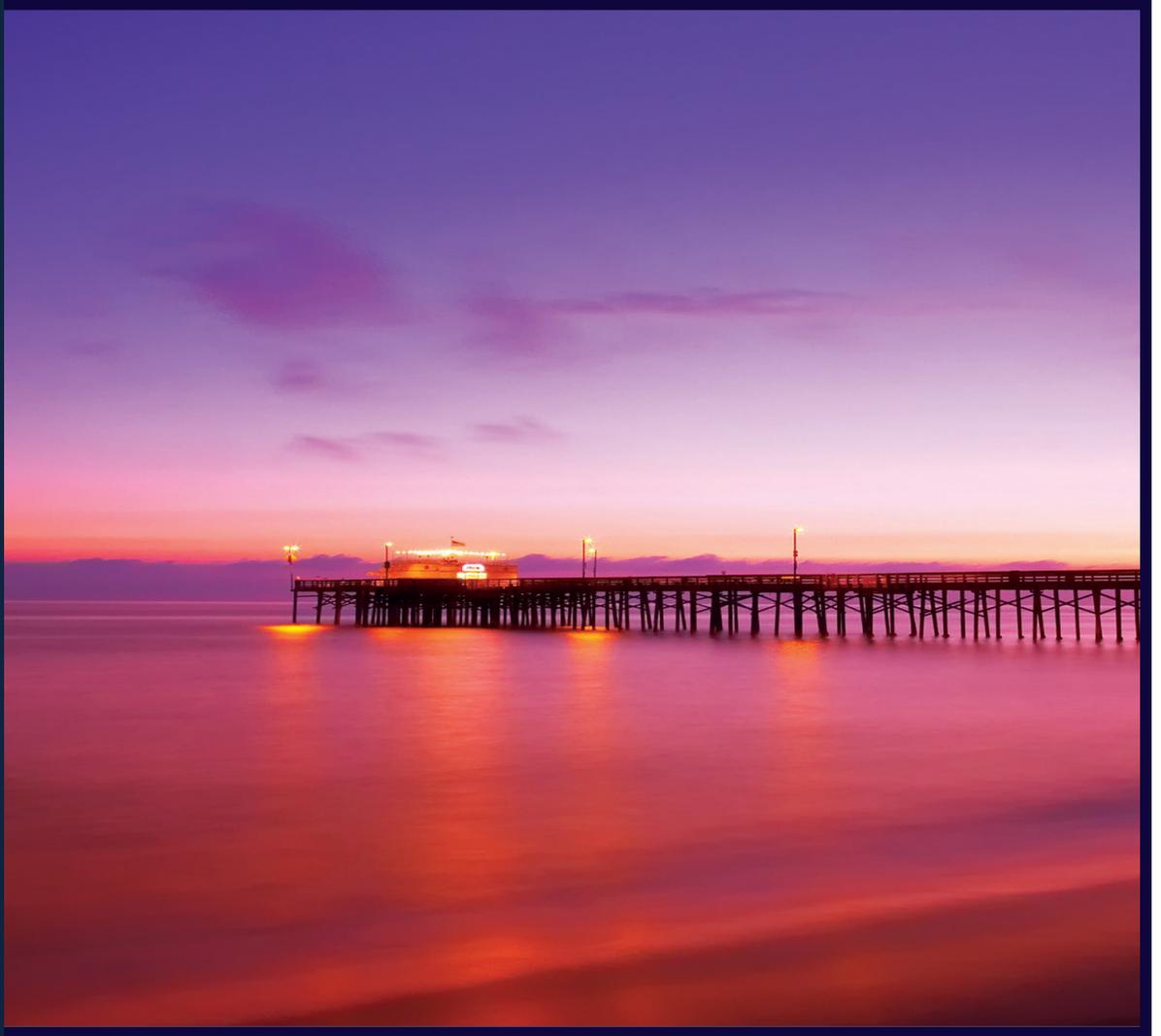


**Marketing Educators' Association**

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# New Horizons in Marketing Education



**2009 Conference Proceedings**  
**Glen H. Brodowsky and Robert A. Lupton, Editors**

# New Horizons in Marketing Education

Edited by

Glen H. Brodowsky, California State University, San Marcos  
and  
Robert A. Lupton, Central Washington University



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Marketing Educators' Association (MEA), est. 1978

## PREFACE

This volume contains the proceedings of the 33<sup>rd</sup> Annual Conference of the Marketing Educators' Association (MEA) held in Newport Beach, California, USA, April 23-25, 2009.

This year's conference theme, ***New Horizons in Marketing Education***, reflects the association's commitment to educational innovation and to advancing pedagogy to prepare students who represent the future of the marketing profession. As always, the conference seeks to connect theoretical and practical aspects of the teaching of marketing. The program reveals growing interest among MEA participants in such 21<sup>st</sup> century topics as online learning and virtual worlds; sustainability, social responsibility, and ethics; global and multicultural issues; creativity; assessment and accountability; and faculty development.

These conference proceedings include competitive papers, special session abstracts, and contemporary issues/table topics abstracts. Each competitive paper was double-blind reviewed. Authors of competitive papers were given the option of publishing their entire paper or a one-page abstract. An editorial committee evaluated special sessions and contemporary issues proposals. Chairs of special sessions and contemporary issues/table topics were asked to provide an abstract of up to two pages.

Authors and panelists represent a geographically diverse group from 27 U.S. states and the nations of Australia, Canada, Finland, Georgia, the Philippines, Peru, Russia, Switzerland, and the United Kingdom.

The papers and abstracts are presented in the Proceedings in the same order as they were presented in the conference program. A total of 62 competitive papers were presented in sessions of three or four research papers each, on topics covering:

- Service in Marketing Education
- Cases and Classroom Performance
- Experiential Learning through Class Exercises
- Faculty Development and Assessment
- Consumer Behavior I, II
- Creativity
- Student Interests and Motivations
- Student Team Dynamics
- Building a Marketing Faculty
- Mentoring and Student Skill Development
- Sustainability Issues in Marketing Education
- Student Learning Styles
- Experiential Learning and Client-Based Projects
- Assessing Student Learning
- Marketing Theory and Practice in the Marketing Curriculum
- Global Issues in Marketing Education
- Millennials and Ethics
- Customer Value and Multicultural Values in Marketing Education

Special sessions and contemporary issues/ table topics cover a broad range of issues. The following are special session and contemporary issues/table topics titles presented at the conference.

- Special Sessions (25):
  - When Growth Stalls: How It Happens, Why You're Stuck, and What to Do About It
  - Student Holistic Development: Beyond Curriculum
  - The Corporate Social Responsibility of Level Three Accredited Business Schools in Davao Region: A Model for Community Extension Services Program
  - The Academically or Professionally Qualified Issue: Theoretical and Practical Approaches to 'Rehabilitate' Faculty Who are Neither AQ nor PQ
  - Do You Really Think Your Online Course Serves the Students Like Your Traditional Course? Assessment of Marketing and Management Web-Based Courses
  - So You Want to Teach Marketing Online: The Challenges and Issues
  - How to Put Together a Marketing Class for Online Delivery
  - Critically Rethinking the Core MBA Marketing Course: What is It and What Could (and Should) It Be?
  - Sports Marketing: Trends, Classroom Techniques and Industry Experiences

- Team-Based Experiential Learning: Insights and Lessons Learned from 100 Corporate Projects at Pepperdine University
  - Perspectives on a Successful Marketing Career: Learning from the Experts
  - Best-Practice Teaching with Marketing Simulations
  - Teaching International Marketing: Tips and Traps
  - Scanning the Environment: Toward a More Critical Learning Process in Principles of Marketing Classes
  - Stake Your Claim in the Land Rush of Virtual Worlds: Integrating 'Second Life' into Marketing Education
  - Integrating Ethics into the Business Curriculum: Panel Discussion
  - Incorporating Live Video into PowerPoint Presentations: The Good, the Bad, and the Ugly
  - Incorporating the Google Online Marketing Challenge Into Classes
  - Recruiting – Art or Science?
  - Comprehensive Marketing Department Undergraduate Learning Assurance Program: A Case Study
  - Assessing Alternative Methods of Teaching Evaluations: Student Evaluations, Peer Reviews, Alumni Evaluations, and Teaching Portfolios
  - Marketing Education Research Using Datasets from the Google Online Marketing Challenge
  - Keyword Advertising as a Teaching, Learning and Research Tool
  - Getting Published in the *Journal of Marketing Education*
  - Publishing in the *Journal of the Academy of Business Education*
- Contemporary Issues/ Table Topics (10):
    - Marketing Education: Assurance of Learning and Accountability Challenges and Alternatives
    - Fostering Creative Thinking in the Marketing Classroom: Sharing and Assessing Pedagogical Approaches
    - The Challenges in the Development and Administration of a Television/Online Principles of Marketing Course
    - Peer Evaluation as a Basis for Class Participation Grades: The PEP Approach
    - Does International Business Education Still Matter?
    - Creative Marketing – Beyond the Boundaries of the Business Faculty
    - Integrating and Measuring Ethics Instruction in Business Curricula
    - Role of Case Studies in Marketing Education: Do Case Studies Generate Student Attention and Involvement?
    - Social Responsibility and Marketing
    - The TRIMP Marketing Communications Model: Inclusion of Internet and Mobile Channels as Above-the-Line Media of Advertising in the ASEAN Market

## ACKNOWLEDGEMENTS

The MEA conference and these proceedings would not be possible without the voluntary efforts of many individuals. We would like to thank the authors who submitted manuscripts and session proposals for review and the many reviewers who contributed their expertise by providing thoughtful feedback to authors and presenters. Additionally, we would like to thank the many volunteers serving as session chairs at the conference.

Special acknowledgement goes to our president, Barbara Gross, who has carefully and thoughtfully managed MEA and planned this year's conference. Energetic, creative and committed, Barbara's leadership has kept everything moving forward and her contributions have placed a lasting stamp on MEA as a whole. Our secretary-treasurer, Clay Daughtrey, is essential to the success of MEA. His largely behind-the-scenes efforts are the oil in the machinery of MEA. Clay, your time and effort are greatly appreciated! We also are grateful to Lars Perner our web master and David Ackerman our marketing director for their many efforts throughout the year in communicating with MEA's members and prospective members. And we thank our immediate past-president, Brian Jorgensen, for continuing to share his time, wisdom, and insights; the entire Board of Directors for their leadership in supporting the conference and contributing to the success of MEA; and Laurie Stehle, Mary Carlington, Sandra Ayala and Shilee Vermillion of Central Washington University for their help throughout the year in preparing conference materials and answering e-mail and telephone questions about the conference.

We would like to thank those who, through their sponsorship, help MEA provide a conference of high quality. We gratefully acknowledge the sponsorship of the following organizations, whose specific contributions are as follows:

- California State University, Northridge, College of Business and Economics – awards dinner, business luncheon
- California State University, Northridge, Department of Marketing – President's reception
- California State University, Northridge, Office of the President – awards dinner, business luncheon
- California State University, Northridge, Wells Fargo Center for Small Business and Entrepreneurship – Friday night event
- Central Washington University, Department of Information Technology and Administrative Management – name tag pouches and conference proceedings
- Chapman and Associates – exhibitor and sponsored special session
- Clemson University, Department of Marketing – pre-conference workshop
- Direct Selling Education Foundation - Friday lunch
- *Journal of Marketing Education* - Outstanding Article of the Year award
- SAGE Publications - Saturday breakfast
- Wessex Publishing – Exhibitor and Marketing Educator of the Year award

Finally, we would like to recognize the support and commitment of our membership. Without you, the MEA conference would not have evolved into the highly collegial, stimulating, and thought-provoking event it is today. The names of the many members who served as manuscript reviewers and session chairs are listed below. On behalf of all conference participants, we thank you for your contributions.

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Al Rosenbloom, Dominican University  
John Schibrowsky, University of Nevada, Las Vegas  
Ruth Taylor, Texas State University, San Marcos  
Kristen Walker, California State University, Northridge  
Newell Wright, James Madison University

#### Reviewers of Competitive Papers:

David Ackerman, California State University, Northridge  
Beverlee Anderson, California State University, San Marcos  
Donald Bacon, University of Denver  
Jo Bates, Bellevue University  
Mariam Beruchashvili, California State University, Northridge  
Thomas Boyd, California State University, Fullerton  
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Glen Brodowsky, California State University, San Marcos  
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**SERVICE ENCOUNTERS IN HIGHER EDUCATION: INVESTIGATING THE  
INFLUENCE OF THE CHARACTERISTICS OF PROFESSORS ON THE  
SATISFACTION AND DISSATISFACTION OF STUDENTS**

**Thorsten Gruber, Manchester School of Business, University of Manchester, Booth St. West,  
Manchester M15 6PB, UK; thorsten.gruber@mbs.ac.uk**

**Alexander Reppel, Royal Holloway, University of London, UK; alexander.reppel@rhul.ac.uk**

**Glen Brodowsky, Department of Management and Marketing, California State University, San Marcos,  
San Marcos, CA 92096; glenbrod@csusm.edu**

**Roediger Voss, Hochschule für Wirtschaft Zürich (HWZ), HWZ Center for Strategic Management,  
University of Applied Sciences of Zurich, Switzerland; roediger.voss@fhhwz.ch**

**ABSTRACT**

Increasingly, higher education institutions are realizing that higher education could be regarded as a business-like service industry and they are beginning to focus more on meeting or even exceeding the needs of their students. Watson (2003) and Narasimhan (2001) maintain that fee-paying students expect “value for money” and behave more like consumers. As students are increasingly seen as consumers of higher education services, their satisfaction should be important to institutions that want to retain existing and recruit new students (Helgesen & Nettet, 2007).

According to authors such as Curran and Rosen (2006) and Desai, Damewood, and Jones (2001), higher education can be regarded as a service and Frankel and Swanson (2002) point to the similarities between education and services in their delivery and evaluation processes. Further, Eagle and Brennan (2007) describe higher education as a complex service and for Hennig-Thurau, Langer, and Hansen (2001, p. 332), educational services “fall into the field of services marketing”.

This paper focuses on the encounter between students and professors in class. This interaction, which is similar to a service encounter, is a form of human behavior that is limited in scope, and that has clear roles for the participating actors who pursue a purpose (Czepiel, Solomon, Surprenant, & Gutman, 1986). Thus, findings from the services literature should be applicable to the context of higher education in general and to the student-professor encounter in particular. Moreover, Iyer and Muncy (2008) have recently used concepts from services marketing research to investigate services failures within a classroom setting. Following Hemsley-

Brown and Oplatka (2006), we believe that there is a demand for more research that explores the application of services marketing concepts to the context of higher education.

The Kano results especially stress the importance of building and maintaining good personal interactions between students and professors and professors should also try to create a rapport with their students. Fortunately, the role of rapport has been receiving increasing attention in the marketing education (e.g., Faranda & Clarke, 2004) and (services) marketing literature (e.g., Gremler & Gwinner, 2000, 2008) recently.

As partners in higher education, students can expect to feel cared for and to receive a good service (i.e. good quality teaching) but they should *not* expect to be able to influence the course content. Especially undergraduate students cannot know what professors should teach them and what they have to learn (Seiler & Seiler, 2002). The concept of student satisfaction should therefore always be seen as a “means to an end” with the end being the creation of more knowledgeable and capable individuals.

Thus, professors should give students a valuable teaching experience and valuable student-professor interactions but it would not be in the interest of all stakeholders involved to allow students to dictate what topics the curriculum should include or what grades they should receive, even if students want that (Clayson & Haley, 2005). We therefore agree with Desai et al. (2001, p. 143) who posit that professors can be more service oriented “without giving the store away.”

**References Available on Request**

# INTRODUCING COMMUNITY SERVICE ACTIVITIES INTO THE MARKETING CURRICULUM

Susan Cadwallader, Aubrey LeBard, and Catherine Atwong,  
Mihaylo College of Business and Economics, California State University, Fullerton,  
Fullerton, CA 92834; scadwallader@exchange.fullerton.edu,  
alebard@fullerton.edu, catwong@fullerton.edu,

## ABSTRACT

Community service has the potential to fulfill a myriad of social responsibility goals in the business curriculum. In Phase 1 of this study, student data was collected following the introduction of a community engagement (CE) project in an experimental group 1, and a combination of CE and service learning (CE+SL) in experimental group 2. As compared to CE+SL and Control groups, CE respondents reported higher levels of perceived benefits (e.g., helping the community, self improvement, and job search advantage) post participation. Phase 2 and 3 studies will explore additional benefits, knowledge/commitment measures, and student reported and instructor evaluated learning outcomes (e.g., grades).

## INTRODUCTION

Typically, community service requires students to work on a specific service project to benefit a nonprofit organization while using the pedagogy of service-learning (CE+SL). However, the idea of providing a single course project as a form of community engagement (CE) is seldom discussed in the literature. In so doing we addressed the recommendation of Petkus (2000) to focus research in this domain on empirical studies. We sought to support and extend McCarthy and Tucker's (1999) scenario-based study by utilizing a field experiment and modifying their conceptualization of perceived benefits and other attitudes business students hold about community service and service-learning.

## THEORETICAL FRAMEWORK

We posit that junior undergraduates are more open to a reciprocal – doing things with others rather than for others (Klink & Athaide, 2004) – or co-created learning experiences than senior students who are more conditioned to accept received knowledge.

H1: Students enrolled in introductory level marketing courses will report a higher level of perceived benefits of doing community service than those enrolled in advanced level marketing courses.

McCarthy and Tucker (1999) report that student involvement in community service results in positive

perceived benefits; however, they suggest that students are less positive about having college courses incorporated with service-learning.

H2: Students who participate in community engagement (CE Only) activities will report a higher level of perceived benefits of doing community service than those who do not.

It is also important to understand if environmental constraints mediated the relationship between awareness and perceived benefits.

H3: Students who report higher levels of environmental constraints will report a lower level of perceived benefits of participating in community service.

## METHOD

We used experimental and control groups sharing common attributes to determine which of 3 specific community service activities (e.g., CE Only; CE&SL; Control) result in higher levels of perceived benefits as a result of participating. We collected survey data from 334 business students at a major U.S. 4-year public university who actually participated (or not) in community service activities.

## DISCUSSION AND RESULTS

Findings affirm the use of community service projects in the marketing curriculum as a tool for enhancing student benefits from CE. Students in the advanced level of the curriculum, but have not been exposed to community service modules (i.e., the control group), are found to be particularly skeptical about the activity. In terms of level of exposure we found that less is more – CE students perceived a higher level of benefit than CE-SL. This is an encouraging guideline for curriculum design: that moderate exposure to community service for students yields the largest gain in their perceived benefits as a result of the experience.

## References and Appendices Available on Request

# SEASONAL AND CLASSROOM ENVIRONMENT INFLUENCES ON STUDENTS' PERCEPTIONS OF TEACHING EFFECTIVENESS

Jill Mosteller, School of Business Administration, Portland State University,  
PO Box 751, Portland, OR 97207; jillm@sba.pdx.edu

## ABSTRACT

The effects of internal classroom lighting and external seasonal daylight shifts were examined with respect to students' evaluations of one instructor's teaching effectiveness in an undergraduate consumer behavior class. The quasi-experimental field study employed a 2 x 2 between subjects design. Results suggest an interaction effect between term and classroom type, with the winter term and poorly lit classrooms yielding the lowest teaching evaluation scores. Given the university's geographic location at the 45<sup>th</sup> parallel (latitude), the decline of daylight from fall to winter and classroom lighting are suggested as potential environmental influences on students' evaluations of the learning experience through mood effects.

## INTRODUCTION

Teaching effectiveness is generally considered multidimensional. Factors that influence students' evaluations of teaching (SET) may include grade expectation, breadth of coverage, group interaction and learning value (Marsh & Roche, 1997). Recently researchers have begun to examine how the physical aspects of the learning environment may influence student performance (Herzog, 2007; Stewart & Hodges, 2003; Zandvliet & Straker, 2001) since "little is known about the influence of physical attributes on the classroom learning environment on student learning" (Herzog, p. 81). This study informs this limited research area by examining how differences in natural light within the physical classroom and in the external seasonal environment may be influencing students' perceptions of teaching effectiveness.

## LITERATURE REVIEW

### Classroom Environment

The ideal classroom environment is that which is conducive to maximum learning (Byrne, Hattie, & Fraser, 1986). Veltri, Banning, & Davies (2006) qualitative case study of community college students perceptions of their learning environments suggests that visual information needs to be easily and clearly seen. Low lighting conditions are conducive to rest and relaxation, not active learning. Students who

perceived their learning environment to be 'dark and gloomy' reported feeling tired, with 'brighter colors' helping to keep them awake (Veltri, Banning, & Davies, 2006). Herzog (2007) examined quantitative data across a wide array of a university's classroom settings and reported that students who took classes in rooms with natural light had higher grade point averages (GPA) compared to those who did not. In sum, this research suggests that visual conditions within the classroom learning environment may be interacting or influencing to some degree with the students' perceptions or ability to learn.

### Seasonal Environment

The external seasonal environment influence on students' mental state has also been a topic of research at higher educational institutions in the northern hemisphere (e.g., above the 45<sup>th</sup> latitude parallel), where the amount of natural light diminishes dramatically during the winter season. Low and Feissner (1998) surveyed college students in northern New England for the prevalence of seasonal affective disorder (SAD), a subcategory of mood disorders in which peoples depressive episodes have clear seasonal patterns (Rosenthal et al., 1984). Results reported overall increases in SAD among college students from November to February. A criterion for seasonal depression is a temporal relationship between the onset of depression and time of year. The photoperiod (the duration of natural light in a period of time) which is determined by latitude and time of the year, appears to be the best predictor of seasonal symptoms, with populations at higher latitudes reporting more cases of seasonal depression (Young et al., 1997; Rosen et al., 1990). Sullivan and Payne (2007) examined the influence of affective disorders on college students' cognitive processes. Twenty-eight percent of a sample of 59 students from a Midwestern college reported SAD, suggesting that SAD is a more substantially present mood disorder than non-seasonal disorders (Sullivan & Payne, 2007). Results suggested significant differences in cognitive impairment between depressed and non depressed students. Research to date suggests that seasonal affective disorders within the student population may be more prevalent at northern universities and that this mental disorder may diminish a student's ability to think or concentrate.

## CONCEPTUAL FRAMEWORK

Environmental psychology researchers suggest that the stimulus-organism-response (S-O-R) model provides a strong framework for understanding the affective and behavioral responses to a physical environment (see Turley & Milliman (2000) for a review). The stimulus can be conceptualized as environmental factors (e.g. classroom attributes, teacher attributes, seasonal attributes) that influence the person cognitively and/or affectively (organism's perceptual processes). The person's perceptual processes of the environment are posited to then influence a behavioral response. Behavioral responses within this framework are generally categorized as approach or avoidance behaviors. Approach behaviors reflect positive actions (e.g., class participation, attentiveness, attendance). Avoidance behaviors reflect negative actions (e.g., not social engaging during class, withdraw of attention, not attending class). As Smith and Lammers (2008, p. 61) note, "when students perform teaching evaluations, they evaluate both the instructor and, at some level, their own learning." Students' behaviors influence their own learning, and may in part be influenced by how they perceived their learning environment. Although this framework is sequential in form, the flow of sequences is intended to be highly interactive within a learning environment. For example, the interaction between the stimulus and organism may be conceptualized by how well a student can perceive information on a whiteboard. If a student cannot visually perceive and comprehend the writing on the board clearly, he may experience frustration and discontinue attending to the information presented.

The influence of mood is integrated within the organism section of the framework. People form judgments based upon a constructive process that may be influenced by their current mood and the mood congruency of the events that are used to form the judgment (Bower, 1981). Stated differently, one's current mood may influence how they evaluate one's consumption performance (e.g., the recall of one's learning experience through perceived teaching effectiveness) (Miniard, Bhatla, & Sirdeshmukh, 1992). Research suggests that happy subjects form more favorable impressions about others than sad people (Forgas & Bower, 1987). So the mood of a student, during and at the end of the term, may influence the perception of the learning experience, thus coloring the teaching evaluation.

## FIELD STUDY

### Participants

Students at a northwestern university enrolled in an undergraduate consumer behavior class evaluated an instructor at the end of one of two terms. Students were enrolled in either the fall term (late September to early December) or the winter term (early January through early March). Students enrolled in each term were either in a class with no windows and poor lighting or in a class with windows and bright lighting. Two class sections each term were taught by the same instructor with the same syllabus, similar exams in terms of difficulty, and similar projects and homework assignments. A total of 133 student evaluations across the four classes comprised the data.

### Classroom Environment

During the fall term, the two class sections consisted of a day class that met twice a week (10:00am-11:50am) and an evening class that met once per week (5:40pm-9:20pm). The day class in the fall term was held in a classroom with bright lighting and glass block windows. The evening class was held in a classroom that did not have windows (painted cinder block walls engulfed the room). For the winter term, the evening class had bright lighting and windows that wrapped around two sides of the classroom. The day class was held in a movie theatre with dark drapes surrounding the seating area. Thus the potential influence of different types of students (tradition versus non-traditional) and time of day and the frequency of classes were randomized out between terms. The internal lighting in the 'no windows' classroom conditions were not considered desirable by students, based upon comments made during the term as well as by requests made by several students if the room could be switched for another one.

### Measures

Students during the last week of classes filled out an instructor evaluation form. Fall term students evaluated the instructor in early December and winter term students evaluated the instructor in early March. Responses on a five-point Likert scale to the statement "overall, this instructor was highly effective in this class" were used to measure teaching effectiveness. Teaching effectiveness was analyzed as the dependent measure across different terms and classroom types. The mean teaching effectiveness scores across and within each condition are presented in Table 1

**TABLE 1**  
**Teaching Evaluation Score Means**

Classroom type	Classroom Lighting		Total
	Poor	Good	
Fall /more daylight	4.28	4.77	4.55
Winter/ less daylight	3.31	4.62	3.93
Total	3.79	4.71	4.27

**Analysis**

A 2 x 2 ANOVA was conducted using classroom environment and term, each representing two levels within each independent variable. The overall perceived teaching effectiveness of the instructor was the dependent variable. Overall there were significant differences ( $F=15.558, p=.00$ ) among groups. Both term and room environment had significant differences ( $F_{Term}=11.195, p=.001, F_{Room}=28.820, p=.000$ ). More importantly, the interaction between term and classroom environment was also significant ( $F_{term*room}=5.887, p=.017$ ). The adjusted R squared for this model was 0.249. These results suggest that students who evaluated the instructor during the winter term perceived overall lower teaching effectiveness compared to students in the fall term. Students who took the course in a room with windows and bright lighting evaluated the instructor's effectiveness more highly. Students who took the course in the fall and in a good classroom environment evaluated the instructor most highly, as compared to those students in the winter term who took the course in a classroom with no windows, scoring the teaching effectiveness the lowest among all four conditions.

**DISCUSSION**

This field study presents data that suggest the amount of light, both internal and external of the physical classroom, may indirectly influence students' evaluation of higher education teaching effectiveness through mood effects. Although no direct causal inferences can be made, the environmental conditions across learning environments varied in terms of the internal and external daylight conditions. Further examinations of how the physical classroom environments may hinder or facilitate learning may be worthwhile. Additionally, results suggest that mood may help explain students' perceptions of their learning environment. Given that depressive mood disorders have demonstrated cognitive impairment, future experimental studies employing various lighting treatments and mood altering class activities within

the classroom may be worthwhile, particularly for higher education institutions in the northern hemisphere.

**LIMITATIONS**

There are several limitations to this study that warrant comment. First, students who performed the teaching evaluations, their evaluations of their classroom environment were not directly measured and assessed. Other students' perceptions of two of these classrooms in subsequent terms, however, were captured and significant perceptual differences existed in terms of classroom lighting, natural light, and the outward view from the classroom (windows). Second, students were not evaluated for the presence of seasonal affective disorder or depression. Thus how a student's individual mental state influenced one's evaluation cannot be asserted. Third, no third-party observations were made to assess changes in teaching style or other confounding factors by the instructor across different classes. The decline in teaching effectiveness from fall to winter due to a seasonal affective disorder experienced by the instructor may be one contributing explanation; however no measurements to assess SAD were administered.

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## WHEN GROWTH STALLS: HOW IT HAPPENS, WHY YOU'RE STUCK, AND WHAT TO DO ABOUT IT

Steve McKee, BusinessWeek.com and McKee Wallwork Cleveland Advertising,  
1030 Eighteenth St. Northwest, Albuquerque, NM 87104;  
smckee@mwcmail.com

### ABSTRACT

Today corporations of every shape and size are struggling to cope with the global economic crisis. Companies that were once growth stars now find themselves on the ropes, and organizations that had already been struggling are declaring bankruptcy in record numbers.

While the extent of the current crisis is somewhat unprecedented, the problem of stalled growth is not. There is always something – or someone – that threatens even the healthiest business model. As a result, stalled growth is the rule, not the exception – even for the best-managed companies.

That is especially true in unpredictable economic environments such as the one we are experiencing today. Circumstances beyond their control are catching business leaders off-guard, and how they respond to those circumstances will make a huge difference to their companies' future prospects.

Steve McKee, BusinessWeek.com columnist and president of McKee Wallwork Cleveland Advertising, discussed what happens when growth stalls. Over the past six years his firm has studied some 700 corporations, many of which had at one time been among the nation's fastest-growing businesses.

McKee's research was borne of necessity. After five years of breathtaking growth, his firm – which, ironically, specializes in helping other companies grow – suddenly, shockingly stalled. The reasons were not obvious, and McKee and his team assumed it was just a temporary slowdown. But through two painful years of trial and error, McKee discovered that all of the skill, enthusiasm, and marketing expertise of his talented staff were not enough to restart his company's growth engine.

McKee set out to learn more about the dynamics that fuel growth, understand the common reasons that cause it to stall, and determine whether some or all

of them could be reversed. Working with Decision Analyst, a leading national research and consulting firm, McKee's research probed areas as diverse as corporate structure, competition, branding, finance, and strategy. His work yielded fascinating stories and personal testimonies from executives who had been living on the front lines of real-life growth crises.

Like his own firm, every stalled company McKee studied had its unique story. But the data also showed patterns into which many companies fell. Sluggish growth is generally produced not by mismanagement or strategic blundering but by natural market forces and management dynamics that are often unrecognized – and widespread.

The study identified seven characteristics that commonly correlate with stalled growth. Three may not be surprising. They are external forces to which countless companies have fallen victim: economic upheavals, changing industry dynamics, and increased competition. What the study pointed out, however, is how often they catch companies off-guard. These factors do a lot of damage simply by going unrecognized for too long.

More surprising are four subtle and highly destructive internal factors that conspire to keep companies down: lack of consensus among the management team, loss of nerve, loss of focus, and marketing inconsistency. All four are psychological, all are capable of ruining companies from the inside out, and all are preventable – *if* leaders know what to look for and how to respond.

Like McKee's firm, most struggling companies suffer from some combination of the four internal factors. For them, understanding what is happening is the first step toward getting back on the growth curve. Regardless of what's going on outside of an enterprise, it is what is inside that counts.

## STUDENT HOLISTIC DEVELOPMENT: BEYOND CURRICULUM

Gerald S. Abergos, De La Salle University, Manila, Philippines; gerald\_bergos@yahoo.com

### ABSTRACT

#### OBJECTIVES

This special session discussed:

1. an educational strategy to ensure the holistic development of students;
2. a recommendation to create a better controlled learning environment;
3. an administrative solution to faculty absenteeism problems;
4. transparency in school finance as to the student tuition fees and academic services;
5. an administrative marketing mix strategy for schools to create a better social reputation; and
6. the start of a student "culture of research," focusing less on grades and more on educational experience and knowledge fulfillment.

#### INTRODUCTION

To follow the program curriculum approved by the Commission on Higher Education is compulsory and obligatory. However, the courses, mandated school activities, and administrative educational thrusts of individual schools through the academic affairs office may not be enough to satisfy students' craving for knowledge, whether that knowledge is in the scope of the program they are enrolled in, or just a temporary preoccupation they are engaged in because of their individual or group hobbies, social issues, trends, and fads. After graduation, these temporary preoccupations will haunt them, making them focus their careers in reaching for what they enjoy doing best, equipped with the lessons, concepts and academic experiences of college. Thus, educational institutions should find ways to create a controlled learning environment, where educators feed hungry minds with academic concepts as well as uniquely supervised topics and interests which in turn would be individual student preoccupations leading to individual research and a sense of fulfillment, consciously knowing that this hard work is not part of the computation of their grades.

When teachers are absent, students may get short-changed of the education expected to be delivered to them. Teachers are the frontlines of this task. It is a shame if schools unintentionally create students who do not anymore care if all the concepts and learning experiences in the syllabus are effectively delivered.

Though teachers do not plan to be absent, uncontrollable circumstances make them do so, knowing that these absences will reflect in their performance evaluations. Teacher-absences are also a concern to administrators. It is a common administrative problem. May it be a university of more than 300 professors, or a college of even less than a dozen professors, the administrative stress ratio is still proportional.

#### "Whatever..."

Students have diverse interests, information they feel is worth searching for rather than the topics and concepts in the course syllabus. Even inside the classroom, these interests preoccupy their minds. If educators will also focus on the interests of students, it will bridge these ideas with the curriculum.

Students' holistic development is not achieved by the curriculum alone. The school in itself is the learning environment, and the classroom is the best venue for development, where the teachers somehow emanate authority and control. Ironically, students at times lack interest in topics which they consider "academic."

#### "Do we have class?"

The usual class schedule is one and a half hours. In most schools, if there is no prior announcement from the course professor, the students are obliged to wait for their teacher for fifteen minutes, after which they can leave the classroom. The dean's office or the office of the program director may be able to know beforehand if the professor will not come to class, and will announce the news to the students.

When a professor is not able to attend classes, students wait in the classroom with two frames of mind: "Cool! The professor is absent! Break time!" or "This is not fair! I am paying hard-earned money for my education. I demand knowledge from my professors!"

Students paid for their tuition fees in full. They are not given a rebate for every class a professor has been absent.

## **FEEDING HUNGRY MINDS**

It is proposed that a one-hour lecture could substitute for the academic lecture class of the absent professor, thus ensuring that students receive knowledge from reputable sources, and not just street-smart peer conversations where information at times is not derived from scholarly work, first-hand sources, and academic expertise.

The office of academic affairs, through the college deans, may create a pool of lecturers, with carefully selected topics that are interesting to students. These topics outside the curriculum and individual course syllabus may range from simple information on about any topic of interest, to serious academic, social, or political issues facing students.

Students will not anymore feel short-changed of the educational services they feel entitled to receive for the fees they paid. The absence of the course professors may feel less of a loss to them since they will be looking forward to a topic of their interest. Schools who adopt this concept will create students who will engage in individual research because the lecturers will open their interest on the topic, and consciously encourage them to learn more by themselves, not focusing on grades since this is not part of the syllabus, but searching for the truth and reflecting on how these topics will help them in life.

Through this, educational institutions will be able to reach out to students and make a significant

connection. Through the careful choice of topics, educators will significantly contribute to students' holistic development, beyond curriculum.

## **ADMINISTRATIVE PREROGATIVE**

The following are some policies and lines of thought that school administrators may consider if they decide to use this concept in their institutions:

1. The program is for the best interest of student development. The lecture substitution program does not justify teacher absenteeism.
2. Substitute topic lecturers will only be of service in their free time. This will not in any way affect their regular class schedule.
3. Substitution pay should be given to the lecturer who took over the class in lieu of the regular class.
4. The choice of topic should be decided by the substitute lecturer and the department head or dean. Students will naturally leave the class if they are not interested with the topic.
5. Students will not be graded and attendance is not compulsory. Thus, the choice of topic should be decided with the best interest of the students in mind.
6. Substitute lecturers may be given recognition during faculty meetings or institutional celebrations.

Other policies and guidelines should be decided upon by the office of academic affairs, the college deans, and the department heads.

# THE CORPORATE SOCIAL RESPONSIBILITY OF LEVEL THREE ACCREDITED BUSINESS SCHOOLS IN DAVAO REGION: A MODEL FOR COMMUNITY EXTENSION SERVICES PROGRAM

Primativa B. Hilot and Vicente Salvador Montaña, University of Mindanao; primahilot@yahoo.com

Corazon Mae Baylon, Ateneo de Davao

## ABSTRACT

### RATIONALE

Philippine society is beset with political, economic and socio-cultural crisis, while seeking technological innovation to be competitive in the global market. In other words, the micro environment is in crisis, which calls for everyone to do his/her share to contribute in order to alleviate/ease the situation. This is especially important in a poverty-stricken country like the Philippines.

The on-going crisis scenario calls the attention of the Commission in Higher Education to offer as a mandate in the tertiary education among business schools the subject "Good Governance and Corporate Social Responsibility." Business students, who are the incoming entrepreneurs, should be responsible to conserve and protect mother earth's resources, and legally and morally produce quality products and services for customers. They must use ethical practices in dealing with all their stakeholders with fairness and justice, and also in contributing to

the development of people in the communities where their businesses are operating. The concept of Corporate Social Responsibility (CSR), of doing activities for the betterment of the community and society in general, is emphasized.

In the Philippines, scholars are mandated to extend services to the community. A culture of excellence in education requires tertiary colleges and universities to be oriented toward quality education, research and community extension; and social responsibility to people they adopt, contributing to the development of literacy, livelihood, and environmental and cultural preservation, especially in rural areas where the majority of people live below the poverty line.

This is the focus in this study among level three business schools in the Davao region, Philippines. The common practices on community extension among business schools may be a benchmark to other schools aiming to be accredited as a standard for quality education

## **THE ACADEMICALLY OR PROFESSIONALLY QUALIFIED ISSUE: THEORETICAL AND PRACTICAL APPROACHES TO “REHABILITATE” MARKETING FACULTY WHO ARE NEITHER AQ NOR PQ**

**John A. Schibrowsky, James Cross, and Richard S. Lapidus, University of Nevada, Las Vegas; john.schibrowsky@unlv.edu, james.cross@unlv.edu, richard.lapidus@unlv.edu**

**James W. Peltier, University of Wisconsin Whitewater; peltierj@uww.edu**

**Gail Ball, University of Rio Grande; gball@rio.edu**

**Alexander Nill, University of Nevada, Las Vegas; anill@cmail.nevada.edu**

**Lucille Pointer, University of Houston, Downtown Campus; pointerl@uhd.edu**

### **ABSTRACT**

The concept of academically qualified (AQ) and professionally qualified (PQ) faculty was first introduced by the AACSB in the 1991 standards. More recently, the standards were clarified to provide significant direction related to AQ/PQ. This has resulted in considerable discussion and debate as to what AQ and PQ mean, the role of AQ/PQ faculty and their importance to accredited business schools and accounting programs, how they are assessed, and how a school meets the standards regarding them. It is critical for all business schools (AACSB accredited or not) that their faculty members strive to become either AQ or PQ. The fact is that all members of the academy, whether at an AACSB school or not, should be committed to this responsibility.

AQ requires a combination of academic preparation (usually a related PhD) along with activities that maintain preparation for current teaching responsibilities. This second requirement implies that a substantial cross-section of the faculty must sustain their qualifications through intellectual contributions. The AACSB goes on to note, “AQ and PQ status may be lost if the appropriate development activities are not undertaken. However, AQ and PQ status can be regained with an appropriate array of developmental activities.”

This Special Session discussed the issues concerning faculty members who are currently not AQ or PQ and what to do to help them gain AQ/PQ status. If AQ/PQ status is lost, how can it be regained? According to the AACSB, “AQ status may be lost if a faculty member does not continue to undertake appropriate development activities that sustain his/her intellectual capital and currency in the field of teaching. If AQ status is lost, a faculty member can undertake a development program to regain the status consistent with the expectations outlined in the school’s criteria for maintaining AQ status.”

The title for this special session comes from a recent memo from a dean of a business school to his faculty concerning the AQ/PQ status of the school’s faculty. He stated, “We must strengthen our definitions and assessment of AQ and PQ, and develop a plan to rehabilitate faculty who are neither AQ nor PQ.” At first glance, the term rehabilitate seemed a little out of place, but the more we thought about it, the more it dawned on us that there are a number of ways to view this issue of getting the faculty to “maintain preparation for current teaching responsibilities.”

First, the panelists introduced the topic and discussed the unique opportunities and challenges AQ/PQ presents for marketing faculty, compared to those faculty members from other departments. The topic was then discussed from a criminal justice point of view where those convicted of crimes are assessed to see if they can be rehabilitated, and if so, what program they should be placed in. Next the panel discussed motivational approaches to encourage faculty members to take responsibility for this requirement. In addition, the PQ qualifications and how faculty members might become professionally qualified with the help of the department and/or college were addressed. The panel then presented new techniques and opportunities to produce intellectual contributions.

The roles that the college administration should or could play to facilitate the appropriate continuous development activities needed by faculty members to become academically or professionally qualified were presented. The issue was then discussed from a faculty resistance-to-change perspective. Finally, the topic was discussed from a restoration perspective, and the panel summarized the session, leaving time for discussion and debate.

## **DO YOU REALLY THINK YOUR ONLINE COURSE SERVES THE STUDENTS LIKE YOUR TRADITIONAL COURSE? ASSESSMENT OF MARKETING AND MANAGEMENT WEB-BASED COURSES**

**Robert A. Lupton, David R. Rawlinson, Natalie A. Lupton, Shani Watkins, and Lenny Price,  
Central Washington University, 400 East University Way, Ellensburg, WA 98926; luptonr@cwu.edu**

### **ABSTRACT**

The headlines read, “*College education hit with severe budget cuts and lower enrollments.*” Your college memorandum states, “*Increase SFTEs by offering more online marketing and management courses.*” Indeed, our courses have been and will continue to be repackaged for the place bound student. However, how do we as educators really assess the value and integrity of online courses? Are they different from the traditional classroom? Do you really think your online course serves the students like your traditional course?

This special session reviewed the literature and presented anecdotal experiences and findings from faculty teaching online, hybrid and traditional courses. Participants also received handouts to take with them to help guide their online course assessments. The three areas discussed were course development and implementation assessment, interaction assessment, and teaching effectiveness.

### **COURSE DEVELOPMENT AND IMPLEMENTATION GUIDELINES AND ASSESSMENT**

When creating a new online course there are two ways to approach the curriculum development and the design of the course learning environment: reinvent the wheel or apply best practices. Keinath and Blicker (2003) and Quality Matters (2008) have developed checklists for educators to help insure some consistency in online course quality. Implicit in these assessment checklists is the notion that there are some true differences in how students learn using different types of course delivery methods. Boettcher (2007) presented ten core learning principles using a fourfold framework that can be used by online course developers. Panel members discussed the literature and current trends as well as shared personal experiences in developing and assessing new courses in light of traditional classes.

### **INTERACTION ASSESSMENT**

How much interaction is enough? Who should be interacting? Why is interaction important? The level

and quality of student interaction and impact on the student learning has a direct correlation with success in online courses. Social presence is the degree to which an individual is perceived as “real” in a facilitated environment (Richardson & Swan, 2003). Research indicates that the more students perceive that they are involved in a course, the more they perceive that they are learning. This conclusion is quantified using test performance, grades, and student satisfaction (Roblyer & Ekhaml, 2000). Roblyer and Ekhaml (2000) developed an assessment instrument to measure this interactivity, “Rubric for Assessing Interactive Qualities of Distance Learning Courses.” This has been used over the years as a tool to help guide faculty in developing more interactivity within a distance education course. The panelists discussed the concept of social presence and the importance of student-to-student interaction and student-to-faculty interaction. The panel also shared successful techniques they have used to enhance the online students’ learning experience.

### **TEACHING EFFECTIVENESS ASSESSMENT**

At some point when online offerings grow, administrators and instructors alike begin to question the use of traditional teaching assessment tools in online classes. Palloff and Pratt (2003) disapproved of use of traditional assessment tools, suggesting they fail to assess the instructors’ ability to build learning communities for self-directed learners. They posited that online class evaluation tools should accomplish three things when assessing faculty members: measure their abilities to engage students, give meaningful feedback to students, and respond effectively to students’ needs. In response, Saleh and Lamkin (2008) created and tested an evaluation tool which was designed to assess these three areas. The presenters discussed the necessity of a specific evaluation designed for online classes and the challenges faced when implementing traditional evaluation tools in this environment.

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## SO YOU WANT TO TEACH MARKETING ONLINE: THE CHALLENGES AND THE ISSUES

Shirley M. Stretch-Stephenson and H. Rika Houston, Department of Marketing,  
College of Business and Economics, California State University, Los Angeles,  
5151 State University Dr., Los Angeles, CA 90032-8127;  
sstretc@calstatela.edu, hhousto@calstatela.edu

Christopher Kaufman, Department of Information Technology, Fuller Theological Seminary,  
135 North Oakland Ave., Pasadena, CA 91182; kaufman@fuller.edu

### ABSTRACT

The use of the Internet and computer-mediated communication has been definitely increasing over the past decade. Sixty-five percent of graduate programs in the United States are now providing online courses as an option for students and 56 percent of universities and colleges signify online education as a critical long term strategy (Norton & Hathaway, 2008).

As instructors embrace the use of the internet in the teaching process, they are taking on a task that will enhance their teaching activities yet potentially create endless challenges and frustrations. Smith, Ferguson, and Caris (2001) indicate teaching classes online can be considered a labor-intensive, highly text-based, and intellectually challenging teaching forum. Most online instructors understand and anticipate these broad conceptual online teaching issues. Pankowski (2004) indicates faculty training for online teaching should include technical training, pedagogical training, mentoring and online coursework. Again, most online instructors accept, embrace, and often seek various forms of training and learning.

From experience, what the authors found missing and rarely discussed are those tricks of the trade learned only by doing advice, training sessions, alternative platforms, and ideas to simplify the online teaching experience. Grant and Thornton (2007) indicated several best practices for online learning, while Cuthrell and Lyon (2007) cover instructional strategies students prefer. However, there seems to be little discussion on the implementation or implementation alternatives, daily strategies that address those challenges and frustrations that occur when technology, students, instructors and institutions of higher education are combined. Via the authors' experiences, simple daily issues such as the computer ate it, here's a hard copy as I could not submit it online, the system was down, the system cut me off, we changed online software delivery editions, student online class access ended based on university policies versus instructor policies,

course availability must be requested, etc. can blind-side an instructor and quickly add unanticipated challenges and frustrations if not nightmares to the online teaching process.

The purpose of the session was to address those "unanticipated challenges and frustrations" faced by non-online to early adopters to seasoned online users, by tech savvy as well as non-tech savvy instructors, and by those instructors totally or partially teaching online. Unanticipated issues and challenges, possible solutions as well as the type of creative thinking that may be required to feel comfortable teaching marketing courses online were covered. The session was an interactive session to share instructor, student, and technical issues and challenges for those just starting out to those well versed in online teaching. The session specifically addressed online teaching issues gained only by living those frustrating experiences that the authors wished someone had encouraged them to think about before it happened. The authors shared not only various challenges and ideas but presented solutions that worked and did not work in marketing classes at both the graduate and undergraduate levels for classes such as Principles of Marketing, Consumer Behavior, Internet Marketing, and Marketing Management. New and relatively new instructors who wish to integrate online technology into their marketing classes, as well as seasoned online marketing teachers seeking new ideas, learned vicariously about challenges faced in both internet only (Web based) and seat-time/internet (Web enhanced) classes.

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## MARKETING EDUCATION: ASSURANCE OF LEARNING AND ACCOUNTABILITY CHALLENGES AND ALTERNATIVES

Jim Wong, Harry F. Byrd, Jr. School of Business, Shenandoah University, 1460 University Dr., Winchester, VA 22601; [assessit@aol.com](mailto:assessit@aol.com)

### ABSTRACT

In today's ever evolving collegiate (higher education) environment there is added emphasis on accountability and continuous improvement. This environment was changed notably when AACSB (1991) included "outcomes assessment" as a required standard for accredited institutions. AACSB (2003) elevated the assessment process by mandating "direct" assessment of student learning to improve accountability measures. In this regard, AACSB-accredited collegiate institutions are now expected to formulate learning goals and to implement *direct* measures of learning that will identify deficiencies in curricula or will facilitate opportunities for continuous improvement in courses, degree programs, and curricula. This is a task that has a description, but it is far from being set in terms of how to do it, what needs to be measured, or which factors will do better than others in achieving desired objects.

### ASSURANCE OF LEARNING

The process is referred to as Assurance of Learning (AOL) standards because it needs to be systematic, student focused, aligned with published learning goals, and transparent in terms of its applications (AACSB Resource Center, 2007). Here is where a discipline such as Marketing should thrive, i.e., as the goal or objective of achieving continuous improvement is both an inherent and an integral part of the Marketing Process.

By taking a product development approach to AOL, surely Marketing can take a leadership role in developing and implementing viable measures and methodology which facilitate realizing the intent of AACSB Assurance of Learning (AOL) standards. Collegiate institutions are obligated to deliver an effective learning environment for students in the same manner as a marketer has to deliver a reputable product or service in order to be able to sustain a value proposition and/or offering which are both attractive and persuasive for consumers.

In the higher education industry, this means operating within a fractured market environment, i.e., where many collegiate institutions are rather small organizations with respective student populations of

typically less than 1,000 students. Therefore, having evidence of "Assurance of Learning" ought to be a worthwhile and a meaningful indicator of "product quality" delivered for all stakeholders, especially students!

### CONTEMPORARY ISSUE

By employing the recent experiences of a private university that received initial AACSB accreditation in 2007 under the prior AACSB standards (pre -2007), a contemporary interest confronting accredited collegiate institutions in AOL may be illuminated. There is some disagreement and apparent uncertainty as to how to proceed with implementation of a systematic process for meeting and satisfying AOL standards. Materials, procedures, and measures that were employed in the initial academic year of an AACSB-accredited operation were provided as a basis for discussion of issues that surround this important contemporary issue for collegiate educators. Examples included two Harvard Business cases, i.e., one case for undergraduate courses and a more extensive case for graduate courses. Here, the AOL task was confined to core courses in the BBA and MBA degree programs. All instructors of these core courses were expected to utilize adopted HBR cases, but measures used to determine assurance of learning related to these cases were an individual instructor option.

It is important to note that the AACSB standards (AOL Process) are focused on the degree program level, i.e., AOL seeks to demonstrate that resultant student knowledge and skills provide a viable foundation for durable life-long learning. Course-level assessments are seen as the responsibility of the respective course instructor. What instrument is used, how data are gathered, what scale or measure is applied, which reporting format is employed are neither specified nor defined. Interpretation of AACSB AOL standards is available (AACSB, November 2007), but clear direction remains subject to perception. Yet, how does an institution implement AOL measures, if not in the classroom and as part of course experience? The type and details of measures need to be tailored to the degree level and must not vary by delivery mode for such. Specialized degree programs will need to have "unique" learning

goals that are different from those for a traditional degree program. Suffice to say that questions about the details of what is best, what will work, when to gather data, how to do assessments, which courses should be included, and more issues which remain somewhat uncertain and/or subject to interpretation by institutional situation, mission statement, choice of method for information gathering, and a litany of possible instruments or procedures for accomplishing AOL objectives in an effective, efficient, and consistent manner.

### **PRODUCT PERSPECTIVE**

Take a product development perspective in approaching an AOL task, i.e., determine what students know coming into any course. There are typically prerequisites for most Business courses and especially the first course in Marketing. What do the students know about Economics, Accounting, and Business, in general, so that there is a sense of the starting point from which progress is to be made, i.e., knowledge and skill improvement to be made?

Here, a *before and after* procedure is suggested to have a basis for comparison and for a measure of change in learning outcomes, such as knowledge, comprehension, analysis, synthesis, application, and evaluation. Relate these outcomes to AACSB category guidelines that include Communication, Diversity, Ethics and Social Responsibility, Global Perspective, Individual Dynamics, Legal and Political Environment, Information Technology, Production, Supply Chain and Logistics, and Group Dynamics. All of this may be done online in a password protected environment to assure the integrity of the process.

Encourage and engage students in this process from the outset in a transparent and in an informed process. Like consumers or customers, when students understand what a product is and how it

benefits them, they will embrace it more fully! Recognize that incorporating AOL activities in graded assignments requires evaluation by a separate set of measures or standards to satisfy AACSB standards. Yet, when the latter happens, the student sees it as part of his or her grade, and not as an integral part of his or her education. Assurance of Learning (AOL) needs to have the voluntary and willing participation of students who engage in this critical process out of a sincere desire to act with integrity and to be held accountable. It is further suggested here that each student's AOL records be assembled into a complete file over their degree program(s) to give further evidence of AOL on a longitudinal basis by individual student. This may also be done by student cohort where practiced. These together will provide compelling information which will enhance efforts to realize *continuous improvement* in collegiate education.

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## FOSTERING CREATIVE THINKING IN THE MARKETING CLASSROOM: SHARING AND ASSESSING PEDAGOGICAL APPROACHES

David S. Ackerman, Department of Marketing, College of Business and Economics,  
California State University, Northridge, 18111 Nordhoff St.,  
Northridge, CA 91330-8377; david.s.ackerman@csun.edu

Kirti Sawhney Celly, Department of Management and Marketing, College of Business  
Administration and Public Policy, California State University, Dominguez Hills,  
1000 East Victoria St., Carson, CA 90747; kcelly@csudh.edu

Barbara L. Gross, Office of the President and Department of Marketing, California State University,  
Northridge, 18111 Nordhoff St., Northridge, CA 91330-8320; barbara.gross@csun.edu

### ABSTRACT

In his classic book *The Marketing Imagination*, Levitt (1986) stated that organizational success is predicated on the use of the marketing imagination and generation of creative ideas. As creativity is a *sine qua non* for organizational growth and success, a recent *Harvard Business Review* article, "Managing for Creativity," states that an organization's most important asset is its "arsenal of creative thinkers whose ideas can be turned into valuable products and services" (Florida & Goodnight, 2005, p. 2). Recent business press has also emphasized the importance of creativity in fostering organizational revenue growth (Coy, 2000) and discussed the increasing attention given by large corporations to fostering creativity (Nussbaum et al., 2005).

Naturally, marketing educators are focusing their attention on methods for developing creativity in their students and across the marketing curriculum (Anderson, 2006; Gilbert, Prenshaw, & Ivy, 1996; McIntyre, Hite, & Rickard, 2003; Ramocki, 1994, 1996; Titus, 2000, 2007). Recent empirical research on marketing students' perceptions suggests that, from their point of view, creativity is an important skill for marketing majors and one that can be learned. Marketing faculty are encouraged to provide "imaginative assignments" to foster creativity, create a classroom environment in which risk taking is encouraged, and reward creativity (McCorkle, Payan, Reardon, & Kling, 2007).

The purpose of this contemporary issues (table topics) session was to provide interested participants with examples of use of poetry as a tool for developing creative thinking (Sherry & Schouten, 2002). As a hands-on session, participants learned about the use of poetry both as an engagement tool and as a learning tool in several undergraduate and graduate marketing classes, and participated in a

poetry exercise. Examples of how poetry has been used in the undergraduate and graduate introductory marketing and marketing seminar courses, as well as in an advanced personal selling and sales management class, were shared. Participants were invited to provide their insights on poetry as a creative thinking and creative writing exercise, discuss poetry's potential use in marketing, and provide examples of their approaches to fostering creativity in the marketing classroom.

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## THE CHALLENGES IN THE DEVELOPMENT AND ADMINISTRATION OF A TELEVISION/ONLINE PRINCIPLES OF MARKETING COURSE

Claudia M. Bridges, College of Business Administration, California State University, Sacramento, 6000 J St., Sacramento, CA 95819; [bridgesc@csus.edu](mailto:bridgesc@csus.edu)

### ABSTRACT

Sixty students, a set of PowerPoint slides, in-class activities, props and a well-rehearsed lecture were the tools in trade for teaching Principles of Marketing; that was last year. One day, not too long ago, the tools changed. Armed with strictly-formatted PowerPoint slides, a TV studio, use of WebCT functions previously ignored and a mostly unseen asynchronous audience; a hybrid/online course posed a new set of challenges for this novice. From a purely academic perspective, the marketing education literature (and education literature, in general) has addressed hybrid and online teaching in terms of the advantages and challenges, importance of course content, student-to-student and student-to-instructor interactions, assessment and evaluation methods and the use of virtual communities (e.g., Granitz & Greene, 2003; Peltier, Drago, & Schibrowsky, 2003; Peltier, Schibrowsky, & Drago 2007). From a purely personal perspective, the course offered threats to previously learned time-management skills, a relatively empty (save for a dozen students) TV studio, too many discussion thread entries to read, technical challenges (which version of Real Player to use), questionable video quality and those looming details that seem to fall through the cracks.

While this was a first-time experience, other faculty have come to the office asking how well it worked and offering suggestions. New techniques have come out of those discussions. Practical advice founded on personal experience of others has been extremely helpful. The purpose of this Contemporary Issues Roundtable Discussion was to share positive and challenging experiences that others have had in online marketing education delivery.

There are some specific questions which have arisen out of this experience. While some of these are technical (optimal class sizes), others are more philosophical (lack of empathy for those that are never seen) and others are just problems (integrity of online quizzes and exams). The following is a list of these and other discussion questions.

### DISCUSSION QUESTIONS

- Is there an optimal size for online classes? Should every "add" slip be signed?
- Should student-to-student discussion threads be used to answer administrative questions? Content questions? A suggestion was offered that this would save faculty administration time.
- How do you break through that wall and make contact with those unseen students? Is it necessary? Is it possible?
- If most of the students are asynchronously taking the course, how do you interact with the students and avoid constant lecture?
- Is there a way to incentivize students to come to the TV studio when they can also take the course asynchronously online? Is the solution to move the entire course to an online format? In that case, do you stick with the video or just voice-over?
- Can you trust the results of online exams? What are the options?
- How do you avoid becoming insensitive to student "issues?" Can you be sensitive to student "issues" when there are over 200 students in the course?
- Do you just give up on the idea of any in-class writing?

