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The 42nd Annual Marketing Educators' Association Conference
2018 Annual Conference Proceedings

The Enchanted Land of Marketing Education

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PREFACE

This volume contains the proceedings of the 42nd Annual Conference of the Marketing Educators' Association (MEA) held at Drury Plaza Hotel, Santa Fe, New Mexico April 19-21, 2018. The conference theme, Enhancing the Practice and Scholarship of Marketing Education, reflects the association's commitment to facing the challenges of new generations of students and ever-changing technology in continuing to provide the most effective marketing education possible. It also suggests career opportunities for marketing educators. Embracing new learning styles, new technologies, and incorporating new methods in our classrooms transform these challenges into great opportunities. The topics discussed provide a vast and exciting array of methods designed with these challenges and opportunities in mind. These conference proceedings include competitive papers/abstracts, position papers, and special session proposals. Each competitive paper was double-blind reviewed, and authors provided a full paper or an abstract for publication.

An editorial committee evaluated position papers and special session proposals and authors provided an abstract for publication. Authors, session chairs, and reviewers represent a geographically diverse group from half the U.S. states and several other nations, including Australia, Canada, Costa Rica, England, Malaysia, Philippines, South Africa, and Switzerland. We also have several participants representing industry. The competitive papers/abstracts, position papers, and special session proposals appear in the same order as listed in the conference program and cover a broad range of issues related to marketing education including the following:

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

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

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Jennifer Zarzosa	Henderson State University

COMPETITIVE PAPER WINNER

Effects Of Social Styles On Student Attitudes About Team Projects:
Changes Between 2005-2007 And 2017

By
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ABSTRACT

This study compares a sample of business students enrolled in marketing classes from 2005-2007 to a 2017 sample of business students in terms of their social styles and their attitudes towards group projects. The measure of personality is based on the social dimensions developed by Merrill and Reid (1981): Driver, Expressive, Analytical, and Amiable. The advantage of the Merrill and Reid's classification of personalities is that they include cues that can be observed by others. The two cohorts of students enrolled in marketing classes could be classified as Millennials, those born before 1995, and Generation Z, born after 1995. Thus, the earlier sample from 2005-2007 includes primarily early Millennials and the latter sample includes the tail end of Millennials and Generation Z. Our analysis demonstrates significant changes in some attitudes about group projects. Some of the changes in attitudes regarding group projects, especially in the amount of information and/or instructions required by the professor for group assignments, have implications for the way professors structure group project assignments. There are also significant differences in student attitudes regarding groups by social style which may provide additional insights to faculty who assign group projects.

COMPETITIVE PAPERS

Does Lecture Capturing Affect Students' Performance in the Traditional Marketing Research Course (ABSTRACT ONLY)
By

Curt Dommeyer (CSUN) cdommeyer@csun.edu

A quasi-experiment was conducted among marketing research students to determine the effects of Lecture Capturing (LC). One group of students (the LC group) was allowed access to video recordings of the class lectures while another group of students in a parallel class (the control group) was not given access to the recordings. When both groups were compared on their absentee rate and performance variables, the LC group had a lower absentee rate and higher scores on all of the performance variables. Moreover, survey data revealed that the LC group had positive attitudes toward LC and that the LC group made fewer visits to the instructor than the control group.

Empowering Students' Skill Sets through Experiential and Cross-Pollination Projects
(ABSTRACT ONLY)
By

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Abstract

Business leaders suggest that college graduates need certain skill sets to be successful in business, (Weisser, Renzulli, & Leonhardt, 2016). Researchers have lauded cross-pollination of workers to be great sources of creativity and student satisfaction as suggested by (Hansen & Birkinshaw 2007). Other research has indicated that the empowerment of students creates student' self-efficacy and meaning in their projects (Conger & Kanungo, 1988; Thomas & Velthouse, 1990; Sigler & Pearson, 2000; and Spreitzer, 2007).

To better prepare students for the business world after graduation this student empowerment, experiential, and cross-pollination projects were implemented within the Marketing and Advertising classes of Schreiner University, during 2014. This report highlights the second cycle of cross-pollination projects (Fall 2014), which involved traditional discipline-related classes [Marketing and Advertising]. In this cross-pollination project, seven teams from a Principles of Marketing Class developed and administered an on-campus survey of the Freshmen Class regarding attitudes toward their recent college selection process. Upon completion of the survey, the Marketing Teams compiled the collected data and provided a final Marketing Research Report to four teams from the Advertising class. Using the Marketing Research Report, the Advertising Teams developed and formally presented four unique Advertising Campaigns designed to increase the University's appeal to the 2015 class of graduating seniors, to a panel of university administrators. Completing the cross –pollination process, prior to presenting to the administrative panel, the Advertising Class presented their respective plans to the Marketing Class for critique and evaluation.

The comments of the students involved and a panel of evaluators, taken from university administrators are included in this observational study. Observational evidence suggests that these student' empowered, cross-pollinated projects lead not only to higher student satisfaction but also higher performance, as stated by administrators.

Factors that affect student e-book adoption: An experimental study based on the Technology Acceptance Model (TAM) and Diffusion of Innovation Theory (ABSTRACT ONLY)

By

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Abstract

The purpose of this study is to understand the factors that affect student adoption of e-textbooks as a learning resource using the Technology Acceptance Model (TAM) and the Diffusion of Innovation Theory. Observability, complexity, compatibility, relative advantage, trialability, attitude towards e-textbooks, and intention to use e-textbook constructs are examined. The constructs of compatibility, low complexity, and relative advantage which all contribute to a positive attitude toward e-book, contribute to intent to use. If decision-makers of e-textbook adoption hope to increase intention to use, they need to consider variables such as compatibility, low complexity, and relative advantage and attitude towards e-textbooks. However, observability and trialability have no effect on attitude towards e-textbooks. Implications from this study include the need for faculty to consider compatibility, complexity, and relative advantage in adopting e-textbooks for courses and other learning experiences. If there are high compatibility, relative advantage, and low complexity in adopting an e-textbook, students' attitude towards e-textbook will be positively increased. This suggests that in order for students to consider using an e-textbook as a part of their learning materials, e-textbook decision makers need to consider students' attitude towards e-textbook as it drives heavily towards their intent to use and implicit future adoption of an e-textbook.

Making the Intangibles Count:The Meaning of Value in Higher Education Today
(ABSTRACT ONLY)

By
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Abstract
Until recently, the higher-education system matured and expanded without significant disruption to its structure. In this system, institutional candidate-selection experiences, research and wealth measurements determined the organization's perceived value to a potential student. The system experienced change, and now, this value is being measured in cost and ranking classifications and other quantitative measures. Higher-education institutions must chase up the ranking ladder to remain viable. This paper explores the tangible and intangible value of higher education and the importance of changing the conversation so that the intangibles such as self-confidence, responsibility, critical thinking skills or social awareness, to only name a few, are included as part of the higher-education value discussion. The crucial component of defining value perception relies on consistently communicating with students what they need and receive for their instructional dollar and time dedicated. Long-term, institutions that continue to develop and evolve new ways to connect "meaning" to their value proposition should ultimately survive the competition for the students' dollars.

Pedagogical Diversity in Marketing Education Journals (ABSTRACT ONLY)

By
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Emi Moriuchi, Rochester Institute of Technology
* Order of names is alphabetical. Both authors contributed equally to this manuscript.

Diversity has been widely celebrated both in marketing and in education as well as in American society as a whole. With some exceptions, diversity has been considered good, especially in the marketplace. Consumers don't want the same thing all the time and neither do marketing students. This research looks at the diversity of pedagogy techniques examined in marketing education journals over time. Specifically, it examines the diversity of pedagogical techniques researched in the *Journal of Marketing Education* and *Marketing Education Review* and also looks at changes or trends over the past five years.

In general, research has found that a moderate degree of diversity in offerings, though not too much, is desirable.   This is true in education as well. Students like a moderate degree of diversity in both course offerings in a marketing department as well as within the curriculum in any particular course. The degree to which diversity is desirable depends on the familiarity and interest of the student in marketing. For basic requirements for a marketing program, students prefer less diversity because they are not as familiar with the subject. By contrast, for upper-level electives students prefer more diversity of choices (Ackerman and Gross 2014; Ackerman and Gross 2006).

In this study, the impact of diversity in pedagogy were examined in two parts: diversity of pedagogy and the impact on research (e.g. citation). Given the findings of this research, it is likely that a moderate amount of diversity in pedagogical techniques would be good for marketing students in the classroom. Too little diversity with the same teaching method used the whole semester would be boring for students. Too much diversity would be disincentivizing for students, leading to lower motivation and heightened feelings of confusion. Given these findings, this research examines pedagogy in the research of marketing education journals. It looks at this research overall as well as the trends over time.

Pedagogical content in each of the articles in the two top marketing journals for the past five years were coded according to these categories. Two raters did the coding and differences were reconciled. Then a yearly concentration index (reverse measure of diversity), the Hefindhal index, was calculated. A higher Herfindahl index suggests that the diversity of pedagogical articles is less, where as a lower score indicates higher diversity.

Data on usage of articles in marketing education journals was collected from PlumX Metrics. Metrics from each of the pedagogical articles for each year in the study were collected and then aggregated on a yearly basis to correspond to the Herfindahl Index. Results suggest that research in marketing pedagogy is remarkably diverse. Even the least diverse Herfindahl scores for marketing pedagogy are fairly diverse when compared with findings for analyses of diversity in marketing journals such as globalization of journal authorship (Stremersch & Verhoef, (2005) or disciplines cited in research (Tellis, Chandy & Ackerman D.S. 1999). In many of the years in this study, both marketing education journals published articles that emphasized many different types of pedagogy for its readers.

Over time there seems to be trends toward both more diversity of pedagogical research and at times a concentration of pedagogical articles to examine a topic of pressing interest, though more work needs to be done to confirm this result. This is a good sign for marketing education, indicating both an increasing number of techniques, increasing number of voices to promote those techniques as well as a desire to go in more depth to look at new developments.

Results of this study on usage of articles in these journals from Elsevier's CiteScores and PlumX metrics suggest that a journal's articles may be in more demand both when it is very diverse and when it is very concentrated. Presenting a variety of techniques in marketing education is useful. Marketing educators can pick up ideas to present an existing topic in new and innovative ways. On the other hand, looking at pedagogical topics in detail, examining it from different perspectives, is helpful. Implications for marketing education research are suggested.

<div align="center">References Available upon Request</div>

Application of Design Thinking Principles in the Context of an Advertising Research Experiential Project (FULL PAPER)

By

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Abstract

Marketing programs are gradually recognizing the importance of meta-skills. This paper presents the classroom application of a pedagogical technique designed to foster design-thinking abilities to provide a deeper understanding of the concepts taught in an advertising class. The technique requires students to conduct an advertising agency audit and create an original advertising agency fact sheet to support evidence-based decision making. The goal for students is to use design thinking to convert data into a value-added evaluation product: a fact sheet. Student teams utilize the "design thinking" process which focuses on the needs of a fact sheet's end user, a decision maker, employing brainstorming, iterative design, rapid prototyping, and critique. After completing the project, students self-assess their experiences and learning by completing a survey. We conclude that using design thinking enriched students' learning experiences by both challenging and promoting higher-order thinking.

Introduction

Prior research findings support the perspective that some thinking abilities, which are not domain specific, meta-skills, substantially affect marketing success (Abrami et al., 2015; Bacon, 2017; Lee,et. al, 2015). Specifically, research indicates that the priority meta-skills thatmarketing employers seek from new graduates (e.g., critical thinking, ethical decision making, empathy, creative thinking) often transcend disciplines. For example, Bacon (2017) identified increases in intellectual orientation, curiosity, and cognitive complexity as important learning outcomes for marketing students. Marketing managers recognize that successful marketing practitioners must have meta-skills that enable professionals in complex and ambiguous situations to identify unexpected opportunities and combine seemingly unrelated or paradoxical ideas into innovative, relevant, engaging and emotionally satisfying products and services (Ryman, 2009, Schlee, 2010). Equally important are skills that enable professionals to empathize with others (Armstrong, 2016). Therefore, there is an emerging consensus among marketing educators that marketing education must emphasize the development of foundational meta-skills through experiential methods that allow for their application in unique marketing contexts (Capon, 2004, Krishnan, 1998).

The distinguished scholar and business school administrator, Herbert Simon asserted that professional schools, including business, engineering, law, medicine, and architecture, are all primarily concerned with the process of design—devising courses of action aimed at changing existing situations into preferred ones (Simon, 1996). These professions are all concerned with "what ought to be:" the professional practitioner is concerned with devising actions, processes, or physical objects that effectively serve a specified purpose. While analysis entails dissecting phenomena into their component elements, the practitioner is engaged in synthesizing, and organizing those pieces into larger systems and ideas (Glen, 2014). Simon argues for a business curriculum that integrates both discipline-based science as well as practitioner orientation, incorporating both scientific analysis and design. Although the logical, linear, and "left-brain" analytical skills are teachable and needed, increasingly more "right-brain" capabilities are

expected from marketing students as we are quickly moving out of the "Information Age" into the "Conceptual Age" (Pink, 2005). Therefore, expanding marketing students' repertoire of skills and abilities would allow them to envision a broader set of possibilities, expand the solution space, and lead to higher order innovative solutions (Liedtka, 2017). Bacon (2017) specifically suggests that marketing college education should impart to all students some higher order thinking skills and abilities that are valuable in marketing careers. Bacon (2017) indicates that the results of his study create an additional call for marketing educators to explore the nature of the higher order skills and abilities not measured in the literature so far. One such higher order thinking ability is design thinking ability.

Design Thinking and Innovation

Design thinking research is still relatively new but there is a growing interest in design thinking among management researchers. Scholars treat design thinking as a multi-epistemic process (Eagen et al.,2012). The design thinking process draws on multiple ways of knowing, including cognition, emotion, sensation, and intuition, and utilizes a variety of skills such as imagination and play to solve problems that have incomplete, contradictory and changing requirements (Eagen et al., 2012). Design thinking has the potential to go beyond analytical thinking by providing a more comprehensive alternative in dealing with managerial and marketing problems. In fact, Simon (1996) notes, design has been generally seen as an art—a process that is not fully explicit, involving intuition and judgment. From a marketing perspective, design thinking transcends purely intellectual activity and represents a generic approach to creating valuable new arrangements that improve consumer experience (Martin, 2009). As businesses are facing a growing demand for innovative products and services that offer rich experiences, design thinking garnering attention among marketing educators and scholars because it seems more suited to the task than linear, analytical methodologies.

There are four key components underlying the process of Design Thinking (Eagen et al.,2012):
1. Design is multi-epistemic: interacting with the world is as much feeling, sensing, intuiting as it is thinking (Jung, 1927);
2. Design is innovative: design is the creation of 'preferred futures' (Simon, 1996). Designers work on wicked problems and use abductive reasoning to come up with solutions to the problems (Kolko, 2010). Abductive reasoning is "argument to the best explanation" (Kolko, 2010). Abductive reasoning allows designers to view a problem with the end goal of finding a solution to it.
3. Design is service: the designer requires a client (Nelson and Stolterman, 2001). Designers want to create viable, feasible, and desirable solutions for a client. Attention is paid to the user experience. Designers note the emotions and perceptions of the customer as they use a product or service. Suri and Herndrix (2010) describe how designers view problems in a much broader context so that they can identify opportunities to enhance the customer experience.
4. Design is social: the success of a design is determined by that design's adoption by the social body (Rogers, 2003).

The current definitions of design thinking combine the elements of designing sensibilities within a business context. Tim Brown's (2008) definition clearly expresses how design thinking is the byproduct of two seemingly distinct disciplines. Brown (2008) defines design thinking as "a

discipline that uses the designer's sensibility and methods to match people's needs with what is technologically feasible and what a viable business strategy can convert into customer value and market opportunity." According to Eagen et al. (2012), these four elements, the multi-epistemic (specifically, intuition), innovation, service, and the social body, should be addressed in any pedagogy of design thinking.

Long before design thinking, exploration and understanding of design sensibilities and the design process has been a part of design research (Simon, 1969). In the late 1990s, as businesses recognized that innovation provides the closest thing to sustainable competitive advantage, design thinking skills became increasingly valued by managers (Hassi and Laakso, 2011). Business firms and design consultants started to explore how the process of designing with the attitude and sensibilities of designers could be used to help foster creativity and innovation in businesses (Adams et al., 2016). This sparked an interest in using design methods beyond creation of products (Kimbell, 2011).

Exploring Design Thinking Practices in Evaluation

Adams et al. (2016) explored the basic principles of design thinking within the context of the evaluation. Specifically, Adams et al. (2016) analyzed how three elements across all design thinking approaches, empathize and define, ideate, and prototype (Brown, 2009) fit into the context of program evaluation. Evaluators offer products (reports and other deliverables) as well as services (working with stakeholders so that evaluation is used for program improvement) (Adams et al., 2016). Applying design thinking to evaluation products allows evaluators to design a product that promotes client engagement and use of the research findings. .
Design thinkers use 'empathic' processes to understand the client's needs and experiences. The rationale for this process is that the more empathetic a designer is, the more likely the design solution will meet the client's need (Koskinen et. al., 2003). Using the information gained from the empathic process, evaluators can derive more meaning from the current 'needs assessment' methods, can 'step into' and 'out of' the client's world when needed, and can design an evaluation that not only meets stakeholders' needs but also enhances their perception and use of evaluation (Adams et al., 2016). It is important to ideate for both the intangible (experience) and the tangible (reports and other deliverables) components of evaluation (Adams et al., 2016). When ideating, design thinkers need to recognize that the evaluation reports are the crucial points of interaction between the client and the service and determine the client's emotional experiences and cognitive engagement at the points of interaction (Bate & Robert, 2006). It is important that evaluators explore different formats of the same evaluation document to ensure perceptual fluency and aesthetically pleasing experience to engage the client in the decision-making process. Adams et al., (2016) indicate that as a discipline, evaluation has to pay attention to what it means to create an experience for the client. Design thinking provides a framework for how to plan an evaluation that enhances the client experience, thereby increasing the likelihood of using evaluation findings in order to make evidence-based decisions.

Exploring Design Thinking Practices in Marketing Research Education

Schlee et al. (2010) observed that many employers are now seeking to employ individuals who demonstrate good understanding of the concepts and theories taught in marketing courses, i.e.

concepts pertinent to marketing research. Thus, the conceptual knowledge that students receive in their marketing research courses will facilitate their career advancement efforts at all stages of their work experience. For example, Schlee et al. (2010) estimated that for the 51.9% of entry-level jobs requiring some knowledge of marketing research, they would be expected to demonstrate skills, such as   developing a questionnaire, selecting a sample, coding, or analyzing data. However, the 48.4% of upper-level marketing management jobs listing marketing research as a requirement, most likely expect a broader understanding of the marketing research function. Finch et al. (2012) highlight the importance of the development of analytical skills that support evidence-based decision making and thoroughly discuss the importance of reassessing how market research and evidence-based decision making is taught in undergraduate business programs. Practitioners typically purchase market research and intelligence, which they tend to synthesize along with other data in real time to make evidence-based decisions. Thus, it becomes clear that the challenge today is not access to enough data, rather access to too much data. Therefore, current advertising courses could be redeveloped into courses that contain advertising research modules focusing on the efficient and timely retrieval, organization, analysis, and presentation of evidence to support marketing decision making. This change needs to ensure that students remain able to adequately evaluate sources and quality of data they will use in their planning and reporting activities. Importantly, in line with Finch et al.'s (2012) findings, such a module could incorporate dimensions of methodology, specifically from the perspective of being an educated consumer who can effectively determine which secondary research products warrant an allocation of resources.

As marketing researchers prepare marketing research reports for their clients, either internal or external, the significance of integrating design thinking into marketing research curricula becomes apparent. Marketing educators can no longer simply mention the concept of "design thinking" in a principles of marketing class and then ignore the idea in future marketing courses. It is important to emphasize this concept's relevance to marketing research and data-driven decision making. Students undergoing marketing research training need to learn what it means to create an experience for clients who are going to be the ultimate consumers of the marketing research reports. Students need to internalize a customer-centric approach toward providing marketing research services in order to enhance the clients' experiences and thereby optimizes evidence-based decision making.

The theoretical framework presented by Adams et al. (2016) can serve as a conversation starter and provide a platform for marketing educators to develop teaching strategies to teach students how to design an evaluation experience for their clients by which to optimize decision making process. This paper describes a project for an undergraduate advertising course that integrates advertising research and design thinking. Business programs across the U.S. are continually updating and revising curriculua to meet the changing needs in the marketing arena, employer expectations, and legislative mandates regarding assurance of learning and student achievement. A growing number of colleges are incorporating more design thinking content into marketing courses, such as Product Development and Brand Management. Nevertheless, the topic deserves more coverage in the context of marketing and advertising research, and specific experiential projects may be necessary for advertising students. As advertising students learn to use design thinking while working on client-focused research projects, they also acquire abilities to organize and present research findings important for managerial decisions.

The Experiential Learning Model as a Basis for an Advertising Agency Fact Sheet Assignment

Eagen et al. (2012) assert that design(ing) cannot be taught in a lecture format. As marketing educators have moved from a traditional, passive, one-way, teacher-dominated style, there is now greater recognition of the value of an experiential approach to student learning (Camarero et al. 2010; Diamond, et al.; 2008; Dubosson, 2014; Freeman and Spanjaard 2012). Since design thinking is a concept that should be practiced (Hassi and Laakso, 2011), the experiential approach reflects pedagogical shifts that are necessary to teach design thinking. Most learning models suggest that learning is a multi-stage process (Stetsenko and Arievitch, 2002; Vygotsky, 1978; Kolb, 2015). Kolb's (2015) work on experiential learning demonstrates the necessity of cycles of action (Practice) and reflection (Theory) to build knowledge. Social constructivist pedagogy based on the Vygotskian theory of development (Feuerstein et al.,1987; Vygotsky, 1978) emphasizes guided instruction in theory and the application of theory via case studies, and design competence labs/workshops and term projects. Cycles of acting and reflecting are required to generate learning and advance understanding. Designing requires a process that allows a framing shift from design as object to design as process. While teaching design thinking, the educator's role is not to lead the student to the correct solution space, rather to guide the student using the appropriate process to the creation of a new solution. The most promising model of experiential learning applied to the context of teaching design thinking is the one described by Ward Eagen et al. (2012). Eagen et al, (2012) present an approach to design thinking in teaching and learning based on the belief that four elements, e.g. intuition, innovation, service, and the social body, must be addressed in any attempt at design education. We will illustrate these elements in our demonstration of experiential learning in advertising class. We suggest that design thinking, rather than being taught as a course, can be embedded into advertising curricula and mainstreamed throughout marketing curricula through approaches, such as the Learning Charrette, advocated by Eagen et al. (2012). A primary characteristic of designing is intuition, and understanding intuition necessarily precedes any pedagogical methodology that attempts to teach designing (Eagen et al., 2012; Lee et al., 2015; Kimbell, 2011; Armstrong, 2016; Matthews at al., 2017).

Eagen et al. (2012) proposes that the Learning Charrette, which emerged in architectural schools during the Beaux Arts period, is a way of learning-by-doing and integrating a range of knowledge and skills to solve a problem. In the Beaux Arts, traditions emerged that are still ubiquitous today—the use of the esquisse (a preliminary sketch solution to be further developed) and the use of the Charette—an intense, collaborative session in which a group of designers drafts a solution to a design problem (Eagen et al., 2012; Broadfoot and Bennett, 2003). Schön (1987) suggests that the architectural design studio represents a model of "learning-by-doing," which could be adopted and adapted to the context of marketing education (Lawson, 1997). Today 'Charrette' refers to any focused, collaborative session in which a group of designers drafts a solution to a design problem in a time critical environment (Eagen et al., 2012).

Most students need practice and guidance in the process of learning by doing. Researchers have suggested ways in which design thinking might transform management education (Dunne and Martin, 2008, Lee et al., 2015; Kimbell, 2011; Armstrong, 2016; Matthews et al., 2017; Brown,

2008; Brown, 2009; Martin, 2009; Koskinen et al., 2003). The 'Charrette' approach is used as a basis for the Advertising Agency Fact Sheet assignment described in this paper. The assignment recognizes four conditions for effective contemporary design studio-style instruction: (1) learning by doing, (2)one-to-one dialogue between teacher and student, (3) a collaborative context for teaching and learning, (4) process-focus, which puts less emphasis on the final evaluation of the outcome, and foregrounds deliberation and reflection as part of the design process (Eagen et al., 2012).

The Advertising Agency Fact Sheet Assignment: Using "Charrette" to Teach Design Thinking in an Advertising Class

An Advertising Agency Fact Sheet project was used in an advertising course as the vehicle to teach and assess research and design thinking skills. The project creates an applied data analysis experience that aims to develop students' critical thinking, design thinking, and research skills. Specifically, the dedication of additional time and resources to the advertising research project was motivated by the desire to improve the students' ability to integrate secondary data analysis and design thinking. Instead of just organizing a structured tutorial in a computer lab and sending the students to the library to complete their database searches for the advertising agency project, the author collaborated with a business librarian to create a library guide for business students that they can consult asynchronously whenever they need to learn or refresh the specific data search strategy. The author provided input to fine-tune the final guide so that it illustrates project-specific queries using selected marketing databases, e.g. Redbooks. Additional interactions with the librarian ensured that the library guide can be utilized by marketing students who work on a variety of research projects, and furthermore that it proactively addresses potential obstacles students might encounter in their work with the secondary data sources. Thus, the objectives of the advertising agency project included facilitating the development of essential marketing research skills, and the utilization of library information resources. The author set aside a thirty-minute class segment for an intensive overview of the key marketing databases. Given that the course is taught in a computer lab, the students were able to access the resources during subsequent class periods.

In order to prepare students for the advertising agency research project, we introduced an in-class activity at the beginning of the course which teaches empathy. Empathy is one of the fundamental abilities required by the practice of design thinking and user-centered innovation (Armstrong, 2016). As part of the activity, students chose both. a product brand and two different demographic groups, e.g. Latinos, African Americans, Asian American, disabled, elderly, etc. Students formed teams and each team drew stick figures to represent the two demographic groups. Students then created lists of the defining characteristics for each group under each stick figure and, next, drew a speech bubble by each stick person. Students would have to consider the cultural and other characteristics influencing how each would address one another, and subsequently have the two figures engage in a short conversation about the product while avoid stereotyping. Next, students collaborate to come up with a think bubble for their own stick figure and discuss in what ways the two stick people might think differently about the product. This leads into an exploration of demographic, cultural, and social differences and psychological issues. While discussing the activity, the marketing educator and the students

engage in a dialogical process of reciprocal creative acts. Thus, students learn how to consider different perspectives.

As part of the course, students learn how to use Adobe InDesign, using this application for approximately 55 minutes each week throughout the semester. The intersection of design thinking and data visualization is emphasized throughout the semester as well. The design thinking reading materials from the book by Gavin Ambrose (2015) are assigned and discussed through the semester so that students actively apply principles of design thinking while working on the InDesign assignments. We emphasize that the first stage in any design process almost always involves generating or receiving a design brief, which includes anything that will help the design team initiate the design process. A design brief presents the client's requirements for a job. We discuss each stage of the design thinking process: define (establish what the problem is), research (collect background information), create potential solutions, prototype (resolve solutions), select (make choices), implement (deliver the solution to the design brief), learn (review feedback to assess what worked and what did not). We explain that prototyping allows to rapidly test out ideas and learn by doing. Because the guided instruction described above recognizes students' zone of proximal development (ZPD) (Daniels, 2001) and scaffolds assignments, they achieve higher levels of confidence and, as a result, guidance diminishes as competence increases. The empathy assignment, discussion of assigned readings, and hands-on experience with InDesign leads to increase in competence, which allows students to carry out a proper course of action when working on projects, thus resulting in a more nuanced understanding of design thinking principles and application of research skills.

The Ad Agency research project addresses the challenge for marketing educators to maximize and build upon existing research skills and to increase application of design thinking skills. We argue that educational interventions involving design thinking must incorporate a type of educational/instructional scaffolding that builds on existing expertise in the areas of research and design so that sustainable learning outcomes are more likely to occur for more students over time. Students learn about secondary data analysis in their prior marketing coursework and already have knowledge about empathy and design thinking from activities prior to the assignment. The advertising research project is an example of using scaffolding to advance students' learning of design thinking. This approach works well with building upon existing practices and knowledge. The act of learning how to look at the issue from the client perspective and to ideate, prototype and implement were already established, knowledge of how to utilize professional design software was gained in the course prior to the assignment. We capitalized on the existing skills and already appropriated cultural tools, and facilitated the learning of some other higher order thinking abilities, those that establish a new style of thinking involving synthesis, integration, and empathy.

While developing objectives for the Advertising Agency Fact Sheet project, we adopted the Ambrose (2015) view that objectives are simply what the client hopes to achieve through commissioning a design job, and it is important that these are fully understood and 'mapped' to the design thinking. For this project, several learning objectives were specified: (1) follow an advertising agency to its key linkages (holding company/network), (2) develop the ability to utilize and critically evaluate information sources relevant to the advertising industry, (3) identify and summarize key points drawn from a large amount of information, (4) create an agency evaluation with informed predictions based on future marketing challenges and opportunities, (5) justify the decisions in an agency evaluation (6) develop the ability to properly

reference information sources, (7) successfully assess an agency's competencies based on past and current campaigns, (8) and present information, analysis, and assessment in a visually creative, professional, and fun manner.

Teams consisting of two students in an undergraduate principles of advertising course completed the Advertising Agency Fact Sheet assignment outlined below for one of the ten top agencies from the Ad Age's 2017 Agency A-List. The project simulated a simplified setting of the "real world" project scenario and the assignment simulated a "real world" design brief. Specifically, the scenario indicated that the CEO of a consumer packaged goods company has identified an advertising agency of interest and asked a student team to perform a comprehensive analysis of this agency and present it in the form of a fact sheet. The teams are in charge of the evaluation process and need to apply design thinking principles in the evaluation context. One of the guidelines includes applying an empathic process to understand the needs of the CEO to identify meaningful evaluation questions and develop a product – a fact sheet - suited for his/her "consumption" and use. The students needed to immerse themselves in the advertising industry world by researching facts about the advertising agency and then building informed assessments based on those facts. The design brief also instructs students to define the agency's target market and prepare a SWOT analysis for the agency backed up with facts, including prior successfully implemented IMC campaigns and analysis of the agency's internal capabilities. In addition, students needed to either recommend the agency to the CEO or suggest to search for an alternative. Specifically, the design brief consists of five parts. The first requires students to provide background information about the agency and address the following questions: What is the agency's focus, marketing communication specialty, or area of business? What services does it provide to its clients? What is the agency's philosophy of business? 3. How is it organized? What departments does it include? Is it part of a network or holding? Does it apply creative/brand thinking to other sources of revenue (other than developing the IMC campaigns)? Students are also asked to identify current ad campaigns that have been designed and executed by the agency. The second part of the design brief requires students to conduct an industry analysis, which implies completion of the following tasks: identifying main clients and their respective brand categories, identifying top five competitors, discussing how the emergence of major holding companies is impacting the advertising industry as well as the entire field of integrated marketing communications. This section also asks to answer the following questions: Why might a client choose to hire a creative boutique rather than an ad agency under consideration? The discussion of current events and industry trends is also required. The third part requests to provide an analysis of supply and demand. Specifically, students are instructed to describe a target market based on the agency's characteristics, present a profile of the current agency's customers or customers of similar agencies who would be interested in hiring the agency under consideration (e.g. industry, size, domestic/global), describe the agency's unique characteristics - other than the actual IMC services themselves, describe unique and innovative branding solutions offered, provide brief descriptions of successful promotional programs the agency designed and implemented, and find several examples of companies which have switched to/from the advertising agency under consideration and explore the reasons behind the decision and the implications to understanding client-agency relationships. Part four of the design brief requires students to prepare a marketing outlook. In order to do so, students are asked to establish a checklist of activities that could be used to evaluate an agency's current or potential services. This part contains an overall assessment of the advertising agency's competencies and its unique

value proposition and discussion of the pros and cons of hiring the agency. Students are also instructed to identify opportunities and challenges the CEO might face if the ad agency is selected and some of the things that the agency can do to address its weaknesses and ensure that its account managers and creatives are keeping abreast of external changes occurring in the market. A final decision needs to be clearly communicated in this section and references to the data sources have to be provided at the end of the fact sheet.

Class discussions emphasize the relevance of design thinking to information evaluation process, and the greater visibility of business professionals and customers. Students are instructed to create a compelling layout for the fact sheet using photos, images, tables, figures, appropriate typefaces. We highlight importance of applying graphics effectively, as well as creativity and originality. We explain in the rubric that the fact sheet should be designed in the way that not only meets the CEO's information needs, but also enhances his/her information processing experience and thereby facilitates optimal decision making based on the evaluation findings. The work on the projects followed the steps in a Charrette thoroughly described by Eagen et al.,(2012). We met briefly with individual teams for direction. We reviewed alternatives (several directions were presented by each team). An intense research and design stage (direction chosen, prototype built) followed. Next, review by a professor (50-60% completion for comments, directions, and approvals) followed. The importance of meeting deadlines was communicated to all teams at the beginning of the process: all work must stop at the critical deadline and everyone must understand that design is over. Each team presented their design for review by a professor and classmates. The final phase consisted of open critical discussion among the class and professor to achieve the maximum degree of participation by the students. It was made clear that what is or is not the best solution is irrelevant; what is important is the discussion of the process and lessons learned (Eagen et al., 2012; Cukier, Egen, Bauer and Ngwenyama, 2011).

Measures of Effectiveness of the Ad Agency Fact Sheet Project

In order to assess the extent to which the project accomplished its pedagogical objectives, students were asked to complete a questionnaire. A five -part questionnaire was prepared and administered following the project. All parts of the questionnaire were based on the scale for measuring convergence thinking developed by Park (2016). Park (2016) performed the confirmatory factor analysis to confirm the acceptable psychometric properties of the scale for convergence thinking. It is suggested by Min et al. (2005), Gorman (2010), Korres and Tsami (2010), and Schiebinger and Schraudner (2011) that convergence thinking is a new way of problem solving. As Herbert Simon (Simon, 1996) asserts, the process of design is primarily concerned with devising courses of action aimed at changing existing situations into preferred ones; measuring improvements in convergence thinking allows to directly assess the development of design thinking competencies. Convergence thinking is an antecedent of all three elements of design thinking. Therefore, the scale can measure the extent to which the project contributed to development of the three common elements of design thinking: 1) understanding the need and experience of the user (empathize and define); 2) brainstorming and coming up with a broad range of possibilities (ideate); and 3) building and testing concepts to select a solution to fit the user's problem (prototype) (Adams, 2016). Park (2016) proposes that a five-factor model structure of the scale for convergence thinking could be a trading zone for knowledge fusion (Gorman, M., 2010).

Part A of the questionnaire was designed to measure students' perceptions of how the entire project experience contributed to development of synthetic thinking. Synthetic thinking is one of the defining dimensions of converging thinking, which via integrating different thinking styles allows ideating new design concepts. Perceptions of improved synthetic thinking were solicited using a series of statements about the project impact on advancing those learning goals that the advertising research project was intended to achieve. Using a seven-point scale (where -3 =strongly disagree and +3=strongly agree), the students reported their level of agreement or disagreement with each of the statements according to how well each statement describes the project experience in terms of facilitating development of such qualities and habits of mind as exploring unknown things continuously, pursuing a new way of applying a technique, designing an advertising "product", logical thinking for creative problem solving, facing an uncertain and complicated reality, pursuing unexpected opportunity, converting an idea into action, observing without prejudice.

Part B of the measurement instrument measured objective information management using a seven-point scale (where -3=strongly disagree and +3=strongly agree) according to how well project experience facilitated the following skills: using the production process step-by-step, anticipating user satisfaction, exchanging information and sharing it with a teammate, developing several prototypes, using library databases/ information management systems, applying relevant theories and concepts for planning, using empirical data.

Part C of the evaluation process included statements describing how working on the project promoted development of logical thinking, specifically abilities such as following the steps and obtaining outcomes, following clear procedures to solve problems, drawing conclusions based on thorough investigation, achieving outcomes consistent with the project objectives, using the overall knowledge of advertising, using prior knowledge acquired through experience, improving maturity in one's knowledge area, selecting and applying solutions.

Part D of the questionnaire measured intuitive thinking and included items measuring students' perceptions that work on the project helped to develop abilities and habits of mind such as acting according to one's own values, designing according to one's own taste, thinking of an idea without searching for logical explanation, assessing using an image, possessing the passion for something, inferring in an abstract way, pursuing an incomplete but useful knowledge, understanding with the sense of intuition, understanding humans or things in a subjective way, arriving to a conclusion through a fast and instant thinking. Again, a 7-point agreement scale was used in this section of the survey.

Finally, Part E of the questionnaire measured subjective thinking and included items related to students' development of understanding of influence of emotion, recognizing and interpreting one's inner self, exploring emotions of humans, connecting inner self and outside world, trying to understand deeply human nature.

The surveys were administered immediately upon submission of the ad agency fact sheet project. The students were informed that the survey was intended to evaluate their perceptions of the effectiveness of the Ad Agency Fact Sheet Project. Students were encouraged to be as candid as possible. To minimize the effects of positive response bias, the survey did not require the students to identify themselves. The data reported in this study was collected over a recent two semester period (2 class sections). In total 24 surveys were returned.

Results of the Effectiveness of the Advertising Research Project

Eleven questions described above were used to assess students' perceptions of developing synthetic thinking (see Table A). The data were aggregated into a single item measure of the student synthetic thinking as one of the learning outcomes. The results provide evidence that the students perceived that the project was an effective learning tool to strengthen synthetic thinking (mean = 1.9629 on a seven point scale (where -3=strongly disagree and +3=strongly agree)). In addition, ten items described above were used to assess students' perception of the extent to which the project contributed to the objective information utilization skills (see Table B). The nine items were aggregated into a single objective information utilization formative index for subsequent analysis. The results provide evidence that the students found the ad agency fact sheet project to be a positive contributor to their objective information utilization skills (mean = 1.8125 on a seven point scale (where -3=strongly disagree and +3=strongly agree)). Additional analysis was carried out to assess students' perceptions of the degree to which the project helped to improve their logical thinking. The ten items (see Table C) were aggregated into a single logical thinking formative index. The results provide evidence that the students found the ad agency fact sheet project to be a positive contributor to their logical thinking abilities (mean = 1.9806 on a seven point scale (where -3=strongly disagree and +3=strongly agree)).

In order to assess students' perceptions of the extent to which the project helped to advance their intuitive thinking abilities, the eleven items described above (see Table D) were used. The items were aggregated into a single intuitive thinking formative index for subsequent analysis. The results provide evidence that the students found the ad agency fact sheet project to be a positive contributor to their intuitive thinking abilities (mean = 1.8125 on a seven point scale (where -3=strongly disagree and +3=strongly agree)).

Finally, the analysis was carried out to assess students' perceptions of the degree to which the project helped to improve their subjective thinking. The eight items (see Table E) were aggregated into a single subjective thinking formative index. The results provide evidence that the students found the ad agency fact sheet project to be a positive contributor to their subjective thinking abilities (mean = 1.82780 on a seven point scale (where -3=strongly disagree and +3=strongly agree)).

