered. Some were true specialists, while others were principally religious missionaries with dubious professional expertise. At first they were all well received by Russian universities, but very soon students were bored by missionaries preaching of the same basics over and over again, and only those foreigners who demonstrated real expertise and knowledge established long-term relations with the Russian schools of business.

In the 1990s Russian universities also followed the historical example of Czar Peter the Great who, in the 18th century, sent embassies of Russians to be trained in the latest technologies in the Netherlands and Germany. Russian universities, assisted with funding from private educational centres and companies, sent their professors to the United States, the United Kingdom, and other European countries to study the market economy and business subjects. REU faculty members studied at Crown Agents Study Centre in the United Kingdom, Italy, and Germany. Western universities funded special faculty development programs for lecturers from Eastern Europe and Russia. (Examples include the IFDP program at IESE, Spain and Bocconi, Italy, and the IMTA program in Slovenia.) However all these foreign knowledge transfer were carried out at the same time that marketing courses were being taught in Russia, where the demand was high. Marketing and business-related programs were offered both by Russian public and private universities and colleges which grew in number to meet the demand. Marketing professors from Russian public universities had opportunities to find additional employment at private institutions which offered very competitive salaries. On the one hand, this side employment helped marketing professors survive and achieve higher living standards, but on the other hand this contributed to their low research and publishing activity. This also had a negative impact on the quality of teaching, as a professor who does not have time to read the latest publications, does not contact and consult with businesses, and is not engaged in any research will only lecture on the theory of his subject area.

Marketing Education in Present-Day Russia: Levels and Content of Studies

Marketing education in present-day Russia exists at undergraduate, graduate (Master's), and post-graduate (Ph.D.) levels. At the undergraduate level all business students take principles of marketing. Required courses for a degree in marketing include marketing management, marketing research, marketing communications, international marketing, marketing strategy and marketing information systems. There are fewer elective courses for marketing students in Russia than in US universities, and a larger number of specialized courses are offered than are usually included in similar programs in Eastern European schools. Russian students therefore study a structured sequence of courses, which assures that students have completed the prerequisites for more advanced courses. On the other hand, they study specialized marketing courses one by one, not always integrating them. This sometimes results in covering the same topics in different courses, such as BCG matrix analysis in principles of marketing, then in marketing planning, and again in marketing management. Students may find this confusing and get the impression they are repeating the same material.

Russian book stores carry an abundance of marketing texts by Russian authors and translated American and European editions, making traditional lectures less important. However some professors are still more comfortable with lecturing and then testing the students on what they remember, rather than engaging students in doing projects and analyzing cases, and then testing students on applying what they have learned. The situation is improving rapidly, with more cases available based on Russian business *realia*, and with more international faculty exchange. It should still be noted that more rapid changes are taking place in Moscow, St Petersburg and in other universities in major cities, while marketing professors in the regions still rely on the traditional lecture/seminar format.

At the graduate level students study advanced marketing management and some deeper and narrower courses such as brand management, managing customer loyalty, B2B marketing, and others.

Post-graduate studies at the doctoral level in Russia generally focus on individual research by the student. The instructional component is limited to preparation for a exam in the student's specialization. A graduate student with a background in technology or other non-managerial subjects may have had no basic marketing education at all. Furthermore, doctoral research is required to be practically oriented. The Ph.D. dissertation is expected to provide practical recommendations to companies, industries, and regions. This is more likely to happen when doctoral students are working for companies which provide access to their information and data; the situation is much more difficult for full-time students who are not employed. As a result many dissertations present practical applications or strategies, but limited theoretical constructs and conceptual research hypotheses.

The same is true about marketing articles, monographs, and other publications by Russian marketing academics. Many are practically focused and provide interesting empirical results, but most are descriptive in nature. For these reasons, along with limited English language proficiency of the researchers, these writings often are not accepted for publication in leading marketing journals internationally.

A comparative analysis of publications in leading Russian and international journals was undertaken to find out differences and specific characteristics of research papers by marketing academics and practitioners. Using the existing rankings of marketing journals, three leading Russian journals and three international journals were selected. Based on a Russian Marketing Guild survey, the three most influential Russian marketing publications are *Marketing and Marketing Research*, *Practical Marketing*, and *Marketing in Russia and Abroad*. The three top marketing journals ranked by the Academy of Marketing Science are *Journal of Marketing*, *Journal of Marketing Research*, and *Journal of Consumer Research*. Table 2 presents the characteristics of the six selected journals.

Journal Title	**Rating of the Journal**
Russian Marketing Journals	
Marketing and Marketing Research (*Marketing and marketingovye issledovania*), published by Grebennikov publishing house.	Listed as # 1 by the annual survey of marketing experts conducted by The Russian Marketing Guild

Oriented to practicians and academics. Listed in the special lists for publications for doctoral dissertations by All-Russian Academic Board of the Russian Ministry for Education and Science. Articles are passed through reviews. 6 issues a year. (established in 1996) http://www.grebennikoff.ru/product/3/	
Practical Marketing (*Practicheski marketing*), published by BCI-Marketing. Listed in the special lists for publications for doctoral dissertations by All-Russian Academic Board of the Russian Ministry for Education and Science. Articles are passed through reviews. 6 issues a year 12 issues a year. (established in 1997) http://www.marketingpro.ru	Listed as # 2 by the annual survey of marketing experts conducted by The Russian Marketing Guild
Marketing in Russia and Abroad (*Marketing v Rossii I za rubezhom*), published by CFIN publishing house. Established in 1997. 6 issues a year. http://www.cfin.ru/press/marketing/	Listed as # 3 by the annual survey of marketing experts conducted by The Russian Marketing Guild
International Journals (listed and ranked by Academy of Marketing Science, based on combination of importance/prestige and popularity/familiarity indexes)	
Journal of Marketing. American Marketing Association, established in 1936. Articles in *Journal of Marketing* are peer reviewed http://www.marketingpower.com/	
Journal of Marketing Research. American Marketing Association, 6 issues a year. Peer-reviewed journal is published for technically oriented research analysts, educators, and statisticians	
Journal of Consumer Research. Founded in 1974, the *Journal of Consumer Research* publishes scholarly research that describes and explains consumer behavior	

Table.2. Leading Marketing Journals (Russian and International)

From the three Russian journals the first issue of each year 2008, 2009, and 2010 was selected. Three papers were randomly selected out of these issues, yielding a total of 27 articles. Content analysis was carried out to assess their similarities and differences. The comparative analysis of the selected papers revealed some differences of the Russian publications which were then assessed as advantages and shortcomings by a group of experts, including Marketing Guild members and Russian Marketing Association Board members. Advantages are defined as characteristics of articles that support the dissemination of the authors' ideas for practical application in the international marketing community, while shortcomings are characteristics preventing this penetration. These advantages and shortcomings are listed in Table.3.

Advantages of Russian Marketing Articles	**Shortcomings of Russian Marketing Articles**
Practical orientation of papers (every paper contains analysis of a practical case or initiated by a business problem)	Limited use of theoretical models (in best papers only the description of one model is used),
Comprehensive analysis of rich empirical data	Limited references to the previous research and publications
Combination of theoretical analysis and managerial recommendations for activity improvement	Limited use of mathematical and statistical models in the empirical data analysis, papers are more descriptive

Table 3. Advantages and Shortcomings of Russian Marketing Articles

The comparative analysis indicates that articles by Russian marketing academics and researchers are not accepted for publication in leading international journals due to these differences, and therefore their ideas and recommendations are not disseminated to the international marketing community.

As marketing academics become more and more interrelated and collaborate in carrying out research and jointly authoring articles, Russian colleagues are expected to match the structure and format customary for international marketing journals. Hence, the internationally recognized structure of papers should be promoted by the leading Russian marketing journals as well, and Russian marketing education programs at the graduate and post-graduate level should train students in using the internationally accepted publication standards.

Tendencies and Perspectives of Marketing Education in Russia

Globalization in marketing is a fact of life. Marketing academics are becoming more globalized, as they use the same textbooks, read the same journals, and participate in the same conferences and symposia. Internet communications facilitate this exchange of knowledge and ideas, and joint research and authorship by academics across national boundaries is becoming more common. The quality and content of marketing education in Russia meets the generally accepted international standards, enabling Russian university graduates with marketing degrees to build successful careers in multinational companies in Russia and abroad. Marketing practices of local and foreign companies in Russia provide fertile soil for research topics and teaching materials and cases. Marketing education in Russia should provide the basis for this convergence of marketing knowledge and teaching standards.

MULTICULTURAL MARKETING EDUCATION 2.0:

THE DIFFUSION OF ETHNIC APTITUDE PEDAGOGY AND PRACTICES

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Abstract

This study examines the diffusion of multicultural marketing practices and pedagogy over the past fifty years. Rogers' Diffusion of Innovation theory is used to examine ethnic marketing instruction techniques based on their determinants for course adoption. The chronological diffusion of multicultural marketing practices and pedagogy is plotted from a literature survey. Instructional prototypes are then identified based on ontological teaching properties. Finally, this portfolio of multicultural marketing instruction prototypes is profiled using Rogers' three adoption dimensions -- adopter categories, the adoption process, and adoption factors. The adoption dimension profiles make innovation prototypes operational for a variety of instructional conditions. As a research continuum, the diffusion of multicultural marketing instruction contributes a cumulative model to the marketing education literature. As a course preparation resource, the portfolio of multicultural marketing pedagogy configures choices for marketing educators. This new pedagogical platform, Multicultural Marketing Education 2.0, embraces collaborative learning design and customized learning delivery.

Realized Situation

Multicultural Marketing Education 2.0 (MME 2.0) advances a more open, inclusive, and collaborative instructional platform for ethnic marketing learning and instruction. Presently, multicultural marketing education is primarily confined to narrowly defined categories of people, pedagogy, and practices. The people -- instructors, scholars, students, and consumers – are largely ethnic minorities in pluralistic societies like the United States. The pedagogical approaches and textbook material generally separates ethnic marketing content and concepts from other marketing course subject matter. And, the practices are typically bounded by ethnic market segmentation.

Heretofore, the logic of concentrating multicultural marketing education on underrepresented minorities was a rational way to affirm the importance of ethnic identity, as well as to acquaint mainstream White instructors and students with market diversity. However, the world has changed. The current generations of college instructors and students have greater exposure to ethnic minorities in society and the media, with more than 30% of Generation Y comprised of immigrants.

Moreover, the U.S. ethnic composition has broadened beyond the Black and White division depicted in early studies to encompass a universal spectrum of African, Asian, Hispanic, Arab/Middle Eastern, Australian, and European ancestries – including a growing population with combined ethnicities.