References Available on Request

## PEER EVALUATION AS A BASIS FOR CLASS PARTICIPATION GRADES: THE PEP APPROACH

Can Usley, Argyros School of Business and Economics, Chapman University, One University Dr.,  
Orange, CA 92866; usley@chapman.edu

### ABSTRACT

It has been observed that peers collectively may have the advantage of better and more vantage points for observation than supervisors. On the other hand, it is possible for peers to provide biased reports due to rapport and/or provide identical/inflated ratings to avoid confrontation. Perhaps an approach that combines both peer and professor feedback is best. For example, end of semester peer reviews are collected for many project/team-based courses, and these are implicitly or explicitly integrated into grading.

The proposed peer evaluated participation (PEP) approach expands peer reviews to every class session rather than limit it to end of semester reviews. Student involvement and class participation are important outcomes of class interaction that are main drivers of learning in many marketing classes. As a result, in-class participation commands a significant (as high as 50 percent for traditional case-based courses) component of the course grade. Nevertheless, how to measure and evaluate in-class participation remains an ongoing challenge for (marketing) educators. One issue is that these evaluations can be deemed subjective by the students (i.e., in the eye of the beholder phenomenon) which can be discouraging. On the other hand, it can also be very time consuming to generate reliable evaluations.

The proposed PEP approach involves providing a (new) student volunteer a form with which to record in-class participation for each class session. Using the guidelines in the form, the student volunteer evaluates the class participation of all students for that session. At the end of the session, the student and the professor review the form and the students sign-off on it. The scores for each session are

summed and aggregated at the end of each month and provided to the students as an indicator of their in-class participation. While these aggregate scores tend to correlate highly with the instructor's independent class participation evaluation at the end of the semester, PEP still provides several advantages:

First, the students are inherently cued during every class session that their class participation is being evaluated. Simply this "Hawthorne effect" may enhance the level and quality of participation. Second, PEP partially empowers the students, and their involvement in evaluation can also enhance the way they conceptualize and acknowledge (the value and quality of) in-class participation. Third, the instructor may not have enough observations in the beginning of the semester to assign reliable participation grades. By the time he/she has enough impressions to assign them, it may be too late for the students to change their study/participation habits. The instructor can clarify any discrepancies between his/her grading and that implied by the PEP scores early in the semester and assign them more reliably. Fourth, the high correlation between the instructor's grade and the cumulative PEP grade can be utilized to counter the occasional student argument that he/she deserves a much better grade. That is, PEP scores can be used as hard evidence in a typically soft grading area. Finally, PEP can also save the instructors (who might otherwise have to assign grades/take notes on a large number of students after every class) time.

The complementary PEP approach was compared with other options, and a sample PEP form was distributed to gather feedback during the discussion.

## DOES INTERNATIONAL BUSINESS EDUCATION *STILL* MATTER?

Massoud Saghafi, Department of Marketing, San Diego State University, San Diego, CA 92182;  
msaghafi@mail.sdsu.edu

### ABSTRACT

The debate over the extent of the decline in the competitiveness of US manufacturers in export markets has now reached a definitive conclusion among the intellectuals. The answer, in general, is affirmative even though the United States still leads the world in technology development, service provisioning and high-end manufacturing. This phenomenon is most apparent in the consumer electronics, automobile, semiconductor, telecommunications equipment, office equipment and machine tools industries in which America's unequivocal export dominance was passed on to Japan in the 1970s and 1980s, to Korea in the 1980s and 1990s, and most recently, to China. Academicians, business leaders and government officials are equivocal on the *degree* of the US decline. Nevertheless, there is virtually no disagreement on its causes: education and skills of the US labor force, lack of cross-cultural understanding, the management ethnocentrism of corporate America, and the inability or unwillingness of the US government to develop a comprehensive and coherent national trade strategy.

There is also no question that the United States is falling behind such countries as India, China, Brazil and Russia in educating and training a cross-culturally competent workforce. This awakening has prompted the US federal government as well as state governments to, in addition to already existing foreign development programs offered by such federal agencies as the United States Information Agency (USIA) and the Agency for International Development (AID), to engage in innovative educational programs such as CIBER to benefit the state of American industries in international markets.

To address the human resources needs of US businesses, it will be useful to briefly report the results of a recent study conducted at the Rand Corporation. Objectives of the Rand study were to address the following four questions:

1. How is globalism understood by corporations and colleges in the United States?
2. What are the perceived human resource implications of globalism?
3. What are the corporations and colleges doing today to meet these human resource needs?
4. What, if anything, should the corporations and universities be doing differently to produce a professional work force that is competitive globally?

Cross-cultural competence is the critical new human resource requirement created by globalism. It involves some domain knowledge (in relation to other cultures) as well as social skills and personal traits that enhance cross-cultural communication and cooperation (Bikson & Law, 1994).

To advance their competitiveness in the global job market, students should not only develop their domain knowledge by taking specific courses and relevant projects, but also their generic skills through group projects and work experience during schooling and their foreign language and cross-cultural competence through interaction with non-US citizens.

Traditional business school education in American universities, by and large, avoids an international approach, even to this day. Indeed, it was not until the late 1970s through the early 1980s – partly as a reaction to the rising importance of international trade to America and the steady decline of the American export dominance, and partly due to state and federal government's interest and funding for the internationalization of the business curricula in the United States – that many major business schools began educating their students in such subjects as international marketing, finance and management.

Are the international education programs really successful in producing a new generation of *internationally sophisticated* American students with better and broader global understanding? The answer is positive based on limited prior research (Balabanis, Diamantopolous, & Mueller, 2001; Saghafi, 2001; Fluck, Clouse, & Shooshtari, 2007). The problem with the above research is that first, some (e.g., Saghafi, 2001) do not account for the fact that international business majors are by nature more international once joining college programs, an effect that should be incorporated into the analysis. Other research (Fluck, Clouse, & Shooshtari, 2007) show how international education can reduce ethnocentrism among a group of international students but lacks a general cross-comparative nature. Finally, more studies are needed to confirm the validity of earlier findings and to create time series data for future researchers and policymakers.

The basic premise of this study is the assumption that ethnocentrism is inversely related to

internationalization and that the latter results in less bias towards other cultures and more success in adaptability and flexibility of the individual. Ethnocentrism is just *one* factor that a "global" student should not possess. It is postulated that international business education reduces ethnocentrism and creates a more *global* workforce needed by US corporations.

The objective of this study is to understand if internationalized curricula and international business education indeed creates less biased and less ethnocentric graduates compared with the alternative.

### METHODOLOGY

Simple observations and experience point to the following: (1) in general, American students are less internationally informed and more ethnocentric than are non-American students, and (2) American international business majors at San Diego State University (SDSU) are highly competitive and more cross-culturally competent than their non-international business counterparts at SDSU, and international business education truly creates less biased and more objective graduates (Saghafi, 2001). This study uses the classic CETSCALE to measure ethnocentrism among various types of students at SDSU (800 students) and another US university (200 students). The use of the CETSCALE (Shimp & Sharma, 1987), developed over 20 years ago, is still common in academia (Luthy, 2007; Balabanis, Diamantopolos, & Mueller, 2001) however modifications are required (Luthy, 2007, Saghafi, 2001).

### Data Collection

To evaluate SDSU's efforts in internationalizing its entire graduate and undergraduate curricula, data were collected from graduate business students at SDSU and from another CIBER-affiliated university recognized as the premier international business

school, University of South Carolina. Undergraduate students were *business administration* or *international business* majors, all in the last year of their degree programs who had completed all of their liberal arts, sciences and core business requirements. The responses were grouped by field of study, number of international courses taken, gender, cultural background and number of long term international trips taken.

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## CREATIVE MARKETING – BEYOND THE BOUNDARIES OF THE BUSINESS FACULTY

Edel Moore, School of Design, University of Leeds, West Yorkshire, England, UK;  
e.m.moore@leeds.ac.uk

### ABSTRACT

As marketing academics we strive to research and discuss marketing from varied and new viewpoints, but practice its teaching primarily as modified versions of how we were taught, and perhaps even how our teachers were taught the subject – pre-digested marketing pedagogy.

Participants at this contemporary issues/table topics session highlighted examples of best “different” pedagogical practice. Discussion related to different learning, teaching, assessment and environs methodology and had a specific focus on educators engaging in innovative pedagogy either in collaboration with, or entirely in non-traditional, business faculty environments.

Underpinning the session was Phillips’ (1981) definition of educational innovation as, “a practice which is worthy of emulation and has not yet been put into use by a significant number of colleges.”

### THE NEED FOR INNOVATIVE TEACHING PRACTICE

Marketers operate within turbulent settings that require constant updating or creation of better and/or new solutions. Today more than ever, the importance of these innovation-based abilities and their link with competitive advantage at individual, organizational and national levels is being emphasized. If the need for these skills is not in question, it then becomes the responsibility of educational institutions, and in particular business

faculties, to ensure that emphasis are given to nurturing creative and innovative inclinations. However, it is not always easy for business educators to make realistic commitments to developing creative affirming processes and environments. And although the research surrounding the subject of marketing and creativity is diverse, the majority of empirical research into teaching practices primarily relate to how these new insights are conducted through traditional formats.

### SESSION PURPOSE

The table topics discussion was an initial stage of a wider UK research project, *Creative Marketing – Beyond the Boundaries*. This project maps collaborative marketing teaching in the UK and then will compile examples of best-different-practice through traditional or video case studies. The main purpose of this session was to highlight outstanding American cases that are of value to marketing education, but are not standard teaching practice within business faculties. The session also facilitated future collaborations both in the US and Europe.

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## **INTEGRATING AND MEASURING ETHICS INSTRUCTION IN BUSINESS CURRICULA**

**Samuel P. Robinson, College of Education, Southern Illinois University at Carbondale,  
Carbondale, IL 62901; srobinso@siu.edu**

**John Fraedrich, College of Business, Southern Illinois University at Carbondale,  
Carbondale, IL 62901-4629; fraedric@cba.siu.edu**

### **ABSTRACT**

The Association to Advance Collegiate Schools of Business (AACSB) has called for inclusion of ethics into the curricula of business schools. AACSB standards specify that, "...ethical behavior is paramount to the delivery of quality business education," and that, "...the assumption of many faculty and program leaders that the majority of students are being adequately prepared in [the ethics] domain is highly questionable. It is essential for schools and peer review teams to be fully aware of these statements and their implications."

AACSB has given institutions ten general ethics standards they must address, but they do not give much help in what and how to measure ethics, nor do they give much help in instructors determining whether their instruction is effective or efficient. This session specifically discussed the following AACSB items:

1. Are there any criteria or procedures used in the selection and continuance of participants (students, faculty, and administrators) that emphasize ethical conduct or that would de-select individuals with a demonstrated propensity to act unethically?
2. Where do students learn about the responsibility of business in society? What assurance is there that these learning opportunities are effective?

3. Where do students learn and practice ethical decision making? Do any of the examples involve ethical issues from the students' own experience? What assurance is there that these learning opportunities are effective?
4. Where do students learn about specific ethical issues and guidelines relating to other content areas? What assurance is there that these learning opportunities are effective?

The propensity to act unethically, as stated in item one, is measured by the students' values, moral philosophy continuum, illegal actions, and integrity. Item two refers to where, in and outside the classroom, and how effective the learning opportunity is. This item is accomplished by helping the students learn their responsibility to business and society in a practical way by the instruction and integration of goals and objectives from both the business and nonbusiness realms. Finally, the question of assurances as to effective learning opportunities is accomplished by a pre-post testing of values, material content, and verbal and written feedback from students.

## **ROLE OF CASE STUDIES IN MARKETING EDUCATION: DO CASE STUDIES GENERATE STUDENT ATTENTION AND INVOLVEMENT?**

**Tamara Gvenetadze, Caucasus School of Business, Caucasus University, Kostava St. 77, G.T.U. VI Building, IV Floor, 0175 Tbilisi, Georgia; tamara\_gvenetadze@yahoo.com**

### **ABSTRACT**

How important are case studies during lectures? Does this method help students deepen their knowledge? Does this method allow students to explore solutions for complex issues?

I try to use case studies in a creative way to get the whole class involved in the lecture. I never have the groups consist of the same students. I divide them into several groups and give them tasks from the case study. I try to mix them up so that they can learn more about group work and working with diverse people. They all have the same case study but each group has its own task to solve. After some time, each group has to make an oral presentation about how they solved their problem. Some students are introverts while others are extraverts so I try to make sure that the extraverts do not take all the initiative from introverts while working on the case study. I ask all group members to be active and sometimes I might choose an introvert to be a main presenter.

I use case studies concerning both local and international companies. Students know more about local companies and I also want them to deepen their knowledge about international ones. Cases are chosen so that they contain the material covered in the textbook chapters. This allows students to apply new knowledge and skills during problem solving case studies.

It has been the theme of arguments among the marketing lecturers whether it is better to give the case study concerning the previous chapter or the one that is from the chapter that is not yet fully covered and was only explained the same day during the lecture.

I tried both ways. In the first case, students are more familiar with the terminology and the scenario is somewhat familiar because they studied the chapter at home and also had a quiz concerning that particular chapter. But in the second case they only listened to the lecture the same day some minutes ago and they do not yet know the material well.

Whichever way is chosen by the lecturer, I think that the advantages of case studies are of great importance. Students get the chance to put themselves in a manager's shoes, find ways to solve some problems and give recommendations. They are able to express their opinions by using chapter material, general knowledge and marketing terminology which allows them to develop analytic, problem solving and presentation skills.

Students can be evaluated after listening to their presentations. I give the questions concerning the case study and the chapter. I also ask students to question each other. I want all of them to be involved in the case study. Students enjoy sharing their points of view as well as listening to others' opinions.

## SOCIAL RESPONSIBILITY AND MARKETING

Teresita C. Mirafuentes, Holy Cross of Davao College, Sta. Ana Ave., Davao City, Philippines;  
teresitamirafuentes@yahoo.com

### ABSTRACT

Social responsibility and marketing can be considered a friend or an enemy; a tool for social confusion or a tool for a better social environment. This session provided a venue for the sharing of recent developments in the field of marketing as both an art and a science – experiences of different marketing practitioners and educators in the light of social responsibility. The highlight of the function of marketing as commonly perceived in business is to increase sales and increase profits. However, marketing is also used in the social context for advocacy or as part of persuasion to invoke a particular issue.

The book, *Social Responsibility in Marketing: A Proactive and Profitable Marketing Management Strategy* by A. Coskun Samli, cites John F. Gaski (1985) who stated that: “The ‘societal marketing’ concept, or the view that marketing has a greater social responsibility than just satisfying customers at a profit, is an erroneous and counterproductive idea. For marketers to attempt to serve the best interests of society is not only undemocratic but dangerous as well.”

Although marketing provides goods and services to society, and makes available various choices and

the purchase process that ultimately determines a society’s quality of life, it is obvious that marketing also plays a very critical role in the well-being of society (Samli, 1992).

Based on my experience in the Philippines, I have observed that marketing practices, specifically in advertising, are not conscious of this social responsibility as long as they can sell the products and gain profit. One example is the use of anecdotal testimonies in selling herbal products by mentioning that all types of diseases are cured by a particular product even if there is a warning from the Bureau of Food and Drugs on the label that there are no therapeutic claims.

This session invited sharing of experiences to learn if this is true of other countries and how can this be addressed to balance truth and profit or the social responsibility of telling the truth without also sacrificing profit. The flow of discussion started with the question: What are some areas in marketing that deny social responsibility? This was followed by the sharing of experiences and culminated in discussing plans of action to redirect marketing to a more socially responsive marketing.

## THE EFFECTS OF BELIEFS ABOUT SELF ON CLASSROOM PERFORMANCE

David S. Ackerman and Oscar W. DeShields, Jr., Department of Marketing, College of Business and Economics, California State University, Northridge, Northridge, CA 91330-8377; david.s.ackerman@csun.edu, oscar.deshields@csun.edu

### ABSTRACT

The purpose of this study is to assess the impact of self-efficacy and intelligence on performance on examinations. As reported by Gist (1987), an experience of mastering a task or ability (e.g., examination) is one way to influence self-efficacy. This study suggests that personal self efficacy regarding examinations is very important to student success at first, but that over time other factors negate this advantage. For example, the student's initial view of their intelligence can impact their performance on examinations. However, an effective and positive learning experience during the course can increase performance and minimize the impact of their perception of his or her intelligence on their performance on examinations.

Dweck (2000) reported that there are two frameworks for understanding intelligence and achievement. The first view is the theory of fixed intelligence or entity theory which states that intelligence is a fixed trait and is portrayed as an entity that dwells within an individual and it cannot be changed (Bandura & Dweck, 1985). Based on this theory, students worry about much of this fixed intelligence they have because if they do not have enough of this trait, then their capabilities and potential for achievement and success are limited.

On the other hand, a second view of ability has a very different definition of intelligence, the theory of malleable intelligence. This theory postulates that intelligence is not a fixed trait that an individual is born with; rather, it is something that can be cultivated through learning. Thus, this view has been labeled an "incremental theory" of intelligence because intelligence is portrayed as something that can be increased through one's efforts (Bandura & Dweck, 1985).

Self-efficacy is an important construct within Bandura's (1982) Social Cognitive Theory. It refers to the confidence of an individual regarding his or her capability to perform a particular task. Self-efficacy has been shown to positively relate to both performance (Gist & Mitchell, 1992) and to satisfaction (Gist et al., 1991). Self-efficacy regarding examinations in a class should be positively related to both performance on the examinations as well as satisfaction with the exams and possibly also with the class as a whole.

We assessed the effects of students' beliefs about the self on classroom performance through collection of data on student exam scores over time.

Students were given extra credit to fill out an online survey regarding their perceptions of themselves. Scores were then recorded for each of the students, names kept anonymous, for examinations at three points in the semester. These exam scores were matched up with the perceptions of the students.

These results suggest that self-efficacy on examinations does make a difference in actual student performance on them, but that this effect is reduced and perhaps eliminated over time by other factors in a class. In the short run, this type of confidence in performing a task can give students an advantage over others who are less confident.

These results also found that specific measures of student self perception are much more accurate than general measures. General confidence in one's abilities did not predict examination success. Similarly, general ideas of fixed or malleable intelligence had no influence.

**References Available on Request**

## THE NOT-SO-SUBTLE SINS IN CASE ANALYSIS

Gerald M. Hampton, College of Business Administration, New Mexico State University,  
Las Cruces, NM 88003; ghampton@nmsu.edu

### ABSTRACT

This paper concerns four major sins students most often commit in case analysis. The sins are: (1) the failure to use the analytical framework of marketing, (2) the failure to define the problem correctly, (3) the failure to make a decision, and (4) the failure to be logical.

### INTRODUCTION

As student demand for realism, relevance, and application continues, marketing professors will find the need to use cases and case analysis in many of their courses. Today a large number of suitable cases are available. There are marketing casebooks in such areas as marketing management, marketing research, consumer behavior, and integrated marketing communications. There has also been an increase in diversity of case type, including video cases, computer-based cases, experiential, as well as, sequential cases.

What has remained fairly constant, however, are the problems faced by all of us who now use cases and those who soon will. While opinions differ, there are at least four major problems that must be solved in some fashion if one is to use cases effectively. First, there is the need to develop and structure a course so that it allows for logical integration of case materials, the use of marketing concepts and their application in specific situations. Second, one must develop a classroom style appropriate for teaching by the case method. Third, it is necessary to demonstrate to students that the case method has content and that they are learning something. Finally, there are the difficult tasks of evaluation and grading the students' work, including class participation, presentations and written analysis.

Authors have written extensively on the first three problems. There are numerous works giving helpful hints on how to teach concepts in different disciplines, course design, preparation of class outlines and the selection of case materials. A number of teaching approaches and techniques have been suggested ranging from a structured to an unstructured format. Ways to enhance learning and methods of demonstrating to students the usefulness of the case method have also been extensively discussed.

Unfortunately, and in my opinion, the problem of how to evaluate students' work has received considerably less attention. The purpose of this article is to present a basic treatment of the four common sins students most often make in case analysis. They are: (1) the failure to use the analytical framework of marketing, (2) the failure to define the problem(s) correctly, (3) the failure to make a decision, and (4) the failure to be logical in evaluation, analysis and decision making.

While these four sins are certainly less serious than the capital vices of Pride, Avarice, Lust, Anger, Gluttony, Envy, and Sloth, they do offer one framework that can facilitate the evaluation of a student's case work. In addition to evaluation and grading, it provides a certain focus to help students improve their problem solving and decision-making skills.

Based on my experience, I am convinced these four sins extend beyond the classroom. In fact, they are prevalent in the "real" world. Consequently, this framework can add a valuable dimension to marketing management education while demonstrating the value of the case method as a pedagogical tool.

### CAVEATS

First, this paper is presented from the perspective of the typical marketing management course. This class is generally the capstone one for undergraduate marketing majors and is taken following courses in introduction to marketing, consumer behavior and marketing research. For graduate students, this class is often the second marketing class in the MBA program, following introduction to marketing. At both levels, marketing management is that course in the marketing curriculum most likely to be a case course.

Second, the marketing management course objectives are different from others in the curriculum. In the marketing management course, students are expected to use and practice the entire range of problem solving skills, including situation analysis, problem definition, decision-making and action/implementation. On the other hand, in the marketing research course, a case is often used in a more limited and specific fashion such as critiquing a

questionnaire for a marketing survey. Therefore, the four sins presented here apply more to a marketing management type of course rather than a marketing research or consumer behavior course.

Finally, the actual evaluation and grading of a student's work using this framework will depend on the instructor's style and objectives. One way, and the most obvious, would be to assign equal weight to each of the four sins (areas). Class participation could be evaluated by asking questions that fall within one of the areas. The final procedure will of course depend on the instructor's preferences and judgment. Whatever the "ground rules" are, they should be understood by all students.

### **SIN 1: FAILURE TO USE THE ANALYTICAL FRAMEWORK OF MARKETING**

A demanding professor of mine was known for constantly reminding students, "facts are facts and when listed or discussed, are nothing more than description, and description at best, can only be interesting." He would insist that the analytical framework for marketing was designed to give meaning to these facts. It of course consists of three basic parts: (1) segmentation and target market selection, (2) market mix development, the marketing strategy, and (3) market information and research use to assist in decision-making. When rigorously used, it helps answer those all important marketing questions. Do we have the right market? Do we have the right product? Do we have it in the right place? Do we have the right price? Do we have the right promotion? Do we have the appropriate information? Of course the analytical framework of marketing sits within the marketing environment.

In most marketing cases a situation is presented that has occurred after implementation of a marketing plan or marketing activities. The student is asked to analyze the current situation. This requires the students be analytical in the sense that they assess *each* of the elements of marketing in terms of objectives, past and present information. Information often used includes such items as sales history, market share, competition, marketing mix data, firm goals and organization structure, as well as selected aspects of the organization's business environment. During this process, it is necessary for students to establish criteria based on the situation and company objectives, so they can judge the effectiveness of the current and/or proposed marketing actions.

Students tend to commit several variations on this sin. The most obvious is the failure to use any part of the analytical framework of marketing. To a certain extent we are all captives of our models and concepts, but in a marketing management course using marketing cases, it seems reasonable to expect the student will see this as a marketing situation or issue, and use at least the 4ps framework. However, this does not always occur. Recently, a student in my marketing management class, who was finance major, tended to view cases from a financial perspective. It produced interesting results, but the student missed the point.

Another variation is what I call the "limited focus syndrome." Here the student focuses on only one or two elements of the marketing framework. What can be a most serious sin, for example, is when you have a case emphasizing price and the student completely ignores it in the analysis.

Another aspect that makes for dull reading in written assignments is where the student simply repeats the facts as presented in the case – the "description syndrome." I make it known from the start that I have read and analyzed each case assigned. Therefore, there is no need to submit a revised edition. When this occurs, it is a strong indication the student has failed to develop the criteria needed to evaluate the present or future marketing program.

In summary, facts as presented in the case must be interpreted and evaluated. The means to accomplish this is to rigorously employ the analytical framework of marketing. Failure to do so is to commit a major sin in case analysis.

### **SIN 2: THE FAILURE TO DEFINE THE PROBLEM CORRECTLY**

Most case textbooks suggest the student define a problem as a deviation from a desired set of specific conditions or a range or acceptable conditions. The objectives or goals are considered optimal outcomes of a marketing plan or program. Thus, the difference between actual outcomes and the ones desired are indicators that a problem exists.

On the other hand, some classify this as problem recognition. However one views this step, it is one of becoming aware that a problem exists, taking note of problem symptoms that occur before an analysis of the situation. Many case developers see problem definition as a process of determining the question or questions that, if properly answered, can best provide the resolution to uncertainty facing the

decision maker. The tasks in problem definition, then, are to determine *cause* and *effect* relationships. For most marketing cases, the cause of deviations from expected results are to be found in the analytical framework of marketing. For example, declining sales, lower than expected profits, and lost market share are the effects caused by such things as improper target market selection, low product quality, too high of a price, inappropriate distribution channels, or inadequate promotion efforts.

Sorting out and determining the causes in a particular case require a through analysis using the analytical framework of marketing. Failure to do so results in several errors in problem definition. One of the most common is to simply restate certain facts as presented in the case. Many of the facts such as declining sales and profit are symptoms, not problems. For the past several terms I have assigned a case in which a university is confronted with declining enrollment. I often receive a few papers that define the problem as declining enrollment without any effort to determine the causes for the decline. The result is a lack of focus and confusion when the student gets to proposed solutions.

Another encountered sin in problem definition, one that I have a great deal of sympathy for, is to blame others. In case analysis it often means blaming the competition as the cause of company problems. If only they had not lowered their prices. Why did they have to develop a new product just now? My all time favorite, especially in international marketing cases, is to place the blame on government. After all is it not governments who are responsible for the red tape and regulations that make marketing internationally difficult at best? Of course, none of these are acceptable as problem definitions. Overall, students must be made to realize that the process of problem definition requires one to specify the underlying cause(s) that prevents goal attainment. The implications are (1) that cause and effect relationships must be established, (2) that the cause must be under the control of the firm, and (3) that a framework of analysis is necessary including knowledge of the firm's goals, values, and organizational environment.

### **SIN 3: FAILURE TO MAKE A DECISION**

Conventional wisdom is that a problem well defined is half solved. However, we must never be lead to believe that half a solution is better than no solution at all. A decision, including plans for implementation, must be made, otherwise our analysis and problem

definition, no matter how well done, mean nothing. I ventured to guess that much of the recent criticism directed at business schools is because we continuously allow our students, who eventually enter the business world, to commit this sin.

A recent journal article on marketing quoted a CEO as saying that the B-school mentality – quantify everything, take few chances – is threatening the entrepreneurialism that companies need if they are to grow. I used to agree with this criticism. For a time I also felt the best way to ensure a person would not enter business is to have them attend a business school. The reason for my cynical view was that what we do when we place emphasis on analysis, especially in the case method, is to help students learn all the ways they can fail. No matter how comfortable we are with our tools and analysis, it is time we took them for granted and began emphasizing marketing decision making.

There are several variations on this sin. The most common, the “cop-out,” is to recommend the organization conduct a marketing research study. This may suffice, but I demand that students be specific in terms of what kinds of information is sought, what type of research is to be conducted, how much it will cost, and exactly how and what data are to be used to make what decisions to solve what problems. In addition, I attempt to select cases for the marketing management course that contain sufficient information to make a decision.

Another common technique some students use is to play the “if game” with one or more alternative solutions. Phrases such as the following that I have encountered over the past ten years are sure signs of this game: *If* the company can, *then* they should; *either or*, depending on; *perhaps* the company can; they should; which should be considered; it *might* help if they; it *might* hurt if they; its very likely; its very unlikely; and some of the all time favorites *may* find, *could* find and *may* mean. The end result is that no decision is made and should be graded as such.

The final variation of this sin presented here is what I have labeled the “shotgun” approach. It occurs when the student recommends that the organization implement all or most all of the alternative solutions. This error tends to occur early in the course and is often committed by the better students. The students' reasoning must be something like this: since the professor must have a favorite decision, and because I have to had the opportunity to learn his/her preferences, then it is best to play it safe and suggest the organization do it all.

#### **SIN 4: THE FAILURE TO BE LOGICAL**

While I occasionally go to extreme lengths not to stifle creativity in students' case analyses, I do insist that their work make sense. If their discussion, written analysis and presentations are logical, then they have a much greater chance their recommendations will be accepted and acted upon. In a sense this is marketing one's work and is perhaps the most important aspect of decision making.

An example will best serve to illustrate this often committed sin. In the case mentioned previously – a university facing declining enrollment – I have received assignments that emphasize completely different and unrelated aspects in each of the three major problem solving steps of (1) analysis, (2) problem definition and (3) the decision. Recently one student paper focused in depth on promotion in the analysis, ignoring completely the product (liberal arts education in this case). The student's analysis was detailed, lengthy and outlined clearly what was incorrect with the university's advertising, public relations and personal selling.

After this effort, I assumed the student would define the problem to be somewhere in the promotion area. However, the student defined the product as the problem – demand for liberal arts education is declining. The recommendation offered by this

student decision maker was to lower the price (tuition) for the product. This simply is not logical. It distracts from the students work and is what many would call "sloppy" thinking. Students often argue after receiving a low grade for such work pointing out they did after all make a decision acceptable to most members of the class. My response is that it is not only the correct decision (which in their case was due to chance) but the logical process of arriving at the decision.

#### **CONCLUSION**

One of the most difficult tasks in a case course is to evaluate the student's work. This paper briefly outlined one framework that can be used, not only to evaluate and grade student's work, but help them improve their problem solving skills. The framework consists of four major sins or areas in which students consistently make mistakes in case analysis. They are: (1) the failure to use the analytical framework of marketing, (2) the failure to define the problem correctly, (3) the failure to make a decision, and (4) the failure to be logical. While there are certainly other ways to conceptualize students' mistakes made in case analysis, these are offered as the most general and prevalent, therefore, providing a needed framework for evaluation of student case work.

**References Available on Request**

## CASE STUDIES IN SPORT MARKETING: A STUDY OF INSTRUCTORS CASE SELECTION AND INSTRUCTIONAL USE IN THE CLASSROOM

Frank R. Veltri, Leeds School of Business, University of Colorado; frank.veltri@colorado.edu

John J. Miller, Texas Tech University; john.miller@ttu.edu

### ABSTRACT

In business schools, case studies are considered to be valuable teaching tools because of the opportunity they present for mimicking real life practical problems and situations. Sport marketing cases are a practical set of facts, out of which arises a problem or problems for determination by the sport marketing practitioner. Today there are more and more cases being developed in the discipline of sport marketing that depict particular problems within the sport industry. Among the most popular sport marketing cases are those from *Cases Studies in Sport Marketing*, 2<sup>nd</sup> edition; Harvard Business School; the Darden School at the University of Virginia; and the European Case Clearing House at Babson College (Dowd, 1992). Another excellent source is the *Case Research Journal* published by the North American Case Research Association.

If case method is to be used effectively in sport marketing education, one must go through the organizational steps of, (1) location of cases, (2) selecting the cases, and (3) offsetting goals/outcome measures for teaching with cases (Crespy, Rosenthal, & Streans, 1999). Case material for teaching in the discipline of sport marketing is obtained only through researching all available cases, paying particular attention to locating material at an appropriate level for the students being taught and relevance to course content (Weber & Kirk, 2000). Cases should be chosen to either produce predictable, like-minded results or conflicting results but for predictable reasons.

The use of case studies generates a wide variety of teaching methods, animated class discussion, and helps generate student participation. The instructor may use a number of methods to secure the learning process: individual case analysis, group analysis, group presentations, professor-lead discussion, and student-lead discussion. For the case teacher, each class is a new experience, which is one of the reasons teachers can teach the same case many times. Clearly, the selection of case studies in sport marketing may be appropriate for some and less appropriate for others. The case should empower students by giving them control of and responsibility for their learning (Adler, Whiting, & Wynn-Williams, 2004).

This study examines sport marketing educators' selection of case sites (web sites, books, journals) and what teaching skills the instructor employs in teaching sport marketing courses. According to a review of literature, cases in sport marketing seem to lack significant empirical verification in the sport management discipline. The case method is an excellent mechanism for developing the critical thinking skills essential for effective decision-making (McEwen, 1994), and is a form of action learning (i.e., learning through experience) (Smith & Peterson, 1997).

### References Available on Request

## HOW AN EXPERIENTIAL EXERCISE ENHANCES LEARNING IN AN INTRODUCTORY MARKETING CLASS

Christopher T. Kondo and Vy N. Le, Department of Marketing, Mihaylo College of Business and Economics, California State University, Fullerton, PO Box 6848, Fullerton, CA 92834-9480; ckondo@fullerton.edu, inquynhvy@gmail.com

### ABSTRACT

This mixed methodology study compared two groups learning about various sales processes. Our approach was to compare a control group, an introductory marketing class that received a lecture on a given subject, with an experimental group, a similar class that received the same lecture plus engaged in a related experiential role play exercise. Both groups were immediately tested on basic facts and understanding (multiple choice questions), definitions (short answer), and the ability to apply the concepts (short essay). Additionally, both groups were asked to fill out a qualitative survey asking how and in what ways the lecture, and if applicable, the role play, helped them prepare for the different types of testing. The survey also inquired about their enjoyment of the lecture and role play. The tests were graded. The survey data was coded and themes were developed using an inductive method of analysis and interpretation. The original surveys were analyzed again utilizing the codes. A variety of techniques including scoring, clustering themes and axial coding were used to develop a framework in which to address the research questions.

The Lecture Plus Role Play group outperformed the Lecture Only group on all three kinds of questions, although the difference in average score for the multiple choice questions was not statistically significant. We would expect the addition of the role play to have the least incremental effect on the multiple choice performance versus the other types of questions. In general, factual information was provided in the lecture and then tested for in the multiple choice questions. However, as we might predict, the performance on the short answer and essay questions was significantly better for the Lecture Plus Role Play group as the role play allowed the students to “work” with the information provided in the lecture. In this sense, the information was reinforced and the students had the opportunity to construct their own understanding of the information embedded in the role play. This, in turn,

prepared them for the short answer and essay questions.

Equally interesting are the survey data indicating that the Lecture Plus Role Play group enjoyed the lecture to a greater extent than was the case for the Lecture Only group. Also, the Lecture Plus Role Play group felt that the lecture prepared them for the multiple choice, short answer and essay questions to a greater extent than was the case for the Lecture Only group.

It was noteworthy that several of the Lecture Plus Role Play group expressed a concern that *they* had trouble paying attention to the lecture. Why did the Lecture Plus Role Play group seem to take a higher level of responsibility for their learning? It is possible that the Lecture Plus Role Play group had learned the material to a greater degree than the Lecture Only group (the test scores support this), and had the confidence to reflect and realize that they had not gained a deep understanding of the material based on the lecture alone. Hence, we might view experiential learning as having benefits that extend beyond the learning of a particular lesson or subject area. In fact, the addition of an experiential learning exercise allows students to gain an additional perspective on their own learning style that they might not when preoccupied with simply “absorbing” material in a lecture.

A good portion of the Lecture Plus Roles Play group mentioned that they found the role play to be enjoyable, funny, and/or entertaining. We would make the argument that all students, and perhaps especially NetGen students, tend to become most engaged with subject matter that they find entertaining. Accompanying this thought is the argument that students learn best in groups or through “cooperative learning.” The interchange among students forces them to examine the information and evaluate their understanding as they form and address questions.

## **1+1 CAN EQUAL 3: PICKING THE RIGHT EXPERIENTIAL ACTIVITIES TO REINFORCE SOFT SKILLS IN A PRINCIPLES OF MARKETING CLASS**

**Meg Thams and Christina McCale, Division of Business, Regis University,  
3333 Regis Blvd., H-8, Denver, CO 80221;  
mthams@regis.edu, cmccale@regis.edu**

### **ABSTRACT**

Employer studies indicate that managers are equally or more concerned with the soft skills that assist students in productively using their content knowledge in a job situation as they are with the marketing content knowledge of entry-level marketing employees. Soft skills such as communication, critical thinking, and teamwork skills have been cited as undeveloped in new entry-level employees fresh from undergraduate business school.

Through application of concepts and models, experiential learning activities are thought to improve or enhance these soft skills. Studies confirm that experiential learning activities that allow students to

analyze actual business settings, and/or apply the models and concepts learned through lecture and reading provide students with the opportunity to enhance these skills.

In most studies, measurement of the enhancement of these skills has been conducted from the perspective of teachers, employers and accrediting bodies. This article addresses the notion of student self efficacy in certain soft skills areas by examining student perceptions of their own ability to master soft skills through the use of varied experiential activities used in undergraduate principles of marketing classes.

## EXPERIENTIAL LEARNING IN TEAMS: THE NEW PRODUCTS COURSE

Linda Rochford, University of Minnesota Duluth, Labovitz School of Business and Economics,  
1318 Kirby Dr., Duluth, MN 55812; lrochfor@d.umn.edu

### ABSTRACT

Experiential learning is desirable and beneficial to student learning. It stimulates and increases student involvement, enhances learning, especially critical thinking, and can be designed to develop or enhance problem solving, planning, decision-making, creativity, and communication skills (Kolb, 1984; Bobbitt et al., 2000). Marketing educators have been utilizing experiential methods in a wide range of courses from principles of marketing to the capstone marketing management classes (Hernandez, 2002; Titus & Petroschius, 1993; Dommeyer, 1986; Malhotra et al., 1989; Castleberry 1989, 2001; Anselmi & Frankel, 2004; Batra et al., 1997; Haas & Wotruba, 1990).

Much experiential learning also involves working as part of a team. Team skills are important and valued by organizations, a very real part of operating within an organization (Malhotra et al., 1989; Haas & Wotruba, 1990). Team learning also provides a way to overcome the problem of active involvement often observed in a typical classroom (Hernandez, 2002; Karp & Yoels, 1976) where a small number of students are responsible for almost all of the interaction.

Team learning and perhaps more accurately “group projects” do not always deliver on the promised benefits. Students are often frustrated by team members who do not pull their own weight on the project – social loafing or the free-rider problem (Aggarwal & O’Brien, 2008; Dommeyer, 2007; Beatty et al., 1996; Strong & Anderson, 1990). A strong team member or leader that does not listen to others or know how to collaborate or actively engage in the team may also intimidate some students.

Ineffective communication and coordination is another source of frustration that can also undermine team motivation and the quality of work produced. While many marketing and business school faculty use groups or teams in our classrooms or for projects, we are often guilty of not teaching students how to be a team. How many business programs actually have a teams course as part of the core curriculum?

The importance of experiential and team based learning in marketing has led to efforts to optimize these experiences. Basing the development of a new experiential team based project on the functional aspects of team based learning (Kayes, Kayes, & Kolb, 2005), the author describes the course project created for the new products course. Specific parts of the project are mapped against the six functional aspects of team based learning: (1) purpose, (2) membership, (3) roles and role leadership, (4) context, (5) process and (6) action. Outcomes, measured through project performance and peer evaluations, are compared between different sections of the new products course.

Conclusions are somewhat tenuous based on only one semester’s experience with the new project. However, there are indications that while the range of overall project performance seems to be similar to that from previous sections of the course, the number of teams expressing dissatisfaction with the performance of team members, as measured by peer evaluations, appears to be lower with the new project.

**References Available on Request**

## ATTRACTIVENESS, GENDER AND AGE: WHO IS AN OUTSTANDING INSTRUCTOR?

Dennis E. Clayson, College of Business Administration, University of Northern Iowa,  
Cedar Falls, IA 50614-0126; dennis.clayson@uni.edu

### ABSTRACT

Students selected pictures of faculty members who they believed would be associated with traits of a good and bad instructor. Photos of more attractive faculty were chosen for positive traits. Past negative findings for female faculty were not found. Students rated male photos as instructors with more knowledge and credibility, but still preferred female photos because they believed that women instructors would be more caring and have more rapport with students than would male instructors.

### INTRODUCTION

Research on the impact of attractiveness, age, and gender on the student evaluation of teaching has been limited and contradictory. At the same time, gender roles have been changing, and much of the older research may be dated by cultural changes. This study looks at two issues:

1. Are attractive faculty more likely to be chosen as good instructors by current students in business classes?
2. Does the instructor's gender and age make a difference?

### Literature

Researchers in the past have generally found positive relationships between the perception of attractiveness and the preference that students have for instructors, but the relationship has been complicated by interaction effects with the gender of both the instructor and the students. Hamermesh and Parker (2004) found a positive relationship between perceived attractiveness of faculty and the evaluations they receive. The effect seemed to be stronger for male instructors than for female. In another study, 42 college seniors were given photographs of teachers, accompanied by written statements of the teachers' instructional approach. No main effects of perceived attractiveness and competence were found, but a significant interaction occurred between attractiveness and gender (Buck & Tiene, 1989). Recently, Bonds-Raache, and Raache (2007) found that professor attractiveness was correlated with overall instructional quality, helpfulness and clarity in the classroom, but gender effects were not noted.

Research on the question of gender effects themselves on the student ratings of instruction has also provided mixed results. Defenders of the student evaluation process generally have denied gender effects with statements ranging from the emphatic, "... there is not strong or regular pattern of gender bias in ratings" (Theall & Franklin, 2001, p. 50) and, "Although conflicting results have been obtained when relating the gender of the student and the gender of the instructor to student evaluations, a majority of the studies reported no differences between faculty ratings made by male and female students" (Aleamoni, 1999, p. 56), to the less emphatic, "... generally ... there is little evidence of gender related effects" (Feldman, 1993), while admitting that there may be a difference in the way male and female students rate faculty (Cashin, 1995).

These conclusions were formed by differences found early in gender studies, leading researchers to generally conclude that male instructors were evaluated more highly than females (Bernard, et al., 1981). Others (Bennett, 1982), however, suggested that the existing literature base before the 1980s offered little evidence that women received systematically lower marks from students than men, but that students did seem to prefer same-gender instructors. Generally, it was found that sex-role stereotypes more strongly influenced evaluation of female instructors than those of male professors. This finding was reinforced by a later study (Kierstead, et al., 1988) which reported that women instructors had to work harder to attain the same ratings given to men. Basow and Spielberg (1987) reported that male students gave lower ratings to female professors. These gender interactions have been reinforced by other research. Both male and female students thought that instructors of their own gender showed more "interest in students" (Elmore & LaPointe, 1975). Basow (1998, 2000) showed that female professors were chosen as the "best" instructor more by women students than male students, who chose more males as the "best" instructor. She found no gender differences in selections of the "worst" professors. The "best" female instructors were considered to be much more "helpful" than the "best" male professors, indicating a subtle gender stereotyping by the students.

In a large study of almost 3,000 students, Langbein (1994) found that female instructors were rewarded,

relative to men, for being supportive and displaying “nurturing” behavior. Women instructors were punished, relative to men, for objective and authoritarian behavior. She also found that women were given less of a boost in their evaluation for good grades than were men.

An interesting approach was taken by Sinclair and Kundra (2000). They reviewed the literature that showed that people will judge a member of a stigmatized group, who evaluated them negatively, to be less competent than a person from a group that was not considered stigmatized. They hypothesized that students would evaluate a female instructor more negatively who gave a low grade than they would evaluate a male instructor who gave a low grade. They further hypothesized that there would be little difference between the evaluations of male and female instructors from students who received good grades. In a study of almost 200 students, their hypotheses were statistically affirmed.

In a study from marketing classes, the earlier stereotypes appeared to reemerge. When students were allowed to pick professors by looking at their pictures (Clayson, 1992), a male photo was chosen 73 percent of the time as representing the “best professor.” A male photo was chosen 80 percent of the time as representing the person most likely to be making more consulting money, but a female photo was chosen 71 percent of the time as representing a professor who was denied tenure.

## METHODOLOGY

### Sample

Students in an undergraduate consumer behavior class were surveyed. The class was chosen because it contained students from all business majors, and from several non-business majors. Participation was voluntary, but a minimal amount of class credit was given to those who completed the questionnaire. The final sample consisted of 63 students (70 percent business majors, 30 percent non-business; 67 percent female; average GPA = 3.12).

### Materials and Procedure

Each participating student received a questionnaire outlining five general themes found in Faranda and Clarke's (2004) study along with a definition of each term. In this study, the authors used in-depth interviews to identify the characteristics of outstanding teaching as seen by student respondents. Five themes emerged: *rapport* (mentioned in 36 percent of the responses), *delivery* (30 percent), *fairness* (16 percent), *knowledge and*

*credibility* (10 percent), and *organization and preparation* (7 percent). In addition to questions on these themes, sixteen statements were included, suggested by the literature, about different levels of faculty achievement and problems (Contact Author for copy of questionnaire).

Sixteen colored pictures of faculty members from another institution were handed to the students along with the questionnaire. The pictures were taken from a public domain site off the internet. Eight of the photos showed female faculty and eight showed male faculty. The age of each person was not known, but the photos were selected to include faculty who appeared to be in their early mid-20s to their late 60s. None of the students would know any of the faculty shown. Each picture showed a smiling instructor against the same background, and all the photos had the person in the same relative position and size (as far as differences in body type would allow). The students viewed the pictures in a counterbalanced fashion.

Students were asked to select one of the sixteen pictures they would associate with each statement on the questionnaire. Two weeks later, the same respondents were asked to look at the pictures again and estimate each faculty member's age, and to rate their attractiveness on a seven point scale. Again the order of presentation was counterbalanced.

## RESULTS

There was only one significant difference by gender. Male students believed that a female instructor was more likely to give high grades than did female students. Estimates of attractiveness and age did not differ by the gender of the respondents. The students perceived the age of the faculty to range from 28.3 years to 64.8 years (average 44.6 years). The average attractiveness on the seven point scale ranged from 2.38 to 6.17 (average 4.38). Attractiveness and age were highly and negatively related ( $r = -0.71$ ).

Of the five general themes of the evaluation, four had significant differences in attractiveness between the high and low faculty chosen for each theme; *rapport*, *delivery*, *fairness*, and *organization and preparation*. In each case, the positive faculty member was perceived as more attractive. Only two of the themes showed a difference by age. The high for *rapport* was perceived as significantly younger than the low, and the high for *knowledge and credibility* was significantly older. The pattern of the five themes is relatively consistent except for *knowledge and credibility*, where older men were chosen over younger men and females. This finding

was reinforced by the selections made for the statement, *Was presented with 'The Researcher of the Year' award at their university*. The three highest pictures chosen for this statement were all males, the attractiveness score was significantly below average and their perceived age was significantly above average. The same pattern was found for the statement, *Every year students could vote on "the smartest instructor I ever had" and this instructor won it twice in four years*.

According to Clayson and Haley (1990), the teaching evaluation scale is essentially a "likeability" continuum. The pictures chosen in response to the statement, *This person is very well-liked by students*, were 59 percent female, and significantly above average in attractiveness, and below average in age. A summary of findings can be found in Table 1.

## DISCUSSION

The findings can be summarized as follows:

1. The earlier differences in faculty characteristics by the gender of the students were not found in this sample.
2. Female pictures were generally chosen as the best instructors. Primarily because they were perceived as having more rapport with students and better delivery of their courses, the two themes that were chosen most often in students' perceptions of an outstanding professor (Faranda & Clarke, 2004).
3. Age and attractiveness were highly related, with age accounting for over 50 percent of the total variance in the students' perception of attractiveness.
4. Pictures of attractive faculty were chosen over less attractive for all the positive themes except *knowledge and credibility*. Likewise, pictures of less attractive faculty were chosen for the same themes when looking at the relative absence of these themes.
5. Men were considered to be better researchers and have reputations for being knowledgeable and intelligent. These characteristics, however, are not considered the most important by students when evaluating outstanding instructors. Only 10 percent of Faranda and Clarke's sample indicated that this theme was important, while in another study of business students, 96 percent of students did not select "knowledgeable" as a desirable quality of a good instructor (Chonko, Tanner, & Davis, 2002). It appears that if being female was once a negative factor in the evaluation process, that bias is now largely gone. Students believed that female instructors were more caring and had more rapport with students, both characteristics

highly prized in instructors. Men were still considered to be the best researchers. Attractiveness was important. All themes and statements that could be considered positive (outside of those related to research) were dominated by faculty judged to be more attractive than average.

## Implications

Students appear to associate characteristics of an ideal instructor with traits associated with female faculty. The effect of attractiveness was more complex. The picture rated as the most attractive was of a female faculty member who was not chosen the most frequently on any of the teaching themes, but at the same time, the female with the lowest attractive ratings was selected most frequently as having traits associated with the worst teacher. Being attractive did not seem to boost a male faculty into the best instructor category, but being unattractive was detrimental. All other factors being constant, it would be expected that physical attractiveness would be a slight plus on evaluations of teaching, but being physically unattractive could be a distinct disadvantage. It also appears that being older than a normative standard to which the students are accustomed may be detrimental.

## Limitations

The study was conducted with a limited number of students from one school. Findings in other schools in other areas of the country may find more or less of the effects found here. Although there were sixteen pictures available from which to choose, it is still possible that individual differences in the pictures unrelated to attractiveness and gender may have been influential in their selection, thereby confounding the results.

## References Available on Request

**TABLE 1**  
**Summary of Findings**

Characteristic	Gender	Attractive	Age
<u>High</u>			
Rapport	<b>F (71)</b> <sup>1</sup>	<b>5.16</b> (+0.78) <sup>2</sup>	<b>39.8</b> (-4.8)
Delivery	N (41)	<b>4.54</b> (+0.16)	44.5 (-0.1)
Fairness	N (62)	4.46 (+0.08)	43.9 (-0.7)
Knowledge & Credibility	<b>M (27)</b>	4.27 (-0.11)	<b>47.9</b> (+3.3)
Organization & Preparation	<b>F (64)</b>	<b>4.76</b> (+0.38)	43.9 (-0.7)
<u>Low</u>			
Rapport	N (52)	<b>3.03</b> (-1.35)	<b>53.3</b> (+8.7)
Delivery	<b>M (19)</b>	<b>3.74</b> (-0.64)	43.3 (-1.3)
Fairness	N (49)	<b>3.98</b> (-0.40)	46.9 (+2.3)
Knowledge & Credibility	<b>M (27)</b>	4.27 (-0.11)	<b>47.9</b> (+3.3)
Organization & Preparation	<b>M (25)</b>	<b>3.82</b> (-0.56)	46.0 (+1.4)
<u>Significant Characteristics</u> <sup>3</sup>			
<u>High</u>			
Rapport	Attractive, younger female		
Delivery	Attractive person of either gender		
Fairness	No significant characteristics		
Knowledge & Credibility	Older male		
Organization & Preparation	Attractive female		
<u>Low</u>			
Rapport	Unattractive, older person of either sex		
Delivery	Unattractive person		
Fairness	Unattractive person		
Knowledge & Credibility	Older male		
Organization & Preparation	Unattractive male		

**Statements with Significant Characteristics**

*This person is very well-liked by students.*  
Attractive, younger person of either gender

*This instructor was consistently rated by students as “an instructor that really cares.”*  
Attractive female of any age

*Was chosen by students to be the “Best Instructor of the Year.”*  
Attractive person of either gender

*Every year students could vote on “the smartest instructor I ever had,” and this instructor won it twice in four years.*  
Unattractive, older male

*Was presented with “The Researcher of the Year” award at their university.*  
Unattractive, older male

*This instructor had the reputation of giving the highest grades in the major.*  
Attractive, younger person of either gender  
\* Male students were significantly more likely to choose a female than were female students.

*This instructor was given an award for “Outstanding Service to the University” for work done outside of class.*  
Attractive female of any age

*This person has high evaluations by administrators, but low evaluations by students.*  
Unattractive, older male

*This person was let go from their teaching position because they had constant disagreements with other instructors and university administrators.*  
Unattractive, older person of either gender

*Students said that this instructor was a nice person but should not really be in the classroom.*  
Attractive, younger person of any gender

*This person was denied tenure at their last university.*  
Younger person of either gender

*This instructor had a reputation of giving the lowest grades in the major.*  
Unattractive, older person of either gender

*Students reported that this instructor, “didn’t really care about students.”*  
Unattractive, older person of either gender

<sup>1</sup> Percent of chosen pictures that were of females.

<sup>2</sup> Average attractiveness and age along with change from total average of all pictures in ( ); significant changes from average given in **bold**.

<sup>3</sup> “Significant Characteristics” indicate whether attractiveness, age, or gender was significantly different from the mean. For example, “Attractive, younger person of either sex” indicates the attractive score was above average, age was below average, and there were no statistically significance differences by gender.

## DEALING WITH RESISTANCE TO CHANGE: THE CASE OF ASSURANCE OF LEARNING

James Cross, Richard S. Lapidus, and John A. Schibrowsky, University of Nevada, Las Vegas;  
james.cross@unlv.edu, richard.lapidus@unlv.edu, john.schibrowsky@unlv.edu

### ABSTRACT

One of the biggest issues facing Colleges of Business as they embark on a program of continuous improvement with the implementation of Assurance of Learning programs is the resistance to change. At first glance Assurance of Learning looks like a simple repackaging or minor changes of the assessment model the AACSB was using prior to 2003. The truth is that the changes are significant in at least four areas: scope of assessment, evaluation tools, principle evaluators, and use of the assessment. The first major difference is the scope of the assessment. The second difference deals with the methods used to assess the program. The third difference deals with the evaluators of the learning outcomes.

The bottom line is that AOL's success depends on faculty "buy in" and the college's ability to meet the new requirements mandated by the AACSB.

### RESISTANCE TO CHANGE

People naturally resist change as a survival mechanism. Resistance to change has been studied in a variety of industries and situations. Bhattacharjee and Hikert (2007) describe resistance to information technology in a medical setting. Perceived threat was a significant predictor of change resistance. Lapointe and Rivard's (2005) study of physicians concluded that resistance behaviors will occur if new systems present any threatening consequences. Personal computer usage resistance was studied by Venkatesh and Brown (2001). In an older study, Markus (1983) observed significant differences among accountants when new systems were introduced.

### INFLUENCE TACTICS

We advocate the leader-member exchange (LMX) relationship as advanced by Furst and Cable (2008). This theory posits that exchanges between employees will be governed by the relationships that they have developed. Previous research indicates most change efforts fail and that the LMX model helps to identify the reasons. The hard strategies fail when low LMX is present; this is not the case when higher LMX levels are present (Furst & Cable, 2008).

The overall conclusion of recent research on resistance to change is that the success of influence tactics can vary under different scenarios, and the nature of the relationship between employee and employer and the reasons for resistance to change are key. Therefore, understanding these LMX relationships is very important in implementing organizational change.

### CONCLUDING THOUGHTS

Every university is different, and dealing with resistance of change is dependent on the reasons for resistance to the adoption of AOL and the relationship between the parties involved. This suggests that simple approaches to get faculty "buy in" like listing of three or four things that worked at one school will not work. It is necessary to consider faculty members' reasons for resisting the change and their relationship with the administration.

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## THE PREFERENCES OF STUDENTS ON THE TEACHING PRACTICES OF THEIR CBAA AND CAS TEACHERS

Minerva D. Maylem and Alejandro A. Sagario, Jr., College of Business Administration and Accountancy,  
Central Luzon State University, Science City of Muñoz, Nueva Ecija, Philippines;  
mdmaylem@yahoo.com, gr.sagario@gmail.com

### ABSTRACT

This study sought to determine the students' most preferred teaching practices of their teachers at the College of Business Administration and Accountancy (CBAA) and College of Arts and Sciences (CAS) in Central Luzon State University (CLSU), Philippines; and also to know the areas of teaching that need improvement. Hence, its findings may guide faculty members in enhancing the teaching-learning process.

The descriptive method of research design was used in the study. The data were gathered through a survey questionnaire with 23 closed-ended and two open-ended questions, subdivided into four parts: (1) teaching practices preferred by the students, (2) areas of teaching that need improvement, (3) problems and recommendations on teachers' way of teaching, and (4) respondents' profile. In the first part, response to an item was 1 if the teaching method was "not preferred," 2 if "preferred a little," 3 if "preferred moderately," 4 if "preferred much," or 5 if "preferred very much." The second part indicated teacher activities which were assessed by the respondents on a scale of 1 to 5, where 1 means "needs little improvement," 2 if "needs some improvement," 3 if "needs improvement," 4 if "needs more improvement," and 5 if "needs most improvement." The third part was an open-ended question regarding problems and recommendations on teaching practices.

The study was conducted in CLSU during the first semester of school year 2006-2007 with 246 respondents (10 percent of 2,459 student-population) who were enrolled in the two degree programs of CBAA and six of CAS, and were chosen through multi-stage random sampling. For data analysis, frequency distribution, percentages and weighted means were computed using Statistical Packages for Social Sciences (SPSS).

The teaching practice which the respondents "prefer very much" was assignment method (35 percent, 3.59 mean); those that they "prefer much" were lecture-recitation method (41 percent, 3.68 mean), discussion method (39 percent, 3.66 mean), lecture method (39 percent, 3.56 mean), laboratory method

(37 percent, 3.56 mean), demonstration method (33 percent, 3.55 mean), and reporting method (34 percent, 3.35 mean); and that what they "prefer moderately" were the problem method (36 percent, 3.38 mean) and project method (37 percent, 3.32 mean).

The area of teaching identified by the student-respondents that "needs much improvement" was on punctual and regular attendance to classes (23 percent, 3.12 mean); that what their teachers "need some improvement" were on knowledge of material covered in the course (25 percent, 2.83 mean), requiring of output appropriate to the students' level of learning (29 percent, 2.95 mean), using test results to improve teaching-learning process (28 percent, 3.00 mean), allowing expression of ideas or points of view different from their own (30 percent, 3.02 mean), use of a variety of instructional materials (30 percent, 3.02 mean), application of theories and principles to actual situation (30 percent, 3.07 mean), giving of additional information on the subject not covered in textbook (27 percent, 3.09 mean), openness to the students' suggestions to improve the learning process (28 percent, 3.14 mean), observation of consultation hours (31 percent, 3.35 mean), construction of clear direction for quizzes and examinations (29 percent, 2.90 mean); that their teachers "need improvement" on coverage of materials stated in the course outline (35 percent, 2.81 mean); and that they "need little improvement" on encouragement of mutual respect between the students and teachers (26 percent, 2.87 mean).