The mean synthetic, logical, intuitive, and subjective thinking as well objective information utilization scores indicated that students believed that the project strengthened their design thinking abilities and taught them how to integrate objective utilization of information with logical thinking commonly associated with the scientific method, intuitive thinking practiced in the field of arts, and subjective thinking normally practiced in the humanities. Of the five thinking styles measured by the post-attitudinal items, the first two by rank are synthetic thinking and logical thinking. Moreover, there is no significant gap between two highly ranked thinking styles and the next three thinking styles: objective utilization of information, intuitive thinking, and subjective thinking. This demonstrates that the project contributes to cultivating and strengthening all five thinking styles that are essential building blocks of design thinking ability. This validates the assertion that an advertising agency fact sheet project allows practice of design

thinking, and is a valuable learning experience teaching how to solve problems creatively by drawing on different thinking styles.

Conclusion

As the students' evaluations of the ad agency fact sheet project seem to indicate, the project accomplishes its objectives. As a pedagogical device, we wanted to use the project requiring design thinking to help students build a deeper understanding of the intersection of secondary research, information visualization and decision making, but also develop thinking abilities at a higher level, using empathy, logical thinking, subjective thinking, intuitive thinking, and information utilization. The process of gathering and interpreting secondary data, then organizing and presenting it in the form of an ad agency fact sheet, clearly encourages students to develop a deeper understanding of the factors surrounding the ad agency performance and teaches them to internalize a customer-centric approach toward providing marketing research services while keeping an eye on facilitating evidence-based decision making.
We wanted to provide students with the opportunity to work on developing their design thinking skills which, as many authors indicated, have been sorely neglected in the business curriculum. This addresses Bacon's (2017) call for action to explore how higher order thinking abilities that are valuable in marketing careers, yet underrepresented in marketing curriculum, can be incorporated into marketing curricula.

It is now accepted that managers and consumers employ quasi-pictorial representations and use such representations in cognitive processing (thinking). The evidence suggests that both images and propositional representations (representations in the mind of beliefs and assertions) affect decision making processes. We're moving from a text culture to a visual culture. Education, business, products and services, and communication are all becoming visual, and design is an economical and fast visualization tool. This is why design is a significant part of business today. Even the articles in Harvard Business Review (Brown, 2008; Martin, 2009) discuss the significance of teaching design thinking principles in the business schools.
This paper recognizes importance of teaching design thinking in the context of advertising research. As a discipline, advertising research has paid considerable attention to how to design useful and actionable research projects to build better understanding of the markets and consumers (Kerr et al, 2012). However, little attention has been paid to what it means to create an experience for the customer "consuming" research reports conducive to an effective use of the research findings. Design thinking provides a framework for how to plan an advertising research project that enhances the decision-maker's experiences and therefore increases the likelihood of translating research findings into actionable decisions. Hassi and Laakso (2011) emphasize that design thinking is a concept that should be taught and practiced.

This paper explored applications of design thinking strategies in the classroom through the creation of an advertising research "product," and identified a new way of teaching design thinking in the context of an advertising research project. The process used by students allows the assignment to become experiential, and facilitates the development of the following skills: empathy, synthetic thinking, objective utilization of information, logical thinking, intuitive thinking and subjective thinking (Park, 2013). Also, the students are more involved and committed when they know that they will be sharing their designed "products" and will be able

to enrich their professional portfolio. The emphasis is on making advertising decisions based on an understanding and interpretation of qualitative and quantitative data. The project provides an alternative to conventional assessment methods, such as exams and tutorial exercises. While exams test students' knowledge of research, they don't test application. In the ad agency research project, students draw on secondary research skills, information literacy, and design thinking skills to help the client make advertising decisions.

Background information of Design Thinking oriented classes involving Charrettes (Eagen et al., 2012) and the formal student evaluations of the ad agency fact sheet project introduced in this paper, suggest that the project produces a number of advantages: (1) generates engagement and an attitude of involvement; (2) develops an experience in and an appreciation of the team approach; (3) broadens individual perspectives; (4) generates spontaneity, reacting to 'intuition' or 'feelings'; (5) dramatically shifts the knowledge domain towards the process, and the applied; (6) develops awareness of the client and consumer; (7) generates reflection/action/reflection as a cycle; (8) develops timeline awareness; (9) and increases individual confidence.

All conditions for effective use of Design Thinking concepts in marketing education were considered throughout the project (Eagen et al., 2012). There is no one right way to organize design thinking oriented classes; this paper provides some important suggestions suggestions for educators to keep in mind. As Glen, Suciu and Baughn (2014) state, business programs have to develop pedagogies combining analytic reasoning with a more exploratory skill set embraced by design practitioners. Charrettes, the design studio approach described in this paper, can be embedded into the curriculum and mainstreamed throughout marketing programs. The Charrette can be applied to a wide array of cross-disciplinary problems offering unparalleled opportunities to successfully apply design thinking principles.

Table A

Items Measuring Synthetic Thinking

Post-project Statements	Mean Ratings1
1. Exploring unknown things continuously	1.9583*
2. Pursuing new things continuously	2.0417*
3. Pursuing a new way of applying a technique	2.3043*

4. Designing an advertising "product"	2.2083*
5. Logical thinking for creative problem solving	2.0417*
6. Applying a concept using a design technique	2.4167*
7. Facing an uncertain and complicated reality	1.2917*
8. Pursuing an unexpected opportunity	1.7083*
9. Practicing deductive reasoning and verification repeatedly	1.5833*
10. Converting an idea into action	2.2917*
11. Observing without prejudice	1.7500*
Synthetic Thinking (average of above items)	1.9629*

1 As measured on a seven-point scale, where +3 = "strongly agree," –3 = "strongly disagree," and 0 = "indifferent" or "don't know."
* p < 0.001; * p < 0.1 (significance of the mean is relative to a 0 rating).

Table B

Items Measuring Objective Information Utilization

Post-project Statements	Mean Ratings1
1. Produce "advertising" products using market analysis	2.1667*
2. Using the production process step-by-step	2.2500*
3. Anticipating user satisfaction	1.7500*
4. Exchanging information and sharing it with a teammate	1.8333*
5. Designing a user interface	1.6250*
6. Developing several prototypes (computer graphics)	1.7083*
7. Using library databases/ information management systems	1.5417*
8. Pursuing knowledge management	1.8333*
9. Applying relevant theories and concepts for planning	1.9167*
10. Using empirical data	1.5000*
Objective Information Utilization (average of above items)	1.8125*

1 As measured on a seven-point scale, where +3 = "strongly agree," –3 = "strongly disagree," and 0 = "indifferent" or "don't know."
* $p < 0.001$; * $p < 0.1$ (significance of the mean is relative to a 0 rating).

Table C

Items Measuring Logical Thinking

Post-project Statements	Mean Ratings1
1. Following the steps and obtaining outcomes	2.000*
2. Following clear procedures to solve problems	2.0833*
3. Drawing conclusions based on thorough investigation	2.0417*
4. Achieving predictable outcomes consistent with the project objectives	1.7083*
5. Using the overall professional knowledge of advertising	2.1667*
6. Pursuing perfect maturity of the outcome	1.9167*
7. Using prior knowledge acquired through experience	2.1250*

8.Gaining maturity in one's knowledge area	2.1250*
9. Recognizing problems, selecting and applying solutions	2.2273*
10. Searching original and professional knowledge	1.500*
Logical Thinking (average of above items)	1.9806*
1 As measured on a seven-point scale, where +3 = "strongly agree," –3 = "strongly disagree," and 0 = "indifferent" or "don't know." * $p < 0.001$; * $p < 0.1$ (significance of the mean is relative to a 0 rating).	

Table D

Items Measuring Intuitive Thinking

Post-project Statements1	Mean Ratings1
1 Acting according to one's own values	1.3750*
2. Designing according to one's own taste	2.0000*

3. Thinking of an idea without searching for a logical explanation	1.1304*
4. Pursuing pleasant outcomes, not predictability	1.7500*
5 Assessing using an image	2.0833*
6. Possessing the passion for something	2.0833*
7. Inferring in an abstract way	1.7500*
8. Pursuing an incomplete but useful knowledge	1.2917*
9. Understanding with the sense of intuition	1.4167*
10. Understanding humans or things in a subjective way	1.7917*
11. Arriving to a conclusion through fast and instant thinking	1.0833*
Intuitive Thinking (average of above items)	1.6155*

1 As measured on a seven-point scale, where +3 = "strongly agree," –3 = "strongly disagree," and 0 = "indifferent" or "don't know."
* p < 0.001; * p < 0.1 (significance of the mean is relative to a 0 rating).

Table E

Items Measuring Subjective Thinking

Post-project Statements1	Mean Ratings2
1. Understanding the influence of emotion	2.0000*
2 Recognizing and interpreting one's inner self	1.5833*
3. Exploring sensitivity and emotions of humans	1.7500*
4. Exploring the subconscious mind and impulse	1.8333*
5. Connecting inner self and the outside world	1.8261*
6. Trying to deeply understand human nature	1.7500*

7. Analyzing consumer mentality of humans	2.0000*
8. Visualizing humans or things	1.9167*
Subjective Thinking (average of above items)	1.82780*

1 As measured on a seven-point scale, where +3 = "strongly agree," –3 = "strongly disagree," and 0 = "indifferent" or "don't know."
* p < 0.001; * p < 0.1 (significance of the mean is relative to a 0 rating).

Exploring human-related risks in the higher education sector: The case of marketing educators in Switzerland and France (FULL PAPER)

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As a service activity, the higher education sector may suffer from human-related risks such as absenteeism, burnout, and lack of engagement or faculty turnover. Previous researches have shown that managerial reforms led to an increase of the work-related demands and a decrease of resources. An exploratory research was conducted in the French-speaking part of Switzerland and in France in order to assess the levels of motivation, stress and workloads of marketing educators and to discover possible explanations of the observed human-related risks. Our findings show that teachers are still motivated by teaching and research activities. Working conditions are deteriorating due to high pressure on the outcomes and burdensome administrative constraints.

Introduction

The education sector is very important in developed countries, in terms of the number of students and of public spending amounts. In Switzerland (7 million population), in 2017, there were 298.4K (4.6% of the total population) people studying at higher level spread over the universities and institutes of technology (144K), universities of applied sciences (89.7K) and advanced vocational training (61.2K) (Swiss Institute of Statistics, 2017). In France, there was, in 2014, a population of 2.4 million of students for a total population of 66.3 million (students representing 3.61% of the total population). In Switzerland, most of the universities and institutes of technology are financed by public spending. In France, public funding (78.6%) also financed the biggest part of the spending (EESR, 2017).

The education sector is also important for the R&D activities. Switzerland spent 3.2% of its GDP on R&D in 2012, which amounts to CHF 20 billion. The universities benefited of 26% of this amount. Switzerland is one of the most R&D-oriented countries in the world. At the same time, in France, the spending on R&D amounted to 2.2% of its GDP for a total of €46.5 million. The universities and research institutes received 35% of this amount. For comparison, in 2012, US spent 2.7% of its GDP on R&D activities (according to OECD 2017 figures).

As with every service activity, human resources play a key role in the education industry. We assumed that there were many changes undergoing in the higher education sector and there was a lot more pressure put on the educators. Former studies showed that in hectic times, collaborators might lose their bearings (see Dubosson et al., 2016 for the banking industry). Rapid changes in today's marketplace require improved monitoring of organization factors to prevent the potential risks associated with this turbulence (Sauter and Murphy, 2004).

Employees have to meet new constraints while meeting demanding customer expectations. At these times, organizations have to face higher human-related risks which comprise the uncertainties and potential damage that are caused by people (Fragnière and Junod, 2010).

Moreover, employees tend to pursue in priority their own personal objectives instead of organization's objectives (Ferrary, 2009). Not only do collaborators create problems, but they also may not act correctly to recover from them.

The objective of this paper is to investigate the human risk factors leading to higher levels of unhappy in the peculiar context of the higher marketing education sector in two French- speaking countries, France and Switzerland. The research question that we want to address in this paper is the following: Do marketing educators experience human risk factors measured by indicators such as demotivation and stress? What factors might be associated with higher levels of demotivation and stress?

The authors of this paper conducted an exploratory survey in November and December 2017. The questionnaire was sent by email to 53 marketing educators in France and in the French-speaking area of Switzerland. We received a response from 17 respondents (response rate of 32%). The institutions were randomly chosen based on the availability of a list of faculty members and their email addresses on their website.

Our results showed human-related risks might hinder institutions from reaching their objectives. Marketing teachers in France and Switzerland experience some excessive workloads, pressures and stress. For the time being, they still feel motivated by their core activities, i.e. teaching and research. Managerial reforms have led to overly complex administrative processes and an excessive burden linked to these procedures and to a tendency to measure every single activity with quantitative indicators.

This paper is organized as follows. In Section 1, we present a brief literature review essentially concentrating on the notions of human risks, focused on the academic sector. In Section 2, we explain the methodology based on semi-directed interviews, which was employed to understand the human risks related to marketing education in the higher education sector in France and in the French-speaking area of Switzerland. In Section 3, we present a synthesis of the results. In the last section, we conclude and indicate further research directions.

1. Literature review

In this section, we present the scientific literatures related to our interdisciplinary research question. We begin with the notion of human risks in service organizations and focus educators' stress related researches.

1.1. The notion of human risk in service organizations

Human risks have been defined as the risks to mental, physical and social health arising from conditions of employment, and from organizational and relational factors likely to interact with mental functioning (Inserm, 2017). As such, they are also labeled as psychosocial risks. They correspond to a subset of operational risks, which have been defined by the Basel Committee (Bank for International Settlements, 2001) as "the risk of direct and indirect loss resulting from inadequate or failed internal processes, people and systems or from external events." Even

though operational risks are considered as a risk of human origin, unfortunately no specific category is assigned to human risks.

Service companies arise in an environment that is favorable to the emergence of human risks. Mistakes are part of every service, as they are an "unavoidable feature of all human endeavors" (Boshoff, 1997). In the service context, companies have to handle mistakes and mitigate human risks, meaning that they should be able to prevent problems and recover from them.

As a service organization, higher education institutions are subject to human risks such as absenteeism, faculty turnover, burnout or lack of engagement. Therefore, universities have to manage human risks in order to ensure the best performance and to reach their objectives in terms of teaching quality, student enrolment or publications. According to job demands-resources model (JD-R) (Baker and Demerouti, 2008), performance is determined by the level of employee engagement, which is impacted by the work-related demands (e.g. work pressure, emotional demands) and the resources (e.g. autonomy, social support, supervisory coaching).

1.2. Human-related risks in the academic environment

The feeling of being able to achieve their objectives makes the academics satisfied. A research conducted in Australia found that research-oriented academics with high productivity are more likely to be satisfied with their job (Åkerlind, 2005). Academics dissatisfaction associated with job stress is correlated with high turnover, bad performance and lack of engagement (Shin and Jung, 2014). A research conducted in the engineering field showed that job stress negatively influences university outcomes through poor decision-making and health problems affecting academics such as cancer, obesity, heart attack, or stroke (Goh, Bullen, Zhou, Davey, 2012). According to this research, unhealthy academics are more absent (9 times more sick leave) and are less productive (three times less). While remaining in the academic world, we can legitimately assume that such observations would also be valid in the field of marketing

According to Rudow (1999 as cited in Laugaa et al, 2008), 30% of European teachers suffer from symptoms of burnout which is defined as a state of physical and emotional exhaustion. It occurs only when stressors overwhelm a person's coping resources (Lazarus and Folkman, 1984 cited in Singh, J., 2000). When employees feel that they are unable to bridge a gap with the requirements or expectations placed on them, it may reduce their effectiveness at work and cause health trouble (Toderi et al., 2015). According to Singh et al. (1994), job burnout is a good indicator of the level of dysfunctional job-related stress or occupational stress. Another major issue regarding burnout is that it often affects the best personnel, namely the employees who are usually skillful and take the initiative in the case of service failures (Pines et al., 1981).

The most stressful service jobs involve "a relationship of assistance and care", a material or physical risk or a "moral responsibility" (Cherniss, 1980; Truchot 2004). According to Laugaa et al. (2008), teaching fits to some of these characteristics and can be considered as a very stressful job.

1.3 Work-related demands and resources in the academic environment

The nature of academic work is changing due to managerial reforms going towards more corporate-like leadership style. It implies more paperwork, more teaching hours and more community activities (Anderson 2008 as cited in Shin and Jung, 2014). It intensifies work pressures in order to increase publication volume and/or quality (e.g. top journals objectives) (Juric, Polonsky, Mankelow, 2003).

Internationally, work pressure is increasing and this undermines the difficult balance between work and family life (Shin and Jung, 2014). Academics spend a lot of hours working, ranging from 46 hours to 55 hours per week in average, depending on the country where the research was conducted (Baker and Erdogan, 2000; Heztel, 2000; Polonsky and Mankelow, 2000; O'Laughlin and Bischoff, 2005; Juric, Polonsky, Mankelow, 2003). Consequently, academics feel that they "do not have enough time to do the required tasks to as desired quality" (Juric, Polonsky, Mankelow, 2003).

As work-related demands keep rising, are resources also growing to compensate for this increase? The answer seems to be negative. In Australia, academics are generally dissatisfied because they think that there is a lack of institutional support and reward for research and teaching (Åkerlind, 2005, Juric et al. 2003). This lack of support is associated with increases of stress and workload. Moreover, the increase in workload is accompanied by a sense of loss of control over work and the perception of greater intrusion of parasitic activities. Altogether, Australian academics feel that the working conditions are getting worse and worse (Åkerlind, 2005).

The feeling that conditions are deteriorating is a general feeling at the international level (Shin and Jung, 2014). Some authors labeled this deterioration as the academic proletarianization understood as the deterioration of economic and social conditions. (Bryson, 2004; Locke and Bennion, 2013 as cited in Shin and Jung, 2014). As a consequence of this phenomenon, we can assume that universities have to face a lack of engagement from their faculty members. Disengagement refers to negative cynical attitudes and behaviors towards one's work in general (Bakker et al., 2004). When organizations do not provide rewards or job resources, the consequence is withdrawal from work and reduced commitment as a self- protection mechanism to prevent future frustration from not being rewarded or not reaching goals (Bakker et al., 2004).

As very few studies were conducted in Europe, especially in the marketing education sector, we wanted to investigate human risks associated with marketing educators as perceived by some of them. The methodology used in our study is explained in the next section.

2. Methodology

The main objective of our study is to understand how occupational stress, as a special case of human risk, can become a source of service disruption within the French and Swiss marketing education sector. Therefore, we believe that an inductive approach (Voss et al., 2002) is the most suitable for our research to get an understanding of the perceived consequences of the deep structural changes in the marketing education sector following the managerial reforms and the decrease of public funding.

The research process followed different steps:

- We conducted a literature review to determine the state of the art of research related to human risks in the academic sector.
- Based on this literature review, we generated a priori hypotheses.
- We conducted a survey made with open questions mixed with closed-ended questions.
- The collected data was analysed using content analysis and statistical methods (with SPSS).

Our survey was conducted in November and December 2017. The questionnaire was sent by email to 53 marketing educators in France and in the French-speaking area of Switzerland. We received a response from 17 respondents, 9 from Switzerland and 8 from France (response rate of 32%). The institutions chosen based on the availability of a list of faculty members and their email addresses on their website. The sample comprises professors (13) two lecturers, one adjunct professor and one assistant professor. The vast majority were working full time for their institutions (13) and the remaining were working part-time (20%, 50%, 70% and 90%).

The semi-structured interviews were designed to provide the respondents with enough freedom to address the most important issues to them and to encourage them to share their experiences. The questionnaire was also measuring the perceived levels of stress, of workload, engagement (through motivation) and time available to do the work.

In the next section, we present the synthesis of the main quantitative results obtained from the interview transcripts.

3. Quantitative results

Since the sample size is very small, we mainly opted for descriptive analyses. In addition, we have chosen to do some correlation analyses, knowing that the results must be taken with caution and cannot be generalized.

On average, on a five-point Likert scale, the marketing teachers in the sample describe themselves as motivated (M = 4.0, SD = 1.1). However, they are much more neutral on the following issues: time available do the work (I have sufficient time to carry out the work properly M = 3.1, SD = 0.9), the perceived workload (I have to carry out an excessive amount of work M = 3.4, SD = 0.7) and perceived level of stress (I feel stressed M = 3.1, SD = 1.1).

In terms of workload, two teachers work less than 25 hours per week but they are work part-time (20% and 50%). Eight of them work between 36 and 45 hours per week (which can be considered normal). And finally, 7 teachers work far more than expected (4 between 46 and 55 hours per week, and 3 more than 55 hours per week). Therefore, about half of them work more than they should according to their contract. Half of their time is dedicated to teaching and preparation of classes (in average 51% of their time). The rest of their time is almost equally divided between research and administrative work, in average.

With regard to correlations, any potential association has yet to be confirmed with a larger sample. Indeed, statistical significance depends on the sample size (Capel, 2013). According to

the criteria proposed by Cohen (1988) for judging the significance of the size of the effect, a correlation will be considered as low below .20, average between .20 and .50, and high if the correlation is greater than .50.

The results of the correlation analyses suggest some relationships between the variables measured through the questionnaire. Workplace motivation is positively correlated with the time available to do the work correctly ($r = .67$, $p < .05$, 95% CI .28 to .87). On the other hand, motivation is negatively correlated with the measure of perceived stress ($r = -.67$, $p < .05$, 95% CI .28 to .87). An excessive workload is very strongly and negatively associated with the time available to do the work properly ($r = -.77$, $p < .05$, 95% CI -.91 to -.46). The time available to do one's work is negatively correlated with the measure of perceived stress ($r = .64$, $p < .05$, 95% CI -.86 to -.23). Finally, the activity rate has no statistically significant association with the other variables. Table 1 hereunder summarizes these results. For ease of reading, significant correlations at $p < .05$ are in bold.

Finally, we investigated whether there is any difference between the Swiss and French samples. On average, teachers working in Switzerland are more motivated ($M = 4.2$, $SD = 1.3$) compared to their French colleagues ($M = 3.7$, $SD = 0.9$). A possible explanation could be that the French teachers have more time to perform their work correctly ($M = 3.4$, $SD = 0.7$ against $M = 3.2$, $SD = 1.1$). Finally, French teachers feel more stressed ($M = 3.2$, $SD = 1.2$ vs. $M = 2.9$, $SD = 1.1$) and think that they have an excessive workload ($M = 3.5$, $SD = 0.5$ vs. $M = 3.3$, $SD = 0.9$) compared to Swiss teachers. However, by testing the averages, differences are not statistically significant.

4. Qualitative analysis

In this section, we conducted a content analysis in order to discover possible explanations of the stated motivation, and of an excessive workload and/or stress.

Teachers are motivated by student-related activities. They enjoy passing on knowledge or a vision of marketing, and supervising them in their final year work. In addition, they appreciate updating the course material, for example, creating new content in connection with digital. Teachers are also motivated, but to a lesser extent, by their research activities and relations with their colleagues. Apart from student-related activities, Swiss teachers are much more dispersed in their motivational factors, which include such diverse elements as academic freedom, business mandates, building infrastructure or the organization of events.

The main disincentives for teachers are administrative constraints (for nine of them). They regret the cumbersome processes, malfunctions, ambiguity and time pressure that accompany them. Not only do they have to deal with more administrative tasks, but also the administrative staff do not provide the support they need, or even add a layer of complexity. Computer tools are also an element of unnecessary complexity.

"I am demotivated by too many administrative burdens, with more and more documents to provide, more and more items to look for here and there, with unreasonable deadlines." – Senior Lecturer, France

Swiss teachers agree on the administrative complexity factor. French teachers report many different demotivating factors in addition to the administrative constraints they also agree on. They mention, for example, the lack of management support, exam markings, unjustified and unfair promotions or lack of recognition.

Teachers complain about the deteriorating working environment and conditions. They must work in a toxic environment where there are cases of denunciation, unrealistic or ambiguous objectives, tolerated incompetence, communication problems or poorly defined rules. A professor in Switzerland reported that he was aware of burnout cases in his institution. The deterioration in the work atmosphere is also the result of pressure on teachers. Managers justify this pressure with budget cuts, quantitative indicators of research outcomes or the need to maintain close relations with industry and therefore with practice.

"They require professors to produce research. If there is no outcome (it does not depend on us but on the response times of the journals), the sanction: 30 extra hours of teaching. This means that teaching assignment is a punishment. The one who teaches a lot is marginalized and considered as unprofitable, bringing little value to the school, even if his or her pedagogical performance is excellent. A pure nonsense."- Professor, Head of research institute, France

Overall, marketing teachers believe that working conditions have deteriorated over the past 10 years. This deterioration is due to three main factors: administrative aspects (as already mentioned), pressure in terms of quantitative results and technology. French teachers are more negative about the evolution of their working conditions as every activity becomes a question of profitability and objectives to be achieved. According to respondents, there is an imperative for profitable courses, ambitious financial targets, customer satisfaction rates with less time allocation for tasks to be performed. Finally, technology is a factor of deterioration for many teachers. The use of technology has changed the behavior of students with a difficulty in paying attention to an issue over time and the behavior of colleagues who prefer to work at home which makes it difficult to have good relationships with them. Only two teachers underline the contribution of technology.

"Marketing is itself in full swing, e-marketing is omnipresent and this has led to a significant change in the course content. Marketing teachers are forced to master all the new techniques. It's motivating." – Professor, Head of school communication, Switzerland

5. Conclusion

An exploratory study conducted in French-speaking Switzerland and France revealed worrying elements for higher education institutions. Marketing teachers, even if they say they are motivated, express much more mixed opinions in terms of stress or workload.

These mixed opinions are consistent with the findings of the literature review and opinion expressed in the open-ended questions of the questionnaire. Teachers are demotivated to spend too much time and effort in administrative activities. On the other hand, their core business, namely student activities and research, are their real motivators. They are also demotivated because working conditions continue to deteriorate because of the pressures brought about by the

introduction of management methods closer to those prevailing in the traditional business environment. To succeed in their transformation, schools need to be aware that the notions of motivation, time available and stress seem to be significantly correlated. They must also take into account that if they do not adequately manage human risks, the objectives may never be achieved.

It is obvious, however, that these correlations should be confirmed with a larger sample. Further research should be carried out in the context of higher-level marketing education in Europe, but also in other fields with the same characteristics. For instance, the study might include other fields that require updating of content in response to a constantly changing environment, such as strategy or technology management.

References Available Upon Request

Using More Than One Grader To Evaluate Student Class Participation: Controlled Experiments (Full Paper)

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Abstract

The business classroom has changed dramatically from a passive to an active learning space and as such it is now common practice for instructors to include class participation as a significant portion of a student's overall grade. While the responsibility for assigning participation grades first resided with the course instructor, a number of other methods have been introduced for assessing participation (e.g. peer-evaluation, self-evaluation, etc.). As class sizes increase and students demand more feedback on their performance, some of the top business school such as Harvard, have opted to use second graders – usually a PhD student, new instructor, or teaching assistant, to help determine participation grades. This practice has the potential to increase fairness in grading processes and also provide students with the opportunity to receive timely feedback. Thus, the objective of this study was to explore these benefits by employing a second grader in two MBA courses and making comparisons between the participation grades awarded by the professors of each class and the second grader. The results indicate that there was a high correlation between the participation grades of each of the two professors and the second grader as well as between the two professors, and the second grader in each course. Additionally, the study found that students had a positive response to having the second grader in the classroom. While there are a number of factors to consider before employing a second grader in a classroom (e.g. class size, cost, experience of instructor), this study shows some benefits of utilizing a second grader and its findings are relevant for the teaching of courses in a variety of disciplines where class participation marks constitute a substantial proportion of the course grade.

Introduction

Student class participation, namely the extent to which a student participates in class discussion and analysis, is a common component of Master's of Business Administration (MBA) courses at business schools and particularly in less quantitative courses such as marketing (e.g. Avery, 2014). In most MBA programs, class participation accounts for a significant proportion of the final grade for the majority of courses (e.g. up to 50% of a student's final grade at schools such as Harvard). It has been common practice for the course instructor to be responsible for determining each student's participation grade, usually in a process of recording a grade for each individual class and averaging or adding them up to make a final grade. However, in recent years some schools have introduced the concept of a second grader to help with this process.

Second graders are usually PhD students and/or teaching assistants, who are responsible for attending each class and recording participation grades to be later compared with the instructors own evaluation of each student's participation grade in order to determine a fair grade for each student. The demand for second graders has been the result of both an increase in the number of students in the business classroom as well as an increase in requests from students for feedback on their performance. This is not surprising considering the importance that employers place on

strong communication and problem-solving abilities, skills that have the potential to develop through class participation (Ward and James, 2015).

This paper presents the results of a study exploring the impact of a second grader in two MBA courses that had previously not used a second grader. The fundamental objectives of the study were: 1) to verify the reliability and external validity of the professors in marketing and Management Information Systems (MIS) courses on an MBA program by having a second grader independently grade and record student participation in each class; 2) to make four comparisons between the grades independently assigned by: the marketing professor versus the second grader; the MIS professor versus the second grader; the marketing professor versus the MIS professor; and the second grader versus the second grader; and 3) to determine student attitudes towards having a second grader record class participation marks in the classroom.

The paper is structured as follows: first, the literature on class participation and evaluation methods is briefly reviewed. Then the study using the second grader is described. Next, the results are discussed and the paper concludes by acknowledging limitations, future avenues for research, and managerial implications for business schools interested in utilizing a second grader to aid in determining participation marks in the classroom.

Class Participation and Evaluation: A Brief Review of the Literature
Student participation in class is an important way for students to develop a number of skills deemed important in MBA graduates who will go on to become executives in organizations (Ward and James, 2015). For example, the National Association of Colleges and Employers ran a survey in late 2014 where it asked hiring managers what skills they plan to prioritize when they recruit business students at colleges and graduate schools. Most of the respondents were large companies like Chevron, IBM and Seagate Technology. Rather than the ability to remember facts, the top three skills these employers were seeking were: 1) the ability to work in a team environment (tie with #2), 2) the ability to make decisions and solve problems (tie with #1), and 3) the ability to communicate verbally with people inside and outside an organization (NACE, 2015).

Class participation, it can be argued, contributes significantly to skills 2 and 3 above. It requires students to think on their feet, and to make decisions on the fly, as well as giving them practice in communicating verbally with their peers. Class participation allows students to practice developing an opinion, or a point of view, and then to articulate this point of view. Stated differently, it gives them practice communicating intellectual ideas, before a group of peers and a critical but constructive teacher, all in a low risk environment. The penalties for saying the wrong things in a formal organizational environment can often be severe; in the typical MBA class the consequences of articulating a point of view that is ill-considered are at most a tiny bit of peer ridicule. Furthermore, an emphasis on active class participation cultivates more critical thinking and creativity as diverse opinions and backgrounds are often present. Quite simply, it is an excellent way of preparing students for the real problems they will face in today's complex and global world. While it does require a mind shift from instructors who need to give greater attention to how they teach than what they teach (Chandler and Teckchandani, 2015), it is clear that the payoffs warrant the efforts.

Traditionally, grading for class participation has been completed by the course instructor. While alternatives and supplements to this method have been explored in the management education literatures, including peer grading (Avery, 2014); student-generated strategies (Dallimore, Hertenstein and Platt, 2004); and a host of other alternatives (Gopinath, 1999; Whalen and Coker, 2016), in most classrooms instructors have resisted the temptation to engage students in any form of self- or peer grading for class participation because it detracts from their learning focus on the course itself and their own participation in it. Similarly, while it is the practice of many MBA instructors to cold call (Dallimore, Hertenstein and Platt, 2006) on students (i.e. require them to participate even when they do not indicate a willingness to do so), many business schools do not follow this practice.

Skilled instructors become very effective at allocating class participation marks, with practice, and there are surprisingly few student complaints about the marks or the fairness with which they are awarded. However, in recent years some of the leading case-instruction business schools have resorted to the use of a second grader in the MBA classroom. This has been driven both by a desire to drive out as much subjectivity as possible as it has been by the increase in class sizes. For example, at Harvard Business School, the MBA class size has risen to 95 students, and this alone makes the instructors task of going back to the "mugshot" list at the end of each class a lot more difficult than it once was. Harvard now avails each instructor of a second grader for class participation, and each class is also filmed. The second grader grades while class is taking place, and the instructor grades independently at the end of the class. Then these two grades for each student can be compared and reconciled. Second graders are usually doctoral students, and on rare occasions a new member of faculty who is "learning the ropes."

Study and Methodology

The purpose of this study was to examine the impact of having a second grader present in two classes at a graduate business school that does not presently use this practice. The two classes were: 1) Marketing Management and 2) Managing Information Systems (MIS), which were taught by two different professors and attended by the same 49 full-time MBA students. These courses were taught in tandem, and have a common final project counting toward the final grade and a case study and oral exam (with questions covering both disciplines). Class participation accounts for 25% of the marketing final grade and 20% in MIS. However, for the purpose of comparison across the courses, the analysis reported in the results section was scaled up to 25% for each course.

The same PhD student was employed to be the second grader for each of the two classes. Students in each class were made aware of the presence and purpose of the second grader, and were also informed, and reminded on numerous occasions in both courses that the second grader was available to discuss their class participation with them on an individual basis if they wished to. The second grader recorded class participation by means of marks and comments during each class, so that by the end of each course a final class participation mark could be computed for each. The professors each compiled their class participation marks separately and independently. At the end of both courses, all the marks were combined into a single spreadsheet and this allowed four comparisons of the class participation grades to be made: 1) the marketing professor versus the second grader; 2) the MIS professor versus the second grader; 3) the marketing professor versus the MIS professor; and 4) the second grader versus the second grader

for each course. For each of the four comparisons, correlation statistics were performed and scatterplots were generated using JMP statistical software.

Additionally, this study aimed to determine the impact that the second grader had on student learning. To facilitate this, the second grader was made available to students for three hours following each class, in each course. Students were informed that this was an opportunity for them to discuss their performance with regard to class participation, and to receive feedback on how they may improve their class participation. Students that sought feedback from the second grader were required to complete an open-ended questionnaire in which, in around fifty words, they are asked to comment on the usefulness of the feedback, the extent to which it enhanced their learning, and how they felt about having a second grader in the classroom.

Results
Comparisons Between Graders
The main purpose of this study was to determine the extent of agreement between the two professors and the second grader for each course, the extent of agreement between the two professors, and agreement between the second grader's marks allocated for each course. The results of these analyses are summarized in table 1. It should be emphasized at this point, that the professor's mark was the one that was awarded, not the second grader's, or a combination of the two grades; and students were made aware of this at the start of each course.

From table 1 it would appear that the second grader marks "slightly harder" than the professor in both courses, and that the MIS instructor marks "slightly harder" than the marketing professor. Of greater importance to this study, however, was whether there was strong agreement between the professor and the second grader on both courses, and to a lesser extent, whether there was a reasonable level of agreement between the professors on the two courses, and between the second grader's scores for each course. In order to explore these questions a series of simple correlation analyses were run.

Table 2 reports the results of a correlation analysis between the class participation grades awarded by the professor and the second grader for the marketing course. As can be seen, the correlation is a very high 0.93, significant at $p<0.0001$. The scatterplot matrix in the figure also shows a very similar distribution pattern for the marks awarded by the two graders. Table 3 reports the results of a correlation analysis between the class participation grades awarded by the professor and the second grader for the MIS course. As can be seen, the correlation is a very high 0.86, significant at $p<0.0001$. The scatterplot matrix in the figure also shows a very similar distribution pattern for the marks awarded by the two graders.

Table 4 reports the results of a correlation analysis between the class participation grades awarded by the two professors for each of the two courses. As can be seen, the correlation is a high 0.67, significant at $p<0.0001$. However, this correlation is not as high as those between each of the professors and the second grader in the results presented above. The scatterplot matrix in the figure also shows a similar distribution pattern for the marks awarded by the two graders, but the points are more spread out than in the scatterplots presented in tables 2 and 3. Table 5 reports the results of a correlation analysis between the class participation grades awarded by the second grader for each of the courses. As can be seen, the correlation is a high 0.65, significant at

p<0.0001. However, this correlation is not as high as those between the professors and the second grader as presented in tables 2 and 3, and more in line with the correlation between the instructors shown in table 4. The scatterplot matrix in the figure also shows a similar distribution pattern for the marks awarded by the two graders, but the points are slightly more spread out. In summary, the statistical analyses presented lend support for the fact that the grades awarded by the professors in the courses are fair and consistent when judged against those awarded by an independent second grader. Students would have good assurance that the class participation marks that they are awarded are reasonable and reliable, and in line with the criteria made clear to them in the course outlines and in the first class. As would be expected, the correlations between class participation marks awarded by the professors, while still positive and significant, are lower. This would indicate that a student awarded a high class participation mark in one course might not necessarily get a high mark in the other. This is realistic, and can be explained by a number of factors, including interest in the course, prior knowledge and experience of the course material, and a desire to specialize in a particular field after graduation. The same can be said for the lower class participation marks awarded by the second grader.

Students' Opinions on the Second Grader
Although students were made aware, and reminded, that the second grader was available to them for an extended period of time after each class to give them feedback on their class participation and to answer their questions, surprisingly few students took advantage of the opportunity. Only four students in the marketing course, and only two students in the MIS course sought feedback, and it was also surprising to note that these were all above-average students who received a high participation mark at the end of the courses. The second grader requested written feedback from all of these students (all of which was very brief), and these, along with their final class participation mark are reported in table 6.

Table 7 describes the findings regarding students' opinions or feelings about having a second grader in the room. The majority of the students were very positive about having a second grader present, even though most of them never availed themselves of the opportunity to meet with, and seek feedback from, the second grader. About a third of the students were indifferent to the presence of a second grader, and thought that it didn't impact on them positively or negatively. And finally, a small number of students had either forgotten that there was a second grader in class, or hadn't even been aware in the first place.

Discussion

The findings of this project shed some light on the question of whether there should be a second grader with the expressed purpose of grading class participation. On the positive side, the study confirms the external validity of the class participation by the two professors responsible for teaching two MBA courses – Marketing and MIS. The very high correlations between the professor's class participation grades and those awarded independently by the second grader give an indication of the objectivity and fairness of the professors. The lower, albeit significant correlations between the two professors and the two sets of grades of the second grader indicate that there are inter-course differences that cause students to score well in one course while not always achieving the same levels in another. This confirms something that most good teachers know: not all students are good at everything, and a range of different courses such as those in an

MBA programs does allow students to shine in some areas and in so doing make up for where they under-perform in others.

On the negative side, the extent of student engagement with the second grader, even when this availability had been communicated extensively on a number of occasions, was disappointing. Not only did this preclude a deeper analysis of the value of a second grader's feedback and student opinions thereof, the fact that the better students were the ones that sought feedback means that those who needed it most didn't choose to obtain it. On the one hand, the findings suggest that it might be desirable to formally require underperforming students to seek feedback. On the other, MBA students are usually mature adults who should know when to avail themselves of resources and look after their own learning.

As mentioned above, MBA programs such as those at Harvard Business School (HBS) now use second graders to mark class participation in all courses. However, it should be noted that not only are these schools incredibly well-resourced, the class sizes are far larger than the classes examined in this study (i.e. HBS MBA class size is now >90), all courses are case-based which necessitates student discussion and participation, and the class participation mark always represents a substantial proposition of the final grade (>30%).

So, should all business schools seek to incorporate a second grader to assess and independently grade student class participation? Some considerations are obvious; others, we have learned from this project. The first obvious consideration is class size – having a second grader present in a very small class (e.g. fewer than 12 students) is probably not that effective or efficient use of business school resources. However, where class size exceeds 30, and the instructor needs to give special attention to individual participators and remember names, a second grader can be very valuable.