For marketing educators, the current and future reality reflects a trend towards multicultural blending versus boundaries. In turn, this market reality calls for greater ethnic aptitude sharing among all instead of specialization by a few. This new world of universal ethnic diversity is the focus of MME 2.0. The world where digital and social advancements have spawned a collaborative Internet in the form of Web 2.0, collaborative knowledge creation and sharing in the form of "wiki" content, and collaborative communities through social media (including academic and marketing/brand communities). With societal conditions supporting MME 2.0 collaboration, a comprehensive menu of ethnic marketing pedagogy and practices can catalyze adoption and sharing of instructional ideas.

Reviewed Sources

Multicultural marketing has been a mainstay of company practice and course pedagogy for more than fifty years. Regularly documented ethic demographic trends (Yakelovich 2010; Humphreys 2010) and viable strategies for targeting diverse markets (Tharp 2001; Halter 2000; Cui 1997; Rossman 1994; Webster 1992) have established the credibility of multicultural marketing expertise (Rao 2006; Pires and Stanton 2005). The historical account by Cui (2001) traces ethnic marketing back to the 1930s. Most prominent are the chronology of marketing studies addressing individual ethnic segment traits. Unfortunately, a noticeable void exists in the marketing education literature with regard to multicultural marketing aptitude, with some exceptions (Carter 2010; Borna 2007; Cherrier, et al. 2006; Burton 2005; Jones 2003). Despite the rich history of multicultural marketing scholarship, academic frameworks with sufficient ethnic breadth and conceptual depth have only recently begun to inform pedagogical planning (Korzenny 2011; Carter 2010; Rao 2006; Pires and Stanton 2005; Burton 2005, 2002; Ogden, et al. 2004; Jamal 2003; Costa and Bamossy 1997). Effective course instruction draws upon both multicultural marketing practices and pedagogy, because techniques are transferable from companies to classrooms.

Resulting Study

In order to further the pursuit of inclusive ethnic pluralism and collaborative educational purpose, this study frames the diffusion of multicultural marketing techniques in the marketing literature. Relying on Rogers' (1983, 1962) diffusion of innovation theory, the progression of ethnic marketing practices and pedagogy are analyzed on three dimensions; (a) adopter categories, (b) adoption process, and (c) adoption factors. The resulting continuum clarifies the instructional options available to marketing educators as well as the criteria for adopting them. This continuum of ethnic marketing instruction is defined as Multicultural Marketing Education 2.0, because of its collaborative design principles and customized delivery practices. Similar to Web 2.0, the development of MME 2.0 traces the transition from isolated connections to inclusive community. Traditionally, MME has segmented course design by ethnic segment. Textbooks tend to proceed from one ethnic market profile to the next, typically emphasizing ethnic minority consumers and associated brand strategy skills. Instead, the collaborative learning design of MME 2.0 permits a universal approach towards encoding ethnic competence within, across, and among diverse constituencies – instructors, students, consumers.

Recommended System

By mining ontologically similar methods from the chronological literature, the analysis produces a multicultural marketing instruction prototype portfolio. This prototype portfolio provides marketing educators with a menu for selecting ethnic marketing techniques for courses, as well as a collective continuum of methods for multicultural marketing competency. Adoption profiles, based on Rogers' (1983, 1962) theory of diffusion, sharpen the angles on what makes an innovation fit (adopter categories), root (adoption process), and grow (adoption factors). These more precise dimensions help to frame the diffusion pattern as sequential phases of methods for improving ethnic market aptitude. Just as markets evolve in phases marked by advancing techniques (e.g., agricultural, industrial, services, digital, mobile/social-media), it is useful to frame the diffusion of multicultural marketing instruction techniques as a rational progression and not a random walk.

Trends in digital/social media, as well as new generational cohort norms, are leading marketing courses towards adaptable ethnic marketing aptitudes, global learning networks, and shared multicultural intelligence. In the present, three conditional factors should inform marketing educators' adoption of pedagogical prototypes from the MME 2.0 portfolio.

1. Instructor Capabilities – ethnic cultural exposure and multicultural marketing expertise.

2. Course Competencies – course learning continuity improves multicultural marketing aptitude.

3. Student Composition – student learning is the most important goal of multicultural pedagogy, and the composition of students in a course is an indicator of instructional receptivity.

Therefore, this study achieves the stated objectives of first charting the diffusion of multicultural instruction innovations in the collective marketing instruction literature, and then identifying a portfolio of pedagogy prototypes for adoption by individual marketing educators.

HOW CONNECTED TO PERSONAL ELECTRONIC DEVICES ARE MILLENNIAL COLLEGE STUDENTS?

Alexandra Hutto, Gregory S. Black, and Nancy T. Frontczak, Metropolitan State College of Denver

Introduction

The purpose of this study is to shed light on Millennial college students' increasing reliance on personal electronic devices (e.g., laptops, smartphones, tablets, etc.) in the classroom and to demonstrate that this appears to be a generational shift from previous students' behaviors. Quantitative evidence collected from Millennials and their older classmates points to this shift. It appears that, in many cases, the majority of Millennials engage in behaviors in class that many of their older counterparts participate in less frequently, if at all, at this point in time.

The Millennial Generation, defined by Strauss and Howe (2000) as those Americans born between 1982 and 2001, started graduating from high school and entering college in the year 2000. By 2011, professors have "enjoyed" over a decade of Millennials and their ever-proliferating mobile technology in the classroom. By the middle of the last decade, they displaced Generation X'ers as the predominant student population on most campuses. Members of Generation X were born between 1965 and 1981, while the Baby Boomers who preceded them were born between 1946 and 1964.

This paper reports results of a survey of 275 undergraduate Marketing students asking the ways and frequency in which they use personal electronic devices (PEDs) in the classroom, mainly for the applications of texting, emailing, surfing the Internet, and checking Facebook. As of late, these appear to be the major distractive applications of mobile technology for students in the classroom. While students may be observed with ear buds tucked under their hoodies pulled around the faces, the former applications appear to give more distraction to professors and neighboring students. The objectives were to determine which mobile applications students used in the classroom and at what frequency.

Literature Review

The digital language "spoken" over the Internet, via text messaging, on laptops and tablets, via videogames, cell phones and the like is a tongue in which college students are fluent. By the time a typical student arrives on campus, he or she will have spent tens of thousands of hours in the company of electronic devices vs. comparatively little time with printed materials such as books and newspapers (Prensky, 2001).

Their small size, light weight, and ever-increasing functionality make cell phones and smartphones especially attractive to carry around and to get in the habit of "being connected." Individuals, most notably young people, feel disconnected when they are without their personal electronic devices. This generation was practically born with technology tools in hand, is very facile with them, picks up new tools quickly and has an intuitive understanding of digital language (Black 2010; Prensky 2005/2006). This generation prefers multitasking and visuals to graphics and text; are interconnected via cell phones and social networks; thrive on instant gratification, and prefer games to work (Black 2010). These students do not remember and cannot envision a world without digital technology (Frand 2006).

Many college professors are frustrated by what Price (2011) refers to as "student incivility," exhibiting behaviors "unproductive to the learning environment" (p. 11) with students often oblivious to the fact that these behaviors are perceived poorly and not cognizant of the negative impact they may have on the learning environment. Belch et al. (2011) describes the use of PEDs in class as "weapons of mass distraction" (p. 70) and Taylor et al. (2011) talks about the distractive nature of technological devices.

All of the above background and more lays the foundation for the following study. The researchers chose to study the frequency with which Marketing students were using PEDs, both in and out of class, to look at the pervasiveness of their connectedness to these gadgets and to discern whether professors' perception that these devices were multiplying in the university setting at an exponential rate was real or imagined. By gauging the attachment to these devices and technologies, the researchers thought it could assist Marketing educators to more productively manage the situation by either setting down policies at the beginning of the course dictating how such technologies should be handled or incorporate them more seamlessly into the curriculum when and where it makes sense.

Hypotheses

The preceding discussion leads to the following two sets of hypotheses. H_1: Millennial college students are likely to engage more frequently in the following activities than their older classmates (here, Generation X and Baby Boomer College students are combined into "other" as the focus of this research is on Millenials): H_{1a}: multitasking; H_{1b}: texting in class; H_{1c}: emailing in class; H_{1d}: surfing the Internet in class; H_{1e}: checking Facebook in class.

H_2: Millennial college students are likely to engage more frequently in the following activities than their older classmates: H_{2a}: on Facebook; H_{2b}: on Twitter; H_{2c}: on MySpace; H_{2d}: on other social networking activities; H_{2e}: using personal electronic devices.

Methodology

The researchers administered 296 electronic surveys to undergraduate student enrolled at a large urban university in the West between December 1, 2010 and September 27, 2011. They were enrolled in a variety of upper-division Marketing courses. A total of 275 surveys were fully executed, delivering a response rate of 93%. Over 90% of the respondents were upper-classmen. Marketing majors made up nearly half of the sample. About 55% of the sample was male.

Results

The authors found a statistical difference to the .01 level in the behaviors studied between students in the Millennial generation and other students with respect to all of the hypotheses tested in the first group (H_1). With respect to the second group of hypotheses (H_2), there were fewer differences.

Additional Chi-Square analyses were run to determine if there were any differences in multitasking or texting, emailing, surfing the Internet, or checking Facebook in class by Millennial men vs. women. With one exception, checking Facebook, which was done more frequently by Millennial women, there were no statistical differences. This highlights how pervasive these behaviors are by both genders. Further, the researchers ran Chi-Square analyses comparing younger and older Millennial college students to see if maturity appeared to have an impact on these behaviors, but it yielded no statically significant differences either. Therefore, the generational divide looks to be real.

The respondents who did so (162 Millennials and 15 Generation X and Baby Boomers) were asked to express how many hours they spent each day engaged in Facebook, Twitter, MySpace, and other social networking activities. All respondents were asked how many hours they spent daily using personal electronic devices. They were able to answer in hours and/or fractions of hours. The researchers ran independent samples t-tests looking at the mean hours spent on these activities by Millennial vs. other college students. The results are displayed in Table 1.

Table 1: Results of Hypothesis Testing for H_2

Variables	Test Statistic
Time spent on Facebook	0.227
Time spent on Twitter	0.199

Time spent on MySpace	0.075*
Time spent on other social networking activities	0.020**
Time spent using personal electronic devices	0.062*

**Significant at $p \leq .05$

*Significant at $p \leq .10$

Conclusion

Most of today's college students come to class armed with a text-capable cell phone or smartphone at the very least. It is becoming increasingly common for them to also have a laptop or tablet as well. The best scenario as a professor is to come to the first class prepared to either formulate jointly with the students a mutually agreeable policy on what is acceptable etiquette for using PEDs in a particular course (Price 2011) and/or to incorporate their use into the curriculum. Do not assume the Millennial college students understand why professors get annoyed over the use of PEDs in their classrooms. Note that positive and appropriate uses of these technologies can be encouraged (e.g., using laptops to take notes or explore concepts that peak students' interests) and that may be the best compromise going into the future.

