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Student-Run Agencies: A Guideline for Agency Survival

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Student-Run Agencies:
A Guideline for Agency Survival

A thesis submitted in partial fulfillment
of the requirements for the degree of
Master of Arts in Journalism

by

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University of Arkansas
Bachelor of Arts in Journalism, 2018

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Abstract

The purpose of this paper is to study 110 student-run agencies (including advertising, public relations, integrated/digital marketing, communications, and graphics and/or design) in the U.S. by analyzing how they currently operate, what practices exist in the agencies for learning, growth, and continuation and how leadership roles of students and advisors influence the agency. This project built upon past studies of student-run agencies and expanded on the topic using the evolutionary theory of a firm by analyzing factors that determine whether it appears that a student-run agency might dissolve or last. This was determined by measuring the faculty advisor involvement level, the transfer of agency knowledge between old and new student directors and the structure and characteristics that can allow the firm to survive over time. The study also looks at leadership styles of both the faculty advisors and the student leaders. The end results help establish characteristics of a student-run agency that can survive over time even as students come and go.

Overall, the study found that agency characteristics have changed since they were first studied in 2009. Faculty advisors are spending more time with the agency with 18.3% working 0 up to 3 hours per week compared to the 26.1% of advisors who spent less than 3 hours per week with their agency in a 2011 study. Agencies have also been physically documenting more agency related material, such as an employee manual/handbook, with 73.3% now having manuals compared to 50% of agencies having employee manuals in 2011. Though more agency information is now documented, more than half of the agencies (55%) run the risk of dissolving since they do not train a new student manager using agency manuals. However, student managers are taking full and/or partial authority over their agency team (65%), including the training of new student managers (95%) and financial decisions involving the agency (31.7%).

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Introduction

Many universities in the United States provide students with ways to gain real-life experience before graduating from college. This can include students participating in internships, mentorships, and volunteering. Student-run businesses or organizations provide valuable opportunities for students to build experience, add to resumes, and apply their classroom knowledge to real-life situations (Busch, 2013). Most universities offer this experience for students to participate in campus media outlets, also known as student media, which started from college newspapers being published in the mid 1800s (Pittman, 2007). These outlets specifically allow journalism students interested in writing, reporting and photography to apply their classroom experience to student publications. To provide other students in the journalism program the same type of experience, universities have been forming advertising and public relations agencies in the campus media outlets, journalism/mass communication programs and student organizations. These student-run agencies allow those who study public relations, advertising and integrated marketing communications the same opportunities to apply what they have learned in the classroom to real experiences (Bush, 2009). However, there is little to no documentation on the student-run advertising and public relations agencies in college settings.

This paper focuses on 110 student-run agencies by analyzing how they currently operate, what practices exist in the agency for learning, growth, and continuation and how leadership roles of students and advisors influence the agency. This project built on Bush's qualitative study (2009) that analyzed the benefits, risks and created a framework for success for student-run public relations agencies. Particularly, Bush looked at factors that determined whether a student-run agency would dissolve or last depending on characteristics such as student accountability,

faculty involvement and leadership styles of students and faculty, which are a large part of this study.

The current study surveyed student managers and advisors of student-run agencies in the U.S. The sample of universities with student agencies were selected by reviewing professional organizations that relate to Journalism, Advertising, Public Relations, and Communication, including Public Relations Society of America (PRSSA) and American Advertising Federation (AAF) as well as the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). Lastly, a college admission service company, The Princeton Review, was found to have ranked the best programs and schools for students wanting to study Communication, Journalism, Public Relations and Advertising.

This study built on previous student-run agency literature, while expanding on the topic using the evolutionary theory of the firm to examine student-run agency organizational materials and methods, leadership styles of an advisor and student manager and helped determine whether the agency can survive over time. Two more theories and topics, including organizational theory and leadership literature were used to further developed the ideas found in the literature of the evolutionary theory of the firm.

Literature Review

Student Agencies

Research on student-run advertising and public relations agencies is limited to a few published and many unpublished studies from dissertations and conference submissions. Other researchers have also found there is limited research on the subject as well (Bush, Haygood, & Vincent, 2017; Maben, 2014; Limoges, 2015; Kim, 2015). The studies that do exist were found on major databases including Ebsco, JSTOR and ProQuest using key words such as “student-

run,” “student-run agency,” “student-run advertising agency,” “student-run firm,” student-run public relations firm,” “student-run organization” “higher education,” and other key terms related to student-run organizations. From the search, articles were found on *Public Relations Review*, *Journal of Public Relations Research*, *Journalism & Mass Communication Educator*, *Thesis from the College of Journalism and Mass Communications* and *Teaching Journalism & Mass Communication*. The first published research on student-run agencies was produced by Bush (2009) and was later expanded on by Bush and Miller (2011). Overall, both of these studies found that the adviser time commitment and the structure created for the agency were the most critical part of the success of the agency, which is further explained later in this section (Bush & Miller, 2011).

In 2009, Bush performed a qualitative study by phone interviews to determine what made a successful agency by interviewing 10 U.S. universities with agencies (Bush, 2009). The surveyed agencies were categorized in three different groups based on faculty involvement, levels of learning, accountability and agency characteristics that would determine a successful agency or an agency at risk of dissolving. The most crucial part of this study found that success or failure of a student-run agency ultimately depended on an advisor’s level of involvement. However, there was no provided data on how many faculty advisors fell into these level of involvement groups.

Bush (2009) categorized faculty involvement into two categories; high and medium to low involvement. A faculty advisor with high involvement with the student-run agency was classified as receiving overload teaching, a course release, paid course or they were the advisor as a service component or were just self-determined to help. Overload teaching means the advisors are working with the agency in addition to their regular course assignments for extra

compensation. If an advisor received a course release, they taught one less class than their regular course assignment or they work with the agency as a paid course, meaning they are paid as if they were teaching a course. Medium to low faculty involvement was categorized as a faculty advisor that helped the agency just as a service component, meaning the advisor did not receive any benefits (such as course release or paid course) to advise the student-run agency (Bush, 2009¹).

Along with faculty involvement, agency characteristics played a large factor in determining successful agencies. Bush looked at the structure of the agency management, agency protocols, agency workspace and revenue sources. The structure of an agency was said to be successful if there was a student director, assistant directors, and team members with titled positions. Without this structure, agencies were considered unsuccessful. Agency protocols were defined by Bush as having an employee manual that included job descriptions, written standard business practices, time sheets, office hours, client contracts and reports, document templates and dress codes. Bush reported that physical office space that included technology was a large factor in the success of the agency. Bush examined if the agencies had dedicated space (a place only the agency was allowed to use), shared office space (space that was not only for the agency) or if they had no physical office space. Lastly, Bush looked to determine if the type of client, including for-profit and non-profit, affected the risk of dissolving (Bush, 2009).

Bush also sought to understand the levels of learning within student-run agencies, including applying classroom theories to real client situations, developing professional skills (e.g., interpersonal communications, client management, teamwork), and learning business processes and protocols (e.g., billing and budgeting; Haygood, Vincent, & Bush, 2019). Students

¹ Bush later categorized faculty involvement differently in a 2011 study by looking at hourly commitment. This is explained in more detail later in the section.

were learning how real agencies worked the more their student agencies mirrored real agencies. The more successful agencies had students that learned and applied this knowledge and skills to all agency situations. Being in a real, professional student-led agency comes with great responsibility. The more flourishing agencies held students accountable so that the students could not come-and-go throughout the semester. This was done by offering the agency as a course credit, requiring students to attend agency meetings, and requiring work hours. Agencies that were less successful had no required meetings, no required work hours and the students received no course credit or other benefit (Bush, 2009).