Another obvious consideration is whether a course has a high proportion of the grade allocated to class participation. If this is relatively low (i.e. below 15%), it is probably not worth having a second grader in the class. In these circumstances, often students are awarded marks simply for "showing up." However, where the class participation mark represents a substantial proportion of the final grade (i.e. above 20%), and where participation is judged not only on the frequency but also on the quality of contributions, then a second grader's presence is ideal. Finally, it is important to consider whether the financial and human resources are available to a course. Obviously, funds need to be available to pay a second grader, and even if the grader is only paid for class time, it can still be quite expensive. Additionally, the second grader needs to be skilled not only in the subject matter, but also in being able to evaluate class participation and discussion. It is not always easy to find such an individual.

Some of the less obvious lessons that have certainly been learned from this this study are: First, having a second grader present in a class in which a large proportion of the final grade is accounted for by a class participation mark, provides a very accurate assessment of external validity of the instructor's grading. Second, the majority of students appreciate the presence of a second grader for class participation as an indication of the rigor of the grading process, as well as a signal of fairness. The majority of students, however, do not view feedback from a second grader as particularly useful or as a resource that can be called on. Third, it would seem that the need for a second grader may depend on the experience and skills of the instructor in assessing

class participation. Where the instructor is skilled and experienced in this, the presence of a second grader is probably convenient, but not entirely necessary, particularly if resources are constrained. It might be feasible to simply correlate inter-instructor class participation grades on simultaneously taught courses as a check on fairness. However, where instructors are new to learning devices such as case teaching, or are allocating substantial class participation grades for the first time, the presence of a second grader will serve multiple purposes. It will provide a check for the instructor on the marks they allocate. Next, it will assure the students of fairness, and finally, the second grader can provide a sounding board to the new instructor that will assist in their grading of class participation. While the conclusions reached above are particularly relevant to the assignment of participation marks in an MBA classroom, we believe that they hold equally for the teaching of courses at all levels in all disciplines where class participation marks constitute a substantial proportion of the final grade. However, further research is warranted to assess the impact of using a second grader in other classrooms and a larger study may provide additional support to the findings presented here.

Conclusion

The findings of this study shed light on the impact of a having second grader in the classroom – both in terms of the fairness in allocating participation grades by instructors and the usefulness of a second grader from a student perspective. The results confirm the external validity of the grading of two instructors in two courses, and this provides an indication of the fairness of the grading. Although some students were indifferent to the presence of a second grader, and others even oblivious to it, no students were negatively disposed to the second grader's presence. Indeed, the majority of the students were positively disposed to the presence of a second grader as an indication of the seriousness with which class participation is regarded and as a reassurance of fairness. While a number of considerations are identified in determining the appropriateness of using a second grader (e.g. class size, resources, experience of instructor, etc.), this study demonstrates some benefits of using a second grader to evaluate participation grades in a medium-sized classroom.

Tables and Figures:

Table 1: Summary Statistics

Grader	Mean Class Participation Mark (/25)	Standard Deviation	Maximum	Minimum
Marketing Professor	20.85	2.13	24.5	16.5
Second Grader	20.38	2.36	24.5	16
MIS Professor	19.75	1.60	23.125	17.5
Second Grader	19.32	1.68	24	16

Table 2: Correlation Analysis – Marketing Class Graders
Correlations

	Marketing Professor	Second Grader
Marketing Professor	1.00	0.93
Second Grader	0.93	1.00

Correlation Probability

	Marketing Professor	Second Grader
Marketing Professor	<.0001	<.0001
Second Grader	<.0001	<.0001

Scatterplot Matrix

Table 3: Correlation Analysis – Managing Information Systems (MIS) Class Graders
Correlations

	MIS Professor	Second Grader
MIS Professor	1.00	0.86
Second Grader	0.86	1.00

Correlation Probability

	MIS Professor	Second Grader
MIS Professor	<.0001	<.0001
Second Grader	<.0001	<.0001

Scatterplot Matrix

Table 4: Correlation Analysis – Marketing and MIS Professors

	Marketing Professor	MIS Professor
Marketing Professor	1.00	0.67
MIS Professor	0.67	1.00

Correlation Probability

	Marketing Professor	MIS Professor
Marketing Professor	<.0001	<.0001
MIS Professor	<.0001	<.0001

Scatterplot Matrix

Table 5: Correlation Analysis – Second Grader Marks for Marketing and MIS Classes

Correlations

	Second Grader (Marketing)	Second Grader (MIS)
Second Grader (Marketing)	1.00	0.65
Second Grader (MIS)	0.65	1.00

Correlation Probability

	Second Grader (Marketing)	Second Grader (MIS)
Second Grader (Marketing)	<0.0001	<0.0001
Second Grader (MIS)	<0.0001	<0.0001

Scatterplot Matrix

Table 6: Student Opinion on the Usefulness of Second Grader Feedback

Student Number	Course	Request	Written Feedback	Final Class Participation Mark/25

1	Marketing	"How am I doing?"	"Nice to confirm that I am doing OK. I was pretty sure I was, but good to have that confirmed."	22
2	Marketing	"Am I participating enough in class"	"I thought I was, and its good to know that I am. I am enjoying this. And its nice to know we can get feedback if we want it. This is also very fair"	22
3	Marketing	"How am I doing, and is there anything I can improve on?"	"Good to know I am doing well. I'd be interested to know how well my final marks correlate between yours and the professor's. But I do appreciate you being in the class and listening carefully and watching us. I think we all do. I'm also interested in doing a PhD in marketing, so I'd like to talk to you about that some time as well."	24.5
4	Marketing	"How am I doing?"	"Thanks for the positive feedback. Sometimes I don't want to seem like I'm hogging the airtime. But I figure if I have my hand up and the prof asks me its other people's problems if they aren't taking the opportunity."	21.5
5	MIS	"Am I doing enough to get a good mark?"	"Thank you, its good to know you think I am doing OK. I'll keep at it. And by the way, its really nice to have you in the class."	21
6	MIS	"How am I doing?"	"Thanks for the feedback. Good to know I am on track."	21.5

Table 7: Second Grader Presence – Opinions and Feelings

Category of Response	Number of students	Typical comment

Very positive	27 (55.1%)	"It was nice having a second opinion if we needed it" "I enjoyed speaking with Emily, and she confirmed I was on the right track." "Its reassuring to know the program cared about this" "I didn't seek advice, but its good to know I could have" "I liked Emily sitting in the back, it was like she was watching over us!" "It's a very good idea, I'd like it if all classes would do this, especially when there are nearly 50 students in the class." "This is a good indication of how seriously you guys take fairness"
Indifferent	16 (32.7%)	"It made no difference to me" "I didn't really mind, one way or the other" "I always try to participate, so I don't really need advice on this" "I think my participation is pretty good, I don't think feedback would have made it better" "I didn't care really. I enjoyed the classes so I participated in any case"
Unaware	6 (12.2%)	"I had forgotten that Emily was there!" "Only now I remembered that there was a second grader." "Gee, it completely slipped my mind. Sorry. Never even thought about it"

References Available Upon Request

The Effect of Student Perceived Benefits and Obstacles
on Determining Geographic Region for Study Abroad (ABSTRACT ONLY)

By
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Denny McCorkle, Professor of Marketing
University of Northern Colorado
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Abstract

There exists significant literature on the benefits of studying abroad, as well as the motivations of students for choosing to study abroad. With this paper, we take the next step and examine business student geographic interest and motivations for study abroad in culturally similar/dissimilar countries. The results indicate that students who perceive high professional benefits tend to choose higher psychic distance countries, whereas those perceiving higher personal benefits tend to choose medium psychic distance countries. Not surprisingly, students with concerns related to finishing their degree in a timely manner (higher professional obstacles), tend to avoid high psychic distance countries. Students expressing high personal obstacles tend to prefer low psychic distance countries. The research results tie class standing, gender, and school funding source to the perceived benefits and obstacles, thus allowing more efficient segmentation for the marketing of study abroad programs and developing tailored programs to appeal to specific groups of students.

Graceful Failure: Learning through Game-Based Learning (ABSTRACT ONLY)

By

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Abstract

As the second part of a yearlong project in gamification, we implemented two Game-Based Learning (hereafter GBL) activities in two different levels. The reason for this experimentation was multifold: increasing access as part of the university's mission; normalizing risk taking and failure in a controlled and safe environment, especially for timid students; as well as bringing a collaborative approach to a competitive environment in some instances. In this paper, we will review two different implementations of game-based learning, "Kahoot!" in undergraduate level and "Evolution of Trust" in graduate level, that promote exploration and risk taking through graceful failure instead of public failure. We then share a summary of student and faculty reflections for each and conclude with future plans for the project.

Using the Sustainability Framework to Reframe Marketing Curricula and Pedagogy
(ABSTRACT ONLY)

By

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Abstract

To address the broader concerns for sustainability, we propose a definition of sustainability that enables the holistic integration of the concept to re-frame marketing curricula and pedagogy. We offer examples of in-class assignments and pedagogical approaches that can foster the integration efforts and perhaps a new marketing mindset.

Visual Retail Store Atmospheric Audits and Students (ABSTRACT ONLY)

By
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Abstract

Many retailers have failed to continually invest in the store experience or retail atmospherics, even though research has shown that remodeled stores yield significantly higher returns. There is limited research on how to teach future retailers about assessing and evaluating retail atmospherics from the retail management perspective via retail audits. This study explores whether students can conduct a physical retail store assessment to understand the factors and rationale utilized by retailers when retail environments are designed. T-tests were utilized to contrast the means of the pre and post-test comparison to evaluate if students gained skills in conducting the retail visual assessment audit exercise. Findings indicate that while the overall students perceived to learn skills after the retail audit visual assessment exercise, the undergraduate students rated themselves less capable to visually assess a retail store than the graduate student in either pre or post-tests. In addition, the students that have never done a retail audit visual assessment showed the largest skills increase compared to those that had done visual retail audits before.

Testing the Analogical Transfer
Of Consumer Behavior-Based Retrieval
Cues on Advertising: A Study of Student Learning Enhancement (FULL PAPER)

By

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&
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Abstract

This work addresses analogical transfer through the use of retrieval cues. The idea is to create a bridge so students can relate an exemplar to another exemplar thus facilitating knowledge transfer. The study reveals the inability of students to transfer knowledge to a structurally similar problem in the absence of retrieval cues or bridges. These cues make salient the common relational structure, which allow for the transfer.

The usage of analogical transfer serves to reinforce concepts and can be used to deepen learning in lecture contexts thus slowing memory decay. The latter is a vexing problem in that acquired knowledge may become obsolete in a relatively short time span.

The study assesses these issues by asking students to relate the advertising implications of the consumer decision process to the message and media tools found in the communication process, or from one exemplar to another. The results of this assessment were dismal, yet when students were presented with the following retrieval cues: consumer search versus no search, a formative bridge was created. The use of these cues in a graduate setting were superior to those found among undergraduates. Reasons for the results are ventured and the general efficacy of analogical transfer was confirmed. Such transfers are thus viewed as deepening learning in contexts not as capable of experiential learning via their potential for reinforcement.

**The Social Media Audit: Active Learning with Real-World Applications
(ABSTRACT ONLY)**

By
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Abstract

With a growing global influence and seemingly unlimited potential; it is no surprise that social media has captured the attention of businesses small and large as they seek to harness its potential for increasing brand awareness, engaging with customers, and growing company profits. Although the accompanying demand for social media expertise has increased drastically; business schools, marketing departments, and marketing scholars have been slow to create textbooks, curriculum, and pedagogy to prepare marketing students for careers in social media. While scholarly research on its application and efficacy is sparse; social media audits are effective tools for developing, monitoring, and optimizing the social media marketing strategy for a company. In this paper, the authors explore and provide examples of social media audits as active learning exercises in social media marketing courses. A discussion and insights are provided on the value such exercises can provide for marketing students, educators, and employers.

The Importance of Social Selling Proficiency & the Development of a Social Selling Class (ABSTRACT ONLY)

By
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Metropolitan State University of Denver

Abstract

Social selling is a strategy that every sales professional must understand in order to increase effectiveness and remain competitive in today's market. According to research by Forrester, businesses see social media as the place where customers are, and therefore the dominant sales channel of the future. Today's most widely-used social media platforms have been in existence for only a decade, and as result, many university sales and marketing programs have not developed courses in social selling. To address this issue, this paper identifies how social media impacts the traditional sales process, discusses the importance of social selling proficiency, and outlines a class designed to incorporate these skills into university sales education.

Applied Innovation Management: An Interdisciplinary Marketing and Engineering Product Design Curriculum (ABSTRACT ONLY)

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Abstract

This paper presents the framing of an engineering and marketing/business interdisciplinary "fifth-year" graduate program which would enable engineering students to move "off the bench" and into innovation/product development process professionals. This is a step-up without being a typical "engineering management" program. The assessment process of this program concept is discussed.

Japanese Students as Consumers: Does Country of Origin Affect their Purchase Intention?
(ABSTRACT ONLY)
By

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Abstract

The impact of the country of origin (COO) on consumers in overseas markets is becoming increasingly important due to globalization. This study defines COO as the country where the main office is located. Although the effect of COO on consumer purchase intention is crucial, there are few studies on the indirect effect of COO on purchase intention. This study explains the direct and/or indirect effect of COO on consumer purchase intention of Japanese students for fast fashion. The results show that COO has strong indirect effect on Japanese students as consumers; however, its direct effect remains unclear. Further, the results show important mediators that affect COO indirectly.

Industry expectations of work-ready marketing graduates in Finland - a study of job posting of entry-level marketing jobs (ABSTRACT ONLY)
By

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Abstract

Even though earlier studies have investigated industry expectations on marketing graduates, most of them focus on English speaking countries. This study takes a Nordic perspective and aims to study what are the qualifications that marketing graduates should master when graduating and entering their marketing careers. The data consists of 65 entry-level marketing job postings, from which the majority were marketing communication, especially digital marketing related jobs, followed by sales jobs. Our results show that the employers place growing importance on digital marketing skills emphasizing also content creation. Also communication skills and a active, can-do attitude and previous work experience were highly valued. However, a specific marketing degree was seldom required. The research provides up-to-date understanding of the requirements for student employability for marketing educators. Keywords: marketing graduates, industry expectations, work-readiness

A Comparison of Technology-Based Pedagogies: Smartphone Photography vs. Publisher Developed Online Assignments (ABSTRACT ONLY)

By
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Abstract

The use of technology in the classroom has risen dramatically in recent years as more students have adopted tablets, smartphones, and other devices. Several studies in the marketing education literature have explored the effectiveness of these technologies as teaching aids. However, there is limited research that compares various technology-based pedagogies. We aim to address this gap in the literature by comparing two technology-facilitated activities – one that uses smartphone photography and one that uses publisher-developed online assignments to teach Segmenting, Targeting, and Positioning (STP) in a Principles of Marketing course. Furthermore, we distinguish between actual and perceived learning outcomes. We find that the smartphone photography activity results in significantly higher levels of actual learning, perceived learning, and perceived engagement.

**Former and Current 'Forgotten' Physical Environment and
Disaster Management Concepts
(Support for These in Environmental Scans, Strategic Marketing Plans,
and Marketing Texts)**
By
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ABSTRACT

This paper identifies and stresses the need to close the gap between scans of the environmental forces as suggested by historical and current edition principles of marketing text authors and the environment scans as needed by today's marketing strategists. The number and type of scans traditionally and currently suggested by principles of marketing text include the typically-identified five environmental forces (social, economic, technological, competitive, and legal and regulatory). However, historically and currently, content analyses of widely-adopted principles of marketing texts bears out the fact these texts' authors have 'forgotten' to include physical environment forces (those natural, man-made, and hybrid) as necessary in environmental factor scans. Additionally, content coverage related to preparing strategic marketing plans for handling the considerations of marketing during pending and/or occurring physical disaster happenings; and, as related to marketing during post-disaster recovery likewise have not been and are currently not being addressed in these texts. This author advocates that these heretofore 'forgotten' concepts need to be included in environmental scans, strategic marketing plans, and in principles of marketing texts.

POSITION PAPERS

Enhancing an MBA Practicum through Experiential Learning: Developing a Case Study for a Children's Museum
Thomas Tanner, Bloomsburg University[SEP]

Abstract

Far too often, students are assigned cases studies to read, interpret, and analyze for discussion. This paper emphasizes the importance of enhancing student's learning through the creation of a case study rather than the assigning of a case study. The focus centered on graduate students utilizing their MBA practicums to design, develop, and produce a case study for a local children's museum in the community.

Museums are a critical component to small town tourism and the creation of local jobs. From a consumer perspective, individual leisure time, discretionary income, and other recreational options tend to be vital aspects to the consumer decision-making process. Museums should build marketing communication strategies inspired by the successful activities adopted by other entertainment industries and learning institutions competing for the same people's attention and interest. The aim of all visitor-oriented approaches is to produce an immersive visitor experience by finding what consumer qualities influence their decisions to visit museums. For promoting museums as attractive destinations, keying in on specific consumer behaviors can greatly impact the success and/or failure of the museum.

Using Low Stakes Quizzes To Advance Remembering And Learning
By
Kathleen Rathje Zumpfe
Doane University

Memory is the foundation of learning. From the moment we are born, we learn that if we cry we receive attention. As we get older, we remember how to dress ourselves and tie our shoes. When we begin kindergarten memorization is required to sit in an assigned seat and to learn the alphabet.

We can all relate to these examples, yet some still argue that memorizing is not essential to learning. In reality, memorization is critical to learning, but only when learners can retrieve and recall stored information. In Bloom's Taxonomy, knowledge, based on memorization is the important first step toward developing critical thinking. Without memorization, higher-level thinking and creative problem solving cannot occur.
Research by Brown, Roediger and McDaniel (2014) find that creative problem solving is enhanced when based on a strong foundation of knowledge. When faced with a complex problem, people of all professions must recall basic information to creatively solve new problems. Marketers must remember basic terminology of the practice such as needs and wants, competitive advantage, target marketing and much more if they are able to bring new solutions to existing problems in the industry.

Brown, Roediger & McDaniel (2014) have written that for learning to take place, retrieval must be repeated frequently in spaced out sessions, requiring cognitive effort for recall to occur. Their research shows that repeated recall strengthens and multiplies neural routes, enabling retrieval of knowledge. Repeated retrieval results in knowledge and skills firmly lodged within the brain. When stored information needs retrieved, retrieval becomes reflexive. Bain (2004) writes that learning creates intellectual and personal changes that occur when people develop new understandings and reasoning abilities. These changes can only occur if a foundation of knowledge has been built and recall has become reflexive.

Developing a foundation of knowledge through memory is only the first step in higher-level thinking and creative problem solving. Using Bloom's Taxonomy, learners must also be able to understand, analyze, apply and evaluate information.

The purpose of this position paper is to explore the benefits, drawbacks and workload complications associated with the use of frequent low-stakes quizzes in a marketing classroom to aid in both remembering and understanding information. Low-stakes quizzes are used to enhance long-term retention, retrieval and recall but have little impact on a student's grade in a course. Evidence shows students learn more effectively when given frequent opportunities to recall information. Most research on low-stakes quizzes focuses on remembering. The hypothesis is that low-stakes quizzes can also aid in understanding information.
References available upon request.

Keep it Moving, Going Mobile: Creating Curriculum for Mobile Marketing Course
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MEA Conference 2018 Position paper

General Marketing Education Issues: Innovative teaching methods and curriculum development

Abstract
Students are evolving quickly, wanting to adopt new technologies and gain new digital experiences using mobile and social media faster than marketing academics can respond. This paper discusses my experience in creating curriculum for a mobile marketing course. The learning objectives are provided to assist faculty in developing curriculum, and the course assignments are outlined to demonstrate how students can utilize hands-on learning techniques and engage in high-impact practices. The field of mobile marketing is rapidly developing every year, so it is important to create an effective learning environment in which students can apply traditional marketing principles with the advancing technical requirements of the marketing industry.

Introduction
"If your plans don't include mobile, your plans are not finished." –Wendy Clark, Coca-Cola Mobile Marketing is the process of connecting, engaging and influencing individuals through and with mobile devices. It's the untethered, mobile enhanced experiences that existing and prospective customers can have with a brand across all traditional and digital media, devices and networks. According to Nielsen, 90% of all media consumption is digital and 20% of this is mobile and the majority of Internet and social media traffic is occurring over mobile devices. In 2016 mcommerce (mobile commerce) accounts for 38% of ecommerce and $140 billion in sales, and by 2018 that number is projected at $200 billion. So it is imperative that marketers learn to successfully integrate mobile marketing into the marketing mix if they are going to be successful.

Due to growing importance of this area, I created a mobile marketing course designed to help students understand the evolving options available, evaluate which are relevant to their marketing objectives, and create compelling campaigns that take advantage of the power of mobile. Mobile marketing is very complex since customers do not all have the same device and may not all use mobile the same way. So in mobile campaigns marketers must be prepared to make adjustments and be flexible, and respondent to consumers in a relevant and real time manner.

Mobile Marketing Course Outline
Course Guidelines
The goal of this course is to teach students how marketers can create mobile enhanced experiences to connect people with their brand across all traditional and digital media, devices and networks. This course covers how mobile marketing is defining business today, including strategy, tracking ROI, advertising, applications and mobile websites. From text messaging to QR codes, consumer interactions with mobile devices, and the laws and ethics of mobile marketing are explored in this course. This course uses a digital textbook from Stukent

(stukent.com) and many of the tools and learning outcomes our adapted or incorporated into my course curriculum.

Learning Outcomes

1. Outline how mobile strategy shapes the marketing of products and services.
2. Plan mobile advertising, mobile promotions and location-based marketing.
3. Develop and organize the challenges in mobile marketing
4. Evaluate mobile marketing strategies in relation to current legal/ethical standards of practice.
5. Assess the effectiveness of integrating mobile marketing with online and offline marketing.
6. Evaluate techniques of mobile marketing using strategies such as: target marketing, tracking

ROI of customers for business, governmental, and not-for-profits in global marketplace.

Assignments

Case Studies- Using case studies, students will better understand mobile experiences, understand the customer journey and see more about the mobile marketing landscape.

Mobile Marketing Plan- In this group project, students will apply the knowledge they learned by creating a Mobile Marketing Plan. This plan should include a written report (8-10 pages) and an in-class powerpoint presentation. Each group will first choose an organization select a target audience. Next they will outline a communications strategy on how best to reach these consumers, and describe how they will use mobile channel to engage their customers. The majority of time on this project will be spent creating a mobile application, and mobile ads that use SEO, SEM, Email, Social Media, and Facebook. Throughout the project the students must keep in mind their ROI and strategy, target customer, segments, positioning, and ethics, as well as all regulations they have learned through the course.

Discussion

Higher education is becoming more digitally integrated, especially with the implementation of digital textbooks, but there is still a long way to go in order to serve the digital nature of today's student population. During this course, both quantitative and qualitative methods to provide a holistic picture of how students perceive the mobile marketing course curriculum. Two rounds of surveys will be conducted, administered in the middle of the semester and at the end of the term. The findings from these will be used to further modify the curriculum to create a rigorous and rewarding course for the students.

References Available Upon Request

Using Digitalized Gamification to Enhance Learning Experience
Evidence from "Management Accounting for Marketing"
Minna-Maarit Jaskari
University of Vaasa

Gamification is a hot topic across disciplines. It refers to a process that enhances the service with affordances for gameful experiences that supports user's overall value creation. In the educational setting this refers to an educational approach that aims to facilitate learning and encourage motivation through the use of game elements, mechanics and game-based thinking in both online and offline learning environments and learning processes.

Within educational context the goal of gamification is to engage students to the learning process and in that way enhance the learning experience and learning outcomes. Earlier research has pinpointed numerous advantages of gamified learning. For example students find intrinsic motivation thorough gamification, they are given an ownership of their learning, creative and critical problem-solving is enhanced and learning becomes enjoyable and fun. Also, it is suggested that gamified learning is especially motivating for male students. Typical elements used in gamification of learning include storytelling or narratives, point systems, progress bars, badges and prizes. While gamified learning may exists both online and offline, the contemporary technological development offers more and more tools and applications for online environments. If compared to Bloom's taxonomy of learning, many of the gamification tools tend to foster learning of lower level categories such as remembering, understanding and applying. However, the higher marketing education needs to reach the levels of analyzing, evaluating and creating as well. Thus, there are challenges of using gamification tools in a way that they support the learning objectives and processes in all levels. This paper aims to promote discussion on gamification tools used in higher marketing education, best practices as well as on future research directions.

The case course under review is a bachelor level marketing course called Management Accounting for Marketing. It was designed in 2011 based on curriculum evaluation and feedback form the business life. Money and numbers are the language of business and the marketers need to speak that language. They need to propose and motivate their ideas to engineers, business controllers, and top management. Thus the students need to learn to motivate their decisions in terms of money, not only with image factors or top-of-mind figures.

However, during a curriculum development project it was noticed that many of the marketing students were afraid of numbers. Through discussions with students it became apparent that the teaching method needs to build their confidence in using management accounting tools, such as budgeting. Also, in order to add variety of teaching methods into curriculum, the course was designed to be an online course right from the beginning.

Structure of the course: The online course focuses on three topic areas: 1) budgeting, 2) pricing and 3) profitability. Each topic area includes two video lectures to cover the background knowledge and practical management accounting tools of that area. Students have online discussion on each topic as well as individual assignments to be concluded. These assignments

are cases that develop not only accounting skills but also more abstract business decision making. In each case, the students need to both solve a marketing challenge and also provide calculations for that. Finally, students take a quiz for each topic area to complete it. Gamification elements in the course include collecting points, resolving "mysteries" and completing quizzes.

Learning points – opportunities and challenges: Throughout the years the course has received very good feedback. The students have appreciated the hands-on cases where they need to think themselves and motivate their answer with numbers. Many of them have explained that the calculations that they do, give them specific tools to use also at the workplace (e.g. self-made excel-sheet templates with formulas.)

One of the challenges is the balancing between gamified elements and content learning. In the best case these are tied together. Sometimes the motivation focuses on fun. The teacher needs to make sure that the gamified elements support the content learning.

In gamified online learning environments timing is important. Just as in online games, the students tend to expect the scores and results to be available immediately. Automated grading can be used in quizzes, but when the task is to solve a mystery (such as preparing the best suitable campaign budget), the grading may take more time. The author has found challenging to balance between quick grading and more sophisticate problem-solving activities.

Small assignments such as group discussions work well as the students work systematically throughout the course. Some students find the workload hard, some like it and explain how it helps them to understand as they need to reflect on each discussion question.

In this course the students are notified in the beginning, how many points are required for each grade. While most of the students tend to use this information in order to higher their grade, some students become more strategic in their learning and complete only that much that they receive the grade they want. Even though this sometimes feels frustrating to the teacher, it pinpoints how the students take responsibility of their own learning and define their goal themselves.

The development of the gamification elements is an ongoing process as the applications and tools for gamification are developed all the time. It requires quite a bit of effort from the teachers to follow this development and find ways to include gamification elements in their course curriculums.

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Marketing: The "rebound" major

Christopher Kondo, Olga Di Franco & Susan Cadwallader
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Abstract
This qualitative research study examines the question of how and why undergraduate marketing students choose to major in marketing. In many respects, our findings echo previous research in this area. Career prospects, job security, preparation for entrepreneurship, and the opportunity to work with people, and be creative all ranked highly as factors considered by students in many studies including ours. However, since our study had students provide a narrative of the "path" they took to the marketing major, we were able to reexamine a phenomenon raised briefly in only one previous study. That is, the fact that so many marketing majors switched to marketing from another field that they had previous pursued. It appears that marketing students often chose marketing when "on the rebound" from another major that did not work out. In some cases, the initial field(s) of study were non-business and in other cases they were business majors such as accounting or finance. We close by postulating potential underlying reasons for this dynamic and suggest further research.

Introduction

There is a substantial body of research that examines the key factors at play as undergraduate students choose their major. Furthermore, previous studies have examined how business students chose their specific area of study (i.e., accounting, marketing, finance, etc.). For the moment, we will focus on these and a handful of studies that have explored why marketing majors chose marketing including Javier (2007), Pappu (2004), Roach (2012), and Strasser (2002).

As a group, these studies have used a survey instrument to ask undergraduate marketing majors to indicate what factors entered into the choice of major. Generally speaking, the data was collected and analyzed yielding an account of which factors were significant and which were not.

Not surprisingly, career opportunity and job security ranked highly in all the studies (Javier, 2007, Ozgur & Rogers, 2015, Pappu, 2004, Roach et al., 2012, and Strasser, et al., 2002). Marketing students specifically mentioned that they perceived marketing to be flexible in that it was applicable in different types of businesses. Javier (2007), Roach (2012), and Strasser (2002) also noted that respondents indicated that business and marketing studies would be helpful preparation for running their own businesses. Respondents in Roach (2012) and Strasser's (2002) studies indicated that an intrinsic interest in their chosen field of study was an important consideration.

Marketing majors (Javier, 2007) found that quality of life and the opportunity to work with people, be creative, and work in advertising and public relations were important considerations in addition to the career opportunity considerations discussed above. Javier (2007) also mentioned that 54% of marketing majors had changed majors. That is, they had chosen a different major (often accounting or finance) and then later decided to change to marketing. He postulated that it was only after beginning university and being exposed to the discipline that they selected marketing. The study comments that "marketing is the invisible discipline"

counting on the internet and school counselors to expose students to the marketing field after they had begun college.

Method

An assignment requiring marketing students to write a three- to four-page paper on their path to the marketing major was developed and then assigned in three undergraduate marketing classes. The written assignment asked students to discuss, in narrative form, when and how they chose marketing as their major, what steps they followed in their decision making, what the key drivers were. The assignment was originally developed for and used in a Consumer Behavior (marketing core course) class. It was then used in a second Consumer Behavior (CB) class. Finally, it was used in a Marketing Strategy (marketing capstone course) class but with minor modifications – basically, defining or changing terminology that was specific to a consumer behavior class. A handful of papers in the Consumer Behavior classes were written by communications students taking the class; these were eliminated from the sample.

In terms of data analysis and interpretation, thematic analytic and code development procedures described by Boyatzis (1998) were used for the first Consumer Behavior class. Specifically, the raw information in the papers (data set) was outlined. Potential themes were then identified. From this, potential labels corresponding to the themes were developed. These labels (or codes) applied to the original Consumer Behavior class as well as the other CB class. Responses from the Marketing Strategy class are in the process of being analyzed.

Scoring and clustering the codes were used to provide the basis for analysis and formulating potential theories on what pathways the students used to select the marketing major and what the important considerations were.

Results

Basic statistics regarding our sample respondents are shown in Table 1. Please note that at this point we have analyzed the results from two classes. A third class is in the process of being analyzed.

Our qualitative analysis including the definition of the labels and the frequency that they appeared in the sample is summarized in Table 2.

To a great extent, the results are consistent with the prior research. In choosing marketing, students were attracted by the opportunity to be creative and to work with people; several students commented that they considered themselves to be a "people person." Career opportunities also ranked highly with many commenting that marketing offered multiple career paths to choose from and that marketing was applicable in a wide variety of industries and types of companies.

At least half of the marketing students in our study mentioned that a friend or relative who was knowledgeable in marketing had been influential in the decision to choose marketing. A smaller number mentioned that they had received the support of their parents when they chose their marketing major. Many mentioned that they had considered accounting, finance and management as an alternative business major.

Many of our respondents also mentioned social media having influenced their decision to pursue marketing. Typically, they enjoyed social media and (correctly) believed it to be important to contemporary marketing.

Perhaps of greatest significance, is the fact that about half of the respondents had indicated that they had chosen another area of study and/or major prior to choosing marketing. In some cases, the students had selected a profession outside of business such as auto repair, art, non-profit work, teaching, music, cooking or psychology. Then, they discovered something about that particular profession – pay too low, minimal career opportunities, etc. – which caused them to search for a new field and that is when they discovered and chose marketing. In other cases, students might have chosen another business discipline, often accounting or finance, but then discovered that they were not a good match for the field. Perhaps they found these majors too quantitative or intrinsically not interesting. In either case, marketing was a major that these students chose while on the "rebound."

Discussion

Let us focus on the question of why many marketing students (about half) come to the field only after pursuing another path. There are several possibilities; three will discussed here. First, perhaps there is a lack of awareness of the field. Accountants and bookkeepers and manufacturing personnel frequently appear in modern media. Marketing professionals do not. So, if there are no marketing professionals in the household, how and where would a young adult gain exposure to the field? Secondly, if they do gain exposure to the world of marketing through the media, it is quite often as a negative depiction of sales. Finally, our research was done at a large state university with a large portion of "first in the family to attend college" students. Well-meaning parents may encourage their children to attend college and select a major that they perceive as serious and career-oriented. Within business, accounting and finance might meet the criteria, while we believe marketing might be less likely to do so.

We believe that the above question merits further study. A greater understanding should allow marketing programs to be more effective in recruiting and meeting the needs of its students.

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Table 1 – Basic Statistics

NUMBER OF STUDENTS

A	34
B	35
Total	69

WHAT IS YOUR CONCENTRATION?

	A	B	Total	Percentage
Marketing	29	32	61	92%
Marketing and finance	1	0	1	2%
Marketing and E & T	3	1	4	6%
Marketing and ISDS	1	1	0	0%
Marketing and HR	0	1	0	0%
Total	34	35	66	100%

STATUS

Senior	31	23	54	78%
Junior	2	12	14	20%
Sophmore	0	0	0	0%
Freshman	0	0	0	0%
Other	0	0	0	0%
No response	1	0	1	1%
Total	34	35	69	100%

WHEN DID YOU CHOSE YOUR MAJOR?

Senior	2	0	2	3%
Junior	16	7	23	33%
Sophmore (or CC)	11	9	20	29%
Freshman (or CC)	3	3	6	9%
Community college	0	7	7	10%
High School	2	8	10	14%

No response		0	1	1	1%
Total		34	35	69	100%

Table 2 – Summary of Coding/Labels

Sample size
·   34 respondents in class A (Consumer Behavior class)
·   35 respondents in class B (Consumer Behavior class)
·   Responses from third class in the process of being analyzed

Each student response assigned a number. When response included a particular label, then that student's number was included in table below. For example, student #3 in class A indicated that he/she chose business and then later decided to concentrate on marketing. So, this student was indicated in table below as A3 under the corresponding label.

Area	Label	Definition	Examples	Respondents Who Matched Label
Decision process	Business then marketing	Considered several areas to study. Decided on business and then subsequently chose marketing.	· Mentions	A1, A2, A3, A4, A5, A6, A15, A25, A35, B8, B13, B33, B36, B19
Decision process	Considered accounting and finance or management	Seriously considered accounting and finance, often because of perceived job security, earnings potential.	· Mentions	A2, A8, A10, A12, A15, A22, A26, A30, B2, B4, B36, B21, B26, B38

Decision process	Considered/selected "unrelated" field prior to choosing marketing	Examples mentioned: auto mechanic, teacher, art, musician, psychology, high school coach, vet, cook, biology, communications, non-profit, journalism, communications, fashion.	· Mentions	A1, A5, A10, A14, A17, A21, A31, A33, B20, B24, B37, B12, B30, B4, B7, B32, B8, B11, B6, B22, B15
Decision process	Marketing was first or second choice as potential area of study "from the beginning"			A6, A18, A23, A27, B12, B16, B17, B18, B12, B16, B17, B18
Influence	Friend or relative in marketing	Friend or family member is familiar with marketing and recommends the profession.	· Close relative or friend recommends marketing and/or perhaps exposes student to the area.	A1, A3, A4, A5, A5, A7, A12, A14, A15, A16, A22, A25, A26, A29, A34, B3, B2, B4, B7, B8, B12, B18, B19, B20, B21, B25, B30
Influence	Parents	Parent recommends marketing and/or supports student's decision to explore or pursue marketing.	· Parents offer positive reinforcement for student's decision to explore marketing.	A2, A10, A13, A22, A24, A31, A32, A35, B5, B6, B10, B13, B27, B32, B31, B33

Influence	Principles (351)	Experience in Principles of Marketing was instrumental in decision to concentrate in marketing.	· Mentions that Principles of Marketing was instrumental in decision to concentrate in marketing.	A5, A8, A24, B28, B32
Influence	Social media	Enjoys using social media, believes that social media is an important component of marketing.	· States that s/he enjoys and uses social media. · States that social media is an important or large component of marketing.	A1, A2, A4, A7, A9 A11, A15, A16, A18, A27, A28, A34
Personality	Creativity	Seeks creativity in area of study and career; "idea person."	· Describes oneself as creative. · States that s/he sought creativity when choosing major or career. · Wants to make a difference in people's live.	A1, A7, A15, A16, A27, A30, A32, B4, B6, B8, B18, B31, B33, B35, B36
Personality	People person	Person enjoys working directly with other people. Seeks this in social life, studies and profession.	· Describes him/herself as extroverted or a "people person." Student believes s/he has strong emotional intelligence.	A3, A6, A9, A10, A15, A17, A25, A26, A29, A30, A31, A32, A33, A35, B2, B4, B7, B8, B10, B13, B14, B17, B25 B26

Seeks	Fun	Seeks fun in work and likely undergraduate studies as well. Perceives marketing as a fun area to work in.	· Seeks fun in work or studies. · Perceives marketing as a fun area (or implied).	A4, A7, A18, A20, A35, B5, B6, B10, B31
Seeks	Marketing offers multiple career paths	Believes that marketing offers many job options – variety of industries, types of companies, etc. Therefore, this will always be demand for marketing professionals and this leads to job security.	· States that many different types of companies and organizations need. marketing and this leads to job security. · Many paths also sound inherently interesting and appealing.	A3, A4, A5, A7, A11, A12, A14, A15, A17, A23, A25, A29, B5, B6, B10, B15, B12, B13, B18, B19, B21, B22, B30, B33, B36, B39
Seeks	No math please	Wanted to stay away from areas of study or professional work that required significant skills in working with numbers.		A12, A 14, A31, A32

MBA Education: Exploring Negotiation Self-Efficacy Development Utilizing Role-play Exercises

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Introduction

The use of multimedia including videotaping in the classroom has been shown to positively impact students' learning experiences (Buckley & Smith, 2007; Discenza, Howard, & Schenk, 2002). Additionally, learning environments enabling students to participate in negotiation exercises and receive input on their performance can be helpful to increase individual negotiation self-efficacy (Gist et al., 1991; C. K. Stevens & Gist, 1997). Activities which support the development of knowledge, skills and competencies involved in the negotiation process could support greater success in goal achievement (Miles & Maurer, 2012). Therefore, educational pedagogies which employ videotaped role-plays that are utilized in a debrief session could potentially support the self-efficacy of student negotiation skill development.

Self-efficacy is a prominent concept and component of social learning theory (A. Bandura, 1977).   This construct has been utilized for years in a multitude of research studies to evaluate pedagogical effectiveness (Brady-Amoon & Fuertes, 2011; Celuch, Kozlenkova, & Black, 2010; Pollack & Lilly, 2008; Sargent, Borthick, & Lederberg, 2011). This study will address the development of negotiation skills with MBA graduate students through the utilization of role-play exercises to increase negotiation self-efficacy. This research will endeavor to respond to the questions that follow:

1. Can the utilization of role-play exercises performed in the classroom and studied during the debrief session increase negotiation self-efficacy across key success factors including: Likelihood of achieving goals, and confidence?
2. What are differences between two-party and multiparty team negotiations?
3. Are teams more likely to engage in competitive (distributive), hardball strategies and unethical behavior than individuals engaged in dyad negotiations?
4. Upon completion of the course are students more inclined to utilize collaborative (integrative) and/or distributive strategies?

The Negotiation Course
Judith Richards developed a negotiation class in 2008 that has been offered to students in the MBA program at California Lutheran University in Thousand Oaks, CA.

