



# **The 43rd Annual Marketing Educators' Association Conference 2019 Annual Conference Proceedings**



## **EDITORS**

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## **PREFACE**

This volume contains the proceedings of the 43rd Annual Conference of the Marketing Educators' Association (MEA) held at Cambry Hotel, Phoenix, AZ, April 4-6, 2019. The conference theme, Enhancing the Practice and Scholarship of Marketing Education, reflects the association's commitment to facing the challenges of new generations of students and ever-changing technology in continuing to provide the most effective marketing education possible. It also suggests career opportunities for marketing educators. Embracing new learning styles, new technologies, and incorporating new methods in our classrooms transform these challenges into great opportunities. The topics discussed provide a vast and exciting array of methods designed with these

challenges and opportunities in mind. These conference proceedings include competitive papers/abstracts, position papers, and special session proposals. Each competitive paper was double-blind reviewed and authors provided a full paper or an abstract for publication.

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

- AACSB and Pedagogical Marketing
- Performance Assessment
- Art of Storytelling an Authentic Brand
- Louis Vuitton at Yale
- Enhancing Student Creativity
- Experiential Learning
- Social Media Marketing
- Learning from Marketing History
- Graduate/MBA Marketing Education
- Learning Multicultural Marketing
- Marketing Certifications
- Service Learning
- Student Preparation
- Cannabis Marketing
- Data Visualization
- Improving Creative Journaling
- Marketing Technology Workshops
- Learning Visual Analysis
- Virtual Reality in the Classroom
- Sales Education and Salesforce.com
- International Marketing Education
- Using Reality TV in the Classroom
- Native Filmmaking in Advertising
- Teaching Business Ethics

- Teaching Research Skills
- Teaching Tourism Marketing
- Trends and challenges industry 4.0
- Recruiting for Sales Programs

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

## **ACKNOWLEDGMENTS**

The Marketing Educators' Association (MEA) conference and these proceedings would not be possible without the voluntary efforts of many people. We would like to thank the authors who submitted manuscripts for review and the reviewers who lent their expertise and their time by providing thoughtful feedback. Additionally, we would like to thank the volunteers serving as session chairs at the MEA 2019 conference.

Special acknowledgment goes to our President, Dr. Mindy Welch, who coordinated and organized the 2019 43rd Marketing Educators' Association Conference. Thank you again for leading MEA this year!

Thank you to President Elect, Dr. Sarah Fischbach whose has been a conduit for the papers that the great marketing educators of MEA have submitted to this conference. The 2020 MEA Conference will be held at the Renaissance Hotel in downtown Seattle Washington April 2-4, 2020. The next person to be in the officer's track will be Darrin C. Duber-Smith, Metropolitan State University of Denver. We look forward to welcoming his Rocky Mountain Perceptive to the MEA Conference.

We thank Dr. Trumpy for his continued support as MEA Secretary and Treasurer. Dr. Robert Trumpy began served as our indispensable "CFO and Operations Manager." He will be replaced this year by Dr Suzanne Connor at Georgia Southwestern State University and Dr. Rex Moody at Angelo State University of Texas Tech. They will be our careful and intelligent workers to help keep the organization financially and operationally robust.

Thank you to Dr. Barbara L. Gross for your leadership as the for MEA Board Chair. We are very excited for our new leadership under Dr. Brian Jorgensen at Westminster College and look forward to his board leadership.

Our Immediate Past President, Dr. Chrisann Merriman was there for us throughout the year as an advisor and mentor. Thank you to Dr. Chrisann Merriman for continue to build relationships with our sponsors.

Dr. David S. Ackerman has continued to help keep MEA strong through his marketing communications and promotions efforts. Webmaster Dr. Lars Perner, along with Rachel White, continues to maintain and enhance our professional online presence.

Thank you to our reviewers for the competitive papers.

- Adam Mills
- Amy Parsons
- April Schofield
- Dalila Salazar
- Donna Green
- Elvis Ochoa
- Gary Karns
- Henry Tran
- Jennifer Zarzosa
- Kalyani Menon
- Mindy Welch
- Minna-Maarit Jaskari
- Nicole Vowles
- Rex Moody
- Roger Smith
- Sarah Fischbach
- Sean Keyani
- Susan Cadwallader
- Takisha Toler
- Theresa Conley
- Vladimir Pashkevich

## Competitive Paper Winner(s)

### **2019 MEA Best Competitive Conference Paper Award.**

Christopher T Kondo, Olga Di Franco, Susan Cadwallader, California State University, Fullerton  
"REVISITING..."MARKETING: THE "REBOUND" MAJOR"

### **2019 MEA Competitive Conference Paper First Runner-up:**

David Ackerman, Qin Sun, California State University, Northridge  
"Why Did My Classmate Get a Better Grade than me, it's not fair!" The Impact of Relative Deprivation on Student Reaction to Grades