After Bush (2009) discovered these agency trends, the agencies were categorized in three different groups as a type 1 agencies, type 2 agencies and type 3 agencies based on faculty involvement, levels of learning, accountability and agency characteristics. Agencies that had a low risk of dissolving (called a type 1 agency) had a concrete management structure, process and protocols for the students. This type of agency required work hours, meetings, and offered course credit. The students learned skills application, professionalism and business processes while also having a highly involved advisor. At agencies with medium risk of dissolving (called a type 2 agency), students were still required to attend team meetings and learned the same skills as a type 1 agency, but the success was all dependent on the advisor's involvement. The last type of agency with a high risk of dissolving (type 3 agency) was an agency that depended on student leadership year-to-year. The staff members had no structure, were not held accountable for anything and had an advisor that was not very involved. Bush's findings suggest that agencies with the greatest success have a concrete structure, a highly involved advisor and the students are held accountable to the agency (Bush, 2009).

After finishing this work, Bush and Miller (2011) sought to better understand characteristics of student-run agencies such as agency structure, longevity, funding, facilities, services, adviser commitment and compensation, and perceived student benefits. They wanted to determine how the operation of the agencies was altered by being within an official academic program versus a student organization, the involvement level of an advisor and the working space such as a separate student media center, office or temporary space provided for the agency. Fifty-one schools around the U.S. were sent email surveys to understand the characteristics of each agency.

Agency structure, longevity and funding mirrored the same questions asked in Bush's 2009 study asking if the agency was offered as a course credit (48.9%) or internship credit (17.4%). Half of the agencies (51.1%) operated out of a journalism/mass communication department and 40% as a student organization, including PRSSA, Advertising Club, etc. Many of the agencies operated in different types of workspaces such as dedicated workspace (38%), shared workspace (27.7%) or no dedicated workspace at all (34%). It was found that the agencies that were operating in journalism/mass communication departments and schools received more support, including having dedicated office space and technology. These agencies were also more likely to charge client fees and have advisors that spent more time with the agency per week. Bush and Miller expanded on Bush's 2009 study to determine that funding was a large part of how long the agency survived over time, but it was found that agencies were underfunded (Bush, 2009). Most agencies had been around for at least 4 years (52.1%), and some for over 6 years (41.7%). Almost 15% of agencies were only in operation for less than one year. Only 2.2% of the agencies received the same funding as the campus newspaper, television and radio, 32.6% received less funding and 65.2% agencies receive no funding at all. However, 66.6% of agencies

charged for out-of-pocket expenses to clients, and only about half (51%) charged client fees for work performed (Bush & Miller, 2011).

Again, Bush and Miller wanted to determine how the agency operated and was structured just as Bush previously did. Out of the surveyed agencies, 89.6% held weekly agency meetings, but 56.3% of the agencies did not require students to work at the agency a scheduled number of hours per week. The structure of the agency included a student director (91.5%), had account team leaders (89.6%), had a creative team (40.4%) or a media director or new business director (45.9%). Less than half of the agencies used formal business protocols such as client planning templates (47.8%), time sheets (46.7%), tracking billable hours (32.6%), requiring office hours (32.6%), or a dress code (31.9%; Bush & Miller, 2011).

Measuring the faculty involvement, Bush and Miller (2011) looked at hourly involvement along with compensation that was previously studied by Bush. The hourly advisory commitment results were vastly different with 28.3% of advisers spending more than 12 hours per week advising and 26.1% spending less than 3 hours per week. Advisers who spent more time with their agencies, more than 12 hours per week, had a team of account leaders to manage accounts, had set business protocols, charged clients additional fees, required students to work a scheduled number of hours per week and were more likely to provide various skills training to the students. Most of the advisers (80.4%) reported that they do not receive a course release, and 96.1% reported that they do not receive overload pay for advising the agency (Bush & Miller, 2011).

Lastly, benefits of the agency were examined. Just as Bush (2009) reported, agency advisers (95.6%) believe that student agencies are either “extremely” (66.7%) or “fairly” (28.9%) beneficial to student learning and working with the agency often or sometimes (92.9%)

provided the students with a job offer or internship opportunity from the student agency experience. Students gained experience with clients (62.7%), portfolio and resume building opportunities, applying classroom learning, developing professional skills, and learning business processes (according to 85% - 90% of advisers; Bush & Miller, 2011).

Organizational Theory

In order to further understand the importance of the student-run agency structure and its capability of leading to agency survival or failure, as described by Bush (2009), research was conducted on the organizational theory and its elements. The organizational theory is said to have developed during the rise of the industrial revolution and was influenced by Max Weber's description of basic functions and structures of a bureaucracy (Louis, 2015). Weber's ideal type of modern bureaucracy included the following six elements that helped to shape society (Haveman & Wetts, 2019). Those elements include (1) having rules set by law or administrative regulations, (2) having an office hierarchy which means some will have high authority and some will have low authority, (3) having written documents that the management is based upon, (4) providing training in a field of specialization, (5) having people work at their full capacity and (6) having everyone follow the rules that are set (Weber, 1968, p. 956–963). Since no studies have been found using these six elements, the author examined a theory similar to organizational theory.

As Weber's structure of organizations surfaced, Frederick Taylor's work on scientific management (1911) aimed to increase productivity and efficiency in an industrial organization using four principles (Haveman & Wetts, 2019). First, management would develop a science for each element of work and would select employees based on their abilities to perform the elements. This would be similar to writing a job description and tasks and then hiring based on

someone's ability to perform the tasks. Second, management would select and then train, teach and develop the worker (Taylor, 1911). This principle states that workers, team leaders and members should carefully and scientifically be selected and trained to be a great member or leader (Pane Haden et al., 2012). Third, the employee and the management cooperate together so the management can insure all of the work is being done according to the developed science in the first step. This suggests that managers should be carefully watching their employees to see where they can provide more or less resources and support the team where they need to. This observation can allow managers to know when a team is performing at a level that deserves to be rewarded (Pane Haden et al., 2012). Taylor believed that employees were motivated most with money, promotions, threats of dismissal and from being controlled by set rules (Haveman & Wetts, 2019). Fourth, there should be equal division of the work and the responsibility between the management and the worker (Taylor, 1911). This principle stresses the importance of workload being equally shared with the manager and the staff members. The manager should help, encourage and teach the workers (Pane Haden et al., 2012).

In a 2012 study, Taylor's principles of scientific management were applied to team structures to evaluate the effectiveness of the operating systems by conducting interviews with eleven members of senior management for one company. The study found results related to three of Taylor's principles. The results outlined that head team members are selected based on their experience and past performances, the leaders need authority over finances and team members to be most effective, and work responsibilities need to be equally divided by everyone, but the leadership role must be an addition to the divided responsibilities (Pane Haden et al., 2012).

Taylor's principles were used to determine how the student-run agency operates. The first and second principle were used to understand how a student leader is elected by the faculty

advisor and then how that student is trained. The third principle was used to observe how the staff members, student manager and faculty advisor work together. Lastly, the fourth principle was used to determine how responsibilities are divided within the student-run agency.