The curriculum included a videotaped role-play exercise, Coalition Bargaining, from the textbook Negotiation: Readings, Exercises and Cases (Lewicki, Saunders, and Minton 2010). The role-play was performed during class and the video was studied during a debrief session. Students randomly engaged in a drawing to determine their placement into one of three teams. The efficacy of negotiation education can be improved when individuals work in teams to pursue exercises that require analytical and communication skills (Plumly et al., 2008).   They were asked to study the rules associated with the Coalition Bargaining negotiation exercise (Lewicki,

Saunders, and Minton 2010). Students signed media release forms providing approval to the university for videotaping.

The objective of the role-play was to have the participants experience: Planning, competition with unequal resources, the usage of collaborative and competitive strategies plus the experience of winning or losing (Lewicki, Saunders, and Minton 2010). Time constraints were imposed during each of the four rounds of bargaining between teams.

There was only one issue to be negotiated, which consisted of forming a coalition and according to the rules; only two of the three teams would be eligible. Contracts were provided to each team and collected by the instructor upon the conclusion of the exercise. Teams had to stipulate if a coalition had been formed plus the division of funds between the two teams in the coalition (Lewicki, Saunders, and Minton 2010). Research Methods and Research Designs

The instructor has amassed 25 videos over a nine-year period (2008-2017) of class sessions. After studying the video and engaging in a debrief session, students were required to write a paper discussing: Factors influencing the ultimate settlement between teams, ethical considerations plus differences between two-party and multiparty negotiations. Over 150 papers will have been submitted by December 2017.

Further, a pre and post survey was integrated into the class over a five-year period (2012-2017) across seven courses. This study included the participation of 160 students on the pre and 141 students thus far on the post survey. The methodology utilized for the surveys provides a structure to determine the effectiveness of the role-play exercises in the course towards supporting negotiation self-efficacy. In addition, the research included a self-efficacy scale shown in Appendix 1 and 2 (Bandura 2006a). Self-efficacy has proven to be a strong force impacting negotiators' performance regarding improved outcomes when competitive or collaborative strategies are employed (Sullivan 2006).

The authors were surprised to find that in the majority of the Coalition Bargaining role-plays, one team employed unethical tactics to lead a counterpart team to the false conclusion that a coalition had been formed. This dishonest behavior appeared to be motivated by an attempt to receive the best possible deal while securing a coalition. If accepted by the MEA Conference, video clips of mock student negotiations will be shown during the presentation to support the analysis and conclusions.

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Appendix 1: Distributive Strategies

Answer	Pre Average Value (n=)		Post Average Value (n=)		Pre Standard Deviation		Post Standard Deviation	
1. I would object to an issue that was unfavorable to me (Churchman 1993).								
2. I would maximize the information received and minimize the information given								

(Churchman 1993).							
3. I would argue in support of my position (Olekalns 1996).							
4. I would attempt to increase the time pressure by indicating the negotiation deadline (Olekalns 1996).							
5. I would try and hide my bottom line (Barry 1998).							

Appendix 2: Integrative Strategies

Answer	Pre Average Value (n=)		Post Average Value (n=)		Pre Standard Deviation		Post Standard Deviation	
6. I would begin with easy issues on common ground (Bordone 2005).								
7. I would try to identify the core issue and clarify where each party stood (Bordone 2005).								

8. I would attempt to exchange concessions with my opponent (Churchman 1993).								
9. I would try to understand the situation from my opponent's point of view (Churchman 1993).								
10. I would appear patient during the negotiation (Churchman 1993).								

An Alternative Approach to Group Projects –Creating an Advertising Agency
Targeted Area – General Marketing Issues
Amy Parsons, Elzbieta Lepkowska-White

INTRODUCTION
Group projects are a standard component of many business courses because they help develop the teamwork skills that future employers believe to be valuable (Kim, Baek and Kim, 2011). Group projects also offer the opportunity to merge theory with practice and allow students to apply their knowledge to "real life" situations and help to integrate their learning (Craciun and Corrigan, 2010; Skilton, Fosyth and White 2008). Students who complete group projects are more likely to be more active learners and participants in the process (Beard, 1997).

Traditionally, group projects in advertising and marketing courses involve students breaking into smaller teams and completing assigned tasks outside of the classroom. During the process, students often divide tasks up among team members and observable leadership and collaboration by the instructor is often limited. With this approach, instructors often only hear about the negative experiences students have as students who have positive experiences are less likely to share this information with instructors (Chapman, Meuter, Toy and Wright, 2010). Peer review evaluation is one option to evaluate individual contributions (Porr, 2016).

An alternative approach to conducting a group project was pilot tested in an introductory advertising where the students were asked to develop an advertising campaign for one client and the class became an advertising agency. Students were part of multiple groups and were required to work within and across teams to complete the campaign The instructor played the role of Agency Director and supervised the flow of the required tasks. Students were asked to evaluate their group member's contributions and the instructor also evaluated each student's contribution. Details of the project and the process of implementing it follow.

OBJECTIVES OF THE PROJECT
The overall goal of the project was to have students observe and learn about the process of developing an advertising campaign as it might happen in an actual advertising agency. The specific learning goals of the project were to 1) develop information literacy skills 2) think critically about a client problem, 3) apply advertising and marketing knowledge to solving a problem for a client, 4) think creatively to develop advertising and marketing materials and develop a campaign budget, 5) develop written and oral communication skills, 7) develop teamwork skills within and across teams, and 8) enhance Microsoft Power Point skills.

Prior to beginning the project, students were provided with a list of potential roles they might play during the development of the campaign. Students were told they would be part of a different group for each part of the project. All students participated in the first part of the project which involved researching the client and the target audience. Students were provided with a scenario describing an actual organization and a problem or challenge the organization was facing. Students were required to conduct secondary research about the client and the target audience. Part 2 of the project required students to be Account Planners or Account Managers. From the research, students were asked to conduct a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis related to the organization's current situation and to prepare

a strategic brief to guide the campaign. Part 3 required students to be a member of the Creative: Artist/Designer, Creative: Copywriter or Media/Budget Planner team. The Creative teams worked together to create advertising materials for the campaign. The media team was given a budget and instructed to conduct a multi-channel campaign with an emphasis on new media to help the organization address the marketing challenge. Students were also asked to determine how the campaign would be measured and to calculate the potential revenue generated that could be expected from the campaign.

LIMITATIONS AND CONCLUSIONS

This project was administered in a small class with just 24 students in just one semester. This format might be more challenging to administer in larger classes but could be done with multiple clients. Students were asked to complete smaller tasks on a regular basis rather than to complete one large task which allowed the work for most of the students to be more evenly distributed throughout the duration of the project.   Throughout the project, students specialized more and thus learned more in-depth about the area they focused on.   There were fewer free riders as students were responsible for specific tasks and had to deliver and the instructor could observe the process more closely. There was also seemed to be more enthusiasm and motivation as students worked in areas they were interested in. They also learned how an agency works which is rarely the case in group projects.

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Co-teaching multidisciplinary teamwork - challenges and success factors in curriculum development

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Marketing careers typically involve working together with people from various disciplines, such as statistical researchers, manufacturing engineers, graphic and industrial designers, communication, to mention a few. Creativity, that is typically associated with marketing, blooms from interaction between people coming from different backgrounds and having different experiences. Indeed, cross-functional cooperation is an established strategy in business as companies seek to bolster cooperation especially between marketing, design, and engineering. When successful, multidisciplinary working enables richer and more diverse understanding about what creates value, what is commercially important, technically feasible, or difficult to manufacture.

It is evident that multi-disciplinary teamwork is an essential skill for work-ready marketing graduates. Therefore, the students need to develop and practice this skill already during their education as higher education provides a safe environment for a trial and error process. However, higher education institutions, especially research universities, often have stiff structures. Research and teaching as well as degrees are based on disciplines, and therefore interdisciplinary curriculum development and multidisciplinary learning experiences may be difficult to accomplish.

Structural difficulties represent only one kind of challenges we face in higher education when developing multidisciplinary courses. Other challenges include for example interdisciplinary cultures that affect the pedagogical approach and learning requirements within a particular discipline. Moreover, individual differences such as learning styles or cultural background affect teaching, learning and collaboration in general.

The aim of this position paper is to identify challenges and success points in multidisciplinary co-teaching. We focus on teachers' perspective, bring up critical incidents and suggest ideas how to avoid typical pitfalls in multidisciplinary curriculum development. By doing so, we aim to foster discussion and research on this topic.

Our case context is a multidisciplinary user innovation course. User innovation represents a fruitful context for multidisciplinary teamwork by its nature. In order to foster creative thinking and new innovative solutions, the course adopts a learning approach based on independent multi-disciplinary student teamwork, i.e. students from different disciplines, ranging from engineering disciplines to business and communication studies working together towards the same goal and taking responsibility for the team's innovation process. The course is available for both national and international students making it multi-cultural and thereby providing a further challenge for the teamwork.

Picture 1 presents the course structure. The course includes two major face-to-face events, one in the beginning and one in the end of the course. Between these two events, the students work both individually and in teams of 4-6 students. The teams are created by the teachers in order to

ensure multidisciplinary teams. Individual assignments focus on theoretical and methodological aspects of user innovation whereas team assignments focus on application of that knowledge. The idea behind the individual assignments in an early phase of the course is to ensure the individual motivation for completing the course and to avoid possible freerides. The teams have three coaching sessions where they present their ongoing projects to a multi-disciplinary coaching team. In the final event, they create a concept-of-proof and present their project outcome to the public. Each assignment is evaluated based on an assessment rubric.

Picture 1. The course structure of Multidisciplinary User Innovation Course

Three teachers are responsible for the course and this teacher team is also multidisciplinary representing three faculties of the case university. The coaching sessions involve a larger number of faculty members and PhD student as Teaching assistants to discuss the team projects. After the final event, the students write feedback where they reflect on their learning, the challenges they have faced, how they have tried to overcome those challenges and how they would like the course to be developed further. This feedback from two years and student team interviews from one year combined with teacher observations form the empirical data for our study.

In our presentation, we discuss how cultural and structural factors affect teaching and learning multidisciplinary teamwork. We will identify critical incidents throughout the course and analyze the reasons behind them. By doing so, we would like to encourage both research and practice to engage in multidisciplinary teamwork teaching.

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Lower-division Courses as a Recruiting Tool for Marketing and Sales Programs
Nicole Vowles, Angelica Bahl, April Schofield, Scott Sherwood
Area: Department development issues

Introduction
"There is, perhaps, no college decision that is more thought-provoking, gut-wrenching, and rest-of-your-life oriented – or disoriented – than the choice of a major." (St. John, 2000). Declaring a college major represents a significant life decision (Beggs, Bantham, & Taylor, 2006). Nonetheless, freshman and sophomore students are often expected to select a major before taking a class in their declared discipline. It is important to reach undecided students with information regarding majors early in their academic careers (Camey & Williams, 2004). An inability to take marketing courses until their junior year could result in a lack of patience or discovery of another area of interest. In order to engage freshman and sophomore students, marketing departments must identify the criteria that is influential to choice of major and proactively assist with this decision-making process. One potential approach is to offer courses to freshman and sophomore students. The objective of this study is to explore the impact of adding four lower-division elective courses on retention and recruitment of marketing students. This paper includes a brief literature review as well as a proposed methodology for the study.

Literature Review
The extant literature illustrates a wide array of factors that impact the decision to choose marketing as a major, as would be expected of any complex purchasing decision. One recurring theme is the importance of perceived career opportunities in the marketing field (Keillor, Bush, & Bush, 1995; Newell, Titus, & West, 1996; O'Brien & Deans, 1995; Swanson & Tokar, 1991; Swenson, Swinyard, Langrehr & Smith, 1993). Even more specifically, students were more likely to pursue a marketing major when willing to pursue a career in sales (Bush, Bush, Oakley & Cicala, 2014). In a parallel field, a study on the effort to recruit Accounting students supports the idea that inviting high-performing students to learn more about career prospects in the field is an effective recruiting tool; 35% of student respondents declared an accounting major as a result of the program (Kaenzig & Keller, 2012). Faculty active in the business community and able to provide "real-world" insights and possible career opportunities also appears to be a key evaluative criteria in students' major selection (Keillor et al., 1995).

People surrounding students also impact the choice of a marketing degree. These stakeholders include student advisors (O'Brien & Deans, 1995), friends and family (West, Newell, & Titus, 2001) and professors (Camey & Williams, 2004). Some research illustrates that when marketing professors do not actively promote marketing programs to the best students, these students choose other business majors or select marketing as a minor (LaBarbera & Simonoff, 1999; Aggarwal, Vaidyanathan, & Rochford, 2007). Alternatively, the lecture style of marketing professors can be a positive influence (Pappu, 2004). The key finding in a study of Principles of Marketing outcomes shows that student evaluation of faculty is the strongest indicator of recruitment to the major. Overall, the quality of the learning context in marketing courses makes students more willing to select the major or minor (Mallin, Jones, & Cordell, 2010; Hsiao, Kuo, & Chu, 2006).

Other studies address the timing of when marketing students select a major. Marketing majors, compared to students selecting other business majors, decide later in their academic careers; students who are non-marketing majors have typically made a selection before taking any marketing courses (Newell et al., 1996). On the other hand, West et al. (2001) identified that 23% of marketing students decided their major by the junior year of high school, compared to only 10% of non-business students. These studies point to a potential role for lower-division courses in keeping high-school decision makers engaged as well as attracting other business majors who make an early decision. A few studies show that students are significantly influenced by lower division courses when making their degree selections (Camey & Williams, 2004; Keillor et al., 1995; Newell et al., 1996; Pappu, 2004) and an exposure to lower-division, introductory marketing courses in the initial phase of a business degree also influence students to opt for a marketing major (Pappu, 2004; Camey &Williams, 2004; West et al., 2001).

Conceivably, lower-division marketing courses can address several of the issues introduced here. These course may (1) introduce students to the varied job prospects in the marketing and sales discipline, (2) keep the interest of students who have already decided to major in marketing, and (3) gain the interest of students who would like to major in business but do not know in which area. Specifically, Keillor et al. (1995) identified that career opportunities in marketing appear to be a prime area of concern to lower division students who have not yet committed to a major. Methodology

The scope of the proposed study includes four lower-division courses: (1) The Magic of Marketing, an introductory marketing course for freshmen; (2) Marketing Around the Globe, designed for non- majors to meet a University course requirement; (3) Introduction to Sales; and (4) Customer Service. The latter two courses were developed specifically to engage freshman and sophomore-level students in the sales curriculum. Students' declared majors and minors before and after the introductory courses will be explored using two methods. First, advising system data will be pulled to show students' declared majors and minors at the beginning and end of the semester in which they took the introductory course, and then one year after the course. While the analysis of declared majors and minors will show whether students change their academic plans, the change cannot necessarily be attributed to the lower-division class directly. This attribution will be the purpose of the second methodology, a brief survey of students at the end of the semester-long introductory classes. Questions will address: (1) Why did you take this class? and (2) Have your academic plans changed as a result of taking this class? How? Together, the two methods will create a picture of the effectiveness of lower-division courses as a tool for recruitment and retention.

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What Works in Marketing Education

In all the many years that scholars have written about marketing education, we have accumulated a substantial literature on the topic. In the Journal of Marketing Education (JME) alone, approximately 900 articles have been published since the journal's first edition in 1979. JME articles have explored a wide variety of topics including research on job market issues (e.g., the match between student preparation and market needs), faculty issues (e.g., performance evaluation including student evaluations of teaching, evaluation of research, and journal rankings), student satisfaction issues (e.g., student preferences for various teacher characteristics or pedagogical methods), issues related to various theories of student learning, and creative ideas for new ways to teach topics, courses, and programs. However, only a few published articles address student learning issues directly (e.g., the effect of various methods on student learning).

Recently, business education scholars have become increasingly aware that while much has been written about student learning in a broad sense, there is a substantial difference between student's self-reported or perceived learning which is the predominant dependent variable in research on student performance, and actual learning as measured by assessments of actual student performance on some task (Bacon, 2016; Köhler, Landis, & Cortina, 2017). Importantly, the correlation between perceived learning gains and actual learning is close to zero (Sitzmann, Ely, Brown, & Bauer, 2010). Student perceptions of their own learning appear to capture some affective dimension of their experience but not the cognitive gains that are central to higher education. Similarly, a meta-analysis of studies of student evaluations of teaching in business found that there is no correlation between SETs and actual learning (Clayson, 2009).

Concerning educational assessment, the AACSB has strongly encouraged member schools to use measures of actual learning (i.e., direct measures) instead of indirect measures (usually perceived learning) to improve programs. However, as Bacon and Stewart (2017) point out, many business programs are too small to have sufficient sample sizes to ever be able to detect meaningful changes in their learning outcomes using assessment studies. Instead of relying on assessment, Bacon and Stewart assert that the key to improving business education is to focus on the published literature. The standards for validity in the published literature generally exceed the standards applied in assessment studies conducted by business schools (Pokharel, 2007). Bacon and Stewart call for systematic reviews of the business education literature, identifying studies that use direct measures and summarizing the findings so that educators can easily access valid studies of what actually works in business education. A similar initiative that focuses on K through 12 education has been funded and implemented; the results are available at the What Works Clearinghouse at https://ies.ed.gov/ncee/wwc/.

The present research takes the first steps in the challenge of identifying what works in business education by focusing specifically on marketing education and reviewing the research published in the three primary marketing education journals – JME, Marketing Education Review (MER), and Journal for the Advancement of Marketing Education (JAME). Working with multiple research assistants, we have examined all of the articles published to date in these journals and flagged those studies that identify an intervention's effect on student learning using a direct measure of student learning (Walvoord, 2004). While the examination task is substantial, it has

not been as time consuming as one might assume primarily because an estimated less than 5% of all articles published in these journals use a direct measure of student learning as a dependent variable. Of these studies, not all will qualify for inclusion in subsequent analyses using procedures inspired by the What Works Clearinghouse (What Works Clearinghouse, 2014). For example, studies would be excluded from further analysis if: 1) the sample size is too small and so statistical power is too weak to support the null results; 2) multiple interventions occurred simultaneously to respondents in the same treatment condition and thus confounded each other, 3) no comparison group was used and thus the true effectiveness can't be evaluated, or 4) different test forms were used across conditions and the tests were not appropriately equated.

At the MEA conference in April, we will present a synthesis of our understanding of what works in marketing education. After completing an examination of approximately 80% of all the articles published and studying in-depth most of the articles that we expect to include in our review, we foresee the following points to be supported:
- Active learning can be effective, but it may not be efficient. Active learning interventions often consume more student time and/or class time than do other methods.
- Case learning is under researched, and no strong evidence presently exists that supports the effectiveness of case teaching.
- Student team skills can be improved following a number of interventions.
- Each of these points and likely additional points will be reviewed in-depth in our presentation if this proposal is accepted.

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Striking A Balance: Using Signaling Theory To Analyze Teaching, Research, And Service Expectations Between Candidates And Hiring Committees At The Initial Touch Point

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Finding a balance between teaching, research, and service has always been a challenge for professors seeking tenure or promotion (Beltramini, Schlacter, and Kelley, 1985). This is evidenced by the continued drop in tenure from 1994-2016 for both public and private institutions, by 9.6% and 6.7%, respectively (NCES, 2016). Teaching was at one point in time the primary duty for faculty, though today's faculty have experienced substantial increases in all three classical academic obligations: teaching, research, and service (Zey-Ferrell & Baker, 1984; Teer & Wisdom, 1989). Actual and expected workstyle variations among employers and professional employees (i.e., college professors) are important because professionals are often driven by personal views of what should be expected as much as by what is expected by employers (Boya & Robicheaux, 1992). As a result, researchers have explored the issues faced by existing faculty working toward getting tenure, as well as the challenges experienced by faculty denied tenure (Seggie & Griffith, 2009; Beltramini, Schlacter, and Kelley, 1985).

Despite these advances to the literature, such measures lack clarity concerning the signals that are sent out to candidates upon exposure to the initial touch point (i.e., the job posting). The initial touch point is critical because it signals to the applicant the obligations and expectations tied to the job opening. During the hiring process, hiring committees are seeking to recruit the best candidate for the available position, while candidates are seeking to find a position that aligns with their interests, expertise, and desires. Both candidates and hiring committees have the same interest in mind, which is to fill the vacant faculty position. Candidates and hiring committees each attempt to communicate their needs and expectations and can sometimes fail to clearly communicate their goals to one another. This lack of clarity can lead to mismatched expectations from both parties, ultimately resulting in denial of tenure for professors and a loss of investment for the institution.

Through the use of Signaling Theory, we add to the conversation by investigating the communication of expectations at the initial point of contact, which will result in a clear understanding of goals that will lead to a higher probability of receiving tenure and increased retention rates for institutions. Signaling Theory looks to improve the way information is conveyed among parties, when there is information asymmetry between those parties (Spence, 1973). This study has critical implications for candidates and university hiring committees wanting to ensure that there is alignment between perceived expectations and actual expectations. Modifying signaling attempts at the onset may serve beneficial in aiding hiring committees to select good fit candidates, as well as aiding candidates in finding a job they will be less likely to leave.

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Social Network Sites (SNSS) Marketing Strategies In An Unconventional Context: Using The Bsns Index To Evaluate Adoption And Use By Higher Education Institutions

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Over the past decade, the adoption and use of social network sites (SNSs) has skyrocketed. Boyd and Ellison (2007) define the term social network sites (SNSs) as:
Web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. (p. 211). Recent reports indicate that Facebook, YouTube, Instagram, Twitter, Pinterest, and LinkedIn are currently among the most popular and widely used SNSs (Hitz & Blackburn, 2017). According to Pew Research Center (2017), 69% of adults in the United States used at least one SNS in 2016. This is a significant increase from the mere 5% in 2005 (Pew Research Center, 2017). In the U.S. alone, SNS users average over two hours each day on a social network platform (Hitz & Blackburn, 2017).

Several researchers have devoted considerable attention to analyzing the relationship between in-class SNS use and student learning outcomes in higher education (Cao, Ajjan, & Hong, 2013; Park, Cha, Lim, & Jung, 2014). In addition, there is substantial research on faculty member and student attitudes, beliefs, and perceptions of SNS use in an educational context (Roblyer, McDaniel, Webb, & Witty, 2010; Sadowski, Pediatis, & Townsend, 2017). Despite the advancements that have been made in the existing literature, there is little research that evaluates the use of SNSs from a marketing strategy perspective for higher education institutions.
As of 2014, there are over 4,600 higher education institutions across the nation, looking to attract and retain students (Statista, 2016). Paired with the increased number of shoppers that conduct research on an online platform before making a purchase (81%) (Morrison, 2014), these two considerations make the industry a highly competitive environment. Given the societal shifts in information search, higher education institutions can no longer solely rely on traditional media to reach their audiences. The use of SNSs as a marketing communication strategy not only sets higher education institutions apart from each other, but allows them to reach an audience size that was once not imaginable, nor possible. With the number of SNS users globally expected to rise to almost 3 billion by 2020 (Hitz & Blackburn, 2017), higher education institutions must adopt and use SNSs to survive and thrive in this digital age.

This research seeks to employ the Business Social Network Site (BSNS) Index established by Peters and Salazar (2010) to evaluate higher education institution adoption and use of SNSs as a marketing communication strategy. Gaining an understanding of SNS adoption levels by higher education institutions may glean insight into ways these institutions can engage the new digitally connected consumer. We will evaluate levels of SNSs adoption and use, while identifying how higher education institutions can best focus their marketing efforts.

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Don't you need my permission? Perceptions of Privacy Across Generations: An Ethical Case Study

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Introduction

Consumer privacy has become an increasingly important topic of interest in marketing courses today. More and more marketing campaigns are moving digital gaining access to the consumers personal information. The amount of information could include: time, date, location, phone type, duration of stay, as well as purchasing habits. This type of personal information enables the company to personalize marketing approaches. For example, the Target Corporation developed an interactive app "Cartwheel" for consumers to use while shopping at their retail giant stores. The app allows consumers to find bargains and deals of the day giving the customer discounts, while Target tracks their movement (location) throughout the store (https://cartwheel.target.com). Another example includes, AT&T "Thanks" program, it is using rewards and prizes to track locations of consumers. If a consumer accepts the offer to allow AT&T to track their location settings, the consumer receives free items weekly such as movie tickets, ice cream and so much more. While some consumers accept and encourage targeting of consumer movement in order to receive coupons or rewards, other consumers do not agree with this marketing practice.

Interestingly, privacy regulation regarding the online consumer is not the equivalent across the global. For example, in the U.K. the privacy regulation states that it is bad practice to store customer information and/or ask for customer email to enter a website (UK Privacy, 2017). Research in permission marketing, may be the key to exploring the effects of privacy issues in the online sphere. Permission marketing can be defined as direct marketing activities that require customers' consent to be contacted by a specific company (Godin, 1999). The marketing messages should be mutually beneficial as they are anticipated, personal and relevant (Godin, 1999). The concern is with the perceptions across generations and across the globe. In the U.K., privacy laws are continuing to tighten while in the US we fall behind. Experts anticipate this law to cause damaging impact on the online advertising industry (O'Reilly, 2015) and wipe out the enormous profit potential of, for instance, targeted mobile marketing offers (Fong, Fang, and Luo, 2015).

Classroom Activity

To engage students in permission marketing, privacy and ethics, we have developed a classroom activity based on a case study entitled "Meat Space." The full case can be found in Appendix A. The case was selected from the textbook Principles of Marketing and implemented into a Qualtrics Survey to allow students to read the case and answer the questions (Kotler & Armstrong, 2016). Students of the authors were asked to voluntarily complete an online survey. An incentive of being placed in a drawing for Starbuck gift cards will be offered on an honor basis. Time was provided in class for completion of the survey.

The survey questions included a scale on personality inventory developed by Gosling, Rentfrow and Swann (2003). The scale asked students to rate personality traits on how they may or may not apply to themselves. There is a total of 10 different traits and the students rated them on a 7-point Likert scale from strongly agree to strongly disagree. In addition, students were asked to rate their Self-Concept Clarity: SCC on 12 questions on a five-point scale derived from Campbell, Trapnell, Heine, Katz, Lavallee, and Lehman (1996) study on self-concepts. Finally, students were asked to rate their evaluation of the case study based on the Reidenbach and Robin (1990) scale which includes three dimensions of ethics including: moral equity, relativistic dimension and contractualism. This scale includes 8 questions broken down into the three specific ethical dimensions. All of the scale questions can be found in Appendix B.

After the completion of the case reading and the survey, students were put into teams to debate if the case was ethical or unethical. Each time had 15 minutes to discuss and research their assigned point of view. The debate lasted 10 minutes giving each team 5 minutes to state their reports. Each of the debates were recorded for further analysis. To date we have collected 63 responses across three courses of marketing (Principles of Marketing, Marketing Research and International Marketing). The majority of the participants were between the ages of 20-22 (77%), slightly more female (56%) than male, mostly White/Causaian (62%) and mostly undergraduate Junior/Senior standing (96%). The preliminary results from the study will be shared during our session. We look forward to providing feedback on the case and debate as well as sharing best practices from the classroom.

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Appendix A

Meat Space: Case Study

"By now, you know about behavioral targeting -- marketers tracking consumers' online behavior in cyberspace to send them targeted advertising. Krux Digital reports that the average visit to a Web page generated 56 instances of data collection, a five-fold increase in just one year. An investigation by the Wall Street Journal found that the 50 most popular U.S. Web sites installed more than 3,000 tracking files on the computer used in the study. The total was even higher -- 4,123 tracking files -- for the top 50 sites that are popular with children and teens. Many sites installed more than 100 tracking tools each during the tests. Tracking tools include files placed on users' computers and on Web sites. Marketers use this information to target online advertisements.   But now, wearable and mobile devices allow marketers to track consumer movements in the physical world. The term meat space refers to the physical world in which our bodies move and do things, and marketers are using information obtained from wearable and mobile devices to personalize offers while consumers move around their space. For example, Disney's Magic Bands and mobile app allow users to unlock hotel room doors, enter parks, use FastPasses, and reserve, order, and pay for food. But the real magic for Disney is the ability to track everything the user does as he or she moves around the "meat space." Since users willingly give their names and birthdates when ordering Magic Bands, Goofy just might walk up to your child to say, "Happy birthday, Billy!"" (Kotler & Armstrong, 2016, p. 536).

Appendix B

Trial Scales for Student Assessment

Gosling, Rentfrow, Swann (2003) Ten Item Version (TIPI) Personality Scale

1. Extraverted, enthusiastic
2. Critical, quarrelsome
3. Dependable, self-disciplined
4. Anxious, easily upset
5. Open to new experiences, complex
6. Reserved, quiet
7. Sympathetic, warm
8. Disorganized, careless
9. Calm, emotionally stable
10. Conventional, uncreative

Campbell et al (1996) Twelve Item Version Personality Scale

1. My beliefs about myself often conflict with one another.
2. On one day, I might have one opinion of myself and on another day I might have a different opinion.
3. I spend a lot o time wondering about what kind of persona I really am.
4. Sometimes I feel that I am not really the person that I appear to be.
5. When I think about the kind of person I have been in the past, I'm not sure what I was really like.
6. I seldom experience conflict between the different aspects of my personality.
7. Sometimes I think I know other people better than I know myself.
8. My beliefs about myself seem to change very frequently.
9. If I were asked to describe my personality, my description might end up being different from one day to another day.
10. Even if I wanted to, I don't think I could tell someone what I'm really like.
11. In general, I have a clear sense of who I am and what I am.
12. It is often hard for me to make up my mind about things because I don't really know what I want.

Reidenbach and Robin (1990) Ethical Scale

Moral Equity Dimension
1. Fair/unfair
2. Just/unjust
3. Acceptable to my family/unacceptable to my family
4. Morally right/not morally right
Relativistic Dimension
5. Traditionally acceptable/traditionally unacceptable
6. Culturally acceptable/culturally unacceptable
Contractualism Dimension
7. Violates/does not violate an unspoken promise
8. Violates/does not violate an unwritten contract

What's Your Social Reach: Using Thunderclap to Increase Brand Awareness

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Finding new ways to engage technological natives in the classroom can often be a challenge. Students are continually hiding their texting behaviors under the desk in classrooms or scanning social media on their laptops. As educators, we often see ourselves as "edu-tainers" trying to balance the need to educate students with the need to keep their attention. As much as it frustrates faculty that student interest in social media is often higher than that of course content, it is our responsibility to communicate knowledge in an effective manner. Why not combine course content and social media to create a hands-on learning experience for students?

Millennials are a fascinating, if not somewhat baffling, population from a behaviors perspective. These individuals are reported as "social creatures" who utilize social media platforms twenty percent more than non-Millennials (Barton, Fromm and Egan, 2017). In addition, this population is more likely to enjoy both participating in, and encouraging other to support, cause campaigns (Barton, Fromm and Egan, 2017). This combination of behavior suggests that linking cause-related activities to social media can be a useful when connecting with Millennials.

The foundations service learning are built on the idea of combining academic knowledge, civic engagement and hands-on-activity to create meaningful learning experience for student. This paper builds on that foundation to combine service-learning and social media in the marketing classroom, and provides students a better understanding of how companies can utilize current customer behaviors trends to increase brand awareness.

What is Thunderclap?
Thunderclap is an online site (thunderclap.it) that allows individuals, or companies, to promote their cause by connecting multiple social media platforms (i.e., Twitter, Facebook and Tumbler). The Thunderclap platform promotes a four step process for campaign creation: 1. Craft a Message, 2. Choose a Deadline, 3. Recruit Participants, and 4. Be Heard. Campaigns are required to set desired outcome levels and upon successful goal completion, Thunderclap sends a synchronized message to all supporters, amplifying your message and allowing it to rises above the noise online.

Using Thunderclap in the Classroom to Help Not-for-Profits
The millennial generation, born as tech natives, are not always as tech savvy as expected. While they use digital technology non-stop, they often do not use social media or other technologies to their fullest advantage. In addition, being young students, they are not always clear on how social media, something that is part of their social life, can be incorporated into the "boring world" of work and business. One method of helping students better understand how to incorporate social media strategies into marketing practices is by allowing them to see the impact social connections can have on a business. This project allows students to do just that. By working with a not-for-profit organization, student are able to see marketing in a way that has positive impact on society and connects with their own underlying value of "doing good".
In this 3-week long project assignment, student utilize course content to understand a not-for-profits challenges and differentiating value in order to develop a message that will connect with

potential customers/supporters. Student to complete a number of in class learning tasks, including: company/brand analysis, opportunity analysis, and consumer analysis. Once completed, student brainstorm and develop a positioning strategy. Student learn about creative brief development and usage of messaging and appeal strategies. This was then translated into the Thunderclap platform in the form of a campaign landing page and final distribution message (You-Tube video) that was be sent to all supporters upon campaign success. Students are also required to utilize project management skills as set date and time requirement for project completion as Thunderclap requires approval before allowing a campaign to run on the site.

Upon completion of the initial campaign phase, student were then required to recruit supporters. This required online development of student social reach, and also involved networking and in-person sales communication as students' set-up a booth on campus and were required to ask potential supporters to share their social reach to make societal change. Finally, student were required to examine basic analytic results and present impact data as part of the final reporting process.

Conclusions

Campaign results showed a combination of 120 individual supporters had a combined social reach of 59, 646. In addition, student responses to this method of learning were positive with one comment being "This experience has definitely been enlighting and eye-opening. I would love to do more work with non-profit organizations in the future." All students reported wanting to engage in projects like this again and agreed this project improved their understanding of digital marketing and how social media can be used to help a company.

Using social media is part of a Millennials daily routine, and contrary to many beliefs, Pew Research (2017) reports that Facebook is still the number one most utilized social media platforms among 18 to 29 year olds. This was something reinforced in student findings during this project. Initial data shows this method of combining service learning strategies and social media has a positive impact on student learning behavior overall and provides and effective means of helping faculty reach millennials where they live.

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What Orientation Should the Marketing Student Have?

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Business schools have become one of the most influential institutions in the present day society (Morsing & Rovira, 2011). Management principles are no more limited to managing organizations, but are also being used to manage personal lives. However, various corporate scandals occurring occasionally put business education to a test of legitimacy (Cornuel, 2005; Morsing & Rovira, 2011). While earlier a business school could be considered good just based on its academic achievements, now society has started to expect business schools to be relevant for it by way of solving social issues and not only business problems (LeClair, 2016).

Occasionally the very relevance of management education to society is questioned by scholars (Emiliani, 2004), and questions like whether managers serve interests of society or their own self-interests is raised (Lagace, 2007). Though management education may be questioned, its importance in the present day society is very well pointed by Straub (2012). The present day society has gradually evolved from the hunter-gatherer society to the agriculture society, and then towards the industrial society with its division of labour. In the present day society, organizations pervade in all parts of our lives, and we have essentially become a society of organizations (Straub, 2012). Organizations range from business, education, hospital, government, non-profit organizations, etc. The quality of life in society is thus to a great extent dependent on the quality of its organizations (Straub, 2012). For these organizations to achieve their purpose, management of these organizations becomes essential, and hence the relevance of management education in society.

Having established the relevance of management education in present day society, we do realize that management principles that exhort for maximization of solely the capital of shareholders, are untenable (Rao, 2009). Thankfully, counter schools of thought like the stakeholder theory have provided a more integrative way of managing businesses. We primarily have two points to make, first, integrative principle of management should not only just be taught but also practiced by business schools. Second, Symonds (2014) points to the debate whether business schools need to globalise or localise. It is our contention that business schools are embedded in societies where they exist, and their first concern should be to present solutions to the local issues, and only then should they globalise for sharing their learnings to the outside world. We intend to explore further how these two aspects can orient students of marketing in way that is conducive to the overall well-being of society.

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**Business Students Share Their Beliefs And Attitudes
About The Cannabis Industry; Research Findings Relevant
To Marketing Curriculum And B-School**

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Introduction

This position paper (and subsequent MEA oral presentation) shares relevant industry background, research method and preliminary results from a 2017 survey of 100 graduate and undergraduate business students on the topic of cannabis education. The research seeks to understand student awareness, beliefs, and attitudes about and what the impacts of that are to business school education and business decision-making. It further attempts to understand which of these beliefs have the strongest effect on overall attitudes, and which specific beliefs are potentially most altered due to exposure to cannabis-related curriculum and pedagogy.

Background

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

25 states and Washington, D.C. currently have legalized cannabis for medical use and that number will increase following the results of the 2016 elections when Arkansas, Florida and

North Dakota voted to legalize medical cannabis use. Recreational cannabis use legalization is growing as well. is already legal in Colorado, Alaska, Oregon, Washington, and Washington DC and four more states - California, Massachusetts, Maine and Nevada – voted to legalize recreational cannabis in the most recent election. Although legalization at the state level has reduced the black market for cannabis, a "gray" market exists as cannabis travels from legal states to illegal states and medical prescriptions and legal recreational purchases are used fraudulently. At the same time the banking industry has been forced to navigate federal regulations on dealing with local cannabis revenue.

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

facts, and the increasing interest in this industry, make it a compelling, innovative, and important topic for business and marketing students.

Policy makers in state and local governments have many challenges as they evolve legislation around recreational and medical cannabis. Some of these challenges have to do with the active ingredients called Tetrahydrocannabinol (THC) and how this effects people while driving and operating equipment. Others involve determining the appropriate age at which individuals can legally consume cannabis, and developing rules regarding product potency, labeling, ingredients, and public consumption.

Research Method Basics

In early 2017, a 17 question survey was developed to understand student awareness, beliefs, and attitudes about the cannabis industry and business school education on this new topic. After survey edits and IRB approval, a total of 100 students took the survey between March and May of 2017. Of these, 70 undergraduates and 30 graduate students took the survey. 60 students identified as male, 39 identified as female and one student chose not did not to identify their gender. 21 students of the total were enrolled in a class that was titled: The Business of Marijuana, while the reminder of students were in classes that simply had a brief module on potentially harmful products, of which cannabis was discussed along with other products such as tobacco, prescription drugs, gambling/betting, firearms/guns, and alcohol. All surveys were given by someone other than the professor of the class or were taken when the professor was not present. Taking it was completely anonymous and optional and had no impact or suggestion of impact on grades. At no time did the survey ask about student's own use. There was one open ended question at the end to allow students to make a comment. All student completed 100% of the survey and it took an average of about 7-8 minutes to complete.

Research Results – A Sampling

More analysis needs to be done on the data to fully understand all the results, however, there are preliminary affirmations that can be shared now. Generally, there were similar responses between graduates and undergraduates and among genders. The majority of students felt cannabis education was relevant and should be a part of the business curriculum. Additionally, when asked to compare cannabis with other potentially harmful products such as tobacco, prescription drugs, gambling/betting, firearms/guns, and alcohol, cannabis was seen consistently as the least harmful, while prescription drugs, firearms/guns, and tobacco were seen as the most harmful. When asked about comfort level of discussing these topics in the classroom, most student felt comfortable with all of them except a few students were uncomfortable talking about firearms/guns. Like other research has shown about young people between the ages of 18-25 years old, most students agree that cannabis should be legal. They also see it as a growing industry, can see this industry provides tertiary career such as finance, agriculture, investing, law, etc., and can have important health benefits. Interestingly, although most student came from states that have either legalized recreational or medicinal cannabis, many were not interested, or not at all interested, in seeking a career in the cannabis industry. Although not clear, data in the survey suggests it is likely a result of historical stereotyping and residual stigma related to cannabis users or peer/family feelings on the topic. Related to this point is "who" and "what" influences student beliefs. When asked who influences their beliefs, most students are influenced by friends/peers and least influenced by teachers and siblings. And, when asked what influences

their beliefs, the majority indicated news media and movies, followed by television shows and education in secondary school, while the least influence was PSA and advertising/marketing messages. Most students felt that a stand-alone class on the cannabis industry was most appealing, but that was followed closely by having a module integrated into an existing class. So both are viable options to consider. Lastly, at the end of the survey, students had a chance to self-identify their political affiliation. They were able to choose from consistently conservative, mostly conservative, independent/not affiliated, mostly liberal, consistently liberal, or other (libertarian, green, etc.). The majority of students self-identified as independent or mostly liberal.