### **2019 MEA Competitive Conference Paper Second Runner-up:**

Gema Vinuales, Gauri Kulkarni, Towson University  
Student Perceptions of Quantitative Marketing Courses

## Competitive Papers

**Title: Revisiting Marketing: The "Rebound" Major**

**Author(s):** *Christopher T Kondo (California State Fullerton)\* (ckondo@fullerton.edu); Olga Di Franco (California State Fullerton); Susan Cadwallader (California State Fullerton)*

### **Purpose of the Study:**

Following up on the findings of our qualitative study presented at the Marketing Educators' Association 2018 Conference, this follow-up study sought to provide further, quantifiable, insights on how, when, and why undergraduate marketing majors select their major. Also, the nature of our sample and analysis allowed us to compare findings across different business majors.

### **Method/Design and Sample:**

Undergraduate students in three sections of Principles of Marketing at a large state university located on the West Coast of California were given an assignment to complete an online (SurveyMonkey) survey which asked a number of questions about their chosen major and how they selected it. The total number of participants was 246. The survey included questions about when the student selected his/her major, how many other major(s) s/he had pursued beforehand, and the degree to which certain factors listed were influential in the decision.

At the university which served as the context of this study, Principles of Marketing is a required course for all undergraduate business students and, therefore, students from all the different business majors responded to our survey. Hence, this follow up study allowed us to quantitatively evaluate our key findings from our qualitative study across different business majors.

### **Results:**

In general, our quantitative survey-based research confirmed our findings about marketing majors, but we also found that other majors share certain characteristics. For example, this study confirmed that marketing majors tend to pick marketing relatively late in their studies, while on the “rebound” from another area. However, this was also the case for finance. Why? We suggest that it is because students do not tend to be exposed to marketing or finance earlier in their home environment prior to their college experience, at least for our student population. Also, we confirmed that marketing students tend to choose the major because of the opportunity to be creative and work with people. However, this was also the case for some of the other majors, entrepreneurship in particular. Also, this study validated our finding that marketing students often chose marketing because they perceive it to be less quantitative. Once again, students who chose entrepreneurship also place a significant weight on this factor.

### **Value to Marketing Education:**

We believe that the findings of this study would be useful for faculty or counselors who might be discussing potential majors with students.

### **References available upon request**

**Title:** The Effectiveness of Technology Usage and Psychological Aspects toward Online Learning

**Author(s):** *Christina Chung (Ramapo College of NJ)\* (cchung1@ramapo.edu); Emi Moriuchi (Rochester Institute of Technology)*

This study examines factors that affect students’ online learning by focusing on technical perceptions (attitude toward online learning) and psychological perceptions (motivation). The Self-Determinant Theory and the Technology Acceptance Model (TAM) were adopted for theoretical foundation. Data were collected from 197 college students. From a psychological perspective, the findings explain that learning competence (psychological needs) affects identified regulation (extrinsic motivation) and intrinsic motivation. From a technological perspective, perceived ease of use is affected by competence, but perceived usefulness is not related to competence. On the other hand, perceived ease of use and perceived usefulness are strongly related to attitude toward online learning. Based on the results, higher education administrators may wish to consider the user experience of a particular online learning system as well as students’ motivations to partake in online courses to enhance their knowledge about a specific discipline.

### **References available upon request**

**Title:** Quantity is Better than Quality: Improving Creativity through Journaling

**Author(s):** Jane Machin (Radford University)\* (jmachin@radford.edu)

**Purpose of the Study:**

The goals of this study are twofold: to empirically examine whether journaling can improve creativity and to identify grading approaches that minimize the faculty burden and remove grading subjectivity.

**Method/Design and Sample**

Over the course of one semester students in an introductory marketing class reflected on their personal perceptions of course material and attempted to relate it to real world applications. Three different forms of journal grading were examined. The first was a *traditional written rubric* that described performance expectations for various components, such as content, idea development, application and introspection. The second was a *pictorial rubric* that showed examples of completed journal pages for different performance levels. For the third format, the grade depended solely on the total *number of pages* completed. The greatest improvement in creative ability was hypothesized to occur in this last condition. Focusing on quantity, not quality, was hypothesized to reduce grading subjectivity and encourage more frequent entries, giving students more opportunities to practice skills that support creativity, while easing their fear of judgment. To examine improvement in creative performance, the Figural Torrance® Test of Creative Thinking (TTCT) was used. The test comprises three exercises to assess creativity characteristics and is published in two versions, allowing for pre- and post-testing. The test was administered during regular class time near the beginning and at the end of the semester. Upon completion the tests were sent to Scholastic Testing Services (STS) for scoring. Analyses were conducted on a composite creativity index score (CI) which summarizes 18 creativity characteristics (Kim 2006).