Evolutionary Theory of the Firm

The evolutionary theory of the firm grew from *An Evolutionary Theory of Economic Change* (1982) by Richard Nelson and Sidney Winter (Chandler, 1992). The key elements of this theory analyzed firms' capabilities, procedures and decision rules as well as shifts in product demand, factor supply conditions, economic growth, competition or from improvement on the parts of the firms. The theory is also used to evaluate possible change in the way a firm performs tasks which could provide a framework for understanding how the student-run agencies could potentially succeed or fail (Nelson & Winter, 1982). If the firms do not have strong operations in the way they perform these tasks, which is expanded on in the next section, these student-run agencies run the risk of dissolving. Specifically, the theory predicts that firm growth responds best to current financial performance, meaning a firm's revenue determines if it will grow or dissipate based on factors that drive this increase in revenue, including continuous growth, continuous learning and competitive advantages of an organization (Coad, 2010).

Business historian Alfred Chandler, whose viewpoints on this theory was used in the majority of this study, states that the evolutionary theory of the firm emphasizes three factors that offer stability and evolvment of a firm. Those factors include continuous growth, expanding into new geographical or product markets, continuous learning, meaning employees constantly learn about products, processes, customers, suppliers, and other relationships between workers and managers within the firm, and the last factor is competitive advantages which means growing a business large enough to produce goods or services at a lower cost than other

businesses in the same market. In Chandler's article *Organizational Capabilities and the Economic History of the Industrial Enterprise*, he explains how a firm can survive over time even as employees come and go (Chandler, 1992). Nelson and Winter explain when employees leave and new employees take their place, it may take a while for the new hire to pick up the old routine if the knowledge from the old position is not written down. If there is no written document outlining the knowledge of the old employee or no training from the old employee, then the new hire may only be able to pick things up from scratch or with little guidance from people in other positions. This may cause the role of the new employee to be altered and potentially not fulfill all tasks performed by the old employee (Nelson & Winter, 1982). This mirrors the same idea Weber used to help shape society, to have written documents to establish the basis of management and provide training in a field of specialization (Weber, 1968). Having written documents is especially crucial for the student-run advertising and public relations agencies because there is always a large turnover of students each year as they move on or graduate from the university. However, written documents cannot be the only thing an organization can rely on to survive over time, organizations must understand what is written in the documents and transfer the knowledge from year-to-year. Further information on the transfer of knowledge is explained using a similar theory.

A 2003 study examined how knowledge was most successfully transferred within a firm. Though it studied multinational corporation, the 2003 study was used to establish how the student organization can progress in the transfer of knowledge as new employees join the student-run agencies each year. The study surveyed 35 people from 20 major Swedish firms to measure how knowledge was transferred. Attributes of knowledge were categorized as being codifiable and teachable. Codifiability was designed to evaluate the knowledge that had been

articulated in documents, specifically by measuring if there was a useful written manual describing the manufacturing process, if the company was using standard software or had software developed for the exclusive use of the company, or if the company had extensive documentation describing critical parts of the manufacturing processes. Teachability was used to capture the transfer of knowledge to new workers by determining how successful it is for new employees to learn about the job by talking to skilled manufacturing employees, studying a complete set of business blueprints, by quickly educating and training new employees or by not being taught at all. The results found that as the knowledge becomes more codified (more documented) and more easily taught, the more likely it would be for the knowledge to be passed down or taught to someone else (Kogut & Zander, 2003). This again, echoes Weber's, Chandler's, Nelson's and Winter's idea of having written and recorded documents of the firm. The findings also show that a firm should not solely rely on verbal transfer of knowledge. Creating and transferring knowledge is a large step in firm growth and may create great advantages for firms that learn to replicate knowledge from one person to another (Kogut & Zander, 2003).

Knowledge is also a significant factor of continuous learning. Chandler stressed how valuable it is for a firm to have great learning capabilities in the beginning stages of the firm and as the firm grows. He found that as firms tried to grow their market size, they used their learned skills to expand the firm (Chandler, 1992). As this also relates to student-run organizations, Bush (2009) sought to understand the levels of learning within student-run agencies, including applying classroom theories to real client situations, developing professional skills (e.g., interpersonal communications, client management, teamwork), and learning business processes and protocols (e.g., billing and budgeting; Haygood, Vincent, & Bush, 2019). Similar findings

were found by Swanson (2011) who examined potential benefits of a student-run public relations firm. He discovered that the surveyed students learned professional skills, including interpersonal communication skills and team communication (Swanson, 2011). These two studies stress the importance of student-run agency members to constantly learn and develop new skills and knowledge from working in the agency.

Lastly, to explain the third aspect of the evolutionary theory of the firm, Chandler used the term competitive advantages to analyze chemical and oil industries. He collected data from these industries to determine who was dominating the market in each industry (Anca, 2012). Chandler explains how John D. Rockefeller's Standard Oil Trust dominated the oil market because he had a great competitive advantage, his oil was cheaper, and he could produce more barrels of oil (Chandler, 1992). Chandler explained how this same competitive advantage led German chemical companies to dominate the chemical market (Anca, 2012). The companies invested in a single product, learned how to use that product to their advantage and reduced the cost of their product (Chandler, 1992). Further growth of the firms can come from focusing on revolutionizing and branching out into new business. Both companies transformed their products and grew in other market areas. Another example of branching out into new business is by staying on top of trends in certain business areas by continuously learning about the developments that can offer advancements for a company. However, these expansions only work if there is an employee put in place with necessary leadership skills and knowledge on the subject (Witt, 1998).

Leadership

To further explore the leadership aspect in evolutionary theory of a firm, leadership type, qualities and characteristics was examined. Effective leaders at an agency or firm must

continuously review and update the structure of the firm, environment and personnel. This goes along with firms needing to continuously grow and learn from the evolutionary theory of a firm. Patwardhan, Habib and Patwardhan (2019) defined an effective leader at an agency as someone who must be able to adapt, negotiate and collaborate for success. The study also found that an effective advertising agency leader was able to manage change, find identity and lead efficiently. The managing change term measures an agency's willingness to adapt new technology, talent, clients and values, while the term finding identity stresses the importance of having a consistent identity through internal and external change. Lastly, leading effectively meant having an inspiring leader who puts people first, and is transformative, collaborative, yet practical according to survey participants. These three key terms impact each other and were used to measure a student-manager's ability to lead (Patwardhan, Habib, & Patwardhan, 2019). The findings from the 2019 study mimic those from a study by Meng, Berger, Gower and Heyman (2012) that found the most important qualities of an excellent leader in public relations included having strategic decision-making capabilities, abilities to solve problems and produce desired results and communication knowledge and expertise (Meng, Berger, Gower, & Heyman, 2012). Having leaders with these traits are important for the continuation and survival of the student-run firm. Because of this, the student managers were asked to describe their leadership traits.

Reviewing and updating the structure of the student-run firm is an essential part of the student manager leadership role (Patwardhan, Habib, & Patwardhan, 2019). However, little research has been found on the leadership structure of a student-run agency. An unpublished study on student-run advertising agencies in 1992 explained how most student-run advertising agencies are organized like typical agencies. The agencies had a creative, media, research and account services department, with each department headed by a director (Avery & Marra, 1992).

A more recent survey of 40 student-run advertising and public relations agencies at programs accredited by ACEJMC sought to find all types of positions or titles student held at these agencies (Busch & Struthers, 2016). All the position names were documented to see if having everyone in the agency with a titled structure reflected the results of a Type 1 agency, as described by Bush (2009). Bush and Miller's 2011 study found that 66.6% of the student-run agencies said they try to incorporate and mirror real agency business practices and leadership structures (Bush and Miller, 2011). Specifically, 91.5% of the agencies had a student director and 89.6% operated with account team leaders (Haygood, Vincent, & Bush, 2019). However, 40.4% of the respondents had a creative team and 45.9% had a media director or new business director (Bush and Miller, 2011). Limoges (2015) also found in an analysis of successful student-run public relations and advertising agencies that 100% of the student-run agencies had faculty advisors. It is important to understand all of the leadership roles, including the faculty advisor and student director within the student-run agency (Limoges, 2015).