References Available Upon Request

I WANT AN INSTRUCTOR JUST LIKE ME! PERSONALITY AND LIFESTYLE DIFFERENCES AND THE STUDENT EVALUATION OF TEACHING

Dennis E. Clayson, University of Northern Iowa

It is known that the students' perception of an instructor's personality affects the evaluation of teaching, but it is not known what happens if the students' own personality differs from that of their instructors. Further, there is no literature base relating lifestyle differences to the evaluations.

Consequently, this study investigates two hypotheses.

1. *The difference between the students' perception and their perception of the instructor's personality will not be related to SET.* Specifically, the absolute value of the student's personality minus the instructor's personality will not be related to the SET of the instructor.
2. *The students' perception of their own lifestyle compared to their perception of the instructor's lifestyle will not be related to SET.* Specifically, the categories identified by the VAL measure for both the student and the instructor will not be related to SET of the instructor.

Method

A survey was made available on the class internet site of four sections of undergraduate consumer behavior at an AACSB accredited business. One hundred and nine students completed the survey. They were asked to think of a teacher they currently had, but not to identify that instructor. The survey requested that the students evaluate the instructor on several scales. 1) The first measure of personality utilized the same instrument used in previous studies matching personality with SET. The students evaluated their instructor and themselves on five scales. As in previous studies, the five scales were summed and averaged to create an overall personality measure for both the instructor and the student (Cronbach alpha for student personality = 0.504, and for the instructor's personality, $\alpha = 0.784$). 2) Students went online to complete the International Personality Item Pool (IPIP) Five Factor Personality inventory for both themselves and their selected instructor, and 3) Students completed the VALS inventory and recorded their primary and secondary type along with the same information for their instructor. Students also recorded their response on a seven point scale to two questions: "How would you rate your overall satisfaction with your learning in the class?" and "How would you rate the overall teaching effectiveness of the instructor in the course?" The differences between students' perception of themselves and their perception of the instructor were operationalized as: *Difference = ABS(Student Measure – Instructor Measure).*

Results

As a validity check and consistent with the literature, no relationship between the students' perception of their own personality and SET was discovered, but a strong relationship between the students' perception of the instructor's personality and SET was found. The greater the difference between the students' perception of their own personality and their perception of the instructor's personality, the lower the instructor was rated on the SET measure. The greatest effect was on the factors of "neuroticism" and "agreeableness."

The students did not generally classify their instructors as the same VAL type as themselves. Almost 60 percent (59%) of the students classified themselves as "Experiencers," but put only seven percent of instructors into the same category. Not a single student self-classified as a "Thinker," but they put 32 percent of their instructors into this classification. None of the differences in primary VAL types resulted in any significant differences in SET, irrespective of how differences between the students' own classification and their classification of their instructor were operationalized.

Test of Hypotheses

The first hypothesis stated: *The difference between the students' perception and their perception of the instructor's personality will not be related to SET.* This hypothesis was rejected. The more an instructor deviated from the students' perception of themselves, the lower the SET given to that instructor. For every increase of one standard deviation in personality difference, SET was lower by 0.3 standard deviations. The primary personality factors that influenced SET, when all five were included in the analysis, were "neuroticism" and "agreeableness." The second hypothesis stated: *The students' perception of their own lifestyle compared to their perception of the instructor's lifestyle will not be related to the SET of the instructor.* This hypothesis was not rejected. While differently perceived lifestyles were related to the students' perception of their own and the instructor's personality, these differences were not related in any way to SET.

Discussion

The highest evaluations are reserved for instructors who the student sees as being like him or herself (there were no gender differences found). They apparently don't "like" instructors who are perceived as being more or less neurotic and/or disagreeable than themselves. Controlling for gender and GPA did not affect the general outcome, implying that both good and poor students reacted in a similar manner. Given that VAL types were related to personality, it was somewhat surprising to find that differences in lifestyle (at least as measured by the VAL instrument) had no significant impact on SET. It was also disconcerting to find that in a group of college juniors and seniors, not one student was found in the “Thinker” type. In fact, the students rated the personality of instructors lower if they thought their instructor was a “Thinker,” and they also rated their own personality lower even if they took a class from a “Thinker.” At the same time, however, students did not significantly lower SET for an instructor perceived to be a “Thinker.”

Limitations

It is possible that this sample of students may be unique or specific to a certain type of institution, or because they were all students in consumer behavior classes. However, the comparisons with other studies that could be made found consistent patterns with other samples of students. There is, however, a causality issue raised by the research. Since these measures are the students’ perception of both themselves and their instructor, it is not known if the differences in perceived personality affect SET, or whether the feeling towards the instructor (SET) affects the personality measures. An interesting, but not conclusive, attempt was made to unravel this issue by using another variable gathered in the survey. Past research has shown that SET best creates what could be called a “likeability” scale. Students were asked how “likeable” the instructor was. A causal path analysis was run using this variable as a control. When “likeability” was used to predict the personality difference which then predicted SET, the model accounted for 49.5% of the total variance of SET. When “likeability” was used to predict SET, which then predicted the personality difference, the model only accounted for 19.4% of the total variance, implying that the best fit of the data occurs when the personality difference is the causal agent of SET and not the other way around. There is also a statistical problem. Since the students’ perception of the instructor is correlated with the evaluations, and the perception of their own personality is not, it would be expected that a correlation would exist between the difference of the two personality measures and SET as a pure statistical artifact. This, in fact, can be demonstrated in the data. However, in this case, the artifact cannot be said to invalidate the findings because we are still left with the fact that the greater the difference between the two personality measures, irrespective of direction, the more negatively the evaluations were rated.

Research Implications

This study did not allow for further investigations of lifestyle in the SET process. The nature and implications of the relationship between instructors who are seen as “innovators” and “thinkers” with students who see themselves as “experiencers” needs to be clarified. Further, the study did not address the pedagogical implications of personality differences in the evaluation process. Would instruction be weakened or strengthened if students and instructors were more alike, and if there does need to be change, would learning be facilitated if the instructors became more like their students, or if students were encouraged to become more like their instructors?

GEN-Y STUDENT DISPOSITION TOWARD SALES AS A CAREER

Scott G. Sherwood, Gregory Black, Clayton L. Daughtrey, and Darrin C. Duber-Smith

Abstract

This study of Principles of Marketing students determined that even though Gen-Y students may have different motivations from previous generations, their attitude toward sales jobs remain unchanged from studies of earlier generations. An experimental condition that gave positive information on sales careers was added to some surveys, with no effect noted. Female students and younger students exhibited more positive attitude toward sales. Other hypotheses that were unconfirmed included differences in disposition towards a sales career due to student's majors, and differences in disposition towards a sales career between student ethnic groups.

Introduction

College students continue to have negative attitudes toward sales as a career. This trend has continued for almost 50 years and is not limited to students in the United States. Sales career preferences were generally negative in a study that encompassed students from the United States, New Zealand, and the Philippines. While the job market for sales people grows each year, companies experience increased difficulty in filling open sales positions. Less than 50% of college graduates will have a job offer when graduating. Yet, 90% of graduates from collegiate sales programs will have at least one offer. Furthermore, it is estimated that 70% of business school graduates will work in sales. Studies have tested for differences in various student populations (such as gender, geography, ethnicity, education), but the overall perception that sales is not a desirable career still exists.

Method

This study was conducted to examine the disposition of business students enrolled in a Principles of Marketing course. The course is required for all business majors and minors in addition to several non-business minors. All students completed the same survey, but approximately one-third were given additional information about sales careers prior to completing the survey. Data were collected from 138 undergraduate students at a large college in the west. Instructors teaching these classes were asked to give their students a short survey (taking10-15 minutes to complete) sometime during their classes early in the semester. The survey was given at the beginning of the semester to assure minimal exposure to marketing principles that had the potential to bias them in any way towards the variables included in the survey. The items on the survey included respondent demographics and a multiple-item measure to assess respondent disposition towards a sales career. Demographics assessed in this study are age, gender, major, and ethnicity. Student respondents ranged from 20 to 47 years old. There were 80 males and 58 females in the sample, with an average age of 25.54. Majors represented in the sample are Marketing, Management, Finance, Accounting, Economics, Computer Information Systems (CIS), and Non-business. The ethnic groups represented in the sample are White/Caucasian, Hispanic descent, Asian descent, African/Black descent, Native American, and Middle Eastern descent.

Results and Discussion

It is likely that the ongoing efforts of many organizations toward a more customer-oriented sales approach are starting to have a favorable impact on people's attitudes toward sales, and thus toward a possible career in sales. Older students are more likely to have been exposed to more negative information about unethical salespeople or salespeople who are compensated only by commission giving these salespeople little incentive to develop long-term relationships with customers. Younger students are also likely to still be willing to consider more future job options because they have less career experience.

The proportion of women in sales, though increasing at a slower speed than for other careers, is increasing. Women are likely to be aware of the fact that they can be just as effective as their male counterparts in the sales profession.

The finding that marketing students are actually less positive towards the ideas of a sales career is surprising. One factor contributing to this finding may be that marketing students have paid more attention to possible careers in marketing and they realize that personal selling is not the only option. Because of the negativity still swirling around sales as a career, they may view this option as less positive than other possible careers in marketing.

One of the most interesting results of this study is the fact that the experimental manipulation had little effect on student's dispositions toward a sales career. It appears that the negativity haunting the sales profession is so deeply-rooted, that a short reading about the possible benefits of a sales career is ineffective. It makes sense that after a lifetime of hearing negative things about salespeople and the profession, even younger students will not be significantly impacted by a few facts. It is possible that a stronger experimental manipulation, such as a sampling a sales class, meeting with current sales students, or meeting with industry executives may have a more significant impact.

In the research literature, the only consistent finding over time was the positive influence that attending a sales course had on students' perceptions. Age, gender, ethnicity, income, professionalism, and prestige all had minor influences in various research studies. Even marketing majors were affected by the negative factors.

If sales courses change students' perceptions, then the responsibility to get students into a sales class rests with academic advisors, within the school and the marketing department. Clearly, more research is needed in order to determine how students can be positively influenced to consider sales courses.

NONVERBAL SIGNALS IN STUDENT ROLE-PLAY EVALUATIONS

Harry Taute, David McArthur, Utah Valley University

Robert Heiser, University of Southern Maine

Experiential learning including role plays have become the preferred form of educating university students on personal selling with broad agreement from academics and practitioners (Michaels & Marshall, 2002; Moncrief & Shipp, 1994; Parker, Pettijohn, & Luke, 1996). The pedagogical literature regarding sales presentations suggests that while, above all, the sales presentation must be adaptive and responsive to the communication style and needs of the customer, there is a prescriptive form to the presentation (e.g., Lill, 2002). Accordingly, there are five phases in a sales presentation specified in the contestant evaluation sheet from the National Collegiate Sales Competition (Loe & Chonko, 2000): the approach, needs identification, presentation, overcoming objections, and the close. Each of these phases has its own objective, and scoring for each phase rests on two to six items measuring individual attributes or actions important in that phase. In addition, the evaluation form has a section devoted to communication skills and one grading the overall impression of the candidate. The NCSC rating form thus contains seven major dimensions designed to capture most of the sales presentation variance. Each dimension is ascribed a percentage of the total score in line with its suggested contribution to the overall total sales presentation rating. This system is consistent with the academic and pedagogical literature on personal selling as an adaptive, consultative, relationship-building process (Rentz et al., 2002; Spiro &Weitz, 1990).