The major problem cited by the students on teachers' way of teaching was very fast teaching. They said that their teachers seem not to care if they understood or not the lessons being discussed; that as students, they become bored when they dislike their teacher's teaching method; and that their teachers were not attending their classes on time. They recommended the teachers' encouragement of more interactions among students, and spicing lessons with humor or jokes as these strengthen the impact of understanding the lessons discussed.

## HOW TO PUT TOGETHER A MARKETING CLASS FOR ONLINE DELIVERY

Gopala “GG” Ganesh, University of North Texas, 1167 Union Circle #236,  
Denton, TX 76203; ganesh@unt.edu

### ABSTRACT

This special session described an approach for preparing web-delivered marketing classes. It was the result of the trial and experience of putting together three such complete classes, two of which delivered typically considered “difficult to teach” marketing research at the graduate and undergraduate levels. Session participants were provided a good idea of how to do various things themselves. It helped faculty colleagues at resource-limited schools incorporate materials delivered online into their classes.

### BACKGROUND

In many U.S. business schools, there has been an emphasis in the past five years on offering courses via the Internet. While online classes undoubtedly offer great flexibility and convenience to the student and the professor, there are serious challenges as well. For starters, the course content has to be delivered in the absence of the traditional classroom environment. This might be a problem, especially in sustaining student interest and motivation. Sufficient opportunities would have to be provided to students to ask and receive adequate clarifications and answers to questions on assignments and other class-related issues. In addition, there are also the technological issues of how to implement detailed problem solving tools like the blackboard or overhead projector that professors take for granted in a traditional classroom and might not, therefore, even realize their value and vital role until their absence is noted in an online environment!

In this special session the author shared the experiences of developing three online courses. One of these is the marketing math course called Marketing and Money while the other two are both marketing research courses at the graduate and undergraduate levels. Because the need to develop these courses coincided with the lack of funding to hire help, the author pretty much did everything independently, making use of undergraduate student worker help for some limited, routine tasks. Thanks to this somewhat frustrating process, the author was able to develop a pretty good sense of how to do many things, some in unusual, if not “unorthodox,” ways.

### KEY RESOURCES

- Lecture outline delivered as an enhanced Adobe pdf PowerPoint presentation.
- Cases and assigned problems delivered as Adobe pdf files within lecture.
- Numerical problems delivered as hyper-linked xlsx Excel files within lecture. Most workbooks use a standardized Input-Output format that “looks” similar.
- Numeric and formula solutions to the Excel problems delivered as Adobe pdf files. Afterwards, using simple techniques to control what is made available, how much and when, the challenge levels of assignments can be manipulated quite well.
- Use of Camtasia Audio+Video to illustrate “how to do this” segments. This comes in very handy for incorporating software tutorials, e.g., Excel. Turning standard faculty offices into a recording studio is a great help, avoiding unnecessary trips to the University’s recording studio.
- Use of a digital artist’s writing tablet as a substitute for the overhead projector.

### OTHER FEATURES OF THE CLASS

- Student discussions via the Online Discussion Area and Chat.
- Multiple graded assignments.
- Internet-administered, as well as traditional, exams modified to online format.

### FLEXIBILITY OF THE APPROACH

The author’s approach easily works well with to multiple delivery formats, viz:

- Dominant online teaching platforms such as Blackboard.
- Customized platforms such as those offered by major publishers, e.g., McGraw-Hill’s Pageout or Prentice-Hall’s Course Compass.
- Straight out of the faculty member’s own folder on the college’s web server, completely avoiding the need for any platform. Of course, this will require some adaptations.
- On one or more CDs, doing away with the need for an Internet connection for the most part.

However, online activity would still be needed for student interaction

The special session touched upon all of the above aspects and stimulated vigorous discussion.

Attendees were provided with tips, tools and techniques they can use right away, leapfrogging the learning curve. They can use the knowledge in either designing their own online courses or to develop online supplements to their traditional classes.

# CONSUMER SOPHISTICATION: A STUDY OF ANTECEDENTS AND CONSEQUENCES

Jeanny Liu, College of Business and Public Management,  
University of La Verne, 1950 3rd St., La Verne, CA 91750; jliu3@ulv.edu

Sijun Wang, College of Business, California State Polytechnic University, Pomona,  
Pomona, CA 91768; swang@csupomona.edu

## ABSTRACT

The purpose of this study is to conceptualize and propose a framework on the construct of consumer sophistication. This paper explores the dynamics and incorporates both the antecedents and the consequences of such consumer class. Drawing upon existing literature, this paper provides a preliminary model characterizing the construct of consumer sophistication. This study proposes that it is a construct that needs to be explored and a systematically reliable measure must be created.

## INTRODUCTION

The terrain of the marketplace has changed. Information is now easily available to any consumer with Internet access or web enabled cell phone. Additionally, the ability for opinion leaders and mavens to influence others through blogs, websites and feedback comments is unprecedented. As the complexity and external influences in the marketplace increase, consumers often need to sort through clutter in order to make a purchase decision. Consequently, a new class of consumers has evolved. This "new consumer class," often times referred to as sophisticated consumers, is emerging and growing. Increasingly, organizations are finding that this emergence of sophisticated consumers has meant that companies must work much harder in order to capture and understand how to market to their customers more efficiently and effectively. With the growing of sophisticated consumers, it is important that companies understand their advanced needs and desires, and understand how to harness the new found power of the consumer.

The construct of different consumer class is identified by many marketing academics and researchers. However, few concepts have immediate relevance to consumer sophistication. Previous studies have attempted to identify sophistication based on demographics and personality characteristics. Others believed that it is the aggregated level of education attainment, experience, and knowledge. Although demographic characteristics have given a considerable amount of research where factors such as age, marital status, educational level, lifestyle, and cultural background

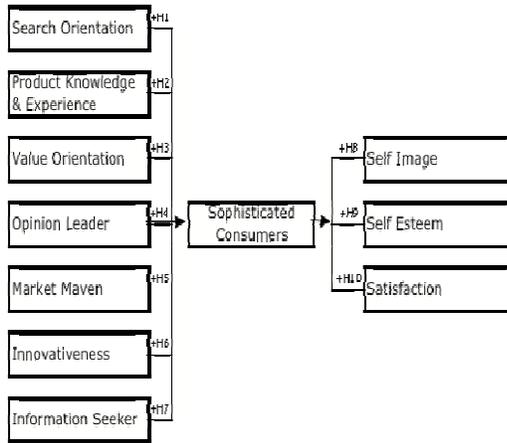
affect consumers' purchase behavior and decision making (Sproles, 1978), these factors do not inherently result in a higher level of consumer sophistication. Despite the old saying, "growing older and wiser," assuming that wisdom grows with age, we believe that rather sophistication is the result of one's involvement, attitudes, behaviors, motivation, personality, experience and knowledge with products and exposure to environmental factors. Specifically, there is a lack of studies focusing on defining and measuring the level of consumer sophistication. Drawing upon existing literature, this paper provides a preliminary structural model to characterize the construct of sophisticated consumers, its antecedents and consequences. We hope this proposed model will encourage researchers to investigate this important but neglected construct.

## ANTECEDENTS OF CONSUMER SOPHISTICATION

A review of extant literature leads us to present the main antecedents to a sophisticated consumer (see Figure 1). The first factor centers on the linkage between sophistication with the extent of information search orientation. We believe that sophisticated consumers are more involved and process information more thoroughly and extensively. Studies have indicated that consumers who are more involved have an active attitude rather than passive attitude (Beatty & Smith, 1987). According to Beatty and Smith (1987), this attitude "reflects the individual's beliefs about the value and benefit achieved through shopping activities for the product category being purchased." These consumers exert a stronger motivation towards shopping and search for product information. The higher the purchase involvement, the higher the total search effort is taken place (Beatty & Smith, 1987). Specifically, extensive information search is a behavior that is associated with consumers who have a higher product involvement and motivation. Furthermore, sophisticated consumers know how to process and use the information obtained (Sproles, 1980); additionally, sophisticated consumers are proactive, motivated, and more willingly to conduct research (Beatty & Smith, 1987).

Hypothesis 1: Sophisticated consumers are more willingly to conduct research and exhibit a higher search orientation than less sophisticated consumers.

**FIGURE 1**  
**Proposed Model**



The second factor is the extent of consumer sophistication linked with aggregated knowledge and experiences. It is conceptualized that past-purchase and consumption experience influence the rating of products (Alba & Hutchinson, 1987; Chestnut & Fisher, 1978). This construct is often referred to as product familiarity, which facilitates the rating of products (Simonson et al., 1988), the search behavior based on previous knowledge (Huffman & Houston, 1993), and the efficiency of decision making of more accurate choices (Sproles, 1978). Additionally, product experience, which is the record of past consumption as it relates to a current purchase decision, is highly relevant to sophisticated consumers (Sauer, 1998). Sauer argued that consumer expertise and product knowledge are both necessary prerequisites for one being defined as a sophisticated consumer. He claims that a sophisticated consumer educates oneself on the service or product in the pre-purchase phase, and then makes an efficient and effective decision about what to purchase. Over time, sophisticated consumers have gained tremendous knowledge and experience with products and the market over a period of consumption. Prior to making a purchase, consumer decision-making involves scanning of both external and internal memory and assessments are made to make an appropriate choice (Park et al., 1994). Knowledge affects consumer purchase decision processes by influencing which brands to search for, how much information to search for, and what features to examine (Alba & Hutchinson, 1987;

Brucks, 1985; Biehal & Chakravarti, 1986; Holbrook & Maier, 1978). Thus, we believed that:

Hypothesis 2: Sophisticated consumers are more knowledgeable and have an overall higher past consumption experience on a particular product or service than less sophisticated consumers.

For sophisticated consumers, the relationship between values and product use is more complicated. Because of the need that sophisticated consumers have for a value context for purchases, companies have used to cultivate their brands in order to reap the benefits. According to the marketing manager at Time Warner, in order to appeal and enhance the reputation of its product among sophisticated consumers, brand cultivation and positive message promotions are necessary (*PR Newswire*, 2007). According to another news article, the prestigious Ritz-Carlton hotel tries to enhance its brand presence with a lion and crown logo as an indication for luxury among its affluent and sophisticated consumers (*PR Week*, 2007). While advertising dollars may assist companies to strengthen their brands and generate a higher sense of loyalty among customers, there is a lack of evidence that brand consumption is a characteristic of sophisticated consumers. For this reason, we would like to propose that:

Hypothesis 3: Sophisticated consumers are believers of brand and make value oriented consumption more than less sophisticated consumers.

The fourth factor is sophisticated consumers' leadership quality. We believe that sophisticated consumers are opinion leaders. Opinion leaders are defined in the literature as "individuals who act as information brokers, intervening between mass media sources and the opinions and choices of the population" (McGraw-Hill 2005, p. 17). Through opinion leaders, information is spread from individual to individual, influencing purchasing decisions and behavior (Sohn & Leckenby, 2004). Opinion leaders tend to be technically competent, heavy consumers of the mass media and early adopters of new technologies (Rogers, 1983; Summers, 1970). They play an important part in the underlying personality of sophisticated consumers. In short, opinion leaders and market mavens are "powerful forces in the marketplace and exert great influence on other consumers" (Sauer, 1998).

Hypothesis 4: Sophisticated consumers will exhibit higher opinion leadership tendency than less sophisticated consumers.

The fifth factor is the association between consumer sophistication and the perceived market maven behavior. Consistent with the work of Fieck and Price (1987), sophisticated consumers are viewed as market mavens. Mavens are more often everyday consumers who, through an intense interest in the marketplace, become expert in various topics. In addition, they are not specialists limiting their expertise on one class of product. Market mavens tend to develop “general marketplace expertise” on a variety of consumer topics and product areas (McGraw-Hill 2005, p. 17). Finally, market mavens are also great shoppers. They are willing to try new things, and like innovation. They engage in searching for information about new products and services constantly, and are also interested in marketplace participants, from the companies involved to how the consumers are shopping (Sauer, 1998). We believe that sophisticated consumers share many similar characteristics with market mavens and through an intense interest in the market place, become experts in diverse topics.

Hypothesis 5: Sophisticated consumers will exhibit higher market maven behavior than less sophisticated consumers.

The next factor is associated with innovativeness. We believe that sophisticated consumers are innovative and early adopters of technology. At the early end of the scale are lead users, innovators or early adopters, indicating consumers who will jump out front of the mainstream to try a new product or technology. Sophisticated consumers know products and services that enter early into markets at an earlier stage than unsophisticated consumers.

Hypothesis 6: Sophisticated consumers are more innovative and willing to try new products than less sophisticated consumers.

Consistent with market maven and opinion leader characteristics, sophisticated consumers are also information seekers. Past research has shown that opinion leaders are more involved and active in interpersonal communication about products of their interests (Reynolds & Darden, 1971, Summers, 1970). Approximately 10 to 20 percent of the population actually go out and seek information about products so that they can make informed decisions (Buckley & Schneider, 2003). These “informed consumers” or “information seekers” not only represent a growing presence in the market, but, because they are so sophisticated in analyzing information, they also “help police the market by their comparative shopping” (Buckley & Schneider, 2003, p. 126).

Hypothesis 7: Sophisticated consumers will exhibit higher information seeking behavior than less sophisticated consumers.

## **CONSEQUENCES OF CONSUMER SOPHISTICATION**

On the basis of the existing literature, we argue that there are three consequences of consumer sophistication (see Figure 1). The first factor is sophistication and perceived self-image according to social-image congruence theory. According to a recent article, Gallup defined an engaged customer as more likely to develop an emotional attachment to the brand, incorporate it into a self-identity concept, and becomes a regular user or an advocate of such brand (Bielski, 2008). While sophisticated consumers are more involved, they are more likely to demonstrate an emotional attachment to a brand and thus become advocates of such product. Additionally within the context of car consumption, consumers’ attitudes toward the self and social motives will result in consumption congruent to their self-concept and image (Bosnjak & Brand, 2009).

Hypothesis 8: The level of sophistication is positively related to consumer’s perception of self-image.

The second factor is sophistication and self-esteem. Self-esteem refers to the extent to which a consumer feels confident about his ability to make wise purchase decisions. In comparison with low self-esteem individuals, high self-esteem individuals tend to exhibit more leadership characteristics. Furthermore, self leadership theory can be described as a process of influencing oneself as opposed to the influence of leaders over followers (Manz, 1983, 1986). Sophisticated consumers will naturally strive for things conducive to self-fulfillment and personal growth. As a result of sophistication, sophisticated consumers will exhibit higher perceived self-image and self-esteem.

Hypothesis 9: The level of sophistication is positively related to consumer’s perception of self-esteem.

The final consequence of sophistication is satisfaction. Studies have shown that “consumers with a high degree of consumer sophistication are better at judging products and are more satisfied with the purchases they make than consumers with a low degree of consumer sophistication” (Sauer, 1998). We believe that sophisticated consumers are happier with their purchase decisions and demonstrate higher satisfaction than less sophisticated consumers.

Hypothesis 10: The level of sophistication is positively related to consumer satisfaction with consumption choices.

### **DISCUSSION OF THE CONCEPTUAL FRAMEWORK**

This paper has examined a novel construct of consumer class, the sophisticated consumers. The study explored the construct and examined the relating factors for consumer sophistication. Seven dimensions have been used to explain the antecedents of the construct followed by the consequences of sophistication. Based on the model, self-identities, personality traits, perceptions, motivations, and one's knowledge and experiences are the major determinants measuring the level of sophistication. Consider McClelland's (1961) theory of motivation also known as learned needs. One's motivations and needs are based on 3 factors: the need for achievement, the need for affiliation, and the need for power. The framework refers to trait-related characteristics where one's motivation and needs are acquired over time and are shaped by life experiences. In practice, while building a total customer experience is a critical success factor, companies are heavily dependent on the influence of its savvy customers. The influencer, however, plays an active role in others, with innate motivations to share knowledge and possess certain trait qualities. Thus, it is very important for companies to properly identify and collaborate with them to facilitate positive word of mouth. With the advent of Internet, companies are using tools such as Web 2.0 (e.g., social networking tools) both internally and externally, facilitating relationships among

employees and suppliers, and harnessing the power of customers (Bernoff & Li, 2008). The next step to this research is to gather empirical evidence and to test the developed hypotheses.

The propositions developed also raised a series of issues for managers. Other practical issues facing companies are: (1) allocating the support and resources involved undertaking these sophisticated consumers, (2) harnessing and using sophisticated customers as a guide in gaining competitive advantage, and (3) knowing what and when to listen to build relationship and trust when engagement is becoming an important task of companies. Although the final impact to the bottom line still being debated, the first step to quantifying and measuring financial impact is properly identifying these sophisticated consumers (Fortt, 2008). Understanding the drivers and benefits of being a sophisticated consumer will allow marketers to better identify, measure and possibly influence or be influenced by these consumers. Dell Computers, for example, is using Web 2.0 to learn more about its consumers and figure out how to repair its tarnished brand (Fortt, 2008).

We believe that the construct of sophisticated consumer is interesting that these antecedents largely explain the construct. This model will be able to help companies manage the transition as the marketplace shifts consumer power and building relational communities directly with customers. Upon further research, companies will be able to properly identify its most sophisticated, savvy, and influential customers.

**References Available on Request**

# THE USE OF TREE MODELS IN REDUCING WASTED PAID PLACEMENT CLICKS FROM NAVIGATIONAL SEARCHERS

Jaani Väisänen, Department of Business Information and Logistics, Tampere University of Technology, Korkeakoulunkatu 8, PO Box 541, FI-33101, Tampere, Finland; jaani.vaisanen@tut.fi

## ABSTRACT

Search engines play a major role in modern Internet users' browsing habits. According to internetworldstats.com (2008) there are approximately 1.46 billion Internet users in the world. With 85 percent of web users being also search engine users (Sweeney, 2006), it is no wonder that search engine companies such as Google or Yahoo! are household names for most Internet surfers. In the past decade, search engines have realized the commercial potential in their vast user base, and have taken full advantage of it in their advertising programs.

One form of search advertising is paid placement (PP) where companies' advertisements are visible among search engines' result pages for a given keyword. Keywords are usually auction-based and charged on a cost-per-click basis. This paper presents the results of a study where the negative impact of so-called navigational searchers on companies' PP campaigns is reduced by classification and regression trees.

## NAVIGATIONAL SEARCHERS

Broder (2002) has defined a navigational query as follows: "The purpose of such queries is to reach a particular site that the user has in mind, either because they visited it in the past or because they assume that such a site exists."

Navigational searchers usually have only one suitable page in mind (Moran & Hunt, 2006), and therefore it may be hypothesized that they would go through some extra trouble in finding their desired site. Typically, this means that they would also click the lower ranked results if the desired page is not visible at the top of the results page. Supporting this hypothesis, Browne et al. (2007) state that for well-structured tasks, such as finding a specific web site, people tend to have a mental list of the necessary pieces of information, and will continue searching until the necessary information need is fulfilled.

If navigational searchers will go through some extra trouble in finding their desired site, paid placement might not be the most beneficial form of search

advertising for a company. In fact, if a navigational searcher clicks a PP advertisement for a web site he/she would eventually find from the lower ranked results, the company is losing money by every click.

To address the problem mentioned above, research to classify the search characteristics of navigational searchers was conducted. The aim of the research was to discover variables that, (1) increase low navigational search tendencies, and (2) decrease high navigational tendencies.

## RESEARCH METHODS

The research data were acquired through a web-based survey that was delivered to the target audience by posting a link to the questionnaire in different Finnish online communities. No incentives were offered and answering the questionnaire was strictly voluntary and anonymous. The research instrument was administered via a web-based survey tool provider, SurveyMonkey.

The data were analyzed by running a series of classification and regression (CART) trees. The tree models allow for an automatic classification of the independent variable (navigational search behavior) according to a number of dependent variables (search behavior).

## RESULTS

The tree models used in the study were able to increase the amount of low navigational searchers in the sample by 22.3 percent and decrease the amount of high navigational searchers in the sample by 9.3 percent.

The results can have a profound impact on ROI on web sites that have thousands of monthly visitors. The exact cost savings are dependent on multiple things (e.g., exact number of visitors, number and cost of PP keywords, etc.), but the framework can easily be utilized and refined in any company that has a web traffic monitoring system installed.

**References Available on Request**

## CONNECTING THE DOTS ON CUSTOMER VALUE...

William B. Dodds, Fort Lewis College, Durango, CO 81301; dodds\_b@fortlewis.edu

### ABSTRACT

This paper connects the dots of findings which I have discovered through my research and the research of others to better understand the customer value paradigm. It begins with a basic perspective of the importance of customer value in today's competitive marketplace, followed by two of my studies conducted early in my academic career and then concepts developed by other researchers that have profound implications for understanding customer value. The purpose of this paper is to assist other academics in teaching what students need to know about customer value.

### MANAGING CUSTOMER VALUE TODAY

The creation of customer value is based on knowing what consumers expect, what competitors are doing, how much change they are willing to accept, and how to control costs. These activities lead to a process of blending together quality, design, features and style into a need-satisfying bundle, which if costs are controlled can be sold for a reasonable profit. For buyers, customer value is the relationship between the bundle received and price in terms of monetary outlay as well as time and effort expended. What is unacceptable to one customer may be perfectly acceptable to another. It all boils down to how customers perceive the offering's benefits and the price they are paying. A customer's perception of value for an offering will probably differ from reality, but to each customer, perception is reality. Customers seek out value by comparing the offerings and prices in the marketplace to make a purchase by conceptually using the value equation below to make comparative evaluation of market place offering.

Perceived Customer Value =

$$\frac{\text{perception of offering's benefits}}{\text{perception of price}}$$

Firms who excel at creating customer value almost always have the following traits (Dodds, 2009):

#### Extraordinary Customer Intelligence

These firms pursue customer intelligence to shape offerings to specifically provide a superior customer experience. In a backward process, these firms vision the consumer experience and then work back

to discovering the need set that will deliver this experience. By not committing the mistake of being all things to all people, these firms focus on a viable value proposition and execute the development of an offering with laser precision to deliver value which leads to satisfaction, loyalty, and long term relationships.

#### Superior Competitor Intelligence

Knowledge gained from how their customers and competitors' customers perceive competitive offerings as well as the awareness of competitors' offering strategies allow innovative, value oriented firms to anticipate competitive changes that affect the comparative value of the offerings in the marketplace.

#### Expect and Accept Change

What is value in today's market could be the "dinosaur" in tomorrow's market, for example portable tape players (*Walkman*) were replaced by CD players (*Discman*) and then by mp3 players (*iPod*) in fairly rapid succession. Apple, with major innovations such as the iPod and iPhone, shaped the product quality paradigm as a competitive advantage by anticipating change and at times defining the new future to up the ante against the competition.

#### Control Costs

Active management of costs and productivity can produce a potential for enhanced "focused" quality and lower prices for the consumer while solidifying a strong base for long-term profitability. Consumer intelligence and innovative thinking leads to providing attributes most valued by consumers, where unnecessary costs are "engineered out" to deliver value to customers.

### THE CUSTOMER VALUE PARADIGM IN THEORY

#### The Initial Inquiry

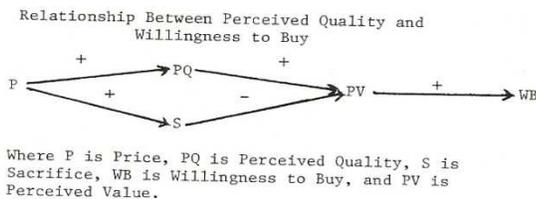
Dodds and Monroe (1985) looked at four relevant issues discovered in the literature at that time:

- Is there more to the phenomena of a price-quality relationship?
- Do buyers use price as an indicator of quality?
- If so, how does this affect the intention to buy?

- Are there intervening constructs between price and willingness to buy?

The research was guided by a conceptualization by Monroe and Krishnan (1985) that discussed the relationship of three constructs: perceived quality, perceived value, and willingness to buy. Arguing that perceived value and perceived quality are distinct constructs, these early pioneers viewed quality purely as an evaluative measure whereas perceived value was represented as a trade-off between perceived quality and sacrifice. In my research, an empirical investigation found, as shown in Figure 1, price plays a dual role in this trade-off. Higher prices lead to greater perceived quality and consequently, to a greater willingness to purchase based on perceived quality. At the same time, the higher price represents a measure of what must be sacrificed to purchase the good and leads to a lesser willingness to buy.

**FIGURE 1**  
Early Model of the Price Value Relationship



Monroe and Krishnan's conceptualization that perceived value represented a trade-off between the two variables, perceived quality and sacrifice, lead to the belief that there may be a quadratic relationship between price and perceived value and willingness to buy where a low price would produce low perception of value and low willingness to buy, a higher price would lead to higher evaluations, but as price increased too much these evaluations would decrease. While a consistent price-perceived quality relationship was confirmed, no evidence of the curvilinear relationship between price and value was found.

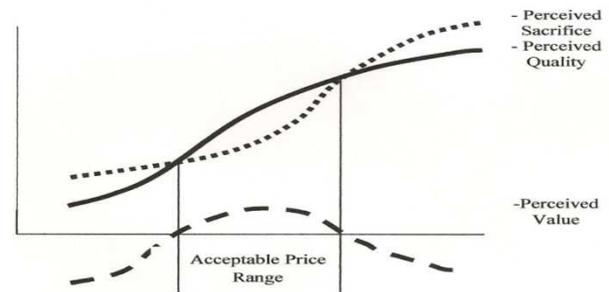
**The Defining Inquiries**

These were two important studies which lead to understanding of customer value as we practice it today. The first study (Dodds, Monroe, & Grewal, 1991) was a comprehensive empirical testing of the market cue-product evaluation paradigm but still fell short in finding if there was a quadratic relationship between price and value.

The link between price and value is conceptually explained by the concept of the acceptable price

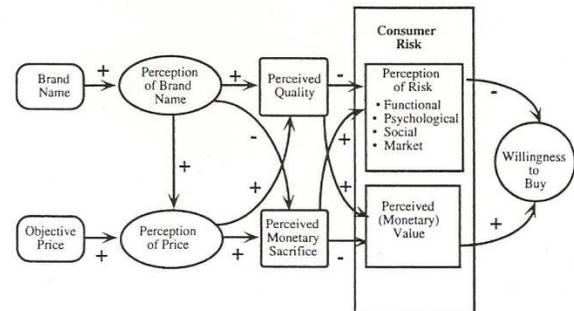
range. Buyers generally have a set of prices acceptable for a considered purchase, where a price may be unacceptable if it is perceived to be either too low or too high. If a price is unacceptable, the buyer infers that there must be little or no net perceived value in the offer. This conceptual relationship between price and the perceptions of quality, value, and sacrifice is illustrated in Figure 2 (Rao, 1989).

**FIGURE 2**  
Perceived Value



Rao's conceptual argument was later confirmed in a second study by Dodds (1996) when the idea of value was expanded to include the concept of risk and where curvilinear relationships were found between price and perceived risk/value (Figure 3).

**FIGURE 3**  
Effects of Price and Brand Name on Product Value and Willingness to Buy



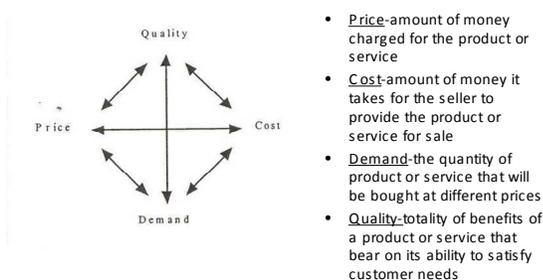
The empirical research provides a theoretical basis to explain how customer value influences business practices today. What follows are concepts developed by other researchers as well as this author which have had implications for understanding customer value.

## THE CUSTOMER VALUE PARADIGM IN PRACTICE

### The Value Cycle: Creating and Maintaining Value Advantage

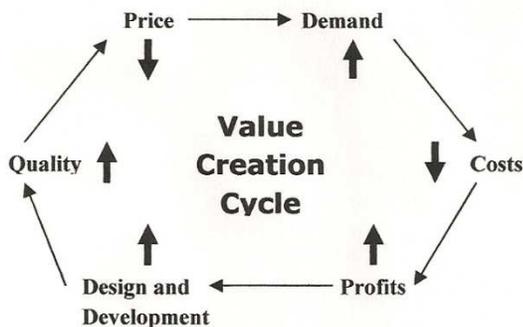
The origins of the value cycle can be traced to Treacy and Wiersema's book, *The Discipline of Market Leaders* (1995), which provided an understanding of how price, costs, quality and demand are at the very center of the value decisions. These drivers that lead to value were becoming the new definition of competitive advantage. These four issues provide the basis for six connective links<sup>1</sup> related to how value is created (Figure 4).

**FIGURE 4  
The Value Managers**



The cumulative interaction of price, quality, cost and demand is manifested in the value creation cycle that is shown in Figure 5. If a firm were to pursue the concepts and strategies discussed here, they might find a better position in the eyes of the customer and in their bottom line.

**FIGURE 5  
The Value Creation Cycle**



Cutting price may increase volume which may further hasten the reduction of cost through the experience effect. This experience is found through economies of scale, learning, sourcing, and marketing. The reduction in cost may enable further lowering of price that will stimulate further increases in demand. The bottom line is that this process will add to profits that will make more money available for design and development activity which can lead to higher levels of quality. Companies that have adopted this philosophy are the ones competing successfully in the "more for less" market with high volume and quality at a low price.<sup>2</sup>

The following example illustrates how a company manages the linkages effectively to gain and maintain a value advantage.

A computer firm offering a particular model at \$900 may only be perceived as a fair value at that price. The financial structure might look like this:

Volume	40,000 units
Price per unit	\$900
Cost per unit	540
Contribution per unit	\$360
The total contribution margin is:	\$14,400,000

After a few iterations through the value creation cycle, the firm may arrive at the point where their financials might look like this:

Volume	80,000 units
Price per unit	\$720
Cost per unit	300
Contribution per unit	\$420

The total contribution margin is \$33,600,000 and one can assume the increased profitability is invested in enhancing quality where the "new" product was better in terms of quality and lower price. Clearly, finding the way to create value is a competitive strategy that drives the leading companies in their industry.

### The Value Profit Chain

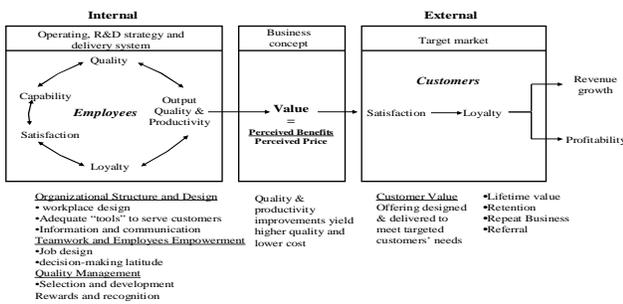
Imbedded in the process of creating value is a rock solid philosophy that respects the importance of employees as well as the customer. Southwest Airlines (SWA) prospered on a "less for less" philosophy where SWA employees come first, followed by the customer. Herb Keller of Southwest Airlines always insisted that happy and productive employees will undoubtedly deliver superior service

<sup>1</sup> These six linkages are explained in detail in Dodds (2009), *Managing Customer Value*, University Press.

<sup>2</sup> A more complete example is offered in Dodds (2005).

(Freiberg & Freiberg 1996). His philosophy is clearly connected to the value profit chain model conceptualized by Heskitt, Sasser and Schlesinger (1997). They found that paying close attention to the employee-customer relationship will enable any organization to gain a competitive value advantage. Their core assertion is that employee satisfaction, loyalty, and commitment strongly influences tomorrow's customer satisfaction, loyalty, and commitment and ultimately the organization's profit and growth. While their focus was on service organizations it is clear that their model was not lost on innovative companies such as Apple where, as adapted by this author, value sits in the center of the model (Figure 6).

**FIGURE 6**  
**Value Profit Chain**



Apple invests scarce resources in creative people to “push through the box” to create new products (iPods) and services (iTunes) without the constraints that many traditional firm place on research and development. Steve Jobs, the soul of Apple’s thinking as well as their CEO says (*Business Week*, 2004):

We hire people who want to make the best things in the world. ... I get asked a lot why Apple's customers are so loyal. It's not because they belong to the Church of Mac! That's ridiculous. It's because when you buy our products, and three months later you get stuck on something, you quickly figure out how to get past it. And you think, "Wow, someone over there at Apple actually thought of this!" And then three months later you try to do something you hadn't tried before and it works, and you think "Hey, they thought of that, too." And then six months later it happens again. There's almost no product in the world that you have that experience with, but you have it with a Mac. And you have it with an iPod.

Apple and many others achieve profitability and growth by leveraging the ingenuity of its employees to deliver differentiated offerings at the lowest cost.

Figure 6 illustrates the integral relationships in the value profit chain. At the center of the figure is the value function which defines the business concept for a particular offering. On the left hand side is the attention paid to employees where output quality and productivities (cost efficiencies) feed into the creation of value. Organizational structure, teamwork and employee empowerment as well as quality management are the structural elements that leading value oriented firms pay attention to in the operation of their business. This structure fosters capable satisfied employees who are loyal and quality conscious in carrying out their work. These are the critical elements to the creation of customer value. On the right side is the end result of value creation where customer satisfaction is derived from the offering designed and delivered to meet their needs. Customer satisfaction leads to loyalty behaviors such as retention, repeat business and referral of others. All of this leads to increased revenue and profitability for the firm.

**SUMMARY**

This exploration of value from theory to practice is not intended to be comprehensive nor fully conclusive but is intended to give students a connection between early research and current practice as it pertains to customer value.

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# CRITICALLY RETHINKING THE CORE MBA MARKETING COURSE: WHAT IS IT AND WHAT COULD (AND SHOULD) IT BE?

Greg W. Marshall and Mark W. Johnston, Crummer Graduate School of Business,  
Rollins College, 1000 Holt Ave., Winter Park, FL 32789;  
gmarshall@rollins.edu, mjohnston@rollins.edu

Doug Hughes, McGraw-Hill/Irwin, 1333 Burr Ridge Pkwy., Burr Ridge, IL 60564;  
doug\_hughes@mcgraw-hill.com

## ABSTRACT

### OBJECTIVE AND PURPOSE

In most MBA programs, the marketing function generally gets only one shot at providing value within the program – usually through a required core course that might be titled “Marketing Management” or something similar. This special panel session was designed to be provocative and challenge the norm, being of great interest to anyone involved in the graduate side of marketing education.

The panelists took a critical look at the place the core graduate marketing course holds in our MBA programs and the challenges faced in attempting to optimize the value it can add to an MBA student. Those in attendance heard about concerns and best practices for the course, gained insight from recent research on the course area, and joined in the discussion to share their ideas for maximizing the course’s impact and utility.

In some ways, this course gets lost in marketing departments because the bulk of enrollments are undergraduates. Also, we have observed that often faculty do not want to teach it because it is more work than typical undergraduate courses but with no added reward. Graduate students have higher expectations, leading to more critical evaluations of teaching. And in some schools the course is in jeopardy of actually being dropped from the MBA core requirements, leaving students with no requirement in marketing.

### KEY CHALLENGES

It is not uncommon for the required graduate marketing course to be viewed somewhat critically by MBA students (especially those from engineering and other technical backgrounds) in terms of its value added in the context of the overall MBA curriculum, notably when compared to the value added by finance and management courses. Why? Is it merely that we as graduate professors do a poor job of “marketing marketing’s value” to the MBAs?

Principally, the answer lies within two much deeper dimensions:

1. The composition of the typical MBA cohort, who may be vested heavily in quantitative and/or technology backgrounds and come into the marketing class with the stereotypical view of marketing as more “window dressing” than strategic.
2. The course is quite often taught as something of an advanced Principles of Marketing course, which in essence is a topical potpourri lacking the rigor and relevancy of application (at least as perceived by students) of other MBA core courses.

Other trends and factors impacting the course include:

- The rise of entrepreneurship and leadership track options in MBA programs and how the core marketing course fits therein.
- A general tendency toward more electives and fewer core courses in MBA curricula, putting more pressure on each required course to justify itself.
- Much variation in pedagogical approaches to the course, ranging from pure case-driven to pure lecture, and everything in between.
- Evidence that the delivery of this course often has not kept pace with the changing role of actual marketing managers in the marketplace.
- Lack of clear follow-up courses in marketing for MBAs – either as electives or requirements – which is quite different from how finance or management tracks are presented in most MBA programs.
- The rapidly changing nature of the practice of marketing challenges faculty to remain current while new areas such as marketing metrics require faculty to “ramp up” their knowledge base quickly.

## **CONCLUSION**

This session has wide appeal. Anyone who teaches, has taught, or may teach the core MBA marketing course attains benefit. In addition, other faculty members who teach MBA electives that follow the core course gain insight. Ultimately, marketing

faculty have an obligation to put the same energy and focus on ensuring that the marketing curriculum is as relevant and appropriate for their MBAs as it is for their undergraduate students – recognizing the very different needs, objectives, and learning preferences of these two groups..

## **SPORTS MARKETING: TRENDS, CLASSROOM TECHNIQUES AND INDUSTRY EXPERIENCES**

**Mark J. Brand, College of Business, St. Ambrose University, 518 West Locust St.,  
Davenport, IA 52803; brandmarkj@sau.edu**

**Thomas C. Boyd, California State University, Fullerton, 800 North State College Blvd.,  
Fullerton, CA 92834; tboyd@fullerton.edu**

**Vassilis Dalakas, California State University, San Marcos, 333 South Twin Oaks Valley Rd.,  
San Marcos, CA 92096-0001; vdalakas@csusm.edu**

### **ABSTRACT**

With courses in sports marketing becoming more and more in demand by students, the authors felt it appropriate to provide a look at this area of specialization from three perspectives: future industry trends, how to teach the fundamentals of the course to marketing students, and the nature of careers available to sports marketing graduates and the role of internships in gaining first-hand industry experience prior to full-time employment.

### **INTRODUCTION**

Within the last several years the field of sports marketing has become a "hot" area of interest to students both at the undergraduate and graduate levels. In fact, many high schools are now offering a course in the field. Tradition has it that at the undergraduate level many institutions offer this program within the physical education or kinesiology departments. Recently, there has been movement toward placing these courses within the marketing department as sports marketing and management have become part and parcel of a company's marketing arsenal.

### **FUTURE TRENDS IN SPORTS MARKETING**

Prior to the recent financial crisis facing almost all nations, the three key trends in sports marketing were a) the return to sponsorship, b) the role of stadia and television in relationship to the fan, and c) the emergence of the fan as the critical player in the marketing mix. Needless to say, the financial crisis that struck particularly hard at financial institutions, key sponsors of both teams and venues, has taken its toll. The prognosis is not good for the foreseeable future as investors and government bodies, especially those who have provided those financial companies with rescue funds, are suspect of funds being used for any purpose other than those stated in the various rules and regulations.

Regarding the return to sponsorships, this means finding something that is important to the fan as well

as the funding organization. Sponsorships should help the fan build a long term relationship with both the team as the vehicle of the sponsor and the brand or company that is funding the sponsorship. Today, the stadium and television are one of many means of reaching the fan. Personal communication devices now provide sponsors and their teams with the ability to communicate outside of the stadium or wherever the individual previously watched the game. In addition to reaching the fan when and where they may desire, the message may be targeted so as to make each communication highly personal to the fan. Finally, the focus of tomorrow rests with enhancing the fan's return on experience. Prior to the onset of the financial crisis, fans had countless ways of spending discretionary dollars. Brett Yormark, the chief executive officer of the New Jersey Nets NBA franchise put it best when he said, "We're not just competing for people's entertainment dollars anymore. We're going up against milk and orange juice."

### **TEACHING SPORTS MARKETING IN THE TRADITIONAL CLASSROOM**

One of the greatest challenges sport marketing professors face is dealing with the reality of the sports industry; namely that it is virtually impossible to break into it without knowing someone and/or having experience working with a sport entity. Thus it becomes vital for those teaching sports marketing in a traditional classroom to find ways to provide real-world experience and contacts to their students.

First, a sports marketing class provide opportunities to gain practical experience. Sports entities, including university athletic departments, minor league teams, and major sports, are all eager to make contacts and use student labor to perform needed projects and tasks. Contacting the marketing manager for any of these organizations can result in either projects or service learning for students.

Second, students need to learn about what sport organizations are looking for and how to get their foot in the door. Advice for students applying to a sport organizations include learning how to write an appropriate resume and cover letter, avoiding the starry eyed fan syndrome, and finding and creating a mentor within a sport organization.

Third, there are several hard lessons to be learned when negotiating a class consulting project with a sports organization. In addition to managing expectations on both sides, it is important to make sure that the resources available to students are defined up front. Also, make sure that the organization is committed to working with the students during the semester in order that students will have necessary information to create relevant and innovative ideas.

### **SPORTS MARKETING INTERNSHIPS AND CAREERS**

In general, sports marketing programs seem to have a relatively easy job in recruiting students. However, it is significantly more challenging to have graduates that find employment in the sports industry. Internships are becoming increasingly important for helping students build their resumes and increase their appeal to potential employers. Several programs are now officially requiring their students to complete an internship before graduating.

Despite the increased emphasis placed on internships, placing graduates continues to be a challenge. A big reason is the fact that many of the

students enrolling in sports marketing programs aspire to careers involving marketing a professional sports team. However, there are significantly more opportunities for students to become involved in the industry both through their internships as well as for their future jobs.

First, there are careers pertaining to marketing sports to attract and maintain sports fans to attend sporting events or follow them through the media. These careers involve marketing for professional sports teams at all levels as well as collegiate teams, including positions primarily in ticket sales and in promotions but also operations. Most of the students tend to usually be interested in those positions often overlooking other opportunities. Moreover, it may be challenging for programs that are located in areas without sports teams to offer these positions to their students.

Second, there are careers pertaining to marketing sports to sports participants. These entail positions with companies offering products and equipment for sports as well as recreational facilities offering opportunities to consumers to participate in sports. Given a high interest in fitness and sports participation in the United States, this area offers many opportunities to students for internships and jobs.

Third, there are careers pertaining to marketing any good or service through the use of sports. This area provides endless opportunities, especially for companies engaging in sponsorships, licensing, and stadium naming rights.

## **TEAM-BASED EXPERIENTIAL LEARNING: INSIGHTS AND LESSONS LEARNED FROM 100 CORPORATE PROJECTS AT PEPPERDINE UNIVERSITY**

**Andrea Scott, Graziadio School of Business and Management, Pepperdine University,  
24255 Pacific Coast Hwy., Malibu, CA 90263; andrea.scott@pepperdine.edu**

**Doreen Shanahan, Graziadio School of Business and Management, Pepperdine University,  
18111 Von Karman Ave., Irvine, CA 92614; doreen.shanahan@pepperdine.edu**

### **ABSTRACT**

The purpose of this session is to share best practices and lessons learned from the more than 100 corporate projects conducted by Pepperdine University's Education to Business Program (E2B) within the marketing curriculum (<http://bschool.pepperdine.edu/programs/e2b/>). E2B projects allow students and faculty to work directly with partner companies to identify strategic solutions to actual business problems facing the organization. Over the period of a trimester, student teams research, analyze, provide recommendations and then report their findings – both orally and in written form – to partner company executives.

Topics covered in this session included defining and managing the learning experience, pedagogy, project selection and scoping, faculty engagement, ensuring successful outcomes for all stakeholders (students, faculty, university and company), and more.

### **PROGRAM RATIONALE**

Pepperdine's E2B program is a faculty-developed initiative in response to key trends and observations in the student marketplace including the following:

- An influx of younger graduate students with fewer years of practical business experience
- More students with an increased appetite for "hands-on" versus traditional lecture learning environments
- Increased interest in marketing as a concentration among MBA program entrants, but accompanied by limited resume-building opportunities
- Repeated call for additional communications skills-building for burgeoning business professionals (e.g., written and oral presentation)

- Steady feedback from hiring companies that leadership and team-building skills were among the most valued attributes sought in freshly-minted hires

### **SESSION FORMAT**

The format was interactive presentation, which highlighted the following key points about experiential learning within a marketing context:

1. What it is: To understand the learning goals, model/structure and best practices for experiential learning
2. How it works: To share the evolution, development and outcomes of Pepperdine's approach to team-based experiential learning (positioning within the curriculum, project selection and scoping, functional breadth, student team composition, faculty involvement, program governance, program funding, scale)
3. What we've learned: To highlight the lessons we have learned from the more than 100 corporate projects at Pepperdine.
  - a. Describe the value, benefits and impacts of the programs (mission fit; enhanced student learning; access to senior executives; involvement with high profile firms; resume/portfolio enhancement; public relations perceptions of graduates, program and school; raising the tide of overall student learning).
  - b. Identify the enduring challenges and caveats (scaling up, confidentiality, IP rights, faculty engagement, faculty skills; student team dynamics, client issues – non-engagement and evaporation).

## WHAT'S NEW ABOUT A NEW IDEA: STUDENT CREATIVITY IN THE MARKETING CLASSROOM

Angelica Bahl, Department of Marketing, Metropolitan State College of Denver,  
PO Box 173362, Denver, CO 80217; abahl@mscd.edu

Eugenia Kuzmina, Department of Commerce, Russian State University of Trade and Economics,  
36 Smolnaya St., Moscow, Russia, 125993; ee\_k@mail.ru

### ABSTRACT

Students and educators face the challenge to improve the business world through creative leverage. This study provides guidance for improving student creative activity through the development of a new product idea in a marketing plan. The authors have analyzed various aspects of student new product ideas: innovativeness, technological advancement, and customization of product. The results indicated that students generate new product ideas based on their motivation, disciplinary knowledge, personal experience, and the instructor on teaching methods. The paper provides marketing educators with recommendations on how to be successful in developing and encouraging student creativity.

### INTRODUCTION

Businesses are always seeking creative ideas for new products, services and marketing activities. Innovativeness provides organizations with a big competitive advantage in the marketplace. The Emerson Electric Company reported a healthy growth in sales of nearly 13 percent a year after the company improved its innovation efforts (Hindo, 2008). Innovation often drives sales and profit. According to the World Intellectual Property Organization (WIPO), U.S. corporations registered a record number of international patents in 2007 that kept them number one in world. At the same time, Japanese corporations ranked number two and German corporations number three, just behind the U.S. innovators. Growth in patents by a number of countries in northeast Asia confirms a shifting pattern of innovation around the world (Report, World Intellectual Property Organization, 2007). There is no question that strategic uses of innovative ideas, products or activities are imperative in today's knowledge-driven business.

The challenge for marketing educators is to retool curriculum content so that it is relevant to students, who must compete in a global economy defined by innovation and change, and to employers, who engage in state-of-the-art marketing practices (Smart et al., 1999).

With business facing an era of innovation and creative thinking more than ever before, marketing educators need to reconsider their teaching practices to ensure that graduating students know what to do. Most marketing courses require assignments, projects and presentations as teaching tools for providing and measuring marketing knowledge and skills. We are much concerned with students' use of appropriate marketing theories, methods and practices. We often focus our grading measurement on student perceptions of knowledge (McCorkle et al., 2007) and unfortunately, we are less concerned with encouraging and developing creative thinking skills in our marketing students (Ramocki, 1993; McIntyre et al., 2003).

The importance of creativity in the marketing classroom has been the focus of several marketing educators (Ramocki, 1994, 1996; Titus, 2000, 2007; McCorkle, 2007; Borin et al., 2007). Titus (2007) created the conceptual scope of the Creative Marketing Breakthrough model (CMB). He identified that an individual's ability to produce Creative Marketing Breakthroughs is dramatically affected by four key psychological constructs of creativity: (a) task motivation, (b) serendipity, (c) cognitive flexibility, and (d) disciplinary knowledge.

The establishment of several organizations shows support for the growing importance of creativity in society today. Both the American Creative Association and Creative Education Foundation provide educators and businesses a large amount of supportive information to improve and motivate creative thinking. Other research suggests that to be innovative, students must develop the capacity to listen closely to consumers; think creatively about solutions to customer needs; employ tools and techniques that generate, modify and improve new product ideas; and bring new products to market (Borin, Metcalf, & Tietje, 2007).

### RESEARCH METHODOLOGY

To examine the creative ability of students choosing a business career, we have used the data from a marketing plan assignment. The data were collected for spring and fall semesters from 2006 through

2008. The sample frame for the study consisted of 76 student marketing plans in the Principles of Marketing course in a public western university. These students were undergraduate level juniors of the Business School. The majority of students held majors in marketing, management, accounting or finance. The assignment was designed to expose students to the basic elements of a marketing plan, as a comprehensive project for the course. To design the marketing plan, students had one important condition – to create a non-existing product idea. The purpose of this condition was to encourage and improve students' creativity skills. The goal of this research is to investigate the variety of new product ideas for the marketing plans and then based on this, to measure students creativity level. Despite the fact that the marketing plan is frequently used in a variety of research studies, we only analyzed the new product ideas created by students.

We studied the question of how to find a magic set of measures of student creativity related to their new product idea. The marketing literature includes many methods to measure student creativity and one of them is the Torrance Tests of Creative Thinking (TTCT). The TTCT provides scores of abilities on five dimensions: Fluency, Originality, Abstractness of Titles, Elaboration, and Resistance Premature Closure (McIntyre, Hite, & Rickard, 2003). Other research develops some criteria to evaluate a new product idea. First and foremost, ideas need to be evaluated with respect to their appropriateness and novelty. Will the idea actually resolve the problem? The role of creativity in the Problem-Solving Process was analyzed by Titus (2000) in the marketing education literature.

The business world provides many well developed measures of new product ideas. One valuable research of new products is the one developed by Robert G. Cooper (2001). He defined "Newness" in two ways: (a) new to the company, in the sense that a firm has never made this type of product before; and (b) new to the market or "innovative," the product is the first of its kind on from the Booz-Allen Hamilton Company described "Newness" as "new-to-the-world" (Booz-Allen, Hamilton, 1982). Also, Cooper in his research identified three levels of innovativeness. He simplified three classes of new product ideas in terms of innovativeness:

- Highly innovative products: New-to-the-world products and innovative new product lines to the company;
- Moderately innovative products: Consisting of new lines to the firm, with products that are not

as innovative and new items in existing product lines for the firm (not new to the market);

- Low innovative products: Consisting of all others; including modifications to existing products, redesigned products, and the repositioning of product.

Cooper's classification of new products was used in this research to measure the student level of creativity.

## RESULTS

To measure the students' creativity of their new product idea in their marketing plan, we analyzed three categories:

- innovativeness
- technological advancement
- customization of product

### Innovativeness

As discussed earlier, we measured the student new product ideas in terms of innovativeness in three levels: highly, moderately and low innovative product ideas. The results are shown in Table 1. The research developed by Cooper (2001), showed that highly innovative products have a higher success rate (78 percent) than the moderately innovative category. Also, the moderately innovative products performance lags far behind the other two groups. Obviously, our research also identified the possible performance problem with the huge middle category of student innovative ideas.

The results displayed in Table 1 demonstrate that students created more product ideas in the moderately innovative category (52.7 percent) than in the highly innovative product idea category. Also, our research shows that the student marketing plan with a highly innovative product idea is usually more theoretical than practical, since the product concept is so new (as one student called it, a "vague idea"). Perhaps, the highly innovative idea should be handled in a special way. Highly innovative embryonic ideas are fragile things. Our research shows a relatively high percentage of product ideas from the low innovative category (27.5 percent). We found that ideas from this category include moderate or no technological advances. But from real business practice, Cooper's research shows a high success rate for both low innovative products as well as highly innovative products.

**TABLE 1**  
**Level of Innovativeness Based On**  
**Student New Product Ideas**

Level of innovativeness	Number of cases (mean = 76)	Percentage (%)	Examples of student product ideas
Highly innovative product ideas	15	19.8	"Life Guardian:" self-activated human tracking device with tracking chip in a keychain; "Smell-o-Vision;" product attached to a TV set to produce an actual smell/aroma from picture being displayed on TV ; "Shower Management System:" SMS allows the user to program up to 6 shower preferences: temperature, water pressure, showerhead height, length of time, essential oil scent and other
Moderately innovative product ideas	40	52.7	Washer/dryer combination; Self-heating/cooling can. The consumer twists the base of the can, which releases the chemical elements that when mixed with water can produce heat or cold; Customized snowboard, as an original piece of art, using new product materials; Software for Playstation 4 ; Extendable toy box
Low innovative product ideas	21	27.5	Frozen sweet potato fries; Vehicle electric ice scraper; Built in car air freshener

### Technological Advancement

It is no secret that one of the drivers of innovation in business today is technological advancement. It drives corporate revenue, market share and finally profit. To further isolate the differences in product ideas in the student marketing plans, we analyzed the level of technological advancement in new ideas. We divided all marketing plan ideas into one of three categories: high technological advancement, moderate technological advancement, and no technological effects. The results are shown in Table 2.

**TABLE 2**  
**Level of Technological Advancement Based On**  
**Student New Product Ideas**

Level of technological advancement	Number of cases (mean = 76)	Percentage (%)
High technological advancement	36	47.4
Moderate technological advancement	12	15.8
No technological effects	28	36.8

The students' preferences primarily fell into two categories: high technological advancement and no technological effects. At the same time, the analysis

revealed that more than half of the new product ideas had high or moderate technological advancement (63.2 percent). This research shows a significant benefit for educators. In order to capture the students' interest, educators need to use more data, facts, cases and other learning material based on technological products of importance to students, such as mobile phones, computers, MP3 and DVD players, sports and outdoor technology. We further explored the areas of student new product ideas. 26.3 percent of the product ideas included a technological advancement in the communication industry or electronic devices; 26.3 percent of product ideas related to sports or outdoor activities and safety equipment, including clothing; and only 15.8 percent of product ideas came from the food and beverage industry.

### Customization (Personalization) of Products

Another important aspect of innovation in business now relates to rapidly changing customer needs (Cooper, 2001). A large portion of changing customer needs is related to the personal approach to products. Young consumers especially like products which are personalized with their own colors, designs, flavors, and fall under the category "just for me." Many products today reflect the personal characteristics of each consumer. It is an important factor for marketing educators to help students to understand the customization of products. To measure this phenomenon in student product ideas, we developed two categories: (1) product ideas with personal components – personalization of product; (2) standard product for a large segment of users, no personal components. The results of our research are shown in Table 3.

**TABLE 3**  
**Level of Customization Based On Student**  
**New Product Ideas**

Level of customization	Number of cases (mean = 76)	Percentage (%)
Product with personal components	66	87.0
Product without personal components	10	13.0

The research shows that surprisingly 87.0 percent of the new product ideas include personal components or a high level of customization of the product. This is a good illustration that the students like personalization of products which may yield a strong competitive advantage with the younger market.

## CONCLUSIONS AND RECOMMENDATIONS

Based on findings from this research we have recommendations for both students and educators related to new product ideas used in the development of marketing plan assignments.

To be successful in creating a new idea, students need to have:

1. Task motivation. Based on the Titus research of the Creative Marketing Breakthrough Model (CMB), motivation is an important requirement to help individuals find solutions (Titus, 2007). In our situation, students have a task which is to complete the marketing plan. Their motivation is to be successful in this task in order to gain knowledge and receive a high grade for the project. Obviously, motivation is an important part of the creative marketing experience in the marketing plan.
2. Disciplinary knowledge, as marketing, management, accounting, and others.
3. Past and current life experience, which builds the necessary innovative skills. Research indicates that students with good creative thinking skills have a wide spectrum of work and life experience.
4. Personal commitment and open for challenge. Our research shows that students, who engaged in the critique of other student ideas and themselves, improve crucial marketing skills – to be creative.

To be successful in developing student creative ideas, educators need to:

1. Provide various experiential learning techniques to promote student creativity.
2. Be creative themselves. To evaluate the student marketing plan and the new product idea, the educator needs to have their own experience in

developing new product ideas and marketing plans.

3. Challenge students with thought provoking questions and tasks, and create an in-class critical thinking atmosphere. Critical thinking skills are an important part of the value creation (Titus, 2000). Educators can create disequilibrium in the class by offering ambiguous findings, stirring emotions in students and balancing support with challenge in the classroom (Karns, Clayson, Frontczak, & Kelley, 2002).
4. Provide students with disciplinary knowledge for each class activity, focus on innovative approach, and encourage them to learn from a variety of college courses because creative ideas often come from a combination of more than one concept, field, or discipline. Cross-fertilization and synthesis of knowledge are key in creativity (Titus, 2007).
5. Be technologically competent and knowledgeable about new technological products, especially in areas where students are technologically competent.
6. Add to the grading policy of the student marketing plan the creative/innovative criteria.
7. Encourage students to work on their own skills with the hope that some day her or his innovative idea, such as another Post-It Notes product or iPod, will result.

This research should be beneficial in encouraging marketing professors to develop and reward creativity in their classrooms. For future research we recommend investigation of students' personal characteristics, such as age, work experience, major, and others that will affect their creativity in the marketing plan assignment.

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## **MORE FEARLESS INNOVATION IN MARKETING EDUCATION: WRITING (POETRY) TO LEARN**

**Kirti Sawhney Celly, Department of Management and Marketing, College of Business, Administration and Public Policy, California State University, Dominguez Hills, Carson, CA 90747; kcelly@csudh.edu**

### **ABSTRACT**

This paper describes an innovation in the marketing classroom – poetry writing – that is a complement to the marketing educator's existing toolkit. While writing is critical for learning, much of the writing in business education is descriptive and analytical. However, thinking has three dimensions – reflective, creative, and critical (Hill & McGinnis, 2007; Ruggiero, 2003). Reflective thinking involves identifying challenges and opportunities by questioning what has already occurred, and deepening our understanding of our experiences. Creative thinking involves generating ideas and includes but is not limited to techniques such as brainstorming, analogy, and visualization. Critical thinking involves evaluating ideas (including one's own and others') and identifying the best ones. It includes developing the ability to separate fact from opinion, recognizing reasoning errors, analyzing arguments, and making ethical judgments. A complete view of critical thinking should include all three types of thinking. Creative thinking must be cultivated (Anderson, 2006; Hill & McGinnis, 2007) by moving beyond the dominant form of writing in business classes (descriptive, analytical) towards reflective and creative writing.