In a recent study on workplace leadership, Kelley and MacDonald (2019) identify four different types of leadership; authoritarian, democratic, laissez-faire and bureaucratic. An authoritarian leader makes most decisions without group discussion or consent, communicates with subordinates mostly to convey directions, and is very focused on tasks. The democratic leader encourages subordinate input in decisions and engages in two-way communication with the employees. Laissez-faire is a hand-off leader who leaves the decision-making and problem-solving power to the subordinates. Lastly, the bureaucratic leader leads by the rules, relies on regulation and is impersonal with employees.

Kelly and MacDonald (2019) found that democratic leaders had more cohesion with their subordinates and had employees with the highest level of job satisfaction than any other

type of leader. Job satisfaction was used to determine how satisfied or unsatisfied the respondents were with their job. Lastly, employees of the laissez-faire supervisor had the lowest level of being burnt-out on the job, meaning they looked to see if the respondents were never or always burnt-out on the job, physically or emotionally exhausted (Kelly & MacDonald, 2019). Examining the type of leadership helps determine if the student-run agencies that should be more successful have a democratic or laissez-faire student manager or faculty advisor.

Research Questions

This quantitative study built upon previous studies on student-run agencies, specifically performed by Bush (2009) and Bush and Miller (2011). Using the evolutionary theory of the firm as the main framework, schools were surveyed on their ability to continuously learn and grow to help determine the survival of the student-run agencies.

The author predicted that the student-run agencies that have the ability to survive over time have a highly involved faculty advisor, dedicated workspace with access to technology and have a concrete source of revenue (Bush & Miller, 2011) and have a student manager with a democratic leadership style as defined by Kelley and MacDonald (2019) in a workplace leadership study. Lastly, the agencies that have the ability to survive over time was guided by the evolutionary theory of a firm by having documented knowledge of the agency to pass down to each new student manager, such as an employee manual that includes job descriptions, written standard business practices, time sheets, office hours, client contracts and reports and document templates as described by Bush (2009).

RQ1: Does it appear that student-run agencies are more or less likely to dissolve based on the faculty adviser commitment level or weekly hours worked at the agency, as compared to Bush and Miller (2011)?

RQ2: What major leadership style and characteristics of the student agency manager and faculty adviser appear to affect the success of the student student-run agency?

RQ3: Does the method of transferring knowledge (documented or verbally transferring) to new student managers appear to be related to the risk of the agency dissolving or surviving?

RQ4: Are agencies more successful, as defined by Bush (2009), when following Taylor's four principles of scientific management? (Creating job descriptions, training members, leaders are given authority and equal division of work)

RQ5: Does the agency structure and characteristics threaten the survival of the firm?

Specifically, dedicated workspace, access to technology, affiliation to programs/departments and sources of revenue.

In summary, the research questions examine whether agencies run a high risk of dissolving if they have the following characteristics:

1. Low faculty advisor commitment,
2. Authoritarian and bureaucratic leadership styles,
3. Verbally transfer knowledge year-to-year,
4. Do not follow at least two of Taylor's Principles,
5. No dedicated workplace or technology,
6. Are not affiliated with PRSSA, a student organization or the Journalism program,
7. And have no concrete source of revenue.

Methods

To address the research questions of this study, two surveys were created. One survey was tailored to the student leaders of the agency and the other survey was for the faculty advisor.

Sample

Major programs found on the websites of ACEJMC (“Accredited,” 2020), PRSSA (“Student-run,” 2019), AAF (“College,” 2019) and schools listed on Princeton Review (“Communication,” 2020) under Communication, Journalism, Public Relations and Advertising schools or departments were used to develop the sampling frame. Schools that were found on these lists were then searched to determine if a student-run agency existed. The agencies were found by searching the name of the university and the term “student run agency” or “student run firm” in Google to find a school website, agency website, Facebook page, LinkedIn account or anything digitally associated the agency. From the search, 186 agencies were found to have an online presence of some kind, though six were found to have dissolved, only leaving 180 active agencies. The agencies found online were then searched for contact information for student managers, faculty members and for a general agency email address. From the search, 110 agencies were found to have at least one contact. Eighty-five faculty emails, 39 student emails and 63 general agency email addresses were found.

Measures

The study measured the faculty advisor involvement level, leadership styles of student managers and faculty advisors, the transfer of agency knowledge between old and new student directors and the structure and characteristics that could potentially allow the firm to survive over time. Each of these measurements built off previous studies related to each theory that was used.

The faculty advisor involvement was measured using Bush and Miller’s (2011) survey question of how much time per week an advisor spends with the agency. The involvement level was broken down into three categories including low (up to three hours per week), medium (more than 3 up to 12 hours per week) and high faculty involvement (12 hours or more per week). Since Bush and Miller (2011) only reported advisors who spent less than 3 hours per

week and advisors who spent more than 12 hours per week on the agency, the author used this to set a minimum and maximum amount of hours to measure, assuming this was not a full-time position for the advisor. The low faculty involvement measured advisors who spent up to 3 hours or less, the medium faculty involvement measured advisors who spent more than 3 but less than 12 hours and high faculty involvement measured advisors who spent 12 or more hours working with/on the student-run agency, as seen in Table 1.

The leadership style of the student agency leader and faculty adviser was based on Kelley and MacDonald's definition (2019). The study asked 340 employees to identify which description best matched their supervisor. However, since the current study only surveyed the faculty advisor and student leader, the student was asked the leadership style of the advisor and the advisor was asked the leadership style of the student manager, as defined in Table 2. The goal was to determine if the faculty advisor and student manager were an authoritarian, democratic, laissez-faire or bureaucratic leader.

A 2003 study sought to establish the best method of transferring knowledge and was performed by Kogut and Zander (2003). The study compared two variables of knowledge, including codifiability and teachability. The two variables were measured by forming scales derived from questions that were chosen to contribute to codifiability or teachability. The firm was found to be codifiable if it had a useful written manual describing the manufacturing process, had standard software modified to the company's needs to control manufacturing, had software created specially and exclusively for the company needs, and had extensive documents describing critical parts of the company process. Since it is very unlikely that a student-run agency is able to have software modified or exclusively created for the agency, this study deemed a student-run agency's transfer of knowledge codifiable if they use a written manual or

documents of the company to train the next student manager. In the study, teachability specifically measured how easily a new person can learn what to do by talking to skilled employees, studying blueprints (or manuals), by educating and training the new hire or by not teaching at all.

Lastly, Bush's 2009 study was used to determine agency structures and characteristics. Specifically, if an agency has a dedicated workspace, is affiliated with any program, department or organization, type of client work and sources of revenue. Student managers were also asked about their involvement with the hiring, firing and management of the student employees as well as their involvement with the billing and budgeting processes. Again, all of these characteristics were used to understand if an agency is classified as a Type 1, Type 2 or Type 3 agency, found in Table 4.

Results

Of the 110 student-run agencies that were included in the sample, a response rate of 72.73% included 60 faculty advisors and 20 student managers. Overall, advisors reported that of the agency types, 7 (11.7%) were advertising agencies, 12 (20%) were public relations firms, 11 (19.3%) were both advertising and public relations firms, 18 (30%) were integrated marketing agencies, 4 (7%) were communication firms, 3 (5.2%) were digital marketing firms, and 2 (3.5%) were other types such as graphic design or visual media, as seen in Table 5. Student managers reported 5 (25%) advertising agencies, 8 (40%) public relations firms, 2 (10%) advertising and public relations firms, 4 (20%) integrated marketing agencies, and 1 (5%) communication agency, as seen in Figure 1.

