How mindsets influence the effects of valence of online reviews

Bhattacharjee, Dipanwita; Spence, Mark T.

Association of Collegiate Marketing Educators

PROCEEDINGS OF THE 49TH ANNUAL MEETING OF THE ASSOCIATION OF COLLEGIATE MARKETING EDUCATORS

New Orleans, Louisiana
MARCH 2-5, 2022

Ayse Begum Ersoy
Cape Breton University, Canada
Proceedings Editor

Rajasree K. Rajamma
Fairfield University, Fairfield, Connecticut
Program Chair

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EDITORIAL PREFACE

This year ACME 49th Conference Proceedings is covering 14 tracks and nearly 50 abstracts, extended abstracts, and papers from researchers around the world. It is a true pleasure to witness flourishing diversity in topics and extended number of tracks.

I would like to thank everyone who participated in, helped with, and arranged the 2022 Association of Collegiate Marketing Educators conference. Huge thank you goes to all Track Chairs and reviewers for completing review process and their expert critiques within short period of time.

I also wish to extend my appreciations to all authors for their timely submissions and adherence to our Proceedings standards.

Last, but not least, I wish to acknowledge passion, encouragement and continued support of ACME Program Chair, Rajasree K. Rajamma.

Sincerely,

Ayse

Ayse Begum Ersoy, PhD

ACME Proceedings Editor 2021-2022
Cape Breton University
Shannon School of Business
Nova Scotia, CANADA

MESSAGE FROM THE PRESIDENT

Dear ACME Colleagues,

Welcome to the 49th Meeting of the Association of Collegiate Marketing Educators (ACME) in New Orleans, Louisiana! I would like to express my heartfelt 'thank you' to our new and returning members for joining us today. I hope you have enjoyed our conference.

I am pleased to see that ACME has evolved in many ways over recent years. ACME is in the process of re-branding itself with a new, professional-looking website which will be active very soon. ACME has established its presence on social media platforms such as Facebook and LinkedIn to be closer to its members. ACME redesigned its conference organizing committee by adding a Program Planning Team to it. This team involves in the day-to-day planning of the conference program. Now, ACME is seeking to add an important position, an Executive Director role, to its organizational chart. ACME moved away from the traditional email-based submissions and adopted the EasyChair conference management system. Likewise, ACME started to utilize the services of Constant Contact to communicate with its members more effectively. ACME has been honored to have Dr. Lou E. Pelton and AxcessCapon as its dedicated sponsors. I am pleased to observe that our annual conference has also grown in terms of the number of tracks, the number of submissions, and the number of participants which is over 90 for the last few years. Our conference attracts submissions from multiple countries around the world each year. In response to the COVID-19 pandemic, ACME held its 2021 conference on a virtual platform and by that, it demonstrated its resilience and self-sufficiency as an independent professional marketing organization. The ACME conference has been held using a hybrid format this year to give every scholar around world an opportunity to be part of ACME either on-site or remotely.

I am confident that we will see even greater developments with ACME in the future.
Organizing a hybrid conference is a complex undertaking with many moving parts and many people involved. Hence, I have many people to thank and express my sincere gratitude toward including our new and returning authors, Track Chairs, reviewers, award and competition judges, session chairs, plenary speakers, organizers/presenters of workshop, panel and special sessions, competition and award sponsors, members of ACME Board of Directors, and many more. Thank you all for your contributions to our conference!

Congratulations to the *2022 FBD Outstanding Educator Award*ee Irfan Ahmed of Sam Houston State University, *2022 FBD Distinguished Paper Awardees* Sphurti Sewak and Jae Hoon Lee of Florida International University, and *2022 Lou E. Pelton Emerging Marketing Scholar Awardee* J. Ricky Fergurson of Indiana State University! Thank you for sharing your accomplishments with ACME.

I would like to express my sincere gratitude to Sam Houston State University, its staff and faculty members, including Renée Gravois, Sanjay S. Mehta, Irfan Ahmed, Taylor Berg, and Fawzi Noman for providing needed technical/logistical support for the online section of our conference.
It has been my pleasure to work with my fellow 2022 ACME Team members, including Rajasree K. Rajamma as Program Chair, Lilly Ye as Vice President of Membership and Associate Program Chair, Sanjay S. Mehta as Treasurer, Weixing M. Ford as Secretary and Director of Communications, Mel F.

Zuberi as Immediate Past President, Renée Gravois and Atefeh Yazdanparast Ardestani as Program Planning Team members, Stacey Bolin as Webmaster, and Ayse Ersoy as Proceedings Editor. My sincere thanks to all of them for their hard work and dedication!

Thank you all for your continued support of ACME and being part of the ACME family!
I look forward to seeing you all at ACME 2023 in Houston!

Türkan

Türkan Dursun-Kilic, Ph.D.
ACME President, 2021-2022
West Texas A&M University
Paul and Virginia Engler College of Business
Canyon, Texas, USA

MESSAGE FROM THE PROGRAM CHAIR

Dear ACME Colleagues:

It is our great pleasure to welcome you to New Orleans for ACME's 49th Annual Conference! We are delighted and humbled by the renewed energy and positive spirit among our members as we struggle with the day-to-day realities of the pandemic. Thank you for your constant support and interest as we have worked to develop a rich program and new and flexible options for participation in the conference.

As you know, the past two years have been extra challenging for conference planning and participation in the midst of COVID-19. Based on the request of our members who could not travel to attend the conference in-person, this year we tried out the hybrid option for the first time in ACME's history. With limited resources, both personnel as well as financial, this, was of course a challenging and time-consuming task. But we decided to venture into the unfamiliar terrain of hybrid conferences motivated by the unwavering desire to satisfy our patrons. Despite some occasional glitches, offering a hybrid format paid off big time, enabling numerous authors world-wide to present and participate in ACME 2022. We had a record number of submissions and participation this year, with more than 70 accepted submissions (papers, workshops, special sessions, and posters), featuring 145 authors from around the world. Our conference also featured two plenary sessions with outstanding speakers, rich content, and lively discussion.

Putting together a conference is by no means an easy task, especially considering that our volunteer officer and program planning team is small in number. This conference would not have been possible without the tireless effort of each one of these folks. My heartfelt thanks to all the officers for their commitment to ACME and work in planning an outstanding conference. Our 2022 conference was the result of a year-long effort by these dedicated folks, together with our volunteer track chairs and reviewers.

We cannot thank enough the excellent team of track chairs we had this year. Their work started back in June. Each one of them worked hard to ensure that ACME got the visibility, and thus the paper submissions, we needed to offer a robust and engaging program. Thank you! We would also like to thank the session chairs who stepped up to ensure the hybrid program moved forward seamlessly.

Thank you to our authors, presenters, and all members for your confidence in ACME and making ACME 2022 possible – your participation is the foundation of our annual conference. We had several student members also presenting their work this year. The thought of presenting in front of one professor is often intimidating to a student, let alone a bunch of professors. We applaud the outstanding work presented by each one of these students, their courage, and the excellent mentorship they received from their faculty advisors.

A big thank you to our plenary speakers – Dr. Beheruz Sethna, Mark Romig, and Lisa Alexis – for accepting our invitation to be part of ACME 2022. Thanks also to Sanjay Mehta, Irfan Ahmed,

Vivek Natarajan, and Renée Gravois for your work in recruiting such an outstanding plenary line-up and organizing these sessions.

Our profound gratitude also goes to Dr. Lou E. Pelton for his generous sponsorship of the ACME Emerging Scholar Award year after year; and AxcessCapon for their long-standing sponsorship of the ACME AxcessCapon Teaching Innovation Competition and Award.

A huge 'thank you' to our technology team for this year's conference, consisting of Lilly Ye, Irfan Ahmed, and Ricky Fergurson. They worked very hard to ensure that we had connectivity in each of the rooms and things moved along smoothly. The ACME Conference landing page and web interface for the Zoom meetings were made possible by the generous support of Sam Houston State University – special thanks to Fawzi Noman, Renée Gravois, Irfan Ahmed, and Sanjay Mehta at SHSU. Thanks a million, Team Sam Houston!

I am also profoundly thankful to my Program Planning Committee for 2022, consisting of Renée Gravois, Atefeh Yazdanparast, and Associate Program Chair Lilly Ye. These colleagues were my rocks, the pillars of strength for the last 365 days, while we were working out the largest and minutest details of the program and conference. Thank you for your dedication and relentless support for ACME. Thanks also to Weixing Ford, Director of Communications for her hard work in implementing our social media plans, and Ayse Ersoy for making sure that we publish the 2022 proceedings in a timely manner.

Last but not the least, congratulations to all the award winners!

Thank you all once again and we look forward to seeing you next year. Get ready for yet another outstanding program during ACME 2023 in Houston!

Sincerely,

Rajasree K. Rajamma, Ph.D.
Program Chair, ACME 2022
Professor of Marketing
Dolan School of Business
Fairfield University
Fairfield, CT 06824

ASSOCIATION OF COLLEGIATE
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2022 FEDERATION OF BUSINESS DISCIPLINES DISTINGUISHED PAPER AWARD
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J. Ricky Fergurson, Indiana State University, Terre Haute, Indiana

BEST PAPER IN TRACK AWARD WINNERS

<u>Marketing Education and Experiential Learning Track</u>

The Value of Service Learning for Marketing: An Empirical Research Review of the Literature
Ray Wang, Thammasat University, Bangkok, Thailand

<u>Personal Selling and Sales Management Track</u>

The Use of AI in Sales: A Literature Review and Bibliometric Analysis
John Gironda, University of North Carolina-Wilmington, Wilmington, North Carolina
Maria Petrescu, Embry-Riddle Aeronautical University, Daytona Beach, Florida

<u>Social Media, Mobile Marketing, and Digital Marketing Track</u>

Critical Role of Perceived Humor When Brands Post Memes on Social Media
Sphurti Sewak, Florida International University, Miami, Florida
Jae Hoon Lee, Florida International University, Miami, Florida

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Thank you to the ACME Track Chairs for 2021-2022. ACME greatly appreciates your service!

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David Taylor, Sacred Heart University, Fairfield, Connecticut

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Gary Holmes, University of North Texas at Dallas, Dallas, Texas
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Julie Haworth, University of Texas at Dallas, Richardson, Texas
Kate Abraham, Concordia University, Chicago, Illinois

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Kiseol Yang, University of North Texas, Denton, Texas

Health Care and Pharmaceutical Marketing
Amit Malhan, North Carolina A&T State University, Greensboro, North Carolina

Logistics and Supply Chain Management
Subhro Mitra, University of North Texas at Dallas, Dallas, Texas

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Irfan Ahmed, Sam Houston State University, Huntsville, Texas
Ardhendu Shekhar Singh*, Symbiosis International, Pune, India

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Guanyu Geng, University of North Texas, Denton, Texas

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Jun Yu, University of Louisiana Monroe, Monroe, Louisiana
Prachi Gala, Kennesaw State University, Kennesaw, Georgia

Retailing and Electronic Commerce
Joyce Zhou, University of Louisiana Monroe, Monroe, Louisiana
Ayse Ersoy, Cape Breton University, Nova Scotia, Canada

Personal Selling and Sales Management
J. Ricky Fergurson, Indiana State University, Terre Haute, Indiana

Services, Tourism and Hospitality Marketing
Jingxian "Kelly" Jiang, Texas A&M University, College Station, Texas

Social Media, Mobile Marketing, and Digital Marketing
Scott D. Roberts, University of the Incarnate Word, San Antonio, Texas
Eyad Youssef (deceased), Frostburg State University, Frostburg, Maryland

Sports and Recreational Marketing
Joshua Shuart, Sacred Heart University, Fairfield, Connecticut

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Marilyn Eastman, Morningside University, Sioux City, Iowa

Special Sessions, Panel Discussions, Workshops, and Posters
Atefeh Yazdanparast Ardestani, Clark University, Worcester, Massachusetts

**ASSOCIATION OF COLLEGIATE
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ACME 2021 Reviewers

ACME thanks each of the following colleagues for their valuable service in reviewing submissions for our 2022 ACME Conference!

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Jun Yu, University of Louisiana Monroe, Monroe, Louisiana
Noni Zaharia, Saint Louis University, St. Louis, Missouri
Joyce Zhou, University of Louisiana Monroe, Monroe, Louisiana

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Judith Forney, University of North Texas

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Dan Mertens, Jacksonville State University
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Marlon Ware, Azusa Pacific University
Daniel Thoman, George Mason

CONSUMER BEHAVIOR AND PSYCHOLOGY

BRAND LOYALTY FOR THE AUTOMOTIVE MARKET

Gary Holmes, University of North Texas at Dallas

EXTENDED ABSTRACT

The number of households with access to an automobile declined for the first time in 50 years (Barnard 2017). Some reports have automobile ownership dropping drastically in the next 10 years. The decline has come in part as consumers unsatisfied with the image of some automobile brands utilize public transportation, rent and lease vehicles, and in increasing numbers utilize ride sharing and Transportation Networking Companies (TNC) such as Uber and Lyft (Barnard 2017). Furthermore, with more people working at home because of health concerns and technology, the need for automobile ownership has decreased especially among younger consumers. Yet, loyalty to automotive brands congruent to consumers' self-concept appear to remain high during this decline (Barnard 2017).

This study is an effort to shed light into brand loyalty for this current automotive market. The questions posed for this research are: 1) What type of brand switching can be expected in relation to brand loyalty, 2) what is the impact of self-concept on brand loyalty, and 3) what are the implications of age on brand loyalty. The proposed paper will be organized in the following manner: First, the literature review for the antecedents of automotive brand loyalty. Second, hypotheses will be developed and followed by analysis. A brief overview of the constructs of brand loyalty, resistance to change, and self-congruity used in the proposed study is detailed next followed by the data collection and a description of the model.

Oliver (1999) articulates the classic definition of brand loyalty as a deeply held commitment to purchase the same brand offerings consistently in the future. There are two aspects to customer loyalty: attitudinal and behavioral (Dick & Basu 1994). The customer exemplifies the behavioral aspect with the simple behavior of repeated purchases (Alhaddad 2015). Attitudinal loyalty refers to consumers who evaluate the favorability of a brand and estimate how likely the brand's favorable performance will continue in future purchases.

Resistance to Change (RTC) is a theory that makes a logical connection between the concepts of loyalty and likelihood to switch. RTC has roots in industrial and organization behavior research but has been effectively utilized in the area of consumer behavior (Descotes & Pauwels-

Delasssus, 2015). RTC is defined as any conduct the consumer exhibits to maintain status quo in the face of pressure to alter the status quo. Hence, when a consumer loyal to an automotive brand for a considerable amount of time is presented with a reason to change brands a natural reaction is to resist. The resistance stems from the idea consumers are comfortable with familiar brands and may view switching as something that is unnecessary and may even find it threatening.

Self-congruity exists because consumers attempt to seek dealers and product brands that help develop and support their actual self-concept (Sirgy et al., 2000). A strong and well-developed actual self-concept could mean consumers will place demands upon on the activities of acquiring goods congruent to this established actual self-concept (Breazeale and Ponder, 2013). Thus, for loyal customers, an adequate level of congruence must be assumed, otherwise consumers would look elsewhere to sustain the actual self-concept.

An automotive dealership group located in the Midwestern US allowed the researchers to survey its customers. The dealership offers four distinct brands of automobiles along with full automotive service centers at two locations. The dealership primarily sells new vehicles but like most automotive dealerships has a large area at both locations devoted to used vehicles.

Hardcopy surveys were placed in the dealership waiting rooms and were handed out by employees. Respondents received a free oil change at their next visit for completing the questionnaire. Data was collected over a period of four months and a total 343 surveys were returned for analysis. Five surveys were removed due to incomplete data leaving a final sample collection of 338 completed surveys.

Once validity of the aforementioned and additional constructs has been established, linear regression will be used to determine the impact on brand loyalty. The regression model will consist of the independent variables of *resistance to change, brand image congruity, dealer loyalty, dealer brand congruity,* and *likelihood to switch*. The dependent variable will be *product brand loyalty*. Data will then be sorted by respondent age into three age categories. The regression model will be applied to each age range for comparison.

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HOW MINDSETS INFLUENCE

THE EFFECTS OF VALENCE OF ONLINE REVIEWS

Dipanwita Bhattacharjee, Bond University, Australia
Mark Spence, Bond University, Australia

EXTENDED ABSTRACT

Online reviews have become increasingly influential among today's consumers due to their high reach and ubiquitous presence (see Zablocki, Schlegelmilch, and Houston 2019 for a review). Valence or average star rating is a key element of online reviews (Purnawirawan et al. 2015). Extant literature has demonstrated the effects of online review attributes, such as *valence*, on product sales (Floyd et al. 2014) or purchase intentions (Jiménez and Mendoza 2013). However, Zablocki, Schlegelmilch, and Houston (2019) note that there are mixed findings in the literature regarding whether positive reviews or negative reviews are more influential in terms of effects on consumer attitudes and behavior. Absent from current discourse is the influence of individual differences in relation to the effectiveness of the valence of online reviews. This research gap is addressed in the current study.

Our research examines how mindsets (Dweck 1999) affect the processing of the valence of online reviews and how this subsequently affects consumer attitudes. Prior work on mindsets has suggested that growth mindset individuals process information differently from those with fixed mindsets (Dweck 1999). Moreover, research shows that online review effectiveness may vary depending on product type, e.g. search vs. experience products (Purnawirawan et al. 2015). Considering these findings, we investigated whether the effects of the valence of online reviews on product attitudes was moderated by mindset and product type. An experiment with a 2 (two levels of valence) X 2 (two types of products) between subject design was conducted where participants' mindset was also measured. 252 participants were recruited through an online consumer panel affiliated with Qualtrics.

Participants were randomly assigned to one of the four conditions and viewed a mock webpage for a hotel or a suitcase which included online reviews and valence ratings. The apartment (or suitcase) with positive valence had a rating of 4.8 while, the apartment (or suitcase) with negative (less positive) valence had a rating of 3.1. Volume of online reviews and price were held constant across all conditions.

Mindset was measured using a four-item scale, where higher scores indicate a growth mindset (Midkiff, Demetriou, and Panter 2018). We conducted the analysis using the PROCESS macro (Model 3) in SPSS (Hayes, 2017). The independent variable was valence of online reviews, while product attitude (measured with a three-item scale) was the dependent variable. Both mindset and product type were moderators in the model. We added online review familiarity,

online review importance, age, and gender as covariates. Results showed a three-way interaction among valence, growth mindset, and product type ($p < .05$). Specifically, a two-way interaction between valence and growth mindset is evident in the case of an experience product (holiday apartment, $p < .05$). For experience products (holiday apartment), as growth mindset increases, the beneficial effect of the positive valence of online reviews on product attitudes decreases. This research offers valuable theoretical and practical insights. Understanding how the valence of online reviews is evaluated by individuals having growth mindsets will help address some of the ambiguous research findings mentioned above. Moreover, our research contributes to the existing search vs experience product literature by showing that online review valence has differential effects for experience products. Retailers will gain useful insights regarding how online reviews work for different product types when evaluated by growth mindset-oriented individuals. This will help in developing targeting strategies.

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SERVICE FAILURES, RECOVERY EFFORTS AND CUSTOMER SATISFACTION WITHIN AMAZON CORPORATION

Andreas W. Stratemeyer, California State University, Fresno
Susan D. Geringer, California State University, Fresno
James Taylor, California State University, Fresno

EXTENDED ABSTRACT

Amazon Corporation is well-recognized as a behemoth within global retailing. The corporation is well-represented in both the hard good and soft good arenas. According to Johnston (July 2021), Amazon owns over 70 private labels, as well as additional mega online retailers they acquired through acquisitions. These retailers include Whole Foods (food), Zappos (shoes), Kiva Systems (robotics), Pillpack, Inc. (pharmacy), Twitch Interactive (livestreaming videos), and most recently MGM Holdings (film and hospitality). Amazon has come a long way since 1994, when they began as an online bookstore. As of July 7, 2021, Amazon held a "market capitalization of $1.9 trillion…with a reported net sales of $386.1 billion and net income of $21.3 billion" in the 2020 fiscal year (Johnston, 2021, pg. 1).

A perusal of the literature indicates that previous research has explored Amazon's customer service in relation to electronics sales alone (Vollero, Sardanelli & Slano, 2021) or subjects were asked about their experiences with online shopping wherein Amazon was grouped with additional online retailers, rather than singling out the India-based subjects' experiences solely with Amazon (Rojhe, 2020). To date, it appears that no studies relating to service failures has been conducted looking solely as Amazon as the retailer.

Service failures seem to be inevitable given the heterogeneous nature of services, particularly when dealing with such a retail giant. In many cases, it is the service recovery efforts performed by service providers after a service failure that affect customer satisfaction. A model is proposed that considers the impact of service failures and services recovery efforts on customer satisfaction directly related to consumers' experiences with Amazon. The literature indicates that service failures are related to recovery efforts, and that recovery efforts are related to customer satisfaction (Stratemeyer, Geringer & Canton, 2014). In addition, an analysis of various demographic factors suggests that they may also play a role in these relationships (Stratemeyer & Geringer, 2017).

The theoretical framework for this study utilizes the operational model presented in Figure 1.

Figure 1: Operational Model
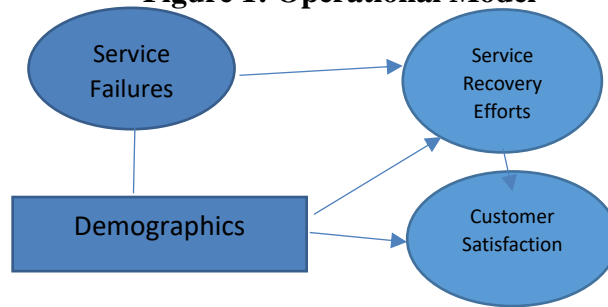
The following hypotheses and research questions are proposed:

H1: Service Failures will have a positive relationship with Service Recovery Efforts.
H2: Service Recovery Efforts will have a positive relationship with Customer Satisfaction.
R1 – R3: What effect will Demographics have upon perceptions of (R1) Service Failures; (R2) Service Recovery Efforts; and (R3) Customer Satisfaction?

All of the scales used to measure the constructs in this study will either be derived from instruments that were designed from previous studies, or developed and assessed through the scale purification process (i.e., validity and reliability).

In order to test the above-stated hypotheses (H1-H2), Structural Equation Modeling will be used to test the hypothesized relationships between (H1) Service Failures and Service Recovery Efforts, and (H2) Service Recovery Efforts and Customer Satisfaction, respectively. The research questions (R1 – R3) pertaining to demographics and their relationships to the three constructs (i.e., Service Failures, Service Recovery Efforts, and Customer Satisfaction) will be also analyzed by using Structural Equation Modeling.

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THE BUYING CENTER CONCEPT:

A BIBLIOMETRICANALYSIS

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EXTENDED ABSTRACT

Within the Business to Business (B2B) domain of marketing studies, the b*uying center* is an important and longstanding concept. From its beginnings of being articulated as early as the 1970s (Webster & Wind, 1972; Sheth, 1973) and 80s (Johnston & Bonoma, 1981), the buying center as a phenomenon has been the subject of attention by researchers in marketing. Since 2021 marks 40 years of the seminal work of Johnston & Bonoma (1981) which made a clear definitional contribution, the present paper seeks to review existing research on the buying center with a view to help understand the landscape of academic research on the buying center, and from there, chart out possible paths for future research on the phenomenon.

Specifically, the research questions that motivated this research project were as follows:
1. What is the nature of research on the buying center?
2. What relationships exist among the contributors as well as among the contributions in buying center research?
3. What are the strengths of buying center research, and what are the lacunae remaining therein?
4. What could be possible paths for future research, towards strengthening our understanding of the buying center, and how may existing lacunae be addressed?

Research Methodology: Following standard practices in bibliometric research, we collected data from the Web of Science database, the premier database for indexed references. The data was analyzed using the Biblioshiny and VOSviewer software(s). We performed a citation analysis, co-citation analysis, and bibliometric coupling analysis. These analyses were conducted at several levels including, article, author, and journal, in order to ascertain the intellectual structure of buying center research and interlinkages among the important contributors and among the contributions. The results of these and other analyses provide a picture of various aspects of buying center research in terms of its origins, its sources, and its impact on marketing literature. In addition, a picture emerges of the major contributors to the research, and the significant role of certain researchers in initiating, preserving and enhancing research on the buying center. Discussion of findings and an agenda for future research are offered.

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THE ROLE OF CULTURAL DIMENSIONS IN FLOW SEARCH EXPERIENCE: COMPARING TAIWANESE AND MEXICAN ONLINE CONSUMERS

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EXTENDED ABSTRACT

Researchers have sought to explain the role of culture in shaping consumer behavior (e.g., Hofstede 1980, 2011). We propose to investigate the impact of cultural dimensions power distance, uncertainty avoidance, individualism versus collectivism, masculinity-femininity, long-term versus short-term orientation, indulgence versus restraint, on flow search experience in these Taiwan and Mexico.

The flow search experience is described in the literature as the heightened state of concentration and enjoyment, causing the consumer to be "immersed" in the experience (Csikszentmihalyi 1975). Flow search experience may result from two other factors. Online consumer behavior could be either hedonic, with a focus on savoring and exploring a web site's features and interface, or utilitarian, with a focus on seeking specific information, or fulfilling a task (Assael, 1998). Some authors describe two types on a web site's interface – static or dynamic (e.g., Van Noort, Voorveld, and Van Reijmerstdal, 2012). These constructs are relevant in the creation of online customer satisfaction (Van Noort, Voorveld, and Van Reijmerstdal, 2012).

We will discuss modalities of laboratory experiments among college students in Taiwan and Mexico, based on a randomized complete block design (Keppel, 1991). Measures will include dimensions of culture (Hofstede 1980, 2011), experiential or utilitarian nature of subjects (Babin et al, 1994), and type of site modality (i.e., static or dynamic) and flow search experience (Webster, Trevino, & Ryan, 1993). Data analysis, contributions, limitations, and directions for future research will also be covered. Results of the multidisciplinary cross-cultural study are expected to extend research in several fields of knowledge.