A focus on creativity, including creative writing, is important because of evidence that critical thinking diminishes during the progression through college (McIntyre, Hite, & Rickard, 2003). Further, creativity in marketing is critical for generating new product ideas, and for designing products and marketing campaigns. It is the basis for much organizational growth and success (Titus, 2007). Thus it is imperative that marketing educators develop pedagogical approaches for cultivating creativity among students of marketing (McCorkle et al., 2007).

Poetry is an approach to building creative writing and thinking. It is finding its way into mainstream science, including mathematics education and medicine where its usefulness stems from its, "paradoxical ability to communicate parsimoniously certain aspects of human experience.... Practitioners have discovered the power of poetry to deliver with economy what normal speech, scholarship, or pedagogy can do only with great difficulty, if at all" (Sherry & Shouten, 2002, p. 219).

In this paper, a poetry exercise is described, its use in marketing education discussed, and preliminary evidence for its success provided. With no prior use in marketing education, it provides a fresh approach to writing in marketing courses. It is an alternative to the traditional analytical writing that dominates marketing case analyses and plans.

As a reflective and creative exercise in which students are asked to reflect on their experience with a brand and write a poem about it, poetry writing develops students' practical skills (Peterson, 1996) and offers opportunities for spontaneous information processing (Matulich, Papp, & Haytko, 2008). Poetry not only involves students in a creative act requiring students to create a concise whole but, since it is a linking of the heart and head (Sherry & Shouten, 2002), it improves student engagement with course content. As an arts-based writing technique, poetry provides an opportunity to develop a deeper understanding of concepts (Cantor, 2006). Further, when poetry is used as a key component of the product and branding component of a marketing class, it helps students understand that consumers develop emotional connections with brands. "Perhaps emotional truths are best communicated emotionally. Perhaps we know certain things are true or valid because, like good poetry, they resonate within us, expanding and enriching our consciousness" (Sherry & Shouten, 2002, p. 219). It gives students a chance to express their thoughts and emotions about their product experiences in a visceral way.

Having students write poetry has other benefits. It increases student engagement with the material and their enjoyment of the class. Further, sharing the poems in class is entertaining as students listen to and observe their peers animatedly read their poems. Finally, students' reflections on their product experiences and their creative poetry writing deepen their learning about marketing, thus completing the education cycle.

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## WANT TO IMPROVE STUDENT LEARNING? DROP YOUR TEXTBOOK!

Donald R. Bacon, Daniels College of Business, University of Denver,  
2101 South University Blvd, Denver CO 80201; dbacon@du.edu

### ABSTRACT

Textbooks may be considered essential to student learning, but many faculty wonder if students ever read the book. Also, textbooks may actually have too much information in them, overwhelming students and creating confusion about what content is really important. A study was conducted wherein the instructor stopped using a consumer behavior textbook and instead used only the introductory marketing book the students had already purchased along with the instructor's notes and slides. The result? Student test scores went up significantly.

Educators may feel that there is no such thing as too much knowledge, but when it comes to teaching with a textbook, too many concepts and models is a problem. Bacon and Stewart (2006) recently demonstrated how quickly consumer behavior knowledge is forgotten if it is not learned at a deeper level or not reinforced. The trend in textbooks is to offer very broad coverage with very little depth. The presentation of thousands of terms may motivate students to try to learn just a little about each term, which is a recipe for rapid forgetting.

Research on textbook effectiveness is very important because text books have become quite expensive. In the bookstore at the research site, our Consumer Behavior textbook sells for nearly \$170. Thus, for a single class of 40 students, the textbook may add as much as \$6,800 to the cost of delivering the course (assuming all the students buy new books). Instructors should question whether or not this money is well spent. The central research question in the present research is:

RQ1: What effect does the inclusion of a textbook have on student learning?

To address this question, data were collected in three sections of a consumer behavior (CB) course. The first section used a widely-adopted consumer behavior textbook (Hawkins, Best, & Coney, 2003). In the remaining two sections, the students were asked to retain the same text they had used in a prerequisite introductory course (Kerin, Hartley, Berkowitz, & Rudelius, 2006). The first section was taught in the fall of 2006 ( $n = 32$ ), the second in the

winter of 2008 ( $n = 33$ ), and the third in the spring of 2008 ( $n = 37$ ). In addition to these materials, the instructor used extensive custom PowerPoint slides and some handouts in all sections, developed over 19 years of experience teaching the course. The PowerPoint slides contained additional terms and more in-depth and detailed examples and visuals that supported the learning of each concept. Copies of all PowerPoint slides and handouts were made available to students as a course packet in the bookstore at the beginning of the term.

The students completed four multiple-choice quizzes and a final exam in each section. The quizzes are used for the analysis presented here. The Cronbach's alpha was estimated by regarding this composite as a single test with four questions. The Cronbach's alpha was found to be .87. Following recommendations from Bacon and Bean (2006), GPAs were collected from the registrar and used as a covariate.

After partialling out the variance in the quiz composite due to GPA ( $R^2 = .57$ ,  $F(1,100) = 131.5$ ,  $p < .001$ ), a simple t-test was then performed with the residuals of this regression, comparing residual quiz composite scores across the text/no text groups. The difference was found to be significant ( $t = 2.184$ ,  $p = .031$ ), with the no-text group scoring higher than the text group. The difference reflected an effect size of 0.47 standard deviations. According to Cohen's standards, this would be a medium effect (0.2 standard deviations = small, 0.5 standard deviations = medium, Cohen, 1977). However, when we consider the effect before partialling out the variance due to GPA, the effect would be closer to 0.31, which might be described as a between a small and medium effect. To understand this effect in terms of grades, if a traditional grading distribution had a mean of 85 (a "B"), and a standard deviation of 10 points, then dropping the textbook would be expected to raise the average grade .31 standard deviations, or to a 88 (=  $85 + .31 * 10$ , a "B+").

In summary, this study found that students learned more effectively without a specialized textbook than they did with a specialized textbook.

**References Available on Request**

## PERSPECTIVES ON A SUCCESSFUL MARKETING CAREER: LEARNING FROM THE EXPERTS

Charles H. Patti, Daniels College of Business, University of Denver, 2101 South University Blvd.,  
Denver, CO 80208; cpatti@du.edu

Nancy T. Frontczak, Department of Marketing, Metropolitan State College of Denver, P.O. Box 173362,  
Denver, CO 80217; frontczn@mscd.edu

### ABSTRACT

#### INTRODUCTION AND BACKGROUND

Marketing educators are well aware of the enormous change that marketing education has undergone in the past ten years, including, increased enrollments; digital-savvy students with changing learning styles; a global marketplace (students attending U.S. universities, the exporting of U.S. students and the exporting and importing of faculty from all over the world); a shortage of PhD-qualified faculty to teach marketing; and increased pressure from industry and from within academe (AACSB and other accrediting bodies) for accountability. As profound as these more recent changes have been, change has always been a part of higher education and the most successful faculty are those who have embraced and adapted to change, increased their flexibility in career planning, and remained committed to fostering learning and development. How do faculty members learn to develop these characteristics of success? From mentors in PhD programs? From colleagues?

There is surprisingly little information about: (a) the characteristics of faculty success, and (b) sources of guidance in building a successful career in marketing education. For example, in the more than 200 articles published in the *Journal of Marketing Education* in the past ten years, only two focus on a broad view of the content and process of managing marketing academics' careers (Polansky, Juric, & Mankelov, 2003; Rapert, Kurtz, & Smith, 2002). During this same time period, six *Journal of Marketing Education* articles have provided us with various views, strategies and tactics, and philosophies about teaching (Chonko, 2007; Sautter, Gagnon, & Mohr, 2007; Tomkovick, 2004; Faranda & Clarke, III, 2004; Smart, Kelley, & Conant, 2001; and Desai, Damewood, & Jones, 2001). This Special Session taps into another rich source of career guidance – the past winners of the MEA's Marketing Educator of the Year Award.

#### PURPOSE

In addition to providing perspective and guidance to all marketing educators, this Special Session provoked, challenged, and generated discussion through a panel discussion and question-and-answer session. Through the sharing of ideas, perspectives, and strategies for career success, the panel members of this session advanced the material and emotional dimensions of the careers of marketing academics within MEA and within the discipline more broadly.

#### METHOD

Learning from experts has long been a major way to gain insight on every conceivable topic, from personal relationships, to finance, to health and fitness, to higher education. This Special Session is grounded in the concept of learning from experts. The co-chairs invited the past ten winners of the MEA Marketing Educator of the Year Award to participate in the session by preparing comments to a short list of questions that cover a range of marketing educator career dimensions, including the triad of teaching, service, and research as well as other career challenges that go beyond the triad. While the criteria for selection of the Marketing Educator of the Year Award are primarily grounded in teaching, advising students, publication, and general advancement of marketing education, the acceptance speeches of past winners have typically embraced a range of career topics. This session captures this range of comment and perspective in a more permanent way.

The co-chairs (previous winners of the MEA Marketing Educator of the Year Award) opened the session with a few, brief comments, and introduced the panelists: *John Schibrowsky*, University of Nevada, Las Vegas, 2008; *Charles Patti*, University of Denver, 2007; *Stuart Van Auken*, Florida Gulf Coast University, 2006; *Nancy Frontczak*, Metropolitan State College of Denver, 2005; *Doug Lincoln*, Boise State University, 2004; *Katrin Harich*,

California State University, Fullerton, 2003; *Bruce Lammers*, California State University, Northridge, 2002; *Gary Karns*, Seattle Pacific University, 2001; and *George Belch*, San Diego State University, 2000.

Each panelist summarized their responses to four topic areas: (1) overall career profile; (2) the balance of professor responsibilities and key satisfaction points; (3) giving professional advice to new professors; and (4) five most important teaching ideas. Panelists provided detailed, thought-provoking comments to the above four sections of questions. A few brief findings are presented here. In response to the most important points of satisfaction for the experts, several themes arise: (1) satisfaction from hearing from past students and the impact the expert has made on their careers, (2) satisfaction from the collegial relationships developed with others at their school and conferences such as MEA, (3) positive interaction with students and seeing their enthusiasm in learning marketing, and (4) opportunity to have a career that allows flexibility and freedom.

Another question area asked the experts to provide ideas to a new faculty member who has just received a PhD and now seeks advice on building a successful career. Several common themes were found: (1) collaborate with colleagues and find a mentor, (2) learn from successful "teachers" what has worked for them and take advantage of any teaching workshops, (3) build a successful stream of research, (4) attend professional conferences to learn from and interact with other successful educators. These are just a few examples of the insightful comments offered by the panel of experts.

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## BEST-PRACTICE TEACHING WITH MARKETING SIMULATIONS

Randall G. Chapman, Chapman and Associates, 320 Forest Haven Dr.,  
Winter Garden, FL 34787; chapman@chapmanrg.com

### ABSTRACT

Successful teaching with a large-scale, web-based, competitively dynamic, team-based marketing simulation is challenging, even for experienced instructors. Drawing on simulation design experience, extensive personal teaching experience in classroom-based and distance-learning modes in degree-granting and executive education programs, and direct “train-the-trainer” coaching experience with scores of instructors and indirectly with their 10,000+ marketing students with the LINKS simulations (<http://www.LINKS-simulations.com>) over the last nine years, the author summarizes best-practice insights for the design and execution of successful simulation-based marketing courses.

### PERSPECTIVE

Best-practice teaching principles and practices for marketing simulations may conveniently be organized in a time-series framework:

- Course Design Best Practice
- Pre-Event Best Practice
- Within-Event Best Practice.

Given space constraints, only the most important best-practice teaching principles and practices with marketing simulations are discussed.

### COURSE DESIGN BEST PRACTICE

The marketing simulation experience exists within a marketing course; a course is not exclusively about a simulation. Thus, the greatest single teaching challenge is to embed the simulation successfully in the course. Do so by bringing the simulation into class sessions, as the simulation relates to a class-session topic. For example, use regular 10-15 minute class-time chunks to explore and spotlight aspects of the simulation (e.g., a key table or exhibit from the simulation manual, a particular simulation financial report, or particular simulation marketing research study).

If the simulation event concludes with team-based in-class presentations (a common course design element), adequate within-class time must be budgeted in the course syllabus. And, depending on course format (e.g., with a once-per-week three-hour evening class), it may be necessary to make additional class time available prior to the final in-

class presentations for teams to meet to prepare their presentations. Final in-class presentation scheduling also influences simulation scheduling timing (when the simulation begins and the pacing of decision rounds throughout the course).

Course design includes student assessment. Best-practice teaching includes:

- Some grade allocation to within-simulation performance, but this should be a minority of a course’s simulation-based grade.
- The majority of a course’s simulation-based grade should be allocated to team-based written reports and presentations.

Marketing simulations place the instructor in an on-going within- and outside-of classroom coaching role, in contrast to the traditional “front-of-the-classroom” instructor role. This coaching role may be the best part of the simulation teaching experience for instructors. It is an on-going, hands-on, consulting-oriented marketing laboratory.

### PRE-EVENT BEST PRACTICE

Four to six firms in a simulation “industry” (with multiple, independent industries in larger-sized classes) and team sizes of “about” four members are usually good guidelines. Four-member teams are sufficient human resources for the task at hand, while not being so large as to unduly stress students in effectively managing themselves and their teams.

While many instructors adopt the expedient approach of requiring students to form their own simulation teams, best-practice teaching has the instructor forming teams based on background information provided by the students (including confidential-to-instructor “vetoes” of up to two class members with whom a student does not wish to be teamed). Instructor-formed simulation teams offer plentiful benefits:

- It is realistic (there is usually no choice in team assignments in working-world teams).
- It is equitable (everyone has the same chance of being teamed with “friends” and “strangers”).
- It is efficient (equal-sized teams are conveniently created by the instructor and students do not have to worry about finding a team to work with).

- It is diverse (diverse teams can be created across student backgrounds, majors, native English-speaking status, employer, and gender).

### WITHIN-EVENT BEST PRACTICE

The most important within-event best-practice in teaching successfully with marketing simulations is scheduling private presidential review meetings with the teams. These are private, pre-scheduled, 30-minute meetings with each team to permit the instructor to review a team's business and performance, to answer team members' questions, and to sense the progress that teams are making in the simulation. This is a "one-with-a-few" style of teaching/coaching, rather than the "one-to-the-masses" lecture-hall style of instruction.

Presidential review meetings are private meetings (i.e., instructor and one team only present) due to the marketing simulation's competitive nature.

Presidential review meetings provide a different kind of powerful teaching/learning opportunity (instructor as coach) at key points during the simulation event. They simulate business review meetings with a "boss" or senior management official.

Re-assigned class time is recommended for presidential review meeting scheduling, with teams not meeting with the instructor using that time for their own private firm deliberations. Meeting schedules may have to extend beyond class time, due to the number of simulation firms involved.

In shorter events, a single round of review meetings might be scheduled, perhaps just before (or no later than just after) the second scheduled decision round. In longer events, several waves of presidential review meetings might be scheduled with the second round of presidential review meetings occurring at about the event's mid-point.

Private meeting space is required, including the regular course classroom, for presidential meetings scheduled during class hours.

Pre-scheduled meetings permit teams to pick their own preferred meeting times from a range of available meeting times. Classroom-hours meeting times might be rotated around all teams, if multiple presidential review meetings waves are held. With a single set of presidential review meetings, assign classroom-hours meetings randomly.

Formats for presidential review meetings include:

- No Student Preparation Required [Not Recommended]: Just discussion and Q&A.
- Some Student Preparation [Recommended]: Team members collaborate and submit (via e-mail) questions/issues to be discussed. Submissions are due at least 12 hours before the scheduled presidential review meeting to permit the instructor time to review and prepare.
- Substantial Student Preparation [Optional]: SWOT Analysis. Submissions due at least 24 hours before the scheduled presidential review meeting to permit instructor review and prep.

Some potential instructor questions to pose during presidential review meetings include:

- What are the largest problems facing your firm?
- What is your best and worst team decision to date? Why?
- Who is the best performing competitor in your industry? Why?
- To your customers, what differential advantage does your firm offer compared to competitors?
- What are your most/least important markets?
- How is your firm organized (e.g., by function, by region, as a committee of the whole, etc.)? Is this organization arrangement "best" for the problems and challenges facing your firm now?

The likely outcomes arising from presidential review meetings include:

- For Students: (1) Greater emphasis on research study needs going forward. (2) More attention to issue identification and prioritization. (3) More focus on the really important issues. (4) More systematic attention to division of labor and responsibility assignments.
- For Instructors: (1) Deep appreciation for team and individual-student progress. (2) Ideas for in-class discussion and tutorials, based on common issues and concerns arising across teams. (3) Follow-up meeting scheduling for "lost"/"deeply troubled"/"unprepared" teams.

### CONCLUDING REMARKS

These are not the only best-practice principles and practices when teaching with large-scale, web-based, competitively dynamic, team-based marketing simulations. But, they are the most important best practices. Embracing these best practices in course design and execution with marketing simulations improves the chances of a good/better teaching, instruction, and learning experience for instructors and for their students.

## TEACHING INTERNATIONAL MARKETING: TIPS AND TRAPS

David S. Ackerman, California State University, Northridge; david.s.ackerman@csun.edu

Brian K. Jorgensen, Westminster College; bjorgensen@westminstercollege.edu

Lars Perner, University of Southern California; perner@marshall.usc.edu

Nancy Panos Schmitt, Westminster College; npschmitt@westminstercollege.edu

### ABSTRACT

There is a considerable need for marketing faculty to teach courses in international marketing at the graduate and undergraduate levels. At some institutions, there may further be a need for the teaching of certain specialty courses addressing specific aspects of international marketing. However, while international marketing is a rewarding course to teach, it is also a very challenging one. Three major problems are that (1) most doctoral programs in marketing offer no direct course work on international issues (although some Ph.D. students may be exposed to specific international issues through their research activities), (2) the rapid rates of change in many parts of the world require that considerable reading and lesson revisions be done frequently, and (3) there is little coherent international marketing theory. It is a reality that an introductory international marketing course curriculum often includes content from other disciplines such as international economics and comparative legal systems. As a result of these factors, faculty members charged with teaching international marketing may approach this challenge with a "patchwork" of knowledge from pre-doctoral coursework along with more recent reading.

In this session, four veteran teachers of international marketing shared "jewels" they have accumulated over the years in teaching international marketing in various settings. It is anticipated that the tips provided will, in particular, help those new to the teaching of international marketing in getting "up to speed" and feeling more comfortable teaching in this area.

Nancy Panos Schmitt discussed the recruitment of guest speakers. David Ackerman shared insights into the teaching of international marketing at the MBA level, an area in which he has considerable experience. Brian Jorgensen and Lars Perner focused more on teaching international marketing at the undergraduate level. Both David Ackerman and Lars Perner discussed examples of in-class projects and assignments they have found useful. In addition,

Brian Jorgensen addressed opportunities for students to learn through international travel and study-abroad programs.

Nancy Panos Schmitt discussed the recruitment of guest speakers for classes. An opportunity for students to hear about the experiences, surprises, and hard lessons learned while working abroad or with foreign firms is an extremely valuable experience for students since this allows them to face the significant implications of what may appear to be subtle differences in culture and the challenges inherent in working in an environment whose economic and political structures and infrastructure differ from that assumed in U.S. business.

David Ackerman discussed issues involved with teaching international marketing to MBA students. These students, some of whom may be mid-level executives, already have extensive working experience. If they are taking international marketing or are enrolled in an international MBA program, they will tend to have specific interests and needs. Also discussed was the use of multiple methods to allow students to be exposed to the breadth of areas within which the international and cross-cultural can impact on marketing decisions of firms. Each of these methods has strengths and weaknesses in illustrating a specific dimension of international marketing.

Lars Perner discussed sources of information on countries, international firms, and consumers across the world, emphasizing periodical databases such as the Business and Industry database which has excellent categorization of articles by country and geographical region of applicability. In view of the rapid rates of change in many parts of the world, explicitly addressing secondary research as part of the international marketing curriculum is important. Efficient access to current information is further essential in updating lessons and identifying current illustrations of phenomena covered. In addition,

current business press articles can be assigned as case studies.

Lars Perner also discussed sources of current audiovisual materials that can be shown to illustrate ideas discussed. Among valuable sources are brief news clips available on the web sites of cable news channels such as CNN, CNN International, and CNBC. News magazine shows such as CBS 60 Minutes and ABC 20/20 often feature longer segments focusing on the dynamics of specific countries. CNBC, in addition, frequently has one hour or two hour special programs on both specific countries (most recently, for example, *The Rise of India*) and on firms operating across the world (e.g., a segment on the operations of Wal-Mart in China).

Brian Jorgensen addressed the teaching of international marketing at the undergraduate level

and also the challenges of bringing international business lessons to life through international travel-study experiences with students. Some students who study international marketing have the opportunity to study abroad for a semester or a year. For students who cannot afford or arrange an experience of that intensity, another option is a shorter-term travel-study experience with faculty from their own institutions. Having led a number of these types of experiences, Jorgensen addressed what he has learned in terms of enhancing the overall learning qualities of the experience and making the experiences an overall success. Given that many undergraduate students will not have the opportunity to travel internationally during their college years, Jorgensen also addressed ways in which the international experience can be somewhat simulated with more local activities and experiences.

## ARE YOUR STUDENTS INTERESTED IN MARKETING? HOW STUDENT INTEREST IMPACTS THE DESIRABILITY OF CHOICE IN A COURSE

David S. Ackerman, Department of Marketing, College of Business and Economics, California State University, Northridge, Northridge, CA 91330-8377; david.s.ackerman@csun.edu

Kirti Sawhney Celly, Department of Management and Marketing, College of Business Administration and Public Policy, California State University, Dominguez Hills, Carson, CA 90747; kcelly@csudh.edu

Barbara L. Gross, Office of the President and Department of Marketing, California State University, Northridge, Northridge, CA 91330-8230; barbara.gross@csun.edu

### ABSTRACT

Choice, the freedom to evaluate the merits of options and select among them, is generally viewed as desirable. Choice has been linked to self-determination and empowerment in consumer contexts (Dholakia, 2006; Schwartz, 2004). The desirability of choice has been less explored in higher education contexts, probably because instructors have traditionally done most of the choosing. Within the constraints set by departmental or institutional standards and policies, instructors typically select assignments and activities, require particular textbooks or sets of readings, determine how class time will be spent, and administer their preferred types and numbers of exams, and students carry out the required work. However, the assumptions underlying such prescriptions are changing. Many educators are putting more emphasis on student engagement and self-regulated learning (Young, 2005).

Young (2005) explored self-regulated learning as a means of achieving student engagement. Traditional classroom management, where the instructor assigns prescribed topics and tasks, and the students perform them, does not adequately support self-regulated learning. However, when an instructor gives students some control over their learning experiences, perceived autonomy is increased, and this tends to increase intrinsic motivation and self-regulated learning. Young (2005) recommended that marketing instructors provide activity choice to support the development of self-determination.

Ackerman and Gross (2006) examined the impact of choice on perceptions of, and satisfaction with, a marketing curriculum. They found that while students do want choice, they also place value on guidance and direction. For example, the perceived value of a marketing curriculum to employers and for students' careers was greatest when there was some choice but not too much. Students appeared to

prefer more guidance for taking basic or core courses, and to prefer more choice when considering electives or courses in their individual areas of interest. In order to extend the findings from Ackerman and Gross (2006) to choice within a marketing course, an experiment was done to examine the effects of levels of choice in selecting topics within a course.

Students in a basic marketing course were given extra credit to complete an online survey regarding a hypothetical consumer behavior course. Students in the high choice condition were shown a list of 20 topics and asked to, "choose nine topics from the list that you would like to study for a consumer behavior course and write them in the space below." Students in the low choice condition were given eight topics randomly chosen from the full list by the researchers and then asked to choose one from among two additional topics. Lastly, students in the no choice condition were simply given nine topics that they would be required to study in the course. All students were then asked to fill out a survey about their perceptions of the course.

Analysis of the students' responses suggests that choice within a marketing course is perceived as good by those who are interested in marketing as a subject, perhaps majors, but is considered less desirable by those who are not as interested. For those student subjects who were interested in marketing, any choice, regardless of how much, led to increased confidence that the course would be important for the student's future career and that they would like the instructor. For those who were not as interested, more choice led to less positive perceptions of the course and the instructor. These findings have implications for marketing instructors.

**References Available on Request**

## EXPLORING PROSPECTIVE STUDENTS' DECISIONS TO APPLY TO GRADUATE BUSINESS PROGRAMS

Cristian Morosan, Natalya (Natasha) Delcoure, and Bahman Mirshab, Cameron School of Business,  
University of St. Thomas, 3800 Montrose Blvd., Houston, TX 77006;  
cmorosan@stthom.edu, delcoun@stthom.edu, mirshab@stthom.edu

### ABSTRACT

Exploring the circumstances surrounding prospective students' decisions to apply to MBA programs, this study found that they request and are strongly influenced by the information provided by the university. Most prospective students seem to make their application decisions shortly after starting their information search. The most influential ways to persuade prospective students are campus visits, information about the program, and friends and relatives. They also seem to be influenced by social events (i.e., open houses), in which they have opportunities to ask detailed questions and interact with faculty and other prospective students. Universities might use these results to improve their persuasive efforts and optimize their recruiting efforts.

### INTRODUCTION

As universities recognize that their markets are now well-established and global, they increasingly employ marketing theories, concepts, and methodologies proven to be effective in the business world (Hemsley-Brown & Oplatka, 2006). Such tools are meant to give them a competitive edge, which, in turn, could translate into substantial improvements in recruiting and student retention (Canterbury, 1999; Gibbs, 2002). They fall under the umbrella of the "marketing concept" and include segmentation, targeting, positioning, research into consumer behavior, branding, and advertising (Keith, 1960; Kotler, 2000; Toma, Dubrow, & Hartley, 2005). Of all marketing tools, branding (Toma et al., 2005) and advertising (Gatfield, Barker, & Graham, 1999) seem to be particularly popular despite some concerns about their decreasing popularity in mainstream business (Ries & Ries, 2002). While traditional higher education advertising has been based on a variety of print material (Mortimer, 1997), recent initiatives include technology-oriented (i.e., websites, email marketing) and more personalized approaches (i.e., social media) to influence prospective students' application decisions (Lipman Hearne, 2001).

One of the most popular academic programs among students is the Master of Business Administration (MBA), as it constantly receives praise from broad

categories of constituents, such as corporations, faculty, students, and even the press (Rapert, Smith, Velliquette, & Garretson, 2004). The growing popularity of such programs might be attributed to a growth in attractiveness of the business-related lifestyles that they can provide upon graduation (Daniels, 2000). Thus, many universities encouraged the development of MBA programs (Ivy & Naude, 2004), increasing competition among such programs. Consequently, it became gradually more difficult to attract and retain graduate students while forcing universities to become more creative in their strategies (Ponzurick, France, & Logar, 2000). But how exactly universities should design and implement such strategies, and how prospective students, specifically MBA students, respond is not completely elucidated (Hemsley-Brown & Oplatka, 2006).

In this context, understanding the circumstances under which potential students make their decisions to apply to MBA programs is paramount for the success, and sometimes for the survival, of business programs. Thus, the purpose of this study is to explore the context in which prospective students become influenced and subsequently apply for admission to MBA programs. This study follows a couple of specific objectives: (1) to explore the circumstances (i.e., sources of information used, timing) under which prospective students make their application decisions, and (2) to examine the degree of influence of various marketing tools (i.e., advertising, social events) on prospective students' application decisions.

### REVIEW OF LITERATURE

To date, despite the continuous effort from academia, research in higher education marketing has not produced a complete body of knowledge (Hemsley-Brown & Oplatka, 2006), particularly with respect to marketing for graduate education (Hebron, 1989). Earlier research appeared to be geared toward problem identification and attempted to investigate the extent to which proven marketing tools can successfully be transplanted into the world of higher education (Oplatka & Hemsley-Brown, 2004). Eventually, some of these efforts resulted in practical guides on how to market universities (Kotler

& Fox, 1985), with a strong emphasis on information dissemination. The overall agreement was that the quality of information provided by the universities is at the heart of prospective students' application decisions (Briggs & Wilson, 2007).

Earlier research also noted several disagreements on how the students should be treated – as customers (Conway, Mackay, & Yorke, 1994) or non-customers (Barrett, 1996). Grounded in a traditional view of higher education, several scholars expressed their concerns with the increasing influence of market forces on academia (Oplatka, 2007; Shupe, 1999; Williams, 1996). For example, Shupe (1999) and Fowler (2003), and more recently Svensson and Wood (2007) warned about the incomplete fit of the marketing principle to academia, as it may distort academic goals (Bok, 2003; Grubb & Lazerson, 2005). Others warned about the incompatibility of the marketing concept in academia because the nature of the relationships between the sellers (universities) and the buyers (students) is, in reality, more complex than that assumed by the marketing concept.

Most consumer behavior research in higher education seems to focus on prospective students' choices (Hemsley-Brown & Oplatka, 2006) and is predominantly conducted by universities examining the long term implications of such choices (Foskett & Hemsley-Brown, 2001). In higher education, such choices are theorized to be the outcome of highly complex, extensive, and rational decision-making processes (Baldwin & James, 2000), based on continuous gathering and evaluation of information (Hossler, Schmit, & Vesper, 1999). Several scholars agree that information provided by the university (Harvey & Busher, 1996), academic reputation (Soutar & Turner, 2002), location of the university relative to the prospective student's home (Moorgan & Baron, 2003), cost of education (Hu & Hossler, 2000), and career choices upon graduation (Soutar & Turner, 2002) have a strong influence on one's application decision. Others argue that intrinsic factors such as personal priorities, family background, culture, subjective judgment (Hodkinson & Hodkinson, 1996), and the influence of others (Cole & Thompson, 1999) affect application decisions.

In graduate business education, decision making is especially complex due to the multidimensionality and intangibility of the MBA educational experiences (Nicholls & Wong, 1985). Earlier research in the information search behavior of prospective MBA students suggested that important factors influencing choice of MBA programs included the

high cost of the program, perceived differences among MBA program brands, and eventually, the infrequent nature of this type of purchase (Nicholls, et al., 1995). Competing over a limited number of prospective graduate students, graduate business programs have become increasingly aggressive in their marketing efforts (Ivy & Naude, 2004). Such marketing efforts include a mix of tools, ranging from more traditional such as viewbooks, booklets, and video and audio ads, to newer, such as Internet websites and social events. Recently, evidence of accreditation by inter-university organizations (i.e., AACSB) and rankings from independent institutions (i.e., *Business Week*, *U.S. News and World Report*, *Forbes*) became commonly used in conjunction with university-generated marketing content (Holbrook, 2004).

Due to the highly intangible nature of higher education (Harvey & Busher, 1996), prospective students cannot see clearly the benefits of their future experiences based solely on marketing material. To compensate, some seek a more personalized set of interactions with the members of the university community (Davis & Ellison, 1997). Interactive events such as open houses have been used successfully in academia to enhance information gathering and raise potential students' interest in the university (Fischbach, 2006; Lejeune, 1977). They can have a substantial impact on prospective students' and parents' attitudes toward the university (Oplatka, 2007) and can be excellent alternatives to more traditional marketing methodologies (Gray, 1991). Open houses are, in fact, believed to be excellent opportunities for universities to communicate a positive image about the university as, generally, participants are seeking and successfully satisfying their needs of gathering information about a university (Bosetti, 2004; Fischbach, 2006; Gorard, 1999; Ivy & Naude, 2004).

## METHODOLOGY

A questionnaire has been built based on existing literature and included four sections: (1) *information about the MBA program*, with questions related to the quality and helpfulness of information received from the university (i.e., the extent to which information was helpful in the decision-making process); (2) *advertising media*, which included questions about the influence of the various media vehicles on the respondents' application decisions (i.e., influence of advertising, campus visits, participation in social events); and (3) *decision-making process*, which included details related to the decision-making process (i.e., number of programs considered, timing of the decision). Most

influence scales are anchored on five points, ranging from *extremely influential* to *not at all influential*. The questionnaire ended with a fourth section, in which demographic information has been collected. A number of 455 MBA students from a Southwestern U.S. university were invited to participate in the study. The total of 125 responses were recorded (25 percent).

## RESULTS

The majority of respondents are between 26 and 29 years old (33.3 percent). A large percentage are between 30 and 37 years old (28.8 percent), while approximately 20 percent are either younger than 25 or older than 38 (Table 1). Most respondents are single (49.5 percent), followed by those who were married but had no children (25.2 percent). Most respondents earn under \$70,000 per year, although 15.9 percent earn more than \$100,000 per year.

TABLE 1  
The demographic profile of respondents

Category	Frequency	Percent
<b>Age</b>		
25 or younger	22	19.8
26-29 years old	37	33.3
30-37 years old	32	28.8
38 or older	20	18.1
<b>Marital status</b>		
Single/never married	55	49.5
Couple without children	28	25.2
Couple with children	22	19.8
Separated/divorced, etc.	6	5.4
<b>Employment status</b>		
Employed full time	93	83.8
Employed part time	10	9.0
Business owner	5	4.5
Unemployed	3	2.7
<b>Income</b>		
Less than \$29,999	12	11.2
\$30,000 to 49,999	23	21.5
\$50,000 to \$59,999	19	17.8
\$60,000 to \$69,999	16	15.0
\$70,000 to \$79,999	7	6.5
\$80,000 to \$89,999	7	6.5
\$90,000 to \$99,999	6	5.6
\$100,000 or more	17	15.9
<b>Reasons to pursue a graduate business degree</b>		
Better career opportunities	95	81.9
Always wanted to pursue a graduate business degree	59	50.9
Natural desire to learn more	58	50.0
Wanted a career change	30	25.9

In terms of their education, most respondents have undergraduate degrees in business, economics, or related fields (48.1 percent), while a combined 46 percent have degrees in science/engineering and social sciences. Also, a large majority of respondents earned their undergraduate degrees at major universities in the Southwestern U.S., while just a few respondents graduated from U.S. universities located further away or overseas (i.e., England, India, Venezuela, Ivory Coast). Most respondents indicated that they decided to apply for an MBA program because they foresaw better professional opportunities (81.9 percent), they always wanted to pursue an MBA (50.9 percent), and because they had a natural desire to learn more (50 percent).

A large majority of respondents contacted the university to request information about the available MBA programs. Most of them indicated that they received it in enough time to make a decision. Also, the majority of respondents started their information search and also applied during a period of time between one year and six months prior to the start of their first semester, although some respondents indicated a longer information search stage (they would not decide to apply until within a year to the start of their first semester). Further analyses revealed that a considerable number of prospective students started their information searches and applied very close to the start of their first semester.

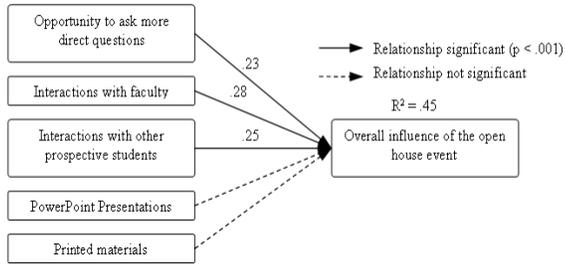
A number of tools that have been identified as possible influencers of prospective students' application decisions were rated by respondents (Table 2). The visit on campus and information received from the business program seems to be the most influential (78.1 percent influenced), followed by the influence of friends and relatives (75.6 percent influenced) and the open house events (71.0 percent influenced). Interestingly, advertising seems to be the least influential tool listed (50.0 percent).

TABLE 2  
Factors that influenced prospective students' decisions to apply

Factors	Percent influenced
Visit on campus	78.1
Information received from the university	78.0
Friends and relatives	75.6
Open house events	71.0
Meetings with current faculty and students	64.6
Advertising	50.0

Although not new, social events recently enjoyed increased popularity among universities. In this study, a number of factors that can influence prospective students' ratings of overall influence of the open house event have been evaluated by respondents. It was found that only the opportunity to ask more detailed questions, interactions with faculty, and interaction with other prospective students have been found to be significant predictors of the overall influence of the open house event ( $R^2 = .45$ ,  $p < .001$ ). Of all predictors, the most important seems to be interactions with faculty, followed closely by the other two significant factors. Other factors, such as PowerPoint presentations and printed materials available at the open house were not significant predictors of the influence of the open house event (Figure 1).

**FIGURE 1**  
Predictors of the open house event's influence on prospective students' decision to apply



## CONCLUSIONS AND IMPLICATIONS

The results of this study are consistent with the previous work of Hossler, et al. (1999) and Harvey and Busher (1996) in that they clearly indicate that prospective students tend to request and are influenced by information provided by the university. Thus, universities must be responsive to these types of requests and allow prospective students to receive this information as early as possible, as the lag between information search and decision timing is relatively tight. Also, given the minimal lag between the time when the information search phase begins and the decision to apply is made, universities can build a more accurate media scheduling process, with a direct impact on the cost of the overall marketing program. Surprisingly, many prospective students are not greatly influenced by advertising, but instead, they appeared to be influenced by the information received, campus visits, and their interactions with their friends and relatives. This is consistent with the results of Cole and Thompson (1999), in which the influence of others in prospective student's decision-making is discussed. Thus, universities should continue to organize campus events and encourage faculty and current students to become involved. Such involvement could reduce greatly the intangibility

associated with MBA programs and can accelerate the decision-making process.

The open house events are also perceived as very influential by prospective students. Many of them indicated that they are influenced by the interactions that take place during these types of events. A very important factor seems to be interactions with the faculty. Any interaction with faculty before the decision to go through the consumption experience (i.e., apply to the degree program) will eventually result in a fairly accurate preview of the personality, style, and expertise of the faculty members. Usually, faculty members can answer more direct questions pertaining to the topics to be studied, class interactions, the degree of difficulty of assignments, and eventually the rate of career success of former students. Thus, based on more tangible clues about their future experiences, prospective students can assess more accurately if applying to that university is the best choice.

Overall, this study provides important insight into the circumstances surrounding the application decisions to MBA programs, and contributes to improving the body of knowledge designed to help universities develop better strategies in today's increasingly competitive world. It reveals that the marketing focus in higher education should shift from merely sending out information to prospective students to initiating a communication platform grounded in interactions with prospective students. Such interactive approaches will not only allow prospective students to become more informed about the decisions that they are about to make, but also will increase their level of interest in the university by facilitating the development of positive attitudes toward the organization. Thus, universities can improve their efforts and, at the same time, provide more value to their prospective students.

**References Available on Request**

## PREPARING MARKETING STUDENTS FOR 21<sup>ST</sup> CENTURY JOBS

Regina Pefanis Schlee, School of Business and Economics, Seattle Pacific University,  
Seattle, WA 98028; rschlee@spu.edu

### ABSTRACT

The primary directive of marketing programs in teaching-oriented business schools is the preparation of marketing students to be productive performers in businesses and organizations. Unfortunately, many marketing graduates discover that the jobs available to them after graduation use very little of the knowledge and skills they learned in business school (Taylor 2003). A marketing curriculum that prepares students for the jobs available in the marketplace may allow marketing graduates to get jobs that actually utilize the knowledge and skills they learned in marketing classes.

Business schools accredited by the Association to Advance Collegiate Schools of Business (AACSB) and those seeking or aspiring to future accreditation look to this organization for guidance in the development of business curricula that are relevant to the ever-changing environment of business. In its report on Management Education at Risk, AACSB points out the importance of technology in the business curriculum. This report states, "Employers demand graduates who are prepared to leverage technology in a scalable fashion to advance firms' strategies and operations" (AACSB, 2002, p. 11).

It appears, however, that marketing curricula have been slow to incorporate technological developments in the practice of marketing. For example, in 2005 only 15.1 percent of a sample of AACSB accredited business schools offered a database marketing (DBM) course in the business school (Teer, Teer, & Kruck 2007). These authors believe that DBM is important because it is at the

heart of the switch by businesses and organizations from mass marketing to ultimately a one-to-one marketing relationship with the customer. Though Teer, Teer, and Kruck (2007) applaud the 52.5 percent increase in the percentage of business schools offering such a course in the undergraduate curriculum since 2005, in absolute terms the number of schools offering such a course in DBM is small. And when a DBM course is offered, it generally focuses on management and information systems topics rather than the marketing-specific topics of direct marketing, market segmentation, customer relationship management, customer profiling, and internet marketing .

But, how important are database marketing and internet analytics courses for the preparation of marketing students? Do employers require such skills for entry level and advanced positions? This study examines the skills and conceptual knowledge employers require for marketing positions at different levels ranging from entry or lower level jobs to middle or senior level positions. The data for this research are based on a content analysis of jobs posted on Monster.com for Chicago, Los Angeles, and Seattle. There were notable differences between the skills and conceptual knowledge required for lower level and middle or upper level marketing jobs. Technical skills appear to be much more important at both levels than what was documented in earlier research. This study discusses the implications of these research findings for the professional school pedagogical model of marketing education.

**References Available on Request**

**A CONCEPTUAL MODEL OF INDIVIDUAL PERCEPTIONS IN TEAM-BASED LEARNING:  
A MODIFICATION OF THE THEORY OF PLANNED BEHAVIOR**

**Christina Chung and Ed Petkus, Jr., Department of Marketing and International Business,  
Anisfield School of Business, Ramapo College of New Jersey,  
505 Ramapo Valley Rd., Mahwah, NJ 07430;  
cchung1@ramapo.edu, epetkus@ramapo.edu**

**ABSTRACT**

The purpose of this study is to develop a conceptual model that delineates the relationships among individual psychological perceptions and behavioral outcomes in team-based learning. The theory of planned behavior was applied. Data collected from 127 students were analyzed using confirmatory factor analysis (CFA) and structural equation modeling (SEM).

CFA results of the overall model analyses indicate that a 16-item CFA model was estimated and it revealed that the measurement model provides appropriate fit. The results also support convergent validity and discriminant validity.

Structural equation modeling was run to examine the theoretical model specification and the hypotheses. The result of the model specification revealed that the measurement model provides satisfactory fit data, but the SEM structural path results indicate the behavior outcome was not significantly related to individual perceptions.

In an attempt to investigate exogenous variables of behavior outcome, alternative structural relations

among latent variables were tested. The findings explain that perceived behavioral control is an exogenous variable of intention to behavior. Intention to behavior is an exogenous variable of attitude toward behavior and there is a statistically significant relationship. Further the attitude toward behavior construct directly affects behavior outcome.

Even though the hypotheses were not supported based on the original theory of planned behavior model, the alternative model provides important implications. First, intention to behavior can be promoted by perceived behavioral control and subject norm. If an individual has high perceptions of behavioral control and subjective norm, intention to behavior can be a synergetic power. Second, the higher the intention to engage in team-based learning, the more a positive attitude can be expected. Third, a positive attitude can increase behavior outcomes.

For future research, the alternative model has the potential to investigate latent factors that are related to perception of behavioral control and intention to behavior such as self-regulation and motivation.

## TEAM STRUCTURE AND TRUST: IMPLICATIONS FOR MARKETING EDUCATION

Ruth Chavez, Department of Marketing, Metropolitan State College of Denver, PO Box 173362,  
Denver, CO 80217; rchave39@mscd.edu

### ABSTRACT

The unforgiving competitive environment is now forcing organizations to create value not just from tangible assets but more so from the intangible resources of the firm. Insofar as marketing educators are expected to prepare students to succeed as tomorrow's knowledge workers, understanding underlying factors that enable and constrain collaboration has direct implications for constructing complex team projects.

A robust body of literature recognizes that achieving work group collaboration can unleash creativity and innovation. The knowledge work people do today requires a high degree of interdependence with others – some kind of teamwork. Although the topical area of collaboration has received considerable attention across various academic disciplines, a review of the literature reveals continued levels of uncertainty about how to harness the full potential of student teams.

This study examined one well-researched factor, work group interdependence structure, as well as one that has received less systematic attention, trust. Standard experimental design features were incorporated with an innovative simulation technique. University students described an actual work group situation similar to the randomly assigned scenario and then responded to a set of outcome measures.

Drawing from social interdependence theory, this study identified parallels between team collaboration in the classroom and workplace. Consistent with

previous research, results indicate that team structure significantly affected both cooperation and competition. When structured to promote positive goal interdependence, participants exhibited cooperative interaction patterns. Conversely, negative interdependence resulted in competitive interaction patterns.

Further, the development of collective efficacy within a team depends on a cognitively shared form of trust. Trust as a group level construct has direct implications for marketing education. From a social psychological perspective, interpersonal trust is so thoroughly grounded in human relationships that the most carefully designed work team or organization will crumble without it.

Taken together, the findings in this study suggest there is still considerable room for marketing educators to design teams that promote positive interdependence and collective trust. Effective collaboration in complex project assignments relies on the development of certain social and cognitive interpersonal processes. Providing informal opportunities for students to interact face-to-face is essential to build the level of trust that fosters teamwork. Mutual trust between members of a work group is critical to a free exchange of information and knowledge. The resultant student team model is intimately tied to collaboration.

**References Available on Request**

## **STUDENT PERSONALITY TYPE DIVERSITY IN TEAM PROJECTS: THE RELATIONSHIP BETWEEN TEAM DIVERSITY AND SATISFACTION**

**Thomas C. Boyd, Katrin R. Harich, and Matthew P. Lancellotti,  
Mihaylo College of Business and Economics, California State University, Fullerton,  
Fullerton, CA 92834-6848; tboyd@fullerton.edu, kharich@fullerton.edu,  
mlancellotti@fullerton.edu**

### **ABSTRACT**

Marketing educators have long used student team projects in the belief that such projects have a positive effect on the student learning experience. Students hone their leadership, cooperation, and communication skills, and feel generally more motivated. On the other hand, poor team experiences during a student's college career can foster negative attitudes towards working in teams. If educators can find ways to help students anticipate and/or avoid such negative experiences they can better prepare their students for the realities of the workplace. Prior research suggests that knowing the personality types in a team may help students to understand their roles in the team better and also assist educators to manage student teams better. Before trying to manage team interaction, educators should understand whether or not team make-up influences the student's learning experience and the quality of team output. It is possible that students in teams with diverse personalities may experience more conflict within the team, but also produce a better final product. It is also possible that students of like personalities may either get along well or badly, depending on whether those personalities conflict or not. Ultimately, educators should know

whether or not personality combinations on teams effect students' perceptions of team work, student satisfaction, and team quality. This paper investigates whether or not personality type combinations on teams effect students' perceptions of team work, student satisfaction, and team quality. Toward that end, a field study with 67 students was conducted that examined student personalities on 16 student teams from three upper level marketing courses. The results reveal a nuanced relationship between diversity of personality types on a team and students' satisfaction with the team. For some personality types, it appears that as diversity increases, so too does satisfaction with the team and its members' interactions. While the results are interesting they are limited by the small sample size of this exploratory study. Additional work with more classes and larger numbers of students is necessary to determine the true nature of the relationships uncovered, and to confirm the significant relationships found. Understanding and accepting the diverse personalities that exist in a team can help improve team performance. This study further advances this cause.

**References Available on Request**

## **DO SWEAT THE SMALL STUFF: SUCCESSFUL STRATEGIES FOR STAFFING THE MARKETING PODIUM**

**David A. Horne, Department of Marketing, College of Business Administration,  
California State University, Long Beach, 1250 North Bellflower Blvd.,  
Long Beach, CA 90840; dhorne@csulb.edu**

**H. Rika Houston, Department of Marketing, College of Business and Economics,  
California State University, 5151 State University Dr.,  
Los Angeles, CA 90032; hhousto@calstatela.edu**

### **ABSTRACT**

#### **INTRODUCTION**

By necessity, universities are in a constant state of renewal and are faced with the constant need to recruit new students and new faculty. University admissions offices have successful outreach strategies to target prospective students that will continue to enrich the student population and campus community. With regard to new faculty recruiting, most universities have specific policies and procedures in place that have been established to justify the need for and to outline deliberate processes for bringing new faculty to the institution. These procedures must be adhered to since they have been the result of thoughtful deliberations that recognize university goals for program enrichment, faculty diversity, and enrollment realities. Colleges operate within these guidelines and the full recognition of university timelines and request formats is a necessity if any requests from specific colleges about new faculty recruits are to proceed in an unimpeded manner and gain approval from central administration.

#### **BACKGROUND**

As discussed by Swartz et al. (2007) and further emphasized by the authors of this paper, there is a perfect storm brewing when it comes to the question of future faculty needs within colleges of business administration across the country and within marketing departments more specifically. First, there is the issue of the upcoming wave of faculty

retirements from the first great surge in business school enrollments and subsequent hiring of freshly minted PhD's during the 1970's. Second, the AACSB standards for accreditation and the push for more constant assessment will call for an increase in terminally qualified faculty. Third, at the same time that business programs are required to recruit new faculty with terminal degrees in business, they are also facing the growing dilemma of increasing shortages of doctoral-level faculty with terminal degrees in business (AACSB 2002). Finally, there has been the dramatic increase in the sheer number of business schools across the world.

#### **DISCUSSION**

All of these factors weighed together make successful new faculty recruitment, for marketing departments in particular, both a challenge marked by considerable constraints and an opportunity for creative strategies designed to maximize competitive advantages even when the most obvious resources are not available. The authors propose eight critical steps for recruiting new marketing faculty even in the context of the challenges that have been discussed above. This eight-step process has been tested and proven successful in several annual recruiting cycles at a large, public university in Southern California and is offered as a guideline to help other marketing departments obtain more productive results in their new faculty recruiting efforts.

**References Available on Request**

# IDENTIFYING ADMINISTRATORS' IDEAL ATTRIBUTES OF MARKETING EDUCATORS

Franck Vigneron, Department of Marketing, College of Business and Economics,  
California State University, Northridge, 18111 Nordhoff St.,  
Northridge, CA 91330-8377; franck.vigneron@csun.edu

## ABSTRACT

Following administrative pressure, most universities and colleges have made a requirement to independently develop their own teaching evaluation process and a great amount of research has focused on how to better develop effective peer and student evaluations. Little is known about what are the important attributes for an administrator when evaluating a teacher. With new requirements coming from accreditation associations such as AACSB to increase assessment in the curriculum (Borin et al., 2008), one may expect that the current perspectives of administrators on measuring teaching effectiveness be examined. This research identifies the attributes of an ideal marketing educator according to faculty and non-faculty administrators.

## BACKGROUND

Quality improvements, measure of teaching effectiveness pressured by the consumer/student role or necessary accreditation to collegiate schools such as the Association to Advance Collegiate Schools of Business (AACSB), have influenced the use of SET. The responsibility of administrators has been increasingly directed towards meeting these types of accreditation requirements. There is a large body of research on both faculty participation, and the selection, evaluation, and retention of administrators but little published research on how administrators view effective teaching (e.g., Crumbley & Fliedner, 2002). Furthermore, how can faculty be sure that the results of these evaluations are unbiased and used for what is arguably the primary purpose for such evaluations namely, faculty improvements. The situation gets complicated when there are business-like expectations that put the faculty under pressure – between supervisor (administrator) and an employee (faculty), and between a service provider (faculty) and a consumer (student). The administration's influence over curriculum review and program decisions is continuously increasing, and consequently, it is important and interesting to identify the administration's point of view. This research focused on the administrator's perceptions of faculty evaluation and contrasted it between faculty and

non-faculty administrators. The two research questions underlining this study are:

- What do administrators perceive to be the attributes of an ideal marketing educator?
- Are these perceptions different depending on the administrators having been a faculty or not?

## METHODOLOGY

From secondary data we formulated assumptions on characteristics expected to be representative. Then, in two phases we collected qualitative data. In sum, 28 interviews were conducted and 109 attributes were evaluated with questions such as:

- Can you explain, what are the important attributes of a marketing instructor?
- If you were to hire a new instructor, what would be the most important characteristics?
- Can you rank the attributes from most preferred to least preferred?

## RESULTS OVERVIEW

The attributes were determined by: (1) their degree of importance, (2) how much did they contribute to learning, and (3) their relevance to marketing practice. This study showed that faculty administrators have a more practical and realistic opinion of teaching whereas non-faculty administrators have a more conceptual definition of teaching. However, non-faculty administrators seemed more influenced by the external university culture, and for this reason felt more secure using an empirically based method of evaluation such as SET.

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## MARKETING ORIENTATION AND TEACHING PHILOSOPHY: A PERSPECTIVE FROM DOUGLAS MCGREGOR

Robert D. Winsor, Loyola Marymount University, One LMU Dr.,  
Los Angeles, CA 90045; rwinsor@lmu.edu

### ABSTRACT

Alternative approaches to marketing pedagogy can be seen as consistent with instructor assumptions regarding student perceptions, motivations, and goals. These assumptions can be seen as analogous to marketer conceptualizations of consumers. Based upon the six types of marketing orientations familiar to all marketing instructors, a comparison is made to teaching philosophies and pedagogical approaches. The ideas of Douglas McGregor are also shown to be relevant to marketing and to educational assumptions and methods.

### ALTERNATIVE MARKETING ORIENTATIONS

In January of 1960, the *Journal of Marketing* published an article by Robert Keith (1960) entitled "The Marketing Revolution." In his article, Keith described four "eras" or periods of thought and practice through which his organization, The Pillsbury Company, progressed. Keith believed that these eras were representative of four philosophically unique approaches to marketing goods and services. Since the publication of Keith's article, other writers have modified, refined, and extended the basic thesis advancing this evolutionary process. The most important of these augmentations is Kotler's (1994) description and development of a fifth orientation, and Sirgy's (1991) suggestion of a sixth orientation.

The first of the approaches to marketing is termed the *product orientation*. This approach emphasizes superior quality and/or performance, and focuses the organization's strategy around informing the consumer about the advantages (both concrete and abstract) of purchasing and consuming goods and services that are both comparatively better (than those of competitors) and also more costly. In order to effectively implement this orientation, organizations utilizing the product concept must effectively communicate to consumers that wise shoppers will be willing to pay more in order to enjoy the exclusive benefits that can only be derived from higher quality. This process also typically incorporates efforts to instill in consumers the methods for recognizing and respecting superior product attributes.

In contrast to the product orientation, the *production orientation* focuses upon systems for producing large

volumes of products in an effort to drive down costs by exploiting economies of scale and economies of scope (shared costs). In the production orientation, the organization efficiently distributes a "good enough" product that offers value to the consumer that is leveraged through low prices. Marketers adopting this approach typically attempt to show consumers that their product is comparable to those of competitors, but is less costly (in terms of money, time, or commitment).

The third approach to marketing is known as the *selling orientation*, and is based upon the premise that customers are unlikely to perceive or understand the merits of purchasing this product. In some cases, organizations resorting to the selling orientation do so because they have competitively inferior products. That is, there is a realization that the product will not "sell itself" on its own merits, and thus great efforts must be made to compel customers into purchasing the product. Alternatively, some organizations employing the selling orientation do so because they feel consumers need additional (non-product, non-price) incentives in order to make the purchase. As a result, organizations approaching customers from the selling orientation typically resort to aggressive selling and promotional efforts, with the goal of manipulating or coercing customers into purchasing the product.

A considerably higher plane of enlightenment in marketing thought is understood to be embodied in the *marketing orientation*, also known as the marketing concept. The marketing concept "holds that the key to achieving organizational goals consists in determining the needs and wants of target markets and delivering the desired satisfactions more effectively and efficiently than competitors" (Kotler, 1994, p. 18). The motto of the marketing concept is "find a need and fill it," and its credo is "The Customer is King." The marketing orientation is founded upon the assumption that consumers are knowledgeable, intelligent, and rational, and base their product purchases upon a careful consideration of the relationship between their own needs and product attributes. The thinking underlying the marketing concept was espoused as early as the 1940s and 1950s (Bell & Emory, 1971; Samli, Palda, & Barker, 1987). In 1958 the term "marketing concept" was coined to describe the philosophy behind this approach and, "by 1965 practically all introductory

marketing texts included some discussion of the ‘new’ marketing concept” (Bell & Emory, 1971, p. 38). What distinguishes the marketing concept from the other orientations is that it is purely driven by the needs and preferences of the customers, rather than the existing abilities, preferences, or expertise of the firm. This distinction is important in that, “the assumption of consumer primacy is the central normative point on which marketing turns as an applied discipline” (Hirschman, 1983, p. 46).

A fifth perspective, representing a supposedly higher stage of marketing evolution is what Kotler (1977) termed the *societal marketing concept*. The societal marketing concept – or orientation – is an attempt to harmonize the goals of business to the often-conflicting plurality of goals in society and in the processes of customer satisfaction. As such, it postulates that, “the organization’s task is to determine the needs, wants, and interests of target markets and to deliver the desired satisfactions more effectively and efficiently than competitors in a way that preserves or enhances the consumer’s and society’s well-being” (Kotler, 1994, p. 29). It should be noted that the societal marketing concept is founded upon one dominant and critical proposition. This is the assumption that, “consumers’ wants do not always coincide with their long-run interests or society’s long-run interests,” and given this, marketers should take a custodial approach to long-run consumer and societal well being (Kotler, 1977, p. 4).

Finally, as Sirgy (1991) notes, a further level of marketing philosophy evolution is exemplified in efforts to improve the “quality of life” of individuals in society, rather than merely satisfying needs while avoiding individual or societal harm (as in the societal marketing concept). In the *Quality Of Life* orientation, the goal is to provide goods and services that make significant and important differences in peoples’ lives that transcend mere product consumption satisfaction. As a result, the Quality Of Life philosophy of marketing aims to, “make *happy people in general*,” rather than merely happy customers (Sirgy, 1991, p.4).

Exemplified by, and resulting from, the inclusion of most of these various marketing philosophies or “orientations” in virtually every *Principles of Marketing* textbook, this “evolution” of marketing thought has come to represent one of the most important cornerstones (if not the most important cornerstone) of marketing pedagogy. As a result, every student of marketing is expected to understand the differences among these marketing perspectives and the manner in which marketing has evolved.