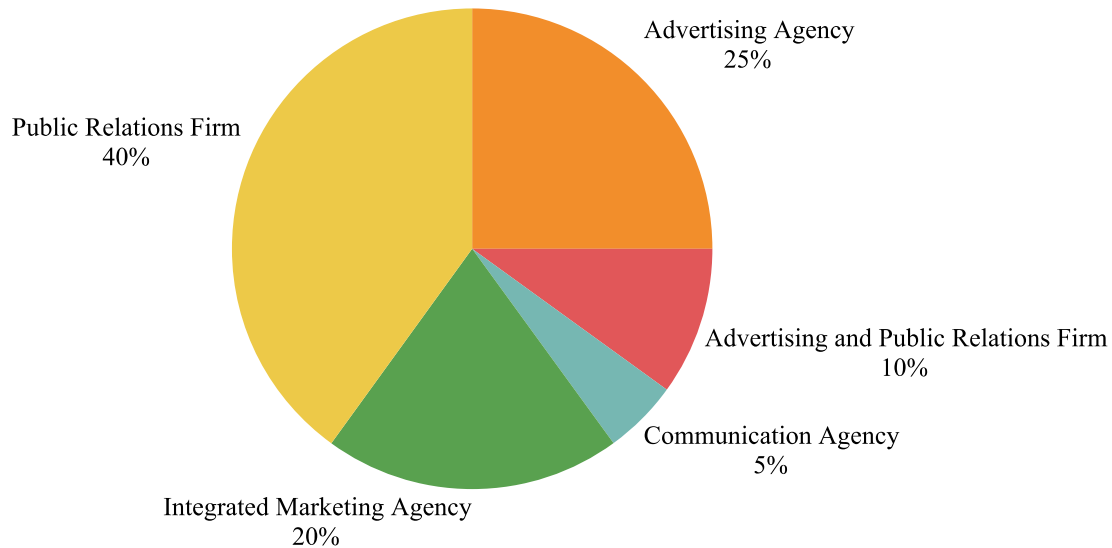


Figure 1. This figure represents agency types as described by student managers.

Research Question 1 asked if student-run agencies are more or less likely to dissolve based on the faculty adviser commitment level. As shown in Table 6, 48 advisers reported their weekly hour commitment to the agency, 11 (18.3%) worked 0 up to 3 hours; 13 (21.7%) 3 up to 8 hours; 8 (13.3%) 8 up to 12 hours, and 16 (26.7%) worked 12 hours or more weekly. These findings are similar to those found by Bush and Miller (2011) where 26.1% of advisers spent less than 3 hours weekly and 28.3% of advisers spent more than 12 hours weekly at the agency (Bush & Miller, 2011). Comparing the results, faculty advisers on average are now spending more than 3 hours weekly with the agency than those advisers that were studied in 2011. Therefore, it appears that student-run agencies may be less likely to dissolve based on faculty adviser commitment level.

Hourly commitment may now be higher for faculty advisers due to compensation or being specifically hired to serve for the agency. Bush and Miller (2011) found that 80.4% of the faculty advisers did not receive a course release, and 96.1% did not receive overload pay for serving as faculty adviser (Bush & Miller, 2011). However, the sampled faculty advisers of this

study received a course release/part of course load (14 or 23.3%), extra compensation (1 or 1.7%), work is part of the job description (20 or 33.3%), work is service for my unit 21 (35.0%), volunteer/for enjoyment/help students (18 or 30.0%), and other (3 or 5.0% e.g., assigned) as see in Table 7.

Research Question 2 asked what major leadership style and characteristics of the student agency manager and faculty adviser appear to influence the success of the student student-run agency. When the student managers were asked the leadership style of their advisors, 1 (5%) advisor was considered an authoritarian leader, 11 (55%) advisors were considered a democratic leader, and 8 (40%) were considered as a laissez-faire leader. When students were asked to identify their own leadership style, 19 (95%) considered themselves a democratic leader while 1 (5%) viewed themselves as an authoritarian leader. Most faculty advisers identified their own leadership style as a democratic leader (42 or 70%) while 7 (11.7%) considered themselves a laissez-faire leader, 5 (8.3%) an authoritarian leader and 1 (1.7%) a bureaucratic leader. When faculty advisers were asked to describe their student manager's leadership style, 31 (51.7%) considered the students a democratic leader, 2 (3.3%) authoritarian leader, and 1 (1.7%) laissez-fair leader. Fifteen (25%) did not have one overall student manager for the agency and 4 (6.7%) did not know enough about the student manager to answer the question.

As hypothesized, most faculty and student managers considered themselves and each other a democratic leader. Kelley and MacDonald (2019) found this leadership style led to more cohesion with subordinates and employees had the highest level of job satisfaction than any other type of leader. However, the most concerning results showed that 4 (6.7%) faculty advisers did not know enough about their student manager's leadership style and 15 (25%) faculty advisers reported that their agency does not have one overall student manager. This shows that 25% of the

student-run agencies actually may not be run by the students, but under the full guidance of the faculty advisor while 6.7% student-run agencies are not being guided at all by a faculty advisor. Therefore, student leadership at about 25% of sampled agencies may have a negative influence on agency success.

Research Question 3 asked if the method of transferring knowledge (documented or verbally transferring) to new student managers appeared to be related to the risk of the agency dissolving or surviving. Faculty advisors stated that they train the new student manager by reviewing documents (27 or 45%), verbally transferring knowledge (34 or 56.7%), or have outside resources, such as business professionals, come to train the new manager (8 or 13.3%). Other ways of training the new student manager include having the previous manager train the new manager by reviewing documents (27 or 45%), verbally transferring knowledge (30 or 50%), or by having the new manager observe the previous manager for a set amount of time (3 or 5%). Ten (16.7%) agencies have no set training session or method for the new agency manager, as seen in Table 8.

Overall, it is clear that most new student managers are trained by verbally transferring knowledge from the faculty advisor (34 or 56.7%) or from the previous student manager (30 or 50%). Less than half (45%) of the agencies train the new student manager by reviewing documents and 16.7% do not train at all, as seen in Figure 2.