The survey instrument and the data will be available for review at the MEA conference.

Select Student Verbatims from Survey
"I believe that some people feel uncomfortable talking about this subject because it was and has been illegal in so many places in America for such a long time. Ten, twenty years from now it will be looked at the same or better than alcohol."
"I do not condone recreational use of marijuana but I support the industry as a whole. I have never smoked it in my life but currently my parents smoke it and my grandparents eat it."
"I think that it is foolish to deny the opportunity for students to learn about the growth of an entire industry."
"Honestly, my father would be unhappy if he knew we were talking about pot in school. He thinks pot-heads are lazy and smoking pot kills brain cells. That is just his view. But, I get it and feel OK talking about it."
"I don't use marijuana, so this doesn't interest me; however, since the industry is growing, I understand the benefits of knowing it."

Preliminary Curriculum Implications and Conclusion
As mentioned, there is a lot of analysis yet to do with this data and further research is needed on this topic. To fully understand student awareness, beliefs, and to recognize which of these beliefs have the strongest effect on overall attitudes, and which specific beliefs are potentially most altered due to exposure to cannabis-related curriculum and pedagogy, more investigation is required. However, preliminary education implications suggest that teaching both undergraduates and graduates business students about the cannabis industry is relevant and quite necessary.

Additionally, most students seemed more aware of the basics related to medicinal and recreational use than anticipated by the researcher. Therefore, making a robust business course (or module) that goes beyond basics and evolves their knowledge of the cannabis industry will help develop a better set of guidelines to aid in more sophisticated business decisions about market planning. Sensitivity needs to be taken by any instructor to include other potentially harmful (yet legal) products so there is a relative comparison and students are given context - especially for alcohol, which is known to be culturally more acceptable. Although the survey didn't address this directly, qualitative nuances gleaned from student comments, guide that any discussion about cannabis or any potentially harmful product needs to include ethical framework and considerations. For example, discussing marketing strategy and case studies involving vulnerable populations fits nicely into this curriculum and allows for a discussion that goes beyond profit motives for the cannabis industry. Also important is to be mindful of differing

political perspective from which student view this topic. Considerable care needs to be given to include fact-based scientific evidence as well as cultural difference and opinions, so all student feels a part of the discussion. It is imperative that this topic not be seen or discussed as a liberal "cause" but rather it should be approached like any other business industry with objectivity and time for constructive discussion and dialogue. Experiential activities, such as debates and fishbowl discussion techniques, are excellent pedagogy techniques to engage everyone. There are few moments in life when business and marketing students can see an industry grow from a nascent stage. This presents unique and significant opportunities for business schools to include cannabis industry education in the curriculum.

Motivation, Major and Marketing:
How do simulations impact student learning?

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We have all been in the classroom with students who have low motivation towards the subject. We have also experienced the even lower motivation from students who are not marketing majors and are required to take the course. Simulations are intended to help students apply business concepts and theories to evolving situations, thus making the learning process an interesting, interactive, and long-lasting experience (Alsaaty, 2014) . Could this interactive and interesting experience change student's motivation towards marketing?

Background

Student motivation is the extent to which a student dedicates cognitive resources to a specific assignment or task (Ackerman & Hu, 2011) . Many education researchers, such as Olson (1997) , advocate that motivation is probably the most important factor that educators can target to improve student's learning. Competitive, computerized marketing simulations have become widely used as a teaching tool (Mottner, 2009) . The goal of implementing marketing simulations is to maximise student learning. Simulations have been shown to increase student involvement, enjoyment, and competence (Cadotte, 2016; Keys & Wolfe, 1990; Thompson, Purdy, & Fandt, 1997; Tompson & Dass, 2000; Vos & Brennan, 2010) . Despite the long history of use, research into the effectiveness of simulations is in its infancy.

Motivation

As students attempt to balance their academic, work, and personal requirements they approach and avoid individual academic tasks with varying levels of commitment, effort, and time. Motivational theories are concerned with the energization and direction of behavior. Motivation asks the questions; what gets individuals moving (energized), and what activities and tasks will receive focus (direction) (P. R. Pintrich & Schunk, 2002) .

There are three main levels of motivation, Amotivation; absence of motivation, Extrinsic; means to an end (i.e. grades), and Intrinsic; interest or enjoyment (Deci & Ryan, 1985; Koh et al., 2010; Ryan & Deci, 2000). Intrinsic motivation has been hypothesised as the most beneficial type of motivation for student learning because it reflects learning for learning's sake, which may be enduring (Lilly & Tippins, 2002) . Intrinsically motivated people work on tasks more productively because they find them enjoyable (P. Pintrich & Schunk, 1996) . Interest motivates students (Renninger, Hidi, & Krapp, 1992).

Situational Interest

Situational interest is a psychological state of being interested in a task or activity that is generated by the interestingness of a task or context (see Pintrich and Schunk (2002)). Van Voorhis (June 2-4, 1995) suggested that giving students some control over the learning experience tends to increase intrinsic motivation and helps to engage students in the learning process. Simulations have been shown to increase student involvement and enjoyment (Cadotte, 2016) . Therefore, it is suggested that the implementation of a simulation will increase student's motivation in the subject.

H1 – The implementation of a simulation will result in an increase in level of intrinsic motivation of students towards marketing.

Personal Interest
Another major influence of student motivation is personal interest. Personal interest represents an individual's relatively enduring disposition to be attracted to, to enjoy, or to like to be engaged in a particular activity or topic (P. R. Pintrich, 2003) . Caruana, La Rocca and Snehota (2016) suggest that the effectiveness of computer based simulations as a learning device will depend of the extent to which it is accepted among students. This suggests that the level of personal interest students have towards the simulation will affect how effective the learning is.

H2 – Students' major will moderate the increase in intrinsic motivation of students towards marketing after the implementation of a simulation.

Method
Data collection will be in the form of a questionnaire. The questionnaire will assess the students levels of motivation before and after the semester long use of a simulation in Principles of Marketing. The Principles of Marketing course is taken by a large variety of majors. Principles of Marketing uses the MarketShare simulation by Interpretive. Potential moderating effects will also be tested including age, work experience, and computer confidence.

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Teaching Marketing As A Science Or An Art?:
An Exploratory Study Of Stakeholders Discourses

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Extended Abstract

Since the beginning of the history of human societies, it has been a question of understanding and anticipating the needs of one's loved ones, of one's community, of one's clients and of responding to them with relevance. As long as men have made exchanges, he has been a subject of marketing, that is to say, to find a way to achieve the most profitable exchange for the various parties involved. The name of this skill (or discipline depending on the time) and its definition, however, appeared only very late and have changed significantly over time (Alain & Philippe, 2006). Even today its definition does not seem obvious for students or even professionals. More surprisingly, its definition remains an object of debate among researchers (Baker & Saren, 2016; Brown, 1996).

Marketing, unlike the emerging social sciences, did not, however, benefit from the same credit or enthusiasm on the part of the scientific community. Marketing was indeed strongly related to the business world and to sales and was rather a branch of the economy from a historical point of view (Baker & Saren, 2016). Marketing researchers have had to prove the utility, seriousness and potential of the discipline very early on. For this, the solution chosen by the researchers was to affirm that marketing was a science like any other, able to create knowledge, to follow rigorous methods to predict and understand phenomena. Thus begins a debate that took place through interposed research articles in several academic journals for several decades. A first group advocated that marketing should be conceived and practiced as a science, while a second stream proposed to consider marketing as an art (Brown, 1996).

The growing uberisation of the market and the advent of digital technology increased the need for practitioners as well as researchers and students to propose models, designs and methods for thriving with the ongoing technological disruption (Darpy & Guillard, 2016). Computer science began to took precedence over the marketing discipline and we begin to observe in the professional practice a "left brained mindset" over-focusing on the development of algorithms, marketing management tools based on an engineering approach with very scattered practices depending on the sector, the technology and the objectives (Darpy & Guillard, 2016).Technology became a factor accelerating this scattering of practices, to illustrate this point the consultancy firm ChiefMartec produces every year a technology landscape for marketing identifying solutions and technologies used. The number of solutions identified by this company went from 150 to more than 5000 in 2017 which jeopardize the standards in the market and make the expertise and prediction very difficult for managers. On the other hand, the world of research and education is mobilizing models based on consumer psychology, cognition and emotion with the hope of identifying rules, clear patterns, stable structures that can lasting over time. Academic activity suffers also from a hyper fragmentation of research and shares this common issue with the professional practices. Hence, we find ourselves at the crossroads of a market characterized by celerity with some "chaotic random" development, and an academic cycle that follows a slower pace required by the methodological rigor and the academic canons and which is still struggling to identify an integrating framework capable of framing the marketing activity and that could serve as a common theoretical foundation for the discipline (Baker & Saren, 2016).

To complement these changes, researchers as well as practitioners have to revisit the central debate of "Marketing: Science or Art? In the light of current discourses and practices. This question asked by professor Converse more than 50 years ago has the merit of being still relevant (Brown, 1996). In fact, the ability to follow the behavior of an online consumer in real time, as well as his interactions, and to model these elements make it possible to consider a reading from the scientific angle. On the other hand, testing different "recipes" in companies as recommended by Davenport without being certain of the result by mobilizing different technologies and tactics to seduce the consumer is more a creative logic not to say artistic that mobilizes another mode of thought (Davenport, 2009). We suggest in this chapter to revisit these questions and focus on the literature retracing the evolution of the "Marketing: Art or Science" debate in order to identify its mutations and evolutions, and then enrich this historical retrospective with a study of the discourses and perceptions of the stakeholders linked to this debate.

We propose in this work to compare the discourses, as well as the perception of three categories of stakeholders concerned by this question: students, teachers and doctoral students in marketing, as well as professionals in activity. We conducted for that a series of 14 qualitative interviews with participants from Canada, France, England and China aged between 21 and 45 years old. The verbatim was transcribed and a content analysis and a lexicometric analysis were conducted to relate the different conceptions and discourses of marketing that exist today among these stakeholders and the key trends that ensue for the future of marketing (Alain & Philippe, 2006; Bardin, 2001).

The results indicate 9 key themes that characterize the current debate on marketing as a practice and discourse. Among these themes, we cite as an example (1) the pressing need to reposition the image of marketing to counter the stereotypes linked to the excesses of the consumer society. (2) The imperative demand of professionals as well as marketing students of a normative repository like the one practiced in finance, in quality management, or the project management body of knowledge (PMBOK) to better guide the reflection and the marketing execution process. (3) The establishment of new bonds between research, teaching and the practice of marketing, particularly via new emerging technologies such as the "open data" to provide cross-views and active collaborations on present market issues.

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The Impact of Behaving Cooperatively and Withholding Effort in Team-Based Learning"

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Abstract
In our position paper, we assert that students' own behaviors, specifically whether they behave cooperatively or withhold effort, can help faculty understand outcomes of team-based learning. Our conceptualization adds to the existing literature which suggests that teaching activities and team processes impact outcomes of team-based learning.

Position Paper

Teamwork often is a cornerstone of a business education because it is considered an essential professional skill (Riebe, Girardi, & Whitsed, 2016). Moreover, team-based learning (TBL) results in increased student engagement and better learning outcomes (e.g., Chad, 2012; Huggins & Stamatel, 2015; Jacobson, 2011). There is a considerable body of evidence which suggests that pedagogical processes, such as group charters or group assignment, enhance student success and positive experiences in TBL (e.g., Bacon, Stewart, & Anderson, 2001; Harding, 2017; Paretti, Layton, Laguette, & Speegle, 2011). What is less clear in the literature is the degree to which TBL outcomes are associated with students' perceptions of their own behaviors, rather than students' perceptions of their teammates' behaviors (e.g., Loughry, Ohland, & Woehr, 2014). Rather focus on the mechanisms used to encourage student behaviors (e.g., group contracts, syllabi clauses, group assignment, etc.) or to assess students' perceptions of other students, we are interested in better understanding the impact of students' own behavior on teamwork outcomes.

We propose that cooperative behavior and withholding effort impact two TBL outcomes – perceived learning outcomes and student engagement. (See Figure.) We measure students' perceived learning outcomes with seven items adapted from the National Survey of Student Engagement (NSSE), as reported in Huggins & Stamatel (2015). We measure student engagement with six items adapted from Johnson (1981), Moore (1989), and the National Survey of Student Engagement (NSSE),), as reported in Huggins & Stamatel (2015).
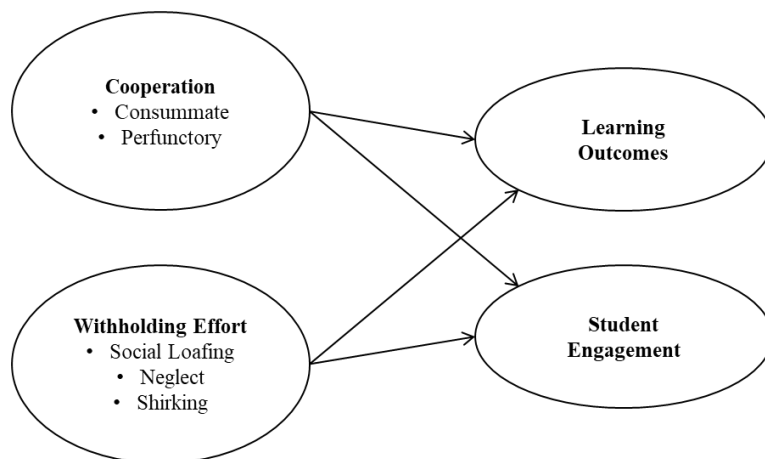
We propose that TBL outcomes are associated with students' perceptions of their own cooperative behavior, which can be conceptualized as consummate or perfunctory. Consummate cooperation is working toward a mutual end by responding flexibly and sharing, and it is not enforced through contract, such as a group charter (Kay, 1995). Consummate cooperation is more important when participants work together to produce a single outcome, such as a paper or an innovation (Ouchi, 1980). We operationalize consummate cooperation with a four-item scale which measures students' extra-role behaviors (Van Dyne & LePine, 1998). On the other hand, perfunctory cooperation is effort which is minimally required, and it can be imposed through agreement, such through a group charter or a syllabus (Williamson, Wachter, & Harris, 1975). It is effort that is sufficient to avoid sanctions or reprimands but may not fully utilize participants' skill or knowledge. We operationalize perfunctory cooperation with a four-item scale which measures students' in-role behaviors (Williams & Anderson, 1991).

We also propose that TBL outcomes are associated with students' perceptions of their own behavior, specifically three forms of withholding effort that are deliberate actions to lower contribution (Kidwell & Valentine, 2009). First, we identify social loafing as a form of withholding effort in teams. Social loafing occurs when an individual fails to contribute a fair share and allows others to pick up the slack (Aggarwal & O'Brien, 2008). In contrast, free-riding is social loafing with benefits (Bennett & Naumann, 2004), such as the receipt of a group grade. Because our focus is on individual behavior, rather than the result of the behavior, we focus on social loafing as a form of withholding effort in a team setting. We measure social loafing with a six-item scale adapted from Kidwell & Robie (2003) and Lin & Huang (2009). A second form of withholding effort is neglect, which is a withdrawal from team-based activities. We measure neglect with a six-item scale adapted from Kidwell & Robie (2003) and Lin & Huang (2009). A third form of withholding effort is shirking, which is holding back a full effort. Shirking focuses on individual contribution of effort to a task, and it can be distinguished from social loafing which is holding back effort toward a group task (Kidwell & Robie, 2003). We measure shirking with four items adapted from the literature (Judge & Chandler, 1990; Kidwell & Valentine, 2009; Pfaff & Huddleston, 2003). These three phenomena are closely related but distinct conceptualizations of withholding effort (Kidwell & Robie, 2003).

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The Role of Interdisciplinary Studies in Teaching Product Management: Position Paper

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Abstract:

As businesses are becoming obsessed of being successful in their industries, they look for fresh approaches to be able to cater to an ever-changing market. As an institution producing Marketing graduates, these students must be attuned to what is actually happening in the professional realm simulated in the four corners of the classroom.

This position paper will look at the importance of collaboration of our Marketing students with the other disciplines such as Industrial Engineering, the Natural Sciences, Computer Engineering and Human Resources & Management departments since these disciplines are training students to come up with innovation and new products; however, it is the role of the Marketing student to customize this to a target market, consumer behavior as well as understanding product life cycle and trends.

The position paper will look at how companies are obsessed in Cross Functional Communication in the workplace and simulating it in the classroom experience by creating virtual teams, collaboration with past students, product designers and understanding product life cycle so that the learner is prepared in the professional realm since what happens in the corporate world has been simulated in the classroom setting.

Keywords: interdisciplinary studies, product management, product development

In the recent launch of the iPhone X here in the Philippines much craze has been created not just in social media but also in the news. It has been a consistent newsmaker, as early as the launch of the iPhone 5 where across the globe people will line up in Apple Stores just to be the very few people to be the first to own one. After the launch, Apple will upload the launch video in YouTube so that people who missed the event will take part in the next version launch.

Such innovative product that the late Steve Jobs has created became a global sensation beating the once leader Nokia in the telecommunication and mobile gadget industry. Using this phenomenon, the marketing educators always challenge the learner inside the classroom of how such excellent product created a worldwide craze and made a company that started in a garage as one of the most profitable businesses of this century.

Using the phenomenon of the iPhone launch, millennial marketing students can best relate to this example. As majority of these students in the university owns an iPhone, the marketing educator will challenge the student as to how this iPhone landed into their palm. From the inception to its consumption, this will be the pivotal point of discussion and what interdisciplinary studies are doing to give birth to a product. This position paper will provide suggestions and further studies of how interdisciplinary can best improve teaching methods, appreciate the role of others in the firm, advocate cross-functional communication in the workplace and teamwork and ultimately, bring to a higher level the students of the important graduate attributes such as critical and

creative thinking, effective communication, reflective lifelong learner and service driven citizen (Expected Lasallian Graduate Attributes, dlsu.edu.ph)

In the book entitled The Elegant Solution: Toyota's Formula for Mastering Innovation written by Matthew May (2006), he argued that one of the important reason why Toyota has been in the forefront of innovation in the automobile industry is that the firm encouraged every single employee to come up with an idea. It does not have to be related to a car or automobile. Even those not involved in the production line must bring in a brilliant idea to improve the way they do things in the company. By the end of the year, they will have a close to 1 million ideas where they can incorporate to organizational development, market penetration, new product features, pricing, new target markets, leadership styles and so on.

Thus, from the Toyota Experience, students taking up Product Management are exposed in the process of idea generation called Brainstorming Techniques. The students will be throwing ideas to the class about a never thought of product that will solve millennial students' problem. Consolidation techniques will follow. They are encouraged to give as many ideas as possible for the next twenty minutes, no matter how wild it may be.

After the brainstorm exercise, the students will now be lead to the importance of ideas in product management. According to Crawford and Di Benedetto (2012), that out of 100 ideas, only 15 of them become commercially successful. Thus, using this study, it is important to note that fewer ideas to a target market leads to fewer commercial success.

The brainstorm exercise will be shared to the class that this methodology is not just the work of marketing professional but of every single division and department in the firm that contributes to the fulfillment of the company's vision and mission.
Students will learn to value the exercise that if they, marketing students and soon to be professionals will be embarking on with their careers in various marketing, sales and advertising fields, idea will always have to address some certain unmet needs. Idea will be coming from a data and the role of the marketing student is to make this data be transformed into a marketing insight that will add value to end users or consumers (Smith and Raspin, 2008).

This position paper now will lead the student to ways and means on how to make that idea into a new product.

One of the things that has been practiced for one trimester was the collaboration of the Industrial Engineering students taking up Product Design and the Marketing majors taking up Product Management.

From the previous term projects of the Industrial Engineering students the marketing educator brought their product design paper, presentation slides deck for their defense and some prototype to the marketing students. From what was taught in class the marketing students were leading to developing the product design to make it commercially successful. The student identified the target market, the pricing, the channels of distribution, position and product strategies all put together in the Product Portfolio. Throughout the course the students were expected to create virtual teams with the product designers (the Industrial Engineering majors), identify the

materials and its cost to ensure proper pricing, coming up with advertising materials and collaterals and in the end the marketing students will present the product to their "potential investors" just like Shark Tank pitches.

This is a position paper, since the successful course of Product Management, the students were immersed on how products are brought to the market. How different divisions work closely together to ensure the commercial success of the product. The previous term was only a collaboration of the marketing students to the industrial engineers. This paved the way to collaborate with other fields such as the Natural Sciences were the College of Science students are also creating products that aid the field of medicine; Computer Science students creating applications and software but had no idea how to make it commercially successful.

This position paper will further promote how important Marketing as a discipline to be taught in the other colleges and making sure that lecturers and professors are really practitioners of marketing or coming from the marketing department. It is also proposing that all marketing subjects across all colleges be served only by professors in the marketing department not just by any available professor who has interest with the subject matter and develop the course by the book.

With this position, the student can see credibility with the professor inside the classroom, make the other disciplines appreciate and value marketing, not just as a social science or a department in the firm but as to how the discipline aids in the achieving the profitability, growth and competitiveness of the firm that generates jobs and aides in the meeting of consumer needs in an ever-dynamic demographic.

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Lessons in Perspective-Taking: Embedding Meaningful CSR in Marketing Students

Relevant topic areas:
· Integrating ethics in the marketing curriculum.
· Innovative teaching methods and curriculum development
· Integrating student interpersonal competency development

Lessons in Perspective-Taking: Embedding Meaningful CSR in Marketing Students

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Corporate Social Responsibility (CSR) is an integral component of both corporate strategy (PwC report 2016) and business school curricula (Nicholls et al 2013). The debate is no longer whether CSR should be embraced but rather how best to prepare marketing students for meaningful and authentic design and practice of CSR. CSR refers to a firm's activities that enhance the wellbeing of its key stakeholders (Wood 1991), and the consumer is a key stakeholder for marketers. I argue that the embrace of authentic CSR that enhances consumer wellbeing requires marketing students to actively practice perspective-taking when designing and executing CSR-focused marketing activities. I first discuss the meaning of CSR perspective-taking for marketing students, and then discuss how such perspective-taking abilities can be instilled in students.

Perspective-taking:
Perspective-taking refers to actively considering others' mental and other subjective states (Todd & Galinksy 2014). It enhances intergroup understanding and evaluation of others, while attenuating intergroup biases and stereotypes. These effects are robust over time and lead to taking action on behalf of others. Therefore, perspective-taking is an essential ability for future marketers designing and implementing consumer-oriented CSR policies and practices.

CSR-focused perspective-taking differs from merely understanding consumers. Typically marketing courses teach students to understand consumers so as to influence consumer attitudes, purchase and usage behavior. The ultimate goal is to further the firm's bottom line (Cayla and Arnould 2013; Hattula et al 2015; Said et al 2015;). However, the objective of CSR-focused perspective-taking is to contribute to stakeholders', i.e., the consumers' "bottom line" - consumer wellbeing. Therefore, gaining a competitive edge is not the primary objective of such perspective-taking (though it may provide a competitive edge). Further, rather than focusing on creating marketing strategy that acts on consumers (e.g., launch a time-sensitive special offer to drive sales), CSR-focused perspective-taking allows consumers to act on marketers and act for consumers (e.g., realize the occurrence and impact of sub-optimal purchase decisions in response to time-sensitive offers and design an offer to avoid such impact).

Teaching perspective-taking to marketing students:
Motivating students to perspective-take requires providing incentives, structure, and flexibility (Todd & Galinsky 2014). Marketing educators should use graded assignments to train students in perspective-taking and in the use of this skill to create consumer wellbeing enhancing marketing strategy. Such assignments will have four broad stages – training in perspective-taking, entering the field, perspective-taking, developing marketing strategy based on this experience (Figure 1). Training in perspective-taking begins with an immersion in the details of a consumer's domain-specific experience (Todd & Galinsky 2014). For example, understanding the perspective of green consumers requires an immersion in the details of all aspects of their green consumption activities. This immersion is then followed by exercises in meta-cognition (Kaplan et al 2013)

and deep reflection (Schön 1983) - self-reflection and critical-reflection - facilitated through dialogue and discussion (Cunliffe 2004; Hibbert & Cunliffe 2015). The outcome of this process of immersion, meta-cognition and reflection is the ability to perspective-take and participate in counterfactual thinking (Celuch & Saxby 2013) that provides alternatives ways of marketing i.e.,

CSR-focused marketing.

Training should begin with students practicing perspective-taking on themselves. This requires them to immerse themselves in their own specific consumption experience, be deliberate and mindful of this experience, maintain a consumption journal, and reflect deeply on the experience and their reaction to it at every stage. Subsequent rounds of training can ask students to practice perspective-taking on a classmate, or use fully-formed characters in film, TV, novels etc.. In every case, the deep immersion in the details of specific consumption experience must be followed with meta-cognition, deep reflection, and deliberate counterfactual thinking and perspective-taking. In parallel, students and instructors should also identify a consumer group or an issue that can benefit significantly from CSR-focused marketing and are willing to be the focus of the assignment (see Table 1).

After practicing perspective-taking and ensuring informed access to one or more members of the consumer group, students enter the field. Perspective-taking requires a time commitment, and therefore students should spend significant periods of time with their chosen consumer(s) at different points during the course. They begin with gathering detailed information on the specific consumption experience under study. This could occur through in-depth conversations, with the consumers, shadowing them during stages of purchase and use, asking them to maintain a diary etc. The meta-cognition and reflective exercises are inter-woven through this process. Students should then be asked to explicate their new perspective, actively undertake counterfactual thinking exercises based on their immersion and reflection, and then integrate this learning with their marketing knowledge to design specific marketing strategies that will benefit their consumer(s). Time and resources permitting, students could also pitch their strategies to relevant businesses that are committed to CSR and are in a position to cater to these specific consumers.

Discussion: While such an approach has tremendous promise, it can also be challenging to design and implement. However, the benefits are likely to far outweigh the costs, and this is a pedagogical approach worth pursuing.

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Table 1: Examples of consumers/groups and consumption issues for perspective-taking exercises

Consumer/group	Consumption issue
Teenagers	Seeking self-esteem through consumption
Seniors	Market access, products designed for them.
Low income	Access to quality products

New immigrants	Marketplace literacy
Young adults	Budget management

Figure 1: Structure of a perspective-taking assignment

Preparation	Entering the field	Perspective-taking	Marketing strategy
Training in perspective-taking Self-immersion and reflection Other-immersion and reflection (classmates/family/friends/fictional characters in media)	Immersion in consumption experience Experience-gathering (interviews, shadowing, diaries, etc.)	Counterfactual thinking (asking "what-if" questions) Role-playing ("walking in their shoes")	Designing marketing strategy with the primary goal of enhancing consumer well-being
Site/consumer selection Focusing on vulnerable/marginalized consumers/groups	Reflection on consumption experience Meta-cognition Self-reflection Critical-reflection		

Crowdsourcing the Syllabus

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Today's economy relies on information, creativity, problem-solving, critical thinking and interpersonal relationships. Yet many of our approaches to course design fall back on traditional approaches to content delivery that have not seen much conceptual innovation in decades. Professors create a list of topic areas, prescribe a set of readings to accomany each, and then the semester follows a predictable weekly pattern: students read the assigned textbook, article or case ahead of time, then come to class for either a lecture or discussion about that topic. There is nothinginsufficient about this approach to course design as far as content is concerned, and educators follow this system because it ensures that the students are exposed to the collection of information deemed most important to the particular subject matter. This remains a fairly essential approach to introductory courses, where students must be exposed to the foundational content of multiple functional disciplines. At the same time, this approach to course design at its core leaves skills like creativity, problem-solving, critical thinking and teamwork up to the individual instructor to include in assignments or in-class methodologies. As students progress into senior electives, delivery may shift from lecture-based to discussion-based, but design remains essentially unchanged. In effect, educators trying to prepare students with the skillset and mindset necessary for success in today's business environment are forced to try to "fit" these educational goals into an outdated mold.

What this paper proposes is a re-envisioning of course design that starts from, quite literally, a clean slate. The pedagogical focus on the skills needed for today's students is explicit, rather than incidental. What is proposed is the crowdsourcing of the syllabus content. The syllabus is approached as template that becomes populated with learning objectives and topical areas by, and for, the students. Below, we introduce the crowdsourcing of the syllabus for section of a junior-level elective Consumer Behavior and Analysis course that met twice per week (Mon & Wed).

On the first day of class, students were introduced to the course and the subject of Consumer Behavior: what the discipline is about, why it exists, how it is used in business, and how it affects them in both their roles of consumer and marketer. Students were then informed that they would be responsible for driving the weekly subject matter, and were given the homework of coming back the following class with a list of topics they were interested in and wanted to learn about. They were encouraged to consider skills necessary for their intended careers, and search in a variety of places for this type of information: job descriptions, mass media, practitioner publications, syllabi from other institutions, textbooks, slideshare presentations, and so forth.

The second day of class was spent with students reading out their lists and the rationale and motivation for selecting particular topics. Each and every topic was listed on the whiteboard. While most students came with 8-12 ideas, there were more than 40 topics generated across the class. When the individual lists were exhausted, and students were exposed to each other's ideas, a class vote was taken wherein each student "ticked" with a whiteboard marker their top three

topics. The course syllabus was then populated prior to the third class, using the most popular topics from the class vote. For this particular section, the modules were: segmentation and customer profiling, customer benefit analysis, forecasting and market trends, purchasing patterns (online and offline), observational methods, service differentiation, post-purchase behavior, conversion costs, sourcing quality data for research, presenting and applying research findings, and the psychology of pricing.

Each week of class proceeded with three distinct stages: preparation, theory and application. For the first stage, students were given the homework of preparing a 1-2 page "executive brief" on the next week's topic using a templated framework (Appendix A) prior to Monday's class. In the second stage, the first class of the week (Mondays) was used for a theoretical discussion of the weekly topic. With all students having prepared a brief, the purpose of this class was to have students work through their notes collaboratively, with the goal of filling in the "gaps" in each other's work. Each student brought a slightly different nuance and perspective to the topic, so class discussion was used to highlight interesting points of similarity and difference between them. Students were encouraged to keep their own briefs open on their laptops, augmenting their notes with others' as necessary. Students were also encouraged to prepare and ask questions about what they could not find on their own but that they wanted to know. In the third stage, the second class of the week (Wednesday) was used to put the topic into practice using a hands-on applied activity. The professor prepared a unique activity for each week based on the chosen subject matter, drawing from exercises published in JME and MER.

In-class activities ranged from using excel to calculate conversion costs, to mapping out morning rituals to investigate brand loyalty and CLTV, to conducting interviews with friends about their refrigerators and medicine cabinets, to participant observation. One of the students' favorite activities was "garbology" (from Damron-Martinez & Jackson 2017) where students anonymously brought in bags of clean trash, and then sorted through the items to create a customer profile of each bag, followed by trying to guess which of their classmates had brought it in. The final week of class was spent reviewing subjects covered, and students were asked to submit a reflection memo of their experience. Students mentioned being highly engaged in the course for three reasons. First, they felt ownership of the course material, since they had chosen of the topics. Second, they felt engaged in the weekly discussions because they had responsibility for working as a team to create both content and learning environment. Third, they felt motivated to engage with the material because of a sense of responsibility and accountability for bringing valuable content to share with classmates. The memos also included three self-report measures of learning (Appendix B). Students were asked to gauge on a scale of 1-10 their knowledge of consumer behavior and analysis, their comfort level with consumer behavior and analysis, and their confidence in their ability to apply their knowledge of consumer behavior and analysis, at the beginning and at the end of the semester. Averaged across all three questions (Appendix C) students an average score of 4.24 at the beginning of the semester and 8.60 at the end of the semester.

Appendix A: Weekly Executive Brief Outline
• The Big Idea: What is/are [x] all about, at the most fundamental and strategic level?
• Relevance: Why do we do [x]? How does it enable or empower marketers to make better

managerial decisions and/or create more value for internal or external customers?
• Critical Content: What are the top three things we need to know about [x], and why?
• Best Practices: How do we do [x]? This is a training guide, so be as detailed as you need to be.
• Common Mistakes: What are the most common oversights or mistakes many marketers make when doing [x]?

Appendix B: Reflection Memo Measures, Instructions
Please fill out each of the 6 boxes using a scale of 1 (low) to 10 (high)
At the Beginning of the Semester (August 2017)
At the End of the Semester (December 2017)
My knowledge of consumer behavior and analysis.
My comfort level with consumer behavior and analysis.
My confidence in my ability to apply my knowledge of consumer behavior and analysis.

Appendix C: Reflection Memo Measures, Class Average Self-Report Metrics Axis labels: 1 (At the Beginning of the Semester) 2 (At the End of the Semester)
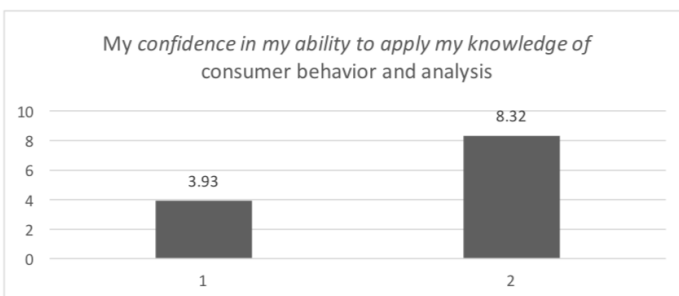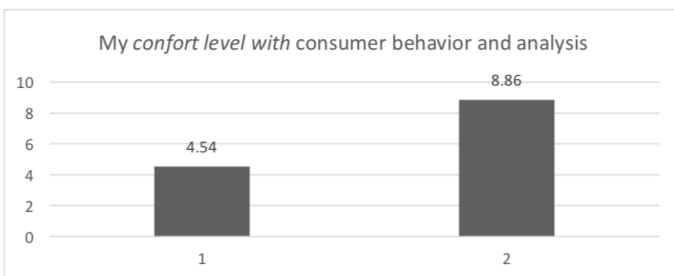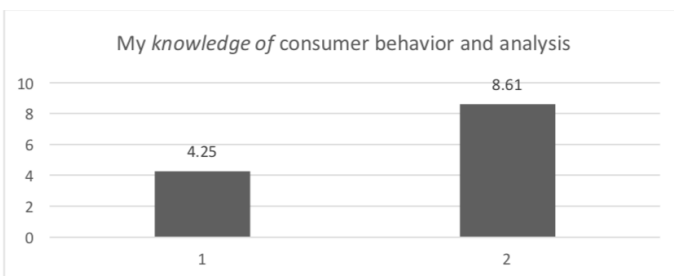

My *knowledge of* consumer behavior and analysis

My *confort level with* consumer behavior and analysis

My *confidence in my ability to apply my knowledge of* consumer behavior and analysis

Axis labels: 1 (At the Beginning of the Semester) 2 (At the End of the Semester)

Synonym Spinners and Paper Mills: It's a New World Out There"

Susan Brudvig, Indiana University East

Abstract

The explosion of online paraphrasing tools and contract cheating websites has created significant threats to academic integrity. This position paper is largely tutorial: Its aims are to create awareness of these tools and to demonstrate forms of detecting their use. However, prevention also is key. The author provides specific recommendations to faculty for creating student assignments and structuring written work.

Position Paper

The explosion of online paraphrasing tools (i.e., "synonym spinners" and "article spinners") and contract cheating websites (e.g., online "paper mills" and for-hire "ghost writers") has created significant threats to academic integrity. Although neither form of academic misconduct is new, both forms tend to skirt identification by faculty for two reasons:

- A submission using a synonym spinner or ghost writer may bypass originality detection by a plagiarism checker such as TurnItIn.
- Faculty often are unaware of these online tools and technologies, much less equipped to identify their use in student work.

This position paper is tutorial and has these objectives:

- To introduce faculty to online paraphrasing tools and contract cheating websites, demonstrating how students use these tools and highlighting how detection is avoided.
- To delineate different ways in which faculty may identify use of these tools in students' submissions.
- To suggest that authentic assessment, in-class writing, and self-reflection are among the best assignment types to encourage original written work.

While faculty awareness, detection and prevention are key, it is not enough given the pace of technological change. The author describes one institution's creation of an originality support team, whose sole purpose is identification and detection of unoriginal student work.

Bibliography available upon request.

Exploring Factors Affecting Peer Evaluation Scores: A Many-Facets Rasch Perspective

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Teams are widely used in marketing education as a means of developing team skills among our students and to encourage collaborative learning. To facilitate both objectives, peer evaluations have long been used to monitor and encourage good team behaviors when students work in teams (see LeRosen, 1976; Clark, 1989; or Strong & Anderson, 1990, for early examples). While early approaches to peer evaluation relied on paper-and-pencil technology, more recent approaches to peer evaluation have included online software, such as CATME (Loughry, Ohland, & Woehr, 2014). Importantly, there is some evidence that the repeated use of online peer evaluations can improve team skills (Brutus & Donia, 2010).

Another reason for interest in peer evaluation within student groups is to assess team skills. With the advent of assessment in higher education and especially with mandates from the AACSB to assess learning outcomes, business educators have become more interested in finding ways to assess team skills. Loughry et al. (2014) note that peer evaluations are acceptable to the AACSB as a direct measure of team skills. They go on to describe the CATME online system and to review the literature supporting the reliability and validity of the CATME peer evaluation scales.

To date, however, little is known about how other factors beyond student team skill ability level, may affect peer evaluation scores. For example, it seems reasonable that a team project completed in class with very little coordination outside of class would be easier for a team than a project that required substantial amounts of time outside of class. Further, a group task involving learning textbook material may be easier and less stressful than a group project involving working with a live client. Thus, the difficulty of the team task will affect peer evaluation scores just as the difficulty of an exam will affect student scores on an exam. Other factors that affect peer evaluation scores are likely to include the size of the student team (larger teams will have a higher chance of social loafing, see Comer, 1995), self v. peer ratings, the maturity of the raters (graduate v. undergraduate students), and the leniency of the students doing the rating. To best understand student team skills, we need to understand how all of these factors affect team skill scores.

Fortunately, the many-facets Rasch model is a measurement approach designed to address challenges just like this one. The single-facet Rasch model has been used to simultaneously estimate the ability of a student and the difficulty of a test, even when not all students take exactly the same version of the test (see Bacon & Stewart, 2006, for an example in the marketing education literature). Extending this model, the many-facets model can simultaneously estimate the ability of a student and the difficulty of each group project, the different challenge presented by each team size, the different leniency of each student rater, etc., even if not all students experienced all of these conditions. The many-facets Rasch model has been used before to explore rater effects (Myford & Wolfe, 2003, 2004), but it has not yet been applied to understanding the factors that affect team peer evaluation scores among marketing students.

The contribution of this research is to apply the many-facets Rasch model to marketing student peer evaluation data to demonstrate how each of several factors affects peer evaluation scores. A large data set has been collected to analyze the model. The data set includes data on each of the five CATME scales, and from marketing courses spanning 4 different terms, 18 different instructors, team sizes from 2 through 7, 1,008 students, graduates and undergraduates, and student self-ratings and peer ratings.

The preliminary results indicate that substantial differences in peer evaluations may be observed across several of the variables studied, including the course/group project itself, the group size, and the leniency of the student raters within a group. Other variables will be explored before the proposed presentation in April. In presenting these findings at MEA, we will also provide recommendations to educators on how to collect and use peer evaluation data in the most meaningful way.