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PUBLIC POLICY, SUSTAINABILITY, AND SOCIAL RESPONSIBILITY

REFLECTIONS ON WORKING WITH A LOCAL FOUNDATION

ON THE LARGEST GIVING DAY EVENT IN THE COUNTRY

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EXTENDED ABSTRACT

North Texas Giving Day (NTGD) is the single biggest giving day in the country and every September for the last decade our marketing class has helped roughly 5000 nonprofits with their NTGD goals. Specifically, students choose a nonprofit organization and through a series of homework assignments will help them amplify their brand voice and increase brand engagement by providing social media posts, graphics, videos and email communications all using the NTGD brand. While the campaign typically ends in late September, students will analyze the results and reflect on what they have learned and their impact on their community and on them. This study strives to analyze the event, students' contribution and the effect the assignment has on them by utilizing data obtained in reflection journals.

Research Questions

1) Does writing in a journal provide evidence of learning?
2) Do journal entries indicate students' benefitted (health wise or professionally) from the experience?
3) Do journal entries indicate further research on the topic was conducted, thus evidence of critical thinking taking place.

Literature Review

This type of student work is often referred to as service-learning work. Service-Learning as defined by the National Youth Leadership Council "is an approach to teaching and learning in which students use academic and civic knowledge and skills to address genuine community needs. It is a "type of experiential and project-based learning that drives students' academic interests and passions toward real community needs." (NYLC, 2021) Furthermore, service learning includes four characteristics which include learning through active participation, integration into the academic curriculum and time for structured time for reflection, application of new skills and the obtainment of knowledge in real-life situations which are beyond the classroom (Cashel, Goodman and Swanson, 2003)

Some may call it volunteering, however. The benefits of volunteering are immense. According to Vanderbilt's Center for Teaching, students conducting service-learning or community engagement projects benefit from positive learning, personal, social and career development outcomes along with increasing the relationship with your institution.

Socially, the benefits of volunteering show up quickly and have long-term effects. Social interaction improves mental and physical health, according to Psychology Today. The benefits of consistent socializing include better brain function and lower risk for depression and anxiety. You also improve your immune system .Jul 3, 2018 15 Unexpected Benefits of Volunteering - The Balance Small Business https://www.thebalancesmb.com/unexpected-benefits-of-volunteering-4132453.

One way to capture these effects is through freewriting. Freewriting is an activity in which for a set period of time (for example, 5 to 10 minutes), students begin to write while not worrying about proper punctuation, writing complete sentences, spelling correctly or even sticking to one topic (Elbow, 1973). Researchers Elbow (1973) and Boice (1990, 2000) found that freewriting contributes to the writers' abilities in three ways: idea generation, voice and fluency.

Focused Freewriting are similar in nature as freewriting but is focused on a pre-selected topic and may even involve a prompt. Focused Freewriting is often assigned before a classroom lecture or even following a class lecture (Stevens and Cooper, 2009). Freewriting as well as several other techniques are used for reflection exercises for students. Other methods are also used including concept mapping to determine the impact the project has had on students and on their community.

Methodology and Procedure

Students are given a free online journal which must be completed for 25 points. An alternate exercise is also provided for those that do not want to participate in the study. Content analysis is then performed on the journals to review various exercises that address the research questions.

Important Findings to Date

To date, it is clear that in reviewing the concept mapping, students are learning and applying the project to their the professional, personal and academic lives. Most students provide at least 3 examples of how that is so on their concept map. For example, many students will indicate that the project has provided them with networking opportunities in their community. A full tally of the results will be provided in the future. Journal entries regarding the health benefits are less obvious and appears more dependent on the timing of the writing of the journal entry.

Regarding students' being motivated to conduct additional research, the journal entries do not capture much evidence of additional research being conducted on related topics. In conclusion, it appears as if the NTGD service-learning project is a powerful learning opportunity given the application to the students' future professional life, in particular. It is unclear as to if the project assists students with being more healthy or conducting more research.

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GLOBAL MARKETING

NATIONAL CULTURE AND CORONAVIRUS DEATHS: FOCUS ON INGLEHART'S AND WEITZEL'S TWO CULTURAL VALUES DIMENSIONS TRADITIONAL vs SECULAR VALUES AND SURVIVAL vs SELF-EXPRESSIVE VALUES

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EXTENDED ABSTRACT

As of October 15, 2021, number of people who had contracted coronavirus (COVID-19) in the world was 239.9 million and number of people who have died was 4.9 million. Almost all the countries in the world were fighting the pandemic but some countries were doing a better job fighting than others. For example, United States (44.8million), India (34million), Brazil (21.6million), United Kingdom (8.4million), and Russian Federation (7.8million) headed the list of Covid infected cases but in terms of deaths per hundred thousand people, it was headed by Peru (614) followed by Bosnia Herzegovina (337), North Macedonia (331), Montenegro (324), and Bulgaria (317). As indicated by research, how rich a country is, access to healthcare resources, advancement in technology are factors that can contribute to the crisis, but they are not the only factors (Takian et. al., 2020; Chen, 2020).

A recent study by Guss and Tuason (2021) reported economic variables such as Gross Domestic Product per capita (GDP/p) and inequality-adjusted Human Development Index (IHDI), personal variables such as median age and body-mass index (BMI), and socio-geographic variables such as population density, government effectiveness were used to determine the impact of these variables on coronavirus deaths. But what was most interesting in the study was the inclusion of two cultural values dimensions (individualism-collectivism and power distance from Hofstede et. al., 2010) and two cultural value dimensions (autonomy vs. embeddedness and egalitarianism vs. hierarchy from Schwartz 2020). In fact, the results found individualism and egalitarianism to influence incidence of covid deaths.

The purpose of this research was to dig a bit deeper into the impact of cultural values on incidents of Covid deaths. While Hofstede's dimensionality of culture is dominated by cross-

cultural psychology and international management, Inglehart and Weizel's concept of culture is dominated in sociology and political science (Bengelsdijk & Welzel, 2018). Both are complementary and have practical applications in terms of understand national cultures better. Therefore, this research study attempted to determine if the two world value dimensions identified by Inglehart & Weizel in the World Value Surveys since 1981 have any influence on deaths from Covid virus. The first values dimension is traditional vs. secular. Societies in which religion and emphasis on defending authority is most important with traditional family values. Societies where most are opposite to what was mentioned under traditional values are considered secular. The second value dimension is survival vs. self-expression. While survival values place emphasis on economic and physical security and they are related to low levels of trust and tolerance. Self-expression values on the other hand focuses on subjective well-being, self-expression, and quality of life.

Data for the study variables country, median age, government effectiveness (measured as perception of the quality of the quality of public services independent from political pressures, the formulation of policies and their implementation, and the quality of infrastructure in serving the people by Kaufmann et al. 2010), GDP/p, health expenditure, body mass index (BMI), population density, and deaths from Covid during the month of December 2020 came from the study conducted by Guss and Tuason (2021). Data for the two dimensions of world values came from the 7th wave of the world values surveys (WVS, 2021). In the data analysis, the dependent variable was number of deaths from covid for the month of December, 2020. In the first step, the median age, government effectiveness, GDP/p, BMI, and population density, and health expenditure were entered. GDP/p (standardized slope coefficient =-1.31, $p < 0.05$), BMI (standardized slope coefficient = 0.51, $p < 0.05$), and health expenditure (standardized slope coefficient = 1.28, $p < 0.05$) were significant predictors of number of Covid deaths and these variables explaining 52.7% of the variation in the number of deaths as indicated by the coefficient of determination (r-squared). In the second step, the two dimensions of world values surveys were entered as a block. Only the survival vs. self-expressive value dimension was statistically significant (standardized slope coefficient = 0.53, $p < 0.05$) but the variable explained an additional 11% of the variation in number of deaths as indicated by the increase in r-squared. Results clearly showed in countries where the value self-expression is high, covid deaths were also high.

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FASHION MARKETING AND MERCHANDISING

SYSTEMATIC REVIEW OF SUSTAINALE PACKAGING

SOLUTIONS IN THE APPAREL AND FOOTWEAR INDUSTRY

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A package represents the "face" of a product (Marsh & Bugusu, 2007) and often is the only product exposure consumers experience before purchase. Two primary functions of packaging are to protect products or product parts from damage and outside influences (e.g., temperature, weather, mold, transport) and to provide consumers with related product information (e.g., ingredients, size, price, country of origin) (Siracusa & Rosa, 2018). Another function of product packaging is to provide marketing information to promote a brand. For example, packaging contains brand labels to foster brand identification and help consumers differentiate a brand from competitors (Enlund & Nilsson, 2021). Apart from these practical functions, however, product packaging is a waste-generating medium. Most, if not all, packaging parts are discarded immediately after product purchase. Therefore, packaging waste represents a significant part of the municipal solid waste stream causing considerable environmental concerns (United States Environmental Protection Agency, 2018). According to the United States Environmental Protection Agency (United States Environmental Protection Agency, 2018) report, packaging waste in the United States accounted for 82.2 million tons, or 28% of the total waste generated, in 2018.

The apparel and footwear industry creates a large amount of packaging waste that filters through the entire value chain. The most common packaging materials in the apparel and footwear industry are petroleum-based, nonbiodegradable polymers (e.g., polyethylene, polypropylene) used to produce single-use plastic packaging bags, wraps, and inserts (Enlund & Nilsson, 2021). Although synthetic plastic packaging has several positive features, such as low cost, light weight, flexibility, transparency, and impermeability, it poses a serious threat to the natural environment. Because reutilization of plastic materials is still limited, those materials alone represent a major and rapidly growing segment of municipal solid waste. Until the adoption of sustainable packaging is proven to reduce costs, apparel and footwear retailers lack a business case for purchasing more sustainable packaging, despite the potential for promoting their sustainability intentions (Boz et al., 2020).

Considering the relative recency of sustainable packaging commitments in the apparel and footwear sector, scholarly evaluation of sustainable advancements in packaging is still missing (Islam et al., 2020). To close this knowledge gap, the main purpose of our systematic review was to identify, summarize, and evaluate existing sustainable packaging solutions in the apparel and footwear industry. The study followed the principles of systematic review research methodology

via website search; Phyton programming language libraries were used to develop a web scrapper. A sample of 400 apparel and footwear brands that operate internationally across Europe, North America, South America, Africa, Asia, and Australia was identified. All sampled brands promoted sustainable packaging solutions and sustainable products on their official website. Because the scope of this study is exclusively apparel and footwear retail brand solutions for sustainable packaging, for this systematic review we reviewed primary sources of relevant information found on brands' official websites and from available sustainability reports (Stansfield et al., 2016). The qualitative analysis method of thematic content clustering was then used to identify, summarize, and evaluate the results.

The research found that 43% of brands (n=172) announced their long-term commitment to switching to sustainable packaging by admitting that they were testing sustainable prototypes or did not yet have improved packaging solutions in place. In addition, 21% of brands (n=84) were improving the quality and recyclability of packaging materials by accepting certificates for all packaging or its components, thereby reducing the negative impact of packaging. In addition, 60 brands, or 15%, offered reusable packaging services through collaboration with packaging providers (e.g. Re-Pack, Noissue Eco Packaging Alliance). Of all the brands, 13% (n=52) had invested in eco-friendly packaging solutions, replacing traditional plastic packaging with compostable or biodegradable packaging. Only 8% (n=32) of brands had joined the Responsible Packaging Movement and/or joined the Ellen McArthur Foundation to establish circular plastic waste solutions.

We further found that from all brands studied 13 % of the brands provided no information about packaging, so it is unclear whether improvements in sustainability were achieved in this area. If brands wish to avoid accusations of consumer deception and greenwashing, informational clarity on packaging innovation is critical when brands respond to increasing sustainability demands (Boz et al., 2020). The results of our study suggest that sustainable packaging is highly dependent on social and environmental impacts as well as on business and supply chain circumstances associated with the particular product packaging system. Apparel and footwear brands are generally committed to finding better packaging solutions for their products although innovation in this area is still hesitantly shared.

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DIRECTIONS FOR TRANSPARENCY RESEARCH IN THE

FASHION, CLOTHING AND TEXTILE INDUSTRY: A

SYSTEMATIC REVIEW

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EXTENDED ABSTRACT

Rationale

The fashion, clothing and textile industry generates enormous profits across world markets, despite the journeys made by clothing remain largely unseen (Jestratijevic et al., 2020). Retailers promote and sell apparel brands, but they rarely produce goods placed on the retail shelves. Instead, they cooperate with numerous suppliers that cut, sew and assemble the garments. The fragmented structure of the fashion supply chain creates possibilities for different human and environmental abuses. Consequently, there is growing stakeholder pressure on retailers to increase the transparency of corporate communication and to reveal supply chain and pitfalls that can prevent faster sustainability improvement (Marshall et al., 2016). In recent years, transparency has become increasingly desirable among fashion companies to opt for. The trend can be regarded as a counteraction to the increased complexity of modern life (Polanyi, 1944/2001), but also as a way for the industry to respond to the critique from media, customers and NGOs for its shortcomings in terms of social and environmental responsibility (Wulff, 2019). In Cambridge Dictionary (n.d.), transparency is defined as "an open way without secrets, so that people can trust that they are fair and honest". There is also an understanding that increased transparency comes with greater possibilities of exerting pressures on companies as well as holding business leaders responsible (Dingwerth & Eichinger, 2010). The desire to increase transparency is not only limited to the fashion industry, but has also been a trend in wider society and both public and private organisations (Florini, 2007; Power, 1997). Inspired by conceptualisations of organisational transparency in more general management literature, which makes a distinction between verifiability and performativity transparency (Albu & Flyverbom, 2019), this paper discusses how previous research on organisational transparency, can assist in finding the future research directions of transparency in the fashion, clothing and textile industry.

Purpose

The aim of this systematic review is to contribute to both the scholarly conversation on organisational transparency in the fashion, clothing and textile industry as well as to provide an overview of key papers and findings to practitioners working in the field. Through a literature review of the current articles published on transparency in fashion, clothing and textile industry, this study intends to: 1.) summarize the existing literature on the topic, 2.) identify gaps in the field, and 3.) provide examples of future research directions on transparency in this particular industry niche.

Approach

A systematic literature review was undertaken in three stages (1-planning, 2-conducting, and 3-reporting) releasing on Kitchenham (2004) procedures for performing systematic reviews. The first or planning stage started with the research protocol development. In the second stage research was conducted in several phases. Initially a database search on Web of Science has been carried out, with search words such as "organisational transparency" in connection to words such as textiles, fashion, clothing and apparel, resulting in 13 papers. In a second search, more general search combinations were used (e.g., "transparency fashion", "transparency textiles", "transparency clothing"). In total 888 articles were identified. After initial screening of the identified papers, a majority were barely touching upon the topic of transparency. In order to keep focus on transparency as understood in the industry we pinpointed the papers, which contained the search term in the title, resulting in a short list of 11 papers. In addition we made a third search round with combinations of "transparency textiles AND business", "transparency textiles AND business AND management", where the word "textiles" was replaced systematically with fashion, apparel and clothing. This resulted in an additional 87 papers. Finally, a similar procedure was carried out with the search words "transparency textiles AND organization", adding another 48 papers to the selection. As a result of a preliminary sampling, 159 articles were identified and included in the detailed screening process. Once reading through 159 full articles we further excluded from the final sample 99 papers that mentioned transparency but did not add to the conversation on the conceptualisation of transparency. Our aim in this phase was to find the overarching understandings of transparency in the fashion, clothing and textile industry from previous literature as well as interesting contributions in how to further develop current understanding of transparency. After carefully reviewing the articles, the final sample of the most representative articles was identified. Hence, 60 articles were included in the final sample. Furthermore, following protocols for systematic content analysis (Kitchenham, 2004) all articles were examined through descriptive analysis (journal, authors, title, publication year, research methodology, topic areas 'business', 'management', main themes related to transparency and fashion, clothing and textile industry etc.). For each article we also identified specific analytical themes relevant to the research topic such as verifiability or performativity approach to transparency, arguments for transparency, connotations to transparency (such as accountability, democracy or other), managerial implications of understanding of transparency, research implications of understanding of transparency etc. Finally, in the third stage review results, and outcomes were synthesized, and general understanding of the transparency was structured.

Findings

The preliminary findings show how the scholarly conversation on organisational transparency in the fashion, clothing and textile industry has focused mainly on supply chain transparency. In addition, there is a second stream of research highlighting how customers have perceived transparency initiatives; whether it leads to greater value for the company, if transparency increase consumers' willingness to pay more for products etc. A third category are those papers focusing on technical solutions for reaching increased transparency, such as RFID. Moreover, there seems to be a tendency in previous research to focus on a verifiability approach to transparency, with the underlying assumption that transparency can be verified and measured. However, our suggestion to the future directions on transparency research in the fashion, clothing and textile industry, is to engage in a performative understanding of transparency, which assists in explaining the fluidity of transparency as a concept, changing as the institutional environment change. In short, this means that there is an interaction between the organisational values and understanding of transparency and the societal norms and values of transparency. The article contributes in compiling

previous research on transparency, conceptualising an academic understanding of transparency in the fashion, clothing and textile industry, but also in giving a direction for future research. Such academic discussion can as well assist practitioners in navigating how to design transparency in an appropriate way and to reflect upon one's own practices hitherto.

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HEALTH CARE AND PHARMACEUTICAL MARKETING

THE INFLUENCE OF STRESS AND FINANCIAL STABILIZING MEASURES USED DURING COVID BY DENTISTS ON THEIR PSYCHOLOGICAL OUTCOMES

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EXTENDED ABSTRACT

Dentists have been known to be subject to high levels of stress and burnout due to the nature of the job (Rada and Johnson-Leong, 2004). Covid-19 pandemic added more emotional stress and anxiety to many individuals as reported by Richter (2021). The purpose of this study was to explore the relationships stress and financial stabilizing measures used by Arkansas dentists during the COVID-19 pandemic had on important job outcomes such as burnout, and job satisfaction. The study was exploratory in nature and investigated the following specific research question.

> **Research Question:** The influence financial stabilizing measures have on job outcomes such as job satisfaction and burnout in the presence of stress among dentists.

Data for the research was collected through surveys sent to dentists using Qualtrics. The sampling frame was the Arkansas State Dental Association (ASDA) membership directory containing emails of all registered dentists in the state. A total of 838 initial emails were sent, however, 96 of these emails were returned, which resulted in 742 emails being delivered. Of these, 104 were returned resulting in a response rate of 14%.

Several items from the American Dental Association (ADA) survey were used as indicators of financial stabilizing measures used by dentists (American Dental Association Health Policy Institute, 2020). Because the items had not been subjected to any Factor Analysis before the dimensionality of the construct was not clear. In this study, the twelve items were subjected to an Exploratory Factor Analysis (EFA). After dropping two items, the resulting factor analysis provided 3 dimensions (each dimension demonstrated an eigne value greater than 1) explaining 64.2% of the

variance. These dimensions were labeled: (1) Divestment measures, (2) Cost side management measures, and (3) Demand side management measures. Stress was measured using a reduced version of the Perceived Stress Scale by Cohen et al. (1983). Burnout was measured using the Copenhagen Burnout Inventory by Kristensen (2005) and this scale included three dimensions: emotional exhaustion, work-related burnout, and client-related burnout (also referred to as patient-related burnout). Job satisfaction was measured using the short-form of the Minnesota Satisfaction Questionnaire by Weiss (1967). The scale included two dimensions: intrinsic job satisfaction and extrinsic job satisfaction. All scales provided acceptable reliability coefficients as per Nunnally (1979).Multiple Hierarchical Regression (MHR) analyses were used to investigate the research question. In the first step, results revealed that stress is an important predictor of both intrinsic and extrinsic measures of job satisfaction, as well as the three dimensions of burnout (emotional exhaustion, work related burnout, and client related burnout). After step 1 in each regression analysis, stress had the highest influence on all three dimensions of burnout (r-squared for: (1) emotional exhaustion = 42%, (2) burnout relating to work = 29%, and (3) burnout relating to clients = 15.6% compared to the two dimensions of job satisfaction (r-squared for: (1) intrinsic job satisfaction = 4% and (2) extrinsic job satisfaction = 8%).

When financial stabilizing measures were included as a block in the second step, for both intrinsic and extrinsic measures of job satisfaction, most of the predictor variables were significant. For extrinsic job satisfaction, while the predictor divestment showed a significant negative influence (slope = - 0.31), the predictor demand side management measure showed a significant positive influence (slope = 0.25). Both predictors collectively increased the variation explain in extrinsic job satisfaction by 11% as indicated by the increase in r-squared. For intrinsic job satisfaction, all 3 predictors of financial stabilizing measures were significant. For the predictor divestment, once again the influence was negative (slope = -0.40). But for service side management measure (slope = 0. 21) and demand management measure (slope = 0.32) the influence was positive. Collectively, the three predictor variables explained an additional 18% of the variation in intrinsic motivation. Hierarchical Regression conducted on burnout dimensions as dependent variables did not demonstrate any financial stabilizing measures to be significant predictors. Considering that means for all three dimensions of burnout was low (highest was 2.58 out of 5), it appears that most dentists did not demonstrate signs of burnout as such financial stabilizing measures did not have any impact on burnout.

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MARKETING EDUCATION AND EXPERIENTIAL LEARNING

WHITED SEPULCHERS: UNDERGRADUATE CORE REQUIREMENTS AND SWITCHING COSTS IN PRIVATE RELIGIOUS COLLEGES AND UNIVERSITIES

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EXTENDED ABSTRACT

Colleges and universities utilize numerous tools in the recruitment and retention of undergraduate students. Such institutions strive to provide value such that long-term relationships and loyalty can be established with their students (Alves, 2011; Bowden, 2011). Past research in the area has focused on a variety of factors that impact student involvement, satisfaction, and loyalty. Service-related factors have included constructs such as quality (Alves, 2011; Paul & Pradhan, 2019), image (Paul & Pradhan, 2019), and reputation (Duzevic, Mikulic, & Bakovic, 2018). Additionally, price (Alves, 2011) and perceived value (Alves, 2011; Paul & Pradhan, 2019) have been frequently cited factors. From an interpersonal standpoint, customer intimacy (Paul & Pradhan, 2019), trust (Bowden, 2011; Rojas-Mendez, Vasquez-Parraga, Kara, & Cerda-Urrutia, 2009), and commitment (Rojas-Mendez, Vasquez-Parraga, Kara, & Cerda-Urrutia, 2009) may also factor into the retention and loyalty equation.

The commonality across these variables is that they may all be construed as positive factors. More trust, greater commitment, and increased intimacy might, logically, be seen as antecedents of satisfaction, loyalty, and retention. A higher level of quality and more positive image, likewise, might lead to increased positive outcomes (from an institutional perspective). Greater perceived value, finally, is also a logical antecedent for positive outcomes.

Turning to the dark side, there are also "negatives" that might be utilized by institutions in order to increase student retention. Instead of being rewarded to stay, students may be "punished" with switching costs if they attempt to leave. One such switching cost might entail the lack of transferability of courses taken as part of a given institution's undergraduate core. Any courses which would not transfer for credit at a different institution (or additional courses that might need to be taken) would result in a switching cost. This factor could well be particularly salient for

private universities, because their core curricula are typically more unique than those of public universities and are not controlled by law.

In the state of Texas, for instance, every public institution must adhere to a common core curriculum (Texas Higher Education Coordinating Board, 2021). Since this core requirement does not apply to private institutions of higher education within the state, they are free to construct their core as they see fit. By creating a core that has very little transferability to another institution, a private institution may well increase the switching costs to its current students. Students might be unwilling to leave such an institution due to the perceived sunk costs of having taken courses that are of no use upon transfer to a different institution. Private institutions, therefore, may utilize their undergraduate cores to create switching costs in an effort to retain students.

For the current study, a list of private universities and colleges within the state of Texas was compiled. The undergraduate core requirements of each private institution were compared to the Texas common core (required of all public institutions within the state). Core courses required at each private institution, but not required in the public institution core (overages) were determined. Likewise, core courses not required at each private institution, but required in the public institution core (underages), were calculated. Finally, total core hour requirements at the private institutions were compared to the 42-hour Texas common core.

Analysis points toward differences (between private institutions and the common core). Such differences are based on a variety of structural factors across private institutions. While switching costs may have, in past research, been seen to have "only a weak negative influence on switching" (Pick & Eisend, 2014), that may not necessarily be the case in higher education within the state of Texas. In essence, it may be that despite dissatisfaction and a lack of loyalty to a given private university/college, students remain enrolled. They may do so, to some extent, based on the fact that the school's undergraduate core has been designed in such a way that many of the courses are not transferable. In addition, students may find themselves in the situation of having not only taken unnecessary courses, but of having not taken courses included as part of the core at public institutions. Such switching costs may, therefore, serve as a deterrent to transfer. Loyalty, in essence, may be being coerced (and not earned) by private institutions. Instead of being rewarded for continued enrollment, students may see themselves as being punished for leaving.

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THE VALUE OF S.L. FOR MARKETING: AN EMPIRICAL RESEARCH VIEW ON THE LITERATURE

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EXTENDED ABSTRACT

Service learning (S.L.) has been an increasingly popular form of teaching and learning in marketing education. However, it is unclear what unique benefits S.L. offers compared to other learning methods, and what professional organizations (clients) gain from participating in these learning activities. A research review of 82 articles on S.L. for marketing education indicated that there is some compelling evidence that S.L. is valuable not just for students, but also for clients in terms of identifying new talent, and helping prepare recent graduates for marketing work in various organizations. However, much of the evidence supporting these outcomes has been anecdotal and non-generalizable, which argues for more specific assessments to better document how the participation in S.L. activities benefits marketing and advertising professionals as well as students. This research will critically analyze the current state of research on S.L for marketing, and provide recommendations on how the outcomes from such learning activities can be better assessed.