These various orientations also represent the disciplinary axis of marketing because every marketer is assumed to embrace at least one of these orientations and incorporate its assumptions into the firm’s marketing practices. This is assumed to be true even for organizations that do not explicitly recognize the distinctions among these marketing orientations or how their own marketing practices reflect unique philosophical understandings of the domain and parameters of effective marketing.

## MARKETING ORIENTATIONS AND MARKETING PEDAGOGY

As outlined above, these six marketing orientations exemplify different perspectives from which each organization both understands and conceptualizes individual consumer perception, motivation, and needs in its markets. From these perspectives, organizations then develop strategies for communicating to, and interacting with, those markets. If education can be understood as a marketable (and marketed) service, as it most surely is (Desai, Damewood, & Jones, 2001), then educational institutions and the individual service providers working for an institution must implicitly approach the promotion, production, and delivery of the institution’s service from one of the six marketing orientations noted above. While the overall institutional marketing efforts, strategies, and policies of universities can be easily recognized and categorized according to the orientation from which they are derived, rarely are individual educators within those institutions so aligned.

Despite the centrality of these orientations to marketing pedagogy, then, few marketing educators understand or consider how their own unique approaches to teaching might be identified with one or more of these same six orientations. In other words, while each marketing educator likely possesses a unique and perhaps even well-articulated perspective of teaching, few have considered how this personal teaching philosophy corresponds with a particular marketing or service-delivery philosophy or orientation. Thus, while conceptualizing students as customers is a well-understood notion within marketing pedagogy (Desai, Damewood, & Jones, 2001), the multidimensional nature of this equation is not commonly acknowledged or debated. In simple terms, each instructor’s approach to, and assumptions regarding, students and learning can be seen as consistent with one (or more) of the six orientations of marketing.

If an instructor, for example, conceptualizes students as having a well-developed and well-articulated set of

learning goals and needs, then these students would be well-served by a service (marketing) program delivered from the perspective of the *marketing orientation*. And, this instructor would be inclined to clearly identify these goals and needs and then craft course topics and methodologies around the effective satisfaction of these needs.

In similar fashion, instructors who teach mass sections of students, or who believe that students are only taking the course in order to satisfy graduation requirements, will likely approach their pedagogical duties from a production orientation. These instructors may believe that incoming student quality is the primary determinant of course or life success, and thus teaching excellence is relatively unnecessary. Conversely, teachers who have a high estimation of the worth of their course for later student success will probably want to impress upon students the importance of the topic. Operating from the notion that “weeding out” inferior students will ensure quality control, these product orientation teachers will implement methodologies and policies geared toward demonstrating the gravity and significance of these topics, and set difficult standards that keep grade distributions low (Mohr, 2007). Instructors who value student acceptance (in the form of positive course evaluations) but also believe students to be unmotivated and uninterested in the material will likely take a selling orientation approach, using incentives such as “extra-credit” points to encourage student attendance, participation, and learning.

The societal marketing orientation would be consistent with a pedagogical approach that assumes students are motivated but also unclear regarding those theories and tools that will be most valuable to them in later life. A professor adopting this perspective will likely attempt to develop instructional methodologies that lead students down an educational path that culminates in numerous “Aha!” experiences yet also provides career skills which may not be appreciated until much later in time.

Finally, the Quality Of Life orientation would likely be translated into pedagogy through efforts to provide students with tools and experiences that can not only facilitate and illuminate their university and career goals, but also provide them with conceptual, philosophical, and analytic means for enriching the totality of their lives. Some professors, for example, assign students the tasks of writing “business plans” for their lives and composing their own epitaphs.

## DOUGLAS MCGREGOR AND PEDAGOGICAL PERSPECTIVES

According to the well-known management theory of Douglas McGregor (1960), “Theory X” managers begin with the assumption that their employees are stupid, lazy, dishonest, resistant to change, and naturally at odds with the goals of the organization. Managing from this perspective, “Theory X” managers interact with their employees in adversarial ways that inevitably encourage the very same behaviors they abhor. In contrast, McGregor promoted a “Theory Y” perspective, where workers are *a priori* assumed to be intelligent, motivated, honest, and eager to make positive contributions to the organization. McGregor theorized that managing from this “win-win” “Theory Y” perspective would initiate a “self-fulfilling prophesy” where workers treated with respect, trust, honesty, and appreciation would develop those qualities most desired in employees.

While business-school academics are easily convinced of the merits of McGregor’s “Theory Y” approach to management, it seems evident that they rarely envision how this philosophical orientation may apply to teaching. When developing course policies and when managing classroom experiences, business-school professors often take a decidedly “Theory X” approach. This is especially true for undergraduate courses. Great efforts are often taken, for example, to repeatedly warn students about the harsh consequences for violations of academic integrity policies, or to clarify the penalties for late assignments or missed examinations. Other policies that reflect this form of thinking include mandated or coerced attendance and participation.

In contrast, a “Theory Y” approach to marketing education assumes that *every* student is capable of high-quality thinking (although each has a unique approach), and comes to class truly wanting to learn and positively contribute (Mackwell, 2004). In general, however, a major (and most unfortunate) obstacle frequently stands in the way of the ultimate implementation of a “Theory Y” approach to student development. This comes in the form of students’ prior exposure to “Theory X” teachers and methods. “Theory X” teachers can frustrate students by making them feel incompetent and confused, and these teachers may create learned dependency and lowered motivation in students by constructing environments based largely upon educational systems of “punishment” rather than reward or recognition. The overall result is a closing of minds, rather than opening or development. The cumulative effects of “Theory X” teachers upon students can be

substantial and difficult to overcome. Nonetheless, it is probable that students can sense when instructors approach them from a “Theory Y” position of genuine honesty, enthusiasm, fairness, and concern, and, when treated in this manner will then gradually relinquish their cynicism and resistance.

### **MCGREGOR’S THEORIES AND CLASSROOM MARKETING ORIENTATIONS**

Because both McGregor’s management theories and the various marketing orientations rely heavily upon particular assumptions of human perception and motivation, overlap between these conceptualizations is inevitable. Specifically, some elements of the “Theory X” interpretation of customers as gullible, lazy, or ignorant can be seen in typical implementations of the product, production, and selling orientations in educational settings. Under the product orientation, while some students are seen as having great potential, all incoming students are seen as ignorant – having no initial ability to understand the value of specific course material. Somewhat differently, under the production orientation, students are seen as lazy and merely “going through the motions” in order to “get their ticket stamped.” In the selling orientation, students are seen as easily distracted or swayed by entertaining lectures and exercises, and student evaluations are seen as popularity contests.

Thus, professors approaching marketing pedagogy from the perspective of the product orientation attempt to enlighten students as to the great value of rigorous coursework, and often utilize punitive (costly) course policies in order to make students approach the subject with greater gravity and seriousness. Those approaching teaching from a production orientation, on the other hand, typically just “go through the motions” of teaching in order to fulfill their “ticket stamping” obligations with utmost efficiency. Finally, teachers adopting a selling orientation implement numerous “bells and whistles” in order to boost teaching evaluations, and course policies often revolve around developing incentives to counteract the laziness of students and to encourage behaviors such as attendance with “extra credit” points and other forms of external rewards.

In contrast, the marketing, societal marketing, and Quality Of Life orientations appear to be more compatible with McGregor’s “Theory Y” notions of assumptions regarding students. These approaches to teaching conceptualize students as motivated, intelligent, and engaged learners (Chonko, 2007). From the marketing orientation, professors would assume that students know the value of learning and

the coursework that confronts them. Thus, instructional policies would likely be geared toward student involvement in the design and implementation of the curriculum. Also consistent with assumptions of “Theory Y,” professors using a marketing orientation would be unlikely to embrace policies of mandatory attendance and participation, assuming that each student would naturally see the value of such behaviors.

From the societal marketing orientation, professors would likely take a modified “Theory Y” approach, under the assumption that students are highly motivated, but may need some guidance regarding which topics and pedagogical methodologies will yield the greatest value for later career success. Instructors using this approach would take a custodial approach to teaching, and see the value of “leading” students toward desired outcomes (such as future career readiness), rather than coercing students or focusing on irrelevant but enticing diversions. This approach would also consider the longer-term impacts of instruction, rather than merely the satisfaction of students within the university setting.

Finally, the Quality Of Life orientation would suggest that business professors might consider how their ideas and teaching methodologies may impact students far beyond not only the present time frame, but also far beyond the boundaries of business itself. This approach would require some insight into how instructional content and methods can stimulate lifelong learning and the introspective development of human values and insights.

### **CONCLUSION**

Clearly, alternative approaches to marketing pedagogy can be seen as highly consistent with assumptions held by professors regarding student perceptions, motivations, and goals. This overlap can be seen as highly analogous to marketer conceptualizations of consumers. Because of these similarities between teaching philosophies, pedagogical approaches, and marketing practice, marketing educators could benefit from examining and understanding how their teaching methodologies and policies reflect or reveal their assumptions and perceptions regarding student motivation and learning. In this analysis, the ideas of Douglas McGregor can be seen to provide valuable depth and clarity toward becoming a more self-aware educator.

### **References Available on Request**

## THE NATIONAL MENTORING PROJECT: A WHOLE PERSON LEARNING APPROACH TO VALUES-LED MANAGERIAL EDUCATION

Peggy Cunningham, School of Business Administration, Dalhousie University,  
Halifax, Nova Scotia, Canada; [peggyc@dal.ca](mailto:peggyc@dal.ca)

Mary Donohue, Donohue Brent Training and Consulting, Toronto, Ontario, Canada;  
[maryd@dbtc.ca](mailto:maryd@dbtc.ca)

### ABSTRACT

“My subject is the educated imagination, and education is something that affects the whole person, not bits and pieces of him. It doesn't just train the mind: it's a social and moral development too.” (Frye 1963, p. 66)

Demands to incorporate topics related to ethics and corporate social responsibility (CSR) into the curriculum for marketing students are growing; however, traditional approaches to such training have had limited success. We, therefore, propose a whole person learning approach to such education. Whole person learning aligns strongly with the concept of integrity which is defined as “quality or state of being complete, whole, or undivided” (Nelson & Trevino, p. 150). As Frye suggests, education is more than just engaging the mind, it is about engaging the ‘whole person.’ Whole person learning involves the physical, emotional, and social aspects of learning as well as the cognitive aspects (MacRae-Campbell, 1997; Rogers & Freiberg, 1993; Taylor, 2007). It intimately involves the learner in the process allowing them to choose what is learned and how it is learned.

To illustrate the approach, we describe the first year of operations of the National Mentoring Project that utilized a whole person approach. The project linked three sectors: education, non-profit, and business. It was the brainchild of three partners: Donohue Brent Training and Consulting, Queen's University's Centre for Corporate Social Responsibility, and a corporate sponsor, Molson (Canada's oldest brewery). It intimately involved students and managers in social and community issues. Students and managers were asked to apply their marketing skills to important social projects. The National

Mentoring Project began when the founders asked what appeared to be an impossible question: What if business schools could deeply engage students in CSR projects while corporations leveraged their employee volunteer programs, maximized the benefit they receive from their donations budgets, provided better training for their future managers, and helped charities and social causes all through one program? As impossible as this may sound, that is what the new National Mentoring Project was developed to achieve, and it did accomplish these goals.

Seven students were selected in the fall term for the program. To apply, students had to first find a project at a Canadian non-profit organization that fit with one of the sponsoring firm's priorities (active lifestyles, healthy communities and skills development). In the winter term, students were assigned a mentor from Molson's Talent Pipeline. The mentor worked with the student and the non-profit providing advice on a number of fronts, including guidance with the development of a plan focused on how to best complete the project. The following summer, Molson paid the students' salaries while they worked non-profit implementing their project.

We tracked participants' experiences over the course of the year and gathered qualitative data related to how they assessed the various stages of the project. Our findings strongly suggest that everyone benefited and learned new and deep skills in an experiential and collaborative way. Participants described the outcomes of the project as being very positive and, for some, it was even transformative.

**References Available on Request**

# A STUDY OF STUDENT WRITING WEAKNESSES IN MARKETING: DOES ANYBODY KNOW IT, CARE, OR HAVE A SOLUTION?

Jerry L. Thomas, College of Business, San Jose State University, One Washington Square,  
San Jose, CA 95192; sgthomas1@aol.com

## ABSTRACT

Employers are lamenting that our marketing graduates have inadequate writing skills, but university education is no longer providing enough classroom opportunities for students to develop their writing proficiency before graduation. This article examines marketing students' fundamental writing problems, based on a study done of over 3,500 student marketing papers. The article then suggests a form-specific pedagogical approach that has been effective to shore up students' writing problems. With the addition of a few targeted writing assignments and some changes in class procedure, marketing students will be better prepared to handle the writing that will be required of them in marketing positions.

## INTRODUCTION

Employers in the Silicon Valley have been giving feedback to our College of Business on a regular basis for many years, stating over and over that our marketing graduates cannot write adequately for today's corporate environment and have weak thinking skills.

Given the intense criticism from these business professionals over a lengthy period of time, I decided to evaluate in more detail the particular writing weaknesses of my marketing students, so that I might design class assignments to not only strengthen these weaknesses but to also better prepare them for on-the-job writing to achieve success in their marketing positions after graduation.

Methodology for this data collection was simple. The student writing tabulations included my evaluation of over 700 undergraduate marketing students, sampling some 3,500 marketing writing assignments accounting for 15 percent of their course grade. Each writing assignment was based on the students' ability to conceptualize, present, and explain a marketing principle previously presented in class lecture and discussion or prerequisite material or material from their current marketing text.

No specific algorithm or measurement scheme was used for grading these assignments, other than my own 33-year history of grading similar assignments.

I based results on a non-curved standard of "A" (excellent) through "F" (failure), "A" equaling a 4.0 grade point and "F" equaling a 0 grade point, with my standards being what Junior level university students should be capable of, as well as what the business environment will expect of them upon graduation. Therefore, I graded on each of the following elements that are required in any business deliverable: content, clear and logical presentation, following directions, and mechanics. The result was a mean grade of 1.8 or "D+" with a standard deviation of .52, or one-half letter grade.

## WRITING WEAKNESSES

Below are described the four major weaknesses I found in student writing and suggestions for shoring up these problem areas.

### Using Poor Mechanics

Students were very weak in the mechanics of writing (Flateby, 2005). I decided I can at least address the most basic writing weaknesses that can be readily and profoundly improved. (Identify the mechanics they will be responsible for in their writing assignments, and make these a significant part of their grade: grammar, punctuation, spelling, and syntax. If these mechanics are not graded, the students are left to believe that the mechanics really are not that important after all.)

### Not Articulating Knowledge

Because my students have never been "marketing practitioners," they tend to state principles by rote definition or memory rather than articulate knowledge of skills associated with the principle or its actual practical marketing application and so had great difficulty in explaining these marketing principles from the textbook in their own words (Labat & Bilorusky, 2003). Their understanding may be there, but they have not had much experience explaining concepts in prose. So I decided a good exercise to develop this writing ability was to have students explain in writing some of the skills required to apply marketing principles discussed in the textbook and in class lecture. (For example, I have students explain in writing the "workings" of market mix allocations to positioning or why the normal

curve of the “Diffusion of Innovation” is skewed in reality, or the logic of the Market Concept, etc.)

### **Difficulty Explaining Mathematical Formulae in Prose**

Students had great difficulty explaining mathematical outcomes in prose. In math classes, they have been used to providing a numeric answer only, but never being challenged to explain what the relationship is among the components of the formula, how they impact each other, and what the answer means in a real-world applied sense (Rosen, Weil, & Zastrow, 2001). I now teach students how to understand the formula-driven and numeric marketing applications (what each variable means and how each affects the outcome), then I have them explain their results in understandable prose, not just in numbers. (I assign sample size, forecasting, or break-even problems, etc., and then require the students to explain the algorithm and the meaning of their quantitative marketing answer in writing.)

### **Not Writing Succinctly**

Students have a difficult time writing succinctly (O'Regan & Mackenzie, 2005), so I purposely put a limitation on the length of their answers to 50 words or less. They need to understand that in business marketing, less is more and time is money, so they need to learn how to write clearly, quickly, and to the point. In most college courses, students have not been taught to write with brevity, but instead, have usually found themselves working hard to extend what they have written to meet a document length requirement by adding fluff and extraneous material resulting in wordiness.

## **ADDITIONAL PROBLEMS**

I also found in my recent work that poor student performance on writing assignments, aside from weak content, can be divided more broadly into four procedural areas: not following instructions accurately, “delegating upward,” substituting guesswork for knowledge, and offering personal opinion when not asked for.

### **Not Following Instructions Accurately**

Students were, number one, very poor at following the directions for assignments. It would appear that in past courses, they have been held to few, if any, specific formatting instructions or other specific requirements, so, predictably, there was much variability in the finished output. In business, most correspondence and reporting is rather standardized

by comparison. Departments and companies have certain ways they want things done or protocols, so few things are left up to entry level employee discretion to change.

Sometimes, I found, their not following instructions accurately was due to lazy listening. Thus, students picked up only a fraction of the significant elements involved in an assignment or misunderstood the directions in other significant ways (McHugh, 2007). Lazy listening, surprisingly, can occur among students with the most capability as well as those with less.

Unfortunately, faculty do not often penalize students for lazy listening and actually give them at least partial credit or sometimes full credit, despite their not following directions. As a result, students often have no incentive to improve their listening skills, since basically they are never made to suffer any significant consequence and learn from this bad habit. In a classroom is the best (and cheapest) place to learn how to improve listening skills, so when faculty do not make students pay a price for lazy listening, students leave the university still incredibly weak in this skill. They arrive, then, in their first job after graduation still thinking that they will never be made to account much at all for not following directions accurately and that therefore they can continue to pay little attention to assignment specifics.

In a business classroom, students are also often offered the opportunity to re-write an assignment to improve their grade, whether the poorly written product was due to misunderstanding the directions or simply from giving an overall poor initial effort. Such well-meaning rewards on the part of faculty, unfortunately, simply encourage students to continue in lazy listening and other poor writing habits, because they believe they will always have time to do it over and, most importantly, get rewarded for it.

Sadly, once they obtain their first job after graduation, they will soon learn, and will probably be quite confused about the fact, that in a business setting they will be given no “points” for a mediocre first effort as they were often given in the classroom. Business simply cannot give any points for effort alone. Effort is automatically expected; after all, that's what the employee is getting paid for. The employee is also getting paid for doing the job right the first time. Since time is truly money in a business setting, students in their first job after graduation will quickly find that the classroom practice of “rewriting your way to an ‘A’” tragically did not train them in

how to produce their best effort the first time nor in how to listen carefully at the beginning. The sense of rushing in a business environment is nowhere to be found on a college campus; students have ample time to complete assignments. In a business environment there is often a sense of rushing and little time in which to complete the task, so understanding the instructions accurately and knowing how to work accurately and quickly is a must. Any work that has to be re-done wastes precious time because it reduces employer profit and reduces personal success. Thus, employees who cannot do things right the first time may, sadly, become too costly to keep!

### **Delegating Upward**

This situation occurs in business when an employee is assigned a task to accomplish, but lacking understanding of what exactly to do or where to get the needed information, returns to the manager or supervisor and asks for help with the assignment from this person, such that the supervisor is actually doing the work assigned to the employee (Oncken & Wass, 1974). A supervisor expects the employee to look elsewhere for answers and ideas, not to return empty-handed (Setty, 2005). Where do these recent graduates now on their first job get the idea of returning to their boss constantly for personal help? Delegating upward occurs frequently in university classroom settings. Students are taught, in fact, to go to the professor as a resource, if need be. They will often go to the faculty member's office to request help, even to get explanations concerning fundamental prerequisite course knowledge they lack that is needed for the assignment.

Many university faculty welcome the opportunity to help students far more extensively than they should. Faculty should give general guidelines for students as to where to find information but also tell students at the outset of an assignment that they will not be providing extensive help and answers to the students. Weaning students from the upward delegation habit takes time and compassion (a "tough love" of sorts) but creates strong, capable and viable students who will, by graduation, have developed independent work habits.

### **Substituting Guesswork for Knowledge**

This strategy occurs to many students as an acceptable effort. Again, there are several dangers to this approach when used in the workplace. (1) Guesses are rarely correct, contribute nothing to the work product, and can be outright dangerous, creating at the very least company embarrassment

and, worse, possible charges of misfeasance or malfeasance, which sometimes results in costs to the company to pay court judgments if lack of specific performance can be proved. (2) For reasons mentioned above, guesses are not rewarded.

Unfortunately, guesswork is often rewarded in classrooms, particularly on short answer and essay exams. Students have often been rewarded for "writing something," even if it was quite off the mark. They get some points, in other words, for making an attempt, even if it is entirely guesswork. Sadly, this kind of "reward" has encouraged students to guess, a habit they will likely carry into the business world until they face a different, more unpleasant outcome for guessing. The employee is far better off admitting he does not know the answer; the manager will then put someone on the task with the employee, someone who does know the answer or at least who knows how to proceed intelligently. This "bailout" will not, however, happen without cost to the employee, because the manager will believe this is information and skills the employee should have had.

### **Offering Personal Opinion**

This is what students usually do when asked to analyze something and provide conclusions. In entry-level marketing management, of course, personal opinion is almost never asked for, and, in any event, personal opinion is not the basis for a conclusion (Blackford, 2004). Employees will, however, be asked to provide a careful analysis of data and facts plus, possibly, conclusions. Unfortunately, in many of their academic assignments, students' personal opinion or "creative thinking" is what was solicited. They are simply asked how they "feel" about a topic, or to write about a personal experience. Rarely are students taught to look at data and rigorously analyze a topic. So instead of being trained in the rigors of analysis and logical thinking, their assignments are watered down to be a matter of simply forming their own opinion of something, which, conveniently means there is no longer any "right" or "wrong." They have thus grown up completely unprepared for the business world in this regard, believing that their opinion will be solicited and does matter.

I am not sure why educators have found this type of assignment worthwhile, since it does not prepare students for the real world, and it teaches students that their opinion is hugely important to others, which it usually is not, at least in an entry level work environment. So once students begin university life and later job settings, it is difficult for most of them to understand what it means to simply be a "data

gatherer,” analyst, and presenter, contributing to a capable management decision. In particular, undergraduates must be helped to understand that not only does their opinion not have much place in business writing, but also the idea of drawing conclusions is usually not called for at an entry level either. The only useful conclusions they will be allowed to draw will be very elementary ones, and only after they have presented the appropriate history and data from credible secondary sources. They do not yet have enough personal experience to offer meaningful “gut-level” intuitive opinions. Their job is to objectively and thoroughly present secondary findings and let management take it from there. As a result of this early education that focused more on opinion than research, students often give short shrift to the importance of doing secondary research, thinking their own view is more important than documenting real experts and do not really know how to approach, let alone organize, a research assignment.

These four problems (not following instructions, delegating upward, substituting guesswork for knowledge, and offering personal opinion) seem unimportant and fairly trivial to a generation of self-indulged young people. So perhaps one of the greatest practical gifts faculty can pass on to serious students is to spend some time teaching students about the gravity of these weaknesses in the workplace and how to correct them. A few initial faculty prompts can go a long way to stimulate and build stronger student solutions to these fundamental writing problems.

A portion of the grade of each assignment is allocated to fulfilling the specific directions and fulfilling management’s directive. Require students to write real-time, in class, short but frequent assignments so that they realize and demonstrate proficiency and knowledge without the aid of spell- and grammar-check software, dictionaries, notes, textbooks, or editorial help.

Provide ample initial dialogue when students receive the assignment to answer their questions. Then hold them accountable for lazy listening and the assigned deliverable without further “delegating upward.”

Hold students’ grades accountable for guesswork. A wrong guess in business is, at best, the acknowledgment that a student does not understand or know two things: what the correct answer should

be or an understanding of the “guess” that they substituted, which is also clearly wrong. Lower the grade for unsupported and undocumented opinions, provided by students in their answers, thus helping students to understand that in a business setting an opinion is a privilege, not a “right of passage,” based simply on their attaining a college degree.

## CONCLUSION

As one might expect, students differed in their areas of writing weaknesses. The writing problems examined in this study are not the sole culprits. But these basic difficulties occurred regularly and in nearly the same proportion, albeit to differing degrees among three-fourths of the student papers. My expectations for this pedagogy was not to turn marginal communicators into “Ernest Hemmingways,” but I did find that grades, even in the short run of a semester, improved over 0.5 of a grade point, or one-half letter grade. These data do suggest that the attention to detail that marketing faculty can provide can be instrumental in raising student academic and professional competencies.

Therefore, there is much that we can do to help prepare students more effectively for real-world marketing positions, far more than we are generally doing now. It does not have to take a lot of additional faculty or student time, but, rather, a slightly different focus as professors of marketing. The rubric to a form-specific pedagogical approach is to require students to write short but frequent in-class explanations of two types: (1) quantitative, and these would include writings about sample size, break even, forecasting, etc., and (2) qualitative, and these would include writings about market mix, positioning, diffusion of innovation, etc. And then evaluate their assignment deliverables for mechanics, articulation of true knowledge, explanation of quantitative applications, writing succinctly, following specific instructions, resistance to “delegating upward,” eliminating guesswork, and avoiding opinions, making each a substantial factor in the final course grade. We need to add to our pedagogy these proficiency requirements for effective marketing communication, skills that will not only transition students to a job in the marketing field but to a marketing management career as well – remembering that businesses are our customers, not the students. The students are our “product” and our reputation.

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## CAN MARKETING MAJORS LEARN MATH? A STUDY OF QUANTITATIVE SKILLS CURRICULUM

Nicole Cox and Molly Jensen, Sam M. Walton College of Business, University of Arkansas, 302 WCOB, Fayetteville, AR 72701; ncox@uark.edu, mjensen@uark.edu

Charles Halliburton, Northwest Arkansas Community College and Merchandising Division C., Wal-Mart Stores, Inc., 702 Southwest 8th St., Bentonville, AR 72716; charles.halliburton@wal-mart.com

### ABSTRACT

Now more than ever, students are leaving university classrooms for careers and are soon asked by employers to read financial statements, utilize retail or other financial scorecards, and understand the applications of various mathematical ratios and formulas. Current textbooks are excluding these very topics. And research has shown that there exists a math phobia among many college students (Pritchard, Potter, & Saccucci, 2004).

We wanted to demonstrate through this study that these are not insurmountable issues. Not surprisingly, the study's results show that teaching retail math and retail finance concepts to college students through a combination of the retail lecture and assignment of homework problems improves students' retail math and finance skills. Improvement between pre- and post-test scores is found regardless of major, gender, year in school, or number of homework assignments given.

What is surprising is the interaction that is found between the students' major and increased exposure to homework. Students who are marketing majors appear to improve more when given two homework assignments, but only marginally so. However, students who are not marketing majors show significantly more improvement than marketing majors when given the greater amount of homework. This finding may be explained by the fact that many of these retail terms and concepts are not new to the marketing majors while for many non-marketing majors this may be their first exposure.

Prior to this study, it was anticipated that there would be differences between the performance of those students whose majors focused on quantitative concepts (accounting, economics, finance and logistics) and those whose majors do not (marketing and management). These differences were possibly absent because while accounting, economics, finance and logistics majors are quantitatively

oriented, the retail terminology and concepts were new to the students. This exposure to a new way of describing formulas and concepts may have been just different enough that the students could not assimilate the information into their existing understanding of business mathematics.

While this method will not solve all of the existing issues with marketing majors' quantitative skills, it does appear to establish a starting point for reintroducing these skills into marketing classrooms. Positive feedback concerning this method has been received not only through the author's pre- and post-testing results, but also in anecdotal form from former students and retail employers.

It is the conclusion of the authors that the field of marketing within academia has strayed from retail math and other quantitative approaches that are perceived to be "hard." As evidenced here, students are able to grasp these concepts and apply them if they are provided to them in the academic setting. As is guided by AACSB standards (2008), these types of applied topics will continue to become increasingly important to current students and their prospective employers and must be incorporated on a more consistent basis into marketing curriculum.

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## PHYSICIAN RESPONSE TO DTC-ADVERTISED DRUG REQUESTS AND ITS EFFECT ON THE CONSUMER

Julia E. Blose and Rhonda W. Mack, School of Business and Economics, College of Charleston,  
5 Liberty St., Charleston, SC 29424; blosej@cofc.edu, mackr@cofc.edu

### ABSTRACT

Recent studies have called for a better understanding of the relationship between patients and physicians, patient compliance, and the effects of DTC advertising on these (Morris et al., 2007; Royne & Myers, 2008). This paper examines whether the decision a physician makes to grant a prescription request or not (when a patient requests a drug he/she has seen in a DTC ad) significantly impacts the patient's satisfaction with a visit. The impact of the physician's decision on other important patient outcomes such as the patient's intention to comply with the physician's recommendations is also considered. In addition, the study examines whether there are optimal courses of action the physician can take (such as offer an alternative recommendation) in the case he/she does not plan to grant a prescription request.

The results from this study have important implications and should be of interest to a wide variety of audiences. Not only does it contribute to the marketing literature by providing us with a better understanding of the true nature of the influence of DTC advertising on the consumer, it provides

physicians with a better understanding of consumers' perceptions of the patient/physician relationship and may empower medical practitioners to positively impact patient satisfaction which, in turn, could ultimately impact patients' long-term health. It also provides preliminary evidence to public policymakers as to whether educational campaigns should be designed to educate consumers about the influence DTC advertising has on our lives.

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## MAKING (THE) CASES FOR BASE-OF-THE-PYRAMID CONSUMERS

Al Rosenbloom, Brennan School of Business, Dominican University,  
River Forest, IL 60305; arosenbloom@dom.edu

### ABSTRACT

This paper describes an innovative, semester-long, student case writing assignment in which students are required to write both a case narrative and a teaching note for marketing a product to base-of-the-pyramid consumers. The paper describes the assignment's design and includes student perception data as to the assignment's overall value.

### INTRODUCTION

The marketing classroom has always presented faculty with opportunities for pedagogical innovation and experimentation. The *Marketing Education Review's* frequent special issues devoted to teaching innovations, along with several iterations of *Great Ideas for Teaching Marketing* (Hair, Lamb, & McDaniel, 1992, 1996, 1998), are outlets for such creative teaching endeavors. This article extends that discussion through its explanation of an innovative undergraduate student case writing exercise. An additional innovative aspect of the assignment is its focus on marketing to base-of-the-pyramid, or very low income, consumers. Student perception data is also included, giving insight into the perceived learning value of this assignment.

Cases are nothing new to marketing faculty. Their use as an important pedagogical tool in the marketing curriculum is longstanding and well documented (Barnes, Christensen, & Hansen, 1994; Christensen & Hansen, 1987). Case analysis, common wisdom posits, sharpens students' real world, analytic problem-solving skills in ways that other pedagogical techniques do not. Student critical thinking skills are refined because, as Leedners et al. (2001, p. 2) state, a decision-focused case requires the reader/learner "to figuratively step into the position of a particular decision maker and to make a decision, solve a problem, analyze a process or confront a situation." Student learners cannot be disinterested observers in such situations because they are being asked to literally "step into the shoes" of the case's protagonist (or antagonist) who *must* make a marketing decision.

Traditionally, faculty have written cases not only because faculty have the research skills needed to develop case content, but also because faculty have the clearest, most intimate understanding of learning

theory and disciplinary course content. To support faculty interested in case writing, several "core" books exist (Christensen & Hansen, 1987; Hunger & Wheelen, 2004; Leenders et al., 2001; Mockler, 2001; Naumes & Naumes, 2006). Also for faculty, several organizations exist which specialize in case studies: North America Case Research Association (NACRA); Society for Case Research, and World Association for Case Research and Application (WACRA). These conferences provide faculty with presentation and publication outlets for their case research. There is, though, a growing interest in having students, particularly undergraduate students, write their own cases and teaching notes. It is to this topic that the paper now turns.

### STUDENT AUTHORED CASE WRITING: A LITERATURE REVIEW

Bengtsson and Asplund (2004) have summarized much of the relatively scarce published literature on student case writing. They found that student case writing has occurred where there were few "indigenous" cases, such as developing countries (Hornaday, 1995; Linowes, 1999), small business (Whitt et al., 1991), and business development and entrepreneurship (Nelson, 1995). They also emphasized that the preparation of the teaching note was a critical aspect in determining student grades. Rosenbloom (2005) has noted that as faculty find significant gaps in the world's collection of business cases, they can respond by writing a case to "fill the gap," by partnering with students (a standard MBA-level approach), or by shifting the challenge to the students themselves. And Swiercz (2004) provides for student case writers the kind of outline and checklist that Leenders et al. (2001) and Naumes (2006) set out for faculty.

Ciccotello and Green (1997) utilized student-written cases in the area of finance in undergraduate and graduate classes. Graduate students found it more demanding in terms of outside research and analysis and a more useful professional experience. Undergraduates, however, preferred traditional case analysis and felt that that provided both a more complete synthesis of material and a better basis for career advancement. Ashamalla and Crocitto (2001) described the use of student-written cases in management and organization behavior classes. In a five-step process, they required students to build

cases from the students' own experience, which they claim resulted in "realism" and "student engagement."

More recently, Ross, Zufan, and Rosenbloom (2008) have extended the student case writing concept through both cross-country and cross-discipline exchanges. They report on a complicated case exchange in which student teams from the United States and the Czech Republic exchanged their own cases and teaching notes on strategic management and international business topics. Student perception data indicated that while many students found great learning value in the assignment, there was significant dissatisfaction with the cross-discipline exchange. Ross, Zufan and Rosenbloom (2008) strongly recommend single subject case writing activities when peer feedback is part of the assignment design.

Lincoln (2006) provides one example of student authored case writing in marketing. Adapting Sweircz's (2004) approach noted above, Lincoln positions his approach midway between traditional case analysis and live case analysis. Student teams must research, write and analyze a live case, but do so in a process that emphasizes finding "an ending to their story" and not just "focus[ing] on finding a solution for their client as is done in many live projects" (Lincoln, 2006, p. 2). Lincoln's method mirrors traditional case research in its requirement to collect primary data.

Motivations to try this student case writing exercise in my international marketing classes were two fold. First, I wanted to create a class project that would encourage a deeper and hopefully more complete synthesis of international marketing course concepts. The decision to have all cases focus on marketing to base-of-the-pyramid (i.e., very low income) consumers was made with this goal in mind. Marketing to base-of-the-pyramid (BOP) segments seemed to provide a degree of "mental stretch" that marketing products within westernized and fully-developed economies did not. Second, I wanted to engage students in a final class project that was creative and perhaps a bit "different." I wanted to break the tradition at my school of having students write an international marketing plan as their final project. Unlike Lincoln's (2006) approach, all student research was secondary. Finally, I heeded Bengtsson and Asplund's (2004) insight that the teaching note was pivotal in determining student grades. The teaching note became *the* major assessment mechanism, and it is to the details of the assignment that the paper now turns.

## ASSIGNMENT STRUCTURE

I supported the Student Case Writing Assignment for BOP consumers with a multipage handout. The handout was divided into four parts. Part 1 asked and answered the question: What is a case? I gave standard definitions of a case and included as well brief discussions of traditional case components (action trigger, country profile, company profile, case situation). Part 2 asked and answered a similar question: What is a Teaching Note? I stressed the importance of the teaching note in defining learning objectives and that the types of discussion questions asked, along with the depth of answers given to each discussion question, would contribute disproportionately to the assignment's final grade. Part 3 was a list of "Tips and Hints" for success. This drew on blind peer review feedback I had received relative to my own published cases along with some common suggestions for clear, accurate and coherent writing. Among the 11 tips and hints for writing a good case narrative were these:

1. Segmentation is a central marketing process. Make sure the case's target market(s) are clearly defined.
2. Write objectively about your case situation and descriptively about your country profile. Eliminate judgment words that look down on or demean BOP consumers.
3. Footnote and/or cite all sources for economic, demographic and sales data.
4. Include a country map in the country profile.

I made parallel suggestions for writing a meaningful Teaching Note. Part 3 concluded with this statement: "This assignment is really about how well your team understands international marketing. The case situation is BOP consumers, but the real focus is on international marketing. As such, I will be evaluating both the *kind* of questions your team asks and the *depth and insight* that answers give into international marketing." This handout concluded with Part 4, a timetable for completion. The overall assignment was divided into three phases, with each phase being separated by four weeks. Phase 1 required student teams to submit a preliminary research report during the fourth week of class. The preliminary team reports summarized the company chosen, a proposed product or service to be marketed, the country in which the marketing would occur and which base-of-the-pyramid segment(s) the marketing might target. I gave feedback on the initial ideas. Phase 2 was a first draft of the team case narrative that included three learning objectives, three case discussion questions and the case synopsis for the teaching note. I reviewed each narrative and teaching note, providing feedback and

guidance for further development. Student teams were encouraged to use my feedback to improve their narrative. I also encouraged some teams to conduct additional secondary research on poverty levels in the targeted country and on relevant competition. Phase 3 was to submit a final case narrative and teaching note for grading. The final submission now included a complete teaching note, with detailed responses to each discussion question. Teams were also required to state which chapters in the textbook discussion questions were related to.

Two articles, Prahalad and Hart (2002) and Prahalad and Hammond (2002), formed the core reading for understanding BOP consumers. Two class sessions were devoted to a detailed discussion of Prahalad and Hart's (2002) seminal article that established the rationale for business to work with BOP consumers. Prahalad and Hart state that most multinational companies suffer from strategic marketing myopia – firm consistently fail to see low income and impoverished consumers as viable, profitable markets. Prahalad and Hammond's (2002) article was similarly discussed. This article gave students examples of BOP marketing efforts. Further it allowed for discussion of sachet marketing, one of the well-known examples of innovative marketing with BOP consumers. Class discussion helped shape the specific marketing challenges that companies face when targeting BOP consumers. Table 1 provides a selective list of topics, countries and issues dealt with in some of the student-written cases.

**TABLE 1**  
**Sample of Base-of-the-Pyramid Case Foci**

Company	Country	Base-of-the-Pyramid Marketing Issue
Safe Water Systems	Angola	Community-based safe water drinking system
Wyeth	Ethiopia	Reformulation and repackaging of vitamins
Johnson & Johnson	Iran	Introduction of Purpose skin care products in Iran
Gerber Baby Foods	Chad	Innovative packaging
Casas Bahia	India	Adaptation of Brazilian retail strategy to BOP consumers in India

## STUDENT PERCEPTION DATA

At semester's end, all 28 students in the class were asked to complete an anonymous, online questionnaire to evaluate this semester-long student case writing assignment. The survey included questions on time spent preparing the teaching note and case narrative, the learning (if any) that occurred while working on specific assignment components, whether the assignment's BOP focus deepened understanding of core international marketing activities and finally, whether the assignment should be kept.

**TABLE 2**  
**Learning From Each Step in Case Writing Assignment**

Activity	Mean*
Learning from Answering Case Discussion Questions	4.36
Learning from Writing the Case Narrative Overall	4.21
Learning from Writing Teaching Note Overall	4.18
Learning from Writing Case Discussion Questions	4.11
Learning from Writing Case Learning Objectives	4.07
Learning from Writing about BOP Consumers	3.96
Learning from Writing Country Profile	3.57
Learning from Writing the Company Profile	3.39
Learning from Developing Action Trigger	3.32

\* Measured on A 5 point scale where 1 = no learning and 5 = significant learning

Table 2 presents mean scores for teaching steps in the case writing assignment and suggests that meaningful learning occurred across all nine activities. Students reported, though, that their greatest learning occurred in answering the case discussion questions. This finding supports the generally accepted faculty understandings about the value of case-based inquiry – working through an analysis of the issues and then working towards a solution prompt the most learning. Since discussion questions are prompts for either written analyses and/or class discussion, it is not surprising that these undergraduates found significant learning value even in their own questions. Proposed responses to the case discussion questions are integral to the pedagogical value of any case. This finding suggests that students heeded the admonition that it would be the teaching note, and the quality of their responses to the discussion questions, which would

earn them their grade. Students reported their second most meaningful learning came from writing the overall case narrative. This, too, seems reasonable, since the case narrative is the means that the greater pedagogical end – the Teaching Note.

**TABLE 3**  
**Reported Changes in Understanding of Marketing Topics and Concepts**

<b>International Marketing Concept</b>	<b>Mean*</b>
Change in understanding market entry issues	3.93
Change in understanding of target marketing issues	3.84
Change in understanding country selection (microsegmentation)	3.79
Change in understanding of distribution issues	3.78
Change in understanding of packaging design issues	3.74
Change in understanding of market segmentation issues	3.69
Change in understanding of positioning issues	3.69
Change in understanding of product design issues	3.67
Change in Understanding of new product development issues	3.64
Change in understanding of advertising issues	3.64
Change in understanding of market research issues	3.62
Change in understanding of promotion issues (non-advertising)	3.61
Change in understanding of pricing issues	3.48

\* Four point scale in which 1 = understanding became less clear to 4 = understanding increased a lot.

Table 3 presents student self-perception data on the degree to which their understanding of key course concepts changed as a result of the overall case writing activity. Table 3 suggests significant increases in understanding across all major topic areas in the class. As would be expected in situations where companies are targeting a new target market, in this case BOP consumers, market entry strategy and target market decisions were reported as producing the most change in understanding.

Table 4 presents mean responses to a series of attitudinal questions relative to summative evaluation. Overwhelmingly, students found this assignment challenging (mean = 4.39) and thought that it fairly well reflected key course concepts (mean=4.32). Students similarly thought the assignment was realistic, in that it enabled them to understand the real world relevance of course topics (mean = 4.07).

**TABLE 4**  
**Summative Evaluation of Case Writing Assignment**

<b>Statement</b>	<b>Mean*</b>
Case writing assignment was challenging	4.39
Case writing assignment reviewed key course concepts	4.32
Project helped me understand "real world" relevance of course concepts	4.07
Case writing assignment reflected what I learned in class	4.04
Case writing assignment is excellent way to assess overall performance	3.57
Case writing assignment is best way to assess my overall class performance	3.32

\* Measured on a 5 point call with 1 = lowest and 5 = highest

Lastly, the online survey asked an open-ended question about the overall value of this case writing assignment and its focus on base-of-the-pyramid consumers. I will leave the final words about the value of this assignment to my students:

- “It makes the students think outside their everyday lives and create a situation they might not understand initially, but come to know well in the end.”
- “I think that bottom-of-the-pyramid is a very important topic that is overlooked by companies and by other instructors. I know that none of my other friends who are at other schools have even heard of BOP consumers, which gives us an edge in understanding countries and issues that surround a demographic that is consistently overlooked.”
- “I learned a lot! The assignment put the entire class into perspective International Marketing.”
- “It was both challenging and incorporating of all that we had learned. It was fun and made me look at things through a little different viewpoint.”

**References Available on Request**

**THE MODERATING ROLE OF CONSUMER EXPERTISE ON THE RELATIONSHIP BETWEEN MATERIALISM AND ATTITUDE TOWARDS ADVERTISING:  
STRATEGIC IMPLICATIONS FOR MANAGERS**

**William Brown, Talai Osmonbekov, and Brian Gregory, W. A. Franke College of Business. Northern Arizona University, PO Box 15066, Flagstaff, AZ 86011; wdb26@nau.edu, talaibek.osmonbekov@nau.edu, brian.gregory@nau.edu**

**Frank Tian Xie, LeBow College of Business. Drexel University, 3141 Chestnut St., Matheson 503K, Philadelphia, PA 19104-2875**

**ABSTRACT**

This study attempts to contribute to our existing understanding of antecedents of the attitude toward advertising in general, by suggesting a relationship between materialism and attitude toward advertising. Additionally, we posit that consumer expertise will moderate this relationship.

The hypotheses for our study are as follows:

H1. Consumer materialism is positively related to attitude toward advertising.

H2. Consumer expertise moderates the relationship between consumer materialism and attitude toward advertising.

Data collection was part of a cross-country consortium and three waves of surveys were conducted between 2006 and 2008 in the United States, China and Japan. A total of 1,854 respondents participated in the study: 824 from the U.S., 308 from China and 720 from Japan. Both hypotheses were tested using a 3-step hierarchical regression. Hypothesis 1 was tested in the first step of the regression where materialism was the independent variable and attitude toward advertising was the dependent variable. The second step of the regression added consumer expertise as an additional independent variable, and was not directly used for hypothesis testing. In the third step of the regression, a cross-product term was used to

capture the moderating effect of consumer expertise on the materialism-attitude towards advertising relationship.

Results support Hypothesis 1, whereby it was predicted that materialism would have a positive relationship with attitude towards advertising. Additionally, results also suggest that consumer expertise moderates the relationship between materialism and attitude towards advertising, as the cross-product term was significant in the third step of the hierarchical regression.

Our findings provide support for our theoretical model and general thesis that materialism strongly influences consumers' attitude toward advertising and consumer expertise plays a moderating role. The results of the empirical analysis suggest that materialistic consumers have more positive attitude toward advertising than less materialistic consumers, this relationship is strongly positive. Additionally, materialistic consumers with higher levels of expertise have the most positive attitude toward advertising, followed by materialistic consumers with low expertise, then come less materialistic consumers with low expertise, followed by less materialistic consumers with high expertise. Strategic implications of this research for practicing managers are discussed.

## THE RELATIONSHIP BETWEEN STUDENT KNOWLEDGE OF SUSTAINABILITY CONCEPTS AND PRODUCT CHOICE

Wendy Wilhelm, College of Business, Western Washington University, 516 High St.,  
Bellingham, WA 98225; wendy.wilhelm@wwu.edu

### ABSTRACT

Trends are converging to provide a clear justification for incorporating education for sustainability (EfS) into business and marketing curricula. First, deans from business schools across the globe have joined with the United Nations Global Compact, a network of over 375 business associations devoted to pursuing sustainable practices in their organizations, to develop *Principles for Responsible Business* and *Principles for Responsible Management Education*. These agreements provide a framework for integrating EfS across all business curricula, including a set of principles in the areas of human rights, labor, environment and anti-corruption. A second trend of import is the fact that marketers are increasingly adopting sustainable business practices, as the evidence mounts linking sustainability with market share and long run profitability (Mendoca & Oppenheim, 2007). Sustainability's link to profit, or as an end goal for business, is becoming a commonly discussed topic around the world in a wide range of industries and situations (e.g., Fischer, 2007; Senge et al., 2008).

While business coursework is following practice in some disciplines, attention to sustainability issues in marketing curricula is limited, for the most part, to discussions of "green" customers, environmental considerations in product development and packaging, and social/non-profit marketing (Demoss & Nicholson, 2005). Thus, there appears to be an increasing discrepancy between the importance placed on sustainable marketing by practitioners and its importance to marketing educators. This places our students at a competitive disadvantage in the marketplace, and also fails to give them the knowledge and skills they need to be sustainability advocates in their place of employment. Students (and educators) will only be effective advocates if they "walk their talk" by changing their values, beliefs and behaviors to be consistent with a sustainable lifestyle. While marketing educators can not force their students to adopt sustainable lifestyles, exposing students to sustainability-related material

may be enough to trigger behavioral changes such as product choice.

The present study focuses on the issue of how marketing education for sustainability influences purchasing behavior when making a product choice. Students completed a survey that assessed their current level of comprehension and knowledge about key sustainability concepts (e.g., triple bottom line, cradle-to-cradle design, reverse logistics). This survey included a conjoint experiment to determine if those students who are more knowledgeable about sustainability concepts (regardless of information source) do make more sustainable product choices. Findings reveal that students generally possess very little sustainability-related knowledge. However, there is a positive relationship between sustainability knowledge and product choice; students with more knowledge are more likely to choose the more sustainable product, particularly if there is no difference in price or performance between the two products.

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## THE PRESSURES TO TEACH SUSTAINABILITY TO MARKETING STUDENTS: MOVING TOWARDS US FROM BOTH DIRECTIONS

Claudia M Bridges, College of Business Administration, California State University, Sacramento,  
6000 J St., Sacramento, CA 95819; bridgesc@csus.edu

### ABSTRACT

Sustainability is growing to be an important topic at both the university level and at the college of business level throughout the country. For example, in July of 2008, the AACSB (Association to Advance Collegiate Schools of Business) focused their first summer conference on this subject, inviting academic speakers and those from industry including Arizona State University, General Electric, McKinsey & Company, and PriceWaterhouse Coopers. Attending the conference were college of business deans and interested faculty. It was enlightening to see the importance given to this topic and level of credibility that came from the types of speakers and presentations. Presentations were geared towards sustainability curriculum, college of business programs and corporate sustainability reporting.

Immediately following the AACSB conference in Salt Lake City, another conference commenced in San Luis Obispo, the UC/CSU/CCC Sustainability Conference. This annual conference (the seventh) brought together students, staff, faculty and administrators from the Universities of California, California State Universities and California Community Colleges. Over the period of the conference there were seminars and discussions addressing the interests of the many constituencies involved. Seminars also included discussions with sustainability administrators from the administration of the UCs and the CSUs.

Even as this abstract is being revised, time has passed for submission of papers to the 2009 American Marketing Association Summer Educator's Conference aptly themed, "The Role of Marketing in Defining the Organization's 'Sustainability' Goals." These conferences appear to be only several of a

number of "top down" pressures encouraging us to develop sustainable practices and curriculum on university and college campuses. National organizations and state sustainability initiatives are trickling down to the overarching university and college level. In California, for example, university and college chancellors and presidents are being asked to voluntarily or through mandate develop sustainability committees or initiatives on campus. These initiatives and committees are not only focusing upon facilities management, but the development of curriculum addressing this topic.

From the "bottom up," colleges of business are being required to rethink their offerings by organizations seeking out informed employees, faculty and student interest groups, and competition from other institutions. In addition, universities and colleges are looking at Sustainability Across the Curriculum (AASHE, 2008) programs and identifying courses which could satisfy environmental literacy requirements. There are also marketing academics looking for a change in what we are teaching future marketers.

After attending the AACSB and UC/CSU/CCC Sustainability Conferences, the author identified other areas that are creating an environment for changes in marketing curriculum to include sustainability topics. A model of these pressures for change was created and a description of these pressures is presented. The paper is divided into sections describing the (1) background, (2) influencers of pressure on curricular changes, (3) conclusions, and (4) implications and recommendations.

**References Available on Request**

## GREEN LABELING PRACTICES

Debbora Whitson, Juanita Roxas, and Dolores Barsellotti,  
California State Polytechnic University, Pomona,  
3801 West Temple Ave., Pomona, CA 91768;  
dwhitson@csupomona.edu, jroxas@csupomona.edu, dabarsellott@csupomona.edu

### ABSTRACT

This paper represents primary research that provides information and insight into consumers' perceptions of environmental labeling practices. Fifteen years after a previous study showing students regarding price as the most important factor in their choice, this study shows students viewing products with environmental seals in their packaging as equally important as price.

### INTRODUCTION

Students have become increasingly aware of the threats on the environment. In 2005, this issue became even more prominent with the release of the movie "An Inconvenient Truth" by former Vice President Al Gore. Marketers have prescribed more societal consciousness and environmental awareness for the last 15 years (Boone & Kurtz, 2005). Issues like rapid generation of trash where projections suggest that American consumers will generate 40 percent more trash by 2010 with disposable packaging accounting for 30 percent, increasing pollution of air and water supplies, climate change, among others are taking center stage in schools and popular media (Ottman, 1992; Deveny, 1993; Taylor & Todd 1995). Marketers have responded by changing formulations of products as well as the packaging in order to minimize the impact of their products on the environment (CNN 2007). However, marketers have been cautioned to avoid "green marketing myopia" because possible backlash in green programs may consist of consumers believing the product to be inferior or the product may not really be that green to begin with (Ottman, Stafford, & Hartman 2006).

In 1996, Whitson and Henry conducted a study to determine whether respondents' will be influenced by the presence of seals and/or logos that certified that the laundry detergent was environmentally friendly. They had respondents go through a stack of 16 cards with different combinations of price, degree of concentration, whether detergent had regular or low suds formulas, the presence of phosphates, and the presence of either a green seal, a green cross or both. This study found that respondents fell into four distinct clusters. These were: Price Sensitive (46

percent), Package Convenience (11 percent), Environmentally Concerned (22 percent), and Symbolic Environmentally Concerned (10 percent). At the time, price was the most important factor and only the environmentally concerned respondents took the seals seriously in their product preference.

### PURPOSE OF THE STUDY

This paper represents primary research that provides information and insight into consumers' perception of environmental labeling practices. This study replicates the Whitson and Henry (1996) study to see whether environmental awareness in the past twelve years have changed college students' perception regarding the value of environmental seals/logos in their choice of laundry detergents.

### METHODOLOGY

This replication tries to adhere as closely as possible to the Whitson and Henry instrument. Price was determined to be \$4.49 and \$6.99. Box size at this time consists of concentrated and ultra concentrated. Suds was the same, i.e., regular suds and low suds. Phosphates and no phosphates was similar to the previous study. The green seal was used as well, however, green cross does not exist anymore. The authors, therefore, used the EPA Seal currently found in some product labels in the market.

Table 1 shows the Standardized Orthogonal Design for the various cards. A total of 16 cards were assembled according to that design. Students were from a public university in Southern California. This exploratory study had a sample consisting of 122 business students. Experimental stimuli were designed that required respondents to rank order their preferences in the laundry detergent product category. Respondents were given a deck of cards in which each card represented a hypothetical detergent. Respondents were asked to indicate how likely they were to purchase each detergent.

### FINDINGS

The survey was conducted during the Summer and Fall quarters of 2008. Preliminary findings for 122 questionnaires analyzed showed that the sample

consisted of 47 percent males and 49 percent females. The majority (57 percent) were between the ages of 22-24 while 42 percent were between the ages of 17-21. Average household size was four and 88 percent did laundry at home. When asked who purchased detergents, only 33 percent of respondents did so. 57 percent of respondents did laundry once a week

**TABLE 1**  
**Standardized Orthogonal Design**

Card	Price	Box Size	Suds	Phos.	Green Seal	EPA Seal
A	0	0	1	1	0	0
B	0	0	1	1	1	1
C	0	0	0	1	0	1
D	0	0	0	1	1	0
E	1	0	1	0	0	0
F	1	0	1	0	1	0
G	1	0	0	0	0	1
H	1	0	0	0	1	0
I	0	1	1	0	0	0
J	0	1	1	0	1	1
K	0	1	0	0	0	1
L	0	1	0	0	1	0
M	1	1	1	1	0	0
N	1	1	1	1	1	1
O	1	1	0	1	0	1
P	1	1	0	0	1	0

Price: 0 = Low (\$4.49); 1 = High (\$ 6.99)  
 Box Size: 0 = Concentrated; 1 = Ultra  
 Suds: 0 = With Suds; 1 = Low Suds  
 Phosphates: 0 = Phosphates; 1= No Phosphates  
 Green Seal: 0 = No Green Seal; 1 = Green Seal  
 EPA Seal: 0 = No EPA Seal; 1 = EPA Seal

Table 2 shows the mean rank ordering of all the cards presented to 122 students.

**CONCLUSION AND RECOMMENDATIONS**

Laundry detergent was specifically chosen in the 1996 study because it represents an innocuous product that students considered a low involvement purchase. Marketers, on the other hand, are constantly searching for ways to improve their product offerings in the marketplace. Since environmental awareness seems to be gaining in importance, including seals and/or logos in labels might attract the environmentally conscious consumer. In 1996, price was found to be the most important factor. This study has found that although the lower price was more popular, students ranked those cards with the EPA seals as their top four preferences. The EPA seal is more popular than the

Green Seal, largely because it is better known as affiliated with a governmental agency.

Students were baffled about the issue of phosphates. They may not have known quite what it was, so it was not seen as a serious consideration. No clear patterns emerged for the variables box size and suds.

Further studies should include a more diverse sample as well as a larger sample size. This will allow for more complex statistical analysis.

**TABLE 2**  
**Mean Ordering of Cards**

Rank	Card	Price	Box Size	Suds	Phos	Green Seal	EPA Seal
1 = 5.1	B	0	0	1	1	1	1
2 = 5.5	J	0	1	1	0	1	1
3 = 6.4	C	0	0	0	1	0	1
4 = 6.9	K	0	1	0	0	0	1
5 = 7.0	D	0	0	0	1	1	0
6 = 7.1	N	1	1	1	1	1	1
7 = 7.3	L	0	1	0	0	1	0
8 = 8.7	O	1	1	0	1	0	1
9 = 9.4	A	0	1	1	1	0	0
9 = 9.4	F	1	0	1	0	1	0
9 = 9.4	G	1	0	0	0	0	1
10 = 9.6	I	0	1	1	0	0	0
11 = 10	P	1	1	0	0	1	0
11 = 10	H	1	0	0	0	1	0
12 = 11	M	1	1	1	1	0	0
13 = 12	E	1	0	1	0	0	0

Price: 0 = Low (\$4.49); 1 = High (\$ 6.99)  
 Box Size: 0 = Concentrated; 1 = Ultra  
 Suds: 0 = With Suds; 1 = Low Suds  
 Phosphates: 0 = Phosphates; 1= No Phosphates  
 Green Seal: 0 = No Green Seal; 1 = Green Seal  
 EPA Seal: 0 = No EPA Seal; 1 = EPA Seal

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## JUSTIFICATION FOR AN UNDERGRADUATE SUSTAINABILITY COURSE IN THE MARKETING CURRICULUM

Nancy T. Frontczak, Darrin Duber-Smith, and Alexandra Hutto, Department of Marketing, Metropolitan State College of Denver, Denver, CO 80217-3362; frontczn@mscd.edu

### ABSTRACT

This paper describes the importance of building the concept of sustainability into marketing curriculum today. An undergraduate course, titled "Sustainability and Social Responsibility in Marketing," was developed and evaluated by students in the class at the end of the semester. Overall, the findings from the survey indicate this is an extremely beneficial course. Recommendations are offered for those considering adding such a course.