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The Roles of Marketing Faculty and Students:Expectations of Marketing Students

by

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Topics
Innovative teaching methods and curriculum development
Learning styles, student development, performance and assessment
Using the web as a teaching tool

Abstract
Role theory holds that individuals who interact have different role expectations on how each party is expected to act. For a relationship to be effective, participants must be in sync with each other's roles and expected behaviors. With advancing technology changing marketing content, pedagogical tools and the needs and behaviors of Generation Z students, the roles of faculty and students have changed. Through qualitative and quantitative research, this study will examine what students see as their responsibilities versus faculty members' responsibilities, across different educational objectives. Understanding and responding to what students expect can lead to greater student satisfaction.

The Roles of Marketing Faculty and Students: Expectations of Marketing Students

Social roles are shared expectations that apply to individuals who occupy certain social positions (Eagley & Karrau, 2002; Rizzo, House & Lirtzman, 1970). A role theory perspective holds that individuals who interact have different behavior patterns and hold role expectations on how each party is expected to act (Biddle, 1986). For a relationship to be effective, participants must be in sync with each other's roles and expected behaviors.

Role theory has been adopted in several contexts where there is social exchange: Service encounters (Broderick, 1998; Solomon et al., 1985), stereotypes across groups (Koenig & Eagley, 2014), sales (Lysonski & Johnson, 2013), leadership roles (Shivers-Blackwell, 2004),

and team behavior (Fisher, Hunter & Macrosson, 2002). It has never been fully adopted in the context of a marketing student's role expectations of marketing faculty and themselves.

This is particularly relevant as the role of marketing professors is in a fluid state, facing several changes across the discipline, teaching and students. First, among the discipline, the digital age has altered how practitioners approach and execute marketing; from big data to social media, faculty have struggled to keep up and incorporate this new content into their courses (Faulds & Mangold, 2014; Granitz & Koernig 2011; Harrigan & Hulbert, 2011; Spiller & Tuten, 2015; Wymbs, 2011). Second, digital tools have transformed how and what faculty use to teach marketing (Buzzard et al., 2011; Celsi & Wolfinbarger, 2002; McCorkle, Alexander & Reardon, 2001). Presentation software, e-mail, video, social media, open source and digital textbooks, chat rooms, conferencing software, simulations, online learning platforms (e.g. Blackboard, Desire2Learn, etc.) and other software are all used for two-way communication of core material and information between faculty and students. Third, growing up in a digital world has changed our students. As millennials pass through college and Generation Z begins university, marketing faculty face the first true digital natives (Williams, 2015). To them, digital is not technology but a way to communicate. To learn, they want practical experience and they have a "get it when you want it" attitude (Anonymous, 2014; Williams, 2015). Added to this, earlier calls for educators to focus on skills such as leadership and teamwork and to move from lecture to experiential learning to high impact practices, are now especially relevant (Brownell & Swaner, 2010; Wright, Bitner, & Zeithaml, 1994).

Thus marketing educators' roles have transformed considerably from a simple lecturer of stable content to a designer of curriculum that is up-to-date, teaches practical skills, incorporates the latest pedagogical technology and methods, engages the newest generation of students and addresses their new unique set of needs.

Against this backdrop, several past studies have viewed students as customers and focused on understanding and meeting their expectations, as you would any customer (Gwinner & Beltramini, 1995; Newell, Titus & West, 1996). The research has echoed the changes discussed above with regards to the content, skills and pedagogical approach and tools. Students want to be prepared for the future marketplace (Ackerman, Gross & Perner, 2003). They desire challenge, interaction, hands-on experience, and ties to the real world (Bridges, 1999; Karns 2005). Students expect faculty to master instructional technology and not doing so can lower the credibility of the instructor (Schrodt & Witt, 2006). In terms of roles, Taylor et al. (2011) studied engagement and found that students believed it was the faculty's responsibility to engage students, while the authors stated that students must realize their roles, as co-creators with faculty of educational value.

Thus while past research has studied what students want, it has rarely demonstrated what students see as their role versus what they see as the role of the professor. This research seeks to fill this gap and has two main objectives:
1) Across content, skills and pedagogy, to understand what students see as their roles versus the roles of the professor;
2) To understand how they define the different roles; and
3) To understand how fulfillment of these roles affects student satisfaction

Understanding the different perceived roles and expectations is critical for several reasons. First, we are in two quickly changing disciplines, marketing and education. Knowing where students are, in terms of role expectations, can determine if there is role congruity between faculty and students. Role congruity can lead to greater student satisfaction with the educational experience (Anderson & Sullivan, 1993). Second, if there is role incongruity, faculty can alter their approach or better prepare students for their role. Mostafa (2015) found that students who understand their roles and are ready to co-create value receive greater functional, social and emotional value from their education. Third, this study will definitively meld the literature on role theory and marketing education.

Methodology
To achieve the main objectives of this research study, we will conduct two phases of data collection. The first phase will be a qualitative study to glean a better basic understanding of what university marketing students want from their education, in terms of skills, knowledge and pedagogical delivery. For each area, they will be asked what they perceive their role to be compared to the role of faculty in mastering these items. In this qualitative data collection phase, we will be conducting focus groups and one-on-one interviews. The second phase of this research will be quantitative in nature. In this part of our data collection, an online survey will be sent to marketing students asking them to delineate their role versus the faculty role in terms of skills, knowledge and pedagogical delivery. We will also measure the effect of these different roles on student satisfaction.
For more details on Methodology, please see Appendix A.

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APPENDIX A

Qualitative Phase

We will start by conducting one-on-one interviews with undergraduate students from two different universities. In these interviews, we will ask students what they want from their education, in terms of skills, knowledge and pedagogical delivery. We will then ask about their perceptions of the roles and expectations for faculty and students across these three main areas: 1) course content, 2) skills, and 3) course pedagogy. Based on the results of these one-on-one interviews, the next step in the qualitative phase of data collection will include 6 focus groups. Each focus group will consist of 8-12 undergraduate marketing students and will be moderated by a trained professional who is not a part of this research study. The one-on-one interviewers and focus group moderators will ask open-ended questions regarding the course content, skills, and course pedagogy, discussed below.

Content

The discussion of essential course content will be based on work done by Schlee & Harich (2010), who documented the knowledge required for marketing jobs in the 21st century at multiple levels of job complexity. It will also be based on the work of Finch, Nadeau, & O'Reilly (2012), who examined key challenges in marketing education. Examples of questions about course content might include those related to: learning marketing concepts (What is marketing and how to market), enacting these concepts (Learn by doing), up-to-date content, etc. We will also query students on data collected in the one-on-one interviews.

Skills

In addition to student input, the discussion of necessary skills needed to be developed will be based on Floyd and Gordon's (1998) work on the relative importance of communication skills (both written and verbal), problem-solving skills (analytic/quantitative), interpersonal skills, and work experience. Results from Schlee & Harich's (2010) work documenting the skills required for marketing jobs will also help drive the conversation on this topic, as well as Finch, Nadeau, & O'Reilly's (2012) research on the meta-skills needed by undergraduate marketing majors to succeed in the marketplace. Examples of areas of exploration include questions about soft skills (teamwork, leadership, networking, cross-functional, etc.), ethics, and practical experiences (internships, career jobs, consulting projects, etc.). We will also query students on data collected in the one-on-one interviews.

Pedagogy

The discussion of perceived appropriateness of pedagogical techniques will be based on several recent articles focusing on the use of technology in the classroom and new approaches to teaching. For example, Rinaldo, Tapp, & Laverie (2011) examined the effectiveness of using Twitter as a pedagogical tool and Neier & Zayer (2015) examined students' perceptions and experiences of the use of social media as a pedagogical tool in college courses. Green (2015) advocates for the use of flipped classrooms. Examples of questions that could be asked for this topic might include questions about students' technology usage (and perceptions of what faculty use), details on how students communicate and interact with faculty (e.g. how much and through which platforms), and what they experience in the classroom (lecture, flipped classroom, etc.). We will also query students on data collected in the one-on-one interviews.

Roles & Expectations

For all three of the above areas, we will delve into questions that more fully flesh out students' perceived roles and expectations of their roles for these topics versus faculty (or other external entities) roles. The role of student satisfaction based on students' perceptions of whether they are "in sync" with faculty members' roles and expected behavior will also be explored.

From student input, we also expect topics to arise from these interviews that we did not anticipate a priori. Other possible areas of exploration might include issues such as students' expenditure of time (e.g. What do they expect to be doing during class time? Outside of formal class time?) After compiling and analyzing the results from the qualitative phase of our research (one-on-ones and the focus groups), we will start the second phase of this research study.

Quantitative Phase

In the second (quantitative) phase of this research, we will take the qualitative findings and create a list of the desired knowledge, skills, and types of instruction. An online survey will be created and distributed to 250 marketing students at a West Coast and a Midwestern university. Subjects will rate their expectations/understanding on the degree to which the responsibility for knowledge, skills, and pedagogical items resides with faculty members, students and/or another external party (AMA, PSE, etc.). A 7-point scale with one being "definitely not my responsibility" and seven being "definitely my responsibility" will be used for the student's own expectations, and the subjects will rate the degree to which it is the faculty member's responsibility and/or an external party's responsibility on a similar scale (1 = definitely not their responsibility; 7 = definitely their responsibility).

The survey will have the students think of their answers in the context of a course they have recently completed. In addition to the questions about appropriate content, skills, and pedagogy, the subjects will also be asked to rate their satisfaction with the instructor and the course on a 7-point scale, as well as the grade that they earned in the. Demographic characteristics of the subjects will also be asked on the survey, including age, gender, race, year in school, GPA, and major.

Data Analysis

For the qualitative phase of this research, subjects' responses will be transcribed and then a content analysis of their responses will be conducted. The results of the content analyses will drive the creation of the online survey (quantitative phase). Once the data are collected from the quantitative phase of this research, we will analyze it using regression with each of the key

responsibilities to determine what is driving student satisfaction. We will also conduct ANOVAs to determine if there are any differences in the perception of roles and expectations across the demographic characteristics that we collected.

Currently, we are in the data collection process and if this paper is accepted we plan on presenting preliminary results at the MEA Conference, 2018.

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Logos, Ethos, and Pathos: The Path to Persuasion

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Abstract
Most marketers encounter ethical dilemmas that require ethical decision making skills. The "Ethics In-Class Group Debate" is a multi-task project involving researching, writing, speaking, listening, and teamwork. We empirically demonstrate students enhance their ethical efficacy skills and critical thinking, thereby, allowing students to appreciate the nuance of marketing ethical issues.

Marketing educators need to prepare students with the skills to solve real-world marketing problems to support the transition from student to marketing practioner (Hill & McGinnis, 2007). In the same vein, the Association to Advance Collegiate Schools of Business (AACSB) advocates the development of understanding ethical issues and their effects on stakeholders and society. As such, AACSB expects member schools to establish ethical expectations regarding the responsibility of business to society, ethical decision making, and ethical leadership (AACSB, 2004). In turn, educators have made an effort to ensure students learn ethical principles and understand how ethics impacts stakeholders and society (Loe & Ferrell, 2001). Moreover, the American Marketing Association (AMA) promotes the following ethical values: honesty, transparency, fairness, respect, responsibility, and citizenship (AMA, 2012). These values are useful when discussing marketing ethics and its implications to stakeholders.

Debates refer to the process of considering multiple viewpoints and arriving at a judgment (Freely & Steinburg, 2005). Debates promote active learning and mastery of content, as it requires participates and audience members to evaluate competing choices. It also encourages tolerance and response of other viewpoints and helps students to deal with ambiguity (Loe & Ferrell, 2001). Past teaching innovations have used the debate format (Roy & Macchiette, 2005; Roy, 2012) and found it to be effective for enhancing critical thinking, communication, argumentation, and research skills. However, the present research aims to explore the pedagogical effectiveness of in-class debates empirically in terms of ethical efficacy and critical thinking.

Ethics In-Class Group Debates
As a group, students selected a debate and stance (i.e. pro or con) relating to product, pricing, promotion or distribution (Table 1). The director of debate was a guest speaker and provided an argumentation and debate framework for the students.

Logos: Appealing to logic – Critical thinking skills used in a debate include defining the problem, identifying and challenging assumptions, recognizing inconsistencies, and prioritizing the relevance and salience of various points within the overall argument (Kennedy, 2007).

Ethos: Appealing to ethics – Part of appealing to logic involves assessing the credibility of sources to establish argument validity. Once argument validity is established, the communicator can convey expertise. In the information age and era of fake news, educators must focus on teaching students how to assess the quality of information and data and how to use information in an ethical manner.

Pathos: Appealing to emotion – According to Roy and Macchiette (2005), debate involves not only determining what to say, but how to say it. Different methods of persuasion were introduced such as the usage of emotional appeals (i.e. fear, guilt), visual aids (i.e. image, videos) and storytelling (i.e. metaphors, tropes) were introduced.

Student Evaluation of the Ethics In-Class Group Debate
Students enrolled in a graduate-level marketing management course at a Southern U.S. public university took a pre-test survey before (n = 8) and after (n = 4) the debate, which included an ethical efficacy measure (1 = strongly disagree and 7 = strongly agree). Ethical efficacy, derived from self-efficacy, is defined as one's confidence and belief in oneself to make an ethical decision when encountering an ethical dilemma (Ferrell 1996). The findings indicate there was a significant difference in ethical efficacy [t (14) = -4.54, p < .000] aptitude before the debate compared to after the debate (Table 2). Students (n = 4) also evaluated the project (1 = strongly disagree and 7 = strongly agree) based on five dimensions: participation, enthusiasm, knowledge, relationships, and creativity (Lee and Hoffman, 2014; Vander Schee, 2011). Student perceptions of the project were positive, with means for each dimension over the scale midpoint (Table 3). In line with previous pedagogical research, the project encouraged class participation, helped students get to know one another better, enhanced oral communication, and strengthen the learning experience.

Conclusion
Most issues in marketing are gray rather than black or white. The ethics in-class group debate helps students' critical thinking and argumentation skills, thereby, allowing them to appreciate the nuance of marketing ethical issues. It not only increases their knowledge of marketing topics, it enhances students' ethical efficacy skills.

Table 1: Examples of Debate Topics

Topic: Childhood Obesity
Issue: Is it necessary to create public policy to regulate the marketing of unhealthy food to children?
Pro: Government regulation is needed to restrict the marketing of unhealthy food to children in order to combat the childhood obesity epidemic.
Con: Too much regulation violates the rights of businesses and individuals. Self-regulation and industry codes of conduct should be encouraged instead.

Topic: Clearance Pricing
Issue: Should the use of clearance pricing be regulated?
Pro: Retailers should be able to use the term clearance without having to quality or justify the amount of the discount.

Con: Because the term clearance is potentially misleading, usage of the term should be regulated and not used unless there are substantial price discounts.

Topic: Native Advertising
Issue: Is using native advertising a deceptive practice?
Pro: Using native advertising is an appropriate way to sell products.
Con: Using native advertising is a form of deceptive marketing.

Topic: Showrooming
Issue: What are the ethical ramifications of showrooming for the consumer and the retailer?
Pro: Showrooming is acceptable consumer behavior, and it is up to the business to respond with a competitive strategy.
Con: Showrooming is a questionable consumer behavior and has the potential to have a negative effect on retail structures and competitive relationships.

Table 2: Ethical Efficacy Paired Sample T-Test

#		Pre-test		Post-test	
		Mean	Std Deviation	Mean	Std Deviation
1	Making ethical decisions in an organization is well within the scope of my abilities.	4	1.22	4.5	0.5
2	I do not anticipate any problems making the correct ethical decision when working for an organization.	3.88	1.27	4.25	0.43
3	I feel confident that my ability to make ethical decisions equals or exceeds those of my peers.	3.88	1.17	4.5	0.5

4	My experience and accomplishments increase my confidence that I will be able to make the correct ethical decisions in an organization.	3.88	1.27	4.5	0.5
5	Ethics is important to me.	4.25	1.3	4.75	0.43
6	Ethics is of no concern to me.	1.63	1.32	2.25	1.64
7	Ethics is irrelevant.	1.5	1.32	1.25	0.43
8	Ethics means a lot to me.	4.13	1.27	4.5	0.5
9	Ethics is useless.	1.63	1.32	1.25	0.43
10	Ethics is valuable.	4.25	1.3	4.75	0.43
11	Ethics is beneficial.	4.13	1.27	4.75	0.43
12	Ethics is not needed.	1.5	1.32	1.5	0.5
13	Participating in principle-based ethics could heighten my awareness of ethical issues and the complexity in reaching the correct decision.	4	1	4.5	0.5

#					
14	I am motivated to learn more about principle based-ethics in the organization.	3.75	0.97	4.25	0.43
15	I believe it would be valuable for my organization to address principle based business ethics.	3.88	1.05	4.5	0.5

Items are rated on a 7 point scale (1) Strongly Disagree and (7) Strongly Agree

Table 3: Learning Experience

#		Mean	Std Deviation
1	It encouraged class participation.	6.25	0.83
2	It made me feel more comfortable about speaking out in class.	5.75	0.83
3	It built enthusiasm for the course.	5	1.22
4	It enhanced my learning experience.	5.25	1.48
5	It increased my interest in topics we had yet to cover.	5	1.87
6	It increased my knowledge of marketing ethics topics.	5.5	1.66
7	It helped me to get to know the instructor in the class.	5	1.73
8	It helped me to get to know others students in the class.	6.25	0.83
9	It inspired my imaginative side.	4.25	0.83
10	It increased my creative input.	4.75	1.48

Items are rated on a 7 point scale (1) Strongly Disagree and (7) Strongly Agree

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Globalization of a Marketing Department via Faculty Development: Faculty Participating with EMBA Students in an International Exchange Week

By

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The AACSB accreditation body sees an increasing importance for business schools to develop a global mindset. One such way of globalizing a business school is to offer short-term international faculty exchange programs to help educators bring a fresh global perspective back to the classroom. A qualitative study was performed on a handful of faculty (n = 7) who participated in one such program integrated with an EMBA Consortium exchange week. Results revealed an increase in international research collaborations among faculty, new knowledge of challenges & insights about the host country within the faculty's area of expertise, and first-hand perspectives of business via company visits. Experiences, implications, and suggestions for future programs are discussed.

Teaching Marketing with Faith: a view into tying together marketing and a higher calling

Mindy Welch, University of Mary Hardin-Baylor

When working for a university that is faith-based, many of the instructors are required to incorporate elements of the Christian faith into their teachings. However, marketing has the honor of being seen as the most immoral discipline in the business sector. This, it is the authors belief, is because of the high visibility that marketing has in the business world, and not because of it having the potential of being less moral or more moral than any other discipline in business. How do marketing educators in these institutions overcome a perception that was ingrained in some of our students, and some of our coworkers, from a young age? This position paper is going to explore some of those issues, common misconceptions, as well as giving tools that have shown to be successful in the faith-based classroom.

SPECIAL SESSIONS

Getting Your Students Better Prepared to Use Excel and Marketing Metrics
Gopala "GG" Ganesh, University of North Texas

This is a proposal for a MEA 2018 special session that would describe, in detail, first time implementations of two, outside of class, Fall 2017 exercises. They are each worth 10% of the 1,000 semester points and seek to improve (1) the Excel worksheet and (2) Marketing Metrics abilities of the students. The author has implemented these exercises in the undergraduate Marketing Metrics class but they may also be easily used in the capstone case class or a Marketing Management class.

Exercise One: This challenges students to achieve certification as a "Microsoft Office Specialist in Excel 2016" by the end of the semester through a three-stage process. In stage 1, students complete online training in Excel 2016 at the Lynda.com website which is part of LinkedIn. The training consists of seven video lessons that collectively require 3 to 6 hours for completion. Lessons 2 through 6 conclude with a challenge exercise based on the specific Excel skills addressed in each lesson. Students are given the opportunity to complete that challenge within the prescribed time limit using a downloadable Excel file and then watch a video of the correct way to complete the various tasks in that challenge. Lesson 7 is a complete practice test that mimics the actual certification examination in terms of content and time limit. This mock-up certification examination is also accompanied by a downloadable Excel file and a video of the correct solution. Upon completion of all 7 lessons, students simply post to the Discussion Board of the Blackboard class site that they are "done with Lynda." The university has site-licensed and customized Lynda.com which provides a very large collection of other, similarly-implemented training opportunities, e.g., Word 2016, PowerPoint 2016, Excel Expert 2016, Google Analytics etc.

In stage 2, students receive further training using the site-licensed GMetrix platform in the computer lab. GMetrix is a Pearson company and a Microsoft training partner. Once students setup an account and sign in, GMetrix uses a set of six Excel workbooks to build various worksheet skills. Each workbook consists of a number of worksheets with two horizontal panes: the grid work area at the top and task instructions at the bottom. Each workbook maybe completed in two modes: the training mode in which there is no time limit and "how to do this" help is available for every task and the testing mode where there is a time limit and no help facility. The task content of both modes is identical. Therefore, across the six workbooks, the students have 12 practice opportunities. After completing each of these workbooks (between 50-70 things to do in each), the student is immediately informed whether they have passed (70% or more tasks correctly completed.) The author estimates that students would spend about 20 hours in completing GMetrix and requires students to show a downloadable proof that they have passed all six workbooks in the testing mode.

In stage 3, those students who have passed Gmetrix in stage 2 are allowed to take the online, proctored, lock-down browser certification examination which is conducted in the university's online testing facility. For this, they need to sign-up for an account with Certiport, another Pearson firm which is the testing partner for Microsoft. The certification exam is 45 minutes long and at the end of that, students are immediately informed whether they passed (70% of the

questions correctly answered). Later, they have the opportunity to download a pdf of their completion certificate and test performance statistics as well as optionally order a high quality printed certificate for display purposes. It is the author's strong recommendation that faculty wanting to put their students thru Excel 2016 certification become familiar with the entire process by doing it themselves.

Exercise Two: In this, students attempt to improve their Marketing Metrics skills by completing modules from Management-by-the-numbers.com. That website presently consists of 37 modules of which 21 are marketing-related metrics and the others deal with accounting, finance, operations management (inventory management), game theory etc. This being the first time for MBTN, the author has chosen to implement a custom package of 7 marketing modules: Market Share I and II, Advertising Metrics, Web Metrics, Distribution Metrics, Net Present Value I and Customer Lifetime Value. Together, these seven modules supplement the rest of the mostly-case material in the Marketing Metrics class because they develop very good familiarity with metrics not addressed in the cases.

In Fall 2017, the MBTN implementation began with the author sending the university e-mail addresses of all enrolled students to MBTN once the registration window closed. Subsequently, students were directly emailed their unique UserID and initial password by MBTN. They logged in and were first taken to a payment screen to complete their purchase and then were able to access the 7-module website for the rest of the semester.

Each module has an overview PDF presentation that briefly explains the concepts covered in it and includes worked examples. After previewing this PDF, students proceed to the first of 4 problem sets in that module that are arranged from easy to challenging. Each problem set consists of a micro-case with 4-10 numeric questions which are mostly non-multiple choice and must be answered by actually calculating the answer. The student gets two attempts to answer each question correctly. After the second wrong answer, MBTN displays the correct answer and the mechanics of how to calculate it whereupon the student moves onto the next question. MBTN remembers the questions missed in each problem set and upon completion of all four sets, repeats the problem sets with different numbers. This time, students may skip previously correctly answered questions but not those that they got wrong. Their goal is 100% correct answers to ALL the questions in all 4 problem sets in all 7 modules.

Students start the semester as a Mail Room Clerk in all 7 modules and move through the levels of Brand Assistant (one problem set completely and correctly solved OR 60% of all questions across all 4 problem sets in that module), Brand Manager (two problem sets completely and correctly solved OR 80% of all questions across all 4 problem sets in that module) and finally CEO/CMO (100% of all questions correctly solved in all 4 problem sets in that module.) For Fall 2017, students have been given until 30th November to complete the task. Based on this experience, intermediate deadlines maybe set in future semesters for different modules. If MBT is well received, the author also plans to increase the content to at least 15 modules and might even consider all 21 marketing modules.

During the MEA 2018 special session, the author will take attending colleagues through a comprehensive demo of both exercises, showing the various online resources, the syllabus,

handouts etc. Since Fall 2017 will have concluded by then, the author will also comment on how it went, grading aspects, what would need to be done differently, student enthusiasm etc.

Teaching the Financial Consequences of Marketing
Neil Bendle, Ivey Business School, Western University

Topic of Special Session
The session will unveil the new Finance in Marketing course from the Marketing Accountability Standards Board (MASB), https://themasb.org/. MASB is a not-for-profit organization whose mission is to establish marketing measurement and accountability standards across industry and domain for continuous improvement in financial performance and for the guidance and education of business decision-makers and users of performance and financial information.

Rationale for Special Session
The financial consequences of marketing decisions are critical to the success of many organizations. Even not-for-profits must evaluate fundraising campaigns etc... The cliché remains that half of marketing spending is wasted but we just don't know which half. This lack of understanding of the financial consequences of marketing decisions is major concern for managers. It undermines the credibility of marketers leading to the under-funding of marketing.

Our discussions with fellow academics led us to conclude that many would like to help improve their students understanding of marketing's financial consequences but don't feel they have the skills and support to do so. A MASB team, led by Dave Stewart (President's Professor of Marketing and Business Law at Loyola Marymount University and AMA VP of Publications), and Neil Bendle (see short bio below), has put together a full course to allow support educators https://themasb.org/projects/underway/finance-in-marketing-course-project/. This course has the following structure:

Format of Special Session
1)   Outline MASB and its work to improve financial reporting such as treating marketing, where appropriate, as an investment. Describe the common language dictionary, available online, http://www.marketing-dictionary.org/, to standardize marketing terms. (5 mins)
2)   The Finance in Marketing course. Neil will share the structure of the course, the topics covered and the thinking behind the syllabus choices. (15mins)
3)   Audience will brainstorm and share ideas as to what should be added to course. (10 mins)
4)   Neil will outline how to teach a specific topic. This will probably be CLV and feature findings from his article, "The Confusion About CLV In Case-Based Teaching Materials". (15 mins)

Module	Class and Topics
Introduction	1 Business Role of Marketing: (Marketing Creates Assets)
Traditional Marketing Metrics	2 Measuring Customers' Response to Our Brand: (Brand Preference/Choice, Awareness, Top of Mind, NPS, Willingness to Recommend, Customer Satisfaction,)
	3 Measuring Our Relative Position: (Dollar Market Share, Unit Market Share, Share of Wallet, Share of Requirements, Share of Voice, Problem with relative measures)
	4 Measuring Our Market: (Usage Index, Category Development Index, Brand Development Index, Penetration, Competitive Measures (Herfindahl Index))
	5 Understanding Repeat Business: (RFM, Retention Rate, What do we mean by loyalty? Challenges measuring retention/repeat business in different industries)
	6 Marketing Over Time: (Year on Year Growth, CAGR, Projections)
Traditional Financial Metrics	7 Revenue and Profit: (Target Revenues, Revenue & Profit, Importance of costs, Margins)
	8 Contribution: (Fixed/variable costs, unit contribution, margin %, breakeven, target profits)
	9 Project Planning: (Baseline & incremental, Cannibalization, Fair Share Draw, Sunk Costs)
	10 Multi-Period Assessment: (Payback period, discounting (exponential))
	11 Valuing the Long term: (Spreadsheets and project valuation, IRR, NPV, Investment Assessment, Return on Investment (ROI), MROI, ROMI)
Customer Profitability Analysis	12 Customer Profitability: (Pareto Principle, single period measures, Acquisition/Retention)
	13 CLV I: (CLV (N-period), spreadsheet modeling)
	14 CLV II: (CLV (Infinite Life Formula), Problems with CLV, Assumptions needed to make CLV work (when should we have concerns about these),)
Marketing Interface with Management	15 Management Accounting and budgeting: (Purpose of Management Accounting, Internal Accounting, Zero Based Budgeting, Communicating with management accountants)
	16 Costing: (Allocation of Fixed Costs, Activity Based Costing)
	17 Pricing: (Cost plus, Long term (Penetration/Skimming), Pricing to demand, Price elasticity)
	18 Valuing Social Media: ((how) Can we measure the ROI of investments in generating product reviews and ratings? Causation?)
	19 Quality and Marketing: (The quality movement, working with ops, supply chains)
	20 Communicating with Managers: (Need to know, Graphs, Dashboards, Decision Making)
Marketing Interface with Finance	21 What is Profit?: (Accounting Profit, EBITDA Economic Profit, EVA, Accounting Equation, Why understating assets matters)
	22 Challenges Accounting for Marketing Related Activities: (Market to Book, Tobin's q, Revenue recognition (booking, rebates, giftcards), Accounting for R&D, Moribund Effect)
	23 Purpose of Financial Statements: (Investors vs. Managers, What's missed? Brands on balance sheets, Customer Equity, Notes to accounts, Risk, FASB, IASB, SASB, MASB)
	24 Measuring brands I (Assets): (History of brand valuation, Customer survey based brand assessment methods, Conjoint based, Price Premium models, MASB (BIV))
	25 Measuring brands II (Assets): (Commercial methodologies, benefits, challenges)
	26 Accounting Ratios: (Key ratios, how are impacted by the way marketing is accounted for)
	27 Demonstrating the value of marketing : (Stock Market Reaction to Marketing, Academic research, Measuring advertising effectiveness, Attribution modeling)

Participants

Neil Bendle will represent the Marketing Accountability Standard Board as the Chair of MASB's Advisory Group and co-chair of the Finance in Marketing taskforce. Neil is Associate Professor of Marketing at Ivey Business School, Western University, Canada and is a qualified accountant (FCCA) who was Finance Director of the UK Labour Party before entering academia. He is the co-author of Marketing Metrics: The Manager's Guide to Measuring Marketing Performance (3rd Edition) which has sold over 60k+ copies and is published in numerous languages. He has been published in the Marketing Education Review, Marketing Science, Journal of Consumer Research, Sloan Management Review, Business Horizons and other venues. Neil is on the editorial board of the Journal for Advancement of Marketing Education.

The Influence of Bloggers in Shaping Perceptions of Citizens on Philippine Government Affairs

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Abstract

As the Philippine Government recognizes the "influence of new media", bloggers who has at least more than five thousand (5,000) followers in their Blogs, web pages, and in every social media accounts such as Facebook, Twitter, and Instagram has been given eligibility for press passes to cover news of government affairs, especially in the office of the president.

In this new media landscape where every person with a smartphone has the potential to promote, influence, and sway people's perceptions on current events and government affairs, there is a fine line between promotion of the government's milestones, and proliferation of "fake news" and propaganda. The academic concepts of sales and marketing are evident in the current state of social media. This exposes a dichotomy- first, is that the marketing educators over the years has been effective in the academic concepts of "advertising and promotion" and is now being practiced in actual government affairs, that may eventually lead to votes for the forthcoming elections, where potential candidates use bloggers as their "sales agents", and secondly, how can marketing professors now help to control, regulate, and educate students on the responsibility of truthfulness in product advertising, just promotions, and integrity as to the practice of promoting affairs of the government.

The proliferation of fake news, and the rawness of description and explicatory writing of the bloggers may set a false standard of true advertising, sales and marketing promotions, and influence of public perceptions should be analyzed and extensively discussed in the parlance of the academic community of the marketing educators.

Teaching Soft Skills Utilizing the Hybrid Teaching Model and Group Projects

Mr. David Douglas, Central Washington University
Dr. Lori Braunstein, Central Washington University

Topic: Teaching team skills using a hybrid teaching model and the use of the Canvas LMS

The specific class used as an example is an upper division class in our Retail Management Specialization titled "Customer Relationship Management (CRM)." This hybrid class meets two days a week; the rest of the course is taught through the Canvas LMS. From the beginning of the quarter, students work in groups to analyze an organization's CRM program. Students analyze the company through their own research and information learned from the class textbook and class lectures.

Through use of in-class teaching and Canvas's group function, students learn skills in the areas of team work, leadership, and managing group projects. Each of these skills is vital to their success as future professionals in the business world.

Topics that we can cover in this Special Session include: team work, use of technology in the classroom, hybrid teaching, and leadership skills.

Rational:
Employers report that the top attributes they desire from college graduates are leadership, ability to work in teams, and problem solving skills (NACE, 2016). These soft skills are reported as being needed more than technical or technology skills Young professionals who have these skills will be more apt to be successful than those who lack these vital skills. The Association of American Colleges and Universities (N.D.) explains that new college graduates need to be prepared for a rapidly changing work environment that will require them to have the ability to work in teams, the ability to solve complex problems, and the ability to write and speak well. In order to learn these skills, universities must prepare students by teaching these soft skills.

Through this Special Session, we will discuss ways we have found to teach students soft skills. Technical and technology skills are important for students to know, but soft skills are necessary for students to implement to obtain jobs.

Format:
The panel will discuss best practices we have learned over the course of several years utilizing the hybrid teaching model: what to do, what not to do, when to do, when not to do, when to control, and when not to control. Our department has been the leader on campus in implementing best practices in the hybrid teaching model

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Reading Your Student Evaluations in a Student Customer Orientated Environment

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Reading Your Student Evaluations in a Student Customer Orientated Environment

This session will look at how the student evaluation of teaching (SET) can be interpreted and applied in an environment in which the student is seen as a customer of the educational experience. The evaluation process has been studied and debated extensively for over 50 years, and much of the findings have been controversial. At the same time, colleges and universities have increasingly seen students as customers whose perceptions, feelings, and attitudes towards the educational experience can and do influence how instructors are rewarded. This session will review pertinent aspects of the SET process and reveal how an instructor can interpret SET results and apply those interpretations to their teaching.

Rationale
The confusion over usage and interpretation of SET can be demonstrated by two actual cases. Professor X, although performing within acceptable standards on all required duties, was denied merit pay over four years because of low scores on the school's SET. During this period, he was praised by his administrators for his teaching and for the performance of his students. Not once was it suggested that he should change anything in the classroom. How was it possible that this administrators, who are assumed to be educational professionals, could be so at odds with the professor's own students?

Professor Y taught at two different, but similar universities. The students at both schools identified his teaching style in almost identical terms. Yet, he consistently received below average evaluations in one school and was rated as one of the best instructors of the university at the other. What were the students reacting to that was so different between the two schools?

It is relatively easy to look at both cases and suggest causal factors, but are they substantiated by the research base?

As examples:

Do grades influence SET? Yes, but it depends largely upon other variables, some of them social, rather than the grade itself.

Do students react to their perception of fairness? Yes, but what do they mean by "fair?'

Do students reward learning? No, but there is a fascinating exception.
Do students exhibit gender, racial, religious and other forms of discrimination in the evaluations? Yes, but they are remarkably unaware of it.

Are the evaluations reliable? Yes and no. They demonstrate a strong pattern of test-retest, and equivalent form reliability. They generally have strong inter-item consistency, but at the same time show almost no inter-rater reliability. What this means to the instructor is complex and challenging.

Are the evaluations valid? Yes and no. It depends on what is meant by "valid." It also depends upon the purpose of the evaluations and how they are utilized.

Format
The topic of the session will be introduced, several examples given of SET research, how these findings have been interpreted, and how these interpretations can be applied to actual classroom behavior.

Participants will be encouraged to ask questions and dialog with each other and the session administrators. Examples from participants will be used as topics for discussion and exploration of possible action following from research findings.

Participants
Dennis Clayson: Dennis is a professor of marketing at the University of Northern Iowa with almost 30 years of research experience with SET.
Debra Haley: Debra is a professor emeritus at Southeastern Oklahoma State University and was an active researcher in the area of SET.

Interactive Teaching Techniques that Bring the Real World to the Classroom Experience

Debbora Whitson, Cal Poly Pomona
Juanita Roxas, Cal Poly Pomona
Jing Hu, Cal Poly Pomona
Luei Lin Ong, Cal Poly Pomona
Jun Myers, Cal Poly Pomona
Kristen Schiele, Cal Poly Pomona
Frank Bryant, Cal Poly Pomona
James Jared Oakley, Cal Poly Pomona
Robert Fabrize, Cal Poly Pomona
Olga Di Franco, Cal Poly Pomona

The struggle to make the material we present as marketing professors relevant to real world business practices has been well documented by the literature (Manzon, 2017; Hunt & Laverie, 2004). The profession has employed a number of strategic weapons, experiential learning (Hawtrey, 2007; Frontczak, 1998) flip the classroom (Findlay-Thompson & Mombourquette, 2014; Green, 2015) cooperative learning (Schmidt, 2003; Cameron, 1998) to name a few, to bridge the gap between theory and practice. This special session will present methods that demonstrated success in exposing students to current challenges that they are mostly to face as they enter into their respective professions.

The Final Review Game
In International Consumer Behavior, student groups are asked to participate in a final review game which they compete against other groups for extra credit points. The 1st group answering a question correctly received the points. This exercise exposes students to current events, asking them to analysis each situation using the concepts taught during the class. The competitive nature of this game creates high energy as well as reviewing major concepts that were covered on the final. Below is a sampling of the questions:
1.   What went wrong with the frozen fish staking pond in Japan's Space World theme park? Name the relevant consumer behavior concept…. (answer: violate of norms—unwritten rules)
2.   The "10 Surprising Ways To Offend People In Other Countries" video demonstrates the importance of understanding _____ _____ in the international arena. (Answer: nonverbal communication)
           https://youtu.be/vDeq9LT6YAM

3.   Fill in the blank from the Pros vs Cons of Standardization power point slides.   (answer: standardization)

Writing up Their Own Critical Incidents
In the Services Marketing class, students are required to log seven different incidents they encountered throughout the quarter. Half of them should be good service encounters and half what they considered bad. They have to describe the incident, why they considered it good/bad. At the end of the quarter, they have to pick one good and one bad and apply the concepts in class to the incidents as they analyze the situations and make recommendations for improvement.

This forces students to pay close attention to what they normally took for granted. They now have to approach each encounter with a critical eye if not during the encounter, shortly after.

Marketing Research and Real World Businesses
In Marketing Research class, student groups work with real world businesses on their research projects. They are required to conduct research on a selected marketing problem based on the business partner's needs, starting from background studies to various research tools, analysis, and recommendations. The objectives of the project are: (1) provide some experience in applying concepts and methods of marketing research to a real marketing research problem; (2) to understand the process of utilizing market research to serve firm needs. These projects provide our students with the opportunity to develop their knowledge skills and abilities in an environment which cultivates their competencies for employability. They also benefit the greater community and build positive awareness of our university for the broader public.

Students and Real World Businesses
In IBM 300, Principles of International Business, we replace a traditional in-class group project and presentation with X-Culture, a third party program that aggregates thousands of business students, divides them into teams of about 5-6 students from different countries and cultures, and connects them with a market expansion problems posed by real companies. This allows students to internationally distributed, multi-time zone, virtual teams, on real business projects – exposing them to the joys and frustrations of international teamwork, and creating an incubator to develop employable skills.

To encourage development of in-class support systems, a carefully planned series of face-to-face activities integrated in my classroom time allows students to continue to hone their skills while creating connections with their classmates. They may spend time discussing outstanding team issues, clarify questions about their projects, or present their work thus far to a small group of peers. By balancing virtual work with in-person support, we bring the real world to the students, while equipping them to succeed.

Baby Steps for "Flipping"
Flipping the classroom has been one of the hottest pedagogical techniques in recent years across fields of business education. In a "flipped" classroom, the traditional teaching-centered approach of the instructor giving lectures while students taking notes, is reversed, where students become the center of the learning experience – "lectures" are taught outside of the class and the class time is used for helping students use the material in collaborative and interactive ways. Despite its popularity among innovative educators, "flipping the classroom" still sounds like a daunting idea for many instructors who are intimidated by the drastic approach of relying on technology and student-centered design of learning to achieve the same learning outcomes. In this section, the discussant(s) will reflect upon some small incremental steps taken in a large-format introductory marketing class, to move to a "flipped classroom". Implications and lessons learned from using technology-assisted online and offline learning systems, individual and team-based coaching, small "pair-and-share" interactive exercises, and other manageable pedagogical techniques for a successful transition to a fully "flipping classroom" will be discussed.