While the process of S.L for marketing is well known, what is not so clear is what key competencies result from S.L. as opposed to other learning activities. In fact, McIntyre et al. (2005) suggested that while marketing faculty perceive positive student outcomes and surveys show that over 80% use some form of S.L. in their courses, empirical research can be scarce, and evidence for S.L. remains non-existent (McIntyre, Webb, & Hite, 2005). In consideration of these issues, this research sought to understand what has been learned since the early studies (De los Santos & Jensen, 1985; Humphreys, 1981) about S.L. in the marketing/advertising context by conducting an empirical research review to understand the key journals and most cited documents in area of the S.L. for marketing/advertising, the most frequently used research designs for these studies, and the reported outcomes of these S.L. activities for marketing and advertising education. Although there have been research reviews of S.L. in business ethics and the related field of communication (Kenworthy-U'Ren, 2008; Panici & Lasky, 2002), there has been no empirical research review of S.L. in marketing education. Research reviews have been utilized to identify the key authors of various subjects and disciplines and to uncover the theoretical underpinnings of various knowledge bases (Díez-Martín, Blanco-González, & Prado-Román, 2021).

To understand the overall make-up of the literature, commentaries, conceptual papers, and empirical research on S.L. for marketing were first collected and analyzed. Commentaries were defined as articles that described a S.L. activity without applying any systematic forms of data collection or analysis (Crutchfield, 2017; Preston, 2018). Conceptual papers were defined as articles focused on describing theories and concepts that have informed S.L., or attempted to extend the theoretical understanding of S.L., without featuring any systematic data collection (Easterling & Rudell, 1997; Jacoby, 1999; Petkus Jr, 2000). Empirical research was narrowly defined as articles that featured quantitative, qualitative, or mixed research designs with systematic

data collection (Bove & Davies, 2009; Parsons & Lepkowska-White, 2009; Tofighi, 2021). As the focus of this research was on S.L. for marketing/advertising education, the documents included in this research review had to meet the following criteria. The S.L. activity had to be focused on teaching a marketing or advertising related subject, featured students working with a professional client on an applied marketing/advertising project, and had to be structured learning activity embedded within a university context (not an internship).

Results from the study indicated that the key journals in S.L activities for marketing/advertising focused not only on more traditional for-sales marketing, but also on non-profit social marketing communication, providing further evidence that S.L. activities in marketing have extended beyond for-sales marketing within the field. In terms of the most cited documents, a few of documents were highly cited conceptual papers on the frameworks for S.L. in marketing (Kennedy, Lawton, & Walker, 2001; Petkus Jr, 2000). However, only a small number of the studies discussed empirical measures to assess the learning outcomes from these activities (Parsons & Lepkowska-White, 2009; Toncar, Reid, Burns, Anderson, & Nguyen, 2006). Further analysis of document co-citations further revealed the underpinnings of S.L. in marketing/advertising were informed by experiential learning theorists such as David Kolb (Kolb, 1984), and there was also a group of authors who discussed how to integrate S.L. into marketing curriculums (Linrud & Hall, 1999; Razzouk, Seitz, & Rizkallah, 2003). There were further studies on S.L. activities that have been used in marketing (Bove & Davies, 2009; Kennedy et al., 2001; Lopez & Lee, 2005; Parsons & Lepkowska-White, 2009).

In terms of the research designs, about 43% of the studies were empirical, with many of the studies featuring a large sample over 30 participants. Further analysis however, indicated that most of this research utilized non-experimental research designs that mainly focused on collecting survey data from people who had previously participated in an S.L. activity (Bush & Miller, 2011; Dommeyer, 1986; Metcalf, 2010). About 57% of the articles were either conceptual or commentary articles, and did not features systematic data collection as part of the study. Almost 80% of the studies did not feature statistical analysis beyond descriptive statistics, signifying that many of the empirical studies did not provide generalizable evidence. Similarly, data collection was mostly done cross-sectionally and not longitudinally, thereby making it difficult to determine the longer-term impacts of S.L. on the competency development of the participants. Even in the experimental or quasi-experimental studies, most of the studies were done on a limited data collection period and not replicated over a prolonged period with different participants. Although many of the studies reported largely positive outcomes, it was unclear which students benefited the most from these activities or what the learning experience was like for the participants (Bove & Davies, 2009; Clark, King, & Jurn, 2012; Fitch, 2011). Moreover, many of the studies focused on the perspective of the university/students as opposed to the clients.

There are several implications for future research from this study. First, research should focus more on investigating actual S.L. activities. Although there was a group of documents that focused on measuring learning outcomes for S.L. in marketing, further content analysis indicated that much of the literature was more focused on measuring perceived learning as opposed to actual learning activities (Borgognoni & LeBlanc Wicks, 2021; Bush & Miller, 2011; Haley, Ritsch, & Smith, 2016). If the goal is to better understand the effectiveness of S.L. for preparing those who wish to work in the field, different questions must be asked and different research designs should be deployed. Additionally, it cannot be understated that S.L. needs to differentiate between different targeted outcomes in order for a proper evaluation of its efficacy. Several studies focused on the impact of S.L. on revitalizing communities (Fraustino, Pressgrove, & Colistra, 2019;

Lindsey & Hawk, 2013). While community impact is indeed an additional benefit of S.L., these additional benefits have at times become the key focus of the research as opposed to the actual learning outcomes (Jaskari, 2013). One possibility for measuring student learning is to perform pre/post-tests on students participating in S.L. activities for marketing, then follow up with these students after they have graduated from university and start working in the field. Through a combination of reflection paper assignments, pre/post-tests, and objective expert evaluations of the participating clients, the unique contribution of S.L. to the learning outcomes of the students will become more empirically robust and less anecdotal. It is apparent that clients have a major role to play in not only the facilitation of S.L. activities, but also the evaluation of the learning outcomes from these S.L. activities. How educators can best facilitate client-student interactions in service activities, and how these S.L activities should be objectively assessed are worthwhile research topics that will bring invaluable insights into the nature of S.L. in marketing/advertising education.

In summary, the future of S.L. is bright, with the emergence of an increasing number of formalized S.L. marketing initiatives especially in the United States (Rohm, Stefl, & Ward, 2021; Shanahan, Palmer, & Salas, 2021). However, we should not confuse the widespread use of S.L. in marketing as clear evidence of the value of S.L. With the amount of time, facilitation, and resources S.L. requires, it is imperative that the learning outcomes of S.L. in marketing be analyzed at a deeper level. Mixed method empirical studies of specific S.L. activities over a longer period will not only reveal the value of these learning activities, but also better inform educators on how to design these activities. Planning and coordinating S.L. with clients can be complicated, so S.L. research should continue to study how to measure the actual learning from these service learning activities for marketing/advertising education.

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MOTIVATIONAL FACTORS IN ENTREPRENEURSHIP:

THEORETICAL FRAMEWORK

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ABSTRACT

Despite the increasing awareness of the economic contributions of entrepreneurs, research on their motivating factors remains insufficient and inconclusive (Seemiller, 2016). The concept of entrepreneurship has recently attracted increasing attention and understanding the motivating factors has become a greater necessity. The current generation views themselves as knowledge workers and has a decreasing desire to work for someone else. Understanding the motivating factors of entrepreneurs, specifically university students would allow a theoretical framework to be created that can be used to guide future entrepreneurs. Based on current trends and projections from experts, entrepreneurship will continue to grow. Research must be conducted on motivating factors to ensure future entrepreneurs have a blueprint to increase their chances of success. This paper explores the existing literature review, and a theoretical framework of the motivational factors in entrepreneurship is presented.

INTRODUCTION

According to the Global Entrepreneurship Monitor (GEM), entrepreneurship can be defined as "any attempt at new business or new venture creation, such as self-employment, a new business organization, or the expansion of an existing business, by an individual, a team of individuals, or an established business" (GEM, 2021). All over the world, entrepreneurship seems to be the solution to economic problems, and even COVID-19 has affected entrepreneurial role models and attitudes across the globe. Many entrepreneurs all over the world see new opportunities caused by the pandemic and its implications, either to "make a difference in the world" or "because jobs were scarce" (GEM, 2021).

That's why, there are numerous national initiatives focusing on enabling entrepreneurship development, and specially focus on young people who led this wave of new business in several regions in the world (Ioane et al., 2020, World bank, 2015). Of the 43 participating economies the GEM report, there are nine — six from Europe and North America, plus Guatemala, Egypt and Kuwait — in which those in the youngest age group (18–24) are most likely to be starting or running a new business (GEM, 2021).

Entrepreneurship and the person of the entrepreneur have generated strong interest in recent decades due to its recognition as a potential generator of opportunities and professional and economic growth. It is to be expected, therefore, that universities incorporate entrepreneurship in their curricula in order to encourage the training of entrepreneurs and, in the long term, the social development that this practice entails (Sepúlveda- Maldonado et al., 2017), It is like a nuclear

reaction, expansion of small medium sized business not only benefit the entrepreneurs at a small scale but at the big level where they contribute to their own personal development as well globally establishing their market position and increasing economic benefits and profits (Katekhaye et al., 2020). But starting a new business is a process that takes motivation for students to start a new business, most relevant, entrepreneurial intent is regarded as the best predictor of actual entrepreneurial behaviour (Urban et al., 2015, Ioane et al., 2020).

A review of entrepreneurial motivation scales developed to date highlighted several limitations which suggested the need for more research, because of different reasons like motivational factors change from region to region in the world and because even several studies are conducted focus on university students, many others use samples of experienced entrepreneurs in professional and nonacademic contexts. (Yi et al., 2018). It is then extremely important to keep on doing research about what's motivate entrepreneurs start a new business, what is needed to keep their intention intact and to have continuity in their entrepreneurial process, specifically at a young age, which seems being the world population who wants to start a business the most.

METHODOLOGY

Literature review was the methodology used in this research. "literature review as a research method is more relevant than ever. A literature review can broadly be described as a more or less systematic way of collecting and synthesizing previous research" (Synder et al., 2019). Integrative literature review is a type of literature review that is used sometimes to synthesize the literature on a research topic in a way that enables new theoretical frameworks and perspectives to emerge "to overview the knowledge base, to critically review and potentially reconceptualize, and to expand on the theoretical foundation of the specific topic as it develops" (Synder et al., 2019).

LITERATURE REVIEW

MOTIVATION IN ENTREPRENEURSHIP

"Necessity is the mother of invention; likewise, motivation is the driving force for innovation behind invention". (Katekhaye et al., 2020). Motivation is a fundamental psychological process and is one element that can explain a person's behavior. Motivation is one of the determining factors in achieving goals and it is a process that is learned, trained, improved, and developed. (Aji et al., 2019). Motivation for entrepreneurship/entrepreneurial motivation is for entrepreneurship an important scientific and professional question because entrepreneurship by the nature (creating/starting new business) is mental, i.e., human resources phenomenon and is initiated by the human entrepreneurs" (BOGDANOVIĆ et al., 2017), because this can be understood as a psychological construct referring to the reasons and desires that drive people to become entrepreneurs. (Yi et al., 2018). This is the main reason, dig in this topic becomes relevant, and specifically the urgent need to define what are the particular factors that affects directly into this motivation on entrepreneurs.

Culture influences entrepreneurship, different nations have their own concepts of entrepreneurs and entrepreneurship (Chmielecki et al., 2016), this makes valuable to go through different models around the world to understand, from a diverse perspective, what push motivation on entrepreneurs, particularly university students who for different reasons desire to start a business.

In all over the world we can find interesting research results aimed at understanding what motivates university students to start a business. Models based on dimensions to understand motivations factors between university students, propose considering external factors as the most important ones (Pinto de Almeida et al., 2018, Campos et al., 2021), or at the other hand, models that proposed focusing on more personal factors which actually have an impact into start up success as personal attitudes or leadership skills, as what really influence on having success in entrepreneurship "personal attitudes and perceived feasibility are the most influential factors when it comes to starting a business" (Díez- Echavarría et a., 2019, Santoso et al., 2021), or models which consider different personal perspectives like individual, family and schools factors and where variables such as passion or who you admire can really have an impact in university students motivation, or others where a combination between internal and external factors has to do with university students motivation (Hou et al., 2019, Ali Ahmad et al., 2019, Yi et al., 2018).

So, this research presents an initial theoretical framework of interesting literature review. It was found that social context around the entrepreneur, personal reasons which move to action, and the appropriate education on entrepreneurship could be three main motivational pillars in this topic.

SOCIAL FACTORS

Social perception and different support conditions around the context that involves entrepreneurs are important motivations drivers for entrepreneurs. Family and society support, social groups around the entrepreneurs could impact motivational entrepreneurship.

In all over the world (Chmielecki et al., 2016, Katekhaye et al., 2020, BOGDANOVIĆ et al., 2017, Ganna et al., 2020, Urban et al., 2015) being an entrepreneur might be not such a worthy idea. Entrepreneurship can be seen through a positive perception, it can mean creativity and innovation, under expressions such as: "Entrepreneurship is the key to success in life" or under a negative perspective, related to "exploitation" under expressions such as: "Entrepreneurship is exploiting other people" and these last negative perspectives are many times the more significant ones, to university students (Karhunen et al., 2010).

And if you add a critical factor as gender or conservative social attitude, this starts to create an inconvenient atmosphere to start a business, affecting directly on innovation service/product for that country (Katekhaye et al., 2020, BOGDANOVIĆ et al., 2017, Ganna et al., 2020). In some countries such as in Mexico, South Africa or India being a woman means having a much less attractive environment to start a business, because of the lack of support or even because women their aim intentions to do it are purely to resolve social problems (Cavada et al., 2017, Urban et al., 2015, Ganna et al., 2020, Chipeta et al., 2016).

Around this social context, the lack of relevant political initiatives also impacts the motivation to start a business, because it doesn't seem to be supported for the entrepreneurs´ social groups, as in no infrastructure or resources neither political support to start a business (BOGDANOVIĆ et al., 2017, Sandhu's, 2011). When it comes to income, the highest score for entrepreneurial intention is for those who fall in the richest category, but also, it seems that the population with the lowest incomes are motivated to start their own business possibly as they see this activity as a potential source for the increase in income (Ioane et al., 2020).

Culture is another crucial factor that has been proved to impact motivation and intention to start a new business, specifically religion and beliefs, as an example, Islamic work ethic is very

important to be presented as one of the pillars in building the entrepreneurship of students from Islamic boarding schools, but it must go through a fairly long process (Abidin, 2021).

PERSONAL FACTORS

Personal reasons are incredible motivational drivers. Even social support could be not bright for its presence in external context, entrepreneurs seek start a business for reasons that goes from personal growth to the necessity to generate extra income or just an income for them and their families, or even a more deep felt reasons to do it. In this matter, gender factor that recently was mentioned as not a positive one for motivational entrepreneurship, it results truly useful on social entrepreneurship mega trend.

For university students starts a business is about -feeling ready to do it-, that means having the skills that you could be born with or develop through different experiences or knowledge they gain (Karhunen et al., 2010, Sołek-Borowska et al., 2017, Yi et al., 2018). The more work experience, the more the entrepreneurship intention. This gained experience contributes to the reduction of uncertainty related to launching a new business, or to have more and better knowledge to do it. Feeling effective has also been shown in Indonesia to be a factor that is related to the interest in entrepreneurship, especially in the development of personal skills, specifically: creativity Ioane et al., 2020, Aji et al., 2019). University students when it comes to desiring to start business, an emotional intelligence and political skill, are essentials competences to develop. Those who possess high political skill, may have stronger intentions to start new businesses (Davis et al., 2014). At a personal level the lack of skills and training facilities could be barriers for students to start a business, (Katekhaye et al., 2020), but also variables of self-realization and participation attitudes that sometimes depends on the barriers that can lead them o either embrace or reject the idea to start a new business (Dewantoro et al., 2020).

ENTREPRENEURSHIP TRAINING

Finally, motivational entrepreneurship on university students has a direct relation with the entrepreneur training. To contribute to entrepreneurs' skill development, in the education area, it can be seen important efforts to understand students.

The approach to teaching entrepreneurship, theoretical or practical, has a different but important impact on the student, linked to regional development in economic, social and environmental terms (Teaks et al., 2014, Saldarriaga et al., 2018). For this matter, education have an important influence to develop students' attitude about entrepreneurship, so it is important that the educational system restructure the content of teaching with the condition that instruction has to be subject to an interdisciplinary penetration to entrepreneurial coherences and contents (García Hernández et al., 2014).

About entrepreneurship training/educational programs designing, different factors should be considered such as clarity on the type of courses that universities offer, or instructors intentions and skills such as transformational leadership and commitment to teaching entrepreneurship, because several existing entrepreneurial education programs at universities, do also not fully meet the requirements of potential students (Yeap et al., 2020, BESTERFIELD-SACRE et al., 2016) , and entrepreneurship education programs has a positive and significant influence on students' intentions to become entrepreneurs (Dewantoro et al., 2020).

In Europe, North America and Latin America, you can find several methods for teaching entrepreneurship, with similarities and differences "It is possible to show that for the most part, they use strategies or guides to generate business ideas, making use of step by step steps such as knowing the market, identifying potential clients, generating innovative ideas, among others" (Saldarriaga et al., 2018). Even though, university students have confirmed that they acquired new knowledge and skills and developed their self-awareness with entrepreneurship education, not all of them perceived the same benefits, some thinks can be useful for become an entrepreneur, others just to develop important soft skills for their professional careers (Täks et al., 2014).

Around entrepreneurship teaching different efforts have seen around the world "universities that offer students entrepreneurship programs increasingly try to establish links between practice and theory by cooperating with local companies" It has proved that factors as a business/company-university collaboration in entrepreneurship education can be positive for students developing skills such as, creativity, innovation and sensitive about their environment , there is a large gap between the needs of the business environment and university studies in this area (Pech et al., 2020, GŁÓD et al, 2021, Sołek-Borowska et al., 2017). Not only this collaboration is related to external stakeholders as companies or government, but between the same students to help each other specially in the first steps of the entrepreneurship process, and then have a more particularly guidance (Kauanui et al., 2015), or non- human actors such as technology has an impact positively to this scene. This interaction need is beyond acquiring knowledge (Yang et al, 2021).

Students have a positive perception about the collaborative learning experience, but they need guidance in order to engage in the proposed activities productively (Rizon et al., 2020). This learning experience during an entrepreneurship training course is crucial to push students forward into this process, to motivate them.

CONCLUSION AND DISCUSSION

The main factors that motivate students at the university level according to the literature review can be summarized as follow and be presented in theoretical framework (Exhibit 1.):

Social factors, which involves all related to the context around the entrepreneur such as:
- The social perception of being an entrepreneur.
- Support from society and key relationships (contacts) in ventures.
- Relationship with issues of perception of gender, religion, or culture.

Entrepreneurship training, which is related to the design of educational programs as well as skills instructors' capabilities such as:

- Focus on motivational intrinsic skills.
- Teaching methodologies and entrepreneurship programs contents.

Personal factors, which are related to very deeply reasons to start a business as well as feeling ready to do it such as:
- Personal reasons such as economic improvement for themselves or their families.
- Level of knowledge and related skills such as business, management, or economics, such as political skills.

Despite early notions that entrepreneurship is an innate skill, studies indicate that entrepreneurship education influences both current behavior and future intentions. The expanding role of small businesses in the economy has generated a plethora of educational and research initiatives at higher education institutions both locally and internationally (Urban et al., 2015), and there is still the need to continue doing research about it and integrate all efforts around it (Sorin, 2021, Hou et a, 2019). The aim for universities is to develop students' entrepreneurial spirit and to support their thinking, skills, and attitudes. They should learn to create business ideas, start a business, develop it, and innovate (Pech et al., 2020). Considering different factors as social, personal and training, in entrepreneurship could be an opportunity to motivate appropriately to university students and reach their goals in this matter.

Exhibit 1. Motivational factors in entrepreneurship in university students.
MANAGERIAL IMPLICATIONS

Motivation in entrepreneurship is an important predictor of actual entrepreneurial activity, particularly between young people. There are several studies which explains motivation in entrepreneurship but focus on several particular factors of motivation. Different factors push entrepreneurs to start a business around the world, so it is always valuable to continue researching to better

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Motivational factors

Social factors
(Katekhaye et al., 2020, Ioane et al., 2020, Sandhu's, 2011, Abidin et al., 2021, Cavada et al., 2017, Chmielecki et al., 2016, BOGDANOVIC☐ et al., 2017, Ganna et al., 2020, Urban et al., 2015, Chipeta et al., 2016).

Entrepreneurship training
(BESTERFIELD-SACRE, BESTERFIELD-SACRE et al., 2016, Sergei et al., 2020, Yeap et al., 2020, Kauanui et al., 2015, Teaks et al., 2014, Saldarriaga et al., 2018, García Hernández et al., 2014, Dewantoro et al., 2020, Yeap et al., 2020, GŁÓD et al, 2021, Sołek-Borowska et al., 2017, Kauanui et al., 2015, Yang et al, 2021, Pech et al., 2020).

For entrepreneurs, several factors are crucial when thinking about or deciding to start a business. Specifically, for the university student sector, some factors have been found to be significant according to several studies. Knowing in a timely manner the factors that motivate entrepreneurship, particularly those related to entrepreneurship training, can provide advantages to universities in the design of their programs, in their success, in the preference of students for their entrepreneurship training services and, as a consequence, positive benefits to their image, student retention, attraction of new students and the attraction of new entrepreneurs.

LIMITATIONS AND FUTURE RESEARCH

Even different factors can be mentioned as important to motivate university students to start a new business, there might be differences by world region or student discipline "students oriented towards to different careers opportunities may actually have different needs in terms of entrepreneurship education, therefore multidisciplanaries approaches should consider the easy detection of entrepreneurial interests in different disciplines, together with their specific impediments and same about make the students feel self- efficacy to empower them" (Lanero et al., 2016). And "Students of economic faculty prefer active methods to a greater extent than students

of social studies. On the contrary, special projects and counselling are preferred teaching methods by students in health and social sciences" (Pech et al., 2020). Also, there might be insufficient theoretical development of some of the framework's core variables.

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WHICH COLLEGES CAN OFFER A MORE INNOVATIVE MARKETING CURRICULUM?

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ABSTRACT

In this paper, we reviewed the literature on undergraduate marketing curriculum and innovation. We believe that the existing literature is mature enough to yield the college attributes that would lead to a more innovative curriculum. We propose that colleges that are larger, more reputable and with higher ranking would be the pioneers in new course offerings and stay ahead of competition in the rapidly changing marketing environment. They would set the curriculum trends and influence the knowledge delivery for followers.

INTRODUCTION

The curriculum for universities that offer an undergraduate degree in marketing is constantly modified in order to adjust for the rapidly changing landscape of marketing practice. Academic literature on this topic is replete with studies that examine individual new course offerings and their adaptation process. Existing studies also look at the requirements of various stakeholders such as the industry executives and academia. However, there is a gap in the literature in terms of bringing a macro view on what factors play a role in allowing a college to be the leader in offering innovative courses.

LITERATURE REVIEW

As the landscape of higher education is getting more competitive, colleges strive to attract students to their campuses. The course curriculum is undoubtedly at the forefront of discussion on what makes a college more appealing and relevant to the stakeholders. Unsurprisingly, academic literature discussed the curriculum from a marketing education perspective in detail where several approaches prevail. In particular, the discussion of new courses and the gap in terms of what the industry demands and what is offered by colleges are two prominent subcategories that can be observed in the current academic research.

Under the new courses dimension, Kellerman, Gordon and Hekmat (1995) stated that most frequently offered courses are marketing principles, marketing management, consumer behavior and marketing research whereas specialty courses in marketing mix elements are less common. McCaskey and Brady (2007) added that a new course, particularly in pricing, is most needed. Similarly, Weinstein and Barrett (2007) argued that new marketing courses related to value creation from a cross-disciplinary perspective is a necessity. Likewise, Teer, Teer and Kruck (2007) pointed at the need for database marketing. Finally, Ertekin and Barton (2020) reviewed the new marketing

course offerings for the Atlanta area colleges. Based on a comprehensive review of courses, they proposed a classification scheme for the marketing curriculum where they grouped courses in terms of how recently they were introduced and how widely they are adopted. They found that truly innovative courses that are trending include marketing analytics, social media marketing, sustainability and creativity.

For the gap discussion, the literature argues that the popular skills that are in high demand by the industry such as team work, presentation, and creativity are somewhat lacking in the marketing curriculums whereas the emphasis is on the formal knowledge and theoretical approaches. For instance, Cheng, Lourenco and Resnick (2014) states that the soft skills problem for undergraduate students is reflected in the unemployability of new graduates by some small to midsize businesses. Similarly, Quesenberry (2016), Stringfellow et al (2006) and Bateman (2010) argue that undergraduate marketing diplomas as not valued as much due to the gap problem. They believe cooperation with the industry with more interaction between the students and industry practitioner is the way to address the gap. Belei, Noteborn and Ruyter (2011) emphasize the alternative of using case simulations in this regard.

Other studies under the gap discussion looked at specific course titles and industry preferences. Taylor (2003) stated that undergraduate curricula focus on marketing management and consumer behavior related knowledge dissemination whereas employers, especially for entry level positions, need people who can effectively communicate and work well within teams. They introduced an innovative course that specializes in these skills rather than theoretical knowledge and received positive feedback. Elam, Spotts and Harlan (2004) stated that there was a major change in undergraduate marketing education where the old teacher-focused presentation of instruction method is replaced with an experiential learning-based student centric model. They discussed a team-based case study course in particular to address this paradigm shift. Finally, Li, Greenberg and Nicholls (2007) stated that business schools are asked to create specific courses that cause a challenge for faculty in terms of learning new technologies that require a substantial amount of time and effort. They indicated that experiential learning is demanded by business professionals due to the changing nature of their work.

Overall, we note that there are no studies in the marketing literature that bring a macro perspective to the curriculum discussion. In particular, what factors contribute to make a college a leader in innovative curriculum is not clear. This is an exigent problem for universities where decision makers strive to remain attractive in terms of their course offerings but they are not informed on the factors that play a role in the ability to do so. As the landscape of marketing education is getting more and more competitive each day, executives have no choice but adopt to the demand for change coming from both the businesses and the students.

PROPOSALS

Verleye and De Marez (2005) summarized Diffusion of Innovations Theory by Everett Rogers (1962) seminal work. According to this, new products are first adopted by a set of market segments called innovators, early adopters, the early majority, the late majority and laggards. The first two of these segments are the option leaders or trendsetters. Each segment copies the behavior of the one before only if the product is proven to be effective. While this theory is mainly applied to consumer goods, it is also applied to B2B topics. The idea is that when a business is a trend-setter in its industry, it will bring new ideas to the market first and others will follow. While there are

major challenges for any college to come up with innovative curricula such attempts, when successful, provide a template for other schools to replicate (Wymbs, 2016).