### INTRODUCTION

Marketing departments of universities across the U.S. are continually updating and revising curriculum to meet: (1) the changing needs and trends in the business world and the marketing arena, in particular, (2) AACSB guidelines, such as the importance of focusing on social responsibility in business education, (3) the mission/vision of the university/college, business school and department, (4) current needs of employers, and (5) legislative mandates regarding assurance of learning and student achievement. A current, significant trend in nearly all businesses today is the topic of sustainability.

The building, cosmetics, furniture, clothing, and numerous other industries are just a few examples of those businesses focusing on sustainability.

Marketing educators can no longer simply mention the concept of "green marketing" in a principles course and then ignore the idea in future marketing courses. Bridges and Wilhelm (2008) thoroughly discuss the significance of integrating sustainability into the marketing curriculum. This paper proposes a course for any undergraduate marketing curriculum called "Sustainability and Social Responsibility in Marketing." Certainly many colleges are incorporating more on sustainability into various marketing courses such as Product Development, Consumer Behavior and Logistics courses, yet the topic deserves more coverage

and a separate course may be necessary for marketing students.

This paper will: (1) discuss the changing popularity of marketing courses, (2) justify the importance of sustainability in marketing strategy, (3) describe an undergraduate marketing course taught in a Western university titled "Sustainability and Social Responsibility in Marketing," including topics, sources, and experiential learning assignments for such a course, (4) analyze the results of student feedback on the effectiveness of the sustainability course, and (5) provide recommendations for any school or educator considering offering such a course on sustainability.

### CHANGING POPULARITY OF MARKETING COURSES

Thams and Glueck (2007) found that the top five courses offered by AACSB schools are: Marketing Research, Consumer Behavior, Marketing Management, Advertising Management, and Marketing Strategy, which are typical of the set of "required" courses in an undergraduate curriculum. In the same study, the courses identified as important to businesses are Business to Business, Marketing Strategy, Advertising, Marketing Research, and Electronic Marketing.

The popularity of various marketing courses and historical trends in curriculum have changed greatly over the years. In the 1940s and 1950s, Retailing, Personal Selling, Marketing Theory, Advertising, and Distribution were typical course titles. In the 1960s, Consumer Behavior, Marketing Research, and International Marketing were included in the curriculum. The 1970s and 1980s saw new courses such as Services Marketing and Marketing for Non-Profits. Courses on Electronic or Internet Marketing as well as many specialty courses such as Sports Marketing and New Product Innovation were added as electives in the 1990s and early 2000s. Even with AACSB guidelines and the input of marketing department advisory boards, marketing curriculum often lags behind what employers find relevant.

Although the idea of social responsibility has been a major concern of businesses especially since the 1960s, there has been an even greater emphasis on

ethics and social responsibility in recent years. Marketing educators have been discussing the “societal marketing concept” for many years now (Kerin, Hartley, & Rudelius, 2007), yet the implications impact every aspect of business today. Sustainability is significant to each of the Four Ps of marketing (Bridges & Wilhelm, 2008; Fuller, 1999).

### **IMPORTANCE OF SUSTAINABILITY IN MARKETING STRATEGY**

Several primary reasons for studying sustainable marketing discussed by Fuller (1999) include: (1) Sustainability is a long term trend that is here to stay in business, (2) ecological factors are key for the bottom-line today, and (3) failure to value sustainability will eventually kill the planet. Another way of understanding the importance of sustainability is the concept of the “triple bottom line” (Savitz & Weber, 2006) or the Three Es important for business today: (1) Environmental Sustainability (health of our ecosystem), (2) Economic Sustainability (long term financial stability), and (3) Equitable Distribution of Resources for all of society (Wilhelm et al., 2006; Bridges & Wilhelm, 2008). Marketing students will readjust their thinking about marketing when introduced to these concepts of sustainability. Although numerous definitions of “sustainable marketing” have been proposed, all revolve around protection of our environment and ecosystems, financial responsibility and broad concern for our society. “Green marketing” focuses on how each of the Four Ps can help protect the environment, while sustainability includes the dimension of financial or economic prosperity while implementing green strategies (Lozada, 2003).

### **UNDERGRADUATE COURSE, SUSTAINABILITY AND SOCIAL RESPONSIBILITY IN MARKETING**

An undergraduate course on sustainability provides students with an in depth look at redesigning marketing processes and strategies for sustainable and socially responsible products and services. The learning objectives for such a course in the marketing curriculum would include:

1. Employ a thorough understanding of the nature of social responsibility and sustainability in marketing.
2. Demonstrate critical and analytical thinking with regard to social responsibility and sustainability through analysis and discussion of relevant case studies.
3. Demonstrate a thorough understanding of various aspects of developing products, pricing, distribution and promotional programs that address sustainability issues.

4. Create socially responsible/sustainable marketing strategies with regard to:
  - a. minimizing costs and maximizing profit and sales;
  - b. addressing the global legislative/ regulatory environment;
  - c. the expanding Lifestyles of Health and Sustainability (LOHAS) Marketplace;
  - d. using these strategies for competitive advantage;
  - e. conducting cause-related marketing as part of an integrated marketing strategy; and
  - f. engaging in social responsibility and sustainability as a moral and ethical imperative.

General topics to be included in a syllabus would be as follows:

1. Introduction to Sustainability and Social Responsibility
2. The Green Market/The Green Imperative
3. Cause-Related Marketing
4. Sustainable Marketing Strategies
5. Developing Sustainable Products
6. Sustainable Channel Networks
7. Sustainable Marketing Communications
8. Sustainable Pricing Strategies for Optimal Profitability
9. Markets and Market Developments
10. Model for Sustainability and Corporate Social Responsibility

Several textbooks are available for educators to use in such a course, such as *Sustainable Marketing* by Donald A. Fuller (1999) and *The Next Sustainability Wave* by Bob Willard (2005). Bridges and Wilhelm (2008) provide a helpful list of many sustainability cases and articles which may also be useful in developing an undergraduate course.

An experiential learning assignment to help students understand that organizations can make a profit while making a difference is often a critical component of a sustainability course. For example, two possible assignments which may be given to students in a sustainability course are: (1) develop a strategic marketing plan for a new product or service with sustainability/corporate social responsibility as a core part of the marketing strategy, or (2) analyze an existing product or service and build sustainability into the positioning and marketing strategy. The second assignment was used in this course.

## RESULTS OF STUDENT FEEDBACK ON SUSTAINABILITY COURSE

In order to evaluate the effectiveness of the “Sustainability and Social Responsibility in Marketing” course from the student perspective, a survey consisting of three parts was given to 24 students in one section at the end of the semester. Part one of the survey was based on an instrument developed by Sandler and Kamins (1987), where students responded to 17 statements on a nine-point rating scale (where 1 equals “strongly disagree” and 9 equals “strongly agree”). This part is intended to measure students’ overall evaluation of the course. The items relate to student learning in the course through their involvement, enjoyability and satisfaction. Overall, students’ perceptions of the sustainability course were extremely favorable. (See Table 1 for mean values for all 17 statements.) Twelve of 17 items received a mean of 8 or higher on the 9-point scale.

The second part of the survey measured student’s perceptions regarding critical thinking in the course. Fifteen items were included using a 7-point rating scale (where 1 equals “much worse than other classes” and 7 equals “much better than other classes”). Overall, students believe this course improved a variety of CT skills. (See Table 2 for the mean values of the 15 statements.) Nine of 15 items received a mean of 6 or higher on the 7-point scale.

Finally, part three of the survey included four more statements which allowed students to evaluate the course. Students responded to these statements once again on a 9-point agreement scale. (See Table 3 for the mean values of the four statements.) All four items received a mean of 8 or higher on the 9-point scale, indicating an extremely positive overall evaluation of the course.

In general, students thought the sustainability course was:

- Helpful in understanding and learning about sustainability;
- Enjoyable and not a waste of time;
- Promoted better teacher-student relationships;
- Was valuable for advanced marketing classes;
- Suggested that the instructor cared about students learning about sustainability;
- Was worth the effort.

In terms of critical thinking skills, students generally believed that the sustainability course:

- Improved their ability to pay attention;
- Improved listening skills;
- Facilitated learning concepts and methods;
- Developed an openness to new ideas;

- Cultivated responsibility for their own learning;
- Developed respect for others;
- Developed the capacity to think for oneself;
- Developed the capacity to make informed decisions.

In terms of the students overall evaluation of the course, they enjoyed this class more than most, believed the course met the course objectives, would recommend this instructor and believed the class encouraged critical thinking.

**TABLE 1**  
**Student Evaluation of Sustainability Course**

(9-point scale where 1 = strongly disagree and 9 = strongly agree)

	<u>Mean</u>	<u>SD</u>
1. This course was helpful to me in understanding sustainability.	8.71	.91
2. The project made the course more interesting.	6.87	1.45
3. Working in this course allowed me to apply what I learned to real life situations.	7.96	1.16
4. I was satisfied with my work in this course.	7.83	1.71
5. I learned a lot about sustainability from this course.	8.79	.66
6. I was highly involved with this course.	7.58	1.79
7. This course was enjoyable.	8.71	.75
8. I was satisfied with the classroom lectures.	8.62	.77
9. This course promoted better teacher/student relationships.	8.25	1.15
10. I believe this course is valuable for advanced marketing classes.	8.42	.88
11. This course was not boring.	8.54	.66
12. I enjoyed working on the project.	7.37	1.38
13. I would recommend this course to other marketing students.	8.79	.66
14. This course did not seem silly.	8.50	.83
15. This course was not a waste of time.	8.83	.48
16. This course suggests the instructor cares about learning sustainability.	8.62	1.01
17. This course was worth the effort.	8.33	1.74

**TABLE 2**  
**Evaluation of Critical Thinking in the Sustainability Course**

(7-point scale where 1= much worse than other classes and 7= much better than other classes)

	<u>Mean</u>	<u>SD</u>
1. Develops problem solving skills	5.79	1.10
2. Improves ability to pay attention	6.08	1.02
3. Develops ability to concentrate	5.83	1.01
4. Improves listening skills	6.17	.70
5. Improves speaking skills	5.00	1.53
6. Improves writing skills	5.42	1.14
7. Facilitates learning concepts	6.21	.83
8. Facilitates learning methods	6.33	.82
9. Develops an openness to new ideas	6.87	.67
10. Develops ability to work productively with others	5.12	1.80
11. Cultivates responsibility for one’s own learning	6.12	1.19
12. Improves self confidence in ability to learn	5.87	.90
13. Develops respect for others	6.00	1.02
14. Develops capacity to think for oneself	6.46	.93
15. Develops capacity to make informed decisions	6.29	1.22

**TABLE 3**  
**Evaluation of the Course**

(9-point scale where 1= strongly disagree and 9 = strongly agree)

	<u>Mean</u>	<u>SD</u>
1. I enjoyed this class more than most	8.42	.97
2. I believe this class met the course objectives	8.50	.72
3. I would recommend this instructor to other students	8.96	.20
4. This class encouraged critical thinking	8.50	1.18

### RECOMMENDATIONS

The undergraduate “Sustainability and Social Responsibility in Marketing” course evaluated in this paper received an extremely favorable evaluation by the students. They learned the importance of designing marketing strategies for sustainable and socially-responsible products and services. They understood that profitability can coexist with a successful sustainable model of business. Although student behavioral and lifestyle changes were not evaluated in this study, that would be a useful addition to future studies of the effectiveness of sustainability courses. Sustainability can help both for-profit and not-for-profit organizations achieve a competitive advantage. Marketing departments considering adding such a course to their undergraduate curriculum might consider the following recommendations:

1. Have someone teach the course who has achieved a high level of competence in the field of sustainability (in this case the instructor was the principal of a business totally focused on sustainability and green marketing for the past decade);
2. Consider including the course as an “omnibus” course before officially adding it to the regular curriculum;
3. Consider the course as a cross-disciplinary course with industrial or graphic design or other related courses;
4. Rely heavily on recent articles since the field is changing so rapidly and textbooks are limited;
5. Start the course with the basics of marketing and the Four Ps since some students may not have completed a Principles of Marketing course.

In conclusion, the sustainability course has grown in popularity as more students realize the importance of this issue in all aspects of business and marketing today. The marketing curriculum not only needs to reflect current business trends, but lead in the education of those trends. Sustainability has moved from a trend to an established, key aspect of business.

**References Available on Request**

## **CLUSTER TYPOLOGIES OF LEARNING STYLES AMONG MARKETING STUDENTS**

**Stuart Van Auken and Ludmilla G. Wells, Lutgert College of Business, Florida Gulf Coast University,  
10501 FGCU Blvd. South, Ft. Myers, FL 33965-6565; svanauke@fgcu.edu, lwells@fgcu.edu**

**Anne Campbell, North Dakota State University, 1301 12<sup>th</sup> Ave. North, Fargo, ND 58103;  
acampbell@dishmail.net**

### **ABSTRACT**

This study develops student typologies of learning styles through an assessment of the perceived teaching-method effectiveness of a variety of pedagogical approaches. The study utilizes hierarchical cluster analysis and reveals two clusters or orientations: students who prefer to demonstrate learning inside the classroom and those who prefer

learning outside the classroom. The cluster typologies of students are not unique in their global affect or feelings toward the marketing major, and two learning-style dimensions (In-class Activity/Traditional and Cases/Group Projects) almost equally explain program affect or satisfaction. The implications of the findings are developed and presented.

# COMPARATIVE ANALYSIS OF STUDY ORIENTATIONS OF ON CAMPUS AND OFFSHORE STUDENTS

Rodney Arambewela, School of Management and Marketing, Deakin University,  
Waurin Ponds, Geelong, Australia; rodneya@deakin.edu.au

## ABSTRACT

Understanding how students learn is fundamental in the quest for improving learning outcomes of students who are becoming increasingly diverse and mobile. Using a revised SPQ2F instrument (Biggs & Leung, 2001), this study undertakes a comparative analysis of the study approaches of on campus and offshore students and their perceptions of their learning strategies related to a marketing unit in an Australian university. The results indicate that the majority of students seem to adopt deep learning rather than surface learning approaches, though on campus students appear to have deep learning orientations compared with off shore campus students.

## INTRODUCTION

Across the world, universities are faced with the challenging task of educating an increasingly diverse and mobile student community with changing demands and aspirations. A key source of this diversity is international students from different cultural and ethnic backgrounds. In addition, the migration trends, greater access to higher education (Ramsden, 2003), particularly the diversification of access to disenfranchised groups and new 'clients' such as working adults, older learners and learners at a distance (Middlehurst, 2004) have contributed to this diversity. A major outcome of this development is the differences in learning styles and academic capabilities of students influenced by their divergent learning backgrounds (Ramburuth & McCormick, 2001; Prosser & Trigwell, 1999) and exposure to a variety of teaching styles (Biggs, 1999, 1987). In order to assure quality teaching and learning, which remains one of the key goals as learning institutions, universities need to understand how students learn, including their different learning styles.

The aim of this paper is to compare the study approaches of on campus and off campus full-time day students enrolled in a marketing unit in an Australian university and to investigate their perceptions of their learning strategies using a specific learning environment and learning contexts. In this study, on campus students are defined as those studying in Australia while off campus students are those studying in an overseas location. The former cohort is a mixed nationality (mainly

Australian born), the latter are Asian students. Further, tutorial classes are used as the learning environment, and teaching strategies such as tutorial discussions, group work and assessment processes are associated with the learning contexts. The paper will cover the nature and the process of the investigation and an appraisal of its findings before outlining the implications and future directions for further enhancement of the teaching practice.

## LITERATURE REVIEW

Understanding the needs of the learner remains critical in teaching and learning and particularly in the design or delivery of a subject matter. There is a large body of literature in relation to how students learn and are taught and the impact of social, cultural and past educational background on their own learning. According to learning theories, individual learning differs in view of the different ways of processing information. This has prompted educators and researchers to identify different learning styles or approaches which are useful in understanding the learning needs of students. The increasing cultural diversity and the global mobility of student populations have created greater interest and controversy among researchers and practitioners alike in the application of learning theories in relation to social, cultural, and environmental influences on learning. Most of the research on learning styles and approaches has been in the areas of higher education and professional learning (Coffield et al., 2004).

The literature suggests that planning courses and teaching methods require a strong alignment with different learning approaches of students which relates to changes in curricula and how they are delivered (Smith, 2002). Several different learning approaches and styles have been identified in the literature although there appears to be a consensus that students in higher education show a limited number of different approaches to learning, albeit with some cultural variations (Kalantzis & Cope, 2000; Richardson, 1990). In one of the earliest contributions in the area, Marton and Saljo (1976) identified "two levels of processing" of the material to be learned, namely surface and deep-level learning. Kolb (1976, 1984) classified students into four groups of learners – divergers, convergers, assimilators and accommodators. Honey and

Mumford (1982) also identified four groups of learners – activists, reflectors, theorists and pragmatists. Vermunt (1996, 1998) suggested that learning styles are also related to culture and social environment, meaning that program structure or curriculum design may not be able to be global in nature. Furthermore, the learning style is not a stable trait and is subject to change with the learning situation and the learning context (Zeegers, 2002; Entwistle, 1989). Students therefore learn differently in different situations and the approaches to learning (surface or deep) vary according to the academic task. Ramsden (1992) further confirms that the context of learning and learning orientations influence the learning outcomes of students

It is unlikely that an educational program could cater to each student's individual learning style or approach, but there may be opportunities for some degree of *congruent customization*, whereby a variety of teaching styles are used to address variation in learning approaches (De Vita, 2001). This requires a high degree of integration across subjects within a degree where coordinated program development caters for heterogeneous student groups. Kalantzis and Cope (2000, p. 47) support this view by stating that the "curriculum experience needs to include explicit strategies to negotiate differences." In this context, the investigation of how cultural background influences the development of individual learning style preferences and how educational institutions utilise this information to diversify delivery methods become relevant (De Vita, 2001). A good understanding of how students learn is important not only in terms of improving teaching quality but also to dispel the misconceptions surrounding some nontraditional and international students. Research conducted by Sillitoe et al. (2002) indicates that cultural stereotyping of students' approaches to learning has produced unsustainable positions regarding Asian students when they are labelled as shallow learners, non-analytical, conservative and demonstrating a tendency towards regurgitation of teaching. Their findings indicate that Asian students possess analytical skill; however the culture shock and confusion with regard to the learning environment often produces a cautious respect for what is taught.

Deep approach is defined as the intention to establishing mastery of the material and integration of it into the learner's existing knowledge base while the surface approach is the intention to achieve short-term memorisation of the material so that it may be reproduced, for example in an assessment (Cuthbert, 2005). However, as Ramsden (2003) points out, a learning approach cannot be

considered as a characteristic of an individual person and something can be inferred from observing student's behaviour. It is also incorrect to associate "low ability" with surface approaches or to consider deep approach in a complementary fashion. Research has proved that students are capable of both deep and surface approaches and it should be viewed in the relational point of view. Therefore the intention to adopt a surface approach (reproduce information) or a deep approach (seek meaning) is seen as a consequence of how students interpreted the context of learning; i.e., the learning approach adopted by a student can vary with demands of the tasks. Nonetheless, there is consensus among educational researchers that deep approach to learning leads to better outcomes and it should be the focus of tertiary education (Ramsden, 2003; Biggs, 1987, 2003).

## METHODOLOGY

The study employed both quantitative and qualitative methods. In the first stage, a revised R-SPQ-2F questionnaire (Biggs & Leung, 2001) was administered in tutorial classes to ascertain the study approaches of students. The selection of students was based on convenience sampling and only students volunteering for the study were included in the sample. The sample was comprised of a total of 41 students – 28 on campus and 13 off campus of which 43 percent were of Asian origin. In the first section of the questionnaire, students were asked to rate each of the questions on a Likert scale of 1-5, higher rating indicating a positive inclination towards a particular study approach. Indices were constructed for each of the study approach domains – Deep Approach (DA), Surface Approach (SA), Deep Motive (DM), Surface Motive (SM), Deep Strategy (DS), Surface Strategy (DS) – followed by t-tests of equality of means. The second stage was comprised of depth interviews of 45 minutes to 1 hour duration with ten students (7 on campus and 3 offshore) to capture their personal views and experiences in relation to a range of issues related to their learning and the learning contexts exposed to them

## RESULTS

Results indicated that there were no significant differences among students in regard to the study approaches except for minor variations. This result is not surprising as several other studies have also reported no significant differences among students in regard to the study approaches (Biggs, 2003). Table 1 shows that more students adopt deep learning than surface learning though they differ in

terms of the learning context highlighted by the variances in the measured variables within study approach domains. For example, 57.4 percent of students show deep learning orientations within the deep approach while 57.1 percent adopt surface learning orientations within surface approach. High positive scores are reported in a number of subscales such as “work hard interesting” (DM), “learning provide deep personal satisfaction” (DM), “any topic can be interesting,” “self test until understand” (DS), “need to form own conclusions” (DS), but seem to differ when action is to be taken (strategy). The deviations in deep approach are in items: “come to class with questions” (DM), “spend time on interesting topics (DS), “use free time in interesting topics” (DS). In the case of surface approach, all students seem to adopt similar motivation (SM) in learning doing the minimum work possible, and shared the orientation of “learning by rote” as a strategy (SS). It is clear that surface learning is used as a strategy when required. This supports our contention that student learning orientations differ according to the tasks and the learning context.

**TABLE 1**  
**Comparison of Study Approaches:**  
**On Campus and Off Campus**

	Rarely True of Me	True of Me	On Campus Mean	Offshore Mean
Deep Approach Average	42.6	57.4	3.0	2.8
Surface Approach Average	42.9	57.1	2.3	2.6

Note: The analysis of subscale items are not reported in this paper but will be made available on request.

The cross tabulation of data revealed greater differences in the deep approaches between on campus and off campus students but the differences in the surface approaches were not very prominent. In comparing means between the two groups, on campus students seem to have greater propensity to adopt deep approaches and less surface approaches to study than do off campus students, however in terms of the subscales – Motivation (DM/SM), Strategy (DS/SS) – there were differences as outlined below:

- Studying academic topics can be as exciting as a good novel (DM): higher for off campus students
- Any topic can be interesting (DM): higher for off campus students

- Do suggested reading (DS): higher for off campus students
- Learn by rote (SS): higher for on campus students

The results did not support Biggs’s (2003) finding that Asian students are “deeper” learners than “western” students. This study, however, indicated that on campus and off shore students use similar learning strategies as they appear to use both deep and surface approaches depending on the learning task and the environment.

Further insights into student learning strategies were available through depth interviews. Some of the key themes and messages were:

1. The majority of the students (8 out of 10) felt that the unit was interesting and useful for their current and future studies as well as for their future careers, indicating deep learning approach.
2. Except for two students, all other students agreed that the workload of the unit is reasonable, though three students felt that the load can be increased with an additional practical assignment.
3. There was consensus of the opinion that tutorials were helpful in their learning. Some felt that the time allocated (50 minutes) is inadequate and should be increased while some others suggested that tutorials should be conducted in collaboration with the lectures. The importance of tutorials to student learning was explicit.
4. There were mixed reactions to the tutorial tasks. Students attending lectures regularly did not consider the presentation of a summary of the previous lecture to be necessary, as opposed to those students who do not attend lectures regularly.
5. The majority of the students who attended tutorials regularly come prepared for tutorials.
6. All students agreed that poor attendance in tutorials has an impact on their overall effectiveness, as interactions are important for learning
7. While there was acknowledgement of the unit website as a central learning environment, many viewed the website negatively given its record of downtimes and slow execution of tasks. The important message was that the university failed to provide any introductory training to students on the features and operation of the website.
8. Students displayed varied study approaches towards tutorial tasks, online tests and the final exam. Some demonstrated very deep learning approaches sustained throughout the semester.

It was clear that every student seem to adopt different tactics depending on the nature of learning exercise. For example, all students agreed that some form of memorising is done in preparation of online tests and the exam, however understanding of the material and concepts were considered more important to learning. All students felt that the missing element in assessments was a written assignment to enable students to apply theory to practice.

## **CONCLUSIONS AND RECOMMENDATIONS**

The study focused on analysing the study approaches and perceptions of on campus and offshore students on their learning strategies in a marketing unit in an Australian university. The quantitative results indicated varying approaches but the general orientation appeared to be more inclined towards deep learning though students differed in terms of their study motivations and strategies depending on the learning context. The statistical component of the unit content appeared to be of concern to some students. There was high awareness and appreciation of the value of tutorials and project work as a good learning experience.

The qualitative findings provided additional insights into student perceptions of their learning strategies. The students found tutorials classes as a valuable learning opportunity.

The study supported the view that students' approaches to learning and learning outcomes are interconnected with their previous experiences, content to be learned, and the methods of teaching and assessment associated with the content, and therefore it is through establishing points of intervention within these connections that the quality of students can be enhanced (Ramsden, 2003). These may be achieved by changing the curricula, teaching methods and assessment methods. The success of this intervention however will be dependent on the institution's ability to change

policies and practices related to rewarding reproductive approaches while providing inducements for meaningful learning (Ramsden, 2003).

The study revealed the importance of a review of the course content, the delivery of the unit and the assessment regime. The qualitative feedback also supported the enhancement of the study material and progressive assessments in this unit. As a result of the study the following enhancements to the delivery of the unit were implemented:

1. The introduction of a CD-Rom encompassing the study guide and video clips which will be used as part of the assessments.
2. Increase of the number of online tests from two to four, thus allowing students to revise study material more regularly.
3. Use of online delivery of tutorial workshops with the ability to vary the content.
4. The inclusion of a project (to apply theory to proactive) as a piece of assessment.

## **LIMITATIONS AND FUTURE RESEARCH**

While this study has its merits in terms of identifying differences in study approaches and the learning strategies adopted by students, the small sample size and heavy focus on the investigation of one single subject and class would have an effect on the replicability and generalisation of its findings to all learning contexts. The small sample size also had an effect on the opportunities available for more rigorous statistical analysis.

Future research should be directed on two fronts: firstly, investigation into the student perceptions of the impact of the changes implemented in relation to their learning in the unit; and secondly, regarding cultural effects on learning approaches and how far learning contexts influence greater adaptation of learning styles of students.

## **References Available on Request**

# EFFECT OF ACTIVE LEARNING ON LEARNING MOTIVATION AND OUTCOMES AMONG MARKETING STUDENTS WITH DIFFERENT LEARNING STYLES

David S. Ackerman, Department of Marketing, College of Business and Economics,  
California State University Northridge, Northridge, CA 91330-8377;  
david.s.ackerman@csun.edu

Jing Hu, Department of International Business and Marketing, College of Business Administration,  
California State Polytechnic University, Pomona,  
Pomona, CA 91768; hu@csupomona.edu

## ABSTRACT

Using an active learning approach to motivate students to learn has been advocated by many educators. It has been an ongoing discussion on whether marketing educators should customize their teaching activities based on the learning styles found in their classes recently. While heavily customizing specific activity is considered a "high investment strategy," it is worthwhile to explore the effectiveness of active learning/passive learning curriculum design and how it may vary among students possessing different learning styles. The purposes of this study are to investigate:

1. How does active learning affect students' motivation to learn, learning outcomes, satisfaction with the class and perceptions of the instructor?
2. How do students with different learning styles react to passive learning approach and active learning approach respectively?

An active learning approach has been advocated by many educators and linked to positive outcomes in general (Kozar & Macketti, 2008), but it is not known if this is true of all students. Research has identified different learning styles among college students (Martinez, 2001; Kolb, 2000). Do students with different learning styles perceive and receive active learning similarly? This study is designed to address these issues and provide a current view on the effectiveness of active learning and how it may vary among students possessing different learning styles.

A current measurement model of learning styles has been developed by Martinez (1999, 2001). Building on previous research, this instrument gives a more comprehensive view by including psychological influences in measuring learning styles (called learning orientations), in addition to the traditional cognitive design. The research found three factors

that affect student learning styles: emotional/intentional aspects, strategic planning and committed learning effort, and learning autonomy. It also categorized learning styles into four groups: Transforming Learner, Performing Learner, Conforming Learner and Resistant Learner.

In this study, we chose to extend the findings of the Martinez's (1999) Learning Orientation Model. Students were given a respondent ID to take an online survey. In the first part of the survey they were asked to think of and describe a tightly-structured marketing class that they had previously taken that had "straight forward, task-oriented learning goals which emphasized lectures, quizzes and/or exams assessing competence on the course content." Subjects were then asked to answer the dependent measures about this class. In the last part of the survey, students were asked to do the same task about a loosely-structured marketing class that they had taken that had "challenging, discovery-oriented learning goals which emphasized discussion, research projects and/or cases assessing competence on the course content." In between, subjects were given the lengthy learning orientations scale to fill out.

This study has several implications for marketing course design. First, many of us today design project and case-oriented courses not knowing if students really appreciate them. Their responses suggest that they do. Another implication of this study is that autonomy of students matters in what they take away from a marketing class. Lastly, it is important to note that student ratings of the instructor were not affected by the design of the class.

**References Available on Request**

## USING A CONFUCIUS TEACHING PHILOSOPHY IN MARKETING CLASSES: AN ACTIVE CLASSROOM LEARNING EXAMPLE

Annie H. Liu and Anthony Patino, Loyola Marymount University, 1 LMU Dr., Los Angeles, CA 90045;  
aliu@lmu.edu, Anthony.Patino@lmu.edu

### ABSTRACT

The importance of a teaching philosophy has been discussed in previous books and articles (Brookfield, 1990; Chonko, 2007). Using the guidelines advanced by Brookfield (1990) in *The Skillful Teacher*, we implemented a classroom learning philosophy that is based on a teaching philosophy thousands of years old; a philosophy that follows Confucius' lessons. Among the most important tenants of a Confucian philosophy of education is teaching and studying (Shim, 2007). Confucius' teaching stresses the importance of cooperative learning and advancing knowledge through peer and reciprocal learning. In his teaching, Confucius motivated students to compare ideas and to share various experiences with each other including the teacher. According to Confucius (*OESNews*, 2006), "The processes of teaching and learning stimulate one another." Individual ideas were accounted for through a sharing and comparing process, and thus, contemplation and proactive learning were enhanced.

Confucius' philosophy suggests that by creating an active and supporting learning environment, students are free to learn while helping enhance the learning of their student peers. According to Warren (1997, p. 19), active learning is, "making students the center of their learning." Through this active engagement, students not only think about and learn course material in greater depth, but they also learn how to apply knowledge to solve problems in a "real world" environment so they are better prepared for the future (Peterson, 2001). In fact, a recent study

by Karns (2006) found active learning pedagogies are more effective in teaching marketing. Students increase their intrinsic interest in expanding knowledge and take pride in facilitating peer learning. Although, the idea of a classroom innovation thousands of years old may seem like a contradiction, the application of this philosophy in today's classrooms is a revived pedagogical tool. This is especially true in Western cultures where competition rather than cooperation provides the motivation to learn in many classrooms (Sautter, 2007).

In our classes (both undergraduate<sup>1</sup> and graduate levels<sup>2</sup> principles of marketing), active learning by students is fostered through a learning environment involving several layers. Typically, the class is divided into four "layers" that are designed to build on one another and to develop students' understanding of the material. These four layers include, (1) lectures/discussions heavily emphasizing active learning and quality participations, (2) student-led case discussions, (3) presenting timely and comprehensive feedback – shadow-group feedback, self evaluations, peer evaluations, and instructor feedback, and (4) experiential projects. Each of these layers expands upon class concepts to enhance experiential learning, learning by doing (Educational Resource Information Center, 2003; Smith & Van Doren, 2004), and each is discussed in detail.

### References Available on Request

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<sup>1</sup> The average class size for undergraduate levels is 35 to 37.

<sup>2</sup> The average class size for graduate levels is 25 to 30.

## CLIENT-BASED PROJECTS: DIFFERENCES IN GRADUATE AND UNDERGRADUTE PEDAGOGICAL APPROACHES TO APPLIED STUDENT LEARNING

Carol J. Gaumer, Cathy Ashley Cotleur, and Carol Arnone, College of Business,  
Frostburg State University, 101 Braddock Rd., Frostburg, MD 21532;  
cgaumer@frostburg.edu, ccotleur@frostburg.edu, carnone@frostburg.edu

### ABSTRACT

Client-based projects have long been used as a pedagogical tool in the university environment. Such projects allow students to go beyond the concepts discussed in the classroom and to engage in problem-solving activities related to discipline content areas. These client-based projects take a number of forms: they may be individualistic or group-based, they may be developed by the professor or involve working for real organizations, or they may be specific in nature or integrate all of the relevant course materials.

This paper addresses the use of such client-based projects in two marketing courses – an undergraduate capstone planning course and an MBA marketing management course at one university. Both courses involve groups of students developing marketing plans for community businesses, organizations or government entities and both courses' projects are integrative in nature. The underpinning of each of the two courses' marketing planning projects is the iterative approach to student learning where students are expected to revise and resubmit their work until they have met the professors' expectations as set forth in the course.

Ultimately, the student marketing planning projects in both courses have contributed to positive student learning experiences and closer relationships between the university and the communities involved, thus fulfilling the mission of the university and respective college in two critical areas – student learning and regional engagement. This paper examines the differences in the approaches to developing student marketing plans in graduate and undergraduate courses and explains the professors' rationale in choosing different pedagogical methods depending on the level of student being taught. Real world projects, also known as client-based projects (CBPs), provide a fertile learning

environment in which students apply their marketing knowledge to an actual client organization. This experiential or hands-on learning enables students to hone specific skills like problem-solving, critical and analytical thinking, oral and written communication, and teamwork.

Literature suggests that two keys to successful applied projects in the college classroom are multiple iterations of students' work and persistent feedback from the professor (de los Santos & Jensen, 1985; Haas & Wotruba, 1990; Razzouk, Seitz, & Rizkallah, 2003). The iterative process, whereby students revise and resubmit their work, often necessitates multiple versions of a single section. This iterative process requires a considerable time commitment from faculty who read and prepare feedback as well as from students who are required to improve upon their written work, i.e., organization of material, content appropriateness and sufficiency, and their written words. This time commitment to feedback is often perceived as overwhelming for many instructors, thus making them apprehensive about venturing into client-based learning projects.

The varied literature shows us that the benefits to professors of real-world or client-based projects are great and varied, they include: (1) facilitating active learning (Gremier et al., 2000; Razzouk, Seitz, & Rizkallah 2003); (2) fostering students' skill enhancement (Barr & McNeilly, 2002; Kennedy, Lawton, & Walker, 2001); and (3) fostering greater student ownership in a class project (Eastering & Rudell, 1997). Client-based projects when managed well serve students and clients and provide a jumping off point for future embedded regional engagement collaborations.

**References Available on Request**

**WHAT'S IN IT FOR ME? BUILDING THE CASE FOR EXPERIENTIAL EDUCATION WITH BUSINESS FACULTY: CAN MISSION AND EXPERIENTIAL LEARNING WORK TOGETHER IN A PUBLICATIONS DRIVEN WORLD?**

**Christina McCale, Division of Business, Regis University, 3333 Regis Blvd., H-8, Denver, CO 80221; cmccale@regis.edu**

**Beth Parish, School of Management, Regis University, 3333 Regis Blvd., H-30, Denver, CO 80221; bparish@regis.edu**

**ABSTRACT**

Learning, historically, has been synonymous with rote memorization, the lowest level of Bloom's (1956) taxonomy of cognitive learning which moves through a series of levels of learning from recall, to comprehension, application, analysis, and synthesis before finally reaching evaluation. The classroom of yesteryear was instructor-centered, who passed information on to the students, the sole source of information and primary responsible individual for learning. The modern, more current paradigm proposes that learning be active, student-centered, and shifts not only the responsibility for source of information from being solely the instructor's responsibility to the students and learning from a whole host of sources, one of which is the instructor (Hernandez, 2002). This migration from passive to active learning environments further supports the move to a more "experientially based" marketing classroom.

The Association to Advance Collegiate Schools of Business (AACSB) standards, guidelines and recommendations further support this line of progression through their accreditation requirements, encouraging faculty to find new ways of engaging students to be actively involved in their own learning, as opposed to seeing learning that is something that is done "to" them. Further the AACSB (2003, p. 52) states, "Faculty members should find such approaches that are suited to their

subject matter and should adopt active learning methodologies."

Experiential education can take many forms in the marketing classroom – from client based projects to service learning; from internships to community based learning – each with its own strengths and limitations. Faculty choose to engage or not to engage in experiential activities for a variety of reasons. This article, the result of a survey of over 300 faculty from 27 Jesuit Business Schools, discusses the inclusion of experiential education in the business classroom, including answers to the following questions:

- Who includes experiential activities in their classroom?
- What experiential activities are currently being implemented in the business and marketing classrooms?
- Why do some faculty include experiential learning in their classrooms while others do not?
- Does university mission impact a faculty member's inclusion of experiential activities in the classroom?

The benefits and roadblocks to experiential learning will also be discussed along with a discussion of what marketing faculty and administration can learn from the study.

**References Available on Request**

## **DO EXPERIENTIAL LEARNING CLASS PROJECTS BETTER PREPARE STUDENTS FOR INTERNSHIPS?**

**Clay Daughtrey and Ruth Chavez, School of Business, Metropolitan State College of Denver,  
Campus Box 79, PO Box 173362, Denver, CO 80217;  
daughtre@mscd.edu, rchavez39@mscd.edu**

**Christina McCale, Division of Business, Regis University, 3333 Regis Blvd., H-8,  
Denver, CO 80221; cmccale@regis.edu**

### **ABSTRACT**

While internships have existed for over a century (Henry, Razzouk, & Hoverland, 1988), their prevalence in the business undergraduate experience has only become substantive in the past 10-15 years, with 75 percent of all college students now completing internships (Coco, 2000). Scott (1992) demonstrated that students not only saw an internship as a complement to coursework, but as a marketing tool to find work after college, a finding further supported by Cannon and Arnold (1998). Gault, Reddington, and Schlager (2000) extended this by learning that college students who did complete an internship during their academic career typically found professional employment sooner than those who had not completed an internship. Cook, Parker and Pettijohn's (2004) research furthered this through their 10-year longitudinal study showing that students' perceived value of their internships were sustained over an extended period.

Students are not the only ones who realize internships are valuable assets in their college experience. Knemeyer and Murphy's (2001) work found that 95 percent of surveyed managers held that internships not only improved the student's skills but that 87 percent found it helped students improve their problem solving skills as well. Later, Barr and McNeilly (2002) found that 40 percent of the responding Fortune 500 recruiters believed that soft skills such as leadership and teamwork could be enhanced in an internship or other extracurricular experiences.

The current study was conducted at a mountain states, urban college. The marketing program has a strong focus on experiential learning and internships. This focus has been developed over many years due to the strong support the professors have for the experiential educational literature. Experiential

learning exercises at this college are usually centered on local businesses thus helping the college fulfill its "Urban Land Grant" Mission. It is the assumption (and promotional hook of the college) that these class activities prepare students for internships and jobs. This study was designed to research this assumption.

A survey was conducted with all marketing student interns during the 2007-08 academic year. A sample of 59 surveys was gathered. The Likert-based survey examined how students evaluated their experiences in their recent internships on a scale of 1 (strongly disagree) to 5 (strongly agree) in terms of general benefits, skills that were enhanced and career preparation that was facilitated as a result of completing the internship. The survey also queried how the internship experiences reinforced the marketing content students had learned over the course of their studies. By using the four sets of questions listed above, the purpose of the study was to determine if experiential projects in a classroom setting led to more positive internship experiences.

From the results it is apparent that student interns who completed an experiential learning exercise prior to their internship had a more enjoyable internship experience. They were also more comfortable in working with clients and had the confidence and desire to show their work products to future employers. Maturity and belief in their abilities were more advanced with those students that had a client based experiential learning exercise prior to obtaining an internship. Based on these results it might be beneficial for students to complete more course work and specifically those with an experiential learning component before they consider an internship.

**References Available on Request**

# ASSESSING STUDENT SATISFACTION WITH CLIENT-BASED PROJECTS: FACTORS THAT ENHANCE THE EXPERIENTIAL LEARNING PROCESS

Jeana J. Jaymes, Department of Management and Marketing, California State University, Bakersfield,  
Bakersfield, CA 93311; jjaymes@csub.edu

## ABSTRACT

While there are drawbacks to incorporating team projects into a marketing course, client-based projects (CBPs) provide a form of real-world experiential learning that cannot be equaled through most other methods of instruction. However, this method of instruction can require enormous planning and effort on the part of instructors, often resulting in unpredictable, unsatisfactory results for both students and clients. This paper is designed to examine how to elevate the satisfaction level and value of client-based marketing projects for students as well as clients. The author examines the elements discovered, through several terms of experimenting with use of CBPs in a specialized advertising course, which create higher student satisfaction and an enhanced level of client satisfaction. Dimensions examined include tailoring CBPs to work efficiently within the structure of a specific marketing course like advertising, working comfortably within the time constraints of an academic term, and managing student and client time and expectations for the most satisfactory results for both. Offered are practical insights based on several years of instructor experience that can make implementation of CBPs for any specific-topic marketing course a more satisfactory experience for all involved.

## INTRODUCTION

Real-world business interaction through client-based projects (CBPs) can be a valuable piece of preparation for students in any field. For business students, and marketing majors in particular, this face-to-face interaction is even more essential to students' own perceptions of how much practical preparatory value they have received from their education. This method affects how sufficiently they believe their marketing education has prepared them to work in the real world. Further, in order to allow students to be the beneficiaries of this form of real-world learning, instructors must learn how to be experts in cultivating not only the "best" clients that can provide this for students, but how to structure projects to provide those best clients with satisfactory student results.

Providing satisfaction at the highest level possible for both students and clients translates to ongoing

relationships to tap for future class projects. These ongoing relationships are extremely important because previous research is clear that CBPs are valuable not only to clients and students, but to professors, the universities they are affiliated with, and the communities the universities reside within (Easterling & Rudell, 1997; Fox, 2002; Haas & Wortruba, 1990; Linrud & Hall, 1999). So, finding the best clients for students and instructors to have an ongoing relationship with is essential to CBP success.

To ensure CBP success, it is often the instructor who determines who those good clients are (Lopez & Lee, 2005). The instructor is the individual who recruits, screens, and selects which ones are good and which ones are bad for students to interact and work with. Previous research has established several principles to find workable clients (de los Santos & Jensen, 1985; Fecho, 2004; Goodell & Kraft, 1991; Hayes & Silver, 2004; Laughton & Ottewill, 1998; Lopez & Lee, 2005). Part of the success in this area seems driven by how the client is drawn into the academic world and thereby ultimately brought into the classroom.

## KEY FACTORS FOR INSTRUCTORS TO CONSIDER IN CLIENT SELECTION

Based on the author's own classroom experiences, there are normally four key categories to be considered in client selection and retention: (1) clients that come to the instructor; (2) clients the instructor recruits; (3) clients that are overinvolved; (4) clients that are underinvolved.

### (1) Clients that Come to the Instructor

Clients that come to the instructor often do so through three key avenues. One, some clients contact the department chair or business school dean directly and are in search of "free" work from students. Two, there are other clients who come to the instructor through a colleague. Three, clients coming to the instructor may be former students of the marketing department now working in the field a course is linked to. Their initial intention may include a desire to provide an experience to current students they wish they had been able to acquire during their own college coursework. While all three of these methods of contact and introduction are acceptable, those who are unsolicited directly by the instructor more frequently result in what some researchers have

categorized as “bad” clients (Goodell & Kraft, 1991; Fox, 2002; Laughton & Ottewill, 1998; Papamarcos, 2002; Swan & Hansen, 1996).

## **(2) Clients the Instructor Recruits**

Despite the three previously outlined less desirable client avenues, there are methods of acquiring clients that seem to be more workable. Based on the experiences of the author, when the instructor independently finds or seeks out a potential client, the client often proves to be more feasible. These clients are not necessarily in search of students to use for their own purposes. While securing this type of client may require more persuasion on the part of the instructor, they have more understanding that their personal level of involvement and personal level of respect toward students can affect the quality of their project results.

Further, they are more likely to accept that the instructor and students themselves have specific learning objectives, time constraints, and a limited level of real-world expertise. This merely means these good clients are more willing to select and adapt projects to best suit mutual outcome needs. When clients work in this manner, students report more positive attributes about the experience, even if they do not particularly like the topic of the project. In addition to the positive attributes students report when the instructor finds the client, there are two additional factors to consider that an instructor cannot predict until they bring that client into the classroom. These two additional factors are whether the client is overinvolved or underinvolved.

## **(3) Overinvolved Clients**

Overinvolved clients often want to take on the role of an instructor, rather than a consultant. These clients are not always as respectful and helpful to students and sometimes appear to emit an aura of superiority. This has been evident with both graduates and undergraduates, regardless of the age and professional background of the students. It appears these clients consider their real-world knowledge so superior to anyone currently residing in a classroom that they become quite ineffective in explaining or coordinating project details, much less constructive feedback in evaluating student results. These clients often appear to try to apply tougher, unrealistic standards in evaluating student work. Their oral feedback is at times more scathing, cynical, and ego-driven. They tend to want more time with a class in explaining more about themselves, the importance of their company, and their personal professional position. While there are limited aspects this real-

world overinvolved client provides that can be valuable to students, the information is more often not relevant to the project itself, nor to the learning of the course concepts.

## **(4) Underinvolved Clients**

Contrary to the overinvolved client, an underinvolved client is not necessarily a plus either. The underinvolved client does not necessarily want to spend less of their time helping students. More often the reason is a lack of time in their own schedules. They are more likely not to have a realistic perception of the amount of client input needed during the introduction and midway points of the project. At times they prefer to pass information for students through the instructor, and have the instructor put forth the majority of the effort in explaining the details of the project. This type of client wants the instructor to suggest or evaluate positives and negatives of potential creative ideas in advance. In the final phase of the project, they are more likely to be unsatisfied with students’ results and level of creativity, but unlikely to attribute the limited results to their underinvolvement. At times, the sheer enormity of the project scope was unrealistic, which might underscore the importance of the instructor not just evaluating whether the client is good or bad, but whether the project scope and size is appropriate for a CBP.

### **KEY PROJECT FACTORS TO CONSIDER TO ENSURE STUDENT SATISFACTION**

Varying the project scope and size to accommodate several projects within one class term can be beneficial to both clients and students. Client-based projects can be created that are small, medium, or large in size and scope, as outlined in previous research (Lopez & Lee, 2005). The size, in this case, is defined by both length of time needed for completion, as well as the scope of the project. According to the previously established definitions, a small size project is one that can be completed in one to two weeks, a medium size project can be completed in three to four weeks, and a large size project may extend over an entire term, or at least five to six weeks. In addition to length of time, the scope of the project is an additional structural consideration.

The scope of a small project is defined as anything from designing a logo, name, and packaging for a new product to a brief positioning exercise. An example of a medium scope project could include designing a new brand image for a product or service, or a company or organization. Finally, a

project that is defined as large in scope normally involves more in-depth research, more fully developed creative executions, and a complete six-month advertising campaign.

It is often important to have students experience each, however, as this is more reflective of real-world work. What often works well, if selected and structured appropriately, is to have at least one of each of the three types of projects, if there is more than one project per course within a single term. Having multiple feasible projects gives students the experience of balancing their time, effort, and creativity working on multiple competing projects, all with specific draft and final version deadlines. This more closely reflects a real work experience, at least in the advertising world. Including projects of varied length allows students more exposure to a broader range of real-world experiences, and allows instructors more flexibility to find projects that fit within the course content, learning objectives, and time constraints. When the project length is a good match between student and clients needs, clients see that adapting their project to fit is efficient and produces useful results. When this occurs, clients are far more enthused about offering not just future classroom projects, but more likely to offer future employment to those students and serve as a professional networking contact. This provides an additional benefit to completing the coursework from the students' perspective.

### **KEY FACTORS IN STUDENTS' PERSPECTIVE OF CBP VALUE**

In addition to the satisfaction of forging potential future employment and networking contacts, students reported satisfaction in other areas as well when the clients were appropriately selected (Appendix A outlines open-ended questions students were asked). While it was thought that student liking for a specific project topic or subject matter might affect their level of satisfaction, most reported that this did not matter. Most reported that the opportunity for real-world experience was far more valuable than what can be learned from a textbook or lecture on anything. Students stated that applying course concepts through CBPs not only allowed a method to learn concepts more thoroughly, but that they felt they will retain those concepts for a longer period of time. This retention factor, they felt, was an asset in securing employment and performing well in real-world employment.

Further, students believed acquiring a realistic view of the real world helped them decide better, and more specifically, what type of work they wanted to pursue

in the future. In fact, some believed that the less they liked the project topic, the more they had to stretch their ability to stay focused and create positive results. They appreciated the challenge of working on multiple projects throughout the term. However, varying the length of those projects if there was more than one was key. During academic terms where there were short projects, but too many of them, dissatisfaction was high. Likewise, when there were fewer projects, but they were too large in scope, dissatisfaction was also high.

In spite of dissatisfaction in some areas throughout the classes examined for this paper, there were other specific factors tied to client behavior that students were satisfied with. They valued clients who made initial classroom visits early in the term, and clearly detailed the desired outcomes at that time. Students also valued clients who returned to the classroom at a midway point to review and discuss a draft version of their preliminary ideas. Clients were praised by students when they made themselves available via email on a consistent basis. However, it was the midway feedback session, in particular, that proved to be valuable to both students and clients.

During these midway feedback sessions, students engaged in a confidential sit-down roundtable meeting with the client for about 30 minutes per team. Each team was afforded a room to meet privately with the client during this period. This method was to ensure that competing teams in the class did not have access to another team's ideas until the final project presentations. Each team is assigned a specific time slot they must be present, within the regularly scheduled class period. During the draft preview client visit, all student teams are given a shorter portion of time so that the client need only make one visit for this session. This afforded students an opportunity to give a preview of their overall strategy without the visual support of the final creative executions. This resulted in students feeling that they better honed their oral communication skills and how to sell their ideas orally without the benefit of fully developed written material. This was a much quicker process logistically as well for clients.

Students also report that using this procedure helps them feel more competent and confident in moving ahead to the final phase of refining and completing the project. They report feeling re-energized because they have a higher degree of certainty as to which of their ideas are workable and which are not. This midway session is an excellent opportunity to test numerous preliminary ideas to see which aspects of their plan are headed in the right direction and which

are not. This session also allows them the opportunity to learn what is feasible monetarily and logistically.

This real-world feedback is highly valued by students because while they may have excellent ideas from a creative perspective, there may be aspects of those ideas that they may not realize are not feasible in the specific geographic market they are operating within. The client within a certain region can give more specific locale information based on the geographic location, ethnic composition, and socio-economic composition of the specific city in which the university resides. While the instructor can give limited feedback in this direction based on theory or general information written within a textbook, sometimes real world current knowledge about the specifics of the marketing field – and advertising especially – are best addressed by real-world clients.

In giving this feedback, real-world clients have a much better feel for current day-to-day marketing field practical aspects than tenure-track instructors. While the tenure-track instructor can give limited feedback that may seem correct, that individual may not be any clearer or certain of what the real-world client working in a specific city will find satisfying in the end. A risk an instructor takes in giving too much specific feedback from the academic perspective is that the client may not be satisfied in some way. The students then feel the instructor is somehow responsible if they take the instructor's advice and the client does not like it. Therefore, sometimes the best move an instructor can make is to "get out of the way" of the interaction between students and clients. Being able to do this, however, depends on having clients who do not rely heavily on the instructor as a consistent intermediary in communicating client desired outcomes.

To achieve successful desired outcomes, the final projects are presented orally to clients and final written work reviewed at that time. Students seem to find this format of evaluation given by the client more valuable than even the project grade assigned by the instructor. Usually they go hand in hand, and if the client gives high marks to a team for their project final results, the instructor will also assess high marks. However, this is not always the case and it is interesting to note that students take the specific verbal and written comments of the client more

seriously than those of the instructor. Students tend to view clients are more credible and more closely tied to the potential of their real-world success upon graduation. They value the reward of pleasing the client, and getting positive feedback from the client, more than the grade reward given by the instructor.

## **CONCLUSIONS**

Based on several academic terms of incorporating CBPs into a specific advertising course within a marketing program, there are several key lessons learned. First, selecting the correct type of client is essential to student satisfaction with the real-world learning experience. But beyond that, students' satisfaction with client selection results in their word-of-mouth advertising of their positive experience. This translates to more demand for that specific course, as well as more credibility and satisfaction with the instructor, as well as any course that instructor has that incorporates CBPs.

If this level of credibility and satisfaction also exists on the client end, they are more likely to maintain an ongoing relationship and reduce the instructor's need to find new good clients. Additionally, from an external public relations perspective, satisfied clients are likely to spread the word of their positive experience with student projects. As a result, the instructor can find it much easier to cultivate more clients to draw from for CBPs. This also results in better prospective contacts for an instructor's marketing students. Given current economic challenges, this may give them a competitive edge in securing one of the more limited employment opportunities that will exist upon graduation.

The hope is that this paper provides a range of suggestions for any marketing instructor to use in selecting clients and projects for their courses that will result in the highest degree of student satisfaction. Ultimately, CBPs may be increasingly important in helping our students be prepared to secure employment in an increasingly competitive real-world environment. Given this increasingly competitive real-world environment, particularly for marketing positions, anything we as instructors can do to ensure greater student success in that real world, is a worthwhile endeavor.

**References and Appendix Available on Request**

**A REVIEW OF MARKETING DEPARTMENT ASSESSMENT OF  
STUDENT LEARNING PROGRAMS OF AACSB SCHOOLS**

**Beom-Joon Choi, Pingsheng Tong, and Craig A. Kelley, California State University, Sacramento,  
6000 J St., Sacramento, CA 95819-6088; choibj@cba.csus.edu,  
tongp@cba.csus.edu, kelleyca@csus.edu**

**ABSTRACT**

This study reports the results of a survey of marketing department chairs regarding the use of direct and indirect measures of student learning, changes designed to improve student learning, and level of faculty commitment to program assessment. The results indicate that the majority of departments budget less than \$1,000 annually to their assessment program. Written and oral assignments were the most frequently used direct measures of student learning, and surveys of graduating seniors

and alumni were the most frequently used indirect measures. Greater coordination of multi-section courses, the introduction of new courses, and modifications to existing courses were the most frequent changes made to improve student learning. Finally, the faculty is frequently required to participate in department assessment programs, most often in defining the learning goals of the degree program, developing measures to measure student learning, and finally changes to improve student learning.

# MARKETING EDUCATOR ADOPTION AND USE OF STUDENT RESPONSE SYSTEMS: AN EMPIRICAL LOOK

Douglas J. Lincoln, Department of Marketing and Finance, Boise State University,  
Boise, ID 83725; dlincoln@boisestate.edu

## ABSTRACT

There is growing interest in adopting student response systems (aka “clickers”) for use in the collegiate classroom. While existent literature documents the potential and realized instructor and student learning benefits that can accrue from teaching with clickers, there is a lack of literature addressing why some instructors adopt and embrace this technology while others do not. If this interactive technology holds so much promise, why are some marketing educators teaching with clickers but others not? Understanding how and why adopters of clicker technology are different from or similar to non-adopters provides valuable information for those institutions, colleges, departments, and instructors desiring more diffusion of this teaching innovation.

## STUDY METHODOLOGIES

A multi-stage approach was used to identify and solicit responses from marketing educators with or without experience in teaching with clickers. Individuals with apparent responsibility for managing the marketing instruction at four-year collegiate institutions in the U.S. were identified. A total of 694 contacts (names) and contact information (e-mail addresses) were identified and used as part of the sample frame. Another sample source was the 2007 membership of the Marketing Educators’ Association and another source was review board members of the *Journal of Marketing Education* and *Marketing Education Review*. The three sources resulted in a total survey sample frame of 844 individuals.

A web-based survey was developed, pretested, and executed in late fall 2007 in order to capture data from clicker users and non-users within the sample frame. Key contacts were asked to complete the survey (whether or not they were a clicker user) and forward the survey request for participation to marketing faculty at their institution who they knew to have taught with clickers and/or forward the request to marketing faculty at other institutions who they knew taught with clickers. Those who taught with clickers were also asked to do the same (i.e., snowball sampling). A second survey participation invitation was e-mailed to all sample frame members (excluding first round undeliverables) two weeks after the initial request. A total of 301 non-users of

student response systems and 55 users of the technology participated in the survey.

## KEY FINDINGS

Even though those teaching with clickers feel using clickers increases their classroom preparation time and that clickers are not easy to learn to operate or use once learned and report less on-campus support for clickers, they still seem to value clicker use. Apparently, these negative factors are outweighed by their belief that using clickers increases their teaching quality. And, while they report low levels of on-campus support, they still feel they have the resources they need to teach with clickers. The lack of time to learn how to use clickers or the “hassle” of learning to use clickers was found as a barrier to more adoption. Users and those very familiar with clickers were uniform in stating that class preparation time increases when clickers are used. While clickers can save faculty members time in collecting exam and quiz responses and in taking attendance, developing and transferring questions to a clicker environment does take time. Many respondents mentioned that they did not know enough about teaching with clickers to warrant using them. A majority of clicker users feel that students do mind the economic costs associated with buying and using clickers. Most marketing educators teaching with clickers are addressing four of the seven possible classroom uses for clickers described by the literature. Much less use occurs for peer assessment, community building (e.g., general questions on current topics) and encouraging classroom debate.

Overall, it appears that marketing educators teaching with clickers are exploiting the technology’s most basic functions – asking and getting student responses to questions related to course content. But, it appears that the opportunity for designing and offering more creative and interactive clicker question sessions exists. It also appears to be true that many who have not taught with nor plan to teach with clickers might want to rethink their stance. Many of these individuals hold beliefs not held by those who have taught with clickers.