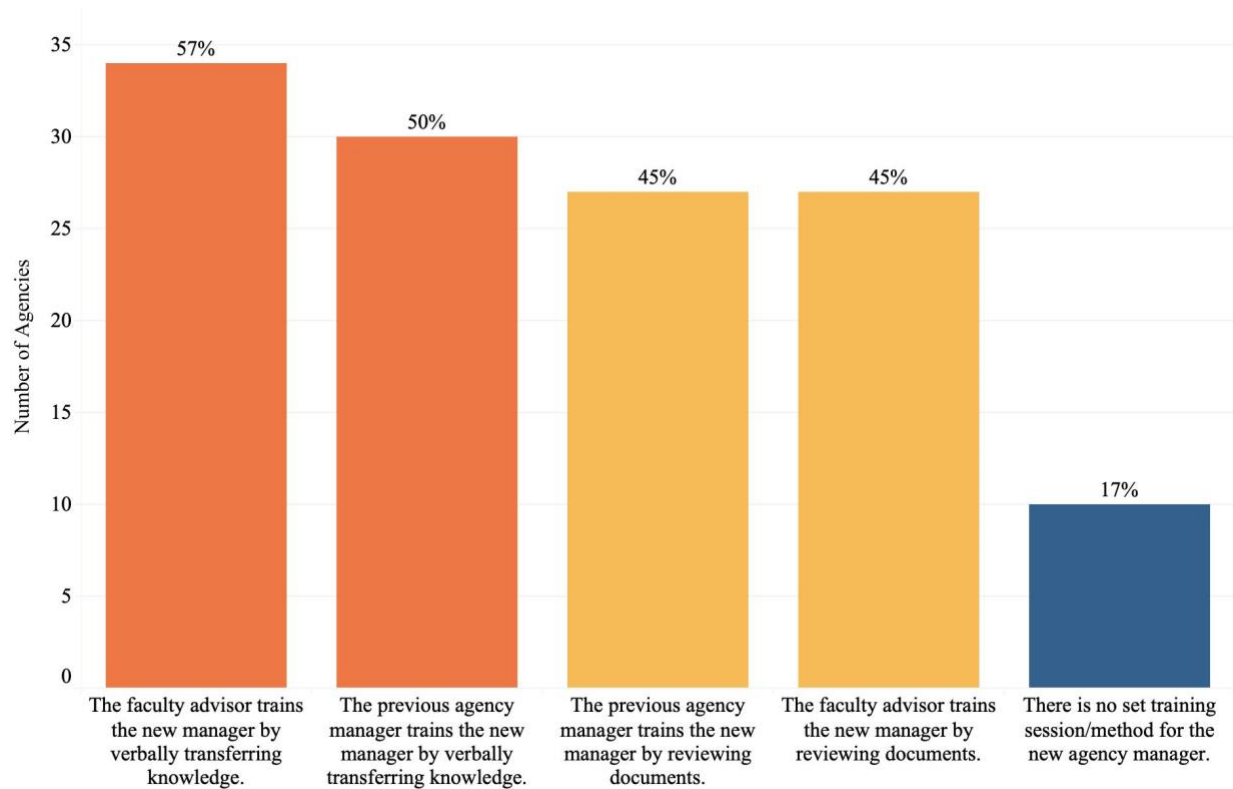


Figure 2. This figure represents how new student managers are trained as described by faculty advisors.

These agencies that do not train the student manager by reviewing documents or do not train at all run a high risk of losing valuable information year-to-year as new students join the agencies and they also do not follow Taylor’s second principle that states that workers, team leaders and members should carefully and scientifically be selected and trained to be a great member or leader (Taylor, 1911; Pane Haden et al., 2012). Kogut and Zander (2003) found that knowledge is more easily taught and passed down as the knowledge becomes more codifiable (or more documented). With most of these agencies not transferring knowledge the most effective way, this could be leading student-run agencies dissolving for a semester or longer. Three (5.3%) faculty advisors reported their agencies had dissolved in the past for one semester or longer. Bush (2009) found similar findings when two student-run agencies in her study had just recently

dissolved. It appears that more than half of student-run agencies could be more likely to dissolve because they do not transfer knowledge using documentation or do not transfer knowledge at all.

Research Question 4 asked if agencies are more successful when following Taylor's four principles of scientific management. The first and second principle were used to understand how a student leader is selected by the faculty advisor and then how that student is trained, which was found in research question 3. Faculty advisors were asked what responsibilities were given to the student manager when trained. Nine (15%) student managers are given full authority over the agency team, including hiring, firing and management of the student employees, 30 (50%) share this responsibility and 2 (3.3%) have no authority. Four (6.7%) student managers are given full authority over the financial decisions involving the agency, 15 (25%) share this responsibility and 15 (25%) have no authority, as seen in Table 9. A 2012 study using Taylor's four principles found that leaders need authority over finances and team members to be most effective (Pane Haden et al., 2012). Whether the student managers receive full or partial authority over the agency team and financial decision, it is important for them to learn how to fully operate the agency. The agencies with student managers that have no authority over the agency team (2 or 3.3%) and no authority over finances (15 or 25%) do not have the most effective leader for the agency, which may lead to the dissolution.

The fourth principle was used to determine how responsibilities are divided within the student-run agency. Fourteen (70%) student managers equally divide the work between the staff members and themselves while 6 (30%) say that the work is not equally divided, as seen in Figure 3. Taylor's fourth principle stresses the importance of the manager and the staff sharing the same workload with the managerial role having an added leadership responsibility. Dividing this work with the entire student staff ensures that there is not just one person/student that knows

the ins-and-outs of the agency. This again prepares the agency when a new student takes on the manager role. It appears that about 30% of student-run agencies may be at greater risk of dissolving due to how work is divided.

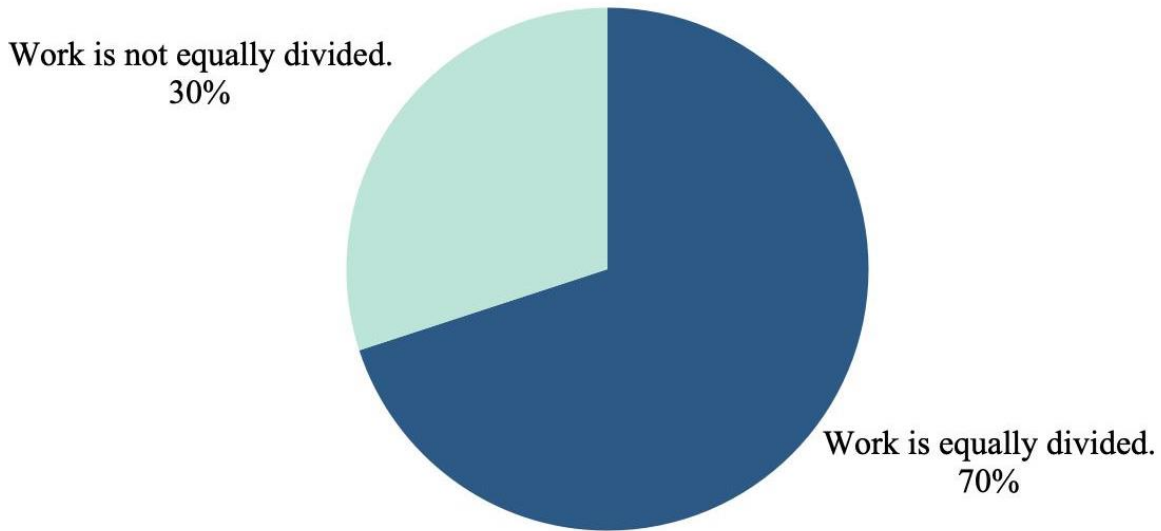


Figure 3. This figure represents the division of work in an agency between student managers and staff as described by student managers.

Lastly, Research Question 5 asked if the agency structure and characteristics threaten the survival of the firm. Based on Bush (2009) and Bush and Miller (2011), it was assumed that agencies with dedicated workspace, access to technology, affiliation to programs/departments and sources of revenue have a higher chance of surviving over time. Faculty advisors reported that their agencies had their own designated workspace (31 or 51.7%), shared space with other workers or organizations (6 or 10%), used classroom space during class time (12 or 20%), or had no dedicated space (8 or 13.3%). Expanding upon the agency workspace, advisors were asked what technology the students had access to for working on agency projects. Twenty-three (38.3%) agencies have a dedicated space with technology that is just for the students of the agency, 5 (8.3) have a shared space with other workers with technology that is just for the

students of the agency, 7 (11.7%) have shared space with shared technology, 20 (33.3%) have students use technology available to anyone on campus, 14 (23.3%) use their personal computers or laptops, and 6 (10%) do not have access to technology to use for the agency, as seen in Table 10.