We propose that this theory can help explain why some colleges are would be pioneers in terms of offering innovative marketing curriculums. In particular, we believe that colleges that are larger would have a better chance of trying new courses. This is because they would have a large enough student population that can try new courses as electives and they can track how the course fares in the long run. Smaller colleges, however do not have the same opportunity where a small student population does not make it economically and practically feasible to try new course offering in the long run.

Proposal 1: Large colleges would offer a larger number of innovative courses than smaller colleges.

The reputation of a college is similar to the B2B concepts of industry leadership. Top tier research universities with Ph.D. programs typically have the most reputable faculty within specialized niche knowledge. As they employ the experts of emerging fields who have extensive industry influence, they maintain the rare capacity to not just influence the industry practitioners but also develop an impactful course content that is in high and emerging demand. Such universities maintain advanced accreditations have international reputation which would allow influencing the future of business education (Cornuel, 2007). Therefore, we state that:

Proposal 2: Higher ranking colleges would offer a larger number of innovative courses than lower ranking colleges.

As we have noted from the exiting literature, the demands of the industry are key in curriculum development. For instance, advisory councils formed by business executives are one of the main mechanisms that serve to keep marketing programs innovative, and professionally relevant (Andrus and Dawne, 2001). As such, the composition of the industry in a particular geography that a given college serves would affect the level of innovation demanded from the curriculum offerings. If an area is located in an area characterized by innovation, the colleges would tend to offer more innovative courses than similar colleges that are less industrial of rural

Proposal 3: Colleges located in large urban areas with advanced industry would offer a larger number of innovative courses than colleges in smaller areas with less developed industry.

RESULTS AND CONCLUSION

Thorough a review of extant literature in marketing curriculum and combining an existing seminal theory of diffusion, we were able to come up with a set of proposals that bring a macro perspective to define the factors that can facilitate a college's abilities to offer innovative pioneering course. We proposed that high ranking, large colleges that are located in areas with substantial industry are at the forefront of innovation in marketing curriculum.

We believe that such colleges would feel the exigent need to add creative niche course offerings at the undergraduate curriculums and lead the marketing programs who strive to remain relevant and competitive. They have the resources and the ability to introduce, manage and sustain

innovative courses. As a result, followers would assume the role of checking innovative course offerings from the leaders and adopt those that are proven successful. Hence, we recommend course planners and program directors to keep a close eye on the leading schools and do not delay adoption whenever possible through their own means. Finally, we highlight the fact that similar to other industry, higher education in marketing needs to update its product and the adoption of innovations concepts is a good guide in this domain as well.

For future research in this domain, we suggest applying concepts from extant literature in this realm to higher education. We also recommend collection of secondary data on various school types/attributes and innovative course offerings and conclusive research to test similar proposals for generalizable conclusions.

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EXPLORING WRITING SKILLS SOUGHT IN RECENT

MARKETING GRADUATES

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EXTENDED ABSTRACT

The importance of developing strong written communication skills in marketing graduates is well documented in the literature. Pedagogical ideas for strengthening these skills include the implementation of a marketing-specific writing course (Taylor 2003), writing across the marketing curriculum (Corbin and Glynn 1992) and the use of editing tasks (Bacon et al. 2008), just to name a few. Research on the types of writing marketing educators should employ exists; however, few studies have been published over the past ten years.

Marketing educators need updated guidance on the types of writing sought by today's employers. This is especially true with the growth of digital marketing spending and content marketing. The purpose of this research is to investigate writing-related skills employers are currently seeking in entry-level marketing hires. These technical skills are being examined for mechanical skills (i.e., editing and proofreading) and medium (e.g., social media, email, website, newsletter, reports, etc.). Specific software/platform skills are also being explored. The results will provide valuable guidance to marketing educators striving to prepare workplace-ready graduates.

Corbin and Glynn (1992) provide valuable information on writing for marketing graduates. Their research, based on feedback from marketing professionals, identifies six standards for superior writing: organization, coherence, clarity, conciseness, grammar, and drafting. It also identifies the following types of writing sought in entry-level marketing hires: memos, executive reports, proposals/presentations, critical analyses, and marketing plans. While this information proves valuable, the findings are based on inquiries from the early 1990s.

McArthur et al. (2017) conducted a more recent content analysis on 359 entry-level Australian job advertisements downloaded in 2016. Their results document the importance of written communication skills, while also highlighting the need for a "wide range of genres including blogs, social media, websites, flyers, and newsletters" (p. 88). This provides more recent data on writing skills sought in new hires in Australia.

To learn more about the writing skills sought by U.S. employers, the authors conducted a March 2019 search of entry-level marketing job postings on Indeed. To be included in the sample, a job posting had to meet the following qualifications: 1.) it had to be a posting for a job in the United States; 2.) it had to be for a position requiring a four-year college degree (marketing degree not specified and degree-preferred listings were eliminated from the sample); and 3.) it had to be for an entry-level marketing job (i.e., for a job requiring less than three years of experience). These guidelines are consistent with those used by Schlee and Karns (2017). The resulting sample consisted of 170 job postings.

We are in the process of conducting a full content analysis of the 170 job postings. Initial findings highlight the importance of writing skills to employers. While only 22% of the job postings analyzed seek employees with strong written communication skills, 41% of the postings are looking for employees possessing strong written *and* oral communication skills. We also evaluated the job postings for mechanical skills, such as editing and proofreading skills. These skills are not mentioned as frequently, with 81% of job postings mentioning neither skill.

In addition, we are evaluating job postings for both medium and platform skills. So far, approximately 85% of the postings mention writing for a specific medium. Social media (47%), websites (including blogs) (37%), and SEO/PPC (28%) are mentioned most frequently. Events/trade shows (18%), email (15%), and other types of copywriting (15%) also appear often.

Specific platform/software skills are mentioned in over 74% of the job postings. MS Office products top the list, with MS Excel (39%), PowerPoint (21%), and MS Word (18%) mentioned most frequently. Other popular platforms/software cited include Google products (14%) and Adobe products (14%). It is also important to note that approximately 35 different platforms/software appear throughout the postings.

Our initial findings highlight the need for updated research in this area, while also offering insights to marketing educators. Writing skills are important for new marketing hires. Emphasis should be given to writing for social media, websites, blogs, and SEO/PPC tasks. Marketing students need experience working with MS Office programs (especially Excel), Google products, and Adobe products. Opportunities for independent learning of new platforms should also be incorporated when possible since new hires will likely have to learn new platforms on the job. As the analysis progresses, we plan to examine differences between different types of marketing positions in the sample (e.g., digital marketing, sales, marketing strategy, marketing research, etc.). This information could prove valuable for educators and for students hoping to work in these areas.

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AHA! MOMENTS THAT CHANGE STUDENT LIVES:

A CASE STUDY OF R-1 UNDERGRADUATE RESEARCH

FELLOWS

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EXTENDED ABSTRACT

Transformative experiences change students' perspectives of the world. The power to transform is particularly impactful when that experience creates new understanding. In research this is the AHA moment – the moment of awareness that brings new insight and understanding. The value of a research experience includes the benefits of personal growth, new skill development, deeper understanding, and the satisfaction and joy that is associated with solving a problem and revealing new knowledge.

Experiential learning theory applies to educational situations where transformative experiences create new knowledge (Kolb & Kolb, 2005). This happens when the learning process offers feedback on the effectiveness of student effort, relearning that tests assumptions and ideas, and resolution of conflicting issues. Engaging students in research experiences is a powerful method of transforming students.

Undergraduate Research at an R-1 University

This case study represents the work of faculty in one college at an R-1 Research Institution in Southwest U.S. Its fall 2021 enrollment exceeded 43,000 overall including almost 10,000 graduate students. In 2019, faculty affiliated with a university research center housed in the college initiated an undergraduate research program grounded in experiential learning. This initiative aligned with the R-1 institutional goals to build undergraduate research skillsets and promote graduate education.

The university offers a competitive undergraduate research program through its honor's college. It is open to qualified undergraduate students in all disciplines. Selected students are distinguished as an Undergraduate Research Fellow (URF). This intensive program is a non-credit research experience. Eligible students are encouraged to apply in the late spring for the upcoming academic year. Each URF must have a faculty mentor, complete a structured research project, and present a research project at a university-wide Research Day in April. Student notification of URF acceptance occurs late summer.

University Research Center and College Collaboration

A university research center focused on consumer experiences in digital environments is located in the college. Part of its mission is to advance undergraduate research in consumer experiences. This focus aligns with the college's undergraduate degrees in consumer experience management, digital retailing, merchandising, event design and experience management, and

hospitality management. URF faculty mentors also serve as research members in the Center. The Center's Research Director actively recruits eligible students by sending personal invitations to apply. Interested students must meet first with a faculty mentor to discuss the proposed project for the upcoming year and the required commitments of time and effort.

Continuity of URF Research

URF cohorts conduct research studies based on an overarching thesis *Modes of Digital Engagement in the Path-to-Purchase*. This subject has high interest among URF cohorts and it aligns with the Center's mission. Cohort 1 chose mobile apps, online reviews, and online grocery shopping. Cohort 2 investigated online reviews in four distinct product categories. Cohort 3 selected social media, specifically Instagram, to investigate the influence of purchase options, spokespersons, and brand trust on consumer perceptions of usefulness, ease of use, risk, brand familiarity, and purchase intention. Cohort 3 is the first group to use experimental design.

Building URF Teams

The URF program represents steady three-year growth in recruiting (n = 14) and retaining URFs (n = 13). Cohort 1 (2019 – 2020) had three of four URFs successfully complete. Cohort 2 (2020 – 2021) had four URFs successfully complete. Cohort 3 (2021-2022) has six URFs. They formed into three sub-teams based on similar research interests. Each URF completes a unique research study. Every cohort represented diverse groups including underrepresented populations, international students, and first-generation to college students

URFs and mentors meet weekly as a team in the Center. In the first URF research team meeting, mentors discuss the project, process, and expected outcomes. Students learn the importance of an Institutional Review Board (IRB) and the required certification process. URFs first assignment is to be CITI certified and submit verification to the IRB. The Center offers a series of worksheets to foster learning of the research process and provide a framework for overall projects. Weekly meetings offer valuable time for mentors to communicate and mentor URFs. Mentors stress URFs personal role and responsibility to attend weekly meetings, complete human subjects in research, and meet deadlines. URFs learn research methods and data analysis using analytics software. They also learn how to create a professional research presentation.

URF Benefits to Students, Faculty, and Institution

URFs present their research first at an annual college showcase for undergraduate and graduate research. A Cohort 2 URF won an award for her research and poster. URFs present their research at the required university research day attended by the university community. Anecdotal evidence shows students experience a tremendous sense of accomplishment and pride. URFs and faculty mentors share in the joy of each personal AHA moment. The URF experience brings students the following benefits: 1) distinguished as a university URF, 2) affiliated with a university research center, 3) added value to their degree as a member of a university research team, 4) completed an IRB approved research project with direct implications for the retail industry, 5) established a research identity through an immersive experience of discovery, 6) developed writing and communication skills by presenting research to others, 7) received continuous faculty mentor support beginning with the URF application submission, and 8) received a $500 stipend upon presentation of the URF's research at the university's research day event.

Faculty mentors benefit from the intrinsic rewards of URF mentorships. In addition, they have several extrinsic rewards: 1) expanded insight into student research interests regarding consumers, retail, digital engagement, products, services, and experiences, 2) opportunities to

recruit URFs to work on faculty research projects, 3) prospects to recruit URFs to graduate school, and 4) expanded research activities include URF mentoring. Recently an URF mentor was a nominee for a national award recognizing mentor leadership in undergraduate research.

Institutional benefits include fulfilling goals to build undergraduate student research skills and promote graduate education. In the first two UGF cohorts, two (31%) are currently enrolled in graduate programs and one is preparing for graduate school. A sample of comments received by UGF faculty mentors from the dean of the [University] Honors College reveal the greater impact to the university.

- *With immense appreciation for your commitment to research-based undergraduate education.*
- *You are all illustrating what R-1 means for undergraduates.*
- *Truly, all of what you are doing sets a new standard of faculty engagement in research-based undergraduate education.*
- *I'd like to thank [the faculty] for championing research-based undergraduate education in such an organized fashion at both the department and college levels of engagement.*
- *We deeply appreciate the commitment of your college and its departments to research-based undergraduate education.*
- *I would greatly value your ongoing support for this vital dimension of our students' educations.*

Challenges to Success

The major challenge to the URF program is time management. Students must be able to manage personal course loads, generally at 15 credit hours, as well as complete the non-credit commitments of an URF. Moreover, most URFs work. Weekly meetings mitigate some of this pressure as we funnel discussions, training, and progress reviews during this time to monitor URFs progress. Cohorts and faculty connect through Teams software messaging and file sharing. Meeting deadlines for Human Subjects Certification and the IRB project proposal is critical to moving cohorts forward. Because all URF projects link to a larger project, delays at any juncture pose serious ramifications to everyone. Funding to support URFs during the academic year would offer an additional incentive to be an URF. Moreover, a research stipend might reduce the number of hours URFs need to work. This is an opportunity to seek external donor involvement.

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MARKETING METRICS FOR MANAGERS, A NEW, FULLY

ONLINE COURSE FOR MBA STUDENTS

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EXTENDED ABSTRACT

This ACME 2022 special session presentation proposal seeks to describe a new course called Marketing Metrics for Managers (MMM). This intensive, 8-week class, delivered entirely online, has been added to the requirements for the "Accelerated Online MBA Program" in Marketing Analytics at the author's school.

The idea for MMM grew out of a very successful undergraduate class called Marketing Metrics built from the ground up and taught by the author for a long time. The catalog course description for the new MMM course says "Marketing Metrics for Managers. 3 hours. Metrics for assessing the financial implications of marketing decisions in the areas of market segmentation, targeting, positioning, and in the evaluation of marketing plans. Intensive case analysis using real-world data will be the primary pedagogical method." The only prerequisite for the class is that the student must have completed a Principles of Marketing course.

The class is taught using three main resources. (1) An e-book "Marketing Metrics for Managers," authored by the professor. It consists of nearly 60 mini-cases organized into nine chapters: Percentages and Weighted Average, Balance Sheet and Income Statement, Channel Markups, Contribution and Breakeven Analysis, Product, Promotion, Price, Place and Net Present Value, The professor's resource package includes video solutions, mostly by hand but also using Excel for many cases, blank Excel worksheets and their PDF solution and formula sheets ; (2) Marketing Metrics 4/e (2020) by Farris, Bendle, Pfeifer and Reibstein; (3) the metrics drill exercises Management-by-the-Numbers.com. These exercises are organized by modules that significantly correspond to the Farris et al. book.

Student performance is assessed using (1) a series of six Excel homework assignments based on one case each from the various MMM chapters; (2) Three MBTN assignments each consisting of three sets of 8+8+8=24 of the Marketing Metrics modules in the website; (3) Three chapter quizzes based on concepts covered in the MMM book. The multiple-choice questions consist of micro case scenarios and are, based on student feedback, somewhat challenging; (4) A comprehensive final exam based on all nine chapters in the MMM book; (5) Two MBTN, online-examination-based, certificates out of five offered. In addition, getting certified as an Excel 2016 Specialist, a 25th MBTN modules not required to be completed, and the remaining three MBTN certificates may all be completed for extra credit.

The class was first taught face-to-face in 2018 by the author with just two students. It migrated to Canvas in 2019 with 14 students, 26 students in Spring 2020, 38 in Spring 2021, and is also offered in the second half of Fall 2021 to 33 currently-registered students. The results of

teaching the class are quite encouraging, and if this proposal is accepted for presentation, its implementation will be described in detail during the special session at ACME 2022.

MARKETING STUDENTS KNOW ANALYTICS IS IMPORTANT,

BUT WHY DO THEY NOT ENROLL?

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EXTENDED ABSTRACT

For years now, industry practitioners and marketing educators alike have consistently identified quantitative analytical skills as one of the key influencers for student prospects in the job market and subsequently, their success on the job (Finch, Nadeau, and Reilly 2012; O'Brien and Deans 1995; Schibrowsky, Peltier, and Boyt 2002). However, this emphasis has not always correlated with students' interest in related marketing courses. In fact, per Graham et al., (2020), analytics and advanced research courses rank among the highest in terms of degree of discrepancy between student interest (i.e., low) and recommendations by business professionals (i.e., high).

The current research explores factors that may deter a student's interest toward enrollment in quantitative marketing courses. We build on the findings from Kulkarni and Vinuales (2020), that career-minded students in the marketing major make their course selection decisions based on perceived applicability of skills in future jobs. We propose that a low self-efficacy view regarding one's own quantitative skills will be highly correlated to the skewed applicability perception of analytics courses in future careers, despite the explicit knowledge of promising prospects of analytical jobs within the current marketing profession. In spite of significant information to the contrary by many marketing academicians and professionals alike, there persists a stereotypical view by many undergraduate students that marketing is a "soft skills" major that involves relatively little quantitative work. These student misconceptions lead to a self-selection bias that our students are less prepared for quantitative training in the first place. In turn, the lack of perceived self-efficacy attenuates one's interest in course enrollment, despite the knowledge that the course objectives could in fact make them more attractive to future employers.

Study 1 investigated the primary party's perceptions by surveying the students, which is in complement to prior research through the lens of educators and employers (Aggarwal, Vaidyanathan, and Rochford 2007; Tarasi et al. 2012). Students were asked to rank skillsets in terms of importance to one's post-graduation success by different majors. Results (see figure 1) showed that students viewed quantitative skills to be less essential to the success in future jobs to marketing majors than they would be for other majors such as finance and general business. In addition, this traditional stereotype of marketing education has also lead to the perception that marketing curricula are predominantly focused on "soft" skills such as communications and creative work (Delong and Elbeck 2017; Schibrowsky, Peltier, and Boyt 2002). Students viewed the marketing major to be providing very little training in terms of quantitative analytical skills.

Study 2 focused on the effect of low self-efficacy perception on students' inability to assess course objectives, which eventually led to lack of enrollment interest. We solicited survey participation from students who were currently enrolled in marketing major courses such as consumer behavior, marketing research, international marketing, and sales management. The final sample size consisted of 146 respondents from four universities were located in the U.S.

In first part of the questionnaire, participants were asked to review an informational two-page flyer about a sample marketing analytics course, drafted after reviewing analytics course syllabi from eight U.S. universities, as well as recommendations from prior research on the subject (Liu and Burns 2018; Wilson, McCabe, and Smith 2018). The flyer briefed readers on the career implications of completing such a course and included information on course objectives, pedagogy, evaluative criteria, and the software tools that would be utilized in the hypothetical analytics class. Participants were asked to point and click on two specific locations on the flyer image that presented information they considered most relevant to their decision-making about whether to register for this class.

Next, participants were asked to identify how much they agreed with a series of statements regarding the marketing analytics course introduced in the flyer. Statements included

- "if I enrolled in this course next semester, I would likely do well" (i.e. self-efficacy);
- "the skills taught in this course would likely help me find a better job following graduation" (i.e. applicability); and
- "based on my current situation, I would likely enroll in this class when comparing it to other elective options in the marketing major" (i.e. interest of enrollment).

And finally, participants were asked how many marketing classes (including ones in which they were currently enrolled), they had enrolled in to date, as well as to self-report their letter grade from when they completed the business statistics course.

First, we examined the heat map that represented participants' visual areas of primary focus within the flyer (see figure 2). Responses were divided into two groups, one with those who earned a B- or higher in their business statistics course ($n = 87$, 59.6% of all responses) versus those who had earned a C+ or lower in the course (combined $n = 59$, 40.4% of all responses). The main contrast between the two groups was that those who did not receive satisfactory grades in their statistical prerequisites paid drastically more attention to how student performance in the analytics course was to be evaluated and graded, and the new tools that they might need to learn for the course. Alternatively, those who performed better in the business statistics course paid slightly more attention to the description of course objectives.

Next, we validated these findings with scale data, analyzed in a two-step mediation model (see figure 3). The analysis confirmed the indirect impact of student grade from business statistics on the interest of enrollment to a marketing analytics course, mediated by self-efficacy and then perceived applicability of the course [10,000 sample bootstrapping, $\beta = 0.03$, SE = 0.02, $p < .05$, CI (0.00, 0.11)]. Specifically, students who had scored a B- grade or higher in the Business Statistics class reflected higher self-efficacy than their counterparts who did not [$\beta = 0.38$, SE = 0.19, $p < .05$, CI (.01, 0.75)]. Self-efficacy was then correlated with how well students perceived the analytics course's applicability to future jobs [$\beta = 0.27$, SE = 0.07, $p < .05$, CI (0.13, 0.42)]. The number of classes taken indicated a marginal relationship with perceived applicability of analytics as well [$\beta = 0.05$, SE = 0.03, $p < .10$, CI$_{90\%}$ (0.00, 0.11)]. Ultimately, both self-efficacy [$\beta = 0.55$, SE = 0.09, $p < .01$, CI (0.38, 0.73)] and perceived course applicability [$\beta = 0.28$, SE = 0.10, $p < .01$, CI (0.09, 0.47)] had impact on the interest toward marketing analytics enrollment.

Overall, how well a student performed in the prerequisite business statistics course, a proxy for the affinity to mathematics-related subjects, was a good predictor of self-efficacy in a

quantitative course. And most relevant to the thesis of the current research, a student's self-efficacy showed considerable influence on the interest of enrollment in the analytics course, an effect partially mediated by the perceived applicability of the course. In other words, we confirmed that low self-efficacy prevented some students' from seeing the applicability of quantitative analytical skills in their own particular career paths, regardless of the buzz from popular media and industry news that analytical marketing is the current popular trend. Parallel to this effect, a student's field experience may have also contributed to the proper understanding of analytics skills' applicability to future jobs. Ultimately, both factors of low self-efficacy and perceived lacked of applicability appear to inhibit students from enrolling in the analytics course.

In light of these findings, marketing as an academic discipline should consider paths to elevate incoming students' preparedness in their foundational quantitative skills. Both "make" (i.e. in-house training) and "buy" (i.e. better recruitment effort aimed at students with affinity to quantitative studies) approaches bear merits in this regard.

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APPENDICES

Figure 1: Percpetion of Curriculum
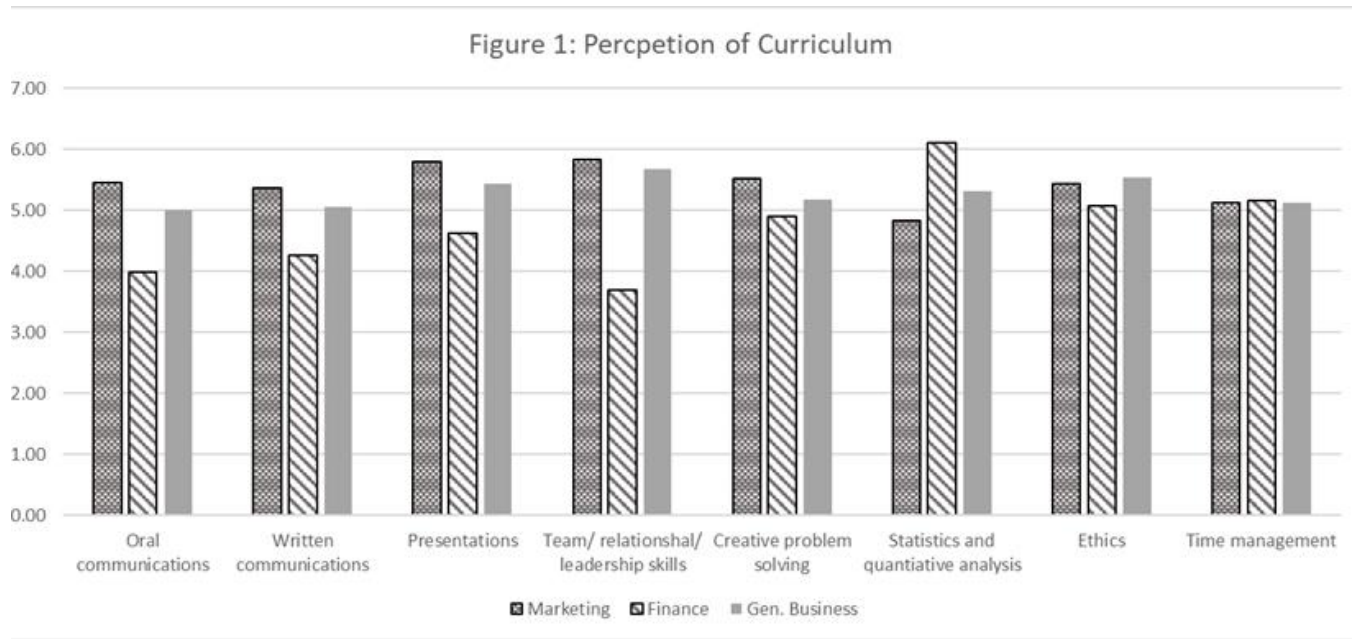
Figure 2: Heat Map Comparison
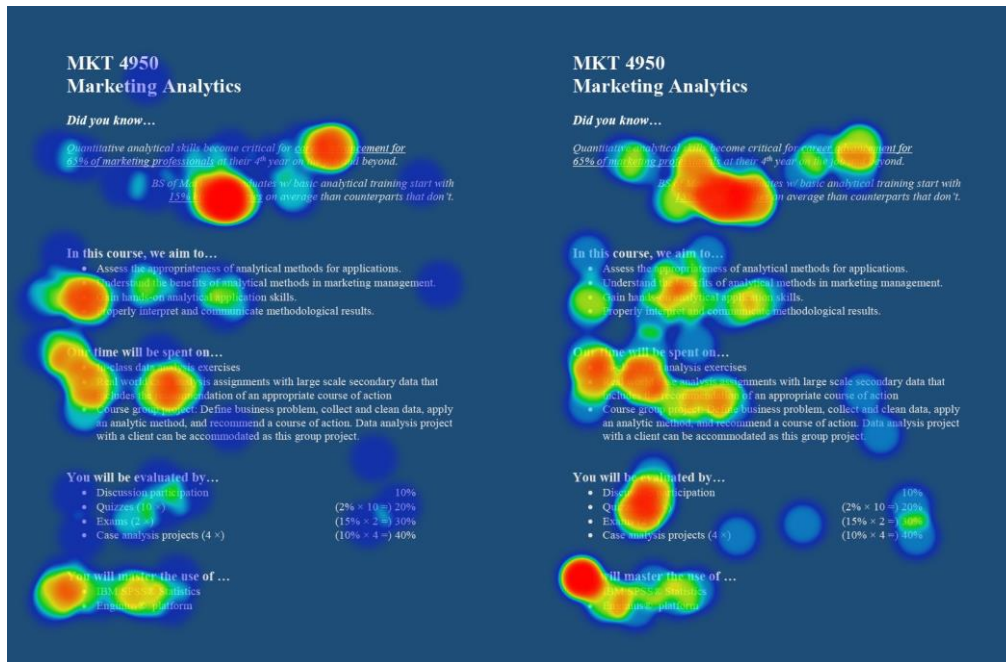
| Students who scored B- or better on Business Statistics | Students who scored C+ or lower on Business Statistics |

Figure 2: Heat Map Comparison
Figure 4: Mediation Analysis
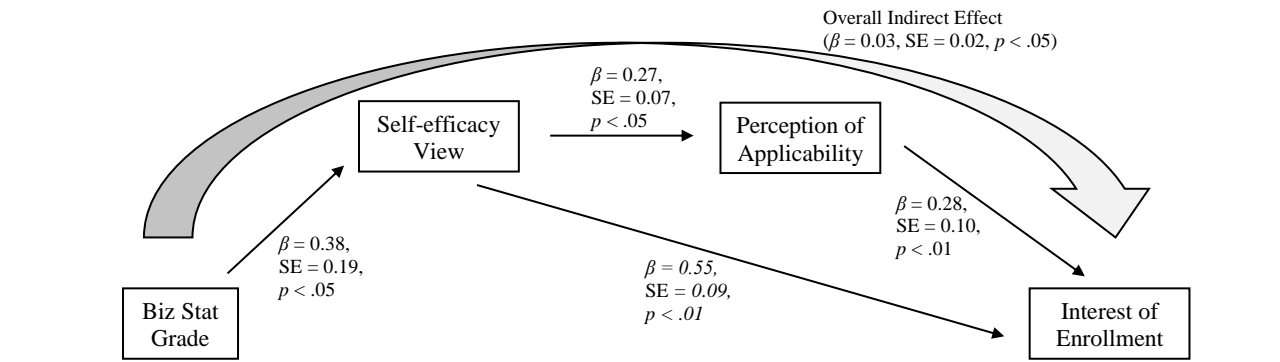
DATA DRIVEN MARKETING FOR CONSUMER INSIGHTS

UNDERSTANDING SEO FACTORS USING PRINCIPAL COMPONENT ANALYSIS

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EXTENDED ABSTRACT

The appetite and interest in digital advertising among Small and Medium Enterprises is significant, but the extravagant complexities of implementing a purposeful and benchmarked digital advertising campaign prevent many SMEs and micro-enterprises from engaging in strategically planned digital marketing; despite its' relative cost effectiveness compared to traditional channels.