## TO QUIZ OR NOT TO QUIZ? STUDENT ATTITUDES AND BELIEFS TOWARDS MULTIPLE QUIZZES IN A MARKETING COURSE

Howard Forman and Sunil Thomas, Department of Marketing, Mihaylo College of Business  
and Economics, California State University, Fullerton, 800 North State College Blvd.,  
Fullerton, CA 92831; hforman@fullerton.edu, sunilthomas@fullerton.edu

### ABSTRACT

One of the most difficult decisions marketing professors have to make is to determine how to evaluate their students. Overwhelmingly, professors tend to use quizzes/tests as a means of determining student learning in a course. While the literature on frequency of testing, particularly in non-marketing courses, is extensive, not much work has been done in understanding marketing students' perceptions of this teaching method. The main studies in marketing regarding this topic (Miller, 1987; Kling et al., 2005) have focused on the link between frequent testing and exam performance. However, not much is known about marketing students' attitudes towards this teaching method. In our study, we focus on the attitudes of marketing students towards multiple quizzes as a teaching method. Specifically, we are interested in knowing marketing students' attitudes on being informed at the beginning of the semester that this teaching method will be used in class. We are also interested in assessing whether these attitudes change by the middle of the semester when students have taken half of the scheduled quizzes, and are thus in a position to assess the benefits (if any) of this teaching method.

The present study examines the impact of administering multiple quizzes in an undergraduate marketing class. To get an understanding of students' attitudes and beliefs about having multiple quizzes during one semester, two questionnaires were administered. The first survey was administered to 34 students (all juniors and seniors)

at the beginning of the course to get a baseline understanding of their attitudes and beliefs before they took any of the quizzes. More specifically, this survey was given during the first meeting of the course after the syllabus was distributed and discussed in class. This was the students' first exposure to the fact that they would have 11 quizzes (in addition to two mid-term examinations and a final) during a 16-week semester.

The results suggest that at the beginning of the course (i.e., the first day) students had cautiously optimistic attitudes and beliefs towards the prospect of having multiple quizzes. Further, after the students had experienced more than half of the quizzes scheduled for the course, their attitudes were significantly more positive than they were in the beginning of the class. These results suggest that students liked, and more importantly benefited, from taking multiple quizzes. Limitations as well as future directions for our research are discussed.

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## COMPARING ACTUAL V. PERCEIVED PEDAGOGICAL EFFECTIVENESS IN THE CONTEXT OF TEAM TESTING

Donald R. Bacon, Daniels College of Business, University of Denver,  
2101 South University Blvd., Denver CO 80201; dbacon@du.edu

### ABSTRACT

Actual measures of the pedagogical effectiveness of team teaching and student-perceived measures of team teaching's pedagogical effectiveness were collected in several sections of a course with varying levels of the use of team testing. The results indicate that while students perceive team quizzes to have a substantial impact on their learning, this pedagogy in fact has no impact on actual learning.

In the team testing approach used here, students first completed each multiple-choice quiz individually and turned in their marked, scannable bubble sheet while keeping their test booklets. Once all students had completed the individual quiz and all bubble sheets had been submitted (taking typically 30 to 45 minutes), students were asked to sit with their groups and, using the same test booklet, complete a second bubble sheet as a group. Once all the groups turned in their group bubble sheets (typically 20 to 30 minutes), the instructor read through the answers to each of the questions, and offered brief explanations where necessary. Each student's grade was a weighted average of the two scores.

As expected, nearly all students score more highly when working in a group than they do individually. Some interpret this as evidence of learning, but this is really just learning test questions – the students may or may not have scored better if different test questions had been used. Other researchers use student perceptions as the only measure of learning, but these perceptions may not be accurate. The present research contrasts perceptions of learning with actual learning, as measured by a later test covering the same material but with different questions.

RQ1: How do student perceptions of the effectiveness of team testing compare with the actual effectiveness of team testing?

Data were collected in five sections of a single course (Marketing Research). The perceptions of learning were measured using a questionnaire that was given to the students at the end of the term. Actual learning was measured through multiple-choice quizzes and comprehensive final exam scores.

In the first section, all students completed all quizzes as individuals and then as members of teams. In the second and fourth sections, the students took quizzes 1, 2, and 4 in the individual-then-group format, but they took quiz 3 only individually. In the third and fifth sections, quizzes 1, 3, and 4 were taken in the individual-then-group format, but quiz 2 was taken only individually. The one quiz that would be taken individually only was noted on the syllabus and announced in class.

For the purposes of this research, the final exam data were partitioned into three sections. The first comprised questions covered on quizzes 1 and 4 (the conditions of these quizzes were identical across all conditions). The second comprised questions covered on quiz 2, and the third comprised questions covered on quiz 3. Although the final exam covered the same material as the quizzes, none of the exact final exam questions appeared on the quizzes.

In the perceived learning questionnaire, most students responded that the group quiz experience "had a medium positive effect on my learning" (43 percent), while 26 percent said it had a strong effect. (With a sample size of 142, the margin of error on the percentages reported here is +/-8 percent.) The vast majority (89 percent) expressed a preference for the group quiz format over the individual format.

A regression model was used to determine if students scored differently on the final exam when they had a team testing experience covering that material as compared to when they did not have a team testing experience covering that material. After partialling out the variance due to GPA, the residuals were then regressed on the team-testing/no-team-testing variable. This model was not significant ( $F(1,362) = 1.38$ ,  $p = .240$ ,  $R^2 = .004$ ). The point estimate of the coefficient was negative (standardized beta =  $-.062$ ). The power was adequate here to detect a small difference if it were present.

In summary, this study found that students will say that team testing is highly effective in improving their learning, even though no actual improvements in learning occur.

## SCANNING THE ENVIRONMENT: TOWARD A MORE CRITICAL LEARNING PROCESS IN PRINCIPLES OF MARKETING CLASSES

H. Rika Houston, Shirley M. Stretch-Stephenson, Tyrone W. Jackson, and Olga Di Franco,  
Department of Marketing, College of Business and Economics, California State University, Los Angeles,  
5151 State University Dr., Los Angeles, CA 90032-8127;  
hhousto@calstatela.edu, sstretc@calstatela.edu, tjackso4@calstatela.edu, odfjec@earthlink.net

### ABSTRACT

The marketing mix of product, place, promotion, and price was first introduced to the field of marketing education by E. Jerome McCarthy in 1960 (McCarthy, 1960; Yudelsohn, 1999). In the decades since it was first articulated, it has become unquestionably one of the most widely recognized concepts in principles of marketing courses and the central organizing structure of almost any marketing management textbook (Yudelsohn, 1999). By fully embracing the dominant structure of the four P's of marketing, marketing education has focused too narrowly on the management decision-making within organizations and failed to acknowledge the growing relevance of marketing within a wider moral, political, and societal context (Catterall, Maclaran, & Stevens, 2002). As a result, marketing education has consistently produced newly minted crops of marketing managers who possess strong technical skills and competencies for individual decision-making, but are poorly equipped to practice marketing in the dynamic, abstract, and "big picture" environment that 21<sup>st</sup> century marketing managers are confronted with on a daily basis. As noted by Catterall, Maclaran, & Stevens (2002), a greater emphasis in marketing curricula therefore needs to be placed on macro issues rather than managerial ones as marketers working in organizations are expected increasingly to make sense of and interpret the world outside of the organization. Such shifts in emphasis are increasingly important in today's global marketplace where managers are expected to recognize, be sensitive to, and cope with a multiplicity of contradictory discourses that exist (Burton, 2001; Catterall, Maclaran, & Stevens, 2002).

In an effort to address this timely concern, the authors propose the use of an environmental scanning project as an alternative to the traditional marketing plan project to help principles of marketing students begin to understand a macro perspective of the market. By doing so, they may begin the arduous task of learning how to think more holistically and strategically about the marketing practices within an organization. Additionally, it will trigger more critical thinking processes within students as they sometimes unknowingly learn how to see "the big picture," a skill and perspective that is of growing significance in an unpredictable global marketplace. The authors discussed the design and implementation of such projects, as well as the challenges and rewards involved in obtaining meaningful results. Completed student projects were available for review.

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## **STAKE YOUR CLAIM IN THE LAND RUSH OF VIRTUAL WORLDS: INTEGRATING 'SECOND LIFE' INTO MARKETING EDUCATION**

**Michael R. Solomon and Natalie T. Wood, Saint Joseph's University, 5600 City Ave.,  
Philadelphia, PA 19131; msolom01@sju.edu, nwood@sju.edu**

**Ken Hudson, Virtual World Design Centre, Loyalist College, 376 Wallbridge-Loyalist Rd.,  
Belleville, ON Canada; kenhudson@infinitiespaces.ca**

**Lyle R. Wetsch, Memorial University of Newfoundland, St. John's, NL Canada A1B3X5;  
lwetsch@mun.ca**

### **ABSTRACT**

Today's undergraduate student population is part of the Millennial Generation; a generation (born after 1982) raised with a high reliance on Web 2.0 technologies such as Facebook, blogs, Myspace, and YouTube. A childhood filled with interactive video games has created similar expectations regarding interactive educational experiences (Drea, Tripp, & Stuenkel, 2005). These students are highly receptive to technology-based pedagogical experiences (Ferrell & Ferrell, 2002) and thrive in online environments (Childress & Braswell, 2006). A recent Harris Interactive survey revealed that 20 percent of tweens are interested in taking a virtual class before they graduate high school ("Tweens," 2007) and in K-12 schools, virtual and online learning is growing at an estimated 30 percent annually (North American Council for Online Learning, 2006). As these students proceed through the education system, they are likely to be drawn to colleges that offer learning environments that support their preferred learning style (Dede, 2005).

As a way of meeting the needs of this generation, many institutions are exploring the growing popularity of teaching in virtual worlds. To date, over 100 educational institutions from more than 20 countries are using a variety of virtual worlds as an instructional tool (Rzewnicki, 2007). For example, Whyville ([www.whyville.com](http://www.whyville.com)) is an example of a virtual world for middle school-aged children with over 1.7 million registered users and 20,000-25,000 unique daily visitors (Whyville Educational Outreach, 2007). Active Worlds ([www.activeworlds.com](http://www.activeworlds.com)), another education-based virtual world, is home to 80 educational institutions worldwide, the majority of which are colleges and universities (Active Worlds and Education, 2007).

At this point within this young field there is only a small body of research that examines the use of virtual worlds for instructional purposes. This literature largely originates from the arts and

sciences (for one notable exception see Wood, Solomon, & Allan, 2008; Peterson, 2006); and we can find ongoing dialogues in fields including medical and health education (Kamel, Boulos, & Hetherington, 2007; Scott, 2007; Skiba 2007), foreign languages (Svensson, 2003), English composition, education pedagogy ("Real Learning in a Virtual World," 2006), scientific research (Bainbridge, 2007), and library services (Swanson, 2007). Reports from these disparate fields strongly suggest that the game-based learning opportunities in virtual worlds offer great educational promise (Kamel, Boulos, & Hetherington 2007).

It is important to point out that virtual learning is not just confined to traditional educational programs. Fortune 500 companies such as IBM and GE utilize Second Life for staff training. As today's students move through the education system and enter the workforce, it is highly likely that at least some of their on-the-job training will be conducted in virtual environments. As educators we have a responsibility to not only satisfy the learning styles of our students but also to prepare them for what they are likely to experience in the workforce.

Despite the impressive statistics and the array of opportunities awaiting those willing to make the virtual leap, many educational institutions are still scrambling to identify the strategic benefits of participating and the best practices for virtual education. For instance, many universities feel pressure to be in-world – perhaps simply because a neighboring institution has announced its intention to be there. Unfortunately, these universities may have little idea about how to go about creating a campus and then what to do once they have planted their flag in this strange new land. The purpose of this session is to address these widespread concerns by offering recommendations to those intrigued with the concept of virtual world learning but who lack the knowledge, skills and firsthand experience to fully embrace this

technology. Through these three presentations, conference attendees were taken through the process of creating a campus, training faculty and students to use it and integrating virtual worlds into the marketing curriculum.

Our first group of presenters explored the process of creating a virtual educational facility. Drawing on their experience in building a virtual university campus they documented their attempts to construct a university-wide platform to maximize the use of scarce resources and to harmonize the university's branding architecture while retaining the freedom for each participating unit to innovate within the space. Next, our second presenter shared his experiences with motivating and training over 400 participants to utilize Second Life for pedagogical purposes. Finally, our third presenter discussed his efforts at incorporating Second Life into his marketing courses, offering practical advice for those wishing to venture in-world.

### **COLLEGE 2.0: CREATING YOUR VIRTUAL CAMPUS**

**Presented by Michael Solomon and Natalie Wood**

What is the optimal point-of-entry for a university that wants to establish an online presence? We believe that most initiatives suffer from two crucial flaws. First, often the goal is to push the pedagogical envelope by integrating Second Life experiences into extant online learning programs. Second, most institutions construct their presence in an organic, bottom-up manner where one individual (or department) takes the initiative to enter the space. As interest grows, other departments then "pile on." As laudable as these approaches may be, they can also create a number of structural, functional, administrative and branding problems. Drawing on our experiences, we advocate and propose a top-down approach that begins with a holistic view of the campus at large and anticipates coordinated, long-term institutional growth in Second Life.

### **INSPIRING COMMITMENT: GENERATING USER MOMENTUM IN SECOND LIFE**

**Presented by Ken Hudson**

The success of any educational project in Second Life hinges on the ability to convert ideas into action by engaging a community of users, and supporting their experience. There are four main stages to building a Second Life program from seeding initial interest through to project completion.

1. Cultivation: Inspiring potential users about the opportunities using Second Life for education;
2. Focus: Defining projects with specific timetables, requirements, technology assessments and outcomes;
3. Training: Providing adequate and ongoing training including orientation, standards, hands-on and in-world instruction leading to comfort level proficiency; and
4. Community: Supporting the social aspects of the experience.

From this presentation conference attendees learned strategies for effectively engaging a community of users in Second Life.

### **TIMING IS EVERYTHING: STUDENT ATTITUDES AND TECHNOLOGY READINESS FOR INTEGRATING A 'VIRTUAL WORLD' COMPONENT INTO MARKETING COURSE CURRICULUMS**

**Presented by Lyle Wetsch**

Providing an interactive, immersive environment to study marketing efforts in real time can significantly enhance student learning. Integrating a virtual world component into a regular class delivery to provide an increasingly interactive experience has significant potential, but when is the right time to start? Based on the incorporation of the virtual world Second Life into both undergraduate and graduate "e-Marketing" courses, student blog entries, discussion group conversations, course evaluations, and exit interviews were used to assess student attitudes towards virtual world education and the technology readiness of institutions and students to maximize the benefit of the virtual world. Timing may be everything – too early and you risk high levels of frustration, too late and you are no longer on the cutting edge. Lessons learned from these courses provide insight into the timing of integrating a virtual world component with in-class teaching.

**References Available on Request**

## **INCORPORATING TRANSFORMATIVE CONSUMER RESEARCH INTO THE CONSUMER BEHAVIOR COURSE EXPERIENCE**

**Ed Petkus, Jr., Department of Marketing and International Business, Anisfield School of Business,  
Ramapo College of New Jersey, 505 Ramapo Valley Rd., Mahwah, NJ; epetkus@ramapo.edu**

### **ABSTRACT**

This paper provides a justification and an implementation plan for the incorporation of transformative consumer research (consumer research whose mission is to improve people's welfare) in the undergraduate consumer behavior course experience. In short, TCR addresses the avoidance of negative consumer outcomes and realization of positive consumer outcomes, and thus fits into an overall social responsibility theme in marketing education. First, the TCR literature is reviewed, with an emphasis on demonstrating the relevance of TCR to the overall domain of consumer behavior education. Second, an implementation plan is outlined. The first step in implementation is

determining the topical relevance across the consumer behavior course (e.g., motivational conflicts between harmful and beneficial consumer choices; reference group pressure resulting in negative outcomes, etc.). The second step in implementation is the development of specific learning experiences that incorporate TCR themes. These can range from informal topical discussions to TCR-themed mini-cases to semester-long research-based course projects. Finally, the importance of students' developing marketing-based solutions to the challenges raised by TCR issues in order to "close the loop" is discussed.

## STATUS OF UNDERGRADUATE BRAND MANAGEMENT EDUCATION: CLOSING THE GAP BETWEEN MARKETING CLASSROOMS AND CORPORATE BOARDROOMS

Ruth Leshar Taylor, College of Business, Texas State University, 601 University Dr.,  
San Marcos, TX 78666; rt01@txstate.edu

Rudy Becerra Tamayo, Universidad Alas Peruanas, Av. San Felipe 1109,  
Jesùs Maria, Lima, Peru; rudybecerra@yahoo.com

### ABSTRACT

Although not true in yesteryear, nowadays brand management (BM) is a mainstream corporate boardroom issue and it should become a mainstream undergraduate marketing education issue. BM, today, is a part of whole-company management, is given due respect as a viable and valuable driver of business, and is given high importance as a boardroom agenda item. Not B/BM has not been traditionally emphasized in undergraduate marketing education, now may be the time to revamp marketing curricula to better meet corporate need for BM-educated undergraduates. This can be done by revamping principles of marketing textbook presentations to include broader coverage of BM issues; integrating BM issues into existing marketing courses; and/or by creating stand-alone courses.

Our research found little academic evidence that BM education is presently considered of high importance in today's undergraduate marketing education programs, nor did we find evidence of any initiative that it is of future concern. Yet, on the other hand, there is substantial evidence that BM is of growing importance to today's corporations as evidenced by the increasing presence of B/BM issues as boardroom agenda items. Of the scant B/BM coverage found in academia, there appears to be a large gap between B/BM issues discussed in marketing journals, textbooks, and classrooms and those discussed in corporate boardrooms. Surprisingly low emphasis is presently given to B/BM education at AACSB-accredited undergraduate schools of business, even those considered to be top-rated by the 2008 *Business Week* Survey of Schools of Business. This finding is of high importance to marketing education planners given that 70 percent or greater of today's U.S. corporate worth is a result of branding or BM decisions. Research shows that today's marketing graduates need better BM training in order to meet the hiring needs of brand-driven industries. Suggestions are

given for integrating B/BM concepts and for creating stand-alone courses. Although barriers may hamper an integration/creation initiative, the large boardroom/ classroom gap must be narrowed to keep marketing education relevant. This research was intended to raise marketing educators' awareness of two issues: (1) the lack of attention being given B/BM issues in marketing education, and (2) why B/BM topics should be of educator concern.

We used survey analyses to gather information from the 462 U.S. AACSB-accredited schools of business that we stratified into two sub-groups: (1) the 96 top-rated AACSB-accredited schools of business (as rated by *Business Week*, 2008), and (2) the remaining 366 other U.S. AACSB-accredited schools of business from which we drew a random sample of 96 for analyses. We analyzed each school's marketing department website for a B/BM course offering. Content analyses was used to analyze marketing journals; *Brands in the Boardroom*; and principles of marketing texts for coverage of B/BM concepts.

Our research findings revealed the following: (1) that few (19/96 or 20 percent) of *Business Week's* top-rated AACSB-accredited undergraduate schools of business offered a stand-alone B/BM course; (2) that very few (3/96 or 3 percent) of the remaining 366 offered one; and (3) that B/BM coverage gaps exist between various marketing education publications – principles of marketing texts, top marketing journals, and *Brands in the Boardroom*.

These findings have important implications for marketing educators and marketing curriculum planners. Based on our research efforts, we contended that there is a growing need for more emphasis on B/BM education in today's marketing programs.

## MEASURING THE INNOVATION READINESS OF CORPORATE INNOVATION STUDENTS

Frederick G. Crane and Marc H. Meyer, College of Business, Northeastern University,  
Hayden Hall, Boston, MA 02115; f.crane@neu.edu, ma.meyer@neu.edu

### ABSTRACT

This paper reports on a diagnostic approach used to evaluate the innovation readiness of graduate corporate innovation students who intend to work in the corporate innovation arena. The study found that compared to currently highly successful innovators as well as employees presently working in R&D departments and innovation centers in several companies, the students in this sample scored significantly lower on an innovation readiness diagnostic. Moreover, on a post-test following the course there was no significant improvement in their innovation readiness score. Although there is an urgent need as well as a growing demand to teach innovation in business schools, this finding raises some questions about whether or not innovation can be taught in the classroom setting. Subsequently, it then fuels the discussion about how business schools should deal with the important domain of innovation which is now a major priority with corporate America.

### INTRODUCTION

*The Economist* proclaimed that innovation was the single most important ingredient in any modern economy (Kelley, 2005). Moreover, a recent survey of CEOs of publicly traded companies indicated that 72 percent of respondents said innovation was one of their top three priorities (Tucker, 2007). Yet, some research reveals that many companies and their employees may simply not be ready for innovation (Crane & Meyer, 2008a). This raises the question about who should be responsible for getting employees ready for innovation and how they should be readied. Some experts, for example, suggest that this responsibility starts with business schools. But according to current research the job is simply not getting done (Rae, 2006). In fact, a review of over four dozen MBA programs by the authors of this paper revealed that very few business schools have a “required” course on innovation and only a handful offer an elective course on the topic (Crane & Meyer, 2008a).

Our recent research on the innovation readiness of American corporations also reveals the majority of companies are not ready for innovation, organizationally or at the individual employee level

(Crane & Meyer, 2008b). In fact, Tucker (2002) says that innovation in America is considered analogous to the mating of pandas – infrequent, clumsy, and not often effective. Therefore, the question for business educators is how to prepare future executives to be ready for innovation and to successfully manage it.

When it comes to defining the concept of innovation, we wish to be clear that innovation is not simply about new product development. Innovation is a broader construct that goes beyond new products. We assert that innovation is creating and implementing ideas that creates new customer value and sustains the growth of organizations. There are, by our estimation, anywhere from 15-22 categories of innovation that can be classified as either top-line or bottom-line initiatives to improve and sustain enterprise growth. These include discontinuous innovations (new-to-world products/technologies), new channel innovation, new branding innovation, new customer experience innovation, bundled/integrated solutions, value migration innovation, platform innovation, business model innovation, value engineering innovation, and process improvement innovation.

All of these innovations can be used in concert as a multi-prong approach to build, grow, and sustain an enterprise. This sheer range of innovation options often leaves executive teams and business faculty at a loss regarding precisely the type of individual and team skills that need to be nurtured with regard to the innovation process. In fact, our research shows that most companies do not have a working definition of innovation or a robust process for creating and implementing innovation (Crane & Meyer, 2008b). Still, this does not mean business school faculty can abdicate responsibility for addressing innovation in the business classroom. In fact, business school faculty must rise to the challenge – to help students of all ages to understand the dynamics of innovation.

### WHY WE NEED TO TEACH INNOVATION

John Kao (2007) stated in his book, *Innovation Nation*, that he is concerned about America losing its global lead and becoming the fat, complacent Detroit of nations. He suggests we are under-investing in physical infrastructure, technology and education

when it comes to innovation. He argues that we need a big push to promote innovation. Curtis Carlson, head of the Stanford Research Institute, puts it in even darker terms: "India and China are a tsunami about to overwhelm us" (*The Economist*, 2007, p.19-20). He insists that America's information technology, services, and medical-devices industries are about to be lost. He predicts that millions of jobs will be destroyed in our country, like in the 1980s when American firms refused to adopt total-quality management techniques while the Japanese overtook us. The only way out, Carlson argues is to "learn the tools of innovation" (*The Economist*, 2007, 19-20).

As evidence of the impending tsunami, China declared 2006 as the year of innovation. The Chinese government is now driving to transform its companies into not just 800-pound gorillas of low-cost manufacturing but also into innovation powerhouses (Tucker, 2007). In fact, the Chinese government is focusing on initiatives to ensure MBA programs in that country will emphasize innovation as a key educational pillar and will spend billions a year on research and development to support breakthrough ideas and technologies (Tucker, 2007). If America does not take immediate proactive and comprehensive strategic action regarding innovation, it may soon be too late. In short, to remain competitive, America must not only focus on the discipline of innovation but also on the training and educating of people tasked with the job of innovation.

### **BUT CAN INNOVATION BE TAUGHT?**

Even if you accept the premise that innovation must be taught in our MBA programs, another valid question remains: Can innovation be taught? This question has been subject to debate for many years now. In fact, we have been quietly noting conversations with colleagues in business, engineering and health sciences departments in educational institutions both here and abroad. Some maintain that innovation is the exclusive province of the super-creative who can dream up innovation spontaneously and therefore innovation is something that cannot be taught. For such individuals, teaching innovation would be a waste of time. But, those who make this argument, however, often confuse the constructs of creativity and innovation believing they are one in the same. Yet, it is possible to be creative and not necessarily innovative. Conversely, it is possible to be innovative and not necessarily creative. While creativity is coming up with ideas, innovation is all about putting those ideas to work. In other words, innovation is

about the commercialization of ideas. Thus, is it perfectly plausible for individuals who are not the originators of the creative ideas but who see the value of putting them to work to be considered innovative. In short, this is the "prepared mind" argument. And, within this context, there is preponderance of evidence that innovation can be taught (deBono, 2000; Ditkoff, 2004; Nalebuff & Ayres, 2006; Seelig, 2006; Wycoff, 2005). For example, Seelig (2006) suggests that innovation is like any other subject. Just like science, music, or art can be taught, so can innovation. She suggests that innovation exists in everyone and with the right education, opportunities will increase hundredfold. Edward deBono (2000) originator of the "six hats method" has delivered innovation programs to thousands of executives around the world and has improved the innovation outcomes for the companies of these executives. And, Ditkoff (2004) and Wycoff (2005) both provide empirical evidence that their innovation programs taught to corporate executives also deliver benefits including more focused innovation and greater returns on the innovation investment made by corporate clients.

Still, it must be pointed out that success or failure at innovation does involve the interplay between both the organization and the individual within that organization (Christensen, 2005; Kanter, 2006). Certainly some are quick to lay the blame for innovation failure squarely on the organization. At the same, others argue that the lack of individual mental readiness for innovation is a systemic problem (Mokhoff, 2006; Schrage, 2000). However, if innovation, as reported, fails 96 percent of the time there is plenty of blame to go around and it is unlikely to be just the organization or just the individual (Keeley, forthcoming). For example, it is unlikely that an individual high in innovation readiness would be successful in an organization that is low in innovation readiness and/or fails to support individual innovation efforts. At the same time, an organization cannot hope to be successful at innovation if the individuals it employs are simply not ready for innovation.

While we recognize an organization can constrain or enable individual innovation in the workplace, the focus of this study is to determine if individuals can improve their sense of individual readiness through the learning process.

### **METHODOLOGY**

Students enrolled in a graduate corporate innovation course were given an innovation readiness diagnostic test before commencing the course. This

diagnostic is a proprietary product developed by a consulting company and has been proved reliable and valid in assessing individual innovation readiness. In particular, the use of normative data measures illustrates its predictive value. For example, individuals who score high on this diagnostic have been found to be holders of multiple patents, have successful histories of leading new product teams and/or new venture teams, and have been involved in licensing self-developed technologies. In completing the diagnostic, respondents answer a series of questions using binary responses (yes/no) that pertain to the attributes known to be characteristic of innovative individuals such as curiosity, risk-taking, adaptability, optimism and resilience. The score range on the diagnostic is from 0-20 and higher scores indicate a higher degree of innovation readiness (QMA Consulting Group Ltd, 1990). Upon completion of the course, the students were given the test again to determine if their innovation readiness scores had improved. All 47 students completed both the pre-test and post-test instruments.

### RESULTS/FINDINGS

The overall mean score on the pre-test was 9.93. There was no statistically significant difference in the scores between male and female subjects. This overall score was found to be significantly lower when compared to successful individual innovators in the corporate data pool (N=625) held by the QMA Group, developers of the instrument. The score was also significantly lower when compared to the average score of corporate employees who have been part of recent innovation training programs run by the authors of this paper. For example, highly successful individual innovators in the QMA Group pool score, on average, 17.0, while the corporate employees who have been part of our innovation training programs score, on average, 13.5.

The post-test overall mean score was 10.5, an improvement, but not a statistically significant one. This result was a little perplexing, if not disappointing, since post-test scores for corporate employees who had been through similar training/teaching programs run by the authors of the paper (and who were also the instructors for this particular class) showed statistically significant improvement in their innovation readiness scores. But, this did not occur in the case of the student group involved in this particular study.

### CONCLUSIONS/LIMITATIONS

The ability to understand, lead, and deal with the consequences of innovation is considered to be one of the determinants of the success of the next generation of business leaders (Rae, 2006). Business schools are in a unique position to take a central role in advancing innovation as a discipline. While this one small study did not produce the anticipated results it does not mean we should abdicate our responsibility to continue to find ways to ensure that the discipline of innovation is taught and learned. In fact, we should view the findings in this study with some prudence. This was the first time this course was taught and the first application of the innovation readiness diagnostic in a traditional MBA classroom. Improvements in pedagogical development and delivery may result in a different outcome.

We encourage experienced and competent business faculty members who teach in the innovation arena to step up and become innovation course champions. Importantly, these innovation champions should share success stories including innovative course designs and pedagogical approaches. This will encourage the diffusion of innovation courses across the country as well as lead to their possible inclusion as integral components of the MBA curriculums. Including innovation courses in the MBA curriculum and teaching them effectively will be a major step in helping to ensure that corporate America will win the innovation race of the future versus being relegated to the position of an also-ran.

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**ADMINISTRATIVE APPROACHES TO SUPPORT STUDENTS' GOAL DEVELOPMENT FOR  
SHORT-TERM STUDY-ABROAD PROGRAMS: PROGRAM'S FIRST AND THE  
MOST IMPORTANT ADMINISTRATIVE PHASE**

**Hideki Takei, Department of Accounting, Business, and Economics, Juniata College, 1700 Moore St.,  
Huntingdon, PA 16652; takei@juniata.edu**

**Robert A. Lupton and David R. Rawlinson, Department of Information Technology and Administrative  
Management, Central Washington University, 400 East University Way, Ellensburg, WA 98926;  
luptonr@cwu.edu, rawlinsd@cwu.edu**

**ABSTRACT**

Short-term summer study abroad programs have been quite popular among institutions of higher education (Dwyer, 2004; Dessoff, 2006; Sindt & Pachmayer, 2008). The programs are considered the highlights of the undergraduate experience or the memorable learning experiences for students (Brustein, 2008; Freeman, 2008; Stecker, 2008; Sindt & Pachmayer, 2008).

These programs' aims are very similar. First, the short-term study abroad program can be the firsthand experience in order to touch and observe business and marketing activities in various countries in very comprehensive ways (Sindt & Pachmayer, 2008). Second, the programs can help students acquire intercultural skills and competence for international business and marketing (Dekaney, 2008; Mendelson, 2008). Intercultural skills are also called global competence, which global business professionals are supposed to have in order to perform effectively in highly diversified business environments (Curran, 2007; Brustein, 2008). The last goal is to give all participants a new and wider scope of international markets. Therefore, the participants will not exclusively learn technical issues from international business and marketing classes. Rather, they will learn quite diversified beliefs, traditions, lifestyles, histories, communications, and human behaviors in foreign markets through experiential learning (Ashwill, 2004; Curran, 2007, Stecker, 2008).

Developing realistic and appropriate goals based on correct expectations and interests will almost guarantee successful learning experiences during the short-term study abroad programs. However, developing such goals is not simply done when students have sufficient information and reasonable expectations because there are many other critical expectations they do not notice. For example, in addition to students' expectations and interests, administrators should encourage students to consider expectations in intercultural skill acquisition and enhancing employability of the participants when they develop their goals.

Therefore, we think that administrators must be able to offer students not only correct information about the programs to generate correct expectations and interest, but also various pre-program supports to let students create appropriate goals. These opinions are somehow supported by administrators of study abroad programs at Arizona State University (ASU). They have assessed their performance in order to see: (1) if the short-term study abroad programs fulfill the missions and goals of the programs which ASU determined in order to offer all participants cross-cultural education and learning experiences, (2) if participants have correct expectations from the programs prior to actual participation, (3) if participants satisfied their pre-program expectations, and (4) if there are other achieved skills and experiences which participants did not expect prior to their participation (Sindt & Pachmayer, 2008).

**References Available on Request**

## DEVELOPING STUDENT INTERCULTURAL PROFICIENCY THROUGH STUDY ABROAD PROGRAMS

Irvine Clarke III, Newell D. Wright, Theresa Flaherty, and Robert M. McMillen,  
College of Business, James Madison University, MSC 0205, Harrisonburg, VA 22807;  
clarkeix@jmu.edu, wrightnd@jmu.edu, flahertb@jmu.edu, mcmillrm@jmu.edu

### ABSTRACT

In the future, marketing graduates will face an increasingly diverse and multicultural workplace both within and outside of their home countries. A crucial question: how can marketing educators better prepare students for this complex and changing work environment? One solution is a Study Abroad Program (SAP).

In the past decade, study abroad programs have more than doubled, where today, about 223,000 U.S. college students study abroad; immersing themselves in foreign language, culture and business practices. It is customary to hear students describe these experiences as "life changing," yet, little empirical evidence exists to establish the specific areas of personal development achieved in a study abroad program. This study tests some anecdotal claims about the value of the SAP in preparing students for the global work environment. This study investigates several of the potential

intercultural influences of a semester abroad for students from the United States.

The first part of the study compares students who study abroad with those who do not. Findings reveal that students who study abroad may have greater intercultural proficiency, increased openness to cultural diversity, and become more globally-minded than those students remaining in a traditional campus setting. Students perceive themselves as being more proficient, approachable and open to intercultural communication.

The second part of the study compares and contrasts student attitudes at the beginning and end of a semester-long SAP. Results show they become more globally-minded, communicate better across cultural and national boundaries, and become more sensitive to new and different cultures by the end of the SAP. Suggestions for improving SAPs for marketing students conclude the report.

## **GLOBALIZING FACULTY: SUGGESTIONS AND EXPERIENCES**

**Chip Miller, School of Business and Public Administration, Drake University,  
2507 University Ave., Des Moines, IA 50311; chip.miller@drake.edu**

**Denny E. McCorkle and Janice Payan, Monfort College of Business, University of Northern Colorado,  
Campus Box 128, Greeley, CO 80639; denny.mccorkle@unco.edu, janice.payan@unco.edu**

### **ABSTRACT**

#### **INTRODUCTION**

With the advent of a global marketplace, business and marketing thinking has changed fundamentally in its outlook and practices. Indeed, large corporations to small entrepreneurial businesses have adapted their strategies for globalization and some companies are even referred to as “born-global” as their global perspective began at or near their inception (Knight & Cavusgil, 2004).

To meet the needs for this global perspective, business schools and their faculty need better preparation and greater globalization experiences to prepare their students for this “world economy” (Corneul, 2007; Richardson & McKenna 2003). This is often referred to as “globalizing the faculty” (Gwin, 1995; Corneul, 2007) and the focus of this paper.

#### **THE IMPORTANCE AND MEANS OF GLOBALIZING FACULTY**

The internationalization of business and the globalization of faculty is encouraged and supported by the American Assembly of Collegiate Schools of Business (AACSB) (Clark & Flaherty, 2003; Festervand & Tillery, 2001). There are numerous other reasons for doing so. One may include an improved knowledge and pedagogy. Much can be learned from foreign professors and their students as their perspective, approach and pedagogical methods may differ from our own experiences. Second, we may improve our understanding of foreign students. Garson (2005) states that exposure to foreign students helps faculty to develop empathy in specific areas of patience, compassion, and tolerance.

There are numerous ways for business and marketing faculty to acquire more of a “global perspective.” These include: (1) work or teach abroad, (2) faculty study tours, (3) lead/participate in student study abroad tours, (4) attend/participate in international conferences and research, (5) increase the number of foreign students at our school/college, and (6) increase the number of foreign professors.

#### **ONE PROFESSOR'S GLOBALIZATION EXPERIENCE**

One of the authors had the opportunity to spend five months in the Philippines on a Fulbright Program to study how marketing and other courses are taught there. There are a number of differences in how marketing education is carried out in the Philippines compared to the U.S. These can be categorized in the following manner: (1) teacher preparation, (2) workload, (3) student readiness and experience, and (4) pedagogical approaches. Each of these has a significant effect on how students are taught and what they take away from their marketing courses.

#### **CONCLUSIONS**

This paper addressed the importance of globalizing faculty and offered suggestions for globalizing faculty and students. Numerous examples and experiences from the authors were presented, including more specifics of one author's Fulbright Program globalization experience.

#### **References Available on Request**

## INTEGRATING ETHICS INTO THE BUSINESS CURRICULUM: PANEL DISCUSSION

John Fraedrich, College of Business, Southern Illinois University at Carbondale,  
Carbondale, IL 62901-4629; fraedric@cba.siu.edu

O.C. Ferrell and Linda Ferrell, Anderson School of Management, University of New Mexico,  
Albuquerque, NM 87131; ocferrrell@mgt.unm.edu, lferrell@mgt.unm.edu

Samuel P. Robinson, College of Education, Southern Illinois University at Carbondale,  
Carbondale, IL 62901; srobinso@siu.edu

### ABSTRACT

There has been increasing interest in integrating ethics into the classroom. Many have accredited such interest to the corporate scandals (Enron, WorldCom, Arthur Andersen, Tyco, and many others) that have plagued businesses starting in the late 1990s and continuing into the 21st century and that have resulted in financial failure to stakeholders and society. These scandals have brought business schools under serious criticism for “neglecting one of the most important and critical aspects of business education,” that is business ethics (Luthar & Karri, 2005).

The Association to Advance Collegiate Schools of Business (AACSB) has called for the integration of ethics into curricula of business schools. According to Cosier (2008), this integration should be occurring irrespective of the method of delivering education – whether this integration occurs through social networking, distance learning, or other forms of delivery made possible by technological advancements. What is derived from Cosier is that there is a need for academic institutions to take decisive action in the building of an ethical foundation for future business leaders. Though government regulation and litigation form part of the solution, many see academic institutions as a “mechanism to bring about positive ethical change” (Dufresne & Offstein, 2005).

Evidence suggests that integrating ethics into the classroom brings about positive and socially desirable outcomes. For example, Lopez et al. (2005) found that tolerance for unethical behavior had actually decreased with formal business education. Another study showed that both male and female undergraduate students (from freshman to senior status) as well as MBA students who received ethical instruction in the classroom believe that ethics are tied to positive business outcomes. It is

not enough that business schools offer ethics courses – what is required is exposure to both stand-alone courses and ethics that are integrated into the curriculum.

The purpose of this special session is to invite, stimulate interest, and encourage participants, both on the panel and among the attendees, to not only reflect on current approaches used in ethics education, but also on what can be included in our classes to improve this critical component of the curriculum.

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## **INCORPORATING LIVE VIDEO INTO POWERPOINT PRESENTATIONS: THE GOOD, THE BAD, AND THE UGLY**

**Robert D. Winsor, College of Business Administration, Loyola Marymount University,  
One LMU Dr., Los Angeles, CA 90045; rwinsor@lmu.edu**

### **ABSTRACT**

#### **WHY INCORPORATE VIDEO INTO POWERPOINT PRESENTATIONS?**

Anyone who has watched a documentary or news broadcast on television understands that short video clips interspersed with the “talking heads” commentary or interviews greatly enhances both the range and depth of information that can be communicated, and also the appeal of the program to audiences. In similar fashion, classroom instruction can also be substantially enhanced by videos that portray historical or current events, provide demonstrations of expertise or mastery, visually transport the viewer to remote locations, or introduce topical experts or historical eyewitnesses. While few critics of pedagogy would endorse the wholesale replacement of lectures or classroom student-teacher interaction with period-length movies or television programming, short video clips can serve to improve the flow of information and course material, and thus greatly enhance student interest and comprehension. Perhaps in no subject or area is this truer than in marketing.

Effective marketing pedagogy typically requires references to television advertising, product placement in movies and television shows, proper and improper sales techniques, political and social discourse on marketing practices, recent news events, and examples from corporations that are effectively (or ineptly) implementing marketing concepts. In addition, it is often useful in teaching to introduce students to “experts” on specialized subjects. In support of these pedagogical needs, short video clips are generally far superior to other methods, for a variety of reasons. No description of television commercials can equal the actual presentation of these advertisements, and no description of marketing strategy implementation can ever be as effective as the multimedia depiction of this execution. Similarly, guest (expert) lecturers typically necessitate the allocation of an entire class session (for etiquette reasons alone), and their performances are often unpredictable.

Until recently, short video segments were difficult to incorporate into classroom lectures and presentations. More lengthy video material (such as

movies and television programs) could be played by interrupting lectures and then starting (and later stopping) analog projectors or videotape (or more recently DVD) players. Difficulties with finding and cueing video material made the introduction of shorter sections problematic. With the introduction of presentation computer software (such as Microsoft’s PowerPoint) and digital video, the seamless integration of video within live presentations became possible (if not painless). Based upon this rationalization, this discussion concerns the most straightforward techniques for reliably introducing brief video segments into PowerPoint lectures and presentations.

#### **APPROACHES TO VIDEO IN POWERPOINT PRESENTATIONS AND TECHNICAL CONSIDERATIONS**

In general, there are two basic approaches to invoking video segments during PowerPoint presentations. The first approach is to embed Internet hyper-links in PowerPoint, which a presenter can later select during the course of the presentation in order to open a web page containing video. This approach has several limitations. First, desired video content must be available online, and the presenter must be confident that this link and video content will remain in place throughout the useful or expected “life” of the PowerPoint presentation. Secondly, the presentation must take place within an area where Internet access is reliably available (either through a network cable or through wireless connections). Finally, the hyper-link approach can introduce awkward and time-consuming transitions between the PowerPoint pages and the video segments. In summary, then, the use of hyper-links to play video segments in PowerPoint presentations is problematic and generally unreliable.

The alternative (and generally superior) method for invoking video segments during PowerPoint presentations is to embed the video itself within the presentation.<sup>1</sup> Although this is a highly reliable and

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<sup>1</sup> Technically, video files are not actually embedded within the PowerPoint presentation file. Instead, video segments remain in separate files and are merely played within the PowerPoint presentation file via program links.

more aesthetically pleasing approach, it tends to require significantly greater effort on the part of the presentation developer. As a brief synopsis, embedding video segments within PowerPoint requires the following considerations and comprehension:

1. A basic understanding of video file formats
2. An understanding of how PowerPoint accesses video segments
3. An awareness of possible sources of video material and their source file formats, including:
  - a. Analog live (television) and videotaped material
  - b. Digital video material (in DVD, VCD, digital tape, or computer files)
  - c. Corporate and organizational internet websites (with either streaming or downloadable content)
  - d. YouTube and other social networking sites or material
4. Which file formats are most appropriate for embedding within PowerPoint
5. Additional issues and potential concerns, including:
  - a. Pedagogical issues such as appropriate topics and durations

- b. Legal issues, including copyrights and notions of fair use
- c. Further technical issues, including editing and storage of videos, and file paths

#### **FURTHER PEDAGOGICAL CONSIDERATIONS**

In addition to the above considerations, the insertion of video segments in PowerPoint presentations requires a careful analysis of the specific manner by which video can enhance student learning. Effective utilization of video material perhaps also requires some calculated restraint. Once the techniques of incorporating video into PowerPoint are mastered, and the benefits of such efforts are revealed through student appreciation and feedback, there is often a tendency to embrace this approach beyond the point of optimal effectiveness. Ultimately, it must be acknowledged that elegant video enhancements and transitions can greatly enrich both student interest and comprehension in computer-aided presentations, yet these are but one device in what must be a diverse pedagogical toolkit.

## **INCORPORATING THE GOOGLE ONLINE MARKETING CHALLENGE INTO CLASSES**

**Jamie Murphy, School of Business, University of Western Australia, 35 Stirling Hwy.,  
Crawley, WA 6011, Australia; jmurphy@biz.uwa.edu.au**

**Cynthia Benin, Google, 1600 Amphitheatre Pkwy., Mountain View, CA 94043; cbenin@google.com**

**Sven Tuzovic, School of Business, Pacific Lutheran University, Tacoma, WA 98447; stuzovic@plu.edu**

**Peter Ling, School of Communications and Arts, Edith Cowan University, Mount Lawley, WA 6050,  
Australia; p.ling@ecu.edu.au**

**Linda Mullen, College of Business, Georgia Southern University, Statesboro, GA 30460;  
lgmullen@georgiasouthern.edu**

### **ABSTRACT**

A Google representative and four professors who participated in the Google Online Marketing Challenge discussed this pedagogical tool. Session topics included: Challenge adoption considerations; getting up to speed on AdWords; their Challenge experiences; Challenge learning objectives; instructor pitfalls; common student mistakes and benefits; student complaints; and integrating the Challenge into marketing courses.

The Google Online Marketing Challenge, Google's inaugural business student competition, ran from February to May 2008 and runs again from January to May 2009. Similar to other Google initiatives, the scale seems huge. About 200 professors representing approximately 8,000 students in 47 countries competed in the inaugural Challenge. Predictions are at least double the numbers in 2009. Student teams had \$200 (U.S.) in AdWords, Google's flagship advertising product that accounts for over 90 percent of Google's revenue, to drive traffic to a small- to medium-sized enterprise (SME) website.

Unlike most student competitions that simulate real world conditions or craft hypothetical marketing plans, students in the Google Online Marketing Challenge developed and implemented online

marketing campaigns for real clients, and spent real money. During the three-week contest, students accessed detailed, individualized reports and adjusted their campaigns accordingly. In addition to hands-on experience conducting online marketing campaigns, students gained the experience of acting as consultants for SMEs.

Another difference from most student competitions is a focus on the educational experience. In addition to competing on campaign metrics, the student teams submitted two written reports. The first report, a pre-campaign strategy, overviews the client's business and how the AdWords campaign aligns with the client's objects. The second report, after the campaign, addresses three pedagogical areas: learning objectives and outcomes; group dynamics and client dynamics; and future recommendations.

An important goal of marketing education is helping students grasp the relevance of topics discussed in the classroom. A complementary goal of many professors is to develop positive liaisons with the local business community. Similarly, many universities struggle with ways to become relevant in their local communities. The Google Online Marketing Challenge helps achieve these goals.

## THE MILLENNIALS ARE IN COLLEGE – TEACHING STRATEGIES TO REACH THE MILLENNIALS

Nancy Panos Schmitt, Gore School of Business, Westminster College,  
1840 S. 1300 East, Salt Lake City, UT, 84105; npschmitt@westminstercollege.edu

### ABSTRACT

“Students today are different, really different!” Such observations can be heard across campuses and college classrooms. This statement reflects a reality that college students today are in fact different from students of years past. Demographers continue to present information confirming that the Millennial Generation, the generation of people born after 1982, is indeed a distinct generation and significantly different from the previous ones, including Generation Xers.

Size estimates of this group range from about the same or larger than the Boomer Generation. Millennials (Gen Y, Echo Boomers, Next Gen, etc.) are a force worthy of study. Indeed, a myriad of studies and articles have outlined the characteristics, attitudes, aspirations and fears of this generation. As Millennials enter the workforce, many more articles are being written about managing these new employees. Effective managers have found that new skills and expectations are necessary to manage and mentor these Millennials. Just as managers have realized that new skills and expectations are required in the workplace, effective college educators have determined that new techniques and realizations are necessary, both in and out of the classroom, for this new generation of students.

As the first wave of the Millennials enrolled in colleges, it was apparent that indeed these students were in fact different from the preceding classes of students. These young people, who were praised for participation, regardless of individual achievement, are in classrooms today. The members of the Millennial generation arrived on campus upbeat, close to their parents and optimistic about the future. “Unlike Boomers, they do not want to ‘teach the

world to sing.’ Unlike Gen-Xers, they do not ‘just do it,’ – they plan ahead” (Howe & Strauss, 2007).

The Millennials with all of their unique traits and characteristics are now ready to make their contribution to and their mark on classrooms and colleges. As every generation before them, the Millennials have been shaped by their environment. This is a generation that has been surrounded by digital media, terrorism and globalization, as well as many other important factors. Millennials share seven core traits – special, sheltered, confident, team-oriented, conventional, pressured and achieving. These traits will be examined to determine effective strategies for enhancing the contributions Millennials can make to the classroom. Carol Phillips, president of Brand Amplitude and a marketing instructor at the University of Notre Dame, recently wrote an article, “Get the Best Out of Millennials by Tweaking Habits” (Phillips, 2008), outlining six lessons to enhance the learning by college sophomores. The six lessons are: eliminate ambiguity, think of time as a 24/7 resource, combine work with play, make it worthwhile, handle with care and play to their strengths. Understanding these lessons are critical to effectively engaging and teaching this generation.

The attitudes and behaviors of this group suggest that educators recognize and adapt to the Millennials, or risk missing an opportunity to engage with this group of talented individuals. Adaptation need not be an all-or-nothing proposition. Rather, successful college educators that do adapt to Millennial students will be rewarded with engaged, enthusiastic students ready to contribute to their course work, campuses and communities.

**References Available on Request**

## TEACHING THE ECHO BOOMER GENERATION: DOES ONE SIZE FIT ALL?

Helena Czepiec and Juanita Roxas, College of Business Administration,  
California State Polytechnic University, Pomona, Pomona, CA 91768;  
hczepiec@csupomona.edu, jroxas@csupomona.edu

Lars Perner, Department of Marketing, Marshall School of Business, University of Southern California,  
Los Angeles, CA 90089-0443; perner@marshall.usc.edu

### ABSTRACT

Echo Boomers are attending college in record numbers and many are choosing to major in business. Due to their large numbers and to the widespread belief that Echo Boomers require distinctive handling, they are having a big impact on higher education. However, they remain a puzzle to many of the faculty and administrators who try to teach them.

According to the literature, Echo Boomer learners are portrayed as self-confident, practical and results oriented, not interested in memorization, career-oriented, having short attention spans, easily bored, preferring to be judged on their effort rather than on their achievements, not necessarily wishing to be compared to others, more interested in learning how to do things rather than in memorizing facts, technically savvy, and stressed.

They like to learn by doing and experimentation, rather than in a more rule-based manner; through stories; in a team; and through pictures and interactive, multimedia presentations; and prefer to see the big picture rather than be bogged down in details.

This study attempts to determine how monolithic Echo Boomer learners really are with respect to their learning-related values and activities. It was based on a sample of 361 business students. Their responses were factor analyzed and a cluster analysis was performed on the results.

Four dimensions emerged for Echo Boomer learning-related values: (1) input versus output (egalitarianism); (2) academic drive (desire for learning); (3) practicality/career orientation (greed); and (4) stress/perceived overwhelmed. Two dimensions emerged for Echo Boomer learning

activities: (1) non-computer-based, and (2) computer-based. The perceived learning effectiveness of various classroom activities were grouped along six factors: (1) computer-based learning; (2) blackboard-based learning; (3) project-based learning; (4) presentations; (5) traditional methods; and (6) applications.

Are all Echo Boomer learners the same with respect to values and behaviors as so much of the literature suggests, or do subgroups exist as has been shown in prior generations? Do the subgroups of Echo Boomers learn differently? Based on cluster analysis two clusters emerged. The first group seemed to reflect the hypothesized boomer values less than did the second one. Foreign born and Asian students were more likely to fall into the second cluster.

Differences among the clusters were significant on egalitarianism, perceived overwhelmed, desire for learning, and greed (values). Surprisingly there were no significant differences on computer versus non-computer-based learning activities. Both those who subscribed more to Echo Boomer values and those who did not learned similarly from computer-based learning, blackboard learning and applications. However, there were significant differences in perceived effectiveness of the following types of learning: project learning, presentation learning, and traditional methods. Those who identified more with Echo Boomer values seemed to learn more from group-oriented, interactive activities. This relationship also held true for presentation activities.

Those who did not hold Echo Boomer values as strongly as expected learned more from traditional activities.

**References Available on Request**

# IMPROVING ETHICAL BEHAVIOR OF MARKETING STUDENTS: EMPATHY ENRICHMENT THROUGH THE USE OF VISUAL IMAGERY IN AN INTRODUCTORY MARKETING COURSE

Gary L. Karns, School of Business and Economics, Seattle Pacific University,  
3307 Third Ave. West, Seattle, WA 98119; gkarns@spu.edu

## ABSTRACT

In addition to cognitively-oriented pedagogies, business ethics education needs to tap further into the affective domain to improve business ethics, to help re-humanize business. Business ethics education needs to find ways to close the interpersonal distance between business decision-makers and their various stakeholders.

Marketing educators have an important window of opportunity to capitalize on the heightened social justice sensitivity of the current generation of students; on the importance of relationships with consumers, supply-chain partners, etc. that are inherent in the marketing discipline; on marketing's comprehension of the power of empathy in those relationships; and on the affective potency of visual imagery. This paper explores the usefulness of visual images to evoke empathy in a principles of marketing class.

## BACKGROUND

Moral development is one of the many factors that contribute to ethical behavior. This life-long process involves cognitive and affective aspects. The cognitive aspect has been a strong focus of business ethics education. Kohlberg's cognitive moral development framework has been the basis of much of the ethical reasoning process taught in business ethics, for example.

Affectively, behaving ethically has long been associated with the virtues. Virtue ethics focus on the character of the decision maker. Ethical decisions and actions arise out of behavioral consistency with values that align with the "good." Trustworthiness, respect, responsibility, fairness, caring, citizenship, integrity, and empathy have been identified as critical values underlying business ethics.

According to many, business needs to be re-humanized, to emphasize emotional and moral commitment to others. Business decision-makers need to reduce their interpersonal distance from

others. Empathy appears to be a core affectively-oriented element in doing so.

Several pedagogical strategies have been suggested as useful for improving ethical decision-making and behavior. Case studies and moral dilemmas are probably the most widely used, but are more cognitively oriented. In particular, empathy development is more associated with affective approaches including novels and films, personal stories, visual images, poetry, drama, reflection, service-learning, and the critical incident technique. In thinking about which of these pedagogical approaches to pursue, marketing educators should consider their effectiveness in fostering empathy, their ability to be contextualized to the business decision-making role, and their ease of use for both instructors and students. Among these, visual images stand out as potentially compelling, contextual, and easy to employ.

## STUDY

Students in a marketing principles class were exposed to visual images that were integrated into the lecture slides throughout the term. Pre- and post-measures of an empathy index and ratings of the ethicality of their responses to a moral dilemma were collected. The study is on-going and preliminary results will be presented at the conference.

## CONCLUSION

The use of visual images as a pedagogical approach appears to have promise as means to foster empathy among business students which should positively affect their decision-making in terms of making more ethical decisions. The proposed empathy enrichment strategy of integrating visual images in marketing courses is a reasonable supplement to the other business ethics education efforts already employed in business schools.

**References and Exhibits Available on Request**

## CO-CREATION OF VALUE: APPLYING THE PARADIGM TO HIGHER EDUCATION

Elise (Pookie) Sautter and Ronald F. Jones, New Mexico State University;  
esautter@nmsu.edu, ron4jones@comcast.net

### ABSTRACT

The co-creation of value is a competitive service strategy which relies heavily on increased customer participation to enhance service outcomes and customer loyalty. The paper summarizes the basic tenets of the approach to service management and explains how these principles can be used to transform conventional learning experiences to improve student participation and accountability in higher education. The authors structure the paper around the DART model (Prahalad & Ramaswamy, 2004), which summarizes four fundamental building blocks for fostering effective co-creation of value in traditional service settings.

**(D)ialogue.** In co-creation, communication is multi-directional and dialogue focuses on collaborative information sharing rather than one-way information conveyance. In education, this requires the instructor to provide the foundation in terms of clearly specified learning objectives and basic frameworks for the delivery of learning processes. In turn, students become responsible for identification of gaps in their knowledge as their learning progresses. Instructors and students then collaborate to determine and deliver the resources and information needed to fill the gaps in the learning experience.

**(A)ccess.** Advancing access requires the provision of alternative experience environments which allow greater access to co-creation opportunities and allow customers to self-select the context of their experience; the more experience environments provided, the better. This approach is the very essence of what is suggested by education trends related to blended learning models. Content delivery is multi-modal and is provided when and where students best learn. Synchronous time and/or place interactions are scheduled to exclusively support experiential learning processes and/or exceptional intervention activities as required.

**(R)isk assessment.** This element focuses on the reality that co-creation entails greater responsibility and accountability from the customer for service successes and failures. Such a reality can be empowering or disturbing to students more accustomed to traditional learning environments. Today's learning management systems provide mechanisms which facilitate greater accountability through the use of tracking tools which document

students' usage of learning resources and responsiveness in the learning community. Educators and administrators can immediately recognize the benefits to be gained from greater student accountability, but potential costs must also be considered. Bandapudi and Leone (2003) found evidence of a self-serving bias in the attribution of responsibility for success and failure in services in which high customer participation is involved. The implications of these and other issues are discussed in more detail in the paper.

**(T)ransparency.** Under conventional service models, companies benefit from information asymmetry with their customers. The co-creation model is different in that it supports the availability of proprietary information to the customer as part of the strategic relationship. In education, instructors now have new tools and options for similarly opening access to materials once considered proprietary in higher education. Online posting of lecture materials and podcasts and the integration of open source materials are just a few examples of how educators can enhance student use of and access to learning resources. Similarly, the sharing of clearly stated learning outcomes, well formulated assessment rubrics, and examples of quality learning outcomes with students demystifies the process of assessment and in turn gives students more control and understanding of what it takes to achieve desired learning outcomes.

The idea of placing greater responsibility with the student in his/her learning process is not new to education. What is new is an understanding of how the educational system can take advantage of innovations in learning tools and policies to create environments which advance co-creation in learning.

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## INTRODUCING U.S. HISPANIC CULTURAL VALUES TO MULTICULTURAL MARKETING STUDENTS: THE CASE OF THE *QUINCEAÑERA*

Ellen S. Novar, Business Area, Wilmington College, 1870 Quaker Way,  
Wilmington, OH 45177; ellen\_novar@wilmington.edu

### ABSTRACT

Based on significant demographic and value shifts within the U.S., multicultural marketing is emerging as a significant area. Increasingly, companies throughout the United States are targeting Hispanic-, Asian-, and African-Americans. Unfortunately, the college curriculum is vastly behind in the attention that is being paid to multicultural marketing. To succeed as managers, students must learn to see the world through the eyes of the target audience. Including multicultural marketing in the business curriculum will help students prepare for dealing with diversity in the marketplace. The purpose of this paper is to introduce a method to teach Hispanic cultural values within the curriculum of a Multicultural Marketing course.