The National Collegiate Sales Competition is designed to give students exposure to the sales profession and provide students an opportunity to enhance their skills. In many classrooms, students discuss, practice, and learn to evaluate each phase of the adaptive consultative selling model using the NCSC evaluation form from the first of day class onward. In the authors' sales classes, students actively participate in a number of role-play sales performances, practicing each of the individual phases of a sales presentation including introductions, role-play telephone calls, approaches, and at the end of semester, presenting a final integrated sales presentation. All presentations are recorded, reviewed and evaluated by all class members. (e.g., Tanner & Roberts, 1996; Widmier, Loe, & Seldon, 2007).

Nonverbal Communication

Although nonverbal communications are not emphasized on the NCSC scoring form, they may account for a large percentage of the effective communications in a sales encounter. There is evidence from research in social psychology that nonverbal communications may account for 60-93% of the effective communications in social dyads (Birdwhistell 1955; Mehrabian &Weiner 1967). Studies of nonverbal truth and deception decoding in nonverbal communications have yielded effect sizes ranging from r = .29 to .44 (Vrij & Baxter 1999). A salesperson's use of appropriate or signals may also be more persuasive since nonverbal behaviors that are consistent with the presentation topic are deemed more credible and trustworthy by consumers (Jones & LeBaron 2002) and consumers are more likely to change attitudes when they judge a message source to be highly credible and trustworthy (e.g. Dholakia & Sternthal 1977; Morgan & Hunt 1994; Swan, Bowers & Richardson 1999).

To examine the influence of nonverbal communication in sales presentations, a new 14 item nonverbal communication multi-dimensional scale was developed and tested in personal selling classrooms. A review of the literature was conducted to uncover aspects of nonverbal communications in the sales presentation, and a preliminary list of the items recommended therein was developed including open body language, posture, eye contact and facial expressions (e.g., Addis 2008; Boe 2008). In addition, thirty-six randomly selected final student role-play presentations were independently reviewed on video by the three authors and coded for the degree to which appropriate nonverbal behaviors were visible using the new nonverbal coding system. Prior to reviewing the video presentations, the three judges discussed appropriate nonverbal coding techniques and conducted a pilot analysis on a student presentation (Lacy & Riffe, 1996). The pilot study produced adequate interrater agreement, (κ >.9). The ratings by the researchers using the new scale were then compared to the mean evaluations made by the student judges in the class who used the NCSC single nonverbal item. The single measure "appropriate nonverbal communication" from the students' NCSC evaluation form showed adequate interrater reliability when compared with the three instructor judges for the nonverbal measurement scale dimensions of Greeting ($NV_{G,}$ κ=.688), Facial Expressions ($NV_{F,}$ κ=.725), and Body Posture ($NV_{B,}$ κ=.705) as well as the 14-item nonverbal total score ($NV_{total,}$ κ=.761). These findings provide preliminary support for the convergent validity of these new nonverbal measures.

Results & Discussion

Nonverbal communications were positively related to the approach phase in which the salesperson gains attention and builds rapport (r = .173) and negatively related to overcoming objections (r = -.236) and closing the sale (r = -.59). The positive relationship of nonverbal signals and the approach phase is consistent with prior research delineating the importance of first impressions (Henthorne, LaTour, & Williams, 1989; Naylor, 2007). Nonverbal communication may be negatively related to overcoming objections since both the prospect and observers are awaiting cognitive and rational responses, such as verbal explanations that deal with expressed objections. In a similar fashion, attempts to close the sale with strong nonverbal behaviors rather than verbal persuasion can backfire and lead to interpersonal tension and feelings of sales pressure. In the closing sales phase, a steady gaze and strong posture while actively listening to the client and verbally reminding the client of the benefits appears to be the best sales approach.

NCSC items and nonverbal communication variances were also examined in the role-play study. Appropriate nonverbal communications item accounts for 49.5% of the shared model covariance. The confidence and enthusiasm explained an additional 19.5% of the model covariance, positively correlating with assessing a user's need (r = .33) and negatively correlating with overall nonverbal communications (r = -.47). Thus the salesperson must actively engage prospects to uncover the decision process, effectively probe for relevant facts or needs, and gain pre-commitment. However, displays of exuberant self-confidence and over-active engagement tend to overwhelm the prospect and detract from the nonverbal elements supporting the presentation. Taken together, the two nonverbal communication items in the NCSC scoring system help explain a substantial majority (69%) of the scoring system covariance, (i.e., as expected, much of the nonverbal variance is embedded within each step of the sales process).

The literature review clearly suggested communication advantages when verbal and nonverbal communications are synchronized. Appropriate nonverbal communications significantly and positively impact evaluations of sales presentations. Conversely, when these behaviors are lacking or inappropriately delivered, their detriment to evaluations of the presentation exceeds that which might be expected given their weight in the NCSC rating calculations. Support for an increased relationship between appropriate nonverbal behaviors and evaluations of presenters underscores the importance of nonverbal communication and suggests that synchronized verbal and nonverbal delivery is essential to acceptance of the message. This finding thus argues for greater consideration of nonverbal behaviors within the Personal Selling course curricula and student role-play preparation, performance, and evaluation.

JOURNAL RANKINGS, JOURNAL LISTS, CABELL'S AND THE P&T PROCESS

James Talaga, LaSalle University

Despite the fact that the literature on ranking marketing journals is fairly large, for many marketing academics and for many schools, the journal rankings that are published are of relatively little practical use. Journal rankings often reflect the publication practices and preferences of top-ranked business schools – often with doctoral programs. While we are willing to believe that all marketing academics strive to publish quality work, we also believe that the publication outlets that are highly ranked represent for many academics represent unrealistic and unobtainable targets for their research.

While beliefs are one thing, we need to find evidence that this is that case. To do so, we looked at a large number of marketing faculty (311) and examined where they actually published. Based on this data (over 5000 published articles) we found that there are number of possible segments of marketing academics based on their publications. This session has its focus on several of these segments: publications of faculty at doctoral granting schools vs. faculty at non-doctoral granting schools; publications by rank; and the utility of Cabell's as a measure of journal quality.

There are distinct differences among these groups. Faculty at doctoral granting schools publish in different journals than do faculty at non-doctoral schools. Published lists of journal quality skew toward faculty at doctoral schools. As a consequence, although faculty at non-doctoral schools may be good and productive scholars, the journals in which they often published are not highly (or even) ranked. This can make it difficult for department chairpersons at non-doctoral schools to make a case before promotion and tenure committees.

Faculty at different stages in their careers have fairly similar publication outlet patterns. That is, there seem to be no radical differences in where faculty publish based on rank. Full professors, associate professors and assistant professors seem to publish in the same types of journals.

Finally, one standard that is sometimes cited as a guide to journal quality – Cabell's – is examined in terms of publication frequency. We find Cabell's to be a less that adequate guide as to where faculty actually publish and thus ought not be used as a substitute for journal quality. Curiously, there are some journals in Cabell's in which no marketing scholar has published and there are some heavily published in journals that are not in Cabell's.

Finally, AACSB-accredited schools have to grapple with the need to develop standards for AQ status. Such standards sometimes start with classifying journals in to A, B, and C list journals. Given that we identified over 900 journals in which these 311 faculty published, perhaps an A, B, C approach may have some problems

Department chairpersons and academics who face the possibility of future promotion and tenure decisions, as well as those responsible for developing AQ/PQ standards ought to consider the actual publishing behavior of marketing scholars when making assessments. This session and related discussion may provide new, useful, insights in publication behavior.

A COMPREHENSIVE VIEW – WHAT CAN WE DO TO PREPARE OUR STUDENTS FOR SALES CAREERS

Chris Kondo and Allen Broyles, California State University, Fullerton

Scott Sherwood, Metropolitan State University of Denver

Casey Donoho and Tim Heinze, California State University, Chico

According to the University Sales Center Alliance, approximately 75% of undergraduate marketing majors and 50% of business students accept sales positions upon graduation. Business schools vary in their approach to preparing their students for sales careers. This paper reports on activities at three universities. We believe it will be of interest and possible utility to marketing departments seeking to start or improve their sales education initiatives.

California State University, Chico, has developed a Sales Certification program within the Marketing Major. The program consists of two fundamental marketing classes, Principles of Marketing and Consumer Behavior, and four sales classes: Personal Selling, Sales Management, Advanced Selling, and an elective (which can include a sales internship). Chico State developed the program based on feedback from corporate employers who pointed out the need for more rigorous sales training. Prospective employers also give the curriculum credibility as guest speakers in the sales classes.

Chico State students have found that they are better prepared for entry-level sales positions and can go down the sales “learning curve” more quickly. Marketing professors enjoy teaching courses that are extremely “useful” for students and have found opportunities for sales based research.

In reflecting on the development of their program, Chico State recommends that a sales program be part of the marketing department’s and business school’s strategic plans. They recommend the program fit into the marketing major/option so students, with good planning, can complete certification with a minimum of extra units. Also, Chico State pointed out that an advisory board, participating employers, and successful alumni give credibility to the sales program.

California State University, Chico, also hosts the Western States Collegiate Sales Competition, a one-day event during which students compete in individual role-plays in the morning and in team selling role-plays during the afternoon. Corporate recruiters act as buyers and judge the competition. Top student and team performers are awarded money and plaques at an evening awards banquet. During the course of the day, companies also informally meet with student participants for interviews or resume reviews. The hosting university is responsible for running the contest and obtaining corporate sponsor funding.

The competition provides a forum in which students, faculty, and interested companies can network. Corporations especially appreciate the opportunity to view potential recruits in real-life sales scenarios. The competition also increases the visibility of Chico State's professional sales program.

Recently, Chico State has added an intra-school one-day competition for students enrolled in the personal selling class. Sponsors were equally enthusiastic about participating in this competition.

Sales students benefit from real-life training and a better understanding of sales careers. In fact, many students receive job offers after their sales competition performance. Marketing faculty report that they benefit from enhanced interactions with students and corporations.

In planning to host a sales competition, Chico State suggests focusing on two areas: corporate sponsorship – be sure to recruit and develop corporate sponsors early in the process; and student involvement – although student teams only include 4 to 6 individuals, endeavor to include as many ancillary students as possible. If it helps their resumes, students like to be involved, and companies enjoying seeing a large number of competent, professional student volunteers.