Many SEO success factors have been proved to be useful for improving marketing performance. However, many companies still rely on their anecdotal evidences or heuristics for digital marketing decision-making. This research is focused on addressing this gap by identifying an evidence-based SEO success roadmap for dental service providers. SMEs that have not adopted these SEO success factors will benefit from this research study.

The focus of this work is to investigate the effectiveness of SEO success factors on website traffic. By examining SEO success factors, marketers will be able to finetune their SEO strategies and make recommendations for improvements. As such, our research questions are as follows:

1) How do different types of SEO success factors affect website traffic performance?
2) Is there an easy-to-follow good SEO strategy for small businesses to adopt?

The digital marketing industry has created many opportunities for small businesses to better serve the consumer. However, it is often recognized that these opportunities are not equally accessible. Working under the assumption that user-friendly SEO strategies will be implemented more readily than harder-to-use technologies, and that engagement with company content is an appropriate surrogate for business success, we can rank SEO success factors and along axes of ease of adoptability and profitability. Widespread knowledge of such a SEO hierarchy should improve

the competitiveness of small firms in relation to larger competitors that possess the sophistication and resources to deploy their own independent analysis of digital marketing channels.

The burgeoning field of digital marketing is drastically changing the marketing landscape. Digital marketing channels are more affordable and more accessible than ever before. They have also proliferated to an unprecedented degree. The old mainstays of print, radio, and TV advertising are rapidly giving ground to the relatively new frontiers of social media marketing, content marketing, SEO, paid search, email lists, Video marketing, influencer sponsorships and a continually expanding bevy of novel digital approaches. The anecdotal evidence of this phenomenon is overwhelming, with the revenues of companies that own digital marketing real estate like Alphabet and Facebook dwarfing traditional advertising outlets owned by Viacom-CBS or Gannett Co. Despite the relative ease and affordability of many digital marketing channels compared to their traditional analogs, many SMEs are not capitalizing on the full potential of digital marketing (Taiminen & Karjaluoto, 2015). The primary barriers to meaningful adoption of digital marketing appear to be a general lack of knowledge of new digital marketing techniques, and more specifically an inability to measure ROI (Royle & Laing, 2014). By analyzing web data using web crawling technologies, we could develop a marketing framework focused on SEO success factors to help SMEs understand web performance data.

The increasing power of evidence-based SEO tools has created unprecedented opportunities for marketers in recent years. However, many marketers do not have an actionable strategy to understand the power of evidence-based SEO success factors. This study aims to investigate SEO success factors using web crawling technologies. By examining SEO success factors using web crawling technologies, this study will help digital marketers develop transparent, systematic, and data-driven practices. This work develops a new workflow for marketers to extract SEO insights for marketing management. Web crawling is conducted first, followed by further analysis of results using principal component analysis.

After collecting a preliminary dataset of about 40 small businesses' web rankings and their corresponding features, we analyzed these features and rankings using the multi-dimensional scaling technique. The results show that some key factors are positively related to a website's rank on the Google search engine result page. Our analysis suggest that small businesses could improve their web ranking by consistently improve their website SEO features.

Our preliminary analysis showed that for SMEs to better predict web traffic performance, it is recommended to prioritize different SEO success factors (title tags, meta descriptions, links, etc.). Additionally, a comparison of SEO success factors revealed a significant difference in the importance of different SEO success factors. We suggest that marketers carefully evaluate the marketing goals and the corresponding SEO strategies using analytics and content marketing. This work contributes to future discussions of both the form and process of applying evidence-based SEO for marketing management.

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MARKETING STRATEGY, NEW PRODUCT DEVELOPMENT, INNOVATION

STOCK MARKET REACTION TO CMO'S PROMOTION

ANNOUNCEMENTS

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EXTENDED ABSTRACT

Academic research has progressively broadened to include how the market views senior management team appointments such as the appointment of a Chief Executive Officer (CEO) or Chief Marketing Officer (CMO) (e.g., Tian et al., 2011). Prior literature has suggested that a top management team's (TMT) functional background is critical to the firm's strategic orientation. TMT other than the CEO or President of a company also contributes to the firm's major strategic choices, which are equally likely to affect its success (Hambrick, Cho, Chen 1996). While there have been several studies on CMO's presence (Nath & Mahajan, 2008; Verhoef & Leeflang, 2009; Nath & Mahajan, 2011; Germann et al., 2015; Nath & Bharadwaj, 2020), a CMO's appointment (Vafeas & Vlittis, 2009), and a CEO's marketing background (Srinivasan & Parrio, 2011; Brower & Nath, 2018), there are rarely any articles that discuss CMO's promotion. Consequently, previous researchers have referred to the chief marketing officer as an important part of the TMT that significantly influences firm performance, mainly by analyzing their power, performance, and background. The performance of the firms that have a CMO is 15% better than those that don't have a CMO as they tend to act as customers' voices by gathering crucial market knowledge and informing upper leadership about new market prospects (Germann et al., 2015; Boyd et al., 2010). In terms of turnover, a CMO's promotion is very significant. A CMO's turnover can cost nearly twice as much as the CMO's yearly pay (Whitler, 2011). Further, according to previous research, not obtaining a promotion significantly influences an employee's willingness to quit their job (Goldner, 1970). A promotion can turn out to be beneficial, not just for the CMOs, but for the firm as well. Thus, it is essential to discover if promoting a CMO has any link with the firm performance.

The factors of CMO turnover and tenure have received little attention in the field of marketing (e.g. Nath & Mahajan, 2017). Prior study has revealed, the likelihood of CMO turnover is influenced by the firm's success, CMO's insiderness, prior experience, and CEO succession. Their findings also reveal that CMOs are more likely to resign if they remain on as CMOs for too

long and are even more likely to turnover when there is a new CEO succession. This implies that CMOs are more willing to move jobs and have difficulty adapting to a new CEO. Furthermore, research on TMT-level turnover that includes executives other than the CEO, such as the COO, has acknowledged the impact of discontent of being turned down for promotions (Cannella and Shen, 2001). Thus, I believe that the promotion of a CMO to a CEO or the president of a firm can help lower turnover rate and positively affect the firm performance. The past research has emphasized how appointing a CEO with nonmarketing experience may perform worse than a CEO with a marketing background. Even hiring a CMO is likely to be viewed as a partial solution to a company's past stock market difficulties. The evidence also shows that companies with marketing-oriented CEOs are more likely to launch new products. (Srinivasan & Paranino, 2011). While appointing a CMO implies that marketing is essential to the company, appointing a CEO with marketing experience makes a more remarkable statement about marketing's relative relevance to the company's overall strategy (Pasa & Shugan, 1996). For the appointing firms, the promotion of a CMO is likely to imply possible financial benefits and growth of strategic strength in the firm.

To test the hypothesis, a dataset of all CMO transitions of the top marketing team of the S&P 500 from 2000 to 2020 will be constructed. SIC codes and financial measures will be obtained through a combination of Compustat and Execucomp. This study will use the traditional event study techniques to assess the firm's stock price performance during the time of the announcement of the promotion.(e.g. Kashmiri & Mahajan 2014). There are few articles that have gotten close to talking about the CEOs with a marketing background but none of those publications have discussed the promotion of a Chief Marketing Officer. As companies seek innovation and technological strategy, the requirement for a CMO appears to grow, as a CMO, when promoted, may mitigate the TMT's marketing-related ambiguity and reduce the turnover rate. In conclusion, this study contributes to a growing body of data relating CMO turnover to company financial success, stressing the significance of appointee's origin and strategic vision and shows that the quality of marketing management in a public business firm is quite essential.

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THE EFFECT OF FANCY BRAND NAMES ON YOUNG CONSUMERS' PERCEPTION OF PRODUCTS

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EXTENDED ABSTRACT

Past research has shed some light on the effect of brand names on consumer attitude toward brands and purchase decisions. Kohli and Suri (2000) found that consumers could easily recall meaningful (descriptive and suggestive) names compared to the non-meaningful (arbitrary and fanciful) names. However, Skorinko *et al.*,(2006) found that a fancy name results in significantly more favorable ratings than do generic names. Similarly, Lewison and Delozier (1992) found that general acceptance of non-branded products was not strong. According to Gordon (2021), some companies are struggling against the generic use of their trademark, an example of which is when people say "go Xerox this" (Gordon, 2021). In a study about meaningfulness vs. non-meaningfulness, Kohli *et al.*, (2005) demonstrates that consumers evaluate meaningful brand names more favorably than non-meaningful brands.

Although a considerable number of studies focus on the effect of brand names on consumers' attitude, decision making and evaluations (Durgee and Stuart 1987; Grewal *et al.*, 1998; Hulland, 1999; Leclerc *et al.*, 1994; Shahzad *et al.*, 2014; Smith & Brynjolfsson 2001; Robertson 1989), to date, fancy brand name has received a limited attention in the context of consumer's decision making, despite a few notable exceptions (Skorinko *et al.*, 2006). Therefore, there is still a need for further study how fancy brand names affect consumers', especially young consumers' purchase intentions. Age, an individual characteristic, has an impact on the ability and resources that a consumer needs for decision making (Yoon *et al.*, 2009). Moreover, the study conducted by Kulshreshtha *et al.*, (2017) finds that youth, compared to their early age, pay more attention to brands as they grow older. Therefore, it can be said that young generation's attention to extrinsic, such as price and brand name (Estelami & Maeyer, 2004; Iacocca *et al.*, 2015; Padel & Foster, 2005; Round & Roper, 2015; Tarkiainen & Sundqvist, 2011) and intrinsic brand cues (Kulshreshtha *et al.*, 2017) warrants the need for this study.

The experiment consists of products with different names presented to participants and a questionnaire asking them about their perceptions of these products. Three groups of products were used --- towels, candles, and nail polishes. Towels are a daily necessity for most consumers. Candles are not a necessity in everyday life. Nail polishes could be argued to be somewhere in between (for some young girls, they could be argued to be a daily necessity).

Two groups of towels had the same prices, quality and colors. But one group were given fancy names (e.g., *Soft Egyptian cotton*), while the other generic ones (e.g., *Washrag*). For the

candles, we included three sets. Each set consisted of the same products with different names. The generic names --- white candle, blue candle, and brown candle were directly chosen based on the apparent colors of the candles. The corresponding fancy names were "*Fresh Cotton*", "*Blue Hyacinth*", and "*Hazelnut Cream*". Lastly, with respect to the nail polishes, three products were selected with two names for each. The generic names (the color numbers) were *#990039*, *#991291*, and *#989998*, and the corresponding fancy names were chosen as "*Icing on the Cake*", "*Spice is Nice*", and "*Don't Need No Romeo*".

All the product samples were presented on a table in the student union building on a college campus. Students passing by the tables were recruited to participate. Participants were asked similar questions for the three product categories - a total of three questions for the first part. After selecting the answers, the participants received basic information about the different features of fancy name and generic name. Afterwards, the participants needed to finish the second part of the questionnaire which included two questions and an open feedback on the fancy name.

We recruited 31 college students for this study. One of the participants could not fully complete the experiment, and thus 30 participants were included in the final analysis. Participants are young adults ranging from 16 to 21 in age.

Based on the results of the survey, the majority of the participants In terms of candles, for example, *Fresh Cotton* (82.76%), *Blue Hyacinth* (83.33%) and *Hazelnut Cream* (88.46%) were preferred to white, blue and brown candles, respectively. This overall result of our experiment is in line with the findings of Skorinko *et al*. (2006) who found fancy name receives significantly more favorable rating than a generic name receives. Compared to the generic name, fancy names made respondents spend more time thinking, as participants spent 43 seconds, on average, more on each fancy name compared to the generic name. In addition, people prefer fancy names in luxury categories such as candles and nail polish.

In this study, the questionnaire's content was more in-depth compared with what we had in the first study. However, the same three categories of products, towels, candles, and nail polishes, were used. The corresponding fancy names and generic names were grouped separately. For the towels, the names were either in Group A with fancy names ("*Turkish Ribbed in Taupe*" and "*Veneto in Natural*") or Group B with generic names ("*Dark Brown Hand Towel*" and "*Floral Hand Towel*"). For candles, likewise, we had fancy names ("*Eucalyptus Spearmint*", "*Teakwood*" and "*Bourbon*") in Group A and generic names ("*White Candle*", "*Black Candle*" and "*Red Candle*") in Group B. With nail polishes, the study used the same names as used in the first study.

Participants received an email message informing them they would be requested to take part in an experiment designed to study consumer product preference. Participants gave consent by clicking the "Proceed" button to be brought to an online questionnaire. The questionnaire was designed in a way so that the participants can scroll from top to bottom and see all the questions together. The first three questions asking about product preferences had only 2 options each to choose from and the last question was open-ended. The study also included six 7-point Likert-scale questions to evaluate respondents' attitude toward fancy product names, where items were scored on 7-point Likert-scale (1_*very strongly disagree* to 7_*very strongly agree)*. There was also a "Submit" button at the end of the web page to submit the response.

We recruited 16 participants from an undergraduate marketing class. The students' ages range between 16-20 years.

The majority of participants indicated that they would like to purchase fancy-name products. For example, of the 16 respondents, 15, 12, and 14 respondents chose Group A for towels, candles, and nail polishes, respectively. However, when asked about comparing fancy-name products with generic names products, the six Likert-scale questions (Table 1) give a more intriguing picture. Again, it appears that respondents do like products with fancy names more based on their answers to these questions, but only slightly so. As shown in the results, most of the mean answers are not too far from the midpoint of the scale (4).

Table 1: Means and Standard Deviations for Likert-Scale Questions

Considerations	M	SD	Variance	N
Buying generic gives good feel	3.3125	1.30224	1.696	16
Love when Generic names are available	2.9375	1.43614	2.063	16
Best buy is Generic name products	3.3125	1.01448	1.029	16
Generic names have poor quality product	4.4375	.96393	.929	16
Monetary value, Prefer Generic to Fancy	3.0000	1.21106	1.467	16
Generic name gives good deal	3.9375	1.28938	1.663	16

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A CHANCE TO SHINE: IMPACT OF CHIEF MARKETING OFFICERS DURING CRISIS AND THE ROLE OF CORPORATE SOCIAL PERFORMANCE AND CHIEF INNOVATION OFFICERS

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EXTENDED ABSTRACT

The COVID-19 pandemic has compelled business practitioners and business researchers to think outside the box. The pandemic has also prompted everyone to think about the importance of effective leadership and their (in)ability to act quickly. In the light of recent events, it is eminent that companies consider agility not just as a technological process but also as a modern marketing approach (Balis, 2021).

A recent bibliographic study on Covid-19 research trends proposes that a crisis such as Covid-19 requires businesses to become agile to meet the unprecedented demand fluctuations (Verma and Gustafsson, 2020). Business researchers have recently published articles on how businesses that are focused on marketing may have an upper hand on dealing with the pandemic by becoming more agile. For example, Wang et al. (2020) have identified four distinct marketing innovation strategies that firms in China used to respond to the COVID-19 crisis. Moreover, He and Harris (2020) argue that Covid-19 could potentially be a great opportunity for businesses to do marketing through genuine and authentic Corporate Social Performance (CSP hereafter). CSP is an effective marketing strategy that may have a positive impact on the market value of a firm, especially during crisis (Mackey et al., 2007; Souto, 2009) Prior research has also proposed that leadership factors such as Chief Marketing Officer (CMO hereafter) characteristics, CMO power, and CMO-Chief Innovation Officer (CIO hereafter) interface must be explored more to understand its impact on marketing agility (Kalaignanam et al., 2021).

Nath and Mahajan (2008) argue that CMOs do not have a significant impact on firm value, whereas Nath and Bharadwaj (2020) suggest that the effect of CMO presence on firm performance may be stronger when CMOs are accompanied by Chief Sales Officer and Chief Technology Officer under various environmental situations. To the author's knowledge, there has been no study that has explored the potential impact CMOs can have on the firm during crisis. Since, crisis demands extra sensitivity while dealing with shareholders, the author proposes that CMOs may have the opportunity and ability to make a significant impact on firm performance through CSP, specifically during crisis such as the COVID-19 pandemic. The author also suggests that the presence of the CIO will further strengthen the impact that CMO presence has on the firm value. Prior research suggests that the presence of the CIO represents a higher level of IT influence and a firm's ability to update their IT systems in changing environment (Dawson et al., 2015; Kashmiri et al., 2017). The author expects that having an influential IT department will assist CMOs to implement digital promotional activities which have become the norm during the COVID-19 pandemic. Therefore, CIO's presence will strengthen the CMO's impact on the firm performance.

Overall, the objective of this study is to explore the impact of CMOs on financial performance during crisis. Drawing on upper echelon theory the author proposes that companies with CMOs present in their Top Management Team (TMT) during the COVID-19 pandemic will have a positive impact on firm performance due to their ability to remain agile. Specifically, the author proposes that the presence of a marketing leader in the TMT during COVID-19 will have a significant positive impact on firm performance through CSP, and that the presence of a CIO in the TMT will further strengthen this relationship.

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RETAILING AND ELECTRONIC COMMERCE

ARTIFICIAL INTELLIGENCE (AI) APPLICATIONS IN RETAIL MARKETING IN

CHINA

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EXTENDED ABSTRACT

Online Retail, a type of electronic commerce whereby consumers buy goods or services through the Internet using a web browser has seen significant growth due to increased digitalisation, pandemic triggered new shopping patterns. Online retail is continuously developing and creating a new meaning to the buying experience (Campbell, 2020). Consumers expecting superior online retail experiences, on line retailers are mandated to respond in real-time to any type of consumer behavior, increased demand and a heightened awareness of sustainability.

AI (Artificial Intelligence), a completely automated, intelligent system that can help shoppers find exactly what they need, is definitely revolutionizing the online shopping processes (Kietzmann et al., 2018; Lee et al., 2018; Silva et al., 2019). Literature review reveals that AI is helping reduce e-commerce returns, strengthens retail supply chains and enables brands to differentiate via increased personalisation. However, not enough work has been published how Artificial Intelligence tools in online retail lead to customer satisfaction and eventually customer loyalty.

Literature review driven gap analysis led to the testing of the following conceptual model illustrated Figure 1.
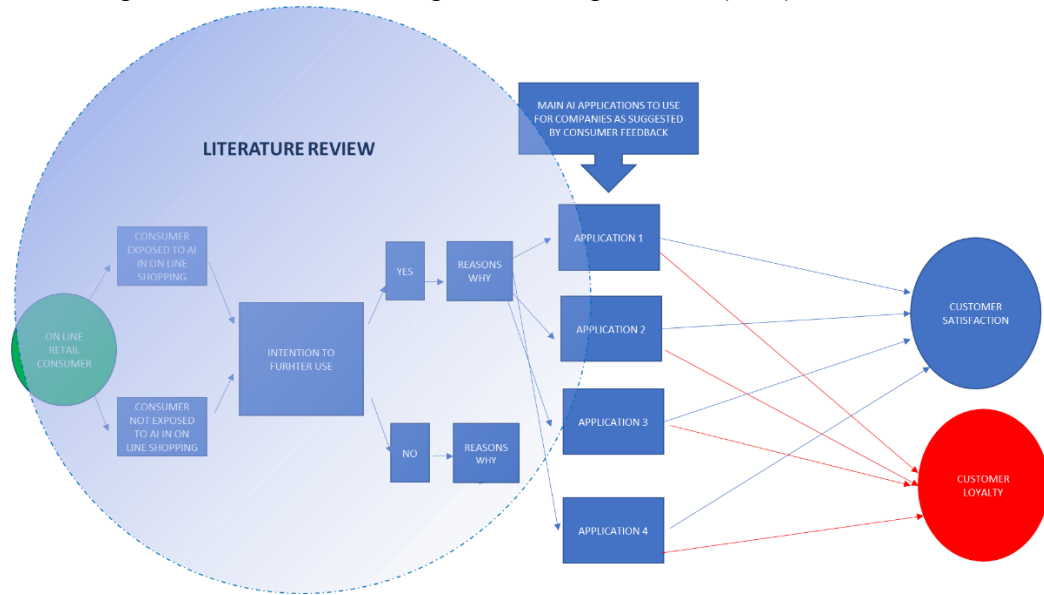
This study is a part of larger international research cooperation with Cape Breton University, Canadian University of Dubai and Multi Media University of Malaysia. The aim is to understand AI applications use in on line retail in BRIC (Brazil, Russia, India, China) countries, Canada, United Arab Emirates and Malaysia and cross compare them. Research has been concluded in India in 2021 and results have been published. Data has been collected from China and Canada and is under analysis.

This specific study deals exclusively with AI applications in online retail in China and aims to analyze how Artificial Intelligence applications impact digital retail marketing and consumer preferences with respect to customer satisfaction and loyalty in the Chinese market.

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CHANGING CONSUMER SHOPPING ATTITUDES AND

BEHAVIORS IN A POST-PANDEMIC ERA

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EXTENDED ABSTRACT

The COVID-19 pandemic undoubtedly changed the nature of how marketers make exchanges with consumers (Jílková and Králová, 2021). Under investigation here are the nuances of those changes and how they affected acquisition behaviors. Even before the pandemic, researchers questioned whether traditional stores could keep pace with the changing needs, desires, and behaviors of consumers, and how marketing channels should evolve given technological advancements (Nesar & Sabir, 2018). As new technologies continue to emerge, consumer shopping experiences are likely to change as well (Jiang, et al., 2013). The COVID-19 pandemic accelerated these changes and for marketers to be successful, they need to understand how consumers prefer to shop post pandemic.

Shopping attitudes and behaviors may differ depending on product type, which can affect channel strategies (Farag, et al., 2006). In the 2020 U.S. Consumer Report by Statista, the top four product categories of greatest interest to U.S. consumers were clothing, food/drinks, shoes, and consumer electronics. The current study relies on this data and examines overall attitudes and behaviors toward shopping in general via different channels (i.e., computer, mobile, in-store, TV, and catalog) and more specifically for clothing (the authors assumed that shoes were considered by consumers as part of clothing), groceries (because restaurants, home meal delivery boxes, etc. would have made the food/drink category too broad), and consumer electronics. The study examines this phenomenon prior and one year post COVID-19 to assess the potential impact of the pandemic.

RESEARCH QUESTIONS

R1: To what extent did consumer attitudes toward shopping channels (computer, mobile, in-store, TV, and catalog) shift as a result of the pandemic?

R2: To what extent did consumer' frequency of use of shopping channels (computer, mobile, in-store, TV, and catalog) shift as a result of the pandemic?

METHODOLOGY

An online QuestionPro survey was used to gather information about attitudes and behavior toward shopping channels and basic demographics. The survey was published on Amazon's Mechanical Turk platform where "workers" completed the survey in exchange for minor compensation. Based on the budget for the project, 669 surveys were distributed. Pretesting revealed that surveys completed under 5 minutes were deemed invalid and thus excluded from analysis. The final sample size ended up being 581, yielding an 86.8% successful response rate.