The surveyed agencies were nationally affiliated with PRSSA (18 or 30%), AAF (7 or 11.7%), both PRSSA and AAF (5 or 8.3%), or had no affiliation (27 or 45%). With a little less than half (45%) of the agencies not being affiliated with a professional organization, it was difficult to determine how this affiliation affected the agency. However, one agency (1.87%) said they received funding from this professional organization. Other agencies received funds strictly from client revenue (28 or 46.7%), journalism/mass communication department (17 or 28.3%), other campus department (4 or 6.7%), on-campus organization/business (9 or 15%), off-campus organization/business (8 or 13.3%), professional organizations such as PRSSA or AAF (1 or 1.7%), donations (1 or 1.7%), activity funds or student service fees (4 or 6.7%), and other (1 or 1.7% e.g., private organizations), as seen in Table 11. Seven (11.7%) reported that their agency was not funded.

For department affiliation, 14 (23.3%) operated in a journalism/mass communication department, 13 (21.6%) in a different department, 11 (18.3%) in a journalism/mass communication course, 2 (3.3%) in another classroom setting, 9 (15.0%) in a student organization/club, 1 (1.7%) in a student media center, and 5 (8.3%) in other agency settings, as seen in Table 12. Overall, more than half (51.7%) of the agencies had a dedicated workspace but only 38.3% had dedicated technology. Having a low number of agencies with dedicated technology was surprising since 44.9% are affiliated to a journalism/mass communication department or other departments on campus. Bush and Miller (2011) found that the agencies that

were operating in journalism/mass communication departments and schools received more support, including having dedicated office space and technology, which is not the case in this study. After discovering the difference in these two studies, it is clear that not all agencies receive full support, such as access to technology, when they are affiliated to a journalism/mass communications department.

All of these findings show that most agencies are provided with the funds (88.3%) and a dedicated workspace to keep the agency running but lack the dedicated technology that the agency may need to operate. Those that have a concrete source of income, workspace and technology for their agency seem to run a low risk of dissolving, whether they are affiliated to a certain program, department or organization. The agencies that do have these types of characteristics appear to have the greatest chance of surviving over time.

Discussion

Bush (2009) reported an agency's risk of survival depended on management structure, process and protocols for the students, required work hours, meetings, professionalism, business processes and having a highly involved advisor. Using Bush's study as a base and expanding on characteristics of the agency using organizational theory, evolutionary theory of the firm and leadership literature, the author found that all student-run agencies cannot be categorized the same way. Therefore, one cannot definitively find one agency to be more successful than another or determine a firm's risk of dissolving.

However, many key findings were discovered from this study. More than half of student-run agencies have a high risk of dissolving because they do not transfer knowledge using documentation (45%) or do not transfer knowledge at all (16.7%) to new student managers.

Students of the agency are also not equally dividing the work between the student-manager and staff, which may cause about 30% of the agencies to have a high risk of dissolving.

From evaluating adviser responses on their time spent with the agency, it was found that advisors are spending more time with their agency than in Bush and Miller's 2011 study. Yet it seems that some are not spending enough time with the agency to know the leadership style of their student manager. Although the study was unable to determine what leadership style was actually best for student managers and advisors of the agencies, the most important results found that 4 (6.7%) faculty advisors did not know enough about the student manager to know their leadership style. This is because these advisors are not spending enough time with the students or the agency. Of the four faculty advisors that didn't know enough about the student manager, 3 (5%) reported they spend three hours or less with the agency per week. One faculty advisor did not report hours spent with the agency.

Another interesting finding on student manager's leadership style found that 15 (25%) of faculty advisors reported that their agency does not have one overall student manager. Upon further investigation, this is from 6 (10%) agencies operating in a classroom setting, 1 (1.67%) agency having co-directors and 4 (6.7%) not having student managers at all. However, there may be more agencies that do not have student managers or have co-directors since the study did not specifically ask this question. Faculty advisors provided this information in the comments section of the survey.

Other key finding from this study showed that agency affiliation to an academic department/program or organization had no effect on the funds, workspace and access to technology that keeps the agency in operation. This contradicts the finding of Bush and Miller's (2011) study that found that the agencies operating in journalism/mass communication

departments and schools received more support, including having dedicated office space and technology, which is not the case in this study. Specifically, 88.3% of the agencies in this study reported receiving funds to keep their agency successful.

Lastly, the results of this study suggest that Bush's 2009 agency type classification could not be used for many reasons. Bush's study only accounted for student-run public relations firms and firms that had one overall student manager. Some of the surveyed agencies (25%) did not have one overall student manager, meaning the agency did not have a concrete structure as defined by Bush. It was clear that the agency types could not be used in this study.

However, a different categorization method should be created rather than the type 1, type 2 and type 3 agency Bush created in 2009. Other authors have come to the same conclusion, including Maben (2010) who argued that three different agencies types were not needed and that the type 2 agency was designed as a "catch all" for the public relations agencies that did not fit into a type 1 or type 3 agency (Maben, 2010). A new categorization method should be created to reflect all types of student-run agencies, such as advertising firms, public relations firms, combined advertising and public relations firms, integrated marketing firms, communication firms, etc. The categorization should include all types of agency settings including agencies in a department/program, classroom, student media center, or student organization. And lastly, the categorization should include agencies that have one overall student manager, more than one student manager and agencies with no student managers at all. Classifying agencies based on their primary characteristics may be the key to fully understanding what makes an agency survive over time.

This study has limitations to consider when evaluating the results. Some schools or programs did not list students' university email addresses online due to privacy concerns. This

made it more difficult when searching for agency contacts. Many agencies listed their student manager's name online, yet their email could not be found on the agency site or the university's email directory. This led to surveying a small sample of student managers. Similarly, many student managers names that were discovered were found to be past managers, not current managers. Future research might only sample faculty advisors since student managers change each year and sometimes each academic semester, making contact information hard to find.

Another limitation arose when analyzing the results of the study. It was clear that the survey questions did not fully account for all types of agencies, specifically those in a classroom setting. Many questions were asked about the agency's student manager, when not every agency had a student manager at all or one overall manager. The questions may have worked better had they been more dynamic, which only can be done from discovering all the different types of student-run agencies and fully understanding how they operate.

There is much more to learn of student-run agencies, but first the agencies must properly be categorized by how much agency work the students actually do on their own. Then, a proper study on the characteristics of a student-run agency can take place. Other future studies on this topic can examine student-run agencies that have completely dissolved or dissolved for a semester to specifically see what made the agency dissolve. Specifically, the future study should determine if a fully student-run agency failure is based on faculty involvement, transfer of knowledge or sources of revenue. This will further help determine what may make a student-run agency successful or unsuccessful.

Conclusion

This study sought to determine if student-run agencies are designed to survive over time by examining faculty involvement, leadership styles, transfer of knowledge, how work is

divided, and agency structure and characteristics. Since every agency setting is different, it is difficult to suggest which agency's characteristics are more successful. However, it appears that many agencies have a good chance to survive as most agencies (45%) are running under an academic department or program while the second largest number of agencies (21.6%) are operating in a classroom setting. While a classroom setting may help an agency survive, the author believes that these classroom-based agencies may not be fully run by students, thus defeating the major purpose of a student-run agency.

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Appendix

Table 1 <i>Definition of faculty involvement</i>	
Variable	Description
Low Faculty Involvement	A faculty advisor who spends up to 3 hours or less working with/on the student-run agency.
Medium Faculty Involvement	A faculty advisor who spends more than 3 but less than 12 hours working with/on the student-run agency.
High Faculty Involvement	A faculty advisor who spends 12 or more hours working with/on the student-run agency.
Bush, L., & Miller, B. M. (2011). US student-run agencies: Organization, attributes and adviser perceptions of student learning outcomes. <i>Public Relations Review</i> , 37(5), 485-491.	