The Metropolitan State College of Denver has developed an experiential course in which students gain actual sales experience. Metro State has two sales courses (Personal Selling and Sport Sales) where students are tasked with a sales quota as part of the curriculum. While many schools sell something (water bottles, shirts, continuing education courses, sponsorships, fundraising, etc.), their unique proximity to several sport facilities enables them to sell tickets to a variety of professional sporting events. The Personal Selling course typically has two separate events that comprise 20% of the total grade (equal to the midterm or final). The Sport Sales class sells a two game mini-plan that equates to 20% of their grade.

Corporate recruiters are impressed that students are involved in a real sales activity as part of the course. Students also gain experience in developing promotional materials. Top sellers receive additional recognition at the event, free tickets, shadowing and networking opportunities, connections for internships, and resume bullets.

The program helps fund marketing department activities. The sports teams offer the College deeply discounted prices for less desirable opponents on less desirable dates. The program generates approximately $5 to $10 for every ticket sold. Classes have sold from 200 to 1000 tickets. When considering a similar program, Metropolitan State College recommends seeking out a true untapped needs. Professional teams may have unsold seats; school events may provide selling venues.

Cal State Fullerton developed The Sales Leadership Center, which offers “workshop style” sales classes, scholarships, panel discussions/networking opportunities, and sales competition opportunities. The Center is presented to all students as they take the required core course, Principles of Marketing.

In an effort to offset misperceptions about sales careers, the panel discussions are designed to provide students with a first-hand view of what the sales function actually entails. The classes have been designed to complement academic courses and offer a strong emphasis on role-plays and experiential learning. They also provide the opportunity to offer a “short course” on a relevant but perhaps limited sales topic.

Students enjoy networking with hiring companies, learning about the sales profession, and building relationships with sales and marketing professors. The Center offers the only scholarship program specifically for sales students.

Marketing faculty find that the Center complements their academic courses and serves as a referral point for students interested in sales. The Center’s activities engender ties with corporations. In developing a Center, CSUF recommends gaining support of the Dean and marketing department, addressing the needs of students first, being resourceful in the beginning, and seeking out venues such as sales competitions or the University Sales Center Alliance where one can learn from other sales centers.

SHOULD BUSINESS-TO-BUSINESS AND SALES-RELATED CURRICULUM BE GIVEN MORE ATTENTION IN UNDERGRADUATE MARKETING PROGRAMS?

Ellen Novar, Wilmington College

Susan Caple and Janis Dietz, University of La Verne

John Riddick, Hanover College

Chris Kondo, California State University, Fullerton

Panelist #1 Ellen Novar: The impetus for this panel was a result of conversations and supportive feedback from attendees of last year's presentation of, "The Disappearing Undergraduate B2B Marketing Course" by Kelsey Stief and Ellen Novar. Both attendees and paper reviewers commented that the topic was "top of mind". Others were in strong agreement with the premise of the paper, i.e., knowledge of the B2B marketing sector along with accumulation of sales skills directly benefits most students upon graduation because most students obtain employment at B2B firms, often in a customer-facing capacity such as sales. This suggests that to prepare our students for these positions more discussion of the topic is required. In addition, many of the questions posed in the paper are yet to be sufficiently addressed. For example, has the B2B Marketing course ever been offered at institutions that do not currently offer it? Why have schools abandoned B2B Marketing courses? Was there a lack of student interest? Was there a lack of faculty interest? Is there a lack of space available in the curriculum? The purpose of this panel discussion is to solicit answers to these questions from both panelists and attendees, with an aim to determine if a disconnect exists between our curriculum and student/employer needs.

Panelist #2 Janis Dietz: I don't believe schools have abandoned B2B Marketing and Sales courses. Instead, the curriculum has been squeezed by the addition of more advanced social marketing and research courses. At The University of La Verne, we don't have enough students to offer more than two electives each semester and the sales course itself is not a requirement. There is no lack of student/faculty interest. Our students know that this is an important area and we do a lot in the basic marketing course as it related to B2B sales. In colleges where faculty members have industry background in B2B sales, this issue naturally is important. If the department is made up of mostly academic trained faculty, the experience is not there to add the richness required. With fewer and fewer headquarter calls due to strategic roll-up in the grocery, home center, funeral home and other industries, the specific nuances in dealing with these headquarters requires special training, a fact that few schools have the resources to offer.

Panelist #3 Susan Caple: The University of La Verne has offered a Professional Selling Course. I would imagine it was abandoned because of lack of interest. We have a small undergrad population and we have a marketing concentration, not a major. Recently, our undergrad population has grown significantly and the offering of this course should be reconsidered. Space in the curriculum should not be a factor. In our case, it could be offered as an elective in the concentration. I want to relate a couple of personal experiences: First, we are presenting a paper at this year's MEA that identifies employers' needs for college grads who are "business-ready". The skills required are basic sales skills (questioning techniques, verifying, clarifying, recommending, closing) and focused presentation skills. These skills are taught in a B2B marketing curriculum. However, it is imperative that professors teaching these course have real-world experience. Second, I have taught the Professional Selling class at California State University Fullerton and the University of Minnesota. Several former students have expressed how important the skills they learned in that class were in their business careers. They were able to directly apply these learned skills to their business environments, even if they did not go into sales. Finally, at the University of La Verne, I am teaching in an integrated business curriculum that combines Marketing, Finance, and Management with a practicum to comprise one course. During the semester, students develop a business plan, present to a bank to ask for a loan, and develop and sell a product during the semester. It was so fortunate that most of the professors involved have B2B experience as we could teach them presentation skills (to the bank), negotiating skills (with the producer of the product), and basic sales skills to sell the product. They also made many high-level presentations on campus – to our President, for example. It was an eye-opener! Comments from the students after the class were that they had never been so prepared for presentations and felt confident in dealing with various communication issues in business.

Panelist #4 Christopher Kondo: At the Mihaylo College of Business and Economics, California State University Fullerton, we found that the majority of the companies that were hiring our marketing students were B2B and were, in fact, recruiting for positions in sales. Though our popular Professional Selling course had been offered for many years, we felt there was an opportunity to do more to prepare our students for sales roles. In response, we established The Sales Leadership Center. Now in its fourth year of operations, our mission is to "Ignite Sales Careers." Toward that end we offer sales career programs, sales skills workshops, jobs and internships, sales competitions, and a scholarship program intended to encourage students with an interest in sales. The response has been extremely positive in terms of student involvement and corporate support. We have ten corporate sponsors who provide advice, speakers, role-play cases, and financial support. Some of the companies are B2B including ADP (payroll services) and TEK systems (information technology services). Others are consumer products companies but the sales roles they are recruiting for have a B2B focus. For example, Liberty Mutual provides individual insurance products but much of their sales strategy is centered on corporate alliances. Similarly, Nestle's sales representatives call on grocery stores and other retail outlets. Our participation in sales competitions and the University Sales Center Alliance has provided many additional opportunities. Students improve their sales skills through role-plays and gain excellent exposure to career opportunities. Also, our center has met new corporate sponsors through these activities. And as importantly, we have learned about other potential strategies for enhancing our offerings. For example, California State University Chico offers a "concentration" in sales and we are considering a similar program. And while we offer role-plays and exercises in our classes, the Metropolitan State College of Denver has partnered with local sports teams and provides the opportunity for students to actually sell tickets to corporate clients.

Panelist #5 John C. Riddick, Jr.: Administered by the Center for Business Preparation (CBP), the Business Scholars Program is Hanover College's business curriculum, but it differs from a traditional business major in two important ways. First, Business Scholars are required to complete Hanover College's liberal arts degree requirements to ensure they have the strong writing and verbal communication skills and the well-rounded education best developed in such a program of study. Each Scholar also completes the course requirements necessary for her/his chosen major. Secondly, on the assumption that business serves a very practical purpose, the Program has more "hands-on" skill-building elements and fewer course requirements than the typical business major. In addition to fundamental business coursework (economics, statistics, management, financial decision making, and two electives in such areas as accounting, investments, finance, sales and marketing), Scholars must complete a paid, project-based internship and a student-led team consulting project involving one of our local businesses. Scholars also participate in a number of skill-building workshops such as business etiquette, resume writing and interviewing techniques and skills. Numerous networking events are also an important part of the Business Scholars Program. Since the Program's founding in 2005, we have found that the majority of Business Scholars with a strong career interest in marketing are recruited into entry-level B2B sales roles. In addition, our Program has seen a dramatic increase in the number of Business Scholars interested in studying professional selling and completing a sales-oriented internship. Many of our internship hosts have allowed Scholars to work in line sales positions, allowing them to experience firsthand the key elements of a career in professional selling. Since the Program's mission is strongly oriented towards career preparation, we have incorporated "live cases" into our sales and marketing course offerings. These live cases go beyond traditional role plays and sales simulations to offer the Scholar practical work experience. We have also honed many of our workshops and executive networking sessions to address B2B sales careers.

MARKETING EDUCATION IN THE NEW NOW: DOING MORE WITH LESS

Jack Schibrowsky, James Cross, Alexander Nill, University of Nevada, Las Vegas

Stephen Hartley, University of Denver

Richard Lapidus, California State Polytechnic University

Michol Maughn, Fort Hays State University; Gail Ball, Rio Grande University

Ludmilla Wells, Stuart Van Auken, Florida Gulf Coast University

Stephen Boyt, Valparaiso University

Over the past 30 years, tuition and fees at public four year schools has increased nearly fourfold even after being adjusted for inflation. In adjusted dollars it is four times more expensive to get a college degree today than it was in 1980 (The College Board, *Annual Survey of Colleges*; NCES). These tuition increases are necessary to cover the ever increasing costs incurred by Universities along with a reduction in state subsidies. State appropriations per full-time equivalent (FTE) student declined by 9% in constant dollars in 2008-09, and by another 6% in 2009-10, and by 4% in 2010-11. State funding per FTE student for higher education institutions was 23% lower in inflation-adjusted dollars in 2010-11 than it had been a decade earlier.

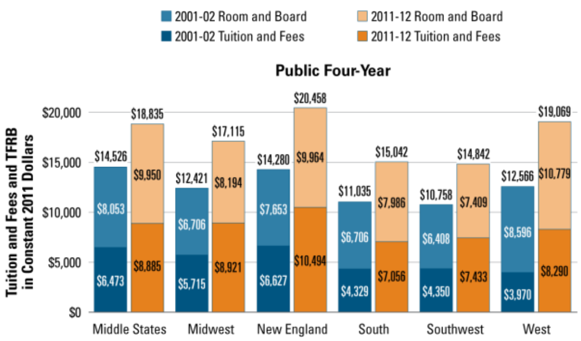
(Image did not reproduce)

Universities are quickly pricing a college education out of reach for many potential students. The average annual cost for TFRB at western states, four year public schools was $19,067 in 2011, up 52% in constant dollars in the past decade.