Based on the works of Maher, Marks, & Grimm (1997) and Kim, Libaque-Saenz, & Park (2019) there were five channels investigated in this study: computers (laptops and tablets), mobile phones, stores (physical, retail, in-store shopping and buying), TV (Home Shopping Network, QVC, infomercials, "As Seen on TV" commercials), and catalog (includes mail offers and flyers). These channels account for the majority of methods used to shop by consumers today. *Attitude toward the shopping channel* was measured on a 5-point semantic differential scale using bad/dislike/undesirable to good/like/desirable for the five different channels. This scale assessed the consumer attitudes toward different shopping channels when shopping for the various items: 1) shopping in general, 2) grocery shopping, 3) shopping for clothes, and shopping for electronics. Behavior was assessed by *frequency of use* and was measured on a 5-point (Never to Always) semantic differential scale for the aforementioned channels. To assess the potential impact of the pandemic, participants were asked to indicate their current attitudes and behaviors for each shopping channel and then their attitudes and behaviors more than a year ago prior to the pandemic.

RESULTS

The analysis was based on 581 respondents. The majority (51.8%) of respondents were male, Caucasian/white (67.8%), between the ages of 20 and 39 (61.2%), married (58%), graduated from college (45.4%) and had between 2-4 members living in the household. Most participants (61.2%) reported spending an average of 4 or more hours on the Internet daily.

Overall, preliminary descriptive results reveal that respondents had the most positive attitudes overall toward shopping in stores. Shopping by computer seemed to be second, followed by mobile devices. Attitudes were consistently lowest for shopping through catalog and TV.

Paired sample t test was used to investigate the research questions. Relative to RQ1, after experiencing the effects of the pandemic on daily lives, consumers' attitudes toward channels changed, and in some cases, significantly so. The most dramatic changes were found with computer and mobile shopping. Consumer attitudes toward shopping using a computer or a mobile device became significantly more favorable when shopping in general, as well as when shopping for groceries, clothes and electronics. In other words, attitudes toward shopping through the computer and mobile phone were significantly higher one-year post-COVID. While not significant across all product categories, this positive change was also evident of shopping via TV and catalogs; but no change was found in shopping in stores one-year post-COVID.

Corresponding to RQ2, an examination of consumer behaviors (i.e., frequency of use) also exhibited change. Computer and mobile device usage statistically increased one-year post- COVID across all product categories, but showed no statistical change in frequency of use for TV and catalogs. Not surprising is that consumer usage of traditional in-store shopping statistically decreased after the pandemic.

While attitudes and behaviors remained strongest for shopping in stores among all other channels (i.e., pre and post pandemic), the statistically significant changes for computer and mobile device shopping, suggest the tide may be turning. While the results of this study are preliminary, the strong results across categories of various product involvement levels one-year post pandemic, suggest that the shopping behaviors via computer and mobile devices that were encouraged in a dramatic way by the COVID-19 pandemic, may be here to stay. Marketers may need to create long lasting strategies to meet the new needs of consumer in product acquisition behaviors in this post pandemic era. Future research will investigate this phenomenon relative to different segments and in relation to certain psychological variables.

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CRITICAL ROLE OF PERCEIVED HUMOR WHEN BRANDS POST MEMES ON SOCIAL MEDIA

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ABSTRACT

The advent of social media has led the brands to create content on a regular basis to maintain their relationships with existing followers as well as gain new followers. In this research, the popular trend of internet memes is explored and the causal chain leading to consumer engagement is established. The findings demonstrate the important role perceived humor plays in the process. Previous research has established how the growth of memes has increased on social media over the past few years, however, no empirical study to date has studied the brand's use of memes results in increased perceived humor which in turn, has downstream consequences of increased engagement due to interest in the product. Using four studies, including one study using field data, we lend support to the proposed relationships. The findings provide insight into a previously unexplored domain of using internet memes on social media with theoretical and practical implications.

PERSONAL SELLING AND SALES MANAGEMENT

THE IMPORTANT ROLES OF TIME FLEXIBILITY AND COMPENSATION EQUITY IN SALESPERSON WORK-LIFE BALANCE

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EXTENDED ABSTRACT

The recent world pandemic quickly sent organizations into chaos as they adapted to changing health protocols that instantly interrupted organizational processes and strategy. This was very evident by the roles of employees in the organization. Employees that had never missed a day in the office were instantly put in a different role. New technologies were utilized as salespeople ceased traveling and the sales processes adapted quickly. Many salespeople were balancing work with teaching kids from home and fighting for more flexibility in the work day. Even with these changes, many organizations saw increased production. Organizations around the world are trying to understand a new work balance in a post pandemic world while still using best practices to motivate their salespeople (Steenburgh and Ahearne 2012). This leads to the research question of which benefits would attract and retain potential salespeople based on desired work-life balance.

This paper examines salesperson work-life balance with the theoretical implications or equity theory. Equity theory was started by Homans (1961) and enhanced by Adams (1963). Homans (1961) asserted that equity results when an individual obtains rewards proportional to his or her investments, less costs, when compared to the other party in the exchange relationship. Later Adams (1963) declared that individuals evaluate the fairness of their outcomes using an equity rule whereby they compare their own input-outcome ratios to a referent or comparison other. Individuals perceive equity or fairness when the ratio or balance of their outcomes to their inputs is equal (Adams 1963; Adams 1965). Sales scholars have used equity theory to advance the field in many ways such as referral traction (Blanchard et al. 2018) and sales leadership principles (Schwepker 2016).

Work-life relations have received recent activity in the sales literature. For example, recent research has showed that an abusive manager and salesperson relationship can have a negative effect of life balance for both parties (Gabler and Hill 2015). Researchers have also found that salesperson traits can help work life balance such as optimism (Bouzari and Karatepe 2020). Organizations find themselves in a new world where they must adapt to new generations in the work-force especially in fields such as sales where there is a work shortage. In short, balancing life and work is essential to find and keep a quality sales force.

The study used work life balance as a dependent variable. The independent variables were total hours worked, total compensation, employee benefits, retirement benefits and compensation equity based on equity theory. A survey of current sales professionals was collected and examined which yielded a total sample of 256 participants. Regression analysis was utilized to examine the relationships between the variables. Control variables were also utilized. Results indicated that less hours worked and compensation equity were significant predictors of salesperson work life balance. The other independent variables yielded no relationship.

This study is very applicable to sales managers and leaders. It is also applicable to human resource managers and executives setting up compensation and benefits for their sales staff. Work-life balance is a key topic as changing generations desire more of a life outside of work. This paper has the following key contributions to both industry and researchers.

Current salespeople's work-life balance is not positively affected by traditional measures such as total compensation, health benefits and retirement benefits. We do not suggest that organizations forget about these things especially for recruitment. Rather, they may not drive a happy salesforce that has a positive sense of balance.

Total hours worked and compensation equity are key to achieving a salesperson work-life balance. Although we all know individuals that want to make work their primary function in life, the shift has been to more job flexibility and less hours. Compensation equity was also found to be important to work-life balance. This paper is grounded in equity theory that states that equity and fairness is more important to employee satisfaction then actual earnings. This paper shows support of this theory with fairness being more important than total earnings when salespeople measure the balance in their life and career. Researchers can take these findings and analyze additional measures of equity and life balance to build a happy and productive work force.

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SOCIAL MEDIA, MOBILE MARKETING, AND DIGITAL MARKETING

SOCIAL MEDIA IN A GLOBAL CRISIS

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EXTENDED ABSTRACT

In the spring of 2020, the world was stricken with the COVID-19 pandemic. This global health crisis turned the world upside down, leading to millions of humans getting sick, with many of those losing their lives. This pandemic led to the shutting down of society as we knew it, with nations going into lockdowns, quarantines, and other drastic measures to attempt to quell the virus. These attempts to reduce the spread of COVID-19 had a massive impact on businesses, leading to unemployment, bankruptcy, and closings at worst. At best, companies had to rethink how they did business to ensure that they could do their part to stem the tide of the virus while at the same time maintaining a functioning business.

Apart from adapting to virtual and remote work, companies also had to come up with best practices for addressing the pandemic with customers. In this unprecedented world event, marketers were largely unsure about the correct path to take. Possible alternatives were to adopt a Corporate Social Responsibility (CSR) approach, directly addressing the pandemic, offering reassurances about the safeguards being put in place, and/or demonstrating their commitment to customers and employees. Another alternative was to not address the pandemic, and instead just continue with business as usual. Each of these strategies comes with unique advantages and disadvantages, and the success of either approach may depend on the type of company, products, and customers. Digital marketing, including social media, can become even more valuable in a crisis (Orzan et al. 2021), so managing it effectively should be a priority.

Drawing on the literature on crisis management and CSR, the purpose of this exploratory research is to assess the marketing communication approaches used by businesses during the pandemic. Specifically, the authors would like to discover the relationships between these communications and other variables, including industry, business size, and timing of communication. Also, of interest is the content of the communications themselves. Social media helps increase the visibility and credibility of CSR communications (Yang & Basil 2021), so that is the focus of this study. Does social media communication in response to the pandemic influence customer engagement and response?

A secondary goal of this work is to develop an initial framework for dealing with crises such as a pandemic. Historically, crisis management has focused on crises created by firms (e.g. the Volkswagen emissions scandal, Siano et al. 2017). The COVID-19 pandemic, however, is a unique type of crisis for marketers because (1) it was not caused by the firm, and (2) it is unprecedented in its scale and scope of business disruption. As a result, to the authors' knowledge, given the newness of this type of catastrophe, there is no such framework to help firms determine when and how they should address this type of crisis.

Our study will utilize content analysis to gather marketing communication data transmitted by Fortune 500 companies via the Twitter social media platform. A meta-analysis showed that customer engagement is stronger in Twitter than in Facebook (de Oliveira Santini et al., 2020). The software package Python will be used to collect the "tweets" from these companies for 2020 and 2021. The communications will then be transformed into numerical data by independent raters. Data analysis will then be performed via SPSS.

Social media communications can be even more critical during a disruptive event such as a pandemic. Too few firms take a strategic approach to social media (Li et al., 2021), and this study seeks to help develop guidelines and a framework for more strategic social media management in a crisis.

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AN EXPLORATORY STUDY OF ACRONYMS USED IN

SOCIAL MEDIA COMMENTS

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ABSTRACT

Internet and social media users frequently abbreviate common phrases and slang terms into a few letters. Although these abbreviations may not be easy to decode for every internet user, most are a well-established part of communication over social media networks. In order to understand the frequency with which such common internet abbreviations are used, we focused on the comments section of a popular video sharing site for a recent year's Super Bowl halftime show. We used a custom-designed computer program and found that certain abbreviations are more commonly used.

INTRODUCTION

Internet users frequently abbreviate many terms, phrases and slang when they post comments over social media. These shorthand expressions are a ubiquitous feature of everyday internet usage. In fact, there are several internet acronyms dictionaries such as netlingo.com/acronyms. php that can help unfamiliar users decode commonly used acronyms, abbreviations and internet slang. While such communications are widespread, there are no studies in the marketing literature that look at the usage frequency of internet acronyms and their impact on marketing communications. This is surprising, given that marketers need to remain abreast of user culture so that they too can communicate utilizing popular consumer jargon to communicate with and influence consumers. In order to address this gap, we employed a text-based qualitative analysis method to analyze the frequency of such abbreviations. We created a computer program to demonstrate the viability of research in this domain by exploring a preliminary research question "which internet acronyms are most frequently used in social media comments in large open text-based forums?" For this preliminary study, we focused on the user comments posted for a recent Super Bowl event posted on a popular video sharing site.

LITERATURE REVIEW

We focused on the literature on verbal analysis of user data in marketing by accessing the ABI Informs database. We narrowed our scope with recent studies conducted within the past decade and identified several peer reviewed articles that analyzed text-mining and sentiment analysis. The list of journals in our literature review comes from sources listed in Table 1.

Table 1: List of Journals

Journal
European Journal of Marketing (2)
International Journal of Contemporary Hospitality Management (2)
Journal of Research in Interactive Marketing (2)
Qualitative Market Research (2)
Academy of Management. The Academy of Management Review (1)
Administrative Sciences (1)
Asia Pacific Journal of Marketing and Logistics (1)
Business & Information Systems Engineering (1)
Electronic Commerce Research (1)
European Business Review (1)
International Journal of Business (1)
Journal of Business Ethics (1)
Journal of Commerce and Accounting Research (1)
Journal of Electronic Commerce Research (1)
Journal of Management Information and Decision Sciences (1)
Journal of Place Management and Development (1)
NIM Marketing Intelligence Review (1)
Place Branding and Public Diplomacy (1)
The Journal of Consumer Marketing (1)
full text, peer reviewed, last ten years of ABI Inform by ProQuest, search limited to business journals

Various software packages are used to conduct sentiment analysis and text mining for marketing research. For instance, Wu et al. (2019) employed a word cloud analysis using several search words on their text data from Twitter and found that insights can be gleaned into the popularity of new products such as Google glass and iWatch. Similarly, Wilk, Soutar and Harrigan (2017) emphasized the challenge that comes with the massive text data availability and analysis. They employed the CAQDAS text-based qualitative analysis software and analyzed verbal data from several social media platforms. They used the Leximancer, QSR and NVivo applications and highlighted the weaknesses and benefits of each of these applications in their effectives to understand the posts from a brand community.

Moro and Rita (2016) were the first to use an used an automated analysis approach to understand the link between branding and social media in hospitality research. Similarly, Dhaoui, Webster and Tan (2017) conducted a lexicon-based sentiment analysis using the LIWC2015 text mining software. This software allows for positive and negative analysis of various words. For instance, the words 'nasty', 'ugly' and 'hurt' are grouped under negative sentiments whereas 'sweet', 'nice', and 'love' have negative sentiment polarity. In addition, they also used RTextTools, the machine learning package of R programming language and made a comparison of the effectiveness of each method from a sample of 83 Facebook pages with 850 user comments.

Researchers have begun to explore the effects social media activities on consumers and businesses. For example, Zare and Mahmoudi (2021) analyzed posts on Instagram using text-based analysis with a particular emphasis on how customers can be better served. Song et al. (2019) conducted a text-based analysis on blog posts by accessing a database for sentiment keywords to analyze each post to explore the effect of corporate slandering in business competition. These studies demonstrate the usefulness of this area of research to organizations.

There are some studies that used a mixed method approach. One such methodology is where regression analysis and text mining are combined by some researchers. Noguti (2016) collected user

posts data from Reddit online content community application programming interface (API) using coding language Phyton. In addition, they utilized Linguistic Inquiry and Word Count (LIWC) software to code negativity, positivity and emotionality of the content. Based on the scores generated by the software, they conducted descriptive statistics and found support for their hypotheses that deals with various language features and their relationship with user engagement. Likewise, Park, Lee and Back (2020) looked at TripAdvisor.com user reviews within the context of hospitality industry with XLMiner program. They found that consumer wellness features are related to their satisfaction from a given hospitality services provider. Similarly, Nofer and Hinz (2015) analyzed consumer moods on Twitter posts. They used data from the Twitter API and coded it on a German mood scale similar to American Profile of Mood States (POMS) and looked at the relationship of mood scores with DAX stock index. They could not concur with existing studies based on their data analysis, where a direct relationship between the two were not observed. They indicated that online reviews can be used to forecast computer game performance, movies, book or music sales. They highlighted the fact that Twitter sentiment analysis is even used to assess currency rate changes and various commodity exchanges.

Andehn et al. (2014) used data mining and content analysis in tandem, examining Twitter posts about Stockholm to better understand brand associations. They used a content analysis methodology with thematic and semantic analysis used in combination with Leximance software for data mining which results in a conceptual map. This allowed them to demonstrate the benefits of exploring Twitter's usefulness for place branding and analysis.

Some researchers prefer to manually code text data instead of using software. Barreto and Ramalho (2019) explored more than one thousand Facebook posts that belonged to eight companies in the context of involvement level. They found that high involvement level translated to higher sharing behavior whereas low involvement related to more content engagement. Their methodology involved a content analysis based on a coding sheet and no software. Likewise, Alamsyah, Laksmiani, Rahimi (2018) emphasized that manual text mining can be used to find frequently appearing words in large text data. They showed the associations of frequently used words with each other in order to yield a construction of inherent relationships in a visual format using a manual Social Network Analysis (SNA) model. They identified a common transaction problem for two major services providers in Indonesia that resulted in a service dissatisfaction among consumers from Facebook and Twitter user posts.

Barkemeyer (2010) found that there is an increased emphasis on corporate citizenship and scant discussion of sustainability in discussion of business ethics on print media. Lu et al. (2014) used a content analysis methodology for the reviews posted on Taboo.com, a largest shopping website in China, to study online reviews by consumers. They state that the experience level of the consumers moderates whether transactional cues vs. social cues are disseminated by the reviews.

Non-text icons are also analyzed, apart from solely text-based data. Liao and Hsu (2019) used big-data analytics based on K-means clustering to categorize Line sticker users of Taiwan and found that attracting the consumers with close social media initiatives can bring the businesses to a new stage of competitive creativity. Likewise, Chen (2019) used a data mining approach in order to understand cultural creativity and user interaction with relevant imagery with non-text pictures. According to their findings, brand image is improved when marketers can increase the interactivity with content posted by companies.

Finally, some new techniques such as AI and machine learning are also used for text-mining. Rout et al. (2018) used machine learning algorithms of Multinominal Naïve Bayes (MNB) and Maximum Entropy Support Vector Machine to conduct a sentiment analysis on tweets. Their work suggests that a supervised learning approach is effective in uncovering sentiment and emotion

in unstructured data. Taylor's (2019) analysis of brand preference data for online, store and combined purchases for the GsK company using Word Embeddings indicates that data should come from various sources instead of a single source for text-based AI methods.

Collectively, this body of work suggests this area is rich for exploration. Researchers have demonstrated the usefulness of multiple approaches and tools and have explored questions ranging from consumer engagement to brand analysis. While this field is emergent in marketing, it offers promise in terms of offering both theoretical insights and practical techniques and solutions for marketers.

METHODOLOGY

For this study, we created a Java program (Appendix) that can compare and quantify multiple text fields with a list of acronyms in a text file. Java can hold and compare more than 2 billion words in a single file. Although our data was limited to 12,000 words, the same code is capable of processing more text fields in mere seconds. We copied 12000 words from the most recent user comments for the LIII Super Bowl halftime show posted on a popular video sharing site. We compared the posts with the list of acronyms posted at smartwords.com (https://www.smart-words.org/abbreviations/text.html). (Table 2).

Table 2: List of Acronyms

Acronyms A-L		Acronyms M-Z	
2F4U	Too Fast For You	MMW	Mark my Words
4YEO FYEO	For Your Eyes Only	N/A	Not Available / Applicable
AAMOF	As a Matter of Fact	NaN	Not a Number
ACK	Acknowledgment	NNTR	No need to Reply
AFAIK	As far as I know	noob n00b	Newbie
AFAIR	As far as I remember / recall	NOYB	None of your Business
AFK	Away from Keyboard	NRN	No Reply Necessary
AKA	Also known as	OMG	Oh my God
B2K BTK	Back to Keyboard	OP	Original Poster, Original Post
BTT	Back to Topic	OT	Off Topic
BTW	By the Way	OTOH	On the other Hand
B/C	Because	PEBKAC	Problem exists between Keyboard and Chair
C&P	Copy and Paste	POV	Point of View
CU	See you	ROTFL	Rolling on the Floor Laughing
CYS	Check your Settings	RSVP	Repondez s'il vous plait (French: Please reply)
DIY	Do it Yourself	RTFM	Read the fine Manual
EOBD	End of Business Day	SCNR	Sorry, could not Resist
EOD	End of Discussion	SFLR	Sorry, for late Reply
EOM	End of Message	SPOC	Single Point of Contact
EOT	End of Thread / .. Text / .. Transmission	TBA	To be Announced
FAQ	Frequently asked Questions	TBC	To be Continued / To be Confirmed
FACK	Full Acknowledge	TIA	Thanks in Advance
FKA	Formerly known as	TGIF	Thanks God, its Friday
FWIW	For what it's Worth	THX TNX	Thanks
FYI / JFYI	(Just) For your Information	TQ	Thank Youw00t
FTW	Fuck the World / For the Win	TYVM	Thank You Very Much
HF	Have fun	TYT	Take your Time
HTH	Hope this Helps	TTYL	Talk to you Later
IDK	I don't know	w00t	Whoomp, there it is; Meaning "Hooray"
IIRC	If I Recall / Remember Correctly	WFM	Works for Me
IMHO	In my Humble Opinion	WRT	With Regard to

IMO	In my Opinion	WTH	What the Hell / What the Heck
IMNSHO	In my not so Humble / Honest Opinion	WTF	What the Fuck
IOW	In other Words	YMMD	You made my Day
ITT	In this Thread	YMMV	Your Mileage may vary
LOL	Laughing out loud	YAM	Yet Another Meeting
DGMW	Don't get me wrong	ICYMI	In Case you missed it

Source: https://www.smart-words.org/abbreviations/text.html

RESULTS AND CONCLUSION

We found that only four acronyms out of seventy-eight we had identified were used most commonly in the data set. Among the four acronyms, most popular one was 'lol', followed by 'wtf', 'bc' and 'omg'. We derive two main conclusions from these findings. First, not all acronyms have equal usage frequency. Just as commonly observed in popular slang, some terms become quicky fashionable and people use them only when they are certain everybody knows their meaning and they sound 'cool'. In this case, most acronyms in the list are not familiar to many and therefore, most users avoided using them. It is not surprising that the ones that we observed are not alien to any of the authors, unlike others in the list that are not familiar.

Our second finding is that marketers can conduct similar analyses for their industries so that they can take advantage of appeal that comes from being in touch with how users communicate. For instance, in our context, if a company will promote their product on Super Bowl, they can use acronyms in their advertising. They can also study what percentage of users are actually familiar with a selected acronym and how 'cool' they think that acronym is to communicate a message. Utilization of specific acronyms may be an indicator of involvement or a means by which a consumer demonstrates competence in a specific domain.

Our overall purpose with this research was to provide a fresh look on sentiment analysis and text mining focusing on acronyms and internet slang. We adopted a novel methodology by creating our own code and we highlighted the fact that acronyms and internet slang is very important to understand for effective marketing communications. There are in fact, fruitful avenues for research in this domain. Future researchers can look at how internet slang and acronyms can be categorized to express different sentiments. They can combine acronym usage with company directed social media communications and study its effect on the brand image and advertising effectiveness.

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ATTITUDES TOWARD FACEBOOK MOBILE RETAIL APPS:

A THAI CONSUMER PERSPECTIVE

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EXTENDED ABSTRACT

Mobile retail commerce is transforming social media as sites add retail applications (apps) to their platforms. By doing so, it enables consumers to complete purchase transactions directly from the site, enter payment information for the first transaction, and experience the convenience of one-click buying thereafter. M-commerce refers to buying and selling goods and services through handheld devices such as mobile phones and tablets. Its use continues to rise with the increased penetration of mobile phones expected to be the top form of commerce by 2024 (Meola, 2020). Already, total online sales of mobile transactions by the end of 2021 are projected to be 72.9 percent, an increase from 58.2 percent in 2017. In 2020, 55.4% of the global online population made a purchase using a mobile device with Indonesia having the highest percent (79.1%) followed by Thailand (74.2%) (Chevalier, 2021), The Middle East and Asia Pacific regions exhibited the highest growth, although the established American and European markets produced the highest revenues.

Mobile apps protect consumer safety and security, cover data authentication and integrity, confidentiality, nonrepudiation, and personal information collection (Chen, 2006; Ogata et al., 2019). Still, security and safety concerns can inhibit consumers' retail mobile app usage (Slade et al., 2015). Chi and Tsai (2017) suggest critical safety factors affect perceived usefulness and perceived ease of use, which influence attitudes and, by extension, usage intentions of mobile apps. Matemba and Li (2018) determined perceptions of security and privacy, along with feelings of trust toward the provider, increased the likelihood of using a mobile device, indicating that beliefs about transaction safety and security influence attitudes toward mobile retail apps. Lai (2016) indicated that measures taken to ensure security contributed to the likelihood of using a mobile payment system, and Kumar, Adlakaha, and Mukherjee (2017) found perceived security influenced intentions to keep using the mobile retail app.

The purpose of this study was to examine the impact of perceptions of usefulness (PU), perceived ease of use (PEOU), safety and security concerns, and perceived risk on attitudes toward using mobile retail apps. Additionally, the study investigated the influence of attitude toward mobile retail apps on intention to use Facebook retail apps.

The Technology Acceptance Model (TAM) (Davis, 1989) served as the framework for the study. According to TAM, perceived usefulness (PU) and perceived ease of use (PEOU) influence attitudes toward a new technology. Attitudes are the precursor to usage intentions within this framework, and intentions predict actual usage (Lin & Kim, 2016). Accumulating evidence shows TAM to be a useful model to explain technology adoption (Chen et al, 2016).

The sample consisted of 323 Thai consumers with 243 meeting the qualifying criteria to complete the study. Participants self-identified as Facebook users to continue the survey. Participants were female (56%) and male (42.4%), most (52.3%) were aged 26-35 years old, and most (66.3%) had attained a bachelor's degree. The highest percentage of daily Facebook usage was 1-2 hours (36.2%), followed by 3-4 hours (26.7%), more than 4 hours (26.3%) and less than

one hour (10.7%), and most (92.2%) indicated Facebook advertising was effective. Scales to measure the variables were deemed reliable ($\alpha = .71$ to $\alpha = .89$).

Regression analyses indicated that Facebook ads influence PU AND PEOU of mobile retail apps. Safety and security policies impacted attitude toward mobile apps. Facebook ad images and ad carousels influenced intention to use the Facebook retail app. PU and PEOU also influenced consumers' attitudes toward mobile retail apps. Attitude toward mobile retail apps influenced usage intention.

Marketers that use or plan to use mobile retail apps as part of their overall strategy should ensure that the technology is useful to users and that it is intuitive and frictionless to use. Understanding the types of visuals that affect consumers' intention to use a mobile retail app may result in more cost-effective strategies that increase frequency and revenue generated through transactions using Facebook mobile retail apps.