Interactive: Digital Marketing Tools and Real World Businesses

In designing the e-Marketing course curriculum, my goal was to create a hands-on learning experience where every student leaves prepared to enter the job market with the essential digital marketing skills. Many of the students began the class with no prior experience, and by the end of the quarter were able to create SEO and social media campaigns with ease. During Spring 2017, we partnered with a new local company, DiamonDance, to help them grow their business with a digital marketing campaign. This project exemplified the learn-by-doing methodology, and gave students hands-on training for areas that employers are looking for such as pay-per-click ads (using Google Ads), infographics (using Piktochart), social media images (using Canva) and promotional videos (using AdobeSpark).

Another interactive teaching technique is in the Buyer Behavior course, where students learn how to utilize the design-thinking process in order to create a mobile application. The purpose of this assignment is to teach students to solve a problem for a specific consumer group, and to foster students' critical thinking and technology skills (Schiele, 2015). Design thinking is recognized for its effectiveness in bringing out innovation and change, and there has been growing interest in utilizing this in marketing curriculum (Love, Stone, & Wilton, 2011). Education research has also recognized that students need to be creative, not just analytical (McCorkle, Payan, Reardon, & Kling, 2007; Titus, 2007), and integrating design thinking in the classroom can enhance students' creative skills. This assignment created a high-impact learning experience for students, and their engagement strengthened retention of knowledge, and gave them the confidence to implement these skills in their careers.

"I Can't Do This Alone Guys"- The Use of Discussion as a Pedagogical Instrument in Teaching
The use of discussion between instructor and students is quite common. Even as the classroom has moved online, its value translated well with the development of discussion boards for instance. Fundamentally, the potency of a discussion between the instructor and students relies on the quality of information shared between both parties. In the end, the hope is that both parties come away with knowledge from an alternate perspective. The fortune of working at a learning institution where students have various backgrounds, the infusion of discussion has the potential to result in very rewarding experiences for all parties involved.
Below you will find a table that summarizes activities and desired outcomes.

Activity	Description	Desired Outcome
Ice breaker	Short introduction of students by fellow classmates	It offers the opportunity for the students present and to learn about each other
Collection of student information	Index cards that have basic information about each student for the instructor (name, etc.)	The instructor is able to match names with faces more effectively

Random cold calling	The instructor calls on students in this manner	The students appear more likely to follow the class discussion and are better able to think on their feet
Selection of course-related questions that result in students giving answers that may be different (depends on the course offered)	The instructor asks questions that generate discussion since the answers may vary ("Is the customer always right?" or "Is it prudent to purchase medical procedures if offered at a discount?" for example)	The students have an opportunity to share their personal experiences and views on the subject(s).
Selection of course-related questions that result in students giving answers that may have individual meaning	The instructor asks questions that generate discussion and lighten the mood – "Is there anything wrong with dating online?" or "Do we really need to wash and rinse our hair two times per the shampoo instructions?	The students bring their own opinions and experiences into the fray and attempt to connect their answers to the subject matter being covered with the assistance of the instructor
Current Events Presentation	Students choose an article and must commit to agreeing or disagreeing with the author	The audience, after viewing the student presentation, are encouraged to offer their feedback
Perceptual map exercise	Students compare eating locations based on price and service	The students may have different opinions and have a chance to openly disagree with their contemporaries

The goal in fostering discussion in class can be to empower the students and give them a chance to offer their contributions to the classroom environment. In order to achieve success, the instructor must create an atmosphere where all student opinions have the same degree of worth

in the eyes of the students. Overall, the purpose of integrating discussion is for students to gain confidence in communicating inside the classroom and beyond. The activities above can help in this process.

Improv in the Sales Classroom
To succeed in business, salespeople must have the ability to listen closely to clients, appear genuine, and when necessary, pivot during stressful situations. Mastering these skills tends to create positive perceptions of the salespeople, as they appear both confident and trustworthy in the eyes of customers. In an advanced sales class, we built on some best practices that are employed in MBA programs at leading universities, which involves teaching improvisational techniques. In collaboration with our Theater Department, we arranged for a professional actor/director that is on the faculty to provide instruction to students on improvisational techniques used in theater training. Students learned a number of skills. These started with relaxation techniques, and then moved to exercises that required them to be genuinely in the moment in an interaction by abandoning social scripts or self-editing. In other exercises, students might instantly respond with a "yes" to a situation given, and learn how to flow in the moment. They quickly reduced their fears in stressful situations such as handling buyer objections and became accustomed to reacting naturally without fear. Students found the class stimulating and overwhelmingly positive. We also observed that they also came away with greater confidence in themselves.

Video Segments Leading to Effective Learning
An alternative way to engage student participation in an intro to marketing class of 120 students, when most students are not marketing majors, but must take the intro to marketing class as a degree requirement. Traditionally would be to have them read the chapters and come prepared for class discussion another way would be to lecture on the chapter and hope the students will then read it after the class is over yet a third one would be to have the students watch short specifically created video segments discussing the topics of each chapter and a clear simple direct way with supporting power points and then having students come to class and break up in groups and discuss the concepts given in the video presentations and applying them in a class discussion using current examples that relate to their every day life.This is the approach that was used in the fall of 2017 for the IBM 301 class of 120 students who all signed up for the video presentations and watched chapter by chapter, came prepared to class and discussed the presentations in the classroom setting by sharing with each others personal experiences and examples which illustrated the different topics subject matter and chapter subjects and concepts. 4 pop quizzes through the quarter kept students motivated as well to be prepared.

For non business and non marketing majors this method succeeded in not only gaining student involvement, engagement, but also students gained interest in a subjuct they were only taking as a degree requirement. The outcome was more class participation, classroom interaction and positive student learning.

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Growing your small business: The impact of effective branding on entrepreneurship from the Marketing educator's perspective.

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Abstract
Branding is an integral component to the success and longevity of a business. Consumers typically gravitate toward brands that have good brand awareness and recognition which leads to the development of brand loyalty. However while branding is a necessary factor in marketing a business, establishing a brand is a difficult process and can require time and effort. Brand development is not simply creating a logo or slogan and associating your business with this. It also includes aspects such as having an excellent product that customers associate a value with as well as proper advertising using media that is current such as social media. This also includes the association that customers have regarding the business owner. A brand can be well recognized and liked however if the business owner is unethical the customers begin to have a negative brand association despite the fact that the product may be good.

As a marketing educator, inclusion of entrepreneurship and business concepts including how to be successful is vital to achieving the goal of educating students on this topic. However like many other topics in academia, branding can become mundane since there is quite a variety of terminology and theory. Students often are not able to translate the theory from the classroom to the real world. Despite this, since it is such a core area in a successful business, students need to be able to grasp an understanding that branding is an exciting and dynamic area as a business grows with the developed brand. Branding is also a difficult concept to instruct since it can involve ones' creativity and often in the classroom, students and educators level of creativity can vary significantly.

Target audience/ List of participants
This is a topic that can be widely marketed to a variety of people. The concepts are applicable in various situations such as individuals who already own their business, or students seeking to establish a business and of course educators instructing in this topic. The target audience would be small business owners, entrepreneurs, new business owners, marketing educators teaching courses in marketing, general business and entrepreneurship, students interested in entrepreneurship opportunities.

Modality
The modality for this special session would be either a workshop or tutorial. I would like for the session to be interactive as we review case studies and get input from industry and educators.

Rationale for this topic

After having taught marketing for over 10 years, and also authored a textbook, I have seen students who have successfully endeavored into their own business and also students who admirably have attempted this but failed. It is important as a marketing educator that students be provided with the tools to be successful and understand how to apply the concepts learned in class to the real world where they can then see progress. Often students enroll in marketing and other business courses but are not very engaged during class. This can be due to the actual lecture materials, course work and also a lack of an ability to show how the material is applicable to the real world. Branding is one concept that is taught in a traditional marketing course that can be lackluster since there is a variety of terminology. Moreover, students do not seem to understand how critical this is to the success of the business unless real world examples are incorporated into the materials.

This special session will be focused on the importance of branding to the success of business from an education standpoint and some of the tools that can be used to engage students on this topic. Case study materials will be provided to illustrate the impact of branding on business that can be used in the classroom. Case study materials showing where businesses have failed due to a branding issue will also be provided so that educators can illustrate to students the impact of negative branding. We will also examine branding from an international perspective and discuss what works here in the U.S. as opposed to other countries. I can provide a unique perspective on this being from another country. The session would be interactive as these case studies are reviewed and participation and input from other educators will be encouraged.

Strategic Initiative Prioritization: Recommendations to the MEA Board of Directors

Dr. Bob Trumpy, Central Washington University
Dr. Bob Lupton, Central Washington University
Dr. Clay Daughtrey, Metropolitan State University of Denver
Dr. Paul Ballard, Central Washington University

Overview:
MEA, as an entity, could benefit from general membership input on the future of MEA, in the form of a strategic initiative prioritization process, using a revised "nominal group" method of gathering input and generating priorities.

Input on strategic planning can be generated from multiple sources, and through several processes. Process options commonly include surveys, interviews, focus group input, and nominal group prioritization.

Given the inherent buy-in, engagement, and motivational benefits of a democratic/participative process, the presenters believe the nominal group method would be a particularly appropriate and acceptable modality to generate feedback to the MEA Board for their consideration.

Lastly, it is the principled belief of the presenters that many MEA members would benefit from the hands-on practice and skill development with a nominal group method of strategic prioritization, as applied to their respective academic entities.

Learning Outcomes:
- Skill acquisition with group facilitation
- Appreciation of the benefits of a democratic/participative decision-making/prioritization
- Practicing and delivering an academic curriculum component of Leading Change, Organizational Improvement, Managing Membership Input, and Managing and Serving a Non-profit Board of Directors.

Marketing Data Analysis – Let's Discuss Ways to Enhance Learning
Submitted by Donna H. Green**, PhD, Ferris State University

In most marketing programs students are expected to learn marketing data analysis / inferential statistics. Unfortunately, some students who want to become marketers are either afraid of numbers, convinced they are bad at numbers, or assume they are so smart they don't need to work for it. All these reasons lead to inadequate learning and discouraged students and professors.

As an instructor in this course over the last few years I have tried several different techniques/actions/philosophies which have made a difference in student learning. I not only have tried different strategies but I have also assessed them. In 2017 I was awarded my university's course assessment award for the assessments that I have conducted on this course which have led to continuing practices that have resulted in improved student learning.

This proposed session is designed for open sharing with those attending the session. As the leader of the session I will and share tools that I have used to enhance student learning – not to preach but to begin the sharing. Items I have incorporated include: frequent testing, in-class exercises, group in-class work, 'portfolios', and growth mindset. Recently I have allowed students to take a 3x5 card of notes when taking exams. I am in the process of analyzing them to see what they can tell me/us about student learning.
I would like this session to be interactive where I can learn as much from the participants as they will learn from me. Depending on the number in attendance discussion will proceed in small groups (which will share out) or as a full discussion group. I will lead the discussion and take notes which will be shared with participants after the session.*

**I have a marketing PhD from the Ivey School of Business at the University of Western Ontario (now called Western University), have been a marketing professor for 16 years: 12 years then twelve as a faculty center director and then academic administration and have been back in the classroom the last four years.

Drawing Students to Marketing: Early Interactions with Starting Students
Brian Jorgensen and Nancy Panos Schmitt, Westminster College

Abstract: This session addresses the rationale for and some methods for reaching out to prospective marketing students early in their college careers, including the sharing of experiences at the presenters' institution. The session will also serve as a forum for other MEA Conference attendees to discuss the topic and share insights and experiences.

College students today are faced with particular challenges. First, the need for a college education is as strong or stronger than ever. However, the cost of higher education has skyrocketed. Student debt continues to grow and can become burdensome for students who do not find themselves in sufficiently high paying post-college jobs. Students whose studies focus on the liberal arts, particularly if they have studied at a private institution, may find themselves particularly vulnerable to this squeeze. Training in business, including marketing, can help here, particularly for students who are not interested in science, engineering, and other technical fields.

This session considers why many undergraduate students who are drawn to the humanities and "soft" sciences might be interested in a major or minor in marketing or business and how to help them in the decision process. Students who are interested in STEM fields may also be interested in a business or marketing minor. This session also addresses strategies for reaching these students, particularly early in their college careers, and tapping into unrecognized reasons for them to study marketing. In this regard, the session suggests the idea of a student paradigm shift from a perception of marketing as profits and persuasion to marketing as a more purpose-driven and rewarding field of a study and employment, with a focus on relationship building and need satisfaction.

For undergraduate students attending a four-year institution, any significant exposure to the business school is often delayed to the sophomore or junior year. By this point, having been exposed to numerous non-business topics, students who might have become enthusiastic marketing students may well have chosen to pursue another passion, the pursuit of which may not serve them as well in their post-collegiate career. Or perhaps this other passion may well have been complemented with additional study of marketing, but the combination did not occur the students at the point at which it would have been feasible. The not-infrequent dismissal of business as an academic discipline by some faculty members in the arts and sciences can sometimes act as a stumbling block for potential marketing students, as well, since these faculty often have a first-mover advantage with the students.

The question, then, is how the business school generally, and marketing professors, in particular, can reach students earlier in their college careers and with more positive impact. The presenters here will address a number of changes that have taken place at their college to positively address this question. Also, the presenters would like to open the floor for discussion of other approaches to more successfully reaching students at or before the start of their college studies, rather than in the middle of their college careers.

The first possible touchpoint between the marketing faculty and new students is before they actually start as freshmen. Recruitment of new students is an important function of most colleges

and universities these days. At the presenters' college, prospective students often visit the college both individually and as part of several-hour-long recruitment events. Often these prospects are accompanied parents and/or other family members. While faculty are often invited to be a part of the group events, participation is often voluntary, and many faculty members choose to avoid these functions. Marketing faculty should not stay away. We all know that for many students marketing is more fun and interesting than finance or accounting and that it can lead to more concrete post-college employment prospects than management. We need to be a significant component of the face of the business school at recruiting events. Further, at recruiting events where students are pigeon-holed by their intended areas of study, we should see what we can do to mix with some of the prospects who haven't specifically identified an interest in business. Even if these students are not considering a switch, business or marketing can be a great minor for many students pursuing other fields. If an event involves "mock classes," a class taught by a marketing professor that includes a fun, interesting, short activity can help marketing come alive for prospects.

One particular pre-first-semester series of events recently added to the presenters' college's calendar are the Griffin Gear Up weekends. These spring events for admitted students are a parent-free option to allow the prospects to spend time on campus to get a feel for college life and to be more likely to hit the ground running when the year starts. This kind of activity presents an excellent opportunity for marketing faculty to start getting to know prospective students and engaging in some initial advising. Most freshmen really aren't that committed to any particular course of study as they are starting out. One of the presenters has become a Griffin Gear Up advisor and has had interaction with entering freshmen for the past two summers. Similarly, any opportunity for marketing faculty to be involved in freshman start-of-the-year orientation activities can also provide a good touchpoint with new students.

Recently at the presenters' college the liberal education program for students was significantly overhauled. One purpose of the change was to build some more exciting and engaging classes into the program. Another purpose was to streamline the liberal education requirements to allow students more opportunity to more creatively pursue their individual passions, by making it easier to complete a double major or a minor within a four-year time frame. In conjunction with the liberal education redesign, the school of business decided to also redesign its core of business classes to assure coverage of all important topics while keeping the overall core as streamlined as possible. Perhaps most significant to the business school's core redesign was the creation of a freshman-level required business class—BUSI 101—designed to acquaint students with the foundations of business and expose them to the different majors within business. While the business school has little direct role in the liberal education program, the BUSI 101 course is attractive to many freshmen because it is offered as a "Learning Community," and all freshmen are required to complete a Learning Community.

A Learning Community is a set of two courses with two professors that coordinate to some degree and in which all of the students are the same. Learning Communities have been shown to aid in retention of students, because students get to know and work with a cohort of students to a greater degree than would tend to do without a Learning Community. New students who express an interest in business are strongly encouraged to take BUSI 101 as their Learning Community during their first semester. Other students who may have some interest in business see the BUSI

101 course as an interesting way to explore whether they might be interested in business while also completing the Learning Community requirement.

BUSI 101 is, thus, a linked set of two courses, specifically BUSI 101A and BUSI 101B. It includes an important experiential learning component. BUSI 101A focuses on business communications, while BUSI 101B introduces students to the quantitative side of business. An activity shared by the two linked courses consists of students setting up a business through which they decide upon and sell actual products to the campus community. Profits from the sales go toward a non-profit selected by the students, for which students also do a service project at the end of the semester. In the course of setting up their businesses, students learn about the various functional areas of business and they interview for positions in each of the functions. This where marketing specifically comes into play. Two of the roles that students may be "hired" for within their businesses are as parts of the marketing team and the selling team. Marketing professors from outside of the class are invited to interview students for these positions, which allows students to meet marketing faculty who may not be teaching their section of the BUSI 101 course. In addition to other business-related activities, marketing activities carried out by the students in BUSI 101 include identifying a target market, choosing appropriate products, creating promotional materials, and engaging in face-to-face selling on campus.

Over the past two years, BUSI 101 has proven to be a successful way to get students engaged with the business school much earlier in their college careers. Additionally, Learning Community professors, including those who teach BUSI 101 become students' first academic advisors and remain as such until a student chooses another direction, if that happens. What this means is that many students who previously might have gotten their first business school advisor in their junior year are now often working with a business faculty advisor starting in their freshman year. These advising relationships have consistently been shown to enhance a students' commitment to and enthusiasm for the student's discipline.

In conclusion, the presenters and their colleagues at their college have been making exciting strides in building interest and engagement with newer students at their college. They will be sharing more details of their approaches and experiences in the special session. They will also be engaging session participants with regard to what other ideas and approaches may have been successful at other institutions.

The Digitalization of Marketing Education: A Look Back, and a Look Forward.

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

While you were sleeping (or were busy teaching marketing), the field of marketing went digital. In fact it could be said that the field of marketing has been leading the way in the digital revolution. The field of marketing has been more impacted by the Internet and the digitalization of content than almost any other area of business. The same could be said for marketing education. With more and more data, marketing strategy content and marketing learning content available online, the field of marketing education has gone digital. While some marketing educators do not realize it, those that have not embraced this transformation are falling further and further behind. In this special session, we are going to explore how the digitalization and move to the internet has changed marketing education, and how it is likely to change the future of marketing education. This special session will present a historical perspective of how the digital revolution has changed our profession and how it likely to impact it in the future.

AREAS OF DISCUSSION will include:
Course delivery issues - The transfer of knowledge - In the good old days there were traditional classes and distance education. Now the terms are online, hybrid classes, hybrid flipped classrooms, etc. The digital world has made the ways classes can be delivered much more flexible, but is it a better learning environment for our students? What are the most efficient ways to transfer knowledge?

Course Content Issues – Course content has gone digital, including digital/e-textbooks, access to online content, digital classroom management tools like Connect, Campus–wide course management systems like Blackboard or Canvass. The use of digital communication tools to build learning communities etc. Has it really enhanced the educational process or is it just bells and whistles? We have spent much time talking about learning styles and course content related issues. Law Schools often prevent students from using laptops or smartphones in class. Other programs incorporate these into the class. Where are now, and where will be ten years from now?

Course Evaluation issues - Testing, projects, online presentations, etc. - Of course one of the most challenging aspects of online education is student testing. Many faculty members have spent a significant amount of time and effort trying to protect the integrity of the curriculum by trying to minimizing cheating in online testing. Most test banks are published online within weeks of their release to faculty members. Of course there is Remote Proctor, Proctorfree, and ProctorU, but is there an answer?

Research issues – Some of us are old enough to remembering going to the library to do research, and using the Readers' Guide to Periodicals. The digital revolution has changed the way we do research, how we review the literature, how we evaluate one's research impact, and how evaluate scholarship overall. Many of us are questioning where or not our field has benefited from the new technologies and their use in our field. As a reviewer and editor, it is obvious that the era of the double blind review process is basically over. Everyone has instant access to everyone else's research activities.

The Educational Community – Going digital has provided marketing scholars the ability to do much of our job from a distance, resulting in many faculty members spending dramatically less time on campus. In addition, we have a great ways to keep in touch with research colleagues from across the globe. We have faculty members in college that have at my school for 2-3 years and I have never met them? How has that happened?

Finally we will take on the role of futurists and make predictions of where the field of marketing education will be in 10 and 20 years.

https://libsource.com/marketing-advantages-digitization/
http://www.analysysmason.com/contentassets/1d5ef0ca8ee3445ab5f64fad4888757e/analysys_mason_the_impact_of_the_internet_on_the_creative_industries_apr17.pdf
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Industry expectations of work-ready marketing graduates in Finland - a study of job postings of entry-level marketing jobs

By
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Minna-Maarit Jaskari, University Lecturer, PhD, University of Vaasa, Finland

Even though earlier studies have investigated industry expectations on marketing graduates, most of them focus on English speaking countries. This study takes a Nordic perspective and aims to study what are the qualifications that marketing graduates should master when graduating and entering their marketing careers. The data consists of 65 entry-level marketing job postings, from which the majority were marketing communication, especially digital marketing related jobs, followed by sales jobs. Our results show that the employers place growing importance on digital marketing skills emphasizing also content creation. Also communication skills and an active, can-do attitude and previous work experience were highly valued. However, a specific marketing degree was seldom required. The research provides up-to-date understanding of the requirements for student employability for marketing educators.

The Social Media Audit: Active Learning with Real-World Applications

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Michael Germano, Associate Professor, California State University, Los Angeles
Shirley Stretch-Stephenson, Professor, California State University, Los Angeles

Purpose of the Study:
Although the demand for social media expertise has increased drastically; business schools, marketing departments, and marketing scholars have been slow to create textbooks, curriculum, and pedagogy to prepare marketing students for careers in social media (Bureau of Labor Statistics 2016, Faulds and Mangold 2014, Munoz and Wood 2015). While a few exceptions exist; not only is there a dearth of social media marketing textbooks, but also the traditional nature of this medium renders textbooks obsolete as soon as they are in print (Barker et. al 2016, Brocato et. al 2015, Tuten and Solomon 2018). Despite this dilemma, tools and approaches already used in the real-world business context can be adapted and applied in the classroom setting to help prepare marketing students for the challenges and expectations of twenty-first century employers. In this paper, the authors explore and provide examples of social media audits as active learning exercises in social media courses. In addition, a discussion and insights are provided on the value such exercises can provide for marketing students, educators, and employers.

Method/Design and Sample:
Conceptual study of active learning pedagogy in the social media classroom. Examples of active learning exercises are provided, analyzed, and discussed.

Results:
Active learning in the social media classroom and learning how to do a social media audit helps students develop skills in this area since most marketing professionals are critiquing and improving a company's existing social media strategy rather than building it from scratch. Since social media audits are hands-on and require higher order thinking skills such as analyzing, observing, thinking critically, and recommending; students acquire and practice skills that are universal to marketing and deemed important to marketing employers (Schlee and Harich 2010).

Value to Marketing Education:
The repetition of analyzing, observing, critiquing, and recommending tasks associated with social media audits fosters the perfect combination of cognitive agility and strategic perspective that employers seek and reward—especially in the context of social media marketing. Therefore, the social media audit provides a solid framework for understanding theory as well as practice. In fact, since it is based upon the idea of producing an idealized version of the social and digital space a brand owns and wants to own; it is easier for students to envision the disparate concepts, ideas, and actions that lead to this idea if it is framed in the context of a social media audit or, even better, a series of them. When combined with more complex pedagogy such as active learning and flipped classrooms, the potential benefits multiply exponentially.

Keywords:

social media audit, social media marketing, active learning, marketing education
References Available Upon Request

Making the Intangibles Count: The Meaning of Value in Higher Education Today

Julie Beckel Nelsen, St. Catherine University
Paul E. Kotz, St. Mary's University
Mary U. Henderson, St. Catherine University
Sarah Rand, St. Catherine University

Abstract
Until recently, the higher-education system matured and expanded without significant disruption to its structure. In this system, institutional candidate-selection experiences, research and wealth measurements determined the organization's perceived value to a potential student. The system experienced change, and now, this value is being measured in cost and ranking classifications and other quantitative measures. Higher-education institutions must chase up the ranking ladder to remain viable. This paper explores the tangible and intangible value of higher education and the importance of changing the conversation so that the intangibles such as self-confidence, responsibility, critical thinking skills and social awareness, to only name a few, are included as part of the higher-education value discussion. The crucial component of defining value perception relies on consistent communication with students regarding the value they receive for their instructional dollar and time dedicated. Long-term, institutions that continue to develop and evolve new ways to connect "meaning" to their value proposition are able to ultimately survive the competition for the students' dollars.

Keywords
Higher Education, Value Proposition, Disruption, Intangible, Perceived Value, Education Issues, Assessment

The Meaning of Value in Higher Education Today

The perfect storm of change within higher education is taking place. As many of us have seen as administrators, educators, and parents of students in this environment, technology and cost pressures have changed how we view higher education; the playing field has been altered. Students are demanding high quality at a lower cost, and they have an unlimited, readily accessible menu of higher education institutions. As a result, many colleges and universities face the possible catastrophe of losing students to other institutions which provide quality education at a more affordable cost. Multiple stakeholders possess strong opinions about what is valued, and the industry needs to adapt to remain viable.

A value proposition is traditionally defined as a business or marketing statement that organizations use to condense why a consumer should use a service or purchase a product. Value propositions help persuade a potential consumer that one particular product or service will add more value or better solve a problem than other similar solutions (Baldock, 2011, p.4). Organizations use this statement to target customers who will benefit most from using their products, and this helps maintain a strategic competitive advantage. From a mathematical equation perspective, the value proposition is the perceived value of the product less the sum of the cost of the item or service plus the ease of purchasing and using the product or service. To simplify: the value equation can be represented as VALUE = BENEFITS – COSTS.

Clayton M. Christensen, Harvard Business School professor, suggested the term "disruptive innovation" in a series of books that examined how technological advances change existing markets for products and services. Usually, this change was marked by lowering price or making innovative products or services available to a different, and typically broader, audience. Now, colleges and universities are in a state of disruption as costs skyrocket and students can freely access education around the globe.

The value proposition for higher education is currently under attack. Ballooning college prices, combined with advances in technology, have resulted in questioning an industry that has remained virtually intact for decades. Higher education institutions see increased competition resulting in price competition and a new set of product and service enhancements. Numerous entities, to aid consumers, have created ranking systems to evaluate institutions on what they are delivering. These ranking systems have changed the decision-making process by a potential student because he/she can now critically examine the tangibles of the value equation. While this intuitively makes sense, these tangible ranking systems do not fully reflect the value of an undergraduate education; the intangible features need to be illustrated in the value proposition to provide a complete picture.

Tangibles: Cost Pressures and Ranking Systems in Higher Education

Given that the definition of higher education value is now heavily focused on tangible measures including cost and ranking classifications, higher-education institutions attempt to compete, chase and conform to remain viable. There is no doubt, despite this myriad of concerns, that public and private nonprofit places of higher education need to more closely examine the value they are providing in today's marketplace.

Cost Pressures
Concerns about debt are causing students and others to question the value proposition of higher education. According to National Center for Education Statistics (2017), between 2004–05 and 2014–15, prices for undergraduate tuition, fees, room, and board at public institutions rose 33 percent, and prices at private nonprofit institutions rose 26 percent, after adjustment for inflation. The price for undergraduate tuition, fees, room, and board at for-profit institutions decreased 18 percent between 2004–05 and 2014–15, after adjustment for inflation. This decrease in cost suggests that the for-profit institutions possibly offer a better value. But in many cases, these same institutions are drawing students into their colleges and universities, without truly advocating for their success. As a result, some of these for-profit institutions have been under scrutiny with regulatory boards and commissions.

Author Kevin Carey (2015), discusses his predictions for the future of higher education in his book titled, The End of College. After years of research, Carey concludes that rapidly increasing costs and the innovations in information technology -- are dramatically changing the meaning of higher education. Faculty and administrators from higher education are forming their thoughts about this changing landscape. Some universities are addressing the rising costs and the escalating concerns about increases in tuition by merging with other campuses, eliminating low-enrolled courses, expanding on high-demand subject areas, and other actions to better align with

perceptions about the value proposition by their stakeholders. DeMillo (2015), author of Revolution in Higher Education, comments on the changing landscape of higher education, "…but for many months now, it has been impossible to avoid big, bold-faced headlines and breathless investigative reports about the future of universities. It is a global phenomenon" (p. 1).

Hacker and Dreifus (2010) ask, "So are colleges and universities giving good value for these investments? And what are families buying? Higher education is a $420 billion industry. What are individuals - and our society as a whole - gaining from it?" (pp. 2 - 3). According to Cole (2016), "It becomes imperative for our universities and for the nation, therefore, to find ways to create curricula that are treasured by those who are immersed in them and affordable for those who can benefit from it" (p. 65). Cole (2016) states, "Most recently, we have heard as much from politicians as from employers that they would like students to study subjects that offer them practical possibilities for reasonable good jobs after graduation." (p. 86). Hacker and Dreifus (2010) add to this discussion, "Graduating with six figures' worth of debts isn't a high-end horror story – it's becoming increasingly common. So are colleges and universities giving good value for these investments?" (p. 2).

Tuition cost concerns impact colleges and universities at the institutional level. If students cannot afford these rising costs, enrollment will start to decline which will result in decreased funding from tuition and ultimately have a negative impact on the institution's ability to exist and prosper. Innovative solutions must be put into play to decrease costs on campuses. As one example, if institutions find ways to engage technology more efficiently by creating and maintaining more online education, or even by potentially outsourcing some courses, institutions may be better equipped to focus on their core strengths.

Ranking/Metrics

McGuire (2016) explained that while higher education system has matured and expanded, the definition of "quality" is now heavily supported by rankings and other proxy measures.   The process of choosing higher education instruction is becoming more standardized. Ranking systems, review sites, and other quantitative measures provide students with simplistic ways to compare costs, retention rates, graduation rates, employment status, and average debt. These measures will cause institutions to be held accountable for measuring up and may not measure all the important aspects of a quality education.

The College Scorecard and U.S. News and World Report's College Rankings offer assessments of entire university systems. Created by the Obama Administration in 2015, the College Scorecard, an online tool, helps prospective students understand the cost and value of colleges and universities in the United States. The website and search capabilities enable users to assess and compare data on costs, graduation rates, employment rates, average amount borrowed, and loan default rate (U.S. Department of Education, 2017). Unlike other popular ranking systems such as U.S. News or Princeton Review, the College Scorecard does not rank institutions, rather, it provides users with existing data collected and categorized by the Department.

Supporters of the tool argue that there should be public access to reliable information about the benefits and costs of higher-education; existing rating systems are often influenced by the

institutions themselves, and there is a lack of attention on student outcomes. Those opposed to the current Scorecard largely agree with proponents but question its accuracy and lack of holistic view.   Some educational institutions, including the Association of Public and Land-grant Universities (APLU), have publicly expressed their concerns. Jeff Lieberson, a spokesman for APLU, commented, "We continue to be very concerned that a lot of key data on the Scorecard is incomplete and misleading (such as graduation rates and earnings)." (Kreighbaum, 2017).

Intangibles

Simpson (2014) contends that knowledge is only one benefit of higher education. The current reality is that higher education's quest to rethink "how" and "what" to offer students is still executed within the premises of the current environments, structures, and cultures of higher education. Increasingly, students, employers, and other stakeholders expect higher education to meet their complicated "whys," "hows," and "whats"—with different and uncomfortable metrics. The quantification of the intangibles will be important if institutions wish to change the current value proposition conversation. The authors contend that the intangible benefits of education must be measured or higher education will be reduced to a commodity. After an extensive review of the literature, the themes of public good and personal transformation emerged as the intangibles most need to be measured in order to affect the value proposition.

Public Good

Father Hesburgh, President Emeritus of the University of Notre Dame, discussed the role of higher education in providing direction to students. Hesburgh wrote, "There are great moral issues facing young and old alike today … the young [should] perceive clearly where we elders stand on issues like human rights, world poverty and hunger, good government, preserving the fragile ecosphere …" (p.2) Today, these and other social justice issues need addressing. Intuitions need to enlist community members and students to speak to the values that their mission statements and vision documents claim to support. Ultimately, the role of higher education is to educate student leaders who will build the collective future. Hacker and Dreifus (2010) also reflect on the "notion of education as preparation for democratic citizenship" And for those attending a sleepaway school, a safe space where the kids can move toward adulthood." (p.2)

Hacker and Dreifus further state (2010), "Our principal premise is that higher education has lost track of its original and enduring purpose…" (p. 8). As such, there are varying opinions about what is happening within higher education. As an industry, higher education has long focused on the "why" of existence—such as their missions, visions, research, disciplines, curricula, student academic and degree success, and strategic initiatives. It is time to change the focus to the "how" of existence - such as reflection, questioning, experiential learning and achieving results.

Higher education leaders contend that value is about more than cost and metrics. McGuire (2016), current president of Trinity Washington University, argues in an Inside Higher Education article that, "We have allowed the story of higher education today to become one about value, to be sure -- monetary value, dollars, and cents as surrogates for quality and more important moral values." She goes on with concern that students find the practice of higher education to be

valuable, "not in terms of the person we help him or her to become, but rather, whether the graduate gets a well-paying job." Her argument suggests that higher education needs to transform its value proposition for the global communities served and that this value proposition should be about real civic, social and moral values for us to create the kind of society America wants to be, and also serve students in their quest for the degree and career mobility.

McGuire (2016) provides another perspective, where the focus should be placed on the value provided rather than flawed measurements of quality assessment. Many institutions, particularly wealthy private and star state institutions, claim a desire to welcome more low-income students of color yet fail to address the circumstances of costs, culture, and programs that would expand opportunities and ensure success for this population of students. At the same time, significantly less wealthy institutions take financial and metric risks to enroll large numbers of low-income students. As a result, organizations are criticized because these students do not progress through college according to traditional measures of persistence and completion.

Personal Transformation

The perceptions of value change over time. Shaw (2013) conducted a case study of students and parents to understand their perceptions and expectations about higher education. Findings showed that while economic benefits were initially thought to be the primary value of higher education, personal growth and fulfillment were identified as primary outcomes at post-graduation.

Dr. Shirley Ann Jackson, President of Rensselaer, in her speech to students entitled Your Journey of Transformation stated, "We want you to become engaged thinkers and innovators, intellectually agile, and with the multicultural sophistication to become transformative in your interactions across the globe. We are creating programs to help you develop that leadership and cultural awareness." (Jackson, 2013) The University of Cape Town's Vice-Chancellor, Max Price, articulates the personal transformation journey this way, "I think one of the most powerful things you do at university is to educate people about 'the other': about tolerance, about reconciliation, and to reduce the fear of the unknown." (Price, 2014)

Charity Johansson and Peter Felten in their 2014 book, Transforming Students: Fulfilling the Promise of Higher Education, suggest that the "Central purpose of a college or university is to transform the lives of students—not to merely change them or help them mature. This transformation is an ongoing process of intentionally aligning one's behavior with one's core sense of personal identity. It is the university's central role to lead students in this transformation, a process that shapes students into intentional, critical, and engaged individuals."

As educators can attest, the transformation process rarely follows a linear path and the convoluted path to transformation often produces results that mess with the metric measurements, such as increased costs and elongated college time caused by changes in majors. Many universities embrace and promote this concept of personal transformation including Elon University (2017) who publish their undertaking to be "an academic community that transforms mind, body, and spirit and encourages freedom of thought and liberty of conscience." Pepperdine University's founder states that they, "envisioned an institution that would transform students'

lives so that they would, in turn, impact culture." These entities see the college experience is much more than preparation for a career. It is preparation for life.

Conclusion

Institutions must focus on the future by addressing costs, adapting to new information technology, and becoming exceptionally good at articulating the value of higher education, but this value goes beyond degree credentialing. Inflated costs and increased access to degree-granting institutions across the globe are shifting the value of higher education. The true value of higher education must be measured in ways that not only consider cost and career outcomes but also go beyond these to the individual and societal transformation.

The current conversations taking place about the value of higher education have lost sight of the intangible value of the transformation that takes place throughout a student's academic journey. The authors contend that higher education institutions must be able to articulate a value proposition that includes benefits outside of costs and metrics. In the long run, those institutions that continue to develop and evolve new ways to connect "meaning" in its multi-faceted definition will ultimately survive the competition for the students' dollars. Higher education establishments should provide both traditional and innovative opportunities for students to interact with the institution. The crucial component in the shift will be to consistently communicate the value of education earned by the students for their education dollar. The big question, depending on which stakeholder is listening, is whether it is a marketing message, personal relationship connection, or the learning itself, or possibly a combination?

To achieve transformation in the industry, and deliver the value demanded by today's students, institutions must consider modifications in costs, degree requirements, curricula and programs, delivery systems, and services. As they move forward, universities must have a deeper understanding of students' needs and wants. Institutions need to enlist community leaders and students to speak the values that their mission statements and vision documents claim to support. Now is the time to make the intangibles count in the meaning of value in higher education.

References Available Upon Request

Using the Sustainability Framework to Reframe Marketing Curricula and Pedagogy

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Introduction

Purpose of the Study: Marketing's focus on consumers and the external marketplace makes it uniquely positioned to embrace and internalize sustainability as a framework for scholarship, practice, and curricular integration. However, marketing as a discipline and practice has been slow to evolve (Gronroos, 2007). In this paper, we propose a broadened definition of sustainability and make recommendations for using this broadened definition to reframe marketing curricula and pedagogy. We give specific examples of assignments and pedagogical approaches for core marketing courses as well as two marketing electives. By doing so, we hope to foster a new marketing mindset and a new generation of marketing practitioners who embrace, internalize, and practice sustainability holistically.

Method/Design and Sample: It is vital that the notion of sustainability is covered beyond its typical application through case studies or readings or a single course on ethics in the core business curriculum. Instead, it should be integrated throughout the courses and coordinated with both curricular and extracurricular activities. Sustainability principles can provide platform in the development and implementation of various elective courses such as, principles of marketing, consumer behavior, sustainability marketing, and community-based social marketing. Further, the facilitation of sustainability-framed marketing courses may involve different approaches, ranging from in-class exercises to hands-on working experiences with a non-profit or business entity. Various pedagogical approaches can be used in the facilitation of these courses.

Results: Almost every contemporary principles of marketing textbook dedicates a chapter to business ethics to emphasize corporate societal engagements. In fact, going beyond a single chapter on business ethics, Grewal and Levy (2017) include a subsection on ethical and societal dilemmas in every chapter and relate the respective case to the chapter-specific marketing concept. Further, segmentation is a powerful concept that can provide important insights on the (un)sustainable behaviors of consumers and help identify potential consumption alternatives. Similarly, in order to provide introductory knowledge on sustainability-related issues, principles of marketing courses can employ several high-quality, award-winning documentaries that are easily accessible via online streaming services or university libraries. Further, the sustainability-integrated curriculum for this course integrates different pedagogical tools in maximizing learning outcomes. Field trips can be organized to provide students a real-world understanding of some of the most pressing sustainability issues. Further, course projects based on active learning stages are instrumental in fostering important critical thinking skills.