The new now for universities and business schools is the realization that this trend cannot continue. Universities must become more efficient suppliers of education. This will place pressure on departments of marketing and their faculty to “do more with less.”

This special session provided a forum to discuss ways to and serve more students with fewer resources, while improving the learning experience for students and increasing the effectiveness of instruction. Jack Schibrowsky and James Cross served as the moderators and discussed the ramifications of universities and colleges pursuing cost improvement programs (CIPs) versus quality improvement programs (QIPs). James Cross discusses ways to combine elective marketing classes to reduce the number of courses that need to be programs. Stuart Van Auken uses his experience "deaning" Colleges of Businesses to discuss ways to serve more students with fewer resources. Micol Maughan and Gail Ball discuss ways to improve the learning experience for students and increase the effectiveness of instruction for large sections of courses.

Tuition Fees Room and Board in constant 2011 dollars for 2001-2 and 2011-2



Stuart Van Auken, Ludmilla Wells and Alexander Nill discuss ways to maintain and improve research productivity in resource challenged environments. Ludmilla Wells and Alexander Nill discuss ways to use "user paid" extracurricular activities and global learning opportunities to enhance learning experiences.

The new now will affect virtually every faculty member moving forward, but business schools (and marketing departments) are particularly susceptible to budget reductions since they have some of the highest paid faculty members at the university. This is great opportunity for all faculty members to learn how to adapt to reduced resources.

A COMMITMENT TO TEACHING: EXPLORING THE VALUE OF PART-TIME PROFESSORS IN MARKETING DEPARTMENTS

Olga DiFranco, Michael Germano, Shirley Stretch and Rika Houston, California State University, Los Angeles

As higher education continues to deal with the disruptive change brought on by a protracted recession, both the frequency and degree to which academic departments rely upon adjunct or part-time faculty is increasing. Interestingly, in some departments, including marketing ones, the majority of courses are taught by a cohort of part-time faculty members whose flexibility and willingness to take what is offered, represent the only viable alternative to hiring more tenure track faculty members when enrollment patterns dictate the need for additional instructors. Currently, part time employment has reached 58% in 4-year colleges and universities and 83% in 2-year public colleges (Thedwall, Kate 2008). The reality is that part-time faculty members are the norm and not the exception. As a result, it seems worthwhile to examine the role of tenure track faculty in selecting, reviewing and mentoring adjunct faculty members as well as the requirement to engage and develop part-time instructors in order to maximize the value they provide to the marketing departments that rely upon them.

When asked about the role tenure-track professors play in an adjunct faculty member's professional life, one opined:

"Throughout academe, the tenured professors are the ones who hire and fire the contingent professors – in other words they are our bosses. Moreover, adjunct professors and tenured professors are often in competition with each other over which classes to teach, which classes are cancelled, who gets raises, and who doesn't. The full-time faculty members may even directly benefit from having large numbers of adjuncts on their campuses, as that ensures that tenured faculty members are highly unlikely to be laid off, even in an emergency - adjunct faculty members will be let go instead. Adjuncts provide in effect, a buffer to the loss of tenured jobs." (Holler, Keith, 2006, pB11-B12)

What is most interesting about the above part-time professor's description of his interaction with tenured and tenured track faculty, is not only the idea of subservience but the recognition of the benefit of part-time faculty to their full-time colleagues, particularly in today's trying economic times. The special sessions presenters will take this idea further and explore the symbiotic relationship between part-time and full-time faculty in an effort to arrive at best practices for ensuring that marketing departments are providing the environment most conducive to successful teaching and student learning through more meaningful adjunct faculty engagement. More specifically, the purpose of this session is to connect with the need maximize the return on investment in part-time instructors in light of current higher education staffing trends produced by the current economic environment and discuss participants' experiences at their institutions.

There are many different reasons for those who teach marketing part-time as opposed to full-time. Many are professionals who like to share their expertise in the classroom and feel a sense of fulfillment by sharing what they have learned over a successful and lucrative career. Some are retired and would like to remain professionally connect to the academy as they share their knowledge and continue to earn income. Others may be former tenure track faculty who, for personal or family reasons, choose to go part-time. And yet others may desire full-time, tenure-track work but the opportunities were limited and the competition fierce. The reasons for choosing part time work are infinite. While the question of 'why' academics choose to be part-time is interesting, the real question is how to best utilize this growing majority of part-time professors. As one department chair considered: "The question facing institutions of higher learning should center around how to acknowledge the benefits these appointments provide, as well as a commit to working through the challenges that face this growing segment of our academy" (Thedwall, Kate 2008). This session will share ideas and suggestions for tenure track faculty members who wish to support and mentor those serving part-time as well as ideas for ways in which to engage part time faculty members in scholarly activity, advising and departmental service. The goal is to share a new vision of part-time faculty that is more than a reactionary one dictated by higher-education's current circumstance of increased enrollment coupled by decreased funding, to a vision of adjuncts as partners who are fully engaged and vested in teaching, scholarship and service.

LEARNING ASSIGNMENTS THAT ALSO ENHANCE SOCIAL RESPONSIBILITY:

NO HEAVY LIFTING REQUIRED

Catherine Atwong, Susan Cadwallader, and Aubrey LeBard, California State University, Fullerton

Introduction

Increasingly, companies, businesses and corporations adopt socially responsible behavior, such as, supporting community projects, donating to non-profit organizations, and sponsoring social initiatives that enhance environmental well-being, community development and business success.

To address and encourage future managers to undertake positive ethical and civic duties, how might business educators prepare students for corporate social responsibility, such as, helping students develop an awareness of community needs and a sense of responsibility? We propose using community-based marketing projects, a hybrid of service learning and client-sponsored projects.

Literature

Implementing service projects to non-profits in the introductory marketing class (Klink and Athaide (2004), personal selling class (Hagenbuch, 2006), and marketing capstone class (Metcalf, 2010), marketing educators gave credence to service learning as a pedagogy that delivers not only practical applications of marketing knowledge and skills, but also provides rich socio-cultural contexts for experiential learning. From only 8-10 hours community services followed by a reflection paper in an MBA curriculum (Wittmer, 2004), to semester long services designed for undergraduate students to teach and mentor young urban adolescents in starting business (Newman & Hernandez, 2011), educators reported not only favorable short-term effects among students, but also long-term community mindedness of and increased engagement in community service by graduates, according to their alumni surveys.

Study

This study examines, at various level of the marketing curriculum, the effectiveness of community-based marketing projects in nurturing the participating students a civic disposition, as measured by their awareness of, interest in, intent to, opinion of, belief about and activities in “giving back to the community.” The main hypothesis is that students who complete a project applying marketing knowledge to help a community-based organization will report a higher level of social responsibility, community involvement and civic disposition than those who do not.

The pre-post study adopted a 2 × 3 factorial quasi-experimental design to examine student experience at three levels of the marketing curriculum (introductory, advanced, and graduate). A total of 411 participants completed the assigned tasks and two phases of the study questionnaires, with 258 in the control group an 153 in the treatment group.

Results and Conclusion

MANOVA applied to the post project responses shows statistical differences among subjects in treatment versus control groups, among different curriculum levels, and different age groups ($p < 0.05$.) Curriculum levels also interact with age and gender in creating differences in responses on awareness, beliefs, interest, intent, and involvement responses of subjects.

Community-based marketing projects could be considered for adoption throughout the entire marketing curriculum to cultivate students' readiness for civic responsibility, encourage lifelong civic engagement, and strengthen the partnership between business and community for the common good.

Appendices and references available upon request.

TEACHING THE VIRTUALLY REAL CASE STUDY

Wade Stewart Halvorson, University of Western Australia

Sabine Emad, University of Applied Sciences Western Switzerland

The paper aims at describing an innovative, flexible and efficient marketing case study teaching method. It proposes overcoming the reluctance of students to invest the time and effort needed in effective case preparation by transforming a case study into a game-like experience that takes place in an online, fully immersive three-dimensional virtual world. This approach enriches the traditional written case study and turns it into an interactive, online teaching and learning tool for today's digital native students.

Using a design science research methodology the authors developed a prototype based on the theoretical foundations of effective case study teaching including the requirement for teamwork and collaboration. Students use an online, computer based game-like interface to collaborate between two geographically separated groups of university students, adding a cross-cultural component to the learning exercise.

Insights into the strengths and weaknesses of the methodology are gained from the participating students in qualitative and quantitative feedback. Results show that it is a very promising approach to enhancing the quality of marketing teaching and a future study incorporating the insights is planned for later this year.

iPADS IN THE CLASSROOM: THE FUTURE OF EDUCATION OR THE LATEST FAD?

Deborah Brown McCabe, Jan Jindra, and Raechelle Clemmons, Menlo College

As part of a college-wide initiative to evaluate the viability and value of furnishing iPads to all incoming freshmen, an exploratory study was conducted with students at a small, private college over the course of two semesters. Two methods of incorporating the iPad into the curriculum were tested. In the first, faculty would occasionally bring to class a mobile cart containing iPads and distribute the iPads to students for the duration of that class period. In the second, faculty checked out the iPads to students for their academic and personal use for the entire semester.

The college was interested in learning whether the use of iPads as part of the curriculum enhances student learning and/or student engagement, as well as whether learning and engagement differ depending on the delivery method. Prior to being introduced to the iPad in class, students were surveyed about the usefulness and perceived value of using an iPad, as well as their experience with tablet devices. They were surveyed on these topics again at the end of the term. A subset of the students also participated in a focus group regarding their experiences.

Findings indicated that, foremost, students liked the *idea* of using iPads. They were eager to try out the tablet and perceived themselves as special and the school forward-thinking for incorporating the tablets into the curriculum. Not surprisingly, the students who took ownership of an iPad for the entire semester had the most positive experience. When asked about the logistics of the iPad's use in the classroom, the results were mixed. The tablets were considered useful for simple class note taking but not for writing down more complex information, such as equations or diagrams. The tablets were convenient for reading articles but not for highlighting or taking notes on those articles. Students were frustrated with the process of saving their work. The iPad doesn't have an external drive or usb port, so students had to e-mail work to themselves or use Dropbox, both which were logistically problematic.

Such issues were viewed negatively in the situation where a cart was brought to class as the students felt they spent more time learning how to use the iPad than using the iPad; whereas the perception of ownership made the students who checked out an iPad for the term more willing to master its complexities and nuances. One finding that faculty members may consider a plus to the iPad's use is that, because of its design, students found it cumbersome to switch among applications and, therefore, couldn't easily surf the Internet during class.