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STUDENT RESEARCH

ANALYSIS OF THE DISCONNECT BETWEEN GENERATION Z WORK PREFERENCES AND TRADITIONAL WORK MODEL

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EXTENDED ABSTRACT

Since the development of the corporate structure in the 1790s (Sylla et al., 2013), there have been evident changes to how our society operates, the way humans relate to work, and the accessibility to resources and technology to support work. The past several centuries have allowed changes and evolutions to how we should structure and operate many businesses. Now more than ever, especially with the COVID-19 pandemic, changing workforce demographics, and technology there is a chasm between what the desires of Generation Z are within corporate America and what corporate America has to offer. There is a high percentage of graduates entering the workforce that will pursue employment that offers flexibility and a different way of working, elements often conflict with the 9 to 5, face-to-face traditional work structure. This paper reviews current literature related to the desired work structure of Generation Z, completes primary research with current college students and recent graduates, and contrasts these findings with the current workplace norms. The outcome of this research will help quantify the desired work structure of Generation Z.

Mahmoud et.al, (2020) found Generation Zers are more motivated to work on activities out of inherited satisfaction, rather than identified regulation and thus value intrinsic motivation more than their older peers. Largely, today many businesses are not designed to support the structure of work that Generation Z desires to experience fulfillment and joy in the workforce. In a recent Forbes Magazine article, Kelly states "The change in 9-to-5 will eventually happen, one way or another. The Gen-Z and Millennial generations watched their parents burn out. They saw them laid off, passed over for promotions and leading lives of quiet desperation. They don't want this for themselves. Being stuck inside of an office for hours on end feels antiquated and barbaric to the younger workers. They want flexibility and control over their lives. Eventually, the Baby Boomers, who have done the 9-to-5 grind for over 30 years and are so used to the toxicity of the grind, will retire" (Kelly, 2021, para 14). Initial research has shown that workstyles may be shifting to more align with the desires of Generation Z and will likely have to continue. According to Baker (2021), "organizations will continue to expand their use of contingent workers to maintain more flexibility in workforce management post-COVID-19 and will consider introducing other job models they have seen during the pandemic, such as talent sharing and 80% pay for 80% work" (para. 11). A study by Deloitte with 1,531 Generation Zers resulted in various insights, including "what we have learned about Gen Z preferences reinforces Deloitte's research around the redefinition of work. Our

findings further suggest Gen Z has the opportunity to shift the "balance of power" between the employer and the employee to a model where instead of workers trying to fit into a box called a "job", organizations will need to tailor work around the curated skillset of a worker" (Gomez et al., 2019, p.18).

To support the hypothesis that there is a need and want for a different type of structure and offering of work within Generation Z, there will be a primary study conducted. For this study, Generation Z will be defined as those born between 1997 and 2012. The primary research will be conducted to determine the desires of Generation Z that will bring satisfaction in the workplace. The population in the research will be students and recent graduates from a small mid-western university. The sample will encompass both current university students and recent graduates with a variety of majors and who have graduated within the past two years. The purpose of this study is to measure Generation Z's attitudes towards work and the workplace. The sampling frame will be completed through the use of a multiple-choice questionnaire survey, issued through Qualtrics and emailed to participants for completion. The survey instruments will consist of established measurement tools designed to measure the levels of various variables; work-life balance, work style, organizational commitment, and need for achievement. The quantitative tools will consist of questions utilizing Likert-based scales; Organizational Commitment Scale, Work-Life Balance Scale, and Need for Achievement Scale.
The goal of using the multiple-choice Likert scale is to obtain specific information and narrow the desired value for research and create similar meanings and themes.

The data collected will be analyzed to understand what Generation Z is seeking in the workforce and if there is a disconnect between their actual desires and what the workforce is currently offering. These findings will then be used to also compare what the secondary research suggests around a need for changes in the future of work. Additionally, this research will extend existing and current research that has been conducted regarding what the future of the work may look like and what Generation Z is wanting to experience to have a fulfilling life and job. The information delineated in the literature and study will help businesses understand how they can pivot to reflect the needs of the future workforce.

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A QUANTITATIVE ANALYSIS OF CONSUMER

PERCEPTION OF ENVIRONMENTAL IMPACT OF THE FAST

FASHION INDUSTRY IN MEXICO AND THE USA

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EXTENDED ABSTRACT

The global environmental crisis that we are currently facing is due to a wide range of environmental problems that have emerged. Those problems include pollution of air, land and water going through excessive deforestation, industrialization and overfilling landfills which emit CO2 and add to greenhouse gas emissions are all topmost causes of environmental issues. The clothing industry has been a considerably large industry impacting these specific issues, being one of the top industries contributing to climate change. The current fast fashion system uses high volumes of non-renewable resources while also putting too much pressure on valuable renewable ones, like water.

The UN forum has proved that the Fashion Industry is an environmental emergency, as it is the world's second biggest user of water and produces 20 percent of global waste. Additionally, the industry emits 10 percent of the global carbon emissions, which is more than international flights and maritime shipping and produces 21 billion tons of waste each year. In addition to the valuable resources that are threatened by this industry, the garment industry has proved to be one with awful working conditions. The textile industry is a majority of which are women workers, with the bare minimum wage in dehumanizing and unsafe environment-sweatshops (UNECE, 2018). The production of most of these corporations occur in third world-developing countries in which the minimum wage does not attain necessities for living.

In 1998, a survey study of 486 college students in two developed and two developing countries was undertaken to find out whether patterns of consumer demand have a universal basis. In this case respondents came from the U.S., New Zealand, Greece and India and results appeared to be more relevant to the first two countries than to the other two. This research considers how globalization has made the decision-making profiles of consumers in four diverse countries and how has this shaped the different consumer perspectives based on their cultural background (Lysonski, 1996),

An additional study validated the Consumer Styles of Inventory for consumer decision making styles. The Consumer Styles is one of the most widely used Instruments to classify consumers by their decision-making styles. This study reinforces the idea that there are changes in consumption culture attributable to the coexistence of global and local consumer culture (Eom et al. 2020). Regarding the study mentioned above, this article validates the importance of the exploration of different groups of consumers within and between cultures to validate the psychometric properties of the instruments and to create profiles of consumer decision making styles.

The case study that will be conducted will be based on the two studies mentioned above, attempting to further the knowledge of cultural differences in consumption. This research will reveal relevant data about how cultural backgrounds have direct relation to green purchasing behavior in the fashion clothing sector. The purpose of this study will be to examine how 30 college students in two different countries (Mexico and United States) address the environmental issue in their shopping behaviors. This is intended to lead to the understanding of cultural surroundings while also considering other personal variables that could be impactful in the different consumer types, for example: gender, political spectrum, area of study or employment status.

The importance of this study lies under the idea that college students are the main target of fast fashion, while also the future leaders of the globe taking high responsibility in the years to come which are going to be crucial to the environment. Understanding their awareness of the environmental impact and what factors are of main importance to this specific group could be of importance when addressing the issue and imposing different restrictions to the clothing corporations.

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IT'S A NEW WORLD: HOW GENERATION Z VIEWS

INVESTING AND THE FINANCIAL MARKETS

Robin Thomala, Morningside University

EXTENDED ABSTRACT

This study is about the influence that Generation Z has on the financial markets such as the stock- and cryptocurrency market, and how those young adults can be affected by investing their money that early in life. Many research studies have been published on generational differences on a variety of topics. However, one topic that has not been significantly studied is the difference between Generation Z versus the other generations in investing their money. This includes their willingness to invest money in traditional stocks and funds, but also newer financial products like cryptocurrencies. In addition, little research has been done to analyze Generation Z's financial interests including their desire to invest at a young age, the level of risk they are willing to take, and how corporate social responsibility influences the way they look at stocks.

The average rate of return on a single dollar in the stock market during multiple decades is superior to the average rate of return during just a couple of years. The possibility to make money in the stock market is most rewarding for young people. However, the biggest percentage investing in stocks are older generations. This paper will analyze the benefits and disadvantages of the stock market when Gen Z starts investing. Also, it will discuss the psychological advantages for young adults who get involved in the market early, beyond the goal of making money. Therefore, the following research questions will be investigated:

RQ1: What influence does Generation Z have on the performance of financial markets?

RQ2: What factors are motivating Generation Z to become involved in financial planning decisions?

RQ3 - What are the psychological factors affecting Generation Z's behavior when considering investing?

For the sake of analyzing Generation Z's behavior at the stock market, it is essential to look at the general characteristics of this new generation. With the help of Dangmei and Singh's study, we can see that the new generation of young adults that are entering the workforce now are very different compared to any of the older generations, which is why businesses and employers have to educate themselves about the values and standards of the so-called Generation Z. According to Dangmei and Singh, gen Z is "the most ethnically diverse and technologically sophisticated generation" (Dangmei & Singh, 2016). This means that they are valuing the aspect of diversity and being invested with the environment, and since they grew up using the newest technology and the internet, they are more technically adverse than the other generations. Another important factor of Dangmei and Singh's research is that they are calling gen Z a "Do-It-Yourself Generation" (Dangmei & Singh, 2016).

Using this information together with the results of Bunting's study, the potential of Gen Zers through investing in different areas of the market is undeniable. Bunting looked at the investment behavior of young adults with consideration for CSR and CSI, the impact of social media sentiment, the missing experience this generation has in the area of trading stocks at the market, and other significant influences, like the emotional influence on trades.

Gutierrez showed in his survey, that Generation Z is the generation with the lowest percentile of people that are investing their money in the stock market right now, with a percentage of only 36%. In comparison to that, millennials have 45%, Gen Xers 50%, and Baby Boomers 52% of their population invested in the stock market. Also, Gutierrez points out, a huge difference especially between the older generations and Generation Z and millennials are the brokerage platforms they are using. Investors over 40 years of age like to use Fidelity, while investors under 40 years of age like to use Robinhood. Additionally, the interest in cryptocurrency is higher for the younger investors, as they have a higher percentage of usage for one of the biggest cryptocurrency brokerages, called Coinbase.

Even though Gen Zers are the generation with the lowest percentage of actual investors, the interest in investing is very high. 46% of the teenagers in the survey said they are interested in trading stocks. Fittingly with the low percentage of investors, the average money which investors from Generation Z have invested in the stock market is the lowest amount compared to all of the other generations. While 59% of the silent generation has over $100,000 in stocks and 31% even have investments worth over $500,000, Generation Z investing power is comparingly low, with 75% of investors having an amount of under $10,000 and 52% even have invested less than $1000 in the stock market. The findings of this survey show how much Generation Z will still impact the stock market, as they are just entering it.

In this study, I will use these results together with the outcome of Gutierrez's survey about investing in the different generations and connect them to answer my research question above. I will also make use of primary research to find out more about the interest of generation Z in investing their money in stocks and cryptocurrencies. I will use these results to compare how they differ from other generations and answer my research questions about the impact Generation Z might have on the financial markets in the future.

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DELIVERING ONLINE CLASSES:

AN EXAMINATION OF STUDENT EXPECTATIONS

ACROSS BUSINESS DISCIPLINES

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EXTENDED ABSTRACT

In March of 2020, during the COVID 19 pandemic lockdowns, institutions of higher learning were forced into a reactive mode for the delivery of remote content with limited time to plan and implement (Liguori and Winkler 2020). This period of rapid change to remote delivery and the unexpectedly long duration of pandemic related restrictions has altered expectations and outcomes in ways that may have long term consequences.

As colleges and universities implemented a transition to remote teaching, it became clear that some faculty members were better prepared for the conversion that others. Even though the US Department of Education has documented growth in online course delivery, they reported that the growth has not been equally allocated across disciplines (US Department of Education 2019). Additionally, prior to the pandemic, a disproportionately large percentage of students taught online were in classes provided by for-profit universities in exclusively online degree programs (US Department of Education 2019). This disparity in levels of preparation across faculty members was justification for a fast and structured approach of relying on standardized, *one size fits all* practices (Albers et al 2021).

The pandemic left colleges and universities with limited time and resources to provide training and guidelines for their faculty through the migration from face-to-faces classes to online. Not surprisingly, choices where influenced by the immediate availability of skills, tools, and resources (Basilaia and Kvavadze 2020). An inevitable result was the reliance on "best practices" for online course delivery. It appears that many of the reported best practices for online delivery relied heavily on recommended best practices for traditional classroom-based delivery (Chickering and Gamson 1987). Furthermore, these approaches to teaching were primarily developed in disciplines other than business (Albers, Wren, and Knotts 2021). One study, which included a review of more than 100 websites, found a lack of discipline specific recommendations and "best practices" that were generally lacking a foundation of rigorous empirical research (Albers et al 2021). The standardized approach to delivering online content relies on an implicit assumption that delivery methods are equally applicable across all disciplines and content areas. This assumption may not be valid. It is possible that students in different disciplines might have different needs and respond better to different online teaching approaches.

The purpose of this study was to compare student responses to techniques used in online course formats across several business disciplines. The data for this study were collected using an online survey of a panel of current students and recent graduates. All respondent included in this survey had taken at least one online college class. The respondents consisted of 152 students in

business fields of study, such as accounting, finance, decision sciences, marketing and management. The findings from this study indicate that students from different business disciplines desire different approaches to online course delivery. The discipline of the course might influence students' receptiveness to various approaches, assignments, and communication methods utilized for providing online content. The results of this study indicate that students in various business content areas predictably favor some content delivery approaches over others. The results of this study support customizing online courses based on discipline.

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THE PSYCHOLOGICAL IMPACT OF USING INFLUENCERS AS

BRAND AMBASSADORS

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EXTENDED ABSTRACT

A key opportunity in marketing is the growth of social media. The world will have more than 3.02 billion social media users worldwide by the end of 2021 and influencer marketing is already a multi-billion dollars industry that psychologically impacts direct and indirect consumer purchasing behavior. When people associate a brand with a famous face they like, they have a stronger connection with the brand. Therefore, because of the historic growth in social media influencers, this research will conduct an analysis on how influencer marketing works in a consumer's mind taking a psychological approach. To achieve this, a literature review will be conducted as well as primary research by surveying college students and analyzing their preferences by gender and influencer attractiveness.

The world of advertising is changing as consumers are becoming more immune to traditional promotions. According to a study by Szikszai-Németh (2020), Online opinion leaders may appear accessible in the eyes of followers, and associating a brand with a positively evaluated opinion leader can result in a positive attitude toward the brand. In addition, using their own channels, influencers often give the impression that they have a personal rather than a professional relationship with the products or services they promote. Therefore, when influencers make branded posts, consumers experience difficulties in making accurate distinctions whether the influencer makes a personal recommendation or a promotion. However, such a distinction is crucial because recommendations by consumers are perceived as a trustworthy source of information and valued stronger than company communication. Influencers also affect the unconscious brand choices made by consumers. While consumer choice research has dedicated considerable research attention to aspects of choice that are deliberative and conscious, only limited attention has been paid to aspects of choice that occur outside of conscious awareness. According to the Non-Conscious Influences on Consumer Choice article on Marketing Letters, research suggests that consumer choice is a mix of conscious and nonconscious influences, and the degree to which nonconscious influences affect choice is much greater than many choice researchers believe. The Influencers have been shown to affect consumer lifestyles for the role they have in their decision process. (Fitzsimons, Hutchinson, Williams, 2002)

Finally, influencers can affect a brand's purchase intention. A study from the Journal of Promotion Management identifies the effect of various attributes of social media influencers on their credibility and eventually on purchase intention of consumers in Delhi NCR, India. The findings reveal that trustworthiness, information quality and entertainment value have significant direct effects on the credibility of influencers as well as significant indirect effects on the purchase intention of consumers. Also, the purchase intention of consumers is directly affected by an influencer's trustworthiness and credibility. (Khan, 2020).

The Cons of Hitching A Brand To A Celebrity Influencer - Addressing The Challenges

With the many advantages to using influencers as brand ambassadors, it is no wonder so many companies have begun using them. However, there are a number of cautions brands should address. An article in the NZ Business + Management journal, talks about the product through the celebrity's identity sometimes harms the brand's identity while misplacing the objective of the brand. The paper found a number of negatives that can result from the use of influencers, including the projected increase in advertising spending on influencer marketing and the risks of having influencer get into illicit or into social controversies that go against the company values and objectives. This can quickly result in rejection from their audience and trouble for the company. (Conway, 2019). A primary research study will be conducted in February, 2022 with students attending a small mid-western university. A convenience sample will be used by asking professors in a variety of courses to ask their students to take the survey. T-tests will be conducted to determine any differences in either brand perceptions or purchasing behaviors by gender or type of influencer followed.

This research would help marketers interested in using influencer marketing determine the types of influencers most effective to college students. It will also determine if the type of influencer and gender play a role in the effectiveness of influencer marketing. This is important because using brand ambassadors can change the way consumers perceive a brand or a product. Therefore, understanding not just the role they play but also the psychological impact they have on consumers' purchasing decision process is necessary for innovative and current in time marketing strategies and strategists.

Influencer Marketing is opening a new door for strategists to innovate with their plans and campaigns. Marketers should understand the psychological impacts of influencer marketing beyond just using a pretty face or celebrity. The world of business is evolving fast so being up to date with the marketing strategies that are being used right now will benefit a company profit. To reach the younger target market, companies should consider using a brand ambassador/influencer.

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THE EFFECTS OF NIKE'S SOCIAL JUSTICE POSITION ON

CONSUMER'S BRAND IMAGE AND BEHAVIOR

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EXTENDED ABSTRACT

Corporate Social responsibility (CSR) is an important aspect of many companies. The importance of it has been increasing to an extent in which corporations are now obligated to act socially responsible if they want to have a good reputation amongst their customers. CSR has many definitions, however, for the purpose of this research it will be described as operating a business in a manner that meets or exceeds the ethical, legal, commercial, and public expectations that society has of a business (Dodd, 2010). This research will illustrate how a company's support for social justice movements affects the attitudes and customer behavior of their target audience. The outcome of this research will help businesses understand how CSR, in particular standing for social issues, affects the purchasing behavior of customers in the Midwest which will aid them to make better decisions in the future.

Nike will be the company that will be analyzed for the purpose of this research. This company has a long history of standing for several social justice movements. In 1988, Nike released their first advertising campaign that promoted social justice. In this case, they were addressing ageism by featuring eighty years old (Tyler, 2018). From that point on, they have stood against issues such as HIV, gender, and more recently, racial issues. Due to the large amount of social justice movements Nike has been vocally supporting throughout the years, this study will only focus on racial equality issues, in particular, Nike's support for Black Lives Matter (BLM), Hispanic Awareness and Asian communities.

Past research has proven a positive relationship between CSR and purchase intentions of customers (Dodd, 2010). This research will add to the literature by analyzing whether or not this change in behavior varies depending on the demographics of a particular buyer. In addition, this study will provide information regarding the financial implications of a firm standing for social movements. This will be done by looking at how the brand is affected financially, if in any way, when supporting a social justice movement.

In order to determine whether or not Nike's finances have been affected by their support of these social movements, their reports will be analyzed. This will include balance sheets as well as other financial reports used to measure profitability.

This research includes a survey conducted in order to gather information from different generations, gender, races, and political party affiliations to determine whether or not the perception of Nike varies depending on a customer's demographics. In addition, the survey will illustrate whether or not respondents take into consideration Nike's stands for social justice movements when purchasing Nike's products. The survey will be conducted with a sample of students and faculty members of a small midwestern university.

This research aims to further the literature of corporate social responsibility. It will help businesses understand if standing for social movements affects purchase intentions of their customers, if in any way. In addition, the survey will help identify which segments of the target market are most interested in social justice. This information could potentially help businesses in deciding whether or not to stand for social issues depending on their specific target markets.

Corporate Social Responsibility has become necessary for companies to convince their customers they are acting in an ethical way. Customers are increasingly expecting businesses, especially big corporations, to give back to the community, showing they care about the environment, and supporting justice. Knowing how customers react to this support will benefit businesses to develop corporate socially responsible strategies.

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A QUALITATIVE ANALYSIS OF THE SOCIAL MEDIA

REVOLUTION ON THE PERFORMANCE OF SMALL

BUSINESSES

Shelain Lewis, Morningside University

EXTENDED ABSTRACT

Over the past two decades, social media has become more prominent in society and has become a tool many businesses use for marketing. Large firms have taken advantage of social media marketing and all its benefits, while small businesses have had a harder time adopting effective social media marketing. There is a limited amount of research about how small businesses use social media, and much of it is outdated. This study will determine how limited resources can influence the effectiveness of social media within small businesses, by reviewing how small businesses use social media. The outcome of this study will help businesses understand more about social media and how they can use social media marketing effectively.

According to Cole et al. (2017), "While megabrands spend millions of dollars on advertising, small businesses often view advertising as an expense rather than a means of generating revenue. Small service business owners are often skeptical of the value of digital marketing and social media" (p. 203). Because of limited resources many small businesses may not have thought about the importance of basic social media marketing. It is easy to post on social media, but it takes a great deal of work and time to craft social media to target the right customers and generate business from it. Small businesses that take the time to do the basic elements of social media marketing tend to be more effective at advertising and satisfied with their social media presence (Cole et al., 2017).

For the purpose of this study a small business is referred to as a business with less than 50 employees. The social media apps that will be reviewed include Facebook, Instagram, Youtube, Tik Tok, and Twitter. These apps were chosen because they are popular and each app targets a different demographic group of people.

According to a 2017 study by Bressler et al. that surveyed 828 small businesses, it was found that 37.6 percent did not use social media. There are many reasons why this percentage was so high including constraints of time, money, and expertise. Typically, small businesses only have a few people to work the operations, managing, marketing, finance, and human resources (Bressler et al., 2017). They concluded that small businesses could benefit from adopting social media marketing and it can be more cost effective than traditional marketing.

An additional study was conducted to examine the relationship between small businesses and social media (He et al., 2015). This study interviewed 27 small businesses and found that some small businesses haven't adopted social media because of limitations such as knowledge, time, and money. The businesses that had social media used it for CRM or for promoting products and

services. This study was focused on Facebook because it was the primary social media app used by businesses.

A qualitative research study with 30 different small businesses in the upper midwest in a variety of different categories of products and services will be conducted using a convenience sample. Interviews will be conducted with four small businesses to help develop a questionnaire that will be sent to the remaining 26 businesses. Some questions that will be discussed include:

- Has the small business adopted social media? For what purpose?
- What social media platforms are used for the business?
- Has the small business seen an increase in business or benefits because of social media?
- How much time is spent on social media for the business on a typical day? Are they satisfied with that amount of time?
- What issues have gotten in the way of running the businesses social media effectively? (time, resources, etc.)

These questions will help understand how small businesses use social media and how it has affected their business performance. The businesses will be split into categories based on their level of social media usage and then analyzed. This research will help determine if there are any trends emerging within the small businesses regarding the effectiveness or limitations they are faced with when dealing with social media.

This study could change small businesses perceptions on social media marketing. Social media among small businesses has not been the focus in many studies because they do not have the resources that large businesses have to allocate towards marketing. This study will present new updated information about social media in small businesses in the upper midwest. This study is unique because it is focused on a range of apps and will identify if limitations are affecting the effectiveness of social media in small businesses.

Social media is a great opportunity for small businesses to generate more customers and profits, but they can face limitations as well. Limited resources can make many social media marketing for small businesses ineffective. While any amount of social media presence can help with business, perhaps small businesses are not generating as many customers as they could be from their social media. This study will provide insights about small businesses' outlook and usage of social media in their day-to-day operations.

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SERVICES, TOURISM AND HOSPITALITY MARKETING

A FRAMEWORK FOR DEFINING AND CONCEPTUALIZING

STRUCTURED EXPERIENCES

Gary D. Ellis, Texas A&M University and AgriLife Research
Patti Freeman, Brigham Young University
Jingxian Jiang, Texas A&M University

EXTENDED ABSTRACT

With the growth of the experience economy, organizations in myriad industries are increasingly viewing themselves as experience providers. Marketing professionals in those organizations are challenged to find ways to differentiate products and services based on different experiences their organizations provide. The Utah ski industry, for example, has unique experience opportunities for visitors to different resorts. On the east side of the Wasatch Mountains, resorts not only provide world-class ski opportunities, but also embrace all-inclusive experiences including local dining, entertainment, and shopping opportunities in the adjoining Park City community. In contrast, resorts on the west side are more distantly located from dining and entertainment opportunities, and thus have a much more limited experiencescape of onsite activity options. Those resorts primarily focus on providing quality experiences for day users.

Market researchers need to understand more than the activity options that comprise experiencescapes. Product design and promotion can precede most effectively if services are designed to enhance targeted subjective experiences of visitors (i.e., states of motivation, interest, emotion, intention). Following publication of Pine and Gilmore's *The Experience Economy* in 1999, researchers have made substantial progress in the past two decades toward understanding these subjective experiences. Among many advancements, that research has revealed the importance of distinguishing between concepts that were previously ambiguous in meaning. Pine and Gilmore, for example, distinguished between absorption experiences and immersion experiences, proposing a typology of four subjective experience realms: educational, entertainment, escape, and esthetic. Each realm is a unique combination of the subjective experiences of two dimensions, absorption-immersion, and active-passive. An educational subjective experience, for example, is a characterized by absorption and active participation.

Yet little agreement exists on how "experience" ought to be defined. Many types of subjective experiences have been proposed, such as engagement, flow, deep experience, deep play, peek-end experience, delight, and the feeling of being transported to a different place and time. Yet, managers and

marketing professionals in the leisure and tourism industries continue to define experiences as observable activity, such as skiing, hiking, dining, and camping, with no consideration of the accompanying subjective experiences. As experience research progresses, the need for definitional clarity of experiences intensifies. The progress of a science of experience demands precise definitions of key concepts and quality techniques for measuring those concepts. The purpose of this paper is to propose a definition and framework for behavioral science understanding of experiences. The framework is constructed from three well-established psychological constructs and processes: sensation, perception, and motivation.

Defining Experiences

A definition of experience reflecting well-founded concepts and processes from psychology is,

Experience is a process through which sensations are perceived (selected, organized, and interpreted) and motivation to initiate, persist, redirect, or withdraw is heightened.