Table 2*Definition of leadership styles*

Variable	Description
Authoritarian Leadership Style	An authoritarian leader makes most decisions without group discussion or consent, communicates with subordinates mostly to convey directions, and is very focused on tasks.
Democratic Leadership Style	The democratic leader encourages subordinate input in decisions and engages in two-way communication with the employees.
Laissez-faire Leadership Style	Laissez-faire is a hand-off leader who leaves the decision-making and problem-solving power to the subordinates.
Bureaucratic Leadership Style	The bureaucratic leader leads by the rules, relies on regulation and is impersonal with employees.
Kelly, S., & MacDonald, P. (2019). A look at leadership styles and workplace solidarity communication. <i>International Journal of Business Communication</i> , 56(3), 432-448. doi:10.1177/2329488416664176	

Table 3*Definition of transferring knowledge*

Variable	Description
Codifiability	Measurements of knowledge that had been articulated in documents, specifically by measuring if there was a useful written manual describing the manufacturing process, if the company was using standard software or had software developed for the exclusive use of the company, or if the company had extensive documentation describing critical parts of the manufacturing processes.
Teachability	Measurements of knowledge that had been verbally transferred to new workers, specifically by how easily a new person can learn what to do by talking to skilled employees, studying blueprints (or manuals), by educating and training the new hire or by not teaching at all.

Kogut, B., & Zander, U. (2003). Knowledge of the firm and the evolutionary theory of the multinational corporation. *Journal of International Business Studies*, 34(6), 516-529. doi:10.1057/palgrave.jibs.8400058

Table 4*Agency types and Risks of Dissolving*

Agency type	Characteristics	Accountability	Faculty involvement	Levels of learning	Risk of dissolving
Type 1 Agency	<ul style="list-style-type: none"> -Titled Structure -Team Based - Concrete Business Protocols -Competitive Application Process -Formal Assessment Process -Some Student Offices Paid -Dedicated Office Space -Charge Clients -For-profit and Non-profit clients 	<ul style="list-style-type: none"> -Course Credit Required work hours -Agency/Team Meetings 	<ul style="list-style-type: none"> High – Course Release or Paid Course Overload 	<ul style="list-style-type: none"> -PR Application - PR/Business Processes - Professional Skills 	Low
Type 2 Agency	<ul style="list-style-type: none"> -Titles Structure -Team Based -Some Business Protocols -Application Process (non-competitive) -Informal Client Assessment -Share Student Org. Space -Mostly Non-Profit Clients 	<ul style="list-style-type: none"> -Agency/Team Meetings 	<ul style="list-style-type: none"> High – Self-determination Service Component 	<ul style="list-style-type: none"> -PR Application -Some PR/Business Processes - Professional Skills 	Medium

Table 4 (Cont.) <i>Agency types and Risks of Dissolving</i>					
Agency type	Characteristics	Accountability	Faculty involvement	Levels of learning	Risk of dissolving
Type 3 Agency	-Titles at Top Only -Few, if any, business protocols -Volunteer-based – no application -No Assessment Process -Managed as Student Organization -No Space -All Non-profit Clients	No Required Meetings	Medium to Low – Service Component	-PR Application (Tactical) -Some Professional Skills, Mostly at Director Level	High
<p>Bush, L. (2009). Student public relations agencies: A qualitative study of the pedagogical benefits, risks, and a framework for success. <i>Journalism & Mass Communication Educator</i>, 64(1), 27-38. Retrieved from http://0-search.proquest.com.library.uark.edu/docview/215288495?accountid=8361</p>					

Table 5 <i>Type of Agency – by faculty results</i>		
Agency type	Frequency	Percentage
Advertising Agency	7	11.7%
Public Relations Firm	12	20%
Advertising and Public Relations Firm	11	19.3%
Integrated Marketing Agency	18	30%
Communication Agency	4	7%
Digital Marketing Agency	3	5.2%
Other: Graphic Design/Visual Media	2	3.5

Table 6 <i>Weekly hour commitment to agency by faculty advisor</i>		
Weekly commitment	Frequency	Percentage
0 up to 3 hours per week	11	18.3%
3 up to 8 hours per week	13	21.7%
8 up to 12 hours per week	8	13.3%
12 hours or more per week	16	26.7%

Table 7 <i>Reason for serving as faculty advisor</i>		
Reason	Frequency	Percentage
Receive a course release	14	23.3%
Receive extra compensation	1	1.7%
Part of job description	20	33.3%
Part of service for my unit	21	35%
Volunteer/for enjoyment	18	30%
Other	3	5%

Table 8
How is the new agency manager trained

Training type	Frequency	Percentage
The faculty advisor trains the new manager by reviewing documents.	27	45%
The faculty advisor trains the new manager by verbally transferring knowledge.	34	56.7%
The previous agency manager trains the new manager by reviewing documents.	27	45%
The previous agency manager trains the new manager by verbally transferring knowledge.	30	50%
Outside resources (such as business professionals) come to train the new manager.	8	13.3%
There is no set training session/method for the new agency manager.	10	16.7%
Other: The new agency manager observes the previous agency manager for set amount of time.	3	5%

Table 9*Responsibilities given to student manager*

Responsibility	Frequency	Percentage
Full authority over agency team, including hiring, firing and management of the student employees.	9	15%
Shares authority over agency team, including hiring, firing and management of the student employees.	30	50%
No authority over agency team, including hiring, firing and management of the student employees.	2	3.3%
Full authority over the financial decisions involving the agency.	4	6.7%
Shares authority over the financial decisions involving the agency.	15	25%
No authority over the financial decisions involving the agency.	15	25%

Table 10
Agency access to technology

Technology	Frequency	Percentage
Dedicated space with technology just for the agency.	23	38.3%
Shared space with technology just for the agency.	5	8.3%
Shared space with shared technology.	7	11.7%
The agency students use technology available to anyone on campus (lab or classroom setting).	20	33.3%
The agency students can only use their personal computers /laptops	14	23.3%
The agency does not have access to technology to use for the agency.	6	10%

Table 11
Funding of the agency

Type of funding	Frequency	Percentage
Strictly from client revenue	28	46.7%
Journalism/Mass Communication department	17	28.3%
Other: From other department	4	6.7%
On-campus organizations/businesses	9	15%
Off-campus organizations/businesses	8	13.3%
Professional organizations (PRSSA/AAF)	1	1.7%
Donations	1	1.7%
Activity Funds or Student Service Fee	4	6.7%
The agency is not funded	7	11.7%
Other: Private Organization	1	1.7%

Table 12
Area of agency operation

Area of operation	Frequency	Percentage
Journalism/Mass Communication Program	14	23.3%
Other school program/department	13	21.6%
Journalism/Mass Communication Course (classroom setting)	11	18.3%
Other classroom setting	2	3.3%
Student Media Center	1	1.7%
Student Organization (club)	9	15%
Other	5	8.3%



To: Brooke E Borgognoni
BELL 4188

From: Douglas James Adams, Chair
IRB Committee

Date: 02/26/2020

Action: **Exemption Granted**

Action Date: 02/26/2020

Protocol #: 2001245673

Study Title: College Student Ad Agency Interviews

The above-referenced protocol has been determined to be exempt.

If you wish to make any modifications in the approved protocol that may affect the level of risk to your participants, you must seek approval prior to implementing those changes. All modifications must provide sufficient detail to assess the impact of the change.

If you have any questions or need any assistance from the IRB, please contact the IRB Coordinator at 109 MLKG Building, 5-2208, or irb@uark.edu.

cc: Rob Wells, Investigator