EFFECTIVELY USING MOBILE LEARNING DEVICES IN THE PRINCIPLES OF MARKETING CLASS: LESSONS LEARNED FROM STUDENTS USING IPADS

Douglas J. Lincoln, Boise State University

The specific objectives of this study are to identify where and how iPads can aid student learning in the principles of marketing course. The number of students enrolled in this "experimental" course is 39. Students not owning a second-generation iPad were loaned one by our university for the duration of the semester. The iPads were pre-loaded with four apps (Keynote, Pages, Priority Matrix, and iThoughtsHD) and students were expected to purchase no more than $20.00 on additional apps. All students were required to purchase the Grewal and Levy (2012) Marketing 3e e-text from Inkling.com. The course is supported by our university's Blackboard CMS. Students were asked to download and use the Mobile Blackboard app. However, it does not offer the functionality of the full Blackboard CMS.

Achievement and assessment of the course's learning outcomes is facilitated by employing six major activities: (1) outside of class preparation of weekly memos, (2) iExercises, (4) a semester long new product opportunity assessment/marketing strategy marketing planning type assignment wherein student teams develop a quasi marketing plan for a product, (5) individual research on how iPads are used by business/marketing practitioners, and (6) classroom participation. Memos (one-page maximum) were designed to reward student familiarization with textbook and other assigned content (readings, videos, podcasts, etc.) prior to attending class in order to enhance their ability to participate in an active learning environment. iExercises are in-classroom and out-of classroom activities that use specific iPad functions and apps to produce and distribute a variety of products that might be created by those working in the field of marketing. The purpose of these exercises is to explore where, learn how, and adapt where possible a newer technology to an "old" problem or need.

How iPads Were/ Will Be Used in Learning Activities

Most in-class content delivered by the instructor was through his iPad by using Apple's Air Play with the mirroring function made possible by the Apple IOS5 operating system. This system also made it possible for any student in the class to show the entire class the exact content being displayed on their own iPad including any sound component.

Students were not required to prepare their weekly memos by using the word processing app (Pages) pre-loaded on their iPads but some did. One reason for limiting the memos to a single page (or no more than 400 words) was to allow such use. However, as students could not use the iPad to submit finished memos (as attachments) to Blackboard, they had to send any iPad-produced attachments to themselves for submission via a different device (e.g., their laptop). A possible work around solution is to copy a memo produced in Pages and paste into the Blackboard assignment submission window. However, this process can easily result in a finished product with altered formatting issues. In such cases the instructor can face a difficult time in assessing writing quality.

During the earlier weeks of the semester, students received iExercise instructions in the classroom and were given time to begin but not finish the assignments that were then due by the end of that particular day. This approach was chosen to insure that each student had some tutorial exposure on how a particular app functioned and saw an example of its use by the instructor. Students assisted each other in learning how to use the app but were told that the finished product to be submitted was to be unique in terms of content or how the app was applied to a particular marketing activity or task. One of the earliest assignments included using the PriorityMatrix app to perform and display a SWOT analysis based on class discussion surrounding a short case used earlier in the course. iExercises were submitted directly from the student's iPad via a variety of options that depended on a particular app's capabilities. Some app "products" can be sent via e-mail in a variety of formats and viewed by the recipient on their iPad (or other device) regardless of whether or not their device has the same app installed. However, this is not always the case and helps to remind students about making communications assumptions and mistakes. With few exceptions, students were expected to submit their iExercises by e-mail. In some cases, this meant that the student only provided a URL link to their finished assignment as the app vendor stored it on their server.

The marketing plan assignment has two unique deliverables, each of which has a written and oral component. Each deliverable is briefly described next along with actual and planned uses of iPad functions and apps. Deliverable #1 consisted of conducting and presenting a Situational Analysis (including SWOT), developing marketing objectives, and forming market segmentation and a product positioning strategy. iPad uses here included accessing Library owned databases and relevant literature, drafting/sharing/editing documents, in and out of classroom collaboration with team members (four on a team), audio recording of interviews/discussions, and observing/collecting/reporting observation research findings. iPad functions and associated apps used included but were not limited to: iMessages, Skype, Google+ Hangout, Google Docs, Web browsers, Wikipedia, e-textbook reader, Apple's Pages, Priority Matrix, iThoughtsHD (mind mapping), AudioMemos, ScreenChomp, (screen casting), and Flipboard. In-class oral presentation steps included developing key visual and audio support materials to be used by teams for their delivery to the entire class). Tools and associated apps used for constructing support materials included but were not limited to: screen casting and drawing apps and Apple Keynote. Support materials were presented from iPads via an Apple TV connected to full screen projector. Students in the audience used a student response app to provide peer evaluations of their peers' presentations.

Deliverable #2 involves construction of the marketing mix strategies and tactics and can include a (instructor directed) modification of Deliverable #1's paper. This deliverable was under construction at the time of the 2012 MEA conference and therefore it is not known exactly what iPad functions and apps will eventually be used for its production and presentation.

Assessing iPad Impact on Student Learning

The impact on student learning to be presented at the MEA conference draws on findings derived from two surveys conducted with students in the course described above. One survey was undertaken by all students prior to the second day of class of the spring 2012 semester. Its main purpose was to establish a benchmark of student feelings (anticipations, attitudes, and expectations) on what might happen in the coming weeks. The second survey was conducted in week 10 of the course. Its main purpose was to provide an indication on how, if at all, student feelings had changed from week one and also capture information on how they were using the iPad and apps. A third, end of the semester survey will also be conducted to measure further changes in student feelings and use of the iPad.

Assessment Measures Reported at MEA Conference

Measures to be reported are based on the following four research questions and will be based on results produced by the above-mentioned two surveys. Research Question #1: Why are some students more likely than others to adopt mobile learning devices such as an iPad? Measures to be reported here include general barriers to technology adoption as identified by the Venkatesh, et al (2003) in the Unified Theory of Acceptance and Use of Technology. The seven general adoption determinants fall into one the seven categories: performance expectancy, effort expectancy, social influence, facilitating conditions, self-efficacy, attitude toward using the technology, and anxiety. Research Question #2: How effective are mobile devices in supporting Chickering and Gamson's (1987) seven principles of good practice in undergraduate education? These good practices include: encouraging student–faculty contact, encouraging active learning, respecting diverse talents and ways, communicating high expectations, providing prompt feedback, encouraging cooperation among students, emphasizing time on task, and encouraging active learning. Research Question #3: How effective are mobile devices in helping students achieve the six global learning objectives identified by Meuter et al (2009)? These learning objectives include: earning better grades in class, staying interested in the topic of study during the semester, retaining knowledge long term, enhancing one's educational experience outside the classroom, enhancing one's educational experience inside the classroom, and learning more in one's classes. Research Question #4: How effective are specific iPad functions and apps in helping students successfully complete marketing assignments? Findings to be reported include: how much students liked using a particular iPad function or app, how frequently they used it, how frequently they used a specific function or app for a specific in or outside the classroom learning activity, how easy it was to use for that activity, and how much they liked using it for that activity.

THE VALUE OF PLACE IN MARKETING EDUCATION

Brian Vander Schee, Aurora University

Susan Geringer, California State University, Fresno

Ellen Novar, Wilmington College

E. Vincent Carter, California State University, Bakersfield

We believe that much of the discussion in contemporary marketing education has revolved around how to use social media in classroom instruction. However, what has been explored to a lesser degree is the value of various forms of content delivery and how students perceive their *place* in those methodologies. Place can be defined many ways including physical location, social access, virtual environment, or cultural experience. In marketing education much focus has been on using technology to facilitate how place is defined and thus utilized to promote effective teaching. However, the concept of place is not so one-dimensional. In our panel session we explore the various aspects of place that influence student learning. We have divided the broader topic into three more concisely defined areas to help facilitate the conversation as outlined below.

Place as a Physical Entity

At one time attending class in a physical classroom was a given. Many courses are still delivered in this traditional format. However the availability of information resources online, such as e-books may diminish the importance of being physically present for class. Although faculty may insist that attending class adds value to the educational experience students may not share this perspective. Research was conducted at two institutions to ascertain student opinions on the fairness of class attendance policies and whether attendance influences individual student performance or performance of the class as a whole.

Survey results at a private liberal arts college (n = 296) and a larger public institution (n = 366) suggest that students perceive some leniency in class attendance policy is most fair however mandatory attendance where absences are penalized with the opportunity to make up for the nonattendance with extra assignments likely increases individual student performance. Students perceive that a mandatory attendance policy penalizing each absence with no opportunity to make up for non-attendance increases overall class performance. Similar results were found regarding on-time arrival policies where a certain number of late arrivals converts into an absence and then the attendance policy of the class is enforced. Follow up research will determine whether actual student performance correlates with class attendance data. This will add to the discussion regarding *place as a physical entity*.

Place as a Virtual Environment

The learning communication process relies so much on place orientation that the emergence of virtual instruction challenges marketing educators to revisit core pedagogical assumptions. Exploring the virtual dimension of place can reveal these pedagogical assumptions and improve course instruction. For virtual settings one must consider the "look and feel" associated with digital access devices, user-interface methods, online/website features, learning delivery network configurations, formats/protocols, media/content options, and design personalization – including artificial worlds and animated avatar personas. Virtual settings presently comprise only the signal stimuli for the human senses of sight, sound, and touch. Substituting purely information symbols for tactile material substance introduces new place coordinates for sharing learning content. The cognitive processing of learning content without physical interpersonal interaction or physically touching education materials goes to the heart of philosophical debates about being, reality, and existence. Negroponte's (1995) seminal work "Being Digital" highlights changes in the human environment that result from interacting with people as "bytes versus atoms." In practical terms, time, cost and convenience are the most often cited advantages of shared digital content. Other issues related to *virtual places of marketing education* are discussed.

A ripening literature stream has begun to examine the marketing education impacts of virtual presence and digital learning technology (Buzzard, et al. 2011; Wood 2011; Twining 2010; Kaplan, et al. 2010; Wood and Solomon 2009; Peltier, et al. 2003; Ueltschy 2001). Likewise, marketing educators must respond to the "real world" virtual media trends and digital marketing strategies reflected in societal and company practices. The marketing "servicescapes" literature is instructive for visualizing place orientation on the continuum from physical to virtual learning (Hightower 2010; Ezeh and Harris 2007; Rosenbaum 2005; Williams and Dargel 2004; Sherry 1998; Bitner 1992). Indeed, services marketing frameworks for charting the "product-service continuum' (Shostack 1977) as well as for "blueprinting" service processes based on structural visibility (Shostack 1987), can serve as templates for configuring learning delivery along the continuum of entirely physical to entirely virtual education places.