Concepts and processes central to this definition are a) sensations, b) perception, and c) motivation. Sensations are responses sensory receptors make to stimuli. Receptors in the outer layers of our skin, for example, may detect a light cool breeze contacting our cheek, or the scent of a flower may be received by our olfactory receptors. Perception is comprised of three sub-processes that serve as the initial reaction to those stimuli: selection, organization, and interpretation. In the case of our aromatic flower, we may choose to attend to the stimulus (selection), associate the aroma with previous experiences with flowers (organize), and make a judgement, such as "what a wonderful surprise from my spouse!" (interpretation). Experience culminates in an energized state of motivation (an inclination toward action), serving to initiate, sustain, redirect, or terminate an action. It is pivotal to note that "motivation" refers to an energized, agentic state, distinct from "motives," which are reasons people use to explain their behavior and choices they make (Reeve, 2018).

Businesses in the leisure and tourism industries, though, are implicitly or explicitly charged with *structuring* experiences. Their challenge is to provide the stimuli for participants' sensory receptors. Thus, a definition of a structured experience is needed:

A structured experience is a process through which a provider selects and deploys sensory stimuli inviting participants to perceive (select, organize, and interpret) the opportunity to initiate, persist, or redirect their engagement in a story, their immersion in a performance, or their absorption in the sensory stimuli.

Engagement, immersion, and absorption elements of this definition corresponds to modes of perception identified by Bartley (1980): meditative (engagement), motoric (immersion), and appreciative (absorption).

Engagement, immersion, and absorption experiences may be structured by designing the sensory stimuli to which participants are exposed during an activity. Well-established theories inform providers' decisions of what stimuli to provide or withhold in the activity environment. Csikszentmihalyi's (1975) renowned "flow" theory, for example, suggests providers organize performance stimuli such that challenges are commensurate with skill levels, external distractions are minimized, and self-relevance is emphasized. Optimal arousal theory (Ellis, 1973) informs experience providers to focus on novelty, complexity, and incongruity of an activity context.

Models of experience could be formulated around sensation, perception, and motivation from flow theory, arousal theory, or any other theory of experience. We choose to illustrate application of these concepts using our theory of structured experience (Figure 1). In 2019, Ellis, Freeman, Jamal, and Jiang introduced the theory of structured experience (TSE) to provide a strategy for structuring leisure and tourist experiences. TSE is informed by the work of Maslow (1954, 1962), Koch (1951, 1956), Neulinger (1974), Ellis (1973), Tinsley and Tinsley (1986), Csikszentmihalyi (1975, 1988, 1990), Kahneman (2011), and Pine and Gilmore (1999, 2011).

TSE encourages leisure and tourism experience providers to attend to stimuli pertaining to three types of motivational states: engagement, immersion, and absorption. Engagement experiences are motivational states people have when following a story or an unfolding narrative. Examples include watching movies and attending theatrical performances, lectures, and sporting events. Immersion is a motivational state people may have when participating in activities requiring performance of physical action. Participants negotiate constant demands for action and reaction during activities tend to produce immersion states of motivation. Examples are participation in competitions, performing arts, noncompetitive sports, and creative arts. Absorption experiences are motivational states people have when involved in activities appealing strongly to one or more of the senses. Sunbathing at a beach, visiting a flower garden, viewing landscapes, walking for pleasure, and listening to instrumental music tend to yield absorption states of motivation.

Figure 1 provides a framework into which virtually any model of experience might fit. We propose that the left side of the model is applicable to any conceptualization of structured experiences. That part of the model describes fundamental processes of sensation and perception, and it also includes concepts and processes accepted to be central to all leisure experiences: intrinsic motivation and perceived freedom (Ellis et al., 2019). We also propose that co-creation is an essential component of any experience model. Participants actively choose how to engage or disengage with leisure and tourism activities.

The right side of the model will vary according to the conceptualization of experience. Our version illustrating the theory of structured experience provides one solution to the challenge of defining experience. Models representing any conceptualization could substitute. Other approaches are, of course, possible and equally valid. The popular flow model, for example, may include a diagram representing different subjective experiences resulting from combinations of challenge-skill match and self-affirmation. Thus, this general framework supports an emerging science of experiences. As the science of experience grows scholars must be more precise and molecular of our understanding of sensation, perception, and motivational states targeted by experience industry providers.

This perception-based conceptualization of experience has direct application in marketing. Beyond the activities in the experiencescape, marketers need to help design experience products with carefully targeted sensations that facilitate intrinsic motivation and perceived freedom and encourage visitors to co-create. In addition, our model suggests that marketers consider mechanisms unique to the specific experience model they choose. For example, those that use TSE might focus on coherent stories in engagement activities, commensurate challenges and skills in performance activities, and communicative separation in sensory activities, along with theming, multi-sensory appeal, and personalization of point-of-service interactions. Methodologically, our adoption of perception-based conceptualization of experience suggests using a perception theory-based measurement, magnitude scaling. Magnitude scaling relates the magnitude of sensory information (e.g., length of lines, lumens of light, magnitude of numbers) to the strength of attitudes,

opinions, and other social phenomena we want to measure (e.g., Lodge, 1981). It has been shown to provide more effective and efficient measures of experiences. A perception model of experience thus avoids cumbersome, multiple item measures based on true score theory (e.g., Nunnally, 1978) and is advantageous to both researchers and marketing professionals.

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A Framework for Conceptualizing Structured Experiences
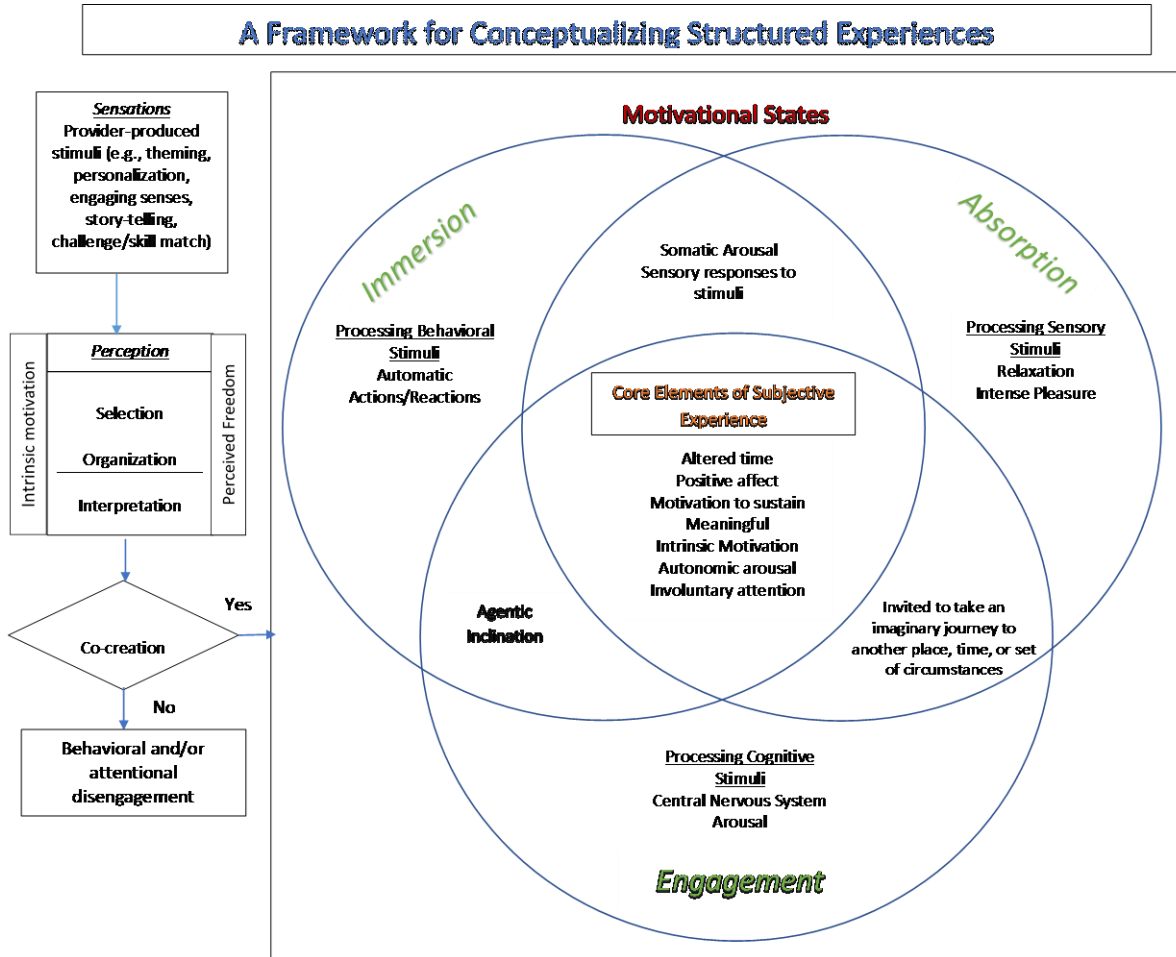
SPECIAL SESSIONS, PANEL DISCUSSIONS, WORKSHOPS, AND POSTERS

DESINGNING AND MANAGING AN OMNI-CHANNEL GUEST EXPERIENCE: LESSONS FROM ONE ASIAN AIRLINE

Jeff Christensen, Brigham Young University-Hawaii

This case study will examine one Asian airline's efforts to rebound from the consequences of poor guest experiences by identifying industry best practices, not just in the airline industry but across multiple sectors of hospitality and tourism. The author will share the case study's methodologies and outcomes, as well as his interpretation of the results. He will also explain how this case study has been successfully adapted as a multi-week, experiential learning project for students at a multi-cultural university.

This hands-on learning experience will benefit educators, students, and industry professionals alike by (a) helping them understand the complexities of the guest experience while (b) educating them on ways to ensure omni-channel success, as measured against nine guest experience best practices.

Attendees will learn how to identify and benchmark against true competitors in the travel & hospitality industry. They will also learn the nine best practices that all exceptional experience-oriented travel & hospitality companies have in common. Further, this case study will deepen the attendees' understanding of the experience economy while providing the background needed to develop immersive and engaging customer and student experiences.

METHODS FOR TEACHING AND SCALING UP SOCIAL RESPONSIBILITY/COMMUNITY ENGAGEMENT PROJECTS

Julie Haworth, University of Texas at Dallas
Rita Egeland, University of Texas at Dallas
Daniel Rajaratnam, University of Texas at Dallas

Description: UT Dallas implemented a 100-Hour Community Engagement/Community Service requirement in fall 2018 for all undergraduate business (including marketing students). One way for students to obtain these hours are for them to complete marketing projects for nonprofit organizations in their classes, log in community service in a system or take a Social Impact Marketing course. In 2020, 263 marketing majors worked nearly 17,000 hours on marketing projects for our community which equated to an economic value of $476,000 (at the average volunteer hourly rate of $28.54). This is particularly important because our students enjoy and learn from these service-learning projects while contributing to the economic engine for the region. In this panel discussion, our panelists will explain how we incorporated these projects in our classes and curriculum to scale up to accommodate a program of over 550 students with all graduating with 100 hours of community engagement experience. Specifically, we will look at ways to incorporate community engagement hours in course assignments, course descriptions, curriculum and social impact marketing and capstone courses. We will also look at sourcing projects and using project proposal portals and project management systems. Case Studies will be presented to illustrate these topics.

Speakers:

Rita Egeland, Capstone Instructor, UT Dallas

Julie Haworth, Social Impact Marketing Instructor and Undergraduate Marketing Program Director, UT Dallas

Daniel Rajaratnam, Market Research Instructor, UT Dallas

Learning objectives & Deliverables:

Deliverables: Participants will walk away with the following:

1. Ideas for incorporating community engagement into courses, course descriptions and curriculum
2. Understanding how to source and implement capstone projects and project management systems
3. Understanding how to incorporate community engagement activities in already-existing projects

Duration: 90 minutes.

Possible Agenda –

First 15 minutes: Introductions and Stats

Next 30: Scaling Up Strategies

> Julie: Incorporating CE Hours in course descriptions, Social Impact Marketing class and Reflection Assignments for the Community Engagement Projects

> Rita: Capstone format, Project Proposal Portal UTDSolv Program and use of Project Management Systems

> Daniel: Incorporating Projects in an already-existing assignment

Next 30 Minutes: Case Studies

> Julie: The Eagles Path and working with Native Businesses with Yselta Del Sur Pueblo

> Rita: The impact of projects – The case of the DFW AMA Collegiate Marketer of the Year project

> Dan: Market Research Case – Richardson Animal Shelter

Final 15 minutes: Questions, Comments and other Great Ideas for Community Engagement Projects

Format: Panelists will follow the above outline

Brief Description of Workshop of content: In this workshop, participants will learn how to teach and scale up social responsibility/community engagement into courses, course descriptions and curriculum requirements. In addition, participants will understand how to source and implement projects as well as how to utilize project management systems for social responsibility/community engagement projects. Bring your questions and examples and be ready to learn how to take your community engagement projects to the next level as we discuss how to scale up your efforts.

GOOGLE ADS CERTIFICATION: MORE THAN A RESUME

BUILDER

Scott D. Roberts, The University of the Incarnate Word

ABSTRACT

This presentation will discuss how a professor incorporates Google Ads certification into both his undergraduate and graduate digital marketing courses. Included will be a peek into how students are introduced to the content, how they are given small "pushes" to get them started and to keep them motivated, and how grading of the certification takes place. This is followed by how students are informed of the value of the certification, versus other, more generic resume "lines."

AUTHOR'S DIGITAL MARKETING BACKGROUND

I have been professionally teaching marketing at accredited universities full time for 35 years. Over that time period I have had to reinvent myself as a scholar-teacher from being a consumer behavior specialist (too crowded to teach the classes I wanted) into being an international marketing specialist, a long journey that began partially in 1991 and continues through this day. As the Internet arrived on my office machine in the mid-1990s, it became clear to me that "traditional" marketing would be completely upended by this new technology is myriad was. In 2007 I joined a program that delivered BBAs and MBAs with concentrations in digital media management and market. This meant trying to adapt traditional marketing knowledge from the popular textbooks of the time into valuable insights about how all things digital were affecting marketing.

Nearly 15 years on, I still find it difficult to find consistently good materials/content for digital marketing classes. In the meantime, I have written cases about digital marketing and consumers (Gay and Roberts, 2006; Roberts and Rains, 2017; Roberts, 2021), theoretical pieces to fill gaps in traditional marketing texts and how deans can modify toward digital things in their curriculum delivery (Roberts, Rains, and Perry 2012; Roberts, Porter, and Burr, 2012; Roberts and Micken 2015; Micken, Roberts, and Oliver 2020). All this is not to say that I am an expert in digital marketing, but I have now dedicated nearly 15 years in cumulative pursuit of that expertise.

GOOGLE ADS CERTIFICATION: THE PROCESS

A. Incorporating Google Ads Certification into Marketing Courses

I was essentially the "digital marketing" faculty for all of a digital media management program's courses from 2007-2011. I have taught an undergraduate course called "Internet Marketing" at my current institution since 2012 and since 2016, the MBA elective "Digital Media for Marketing. I have struggled since the beginning with finding suitable textbooks to
assign to my digital marketing students. Amazon searches will bring up hundreds of self-published "how-to" digital marketing books which are not academic in style or depth or credibility. With the shift in the textbook industrial complex there have been a few credible stabs at organizing digital marketing into a serviceable form for students (publisher Stukent and Dr. Debra Zahay-Blatz's

coauthorship on later editions of Mary Lou Roberts' *Internet Marketing* – Cengage - stand out here). I have been steadily building out the courses I'm teaching with Harvard cases and gradually outgrowing or leaving behind the frustrations of textbooks altogether. Into that packet of content, I have added Google Ads certification as a requirement, in order to give students an understanding of SEO/search and keywords.

CNBC reported that in 2020, Google Search accounted for 57% of parent company's total revenue and 71% of Google's total revenue, at $104 billion (Graham and Elias 2021). Students are referred to the latest number regarding Google's dominance in digital advertising. The certification requirement started out as an alternative assignment to writing an academic paper about the digital marketing of a "digital" company. Early on the certification was called Google AdWords and it cost as much as $100 to certify. The process had lots of restrictions, such as wait times to retake the tests, etc., but things have become "free-to-plat" over the last few years and the online tutorial materials have become voluminous. Students are now told that they may write a paper only as an accommodation – one blind student, for example, could not fully access tutorial materials using screen reading software. Another exception is if the student is already currently certified (certification lasts one year), I allow them to certify in Facebook advertising or Google Analytics or Twitter Flight School instead.

B. Introducing students to Google Ads content

I will focus on the undergraduate class for expediency and clarity. In that class, we have frequently used a Harvard case about a Cambridge, Massachusetts, USA-based company called Big Skinny (Edelman and Kominers 2011). The entrepreneur sells wallets at street fairs and is trying to adapt to sell the products online. The case presents a list of dozens of keywords used in a trial campaign, giving data about their effectiveness (how many exposures, clicks, conversions, along with average prices for those clicks). Students analyze the case and post a 500-600 word blog about their recommended actions before arriving to class (flipped classroom). In class, we then focus on the keywords and talk about how this is related to the marketing (sales) funnel, an imperfect but highly intuitive visual representation of the consumer decision path (Yurchenko and Ugolnikova 2021).

From there we go to Google's Keyword Planner tool (https://ads.google.com/aw/keywordplanner/home) and experiment live with search words to see how popular they are and how much they generally cost. This shows them how being very specific can help (or not), whether it is smart to buy your own brand name in search (sometimes), and how hard it can be to make real marketing decisions when you are busy running a business.

C. Providing Stepping Stones to Get Students Started and to Keep Them Motivated

I do not actually teach or tutor students directly as to how to get certified. Since I teach the class in spring semester, I tell them not to start working on their certification until after Spring Break. As the class gets toward the end, the assignment deadline begins to loom. I schedule several "workshop" days, generally about a week apart, in which I give them a simple assignment – such as "take the first step toward your certification and send write 2-3 pages (or post 400-600 words, to which I provide feedback) about your progress." First steps might be going in and looking around at the Google Ads site (https://skillshop.exceedlms.com/student/catalog/list?category_ids=53-google-ads) or taking a sample exam to get familiar with both the format and the content or watching a few videos and seeing how long the process might take. Other first steps might include choosing

among the options for certification – one must do two certifications from the following: Search, Measurement, Video, Shopping, and Apps.

Again, I do not teach the actual nuts and bolts of the various assessments. The philosophy behind this approach is that I am demonstrating to them that they themselves can do online certifications as an ongoing professional development activity. Other certifications common in my school involve advanced Excel (MIS and Accounting majors), Tableau (Finance) and students are guided through but not explicitly taught.

As to motivation, the good students quickly realize that this is something they can do quickly if they are diligent early on. Once they are certified, they are essentially done with the class except for a few last sessions. If they certify early, they no longer have to do the intermediary workshop assignments. The final motivator is to remind them that this certification, while not particularly difficult, is nonetheless rare and has value as a useful line on their resume – where they used to put Microsoft Office proficiency as a skill, they now have immediately deployable skills related to digital marketing.

D. Assessing Google Ads Certification in an Academic Gradebook

The certification process ends up taking the average student about 5-6 total hours and the impact on their final grade is about 10%. Students who get both certifications get 100% on that part of the assignment (their workshop reports and short presentations account for a small portion of the total 10%). If students are not successful on one or both of the certifications, they get a grade that is proportionate to their combined score on the two assessments. The certification is their final exam assignment – they must show proof of certification by the date and time of the final. They might have accomplished this week in advanced, though some students do not get this realization early on and straggle across the finish line at the last moment.

E.   Informing Students of the Extrinsic Value of the Certification

Over time I have run across my graduates out in the community. It never fails to come up when we talk that they have been very grateful to have the certification and that many have kept the current and used them in their employment and their entrepreneurial endeavors. Students also tell me that the certification has strong meaning when added to their resumes. It often opens a marketing job door because it feels contemporary and useful to employers seeking marketing talent. I assure students at the end of the process that they now know more than 99% of the world about how Google advertising works. If nothing else, they are now better informed as consumers, but on the upside, they are able to use this knowledge and these developing skills to help their internship sponsors or employers. It's all about jobs at this stage of their life.

CONCLUSION/DISCUSSION

This paper and its conference presentation were created to chronicle one approach to having students certify with content related to purchasing, creating, and placing digital ads. There are surely other approaches. There is not claim made here that this is the best way, but I would certainly defend the approach as one that is workable, is not too taxing on the professor or the students, and which has resulted in positive outcomes in the short and long term for my hundreds of graduates.

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WHY BOTHER WITH THE LIBERAL ARTS?

Matthew Vollrath, Ohio Wesleyan University
Dan Mertens, Jascksonville State University
Robert Lloyd , Fort Hays State University
Marlon Ware , Azusa Pacific University
Daniel Thoman, George Mason

Title: Why Bother with the Liberal Arts?

Featuring panelists:

- Robert Lloyd
- Dan Mertens
- Matt Vollrath
- Marlon Ware

Overview and Significance of Topic

Why bother with the liberal arts? Business programs can sometimes feel like an awkward fit on a campus that emphasizes the liberal arts. Faculty in non-business disciplines may view business programs as "off mission," while business faculty at all types of institutions may feel pressure to make their classes intensely practical and relevant to industry. Beyond campus, the concept of a liberal arts education is viewed with confusion and may fail to resonate with prospective students, especially at a time when many are questioning the value of a college degree. Putting the term itself aside, this panel will consider how a deliberate effort to integrate other disciplines into business curriculum could result in business programs that are more effective, engaging, relevant, and central to the academic life of any campus.

Learning Objectives

- Audience members can articulate why an emphasis on the liberal arts within business programs could help those programs better achieve their existing objectives.
- Audience members can give specific examples of how a liberal arts mindset can be applied to create effective, engaging and relevant assignments within business courses.
- Audience members can articulate why a business program is a natural and necessary component of liberal arts education.

Format

An outline of the proposed panel format is presented below. The format is flexible and can be adapted to fit a range of time slots.

- Introduction of topic and panelists
- Conversation starters: Each panelist introduces how and why their work integrates business and the liberal arts and draws connections to the panel's learning objectives. This portion is

intended to offer practical examples of integration and how it adds value to both business programs and institutions more broadly. Examples of possible topics include identifying common denominators between disciplines to inform course design, using a "frame" of a different discipline to stimulate conversation and critical thinking, leveraging entrepreneurship as a context for cross-discipline collaboration, and considering how non-business disciplines can help develop soft-skills that contribute to success in business.

- Questions from audience groups: The audience is asked to break into small groups of three to four people who are sitting next to each other. Each group is tasked with one of the following prompts:
  - Imagine that you are a group of professors teaching in the humanities. What are two specific concerns you have about the business program's role on campus? Please frame these concerns as questions that can be posed to the panel.
  - Imagine that you are a group of professors teaching in the business program. What are two specific concerns you have about encouraging the business program to emphasize the liberal arts? Please frame these concerns as questions that can be posed to the panel.
  - Imagine that you are a group of students in the business program. What are two specific concerns you have about being in a business program that emphasizes the liberal arts? Please frame these concerns as questions that can be posed to the panel.
- Questions from small groups. Groups representing each "scenario" are asked to pose questions to the panel. The moderator will allow two questions representing each scenario.
- Return to audience groups. Each group reconvenes and this time drafts a concise "rebuttal" to their imagined foil from the first exercise. These are submitted via an easy to access mobile friendly form to the panel.
- Open Q & A: The moderator invites questions from the audience, limiting to about three.
- Conclusion: The moderator highlights select group responses, briefly summarizes the session, and draws the panel to a close.

Panelists

- Dr. Robert Lloyd (ralloyd@fhsu.edu) is an associate professor in the Department of Management at Fort Hays State University. In addition to teaching management courses, he has led students on travel courses to the Caribbean, South America, and Europe. He serves as the lead consultant for the Management Development Center and regularly provides guest lectures at universities around the world. He serves as the faculty advisor for SHRM, Mortar Board, and Tigers in Service, as well as the director for Master programs in Human Resource Management (HRM) and Human Resource Information Systems (HRIS). Much of his research focuses on innovative teaching methods and how business curriculum integrates with other disciplines.

- Dr. Matt Vollrath (mdvollra@owu.edu) is an Assistant Professor of Business Administration at Ohio Wesleyan University. He joined the faculty in 2017 after more than a decade of work in marketing and communications roles. Matt planned and led Ohio Wesleyan's 2021 Sagan National Colloquium, a marquee semester long speaking series that explores a topic of national significance. The 2021 theme was "the integration of the liberal arts and business." This experience sent Matt in new research and teaching directions, digging deeper into the possibilities of teaching business with an integrated approach.

- Dr. Dan Mertens (dmertens@jsu.edu) is a Professor of Management in the College of Business and Industry at Jacksonville State University. Dr. Mertens was awarded a Ph.D. in Management, a Master of Business Administration degree with emphases in Marketing and Entrepreneurship, and a Bachelor of Arts degree in Economics. Prior to his graduate study, Dr. Mertens held careers as a commercial broker and corporate banker. Throughout his academic career, Dr. Mertens has taught a variety of business classes at the Undergraduate, MBA, Doctoral, and Executive levels. He has taught at several U.S. and international universities, winning multiple teaching awards at four different institutions. He has co-directed the university strategic plan and redeveloped the entire MBA program as program director. Much of his effort has been to integrate business programs with other university programs and colleges. Dr. Mertens has led numerous student research trips to European and Asian destinations. Dr. Mertens has numerous publications on assorted management topics and presented numerous scholarly lectures in the U.S and Europe.

- Dr. Marlon Ware (mware@apu.edu) is an Assistant Professor and Director of Regional Campuses for the School of Business and Management at Azusa Pacific University. He also teaches for the University of California Riverside, Extension serving a robust international student population. Dr. Ware teaches business and management courses to traditional undergraduate and graduate and working adults. He is a retired United States Marine Officer who has attained ample business experience working in government and civilian sectors. Dr. Ware currently serves on several academic councils to include the General Education Curriculum Committee, Professional Studies Council and a strategic plan execution team. His research interests include management and entrepreneurship.