Value to Marketing Education: It is important for marketing education and educators to align with growing calls to address the complex issues that pertain to society. Developing sustainability-based marketing curriculum and pedagogy is a great place to start the conversation and practice of

nurturing future generations' sensitivity toward the long-term impact of marketing. The goal with curriculum re-invention is also to make marketing educators, business school administrators, and other stakeholders become more aware and cognizant about the irreversible direct impact (positive and negative) that marketing decisions have on consumers and the broader material and social environment in which they live.

<div align="center">References Available Upon Request</div>

Application of Design Thinking Principles in the Context of an Advertising Research Experiential Project

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Abstract
Marketing programs are gradually recognizing the importance of meta-skills. This paper presents the classroom application of a pedagogical technique designed to foster design-thinking abilities to provide a deeper understanding of the concepts taught in an advertising class. The technique requires students to conduct an advertising agency audit and create an original advertising agency fact sheet to support evidence-based decision making. The goal for students is to use design thinking to convert data into a value-added evaluation product: a fact sheet. Student teams utilize the "design thinking" process which focuses on the needs of a fact sheet's end user, a decision maker, employing brainstorming, iterative design, rapid prototyping, and critique. After completing the project, students self-assess their experiences and learning by completing a survey. We conclude that using design thinking enriched students' learning experiences by both challenging and promoting higher-order thinking.

Introduction
Prior research findings support the perspective that some thinking abilities, which are not domain specific, meta-skills, substantially affect marketing success (Abrami et al., 2015; Bacon, 2017; Lee,et. al, 2015). Specifically, research indicates that the priority meta-skills that marketing employers seek from new graduates (e.g., critical thinking, ethical decision making, empathy, creative thinking) often transcend disciplines. For example, Bacon (2017) identified increases in intellectual orientation, curiosity, and cognitive complexity as important learning outcomes for marketing students. Marketing managers recognize that successful marketing practitioners must have meta-skills that enable professionals in complex and ambiguous situations to identify unexpected opportunities and combine seemingly unrelated or paradoxical ideas into innovative, relevant, engaging and emotionally satisfying products and services (Ryman, 2009, Schlee, 2010). Equally important are skills that enable professionals to empathize with others (Armstrong, 2016). Therefore, there is an emerging consensus among marketing educators that marketing education must emphasize the development of foundational meta-skills through experiential methods that allow for their application in unique marketing contexts (Capon, 2004, Krishnan, 1998).

The distinguished scholar and business school administrator, Herbert Simon asserted that professional schools, including business, engineering, law, medicine, and architecture, are all primarily concerned with the process of design—devising courses of action aimed at changing existing situations into preferred ones (Simon, 1996). These professions are all concerned with "what ought to be:" the professional practitioner is concerned with devising actions, processes, or physical objects that effectively serve a specified purpose. While analysis entails dissecting phenomena into their component elements, the practitioner is engaged in synthesizing, and organizing those pieces into larger systems and ideas (Glen, 2014). Simon argues for a business curriculum that integrates both discipline-based science as well as practitioner orientation, incorporating both scientific analysis and design. Although the logical, linear, and "left-brain" analytical skills are teachable and needed, increasingly more "right-brain" capabilities are expected from marketing students as we are quickly moving out of the *"Information Age"* into the

"Conceptual Age" (Pink, 2005). Therefore, expanding marketing students' repertoire of skills and abilities would allow them to envision a broader set of possibilities, expand the solution space, and lead to higher order innovative solutions (Liedtka, 2017). Bacon (2017) specifically suggests that marketing college education should impart to all students some higher order thinking skills and abilities that are valuable in marketing careers. Bacon (2017) indicates that the results of his study create an additional call for marketing educators to explore the nature of the higher order skills and abilities not measured in the literature so far. One such higher order thinking ability is design thinking ability.

Design Thinking and Innovation
Design thinking research is still relatively new but there is a growing interest in design thinking among management researchers. Scholars treat design thinking as a multi-epistemic process (Eagen et al.,2012). The design thinking process draws on multiple ways of knowing, including cognition, emotion, sensation, and intuition, and utilizes a variety of skills such as imagination and play to solve problems that have incomplete, contradictory and changing requirements (Eagen et al., 2012). Design thinking has the potential to go beyond analytical thinking by providing a more comprehensive alternative in dealing with managerial and marketing problems. In fact, Simon (1996) notes, design has been generally seen as an art—a process that is not fully explicit, involving intuition and judgment. From a marketing perspective, design thinking transcends purely intellectual activity and represents a generic approach to creating valuable new arrangements that improve consumer experience (Martin, 2009). As businesses are facing a growing demand for innovative products and services that offer rich experiences, design thinking is garnering attention among marketing educators and scholars because it seems more suited to the task than linear, analytical methodologies.

There are four key components underlying the process of Design Thinking (Eagen et al.,2012):
1. Design is multi-epistemic: interacting with the world is as much feeling, sensing, intuiting as it is thinking (Jung, 1927);
2. Design is innovative: design is the creation of 'preferred futures' (Simon, 1996). Designers work on wicked problems and use abductive reasoning to come up with solutions to the problems (Kolko, 2010). Abductive reasoning is "argument to the best explanation" (Kolko, 2010). Abductive reasoning allows designers to view a problem with the end goal of finding a solution to it.
3. Design is service: the designer requires a client (Nelson and Stolterman, 2001). Designers want to create viable, feasible, and desirable solutions for a client. Attention is paid to the user experience. Designers note the emotions and perceptions of the customer as they use a product or service. Suri and Herndrix (2010) describe how designers view problems in a much broader context so that they can identify opportunities to enhance the customer experience.
4. Design is social: the success of a design is determined by that design's adoption by the social body (Rogers, 2003).

The current definitions of design thinking combine the elements of designing sensibilities within a business context. Tim Brown's (2008) definition clearly expresses how design thinking is the byproduct of two seemingly distinct disciplines. Brown (2008, p. 86) defines design thinking as "a discipline that uses the designer's sensibility and methods to match people's needs with what is technologically feasible and what a viable business strategy can convert into customer value and

market opportunity." According to Eagen et al. (2012), these four elements, the multi-epistemic (specifically, intuition), innovation, service, and the social body, should be addressed in any pedagogy of design thinking.

Long before design thinking, exploration and understanding of design sensibilities and the design process has been a part of design research (Simon, 1969). In the late 1990s, as businesses recognized that innovation provides the closest thing to sustainable competitive advantage, design thinking skills became increasingly valued by managers (Hassi and Laakso, 2011). Business firms and design consultants started to explore how the process of designing with the attitude and sensibilities of designers could be used to help foster creativity and innovation in businesses (Adams et al., 2016). This sparked an interest in using design methods beyond creation of products (Kimbell, 2011).

Exploring Design Thinking Practices in Evaluation

Adams et al. (2016) explored the basic principles of design thinking within the context of the evaluation. Specifically, Adams et al. (2016) analyzed how three elements across all design thinking approaches, empathize and define, ideate, and prototype (Brown, 2009) fit into the context of program evaluation. Evaluators offer products (reports and other deliverables) as well as services (working with stakeholders so that evaluation is used for program improvement) (Adams et al., 2016). Applying design thinking to evaluation products allows evaluators to design a product that promotes client engagement and use of the research findings. .
Design thinkers use 'empathic' processes to understand the client's needs and experiences. The rationale for this process is that the more empathetic a designer is, the more likely the design solution will meet the client's need (Koskinen et. al., 2003). Using the information gained from the empathic process, evaluators can derive more meaning from the current 'needs assessment' methods, can 'step into' and 'out of' the client's world when needed, and can design an evaluation that not only meets stakeholders' needs but also enhances their perception and use of evaluation (Adams et al., 2016). It is important to ideate for both the intangible (experience) and the tangible (reports and other deliverables) components of evaluation (Adams et al., 2016). When ideating, design thinkers need to recognize that the evaluation reports are the crucial points of interaction between the client and the service and determine the client's emotional experiences and cognitive engagement at the points of interaction (Bate & Robert, 2006). It is important that evaluators explore different formats of the same evaluation document to ensure perceptual fluency and aesthetically pleasing experience to engage the client in the decision-making process. Adams et al., (2016) indicate that as a discipline, evaluation has to pay attention to what it means to create an experience for the client. Design thinking provides a framework for how to plan an evaluation that enhances the client experience, thereby increasing the likelihood of using evaluation findings in order to make evidence-based decisions.

Exploring Design Thinking Practices in Marketing Research Education

Schlee et al. (2010) observed that many employers are now seeking to employ individuals who demonstrate good understanding of the concepts and theories taught in marketing courses, i.e., concepts pertinent to marketing research. Thus, the conceptual knowledge that students receive in their marketing research courses will facilitate their career advancement efforts at all stages of

their work experience. For example, Schlee et al. (2010) estimated that for the 51.9% of entry-level jobs requiring some knowledge of marketing research, they would be expected to demonstrate skills, such as developing a questionnaire, selecting a sample, coding, or analyzing data. However, the 48.4% of upper-level marketing management jobs listing marketing research as a requirement, most likely expect a *broader understanding of the marketing research function*. Finch et al. (2012) highlight the importance of the development of analytical skills that support evidence-based decision making and thoroughly discuss the importance of reassessing how market research and evidence-based decision making is taught in undergraduate business programs. Practitioners typically purchase market research and intelligence, which they tend to synthesize along with other data in real time to make evidence-based decisions. Thus, it becomes clear that the challenge today is not access to enough data, rather access to too much data.

Therefore, current advertising courses could be redeveloped into courses that contain advertising research modules focusing on the efficient and timely retrieval, organization, analysis, and presentation of evidence to support marketing decision making. This change needs to ensure that students remain able to adequately evaluate sources and quality of data they will use in their planning and reporting activities. Importantly, in line with Finch et al.'s (2012) findings, such a module could incorporate dimensions of methodology, specifically from the perspective of being an educated consumer who can effectively determine which secondary research products warrant an allocation of resources.

As marketing researchers prepare marketing research reports for their clients, either internal or external, the significance of integrating design thinking into marketing research curricula becomes apparent. Marketing educators can no longer simply mention the concept of "design thinking" in a principles of marketing class and then ignore the idea in future marketing courses. It is important to emphasize this concept's relevance to marketing research and data-driven decision making. Students undergoing marketing research training need to learn what it means to create an experience for clients who are going to be the ultimate consumers of the marketing research reports. Students need to internalize a customer-centric approach toward providing marketing research services in order to enhance the clients' experiences and thereby optimize evidence-based decision making.

The theoretical framework presented by Adams et al. (2016) can serve as a conversation starter and provide a platform for marketing educators to develop teaching strategies to teach students how to design an evaluation experience for their clients by which to optimize decision making process. This paper describes a project for an undergraduate advertising course that integrates advertising research and design thinking. Business programs across the U.S. are continually updating and revising curricula to meet the changing needs in the marketing arena, employer expectations, and legislative mandates regarding assurance of learning and student achievement. A growing number of colleges are incorporating more design thinking content into marketing courses, such as Product Development and Brand Management. Nevertheless, the topic deserves more coverage in the context of marketing and advertising research, and specific experiential projects may be necessary for advertising students. As advertising students learn to use design thinking while working on client-focused research projects, they also acquire abilities to organize and present research findings important for managerial decisions.

The Experiential Learning Model as a Basis for an Advertising Agency Fact Sheet Assignment

Eagen et al. (2012) assert that design(ing) cannot be taught in a lecture format. As marketing educators have moved from a traditional, passive, one-way, teacher-dominated style, there is now greater recognition of the value of an experiential approach to student learning (Camarero et al. 2010; Diamond, et al.; 2008; Dubosson, 2014; Freeman and Spanjaard 2012). Since design thinking is a concept that should be practiced (Hassi and Laakso, 2011), the experiential approach reflects pedagogical shifts that are necessary to teach design thinking. Most learning models suggest that learning is a multi-stage process (Stetsenko and Arievitch, 2002; Vygotsky, 1978; Kolb, 2015). Kolb's (2015) work on experiential learning demonstrates the necessity of cycles of action (Practice) and reflection (Theory) to build knowledge. Social constructivist pedagogy based on the Vygotskian theory of development (Feuerstein et al.,1987; Vygotsky, 1978) emphasizes guided instruction in theory and the application of theory via case studies, and design competence labs/workshops and term projects. Cycles of acting and reflecting are required to generate learning and advance understanding. Designing requires a process that allows a framing shift from design as object to design as process. While teaching design thinking, the educator's role is not to lead the student to the correct solution space, rather to guide the student using the appropriate process to the creation of a new solution. The most promising model of experiential learning applied to the context of teaching design thinking is the one described by Ward Eagen et al. (2012). Eagen et al., (2012) present an approach to design thinking in teaching and learning based on the belief that four elements, e.g., intuition, innovation, service, and the social body, must be addressed in any attempt at design education. We will illustrate these elements in our demonstration of experiential learning in advertising class. We suggest that design thinking, rather than being taught as a course, can be embedded into advertising curricula and mainstreamed throughout marketing curricula through approaches, such as the Learning Charrette, advocated by Eagen et al. (2012). A primary characteristic of designing is intuition, and understanding intuition necessarily precedes any pedagogical methodology that attempts to teach designing (Eagen et al., 2012; Lee et al., 2015; Kimbell, 2011; Armstrong, 2016; Matthews at al., 2017).

Eagen et al. (2012) proposes that the Learning Charrette, which emerged in architectural schools during the Beaux Arts period, is a way of learning-by-doing and integrating a range of knowledge and skills to solve a problem. In the Beaux Arts, traditions emerged that are still ubiquitous today— the use of the esquisse (a preliminary sketch solution to be further developed) and the use of the Charette—an intense, collaborative session in which a group of designers drafts a solution to a design problem (Eagen et al., 2012; Broadfoot and Bennett, 2003).

Schön (1987) suggests that the architectural design studio represents a model of "learning-by-doing," which could be adopted and adapted to the context of marketing education (Lawson, 1997). Today 'Charrette' refers to any focused, collaborative session in which a group of designers drafts a solution to a design problem in a time critical environment (Eagen et al., 2012).

Most students need practice and guidance in the process of learning by doing. Researchers have suggested ways in which design thinking might transform management education (Dunne and Martin, 2008, Lee et al., 2015; Kimbell, 2011; Armstrong, 2016; Matthews et al., 2017; Brown, 2008; Brown, 2009; Martin, 2009; Koskinen et al., 2003). The 'Charrette' approach is used as a

basis for the Advertising Agency Fact Sheet assignment described in this paper. The assignment recognizes four conditions for effective contemporary design studio-style instruction: (1) l*earning by doing, (2)one-to-one dialogue* between teacher and student, (3) a *collaborative context* for teaching and learning, (4) p*rocess-focus*, which puts less emphasis on the final evaluation of the outcome, and foregrounds deliberation and reflection as part of the design process (Eagen et al., 2012).

The Advertising Agency Fact Sheet Assignment: Using "Charrette" to Teach Design Thinking in an Advertising Class

An Advertising Agency Fact Sheet project was used in an advertising course as the vehicle to teach and assess research and design thinking skills. The project creates an applied data analysis experience that aims to develop students' critical thinking, design thinking, and research skills. Specifically, the dedication of additional time and resources to the advertising research project was motivated by the desire to improve the students' ability to integrate secondary data analysis and design thinking. Instead of just organizing a structured tutorial in a computer lab and sending the students to the library to complete their database searches for the advertising agency project, the author collaborated with a business librarian to create a library guide for business students that they can consult asynchronously whenever they need to learn or refresh the specific data search strategy. The author provided input to fine-tune the final guide so that it illustrates project-specific queries using selected marketing databases, e.g., Redbooks. Additional interactions with the librarian ensured that the library guide can be utilized by marketing students who work on a variety of research projects, and furthermore that it proactively addresses potential obstacles students might encounter in their work with the secondary data sources. Thus, the objectives of the advertising agency project included facilitating the development of essential marketing research skills, and the utilization of library information resources. The author set aside a thirty-minute class segment for an intensive overview of the key marketing databases. Given that the course is taught in a computer lab, the students were able to access the resources during subsequent class periods.

In order to prepare students for the advertising agency research project, we introduced an in-class activity at the beginning of the course which teaches empathy. Empathy is one of the fundamental abilities required by the practice of design thinking and user-centered innovation (Armstrong, 2016). As part of the activity, students chose both a product brand and two different demographic groups, e.g., Caucasians and Latinos. Students formed teams and each team drew stick figures to represent the two demographic groups. Students then created lists of the defining characteristics for each group under each stick figure and, next, drew a speech bubble by each stick person. Students would have to consider the cultural and other characteristics influencing how each would address one another, and subsequently have the two figures engage in a short conversation about the product while avoid stereotyping. Next, students collaborate to come up with a think bubble for their own stick figure and discuss in what ways the two stick people might think differently about the product. This leads into an exploration of demographic, cultural, and social differences and psychological issues. While discussing the activity, the marketing educator and the students engage in a dialogical process of reciprocal creative acts. Thus, students learn how to consider different perspectives.

As part of the course, students learn how to use Adobe InDesign, using this application for approximately 55 minutes each week throughout the semester. The intersection of design thinking and data visualization is emphasized throughout the semester as well. The design thinking reading materials from the book by Gavin Ambrose (2015) are assigned and discussed through the semester so that students actively apply principles of design thinking while working on the InDesign assignments. We emphasize that the first stage in any design process almost always involves generating or receiving a design brief, which includes anything that will help the design team initiate the design process. A design brief presents the client's requirements for a job. We discuss each stage of the design thinking process: define (establish what the problem is), research (collect background information), create potential solutions, prototype (resolve solutions), select (make choices), implement (deliver the solution to the design brief), and learn (review feedback to assess what worked and what did not). We explain that prototyping allows to rapidly test out ideas and learn by doing. Because the guided instruction described above recognizes students' zone of proximal development (ZPD) (Daniels, 2001) and scaffolds assignments, they achieve higher levels of confidence and, as a result, guidance diminishes as competence increases. The empathy assignment, discussion of assigned readings, and hands-on experience with InDesign leads to increase in competence, which allows students to carry out a proper course of action when working on projects, thus resulting in a more nuanced understanding of design thinking principles and application of research skills.

The Ad Agency research project addresses the challenge for marketing educators to maximize and build upon existing research skills and to increase application of design thinking skills. We argue that educational interventions involving design thinking must incorporate a type of educational/instructional scaffolding that builds on existing expertise in the areas of research and design so that sustainable learning outcomes are more likely to occur for more students over time. Students learn about secondary data analysis in their prior marketing coursework and already have knowledge about empathy and design thinking from activities prior to the assignment. The advertising research project is an example of using scaffolding to advance students' learning of design thinking. This approach works well with building upon existing practices and knowledge. The act of learning how to look at the issue from the client perspective and to ideate, prototype and implement were already established, knowledge of how to utilize professional design software was gained in the course prior to the assignment. We capitalized on the existing skills and already appropriated cultural tools, and facilitated the learning of some other higher order thinking abilities, those that establish a new style of thinking involving synthesis, integration, and empathy.

While developing objectives for the Advertising Agency Fact Sheet project, we adopted the Ambrose (2015) view that objectives are simply what the client hopes to achieve through commissioning a design job, and it is important that these are fully understood and 'mapped' to the design thinking. For this project, several learning objectives were specified: (1) follow an advertising agency to its key linkages (holding company/network), (2) develop the ability to utilize and critically evaluate information sources relevant to the advertising industry, (3) identify and summarize key points drawn from a large amount of information, (4) create an agency evaluation with informed predictions based on future marketing challenges and opportunities, (5) justify the decisions in an agency evaluation (6) develop the ability to properly reference information sources, (7) successfully assess an agency's competencies based on past and current campaigns, (8) and present information, analysis, and assessment in a visually creative, professional, and fun manner.

Teams consisting of two students in an undergraduate principles of advertising course completed the Advertising Agency Fact Sheet assignment outlined below for one of the ten top agencies from the Ad Age's 2017 Agency A-List. The project simulated a simplified setting of the "real world" project scenario and the assignment simulated a "real world" design brief. Specifically, the scenario indicated that the CEO of a consumer packaged goods company has identified an advertising agency of interest and asked a student team to perform a comprehensive analysis of this agency and present it in the form of a fact sheet. The teams are in charge of the evaluation process and need to apply design thinking principles in the evaluation context. One of the guidelines includes applying an empathic process to understand the needs of the CEO to identify meaningful evaluation questions and develop a product – a fact sheet - suited for his/her "consumption" and use. The students needed to immerse themselves in the advertising industry world by researching facts about the advertising agency and then building informed assessments based on those facts. The design brief also instructs students to define the agency's target market and prepare a SWOT analysis for the agency backed up with facts, including prior successfully implemented IMC campaigns and analysis of the agency's internal capabilities. In addition, students needed to either recommend the agency to the CEO or suggest to search for an alternative. Specifically, the design brief consists of five parts. The first requires students to provide background information about the agency and address the following questions: What is the agency's focus, marketing communication specialty, or area of business? What services does it provide to its clients? What is the agency's philosophy of business? 3. How is it organized? What departments does it include? Is it part of a network or holding? Does it apply creative/brand thinking to other sources of revenue (other than developing the IMC campaigns)? Students are also asked to identify current ad campaigns that have been designed and executed by the agency. The second part of the design brief requires students to conduct an industry analysis, which implies completion of the following tasks: identifying main clients and their respective brand categories, identifying top five competitors, discussing how the emergence of major holding companies is impacting the advertising industry as well as the entire field of integrated marketing communications. This section also asks to answer the following questions: Why might a client choose to hire a creative boutique rather than an ad agency under consideration? The discussion of current events and industry trends is also required. The third part requests to provide an analysis of supply and demand. Specifically, students are instructed to describe a target market based on the agency's characteristics, present a profile of the current agency's customers or customers of similar agencies who would be interested in hiring the agency under consideration (e.g.,industry, size, domestic/global), describe the agency's unique characteristics - other than the actual IMC services themselves, describe unique and innovative branding solutions offered, provide brief descriptions of successful promotional programs the agency designed and implemented, and find several examples of companies which have switched to/from the advertising agency under consideration and explore the reasons behind the decision and the implications to understanding client-agency relationships. Part four of the design brief requires students to prepare a marketing outlook. In order to do so, students are asked to establish a checklist of activities that could be used to evaluate an agency's current or potential services. This part contains an overall assessment of the advertising agency's competencies and its unique value proposition and discussion of the pros and cons of hiring the agency. Students are also instructed to identify opportunities and challenges the CEO might face if the ad agency is selected and some of the things that the agency can do to address its weaknesses and ensure that its account managers and creatives are keeping abreast of

external changes occurring in the market. A final decision needs to be clearly communicated in this section and references to the data sources have to be provided at the end of the fact sheet.

Class discussions emphasize the relevance of design thinking to information evaluation process, and the greater visibility of business professionals and customers. Students are instructed to create a compelling layout for the fact sheet using photos, images, tables, figures, appropriate typefaces. We highlight importance of applying graphics effectively, as well as creativity and originality. We explain in the rubric that the fact sheet should be designed in the way that not only meets the CEO's information needs, but also enhances his/her information processing experience and thereby facilitates optimal decision making based on the evaluation findings.
The work on the projects followed the steps in a Charrette thoroughly described by Eagen et al.,(2012). We met briefly with individual teams for direction. We reviewed alternatives (several directions were presented by each team). An intense research and design stage (direction chosen, prototype built) followed. Next, review by a professor (50-60% completion for comments, directions, and approvals) followed. The importance of meeting deadlines was communicated to all teams at the beginning of the process: all work must stop at the critical deadline and everyone must understand that design is over. Each team presented their design for review by a professor and classmates. The final phase consisted of open critical discussion among the class and professor to achieve the maximum degree of participation by the students. It was made clear that what is or is not the best solution is irrelevant; what is important is the discussion of the process and lessons learned (Eagen et al., 2012; Cukier, Egen, Bauer and Ngwenyama, 2011).

Measures of Effectiveness of the Ad Agency Fact Sheet Project

In order to assess the extent to which the project accomplished its pedagogical objectives,
students were asked to complete a questionnaire. A five -part questionnaire was prepared and administered following the project. All parts of the questionnaire were based on the scale for measuring convergence thinking developed by Park (2016). Park (2016) performed the confirmatory factor analysis to confirm the acceptable psychometric properties of the scale for convergence thinking. It is suggested by Min et al. (2005), Gorman (2010), Korres and Tsami (2010), and Schiebinger and Schraudner (2011) that convergence thinking is a new way of problem solving. As Herbert Simon (Simon, 1996) asserts, the process of design is primarily concerned with devising courses of action aimed at changing existing situations into preferred ones; measuring improvements in convergence thinking allows to directly assess the development of design thinking competencies. Convergence thinking is an antecedent of all three elements of design thinking. Therefore, the scale can measure the extent to which the project contributed to development of the three common elements of design thinking: 1) understanding the need and experience of the user (empathize and define); 2) brainstorming and coming up with a broad range of possibilities (ideate); and 3) building and testing concepts to select a solution to fit the user's problem (prototype) (Adams, 2016). Park (2016) proposes that a five-factor model structure of the scale for convergence thinking could be a trading zone for knowledge fusion (Gorman, M., 2010).

Part A of the questionnaire was designed to measure students' perceptions of how the entire project experience contributed to development of synthetic thinking. Synthetic thinking is one of the defining dimensions of converging thinking, which via integrating different thinking styles allows ideating new design concepts. Perceptions of improved synthetic thinking were solicited using a

series of statements about the project impact on advancing those learning goals that the advertising research project was intended to achieve. Using a seven-point scale (where -3 =strongly disagree and +3=strongly agree), the students reported their level of agreement or disagreement with each of the statements according to how well each statement describes the project experience in terms of facilitating development of such qualities and habits of mind as exploring unknown things continuously, pursuing a new way of applying a technique, designing an advertising "product", logical thinking for creative problem solving, facing an uncertain and complicated reality, pursuing unexpected opportunity, converting an idea into action, and observing without prejudice.

Part B of the measurement instrument measured objective information management using a seven-point scale (where -3=strongly disagree and +3=strongly agree) according to how well project experience facilitated the following skills: using the production process step-by-step, anticipating user satisfaction, exchanging information and sharing it with a teammate, developing several prototypes, using library databases/ information management systems, applying relevant theories and concepts for planning, using empirical data.

Part C of the evaluation process included statements describing how working on the project promoted development of logical thinking, specifically abilities such as following the steps and obtaining outcomes, following clear procedures to solve problems, drawing conclusions based on thorough investigation, achieving outcomes consistent with the project objectives, using the overall knowledge of advertising, using prior knowledge acquired through experience, improving maturity in one's knowledge area, and selecting and applying solutions.

Part D of the questionnaire measured intuitive thinking and included items measuring students' perceptions that work on the project helped to develop abilities and habits of mind such as acting according to one's own values, designing according to one's own taste, thinking of an idea without searching for logical explanation, assessing using an image, possessing the passion for something, inferring in an abstract way, pursuing an incomplete but useful knowledge, understanding with the sense of intuition, understanding humans or things in a subjective way, arriving to a conclusion through fast and instant thinking. Again, a 7-point agreement scale was used in this section of the survey.

Finally, Part E of the questionnaire measured subjective thinking and included items related to students' development of understanding of influence of emotion, recognizing and interpreting one's inner self, exploring emotions of humans, connecting inner self and outside world, and trying to understand deeply human nature.

The surveys were administered immediately upon submission of the ad agency fact sheet project. The students were informed that the survey was intended to evaluate their perceptions of the effectiveness of the Ad Agency Fact Sheet Project. Students were encouraged to be as candid as possible. To minimize the effects of positive response bias, the survey did not require the students to identify themselves. The data reported in this study was collected over a recent two semester period (2 class sections). In total 24 surveys were returned.

Results of the Effectiveness of the Advertising Research Project

Eleven questions described above were used to assess students' perceptions of developing synthetic thinking (see Table A). The data were aggregated into a single item measure of the student synthetic thinking as one of the learning outcomes. The results provide evidence that the students perceived that the project was an effective learning tool to strengthen synthetic thinking (mean = 1.9629 on a seven point scale (where -3=strongly disagree and +3=strongly agree)).

In addition, ten items described above were used to assess students' perception of the extent to which the project contributed to the objective information utilization skills (see Table B). The nine items were aggregated into a single objective information utilization formative index for subsequent analysis. The results provide evidence that the students found the ad agency fact sheet project to be a positive contributor to their objective information utilization skills (mean = 1.8125 on a seven point scale (where -3=strongly disagree and +3=strongly agree)).

Additional analysis was carried out to assess students' perceptions of the degree to which the project helped to improve their logical thinking. The ten items (see Table C) were aggregated into a single logical thinking formative index. The results provide evidence that the students found the ad agency fact sheet project to be a positive contributor to their logical thinking abilities (mean = 1.9806 on a seven point scale (where -3=strongly disagree and +3=strongly agree)).

In order to assess students' perceptions of the extent to which the project helped to advance their intuitive thinking abilities, the eleven items described above (see Table D) were used. The items were aggregated into a single intuitive thinking formative index for subsequent analysis. The results provide evidence that the students found the ad agency fact sheet project to be a positive contributor to their intuitive thinking abilities (mean = 1.8125 on a seven point scale (where -3=strongly disagree and +3=strongly agree)).

Finally, the analysis was carried out to assess students' perceptions of the degree to which the project helped to improve their subjective thinking. The eight items (see Table E) were aggregated into a single subjective thinking formative index. The results provide evidence that the students found the ad agency fact sheet project to be a positive contributor to their subjective thinking abilities (mean = 1.82780 on a seven point scale (where -3=strongly disagree and +3=strongly agree)).

The mean synthetic, logical, intuitive, and subjective thinking as well objective information utilization scores indicated that students believed that the project strengthened their design thinking abilities and taught them how to integrate objective utilization of information with logical thinking commonly associated with the scientific method, intuitive thinking practiced in the field of arts, and subjective thinking normally practiced in the humanities. Of the five thinking styles measured by the post-attitudinal items, the first two by rank are synthetic thinking and logical thinking. Moreover, there is no significant gap between two highly ranked thinking styles and the next three thinking styles: objective utilization of information, intuitive thinking, and subjective thinking. This demonstrates that the project contributes to cultivating and strengthening all five thinking styles that are essential building blocks of design thinking ability. This validates the assertion that an advertising agency fact sheet project allows practice of design thinking, and is a valuable learning experience teaching how to solve problems creatively by drawing on different thinking styles.

Conclusion

As the students' evaluations of the ad agency fact sheet project seem to indicate, the project accomplishes its objectives. As a pedagogical device, we wanted to use the project requiring design thinking to help students build a deeper understanding of the intersection of secondary research, information visualization and decision making, but also develop thinking abilities at a higher level, using empathy, logical thinking, subjective thinking, intuitive thinking, and information utilization. The process of gathering and interpreting secondary data, then organizing and presenting it in the form of an ad agency fact sheet, clearly encourages students to develop a deeper understanding of the factors surrounding the ad agency performance and teaches them to internalize a customer-centric approach toward providing marketing research services while keeping an eye on facilitating evidence-based decision making.

We wanted to provide students with the opportunity to work on developing their design thinking skills which, as many authors indicated, have been sorely neglected in the business curriculum. This addresses Bacon's (2017) call for action to explore how higher order thinking abilities that are valuable in marketing careers, yet underrepresented in marketing curriculum, can be incorporated into marketing curricula.

It is now accepted that managers and consumers employ quasi-pictorial representations and use such representations in cognitive processing (thinking). The evidence suggests that both images and propositional representations (representations in the mind of beliefs and assertions) affect decision making processes. We're moving from a text culture to a visual culture. Education, business, products and services, and communication are all becoming visual, and design is an economical and fast visualization tool. This is why design is a significant part of business today. Even the articles in Harvard Business Review (Brown, 2008; Martin, 2009) discuss the significance of teaching design thinking principles in the business schools.

This paper recognizes importance of teaching design thinking in the context of advertising research. As a discipline, advertising research has paid considerable attention to how to design useful and actionable research projects to build better understanding of the markets and consumers (Kerr et al, 2012). However, little attention has been paid to what it means to create an experience for the customer "consuming" research reports conducive to an effective use of the research findings. Design thinking provides a framework for how to plan an advertising research project that enhances the decision-maker's experiences and therefore increases the likelihood of translating research findings into actionable decisions. Hassi and Laakso (2011) emphasize that design thinking is a concept that should be taught and practiced.

This paper explored applications of design thinking strategies in the classroom through the creation of an advertising research "product," and identified a new way of teaching design thinking in the context of an advertising research project. The process used by students allows the assignment to become experiential, and facilitates the development of the following skills: empathy, synthetic thinking, objective utilization of information, logical thinking, intuitive thinking and subjective thinking (Park, 2013). Also, the students are more involved and committed when they know that they will be sharing their designed "products" and will be able to enrich their

professional portfolio. The emphasis is on making advertising decisions based on an understanding and interpretation of qualitative and quantitative data. The project provides an alternative to conventional assessment methods, such as exams and tutorial exercises. While exams test students' knowledge of research, they don't test application. In the ad agency research project, students draw on secondary research skills, information literacy, and design thinking skills to help the client make advertising decisions.

Background information of Design Thinking oriented classes involving Charrettes (Eagen et al., 2012) and the formal student evaluations of the ad agency fact sheet project introduced in this paper, suggest that the project produces a number of advantages: (1) generates engagement and an attitude of involvement; (2) develops an experience in and an appreciation of the team approach; (3) broadens individual perspectives; (4) generates spontaneity, reacting to 'intuition' or 'feelings'; (5) dramatically shifts the knowledge domain towards the process, and the applied; (6) develops awareness of the client and consumer; (7) generates reflection/action/reflection as a cycle; (8) develops timeline awareness; (9) and increases individual confidence.

All conditions for effective use of Design Thinking concepts in marketing education were considered throughout the project (Eagen et al., 2012). There is no one right way to organize design thinking oriented classes; this paper provides some important suggestions suggestions for educators to keep in mind. As Glen, Suciu and Baughn (2014) state, business programs have to develop pedagogies combining analytic reasoning with a more exploratory skill set embraced by design practitioners. Charrettes, the design studio approach described in this paper, can be embedded into the curriculum and mainstreamed throughout marketing programs. The Charrette can be applied to a wide array of cross-disciplinary problems offering unparalleled opportunities to successfully apply design thinking principles.

Table A

Items Measuring Synthetic Thinking

Post-project Statements	Mean Ratings1
1. Exploring unknown things continuously	1.9583*
2. Pursuing new things continuously	2.0417*
3. Pursuing a new way of applying a technique	2.3043*

4. Designing an advertising "product"	2.2083*
5. Logical thinking for creative problem solving	2.0417*
6. Applying a concept using a design technique	2.4167*
7. Facing an uncertain and complicated reality	1.2917*
8. Pursuing an unexpected opportunity	1.7083*
9. Practicing deductive reasoning and verification repeatedly	1.5833*
10. Converting an idea into action	2.2917*
11. Observing without prejudice	1.7500*
Synthetic Thinking (average of above items)	1.9629*

1 As measured on a seven-point scale, where +3 = "strongly agree," –3 = "strongly disagree,"
and 0 = "indifferent" or "don't know."
* p < 0.001; * p < 0.1 (significance of the mean is relative to a 0 rating).

Table B

Items Measuring Objective Information Utilization

Post-project Statements	Mean Ratings[1]
1. Produce "advertising" products using market analysis	2.1667*
2. Using the production process step-by-step	2.2500*
3. Anticipating user satisfaction	1.7500*
4. Exchanging information and sharing it with a teammate	1.8333*
5. Designing a user interface	1.6250*
6. Developing several prototypes (computer graphics)	1.7083*
7. Using library databases/ information management systems	1.5417*
8. Pursuing knowledge management	1.8333*
9. Applying relevant theories and concepts for planning	1.9167*
10. Using empirical data	1.5000*
Objective Information Utilization (average of above items)	1.8125*

[1] As measured on a seven-point scale, where +3 = "strongly agree," –3 = "strongly disagree," and 0 = "indifferent" or "don't know."
* p < 0.001; * p < 0.1 (significance of the mean is relative to a 0 rating).

Table C

Items Measuring Logical Thinking

Post-project Statements	Mean Ratings[1]
1. Following the steps and obtaining outcomes	2.000*
2. Following clear procedures to solve problems	2.0833*
3. Drawing conclusions based on thorough investigation	2.0417*
4. Achieving predictable outcomes consistent with the project objectives	1.7083*
5. Using the overall professional knowledge of advertising	2.1667*
6. Pursuing perfect maturity of the outcome	1.9167*
7. Using prior knowledge acquired through experience	2.1250*

8.Gaining maturity in one's knowledge area	2.1250*
9. Recognizing problems, selecting and applying solutions	2.2273*
10. Searching original and professional knowledge	1.500*
Logical Thinking (average of above items)	1.9806*
[1] As measured on a seven-point scale, where +3 = "strongly agree," –3 = "strongly disagree," and 0 = "indifferent" or "don't know." * p < 0.001; * p < 0.1 (significance of the mean is relative to a 0 rating).	

Table D

Items Measuring Intuitive Thinking

Post-project Statements[1]	Mean Ratings[1]
1 Acting according to one's own values	1.3750*
2. Designing according to one's own taste	2.0000*

3. Thinking of an idea without searching for a logical explanation	1.1304*
4. Pursuing pleasant outcomes, not predictability	1.7500*
5 Assessing using an image	2.0833*
6. Possessing the passion for something	2.0833*
7. Inferring in an abstract way	1.7500*
8. Pursuing an incomplete but useful knowledge	1.2917*
9. Understanding with the sense of intuition	1.4167*
10. Understanding humans or things in a subjective way	1.7917*
11. Arriving to a conclusion through fast and instant thinking	1.0833*
Intuitive Thinking (average of above items)	1.6155*

1 As measured on a seven-point scale, where +3 = "strongly agree," –3 = "strongly disagree," and 0 = "indifferent" or "don't know."
* p < 0.001; * p < 0.1 (significance of the mean is relative to a 0 rating).

Table E

Items Measuring Subjective Thinking

Post-project Statements[1]	Mean Ratings[2]
1. Understanding the influence of emotion	2.0000*
2 Recognizing and interpreting one's inner self	1.5833*
3. Exploring sensitivity and emotions of humans	1.7500*
4. Exploring the subconscious mind and impulse	1.8333*
5. Connecting inner self and the outside world	1.8261*
6. Trying to deeply understand human nature	1.7500*

7. Analyzing consumer mentality of humans	2.0000*
8. Visualizing humans or things	1.9167*
Subjective Thinking (average of above items)	1.82780*

[1] As measured on a seven-point scale, where +3 = "strongly agree," –3 = "strongly disagree," and 0 = "indifferent" or "don't know."
* p < 0.001; * p < 0.1 (significance of the mean is relative to a 0 rating).

REFERENCES AVAILABLE UPON REQUEST

Factors that Affect Student E-book Adoption: An Experimental Study based on the Technology Acceptance Model (TAM) and Diffusion of Innovation Theory

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Abstract

As the book publishers are moving towards disseminating more electronic versions of textbooks, it is inevitable to see a growth in the e-textbook market. However, research on students' willingness and motivation to adopt e-textbooks is still understudied. The purpose of this study is to understand the factors that affect student adoption of e-textbooks as a learning resource using two theories: Technology Acceptance Model (TAM) and the Diffusion of Innovation Theory. In this study, observability, complexity, compatibility, relative advantage, trialability, attitude towards e-textbooks, and intention to use e-textbook were examined. The findings explained that high compatibility, relative advantage, and low complexity have strong positive effects in adopting an e-textbook. This result suggests that e-textbook decision makers should take into consideration the user-experience which are denoted in the factors influencing their adoption of the new technology as it drives heavily towards their intent to use and implicit future adoption of an e-textbook.