To that end, a basic communications model frames four virtual place parameters:

1. Place orientation as a *spectrum* from entirely physical to entirely virtual learning platforms (education medium).

2. Place orientation for *signaling* learning expectations and motivations (education receivers).

3. Place orientation for *sampling* learning delivery methods by instructors (education senders).

4. Place orientation as a *sourc*e of shared content for learning design (education message).

Place as a Part of Culture

The place where students go following graduation is also of concern. Are students ready for the increasingly diverse culture in which we live? Are they ready to market their products, services, and ideas to people unlike them? Are we preparing students for these possibilities? These are questions we ask at a small college in small town Ohio. There was no other way to demonstrate to largely Ohioan students that other parts of our country are being energized by first- and second-generation immigrants from Latin America, Asia, Africa and the Middle East whose cultural and religious backgrounds have a meaningful impact on how they behave as consumers and how they respond to marketing messages than to bring students to those places. Our expeditions to places “off the beaten tracks” in Chicago hammered home to them that not everyone values, eats, shops, and lives like those belonging to the dominant Anglo-culture in the United States thus highlighting *place as a part of culture*.

MARKETING AND COMMUNITY ENGAGEMENT – THE JOURNEY

Shirley Stretch, Michael Germano and Rika Houston, California State University, Los Angeles

Over the years there has been an evolution not only in terminology but also thought in how to describe, structure and develop pedagogy to convey business schools working with business' in the community or the community itself. Diverse terms such as non-profit, cause, charity, service, and social have all been utilized to discuss and to describe this process. At the 2010 Marketing Educator's Conference, Professor Conley discussed some of the background and curricula issues surrounding the notion of Non-Profit Marketing while highlighting the confusion as well as inconsistent usage of terms like social marketing as Alan Andreasen argues in him 1994 article. Unfortunately, the authors have found the terminology has broadened not narrowed to now include "community engagement" which seems to be the new "term" to describe how we have moved beyond our traditional private sector origins. Faculties in the California State University system know it has become an integral part of CSU activities when in 1997 the Board of Trustees supported the call to create service opportunities for students and faculties. Several CSU campuses' have embraced community engagement and made it one of their strategic initiatives. The authors' campus, Cal State LA's, is one such campus that has made community engagement one of its three strategic priorities.

Sharing the belief that service or community engagement learning environments represent a unique opportunity for business students, the authors have been engaged in the community engagement initiative on their campus. They have embraced the benefits of moving the curriculum from the classroom and placing it squarely within the real world while allowing students to develop applied skills and expertise in ways in which a theoretical educational experience cannot compare. This process has been a journey of discovery as they, as a cross discipline team, participated in a cross disciplinary campus community engagement campus curriculum development process and a learning community to forge the community engagement strategic priority on their campus.

The presenters will take session participants through the process of being a member of the community engagement campus strategic priority, to creating a service-learning course for marketing students and to working to become a "Community Engaged Department". The concepts of Learning Communities will be discussed as they were used to create a cross-disciplinary community engagement campus group and initiative. The struggles, issues, and rewards of that process will be shared. Using their recently developed course in community based social marketing as an example, they will review the literature regarding student engagement and the benefits of service learning, particularly for students in an applied discipline like marketing. Included will be a discussion of the concept of community based social marketing (business-community marketing partnerships) and its unique appropriateness for fostering community engagement for marketing students. Additionally they will share their experience in terms of developing appropriate community partnerships that will increase the likelihood of beneficial and high quality service learning while meeting departmental and campus engagement objectives. They will share the practical considerations related to developing an upper division course that focuses on development of a meaningful and lifelong service orientation for marketing students while being an active partner in the campus's community engagement initiative by becoming a community engaged department.

REAL WORLD PROJECT INTEGRATION INTO THE CLASSROOM

Justin Haigh, Annette Nemetz and Debora Sepich, George Fox University

With government funding and financial institutions curtailing services to entrepreneurs, many emerging local businesses and non-profits need help. Colleges and universities can provide support in research, strategic direction, operational issues, project management, marketing and branding, team dynamics, and financial modeling. The authors have designed an experiential learning program called EntreExcell. The program seeks to integrate real world projects into the classroom, actively engaging entrepreneurs and local small business for future student placements and internships.

Entrepreneurs and local small businesses enter a cross-disciplinary "circle" of advisors, consisting of experienced faculty and MBA students, in which business problems and issues are evaluated. Recommendations are provided through the context of multiple projects within classes. In addition to meeting the needs of these businesses, the projects create a basis for developing real-world context and develop future platforms for internships.

This workshop will explain how education can fill the gap and create a road map for implementing this program and for developing deep, meaningful relationships with local small and medium-size businesses that seek well-trained and competent employees.

Executive Summary

The purpose of the workshop will be to exemplify the approach and to offer a variety of interactive exercises and processes. Headed up by three Professors from George Fox University Business School, the workshop will cover the following;

Justine Haigh, Associate Professor of Marketing will focus on providing details on the existing EntreExell program, providing timelines, procedures, and support services delivered. Incorporated into this presentation will be case studies of businesses that have gone through the program. The results of the engagement and student placement opportunities will be explored, including how these relationships develop into lasting associations that profit all parties involved. Spotlighted will be cross-disciplinary work with other university departments who have also benefited from EntreExell projects and contacts. Hands-on, interactive exercises will consist of designing the support documentation, use of Google Docs and other communication tools to facilitate the interaction and discussions with local businesses, faculty, and students.

Annette Nemetz, Assistant Professor of Management will consider how businesses are identified and the manner by which specific classes across disciplines are chosen to address program requirements. The process of developing questions, and engaging with local community will be discussed including a format for capturing information that makes the review process work effectively. The criteria for selecting projects will also be reviewed, allowing the workshop participants to develop his/her own method based on the mission of the university served. Also discussed will be the process for engaging with Small Business Development Centers, entrepreneurs, business managers and local community organizations such as the Chamber of Commerce and Rotary Club. The use of existing university outreach programs in development and marketing and GFU's newly developed internship program are included as other potential avenues of engagement. Expectation setting with chosen program participants will be explained as a critical success factor.

Debora Sepich, Assistant Professor of Entrepreneurship will provide an inside look into classroom dynamics. A series of real time videos capturing the enhanced relationships between the business owners and students will be reviewed. The use of video to capture learning moments and unique classroom management tools will be presented, including an iPhone/Pad/Pod enabled “Highlight” application. The EntreExcell program has a unique emphasis on technology use in the classroom. Development of a value delivery tool that enables the students to track time spent on projects (project costing) and captures the value of the final project delivered to the business will be reviewed. Using this approach the School of Business has been able to apply a monetary value to the project delivered at no cost to the associated business.

The types of industries that have been assisted by the program include; restaurants, cosmetic companies, local housing organizations, community supported agriculture (CSA), health and fitness programs (YMCA), and not-for-profit organizations (church plants and autism awareness). Internships have developed in each of these areas either during or after class projects.

Overall, the workshop offering specific program details and interactive exercises will provide a road map and jump start for implementation at the attendee’s home institution.

TEACHING EVALUATION GONE DIGITAL

Dolores Barselloti, Frank Bryant, Helena Czepiec, Jing Hu, Xin Liu, Jun Myers, Hayri Ozkaya, Juanita Roxas and Debbora Whitson, California State Polytechnic University, Pomona

Faculty teaching in higher education is evaluated on a regular basis. By convention, evaluations are conducted in a number of ways. Institutions require student evaluations to be conducted close to the end of a term. Students are asked to respond to a prepared evaluation form, usually asking them to rate instructors on a number of criteria. Depending on the institution, students can make additional comments in the form that is considered by the institution. Alternatively, students can write letters of praise or complaint about a faculty member that should be addressed to the chair of the department, where students are required to identify themselves, e.g. California State Universities, by agreement with the faculty union, will not consider anonymous comments in the institutional evaluation of instructors. Additionally, some institutions require that peers (colleagues of higher rank) evaluate instructors by examining their syllabi and course content (e.g. handouts, tests) and sitting in on a class session to observe teaching.

Experienced students, on their own, evaluate faculty prior to choosing classes to register for. Traditionally, they would consult their peers and ask for recommendations. With the advent of the internet, the current generation of millennial students has increasingly gone to the internet for information. There are websites rating professors aimed at particular campuses as well as websites with a national target.

The purpose of this special session is to generate a conversation about the various issues that are pertinent to having student comments about faculty published online. Presenters will divide the issues and encourage the audience to share in their experiences.

The session will start with a comparison of institutional evaluations and student evaluations. This will focus on traditional student evaluations and touch on peer evaluations for retention, tenure and promotion. Criteria used in these evaluations will be discussed. Issues that impact formal student evaluations like student expectations and perceptions of faculty, size of the class, gender of faculty, etc., some of which have been studied in the literature.

Formal institutional evaluations will be compared to evaluations that students make of faculty. How do students shop for classes? Students in the past would use traditional word of mouth to find out this type of information but with the emergence of technology, this activity can be performed online. These reviews are volunteered by students, with motivations varying widely from helping fellow students to make wise decisions in choosing classes and schools, to helping contribute to the reputation (positive or negative) of faculty or the university, to contribute personal experience as a return to the information of online communities, etc. Hence, students are likely to have access to a wider array of opinions to make judgments as to whether a professor's teaching approach would be suitable for a student's particular needs. The one difference between the traditional way of finding this information and the way it is currently done is that students' opinions of their professors are anonymous in this format.

A short discussion on cross-cultural differences between students in the US and overseas will be included. Specifically, Turkey will be discussed as an example of students' use of internet sites. Reviews about professors can be found at the U.S. internet sites however there are very few reviews written by Turkish students at internet sites that are the Turkish equivalent of ratemyprofessors.com . Even though the people in Turkey utilize the reviews while making purchase decisions, they generally prefer not to write reviews. It will be interesting to examine the factors behind this behavioral difference.

Some detail will be included about the various online websites. Those that are institution-specific and those that are targeting a national audience (e.g. ratemyprofessor.com) will be compared with regards to required student information for a profile and type of comments posted. Information to be used for comparison may include: venues of reviews, anonymity of reviews, voluntary nature of reviews, purpose of reviews, structure of reviews, variance of the results, and accessibility of the reviews, etc.

Results of a survey will be presented. This survey will consider the likelihood that students will consult these websites as well as their likelihood to post. It will also look into how much influence these websites have on student choices of classes, or are there more pressing issues like class availability, work schedules, etc. Are other social media sites being used to conduct information exchanges between students about faculty? These will be cross-tabulated to discover whether there are differences according to students' ethnicity, gender, and other characteristics.

Then, faculty reaction to these websites will be discussed, as well as other related issues. Some faculty finds the online evaluations amusing while others think they are "counterproductive and wholly immature" (Jarvis 2009). Some are so annoyed that they start to take revenge by rating their students on a blog called rateyourstudents.blogspot.com. A comparison between the ratings on RateMyProfessors.com and the institutionally administered student evaluations for the same professors in regards to easiness, clarity, and helpfulness shows that these online ratings are valid

(Sonntag, Bassett, and Snyder 2005). Whether we like it or not, that's how students get their information nowadays.

Two major related issues to be brought up are privacy and legal issues. Are there any measures faculty can take to counteract anonymous comments online? What have students posted online about faculty beyond comments on these websites. Are there any legal ramifications to posting material online about faculty without their permission?