### INTRODUCTION

Based on significant demographic and value shifts within the U.S., multicultural marketing is emerging as a significant area of focus. Major companies throughout the United States are investing financial and human resources into reaching Hispanic-, Asian-, and African-Americans. Unfortunately, college curriculum is vastly behind U.S. companies in the attention that is being paid to multicultural marketing. Recent graduates are not prepared to be productive in careers that involve recruiting and retaining employees from diverse backgrounds or seeking them out as customers. As a result, companies targeting Hispanics are hiring fluent Spanish speakers and then training them to do the marketing. This reveals a shortage of qualified applicants who are both fluent in multiple languages and possess an academic background in business. Business students need to be prepared to do business with Hispanics. This is because the U.S. Census estimates that Hispanics have emerged as the largest minority group in the United States, representing 15 percent of the U.S. population, and are projected to grow to nearly one-quarter by 2050. The growth of this market has been staggering in terms of its: population (doubling from 22.3 million in 1990 to over 45 million in 2007); purchasing power (from 1994-2004, the rate of growth was three times faster than the U.S. as a whole, and is approaching \$1 trillion); and influence on American culture. The long term growth of this market is even more pronounced as the average age of Hispanics in the

U.S. is under 28, nearly ten years younger than the U.S. population as a whole, contributing to a disproportionately higher birth rate. According to the U.S. Census 2007 Population Survey, about one-third of Hispanics are under the age of 18.

Valdes (2002) provided a thorough segmentation of Hispanics by age. Two of the segments, *Los Niños* (born between 1991-1994) and *Los Bebes* (born between 1995-2000) make up most of the under 18 market. The vast majority of the *Los Niños* and *Los Bebes* generations were born in the U.S., 89 and 96 percent respectively. Nearly all are bilingual and bicultural and nearly two-thirds have at least one foreign born parent. Because many parents of *Los Niños* are Spanish-only or Spanish-dominant speakers, their English-speaking children serve as translators and, thus, are very influential on their choices of brands, products, and services. Because many of the parents are first generation arrivals to the U.S., they are more traditional as demonstrated by their extreme focus on their children's wants and needs, called "*chicoismo*." Korzenny & Korzenny (2005, p. 187) identified guilty feelings that may stem from a mother's inability to provide to children all the things that they want. And, like all English-speaking American youth, these children receive lots of attention from marketers. Both generations are growing up in a country and world that values multiculturalism more than ever and that has shaped their ability to be bicultural and bilingual (pp. 81-89). These young Hispanics, according to Levin (2006, p. 125), "...form a kind of bridge. Not only are they Latinizing the American mainstream, they are Americanizing what it means to be Hispanic in the United States." Levin then quoted Isis Velasquez, a 21-year old student who said "...[they] practice the traditions of where they're from, but at the same time they have that American influence."

There was a time when most Hispanics were concentrated in major urban areas so the need to educate business students about the Hispanic market in states like Ohio, North Carolina, and Kansas was not as pressing. Since 1990, the increasing resettlement of Hispanics into smaller Midwestern and Southern towns has highlighted the need to educate business students (and all students) to appreciate the cultural differences between the Hispanic and the general market. To illustrate, the U.S. Census reported that North Carolina has seen

the largest Hispanic population growth in the *entire* country since 1990, at nearly 400 percent. A recent *USA Today* (2008) cover story featured the importance of the growing Hispanic population to the survival of rural Kansas towns.

The key to preparing students to become successful in a multicultural marketplace is to help them see the world through the eyes of the target market. Not only must marketers study the demographics and psychographics of the ethnic target market, they must also learn about the target's cultural values and dynamics. The reasons are two-fold. First, understanding cultural values helps the marketer to avoid offending and making obvious mistakes while communicating with the target market; and, second, it helps to create a marketing message that connects with the group's values, beliefs, motivations, and goals. Educators are not expected to teach students about every cultural difference among every ethnic or racial population in the United States, but it is their responsibility to prepare future businesspeople to appreciate the importance to self-educate before undertaking a multicultural marketing effort. It is important to note that simply acknowledging and celebrating the cultural and lifestyle differences between the target ethnic market and the general market will be appreciated in the marketplace.

The purpose of this paper is to introduce a method to teach Hispanic cultural values using the coming-of-age celebration, the *quinceañera*, as a case study within the curriculum of a Multicultural Marketing course. Students that learn about the *quinceañera* ritual will gain knowledge of traditional Latin American cultural rituals and beliefs. In addition, students will discover that by studying the U.S. *quinceañera* that not only are Hispanic immigrants being influenced by American culture (Americanization), they are simultaneously impacting American culture (Hispanization).

A coming of age ritual for girls turning 15 years of age that many from Latin America celebrate is the *Quinceañera*, or *Fiesta de Quince Años*, or *Quince*. The business of the *quinceañera* is estimated at \$400 million in the United States and it is becoming more popular for many reasons. First, demographically the Hispanic population is large, growing rapidly and is young. Second, Korzenny & Korzenny (2005) acknowledged that there is a greater acceptance of Hispanic culture which has led to more families to choose acculturation over assimilation. Parents who felt pressured to assimilate as youth are becoming interested in retro-acculturation, or learning about and celebrating their heritage (pp. 135, 141). Third, as evidenced in King (2008), like most immigrants, Hispanic parents

desire to give children what their families could not afford. All of these factors have caused many parents to encourage their daughters to participate in their own *quinceañeras*. An example of the Hispanization of the ritual and its popularity is that Anglo-, Asian-, and African-American girls are asking their parents to give them a *quince*. This is an illustration of the increasing Hispanization of America. In this paper is a description of the ritual, its origins, and a model that can be used to study the relationship between the ritual and U.S. Hispanic cultural values.

### **The *Quinceañera* Ritual**

There is no such thing as a traditional *quinceañera*. The way the party is celebrated depends on the budget, level of acculturation, country of origin, social class and personal factors. But a "typical" *quince* is often described as a groomless wedding because it begins with a brief church ceremony followed by a wedding-like reception. Usually the *Quinceañera* wears a princess-like pink dress (but the colors vary), a tiara, and flat shoes to symbolize that she is not yet a young woman. Prior to the party the *Quinceañera* will have a photo and perhaps a video shoot. The video might be played at the reception.

First, the *Quinceañera*, her family, and court arrive at the church for what the Associated Press (2008, p. 1) reported as a recently revamped and Vatican-approved ritual blessing in which the young woman rededicates her life to the Lord. Often, the *Quinceañera* will give a speech and perform a candle lighting ceremony, thanking members of her court, her parents, Godparents, and someone who is not there. Following the blessing, she places a bouquet of flowers at the statue of the Virgin Mary, most likely to Our Lady of Guadalupe.

A limousine will take the *Quinceañera* and her court to the reception that often takes place at a banquet hall complete with catered food, a disk jockey, and a formal wedding-like cake. The court includes 14 girls (*damas*) and 14 boys (*chambelanes*) plus her personal *chambelan*; each couple representing a year in her life. The members of the court are formally dressed. Following the court's procession into the hall, the *Quinceañera* will appear before her guests with a dramatic introduction.

The *Quinceañera*'s father will come up front to meet her and will replace her flat shoes with heels symbolizing her transition into womanhood. They will dance the first waltz. She will then dance with other male members of the family. After, the court performs a well-rehearsed (and sometimes professionally choreographed) dance routine. At this

time she will part with her last doll, the *Ultima Muñeca*, by offering it to a younger sibling, other female guest, or will symbolically put it down, leaving behind her childhood.

Unique to Mexican families is the practice of formal sponsorships where various members of the family pay for (or sponsor) the jewelry, the limo, the cake, and other party-related expenses. They are usually honored in the program for their contributions to the family.

There are several alternatives to a “typical” *Quinceañera*. Although becoming less popular, some *Quinceañeras* will go American-style and elect to go on a trip or receive a car in lieu of a ceremony. Alvarez (2007) explained that some girls skip the ceremony and party altogether and simply do a photo shoot wearing rented dresses, bringing along a hairstylist and/or makeup artist, and paying for time at a fancy hotel lobby or a pretty outdoor venue. Some families will elect to have the party on a cruise ship or at an amusement park, such as Disneyland (pp. 76, 79-80, 121-132).

### TEACHING THE MODEL

Hawkins, Best and Coney (2004) suggested a model for identifying differences among cultures. They identified eighteen pairs of cultural values that can be plotted as opposite sides of a continuum. This model may be used to introduce students to cultural differences. Students are required to read *Once Upon a Quinceañera* and view the movie *Quinceañera* to prepare them to build the model in class (Table 1). In this section are several of the values identified by the three authors to understand U.S. Hispanic culture by using the *quinceañera* ritual as a case study.

The Hispanic culture values the collective group's activities and obligations are to the extended family (*la familia*) (Campbell, 1995; Cancela, 2007; Figueredo, 2002; Korzenny & Korzenny, 2007; Noble & LaCasa, 1991; Valdes, 2000). Korzenny and Korzenny (2007, p. 45) asserted that the family is the decision-making unit for purchases and such decisions become further complicated by varying levels of acculturation. For most U.S. Hispanic families, party planning responsibilities are shared among the *Quinceañera* and several members of her immediate and extended family, including her mother, godmothers, cousins, grandmothers, and even friends. Additional members of the family participate in the ritual as members of the court, sponsors, and/or assisting with the party on the day of the event (Figueredo, 2002, pp. 151-152).

Whether Hispanic culture automatically gives social power to males is difficult to determine. Undoubtedly, Hispanic culture is male-dominated but this is changing (Korzenny & Korzenny, 2005; Noble & LaCasa, 1991). Cancela (2007, p. 94) stated that in public “the man rules” and without hesitation that “Mom is the [household] decision maker, even if it doesn't look like it.” The contradictions regarding gender roles within Hispanic families also exist within the context of the *quinceañera*. Obviously, the celebration focuses on the coming-of-age of women. The *Quinceañera* and her female family members do most of the planning of the party, and Alvarez (2007, p. 63) claimed many mothers also pay for it as husbands and fathers may be absent altogether. While planning the *quinceañera*, the girl's wishes often override those of the father and other members of the family, which may indicate a more balanced view of gender roles and power. There exists no equivalent coming of age ritual for boys. However, the father has a more visible and symbolic role in the ceremony.

The U.S. Hispanic community is diverse in its composition and is relaxing its stance on how rituals are practiced. Whether externally imposed (the U.S. Census uses “Hispanic” as the measurement of those declaring a Latin American heritage), or as Fox (1996, p. 239) contended a response to discrimination, or simply what Soto (2005, p. 48) coined as a “shared immigrant experience,” their individual cultures blend into a pan-Hispanic culture once in the United States. As Alvarez (2007, p. 26) explained, “we had become La Raza, one people.” This is evidenced by the influence of Pan American and Jewish practices on the ritual (Appendix 2). Alvarez (2006) explained that a traditional *quinceañera* dress is pink and it is often viewed negatively by elders if the girl chooses to wear another color or style but then added, “But in the transport to the USA, the color of the dress has become, along with a lot of other things, democratized” (pp. 26, 41). It would not be argued that there is a tremendous amount of leverage in how the *quinceañera* is planned and this is a direct result of the demographics and positive attitudes about diversity among U.S. Hispanic teens.

Traditionally, Hispanic culture is based on collectivity (Figueredo, 2002; Korzenny & Korzenny, 2005; Valdes, 2000) and cooperation, but in the U.S. this is changing. Alvarez (2007, p. 110) summed up the competitive motive involved in planning the party by explaining, “And so, what is left is a hodgepodge tradition stitched together, sometimes not so seamlessly, with hearsay, some history, and a lot of keeping up with the Garcías” often with detrimental financial consequences on the family. Here is

another instance of the influence of American culture on Hispanic families. In an episode of MTV's *My Super Sweet 16*, a reality show that focuses on teenage coming-of-age celebrations, where American teens are exposed to extreme forms of materialism and the desire to have the most sensational party, the show documented Stephanie Lopez's *quince* in Miami. The following is a portion of the show's description: (omitted because of space restrictions)

Hispanic culture is based on tradition (Campbell, 1995; Cancela, 2007) but in the U.S. we see Hispanic cultural values evolving. This is best illustrated by the many ironies that have resulted in the increasing popularity of the *quinceañera* within the U.S. Hispanic community. First, Alvarez (2007) argued that although the motivation to celebrate the *quince* is to connect Latinas back to their heritage, the irony is that many aspects of the ritual were not practiced in their countries of origin! Instead they were adopted from other countries (Table 2). Another paradox is that many of their mothers and grandmothers did not celebrate a *quince*. They were either too poor to celebrate them back home or there was too much pressure to assimilate once arriving in the U.S. to draw attention to cultural differences. The pressure for older Latinas to leave behind their home country's cultural practices was very strong. Now, cultural differences are accepted and often celebrated. Alvarez (2007) pointed out that today's mostly bicultural Hispanic teens live in both worlds and pick and choose which aspects of each culture to adopt.

A "traditional" U.S. *quince* incorporates aspects of celebrations from many parts of Latin America and making them "more elaborate and expensive than they ever were back home" (pp. 5, 75). In her story describing the *quince* for twin girls, King (2008) said, "Big Quinceañeras are based in traditions, but they've grown as Latinos pocket books have." The parents commented that their daughters' *quince* cost more than their wedding. There were two instances in Alvarez's (2007) book when a father and then a girl justified the extravagance of the celebration. Each defended the expense of the celebration by saying that there was no guarantee that the girl will ever marry, and if she does and the marriage ends, the whole event will be regretted (pp. 72, 75). This demonstrates a truly American-influenced concern.

The acceptance of cultural change as the norm is also verified by the hodgepodge of approaches by

which the U.S. *quinceañera* is celebrated. One could see the available options by visiting informational websites such as [www.quincegirl.com](http://www.quincegirl.com). A complete absence of tradition is evidenced when families elect to go on a vacation, or host the party on a cruise, a Las Vegas chapel or at Disneyland.

Cancela (2007) explained that customarily Hispanics place less importance on the acquisition of material wealth. However, the increasing extravagance of the *Quinceañera* signals that U.S. Hispanics are becoming more materialistic. The large investment made in the celebration may be explained by Korzenny & Korzenny's (2007, p. 22) suggestion that "the relevance of products and services to enhance human experience as opposed to sheer materialism can be very appealing to Hispanics." In addition, younger, U.S. born, and more acculturated Hispanics resemble their Anglo-counterparts on the higher value they place on materialism. For example, in Glatzer & Westmoreland's (2006) film *Quinceañera*, the *Quinceañera*-to-be wants her parents to rent a Hummer stretch limousine for her special day. When her mother presents this desire to her husband he does not believe that his daughter could ever place a greater importance on the Hummer over the spiritual importance of her *quince*. Soto (2006, p. 14) added that negative attitudes about acquiring debt are also changing in the U.S. Hispanic community as acculturation increases and banks are actively pursuing the market. Parents will often take on debt to throw the party. Alvarez (2007, pp. 4, 19, 62-67) questioned the expense of the party over saving for their daughter's college education or other expenses. The prices of the parties vary widely but Alvarez (2007) concluded that a *Quince Girl* 2006 national survey, finding an average cost of a *quinceañera* at \$5,000, seemed low. An interview she had with a Miami-based event planner prices a "cheap *quince*" at around \$20,000 with many reaching \$80,000 (pp. 67, 152).

Studying the U.S. *Quinceañera* ritual provides business students insights about U.S. Hispanic cultural values. This, along with participating and/or observing other ethnic and racial group rituals, activities, and consumer behavior gives managers an opportunity to succeed in their multicultural marketing efforts. By using cultural insights along with traditional demographic and psychographic data, marketers can build a strategy that is appealing to growing ethnic and racial target markets.

**References, Tables, and Appendices Available on Request**

## DEPTH OF DIVERSITY: TEACHING THE UNIVERSAL AND TEMPORAL DIMENSIONS OF MULTICULTURAL MARKETING

E. Vincent Carter, School of Business and Public Administration, California State University, Bakersfield, 9100 Stockdale Hwy., Bakersfield, CA 93311; [ecarter2@csub.edu](mailto:ecarter2@csub.edu)

### ABSTRACT

Ethnic diversity is a multicultural marketing trend that has been widely validated by consumer behavior research and practice. However, targeting diverse ethnic segments by broadening multicultural market representation is not economically sustainable, strategically viable or historically valid. Instead, a depth of diversity approach is developed to teach ethnic consumer behavior. The proposed depth of diversity instructional module complements and enriches prevailing breadth of diversity methods. Whereas breadth of diversity methods profile demographic variables, depth of diversity probes anthropological values. In particular, the depth of diversity module explores ethnicity as an inclusive human construct defined by a holistic universal dimension and a historic temporal dimension. This plumbing of multicultural depths yields more inclusive and original ethnic brand ideas.

### INTRODUCTION

Ethnic diversity trends in the United States have spawned more widespread adoption of multicultural marketing programs. Once avoided ethnic minority consumers are now regarded as demographically vibrant and economically valuable. Consumer behavior research and practice validates the contribution of ethnic consumer understanding to multicultural marketing success (Chung & Fischer, 1999; Lamont & Mulnar, 2001; Xu et al., 2003; Askegaard et al., 2005). Ironically, despite the rapid rise of ethnic consumer purchasing power, media access and customized ethnic brand strategies, the multicultural marketing literature has waned.

A literature review finds two important syntheses of ethnic marketing best practices a decade ago. The first is Rossman's (1994) comprehensive multicultural marketing assessment and the second is Halter's (2000) contemporary ethnic brand identity strategy. In terms of academic scholarship, the most seminal recent research includes Cui's (2001) historical compilation of ethnic consumer marketing, Burton's (2002) critical multicultural marketing theory, Pires and Stanton's (2002) examination of ethical concerns with ethnic marketing, Forehand and Deshpande's (2002) ethnic self awareness advertising, and studies of ethnic consumer socialization (Dimonfte et al., 2003; Xu et al., 2003).

Moreover, despite the prominence of ethnicity in consumer behavior courses, marketing educators have also left multicultural themes a decade ago (Penaloza, 1991) – with few exceptions (Jones, 2003).

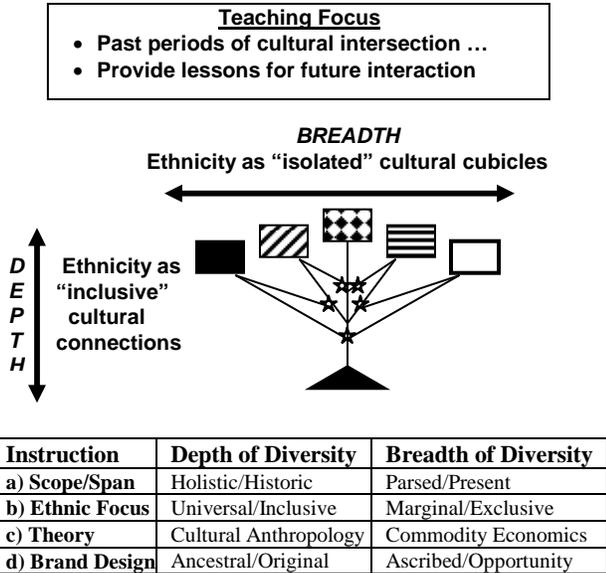
Perhaps fading interest in ethnic consumer research signals a maturation of the concepts advanced to provide multicultural marketing insight in companies and classrooms. Recognizing this stasis in academic multicultural marketing research, this paper draws upon course instruction experience to offer a fresh view of ethnic consumer diversity. The proposed depth of diversity rationale deems targeting U.S. ethnic consumers with wider classification schemes as economically unsustainable, strategically unviable, and historically invalid. Presently, the official number of U.S. Census race and ancestry categories exceeds 100, with nearly 30 reported in the American Community Survey (U.S. Bureau of the Census, 2006). Instead of limiting consumer diversity to an objectively defined racial spectrum, the proposed depth of diversity module trains students to discover subjectively defined sources of ethnic and brand identity. Conceptually, this exploration of ethnic depth is structured by the Sheth & Mittal (2003) "Matrix of Personal and Environmental Characteristics." That matrix guides the pedagogical task of combining ethnicity's anthropological origins (environmental/human traits) and consumption outcomes (market/personal context).

### ETHNIC PEDAGOGY FORMULATION

The depth of diversity module aids marketing educators in *defining, distinguishing, and delivering* ethnic consumer behavior skills. First, instructors must *deepen the definition* of ethnicity as a universal consumer behavior property that evolves along a temporal dimension to chronicle identity based on holistic place and historical time coordinates. Next, instructors should *delineate distinctions* between ethnic depth considerations and students' typical exposure to ethnic breadth method characteristics. Depth of diversity portrays ethnicity as an inclusive exposure to historical episodes, as well as holistic cultural connections with other ethnic traditions. Breadth of diversity, on the other hand, profiles ethnicity as an isolated exposure within cultural cubicles. Depth of diversity approaches endow both mainstream and minority consumers with equally

relevant ethnic traditions. This differs from breadth of diversity practices that marginalize ethnicity as an exclusively minority trait (see Figure 1).

**FIGURE 1**  
**Contrasting Depth and Breadth of Ethnic Diversity**



Finally, marketing educators can prepare to *deliver depth of diversity skills*. Three pedagogical vectors align the depth of diversity method’s holistic scope and historic span – people, product, and process. These intersecting vectors plot the ethnic value match of people/customers, products/commodities, and process/commerce. The people vector pertains to the ethnic group explored from a cultural anthropology perspective, but also addresses customer demand considerations from an economics and marketing perspective. Product pertains to the ethnic artifacts from a cultural anthropology perspective, but also addresses company offering or supply considerations from an economics and marketing perspective. Process pertains to ethnic representation, rituals, and shared symbolism from a cultural anthropology perspective, as well as the economic and marketing practice of branding (see Figure 2).

**FIGURE 2**  
**Depth of Diversity Pedagogical Vectors**

Ethnicity Time/Place Vectors	Cultural Anthropology Purpose	Market Economics Practice
a) People	Values	Demand
b) Product	Artifacts	Supply
c) Process	Meaning	Brand

Instructional *delivery* of ethnic depth skills is more precisely guided by a sequence of anthropological stages (see Figure 3). The universality of earth origin for every ethnic group serves to holistically anchor ethnic value exploration. Ecological conditions in the locations where ethnic groups originated are directly linked to both early ethnic meanings and existing ethnic markets. Cursorily, these representations are found in the Celtic clover for Irish American brands, the good fortune fish for Asian American brands, the lime hue affinity of Latino American brands, as well as sun and gold images for certain African American brands.

**FIGURE 3**  
**Depth of Diversity Instructional Progression**

- A. PEOPLE: Evolution of Ethnic Identity/Culture**
1. Earth/Place: “Mother Earth” Land Origin “Old Country” *ecological* ethnic identity
  2. History/Time: “Father Time” Evolution – “Old Country” *episodic* ethnic identity
  3. Culture/Ethos: “Destiny’s Child” Core Character “Old/New Country” *embedded* ethnic identity
  4. Values/Logos: “Identity’s Name” Shared Narrative “New Country” *expressed* ethnic meanings
- B. PRODUCT: Evolution of Ethnic Artifacts/Crafts**
1. Form: “Old Country” artifact/craft materials & tools
  2. Function: “Old Country” artifact/craft role & utility
  3. Facilitation: “New Country” artifact/craft meanings
- C. PROCESS: Execution of Ethnic Brand Strategy**
1. Taste: Physical/aesthetic cultural preferences
  2. Tailor: Modern ethnic market patterns targeted
  3. Triangulate: Match “People” & “Product” values with market “Processes” for brand architecture

Ultimately, the holistic pedagogical understanding of ethnicity culminates by specifying a core character as the collective cultural *ethos* and shared identity values as the cultural *logos*. This collective cultural identity and expression of ethnic meanings is revealed in shared narrative that unites the people uniquely, and often originates with a creation myth. Ethnic *values* indicate the meanings and modes through which cultural identity is conveyed. As a cultural conveyer, logos values are expressed through language, rituals, as well as orientations towards nature and others. Although most ethnic group value structures share common planks, the order and prominence varies. For instance, the universal value of family might be nuanced for African ethnic groups as affirming ancestors, for Asian ethnic groups as affirming elders, for Latin ethnic groups as affirming extended relatives, and for European ethnic groups as affirming offspring.

In a complementary manner, the depth of diversity module’s historical span *directs instructional delivery*

towards ethnic origins and frames the project's progression. This historical continuum is divided into 'old country' ancient/ancestral motherland existence and 'new country' American/aculturated homeland experiences. As part of this old country to new country transition, the migration paths and ports of entry are accorded special importance. Whether discussing Ellis Island for European Americans, Angel Island for Asian Americans, Goree Island as a West African departure point for African American slaves, or Southwestern United States border towns as Latin American gateways, the coming to America narrative is punctuated by each ethnic group's old country to new country transition.

Experientially, these rich ancestry accounts afford a retrospective view of ancient ethnic civilizations that cannot be learned from current ethnic consumer characteristics. The vividness of ancient ethnic cultures transports students to a time when the absence of modern media made myths and material crafts more meaningful. The validity of these forgotten worlds cuts through the clutter of modern ethnic consumer images to acquaint students with ethnic identity anew. Moreover, digital online media permit rapid access to representative ethnic history content. Yet, these temporal explorations are not intended to remain in the past. Rather, the historical search is a learning expedition to validate ethnic beliefs and vitalize ethnic brands. Students are instructed to mark important historical eras with important heroes, events, and institutions that emerged during their ethnic group's evolution.

The temporality of depth of diversity instruction insures historical congruence across each of the three pedagogical vectors – people, product, process. Old country ancient or traditional civilizations are associated with the earth/place, history/time, and identity/ethos factors of the people vector. Values, on the other hand depicts the ethnic group's new country transition and community. For the product factor, old country history is drawn upon to learn authentic artifact forms and traditional culture functions. However, facilitation characterizes the collective modes and symbolic meanings of products or services by new country ethnic communities. Similarly, the process vector traces taste factors to old country roots but primarily teaches students to tailor new country ethnic tastes with a unique brand architecture that triangulates people and product vectors for a contemporary market setting – including promotion and retailing.

### ETHNIC PROJECT FINDINGS

The depth of diversity module's competencies were found to be *cultural versioning* and *chronic visioning*.

### Cultural Versioning – Ethnic Identity Inclusion

The depth of diversity module was found to provide a multicultural marketing approach with more universal appeal than the traditional breadth of diversity methods which focus primarily on U.S. minority consumers. This outcome is described as *cultural versioning* because a more inclusive set of ethnic traditions was represented than is typically evoked for multicultural markets. Specifically, students were more willing to explore value patterns for ethnic groups different than their own and students who are not classified as belonging to a minority group demonstrated greater interest in ethnic cultural discovery. Figure 4 presents excerpts from a student project focused on German American ethnicity. The content depicts this expanded cultural versioning because a non-minority European American ancestry was explored to create a valid ethnic brand targeted towards contemporary German American households during the holidays.

**FIGURE 4**  
**Student Project Excerpt: "Cultural Versioning"**

## Winter's Glow



**A. TRADITIONAL GERMAN ETHNIC VALUES**  
("Old Country" – Ancestral)

- "Volk" symbol of 19<sup>th</sup> century unified German people
- Shared culture/language beyond citizenship
- "Volkish mysticism" – connection of land & people
- Themes: love/cruelty, struggle/war, giants/fairies
- Grimm Brothers' tale Norse myth & "Volk" culture
- "Volk" is part of the people, arts, beliefs, and soul
- Traditions: German holidays, festivals and rituals

**B. MODERN GERMAN ETHNIC BRAND STRATEGY**  
("New Country" – American)

- Special Christmas Market (Weihnachtsmarkt)
- Dates to Middle Ages for friends on winter evenings
- Beer is every day, but wine for special occasions
- Gluhwein ("Glow Wine") tradition in holiday season
- Hot spiced red wine & calming medicinal properties
- Enhances modern German American holiday depth

## Chronic Visioning -- Ethnic Brand Innovation

The depth of diversity module was also found to provide temporal dimension insights that are largely unattainable with conventional breadth of diversity methods. These advantages are described as chronic visioning because the temporal view gives students a glimpse of historical ethnic rituals and symbols with contemporary multicultural marketing potential. By engaging in vicarious time-travel, students experienced a discontinuous break with their present ethnic identity which allowed them to mine historical periods for multicultural branding ideas. Brand ideas retrieved through chronic visioning were shown to be viable for the present American market ethnic group whose ancestors originated them, as well as for other non-ancestral multicultural market segments. Figure 5 verifies this chronic visualization finding for an ancient Yoruba beauty ritual known as “scarification.” Students used chronic visioning to probe beneath current cosmetic styles and practices by revisiting an African tradition originating many centuries ago. The resulting brand innovation (“Skinned”) targets contemporary urban youth from diverse ethnic backgrounds.

## SUMMARY

This paper proposes a fresh and insightful method for teaching ethnic consumer behavior, diversity, and multicultural marketing topics. Unlike the prevailing methods for teaching ethnic consumer diversity as a broad spectrum of minority demographic archetypes, the proposed depth of diversity module informs pedagogy with holistic scope and historic span. Holistically, the depth of diversity module equips future students with a more inclusive and universal view of ethnicity that embraces mainstream and minority consumers’ cultural traditions. Historically, the depth of diversity module transports students into ancient and traditional time periods. These vicarious temporal experiences enable students to channel insights from prior ethnic civilizations into brand strategy ideas for present and future markets. Therefore, the depth of diversity module provides marketing educators with timely and tenable method for preparing future multicultural marketers.

## References Available on Request

**FIGURE 5**

### Student Project Excerpt: “Chronic Visioning”


<p><i>BRAND NAME:</i> Skinned; Red box / Black logo.  <i>PRODUCT:</i> Permanent/temporary scarification  <i>SLOGAN:</i> “If you decorate me, I will be beautiful.”          (African Proverb: “Ukinipamba nitapendeza”)  <i>LOGO:</i> West African symbol “Gye” (Supreme God)</p>
<p><i>A. HISTORICAL ETHNIC CRAFT:</i>          Involves scratching, etching, cutting to leave designs, pictures, or words in the skin.          * Ink rubbing – rubbing ink in fresh cuts          * Skin removal/skinning - creates desired texture          * Packing – cut/pack wound to form keloid bumps</p> <p><i>B. CONTEMPORARY ETHNIC BRAND:</i>          * Offer non-surgical synthetic appliqués          * Offer multiple colors &amp; design variety</p>


## RECRUITING – ART OR SCIENCE?

Glen H. Brodowsky, California State University, San Marcos; glenbrod@csusm.edu.

Susan Cadwallader and Neil A. Granitz, California State University, Fullerton;  
scadwallader@fullerton.edu, ngranitz@fullerton.edu.

Deborah McCabe, Arizona State University; dmccabe@asu.edu.

### ABSTRACT

#### SESSION OVERVIEW

The objective of this special session was to generate a critical discussion about various perspectives on faculty recruiting. The interviewer and three panelists have been involved in the “art and science” of recruiting, and shared their hands-on experiences with the audience.

The session addressed the importance of hiring strategies on the front end of the recruiting process, including identifying college and departmental needs, assessing the available pool of candidates, and seeking top-tier candidates in a competitive marketplace. The panelists in this session addressed specific tactics used to implement hiring strategies – both effective and less effective tactics were discussed.

#### RECRUITING ISSUES (SELECTED)

Hiring Strategy:

- Outside of having an available budget, what initializes the need for new faculty?
- Do you create an ideal profile of someone who best “fits” your departmental needs and culture (e.g., collegiality, research, teaching, diversity, non-traditional, older candidates)?
- Which takes precedence, hiring the best overall person or hiring the person who fits a specific sub-discipline?
- Does the department or recruiting committee discuss departmental needs in advance of announcing a position?
- What role does the Dean play in developing a hiring strategy? What about faculty outside of the marketing department? Or tenured versus tenure-track faculty?

Advertising:

- How do you make your advertisements appealing or unique?
- Where to do you place your advertisements/ position announcements?
- What impact does informal networking and word-of-mouth play in bringing candidates to you?

Screening and Interviewing:

- What rubrics do you use to evaluate candidate resumes and subsequent interviews?
- How many candidates do you interview at AMA for one position and what questions do you typically ask?
- Are phone interviews conducted before or after the AMA in-person interviews? Why or why not?

Site Visits:

- Is it better to bring candidates in early or late in the hiring cycle?
- Are candidates invited all at once or as you go, depending on the assessment of the previous candidates' visits?
- What constitutes a typical site visit (e.g., should candidates be required to teach a class)?

Salary and Other Issues:

- How does the hiring process proceed after you have interviewed candidates and what is the decision making chain (e.g., Faculty to Recruiting Committee to Chair to Dean)?
- How is the offer, including salary, summer support, teaching and other items, determined/negotiated and by whom?
- What is the number one reason that desired candidates do not accept offers (e.g., California State University salary issues)?

# COMPREHENSIVE MARKETING DEPARTMENT UNDERGRADUATE LEARNING ASSURANCE PROGRAM: A CASE STUDY

K. N. Rajendran, Steve B. Corbin, and Dennis E. Clayson, College of Business Administration,  
University of Northern Iowa, Cedar Falls, IA 50614-0126; [steve.corbin@uni.edu](mailto:steve.corbin@uni.edu)

## ABSTRACT

Learning assurance programs are now being required at numerous levels. Universities, and the publics they serve, are increasingly demanding measures of accountability. AACSB accreditation calls for some documentation showing that an institution is meeting its stated goals. Too often, the response to these demands has been a push to create appropriate paper trails rather than legitimate measures of performance. How can a learning assurance program be created that will satisfy these demands, be agreeable to both faculty and students, *and* produce meaningful information? This special session is a case study of a working and successful undergraduate marketing learning assurance program.

## FOCUS AND RATIONALE

The special session focused on the history and development of University of Northern Iowa's Department of Marketing Learning Assurance Program (LAP). An in-depth explanation of the program's five components was reviewed: 1) Department of Marketing Assessment Philosophy and Program Goals, 2) College of Business Administration and Marketing Educational Goals and Competencies, 3) Frequency of Assessment Measurements, 4) Three Learning Assurance Assessment Methodologies, and 5) Method of Evaluation. Problems and successes were discussed in light of what other schools can expect when creating a comprehensive LAP. Participants received a copy of the eight page summative LAP and may request a copy of the assessments for any of the 17 undergraduate Marketing classes, the alumni survey, and marketing senior focus-group reports.

## INTRODUCTION

While Marketing courses have been offered to the University of Northern Iowa student population since the 1930s, the Marketing major, *per se*, was established in 1969. During the 1930 to 1990 time period, any form of assessing students' learning was conducted by each faculty member within his or her course design and execution. Anecdotal evidence of

student learning was periodically shared by faculty with their peers for curricula changes. The first formal student outcomes assessment for the department occurred in 1991. Initially, that assessment was centered on seniors' perception of the quality of their undergraduate marketing education. A few years later an alumni survey was added to determine their perceived value of the marketing education received. Assessments remained relatively the same until 2001 when a common comprehensive examination for the introductory Principles of Marketing course (sophomore-junior level) was introduced. Today the department has evolved to a point where there is a formal learning assurance program for each of the 17 undergraduate Marketing classes offered by the department.

## SPECIAL SESSION FORMAT

The theory and background of the assessment process were outlined. The problems that are inherent in all evaluation procedures were discussed along with an outline of possible pitfalls.

Dr. K.N. Rajendran, who has been involved with the Marketing Department's Learning Assurance Program from its inception, traced the history and content of the program. He explained how the program evolved and the practical challenges of implementing a successful program.

Dr. Steven Corbin, the Department Head, identified the five components of the current program and shared suggestions about procedural implementation. Methods of evaluating the assessment, interpreting the results, and how the results are shared with the faculty, Marketing Advisory Board, and Dean for curricula change purposes were reviewed and discussed.

Copies of in-class assessments from a sample of 17 undergraduate Marketing classes were made available to interested session participants. A copy of the alumni survey and details of the marketing senior focus group were also made available to attendees.

**ASSESSING ALTERNATIVE METHODS OF TEACHING EVALUATIONS: STUDENT EVALUATIONS, PEER REVIEWS, ALUMNI EVALUATIONS, AND TEACHING PORTFOLIOS**

**Regina Pefanis Schlee, School of Business and Economics, Seattle Pacific University,  
Seattle, WA 98119; rschlee@spu.edu**

**Dennis E. Clayson, College of Business Administration, Northern Iowa University,  
Cedar Falls, IA 50614; dennis.clayson@uni.edu**

**Debra A. Haley, Department of Marketing, Southeastern Oklahoma State University,  
Durant, OK 74701; dhaley@se.edu**

**Sandra Mottner, College of Business and Economics, Western Washington University,  
Bellingham, WA 98225; sandra.mottner@wwu.edu**

**ABSTRACT**

Although there has been much research undermining the validity of student evaluations of teaching, these evaluations continue to serve as the primary way universities assess instructional effectiveness. Alternatives to student evaluations tend to be underutilized, even though most experts believe that they deserve much greater weight in the evaluations of professors. However, as student evaluations of teaching are weighted heavily in tenure and promotion decisions, it is important to examine research findings focusing on the validity of different methods of assessing faculty teaching effectiveness.

Panel members will discuss the most recent research findings in this field and the implications for the measurement of instructional effectiveness. Teaching evaluations will be contrasted to other methods of performance evaluation used in

businesses and organizations. An analysis of historical developments in the 1960s and the 1970s will be used to explain the development of the current form of student evaluations. In addition, the panel will discuss how teaching evaluations will be affected by new modes of teaching in the future such as online instruction and certification.

The panel will also discuss the effect of an increased emphasis on outputs on evaluations of teaching effectiveness. Currently, there is little agreement on how to measure the outputs of our teaching. Peer reviews and teaching portfolios measure inputs to marketing education, while student evaluations measure student satisfaction with teaching. An evaluation of outputs involves the consideration of a larger set of measures than those currently used to evaluate faculty instructional effectiveness.

## **MARKETING EDUCATION RESEARCH USING DATASETS FROM THE GOOGLE ONLINE MARKETING CHALLENGE**

**Lyle R. Wetsch and Dean Jacobs, Faculty of Business Administration,  
Memorial University of Newfoundland, St. John's, NL A1B 3X5, Canada;  
lwetsch@mun.ca, djacobs@mun.ca**

**Cynthia Benin, Google, 1600 Amphitheatre Pkwy., Mountain View, CA 94043;  
cbenin@google.com**

**David Horrigan, Center of Marketing Excellence, Glion Institute of Higher Education,  
Rue de l'Ondine 20, 1630 Bulle, Switzerland; david.horrigan@glion.ch**

**Ruth Rios-Morales, Glion-LRG, University of Applied Sciences, Rue de l'Ondine 20,  
1630 Bulle, Switzerland; ruth.riosmorales@glion.edu**

**Jamie Murphy, School of Business, University of Western Australia, 35 Stirling Hwy.,  
Crawley, WA 6011, Australia; jmurphy@biz.uwa.edu.au**

### **ABSTRACT**

The workshop introduced and explained public datasets of survey responses to perhaps the worlds' largest in-class academic competition, the Google Online Marketing Challenge. Participants learned about the competition and about 12 datasets that reflect attitudes, interests and opinions by three constituent groups – students, professors and businesses – that competed in the Challenge. The workshop addressed the interests of professors interested in quantitative or qualitative research of experiential learning, cross-cultural differences in education and students working in groups.

In 2008 Google launched the Challenge, a global student competition that attracted over 8,000 students along with 339 instructors and 1,619 businesses from 47 countries. In teams of four to six, the students crafted and ran online marketing campaigns for real businesses, using real money. Furthermore, students could access near real time reports on the web-based advertisements they created.

To improve the logistical and pedagogical aspects of the Challenge, as well as spur research of online

marketing and student learning, Google distributed questionnaires to all Challenge participant groups – students, professors and businesses. The survey datasets, as well as other online marketing, teaching and learning resources are available at the Challenge Research Center ([www.google.com/onlinechallenge/research.html](http://www.google.com/onlinechallenge/research.html)). Via the Challenge, Google envisions ongoing academic collaboration to encourage research of online marketing, teaching and learning. This workshop is an early step in the partnership.

The final student sample contains 685 respondents from 42 countries. The students answered 94 closed-ended questions and eight open-ended questions. The final numbers for the instructors (businesses) are 135 (103) respondents from 33 (31) countries who answered 79 (41) closed-ended and 11 (8) open-ended questions. The survey responses are available for each constituent group – students, instructors and businesses – as a quantitative dataset, raw qualitative dataset, combined quantitative/qualitative dataset and categorized qualitative dataset.

## KEYWORD ADVERTISING AS A TEACHING, LEARNING AND RESEARCH TOOL

Jamie Murphy, School of Business, University of Western Australia, 35 Stirling Hwy.,  
Crawley, WA 6011, Australia; jmurphy@biz.uwa.edu.au

Ruth Doane, Google, 19540 Jamboree Rd., Irvine, CA 92612

Sven Tuzovic, School of Business, Pacific Lutheran University, Tacoma, WA 98447; stuzovic@plu.edu

David Horrigan, Center of Marketing Excellence, Glion Institute of Higher Education, Rue de l'Ondine 20,  
1630 Bulle, Switzerland; david.horrigan@glion.ch

Ruth Rios-Morales, Glion-LRG, University of Applied Sciences, Rue de l'Ondine 20,  
1630 Bulle, Switzerland; ruth.riosmorales@glion.edu

### ABSTRACT

This workshop was dedicated to keyword advertising – also known as search, contextual, or pay-per-click advertising – and other new advertising formats. Participants got up-to-speed on the fastest growing advertising medium, learned how to incorporate keyword advertising into their curricula, touched upon theoretical approaches to using keyword advertising in field experiments and those interested took home a \$50 (U.S.) voucher for test-driving keyword advertising.

Businesses continue to flock to keyword advertising. In the third quarter of 2008, Google earned \$5.54 billion, an increase of 31 percent over the third quarter in 2007. More than 95 percent of this revenue came from keyword advertising (Google, 2008). Although keyword advertising is a burgeoning medium, the inherent lag in textbook production limits coverage of this topic in many marketing texts. "An online search reveals few university course offerings in keyword advertising" (Jansen et al., 2008).

Unlike most banner advertisements, the keyword advertisements a user sees relate to specific keywords from the user. Furthermore, the advertiser only pays when a user clicks on the keyword advertisement. Advertisers select and bid on keywords that relate to the content on their websites.

The workshop opened with an explanation and live examples of keyword advertising. Next, the workshop shared the Google Online Marketing Challenge ([www.google.com/onlinechallenge](http://www.google.com/onlinechallenge)), a global student competition and in-class exercise using keyword advertising. Finally, the panel shared a few examples and theoretical approaches to conducting field experiments using keyword advertising. For example, dual process theory

(McCoy et al., 2007), the Elaboration Likelihood Model (Lohtia, Donthu, & Hersberger, 2003), psycholinguistics (Luna & Perachio, 2001) and serial position (Murphy, Hofacker, & Mizerski, 2006) are possible theoretic approaches to help explain clicking or not clicking on keyword advertisements.

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## GETTING PUBLISHED IN THE *JOURNAL OF MARKETING EDUCATION*

Douglas J. Lincoln, Department of Marketing and Finance, Boise State University,  
Boise, ID 83725; dlincoln@boisestate.edu

Charles R. Duke, Department of Marketing, Clemson University,  
Clemson, SC 29634-1325; dcharle@clemson.edu

### ABSTRACT

#### SESSION PURPOSE

The main purpose of this special session was to increase session attendees' ability to produce and submit manuscripts that have a high likelihood of being accepted and eventually published in the *JME*. Participants received a "Tips for Publishing in the *JME*" handout that provides ideas on author "dos and don'ts." Audience members were encouraged and expected to ask questions of the editors during the session.

#### SESSION RATIONALE

High quality marketing education research and manuscripts are critically important if we are to advance our role and capabilities as effective marketing educators. Many outstanding marketing faculty members are likely to possess significant knowledge and experience that, if shared with others in the profession, would advance our field. However, it is believed that potential authors need more guidance on how to position their manuscripts before submission as well as how to reposition them once a revision has been invited after the first round of reviews. This faculty development session increased the knowledge about the characteristics of authors' research and manuscripts eventually published by the *Journal of Marketing Education*.

#### SESSION OBJECTIVES

1. Provide training or refreshing of submission guidelines and evaluative criteria.
2. Provide insight into the review cycle and historical outcomes.
3. Provide information on why manuscripts are rejected on the first round.
4. Provide information on how to prepare a revised manuscript.

#### MAJOR TOPICS COVERED

Five major topics were covered during the session. They included: (1) following submission guidelines, (2) preparing the manuscript's "front end," (3)

proving your research and analytical skills, (4) developing and making recommendations for marketing educators, and (5) preparing a revised manuscript. The five topics were addressed by the editor and associate editor. An overview of their recommendations follows:

#### Submitting Your Manuscript

The importance of following the journal's current submission guidelines was stressed. Failure to follow guidelines can lead to a desk rejection or substantially delay the review process. Some common mistakes in not following guidelines include: revealing author or institutional affiliation information in the manuscript's text, no clear demonstration of how the manuscript addresses the journal's mission, not numbering pages, forgetting to remove editing marks or comments, and not properly preparing responses to reviewer comments when submitting revised manuscripts.

#### Preparing Your Manuscript's Front End

It is very important to establish the importance of the manuscript's message and articulate its contribution to the literature in the manuscript's beginning. There should be a very focused review and use of existing literature to rationalize and frame the research problem/questions. The literature review establishes the context for the research project portrayed in the manuscript. Reviewers expect a literature review to connect with prior articles published in the *Journal of Marketing Education* and in other outlets. A clear conceptual model of the phenomena at issue is also very helpful in developing a strong research project and a strong manuscript.

#### Proving Your Research and Analytical Skills

Authors should use the middle part of their manuscript (methodology, measures, sample, and results) to prove their research and analytical skills. This section of the manuscript is the backbone on which the literature review, discussion and implications rest. No matter how good the literature

review or compelling the implications, they must still be backed up by strong methodological and result sections in order to convince reviewers that the manuscript has publication potential. It is often in this section of the manuscript where authors leave out details casting a shadow of doubt about the overall quality of the submission. Authors should also take care in fully and systematically explaining and rationalizing any specific measurements employed, sampling procedures, and data analysis steps. Many specific items might not be placed in a final published article but they may represent information reviewers “need” in order to judge a manuscript’s quality.

### **Developing and Making Recommendations**

Again, the *Journal of Marketing Education* will not publish any article, regardless of its theoretical and/or empirical strength that does not offer a clear and substantial set of implications for marketing educators. This requires that the manuscript be tied to the readers’ needs and tell them how they will benefit from reading the article. The closure of the manuscript positions the classroom approach, curriculum idea, or professional development concept so that other educators can use the information. All authors should continually ask themselves the question, “What will readers now be able to do that they could not do before reading my article?” as one test of their implications or recommendations section. Rather than being a “tacked-on afterthought,” the final section of the manuscript must flow from the initial framework through the meaty pedagogical details developed in the heart of the paper. Whether obvious or surprising, the recommendations and implications must be logical and well supported. Speculation and jumps in logic or subject matter tend to be less successful than clear applications to the reader’s professional life.

### **Preparing Your Revised Manuscript**

About one-half of those authors invited to prepare and submit a revised manuscript actually do so. Yet, the journal, on average, accepts around 80 percent of the revised manuscripts it receives. Authors submitting revised manuscripts need to think of the

editor and the three original reviewers as customers and address their information needs. The reviewers and the editor want confidence that if the manuscript were published it would be both read and valued by the journal’s readers. When invited to submit a revision, authors are sent a letter highlighting what are seen as the major issues the author(s) need to address in their revision. When submitting the revision, it is always very wise of the author(s) to explicitly communicate to the reviewers and the editor how the major issues (of the original manuscript) were addressed. Accordingly, if authors are unclear about these major issues or any of the concerns of the reviewers, they should contact the editor for clarification or different guidance. On occasion, an editor may need to communicate with one or more of the reviewers to help with the clarification tasks. Authors are advised to identify reviewer comments that require minor revisions versus those requiring a major rewrite of section(s) and to look for commonality within the comments of different reviewers before tackling the actual revision process. Authors should clearly report how they handled all reviewer comments. It is best to use a table format with reviewer comments in the left column and your responses in the right column. If you are not able to handle a comment, use a professional tone to thank the reviewer for the suggestion and explain why you could not do what was asked of you.

### **JOURNAL OF MARKETING EDUCATION WEBSITE**

<http://jmd.sagepub.com/>

### **EDITOR CONTACT INFORMATION**

Doug Lincoln  
Professor and Chair, Department of Marketing and Finance  
Editor, *Journal of Marketing Education*  
Boise State University  
1910 University Drive  
Boise, ID 83725

dlincoln@boisestate.edu  
208.426.3246  
208.426.5384 (fax)

## PUBLISHING IN THE *JOURNAL OF THE ACADEMY OF BUSINESS EDUCATION*

Frederick G. Crane, College of Business, Northeastern University,  
Boston, MA 02115; f.crane@neu.edu

### ABSTRACT

At this session, the editor introduced to participants the *Journal of the Academy of Business Education* (*JABE*). This included an overview of the aims and scope of *JABE*, opportunities to publish in *JABE* and submission requirements.

*JABE* is a multi-disciplinary journal that seeks to publish papers in the following domains: (1) educational research – empirical testing of pedagogies, student performance or learning environments; (2) pedagogy – describing interesting or unique approaches to teaching or delivering business education; (3) curriculum – interesting or unique approaches to curriculum development and discipline integration; (4) literature reviews – papers that offer extensive reviews of current relevant

literature and thought; (5) multi-disciplinary – papers emphasizing multi-disciplinary approaches to business education; (6) cases – well crafted cases that illustrate several important issues to either single or multiple disciplines; and (7) ethics and moral values – papers offering guidance in the integration of ethics and moral values in business education.

*JABE* is actively encouraging greater numbers of submissions particularly from the management and marketing domains and the editor was available to answer questions and provide guidance for authors who wish to publish in *JABE*. For example, *JABE* has a distinct preference for applied research papers and those that can contribute to “best practices” in business education.

## THE TRIMP MARKETING COMMUNICATIONS MODEL: INCLUSION OF INTERNET AND MOBILE CHANNELS AS ABOVE-THE-LINE MEDIA OF ADVERTISING IN THE ASEAN MARKET

Leonardo R. Garcia, Jr., Lyceum of the Philippines University, Intramuros, Manila 1002, Philippines; garcialr2003@yahoo.com

### ABSTRACT

In the field of marketing communications, particularly in the ASEAN markets like the Philippines, Indonesia, Thailand, Malaysia, and Singapore, tri-media technology seems to be the best model for high awareness and recall of products and services by multinational advertisers. Client companies like Unilever, Procter and Gamble, and Johnson & Johnson, and advertising agencies like J. Walter Thompson, Saatchi & Saatchi, and McCann Erickson, maximize frequency and awareness of their account assignments through the use of television, radio, and print media, more popularly known as above-the-line-media.

Most consumers in the ASEAN markets consider television as the primary medium, supported by newspapers, magazines, and radio. Tri-media technology assures these advertisers and ad agencies of product patronage. However, the cost of tri-media technology is now getting prohibitive. Hence, these above-the-line media are now overtaken by below-the-line media efforts that are relatively less expensive with advertising budgets that are more manageable.

Hence, the birth of the TRIMP media technology model, a new model proposed in the book *E-Marketing*, 2<sup>nd</sup> Edition (Garcia, 2009). TRIMP media

technology is an acronym for television, radio, internet, mobile, and print. The model proposes that it is now time to re-allocate media budgets in channels that are generally considered as below-the-line, i.e., internet and mobile media. With television air time getting to be extremely expensive, YouTube and social networks like Friendster, Multiply, and Facebook have now been tapped by some ASEAN markets. A case in point is the Philippines' Department of Tourism. It capitalized on a lady on YouTube known as "half-slip" to market the Philippines in the U.S. With this "free air time," the number of American tourists in the Philippines as of the latest count has drastically increased. Korean tourists, who used to occupy the number one slot, are now second.

On the other hand, the Philippines has always been branded as the "texting capital of the world." Mobile marketing or the use of SMS advertising is now a regular feature of most integrated marketing communications campaigns in the Philippines in particular, and in the ASEAN markets in general.

This session invited faculty members teaching marketing communications to discuss new trends in e-marketing and related fields, particularly on that other side of the globe, the ASEAN market.

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# 2010 Call for Papers

## Marketing Educators' Association



Share the MEA  
Experience  
with a  
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2010 MEA Conference — April 8-10, 2010  
Downtown Seattle, Washington State  
Renaissance Seattle Hotel  
**Submission Deadline**  
**October 31, 2009**

The 34rd annual conference of the Marketing Educators' Association will be held from **April 8-10, 2010 at the Renaissance Seattle Hotel** in downtown Seattle, Washington State. The Renaissance Seattle Hotel is centrally located in downtown Seattle, on Madison Street close to Qwest and Safeco Fields, Pike Place Market and the city's finest shopping. Enjoy the convenience of this hotel in downtown Seattle, Washington boasting breathtaking views of Elliott Bay, the Cascade Mountain Range, and the vibrant, eclectic downtown skyline.

A colorful lobby features painting by local artists, complemented by modern furnishings, while spacious rooms at this esteemed downtown Seattle hotel feature upscale amenities. The sophistication and comfort of the Renaissance Seattle, WA hotel is ideal for both business and leisure travelers. A fully equipped fitness center, an indoor pool, café style dining at Maxwell's and high-speed Internet access are among several on-site offerings. It is everything you would expect a full-service downtown Seattle hotel to be, and more.

The conference will include Competitive Papers, Special Sessions, and Contemporary Issues. Conference registration includes a one year subscription to the ***Journal of Marketing Education***.

## OUTSTANDING PAPER COMPETITION

An outstanding paper will be selected from among the accepted submissions. The paper will be considered for publication in the *Journal of Marketing Education*. This is the premier journal in the field of marketing education.

### TOPICS FOR PAPERS, SPECIAL SESSIONS AND CONTEMPORARY ISSUES

The emphasis of the Marketing Educators' Association is on topics dealing directly with marketing education. Proposals for Special Sessions and conceptual and empirical papers in the following areas are particularly invited:

#### Marketing Education Issues

1. Measuring student performance.
2. Learning-style issues in marketing education, student development, performance and assessment.
3. Computer applications in marketing education.
4. Innovation in traditional teaching methods.

#### Student/Department Development Issues

1. Internships and client-based projects.
2. Placement activities.
3. Alumni relations and fund-raising activities.
4. Community, college and university relations.
5. Developing institutes, centers and interest/advisory groups.

#### Marketing Technology

1. Multimedia use in the marketing classroom.
2. Internet discussion groups.
3. The role of new media in marketing communications.
4. Using the web as a teaching tool.

#### Curriculum Issues

1. Developing new or interdisciplinary courses.
2. Integrating ethics, management of technology and international issues in the marketing curriculum.
3. Integrating student interpersonal competency development.
4. Responses to evolving AACSB curriculum standards (outcomes measurement).

#### Faculty Development Issues

1. Faculty development and evaluation.
2. Integrating scholarship and teaching.
3. Balancing career obligations in research, teaching and service.

#### Marketing Strategy

1. Organizational use of marketing strategy.
2. Trends in E-marketing.
3. Developments in consumer behavior.
4. Issues in advertising research and practice.
5. Marketing and the law.

### COMPETITIVE PAPER SUBMISSION GUIDELINES

1. Papers should be submitted electronically by **October 31, 2009**.
2. Abstracts and incomplete papers cannot be considered.
3. All papers are blind-reviewed.
4. Papers should not exceed 12 double-spaced, typed pages not including tables, figures, exhibits, and references.
5. *Journal of Marketing Education* format should be followed.
6. The title of the paper should head the first page of the submission.
7. Authors of papers presented in the Competitive Sessions will have the option of including either the abstract or the complete paper in the conference proceedings.
8. One or more authors of each accepted paper must attend the conference.

#### Please send papers in electronic format (Word or rtf) to:

Contact person will be posted on the MEA Web Site May 2009.

[www.marketingeducators.org](http://www.marketingeducators.org)

### VOLUNTEERS FOR CONFERENCE ROLES

If you would like to participate in the 2010 conference as a reviewer, session chair, or discussion leader, please notify Dr. Clay Daughtrey, [daughtre@mscd.edu](mailto:daughtre@mscd.edu).

## **SPECIAL SESSIONS AND CONTEMPORARY ISSUES**

Special Sessions consist of panel discussions, tutorials and workshops. Special sessions are designed to provide an opportunity for a focused presentation of topics of special interest to marketing educators. Special Session proposals should strive to demonstrate an optimum level of thematic cohesion and value to those interested in the special session topic. Proposals that are novel/emergent in terms of either subject matter and/or methodology are greatly valued. Special Sessions should be designed to provoke, challenge, and generate discussion. It is up to special session authors to identify participants in advance to sign up as presenters for the proposed Special Session Topic. The special session chairs are responsible for quality control over the presentations in their session. Submit a two or three page proposal describing the topic, rationale, format, and a tentative list of participants (panelists, speakers) by **October 31, 2009**.

**Contemporary Issues** (table topics) are interactive roundtable discussions. They are typically 30 minutes long. Contemporary Issues sessions should be designed to generate discussion. Contemporary Issues chairs are responsible for quality control over the session. Submit a one-page summary of the proposed topic by **October 31, 2009**.

**Please send proposals for Special Sessions and Contemporary Issues in electronic format (Word or rtf) to:**

Dr. Glen Brodowsky  
President-Elect and Program Co-Chair  
(2009-10)  
California State University, San Marcos  
Phone: 760.750.4261  
FAX: 760.750.4250  
E-mail: [glenbrod@csusm.edu](mailto:glenbrod@csusm.edu)



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