**Results:**

There were no statistical differences between the three conditions for age ( $p > .25$ ), academic year ( $p > 0.58$ ), gender ( $p > .87$ ) or GPA ( $p > 0.39$ ). There were also no differences in the baseline TTCT CI scores ( $p > 0.90$ ). Instructions given to students in condition 3 to focus on quantity were followed satisfactorily: ANOVA with the three levels of grading condition (written rubric, pictorial rubric or quantity) as the independent variable and quantity of pages completed as the dependent variable revealed a significant difference ( $F(65,2)=26.76$ ,  $p < .0001$ ) such that students in the quantity condition completed more pages ( $M^{\text{quantity}}=60.04$  (3.19)) than students in the other two conditions ( $M^{\text{written}}=30.88$  (3.79);  $M^{\text{pictorial}}=30.03$  (3.26)).

Repeated measures ANOVA with grading condition as the between subjects independent variable and the pre and post-TTCT CI scores (Time 1 and Time 2) as the within subjects factor reveals a significant main effect ( $F(65,1)=38.56$ ,  $p < .0001$ ) such that the post CI scores were higher for all class sections ( $m^{\text{pre}} = 113.7$  (13.76);  $m^{\text{post}} = 123.91$  (14.87)). More importantly, the interaction between the pre-post scores and grading condition was significant ( $F(65,2) = 3.47$ ,

p=.037) indicating that the *change in creative ability between the two times depended on the manner in which the students believed the journal would be graded*. As predicted, students in the quantity condition achieved a significantly higher post TTCT CI increase compared to the other two grading conditions ( $F(65,1) = 4.93, p < 0.023$ ; see Figure 1). Mediation analyses find that the number of pages written mediates the relationship between grading condition and TTCT CI score: students who were in the quantity condition journaled more which led to higher TTCT CI scores.

### **Value to Marketing Education:**

The need to creatively solve problems transcends professions and academic disciplines. This research examines the use of journaling to improve creativity. Findings support the value of journaling, especially when the quantity, not quality, of journal writing determines the grade. Grading on quantity reduces subjectivity inherent in typical journal evaluation and encourages more frequent entries, giving students more opportunities to practice skills that support creativity while easing their fear of judgment. Simplifying the grading of journals to counting pages also benefitted the instructor which may encourage the adoption of journaling in classes where previously the grading burden may have proved prohibitive.

### **References available upon request**

**Title:** Educating Marketing Students about the UN Sustainable Development Goals

**Author(s):** Gary Karns (Seattle Pacific University)\* ([gakarns@spu.edu](mailto:gakarns@spu.edu)); Randy Beavers (Seattle Pacific University); Vicki Eveland (Seattle Pacific University)

This paper discusses embedding the UN's Sustainable Development Goals (SDG's) in marketing education. We face many challenges as a global society including climate change, resource depletion, air, water, and soil quality, diminishing biodiversity, poverty, armed conflict, marginalization of persons, and more. In 2015, the United Nations General Assembly launched the Sustainable Development Goals (SDG's) and set forth an ambitious agenda to address global sustainability issues. In June 2016, Secretary General Ban Ki-moon and six marketing and advertising companies launched the 'Common Ground' Initiative (Jones et al., 2018; <http://globalcommonground.com/>).

Integrating the SDG's into the curriculum develops business leaders with a heart for sustainability and has the potential to influence their consumption behavior. It will help our field be more relevant to Generation Z students who seek to buy from and work for businesses that represent their progressive social views (Bealle, 2016). According to the Business & Sustainable Development Commission (2017), achieving the SDG's will lead to 380 million new jobs. It is further estimated that 600 million jobs will be needed in the next 15 years at current population growth rates. Specifically, the Commission's report notes that marketing can rouse customers to make sustainable choices fostering the creation of viable, sustainability-minded goods and services. Clearly, individuals knowledgeable in this area will be employable in the future.

## **Principles for Responsible Management Education (PRME)**

The UN has promoted university involvement with the SDG's through its Principles for Responsible Management Education (PRME) initiative ([www.unprme.org](http://www.unprme.org)). PRME schools follow the six PRME principles (<http://www.unprme.org/about-prme/the-six-principles.php>). PRME Champion schools provide thought/action leadership to the PRME initiative and work with other PRME signatories to achieve higher performance.

## **Embedding the SDG's in Marketing Education**

Marketing courses provide significant opportunities to integrate the SDG's. For example, sustainability can be included as an instance of cause marketing and aligning brands with customers' and stakeholders' green and other CSR/social justice preferences. Points of intersection of the SDG's with marketing include STP, product/service design, accessibility to the underserved/disadvantaged (i.e., price, distribution), and, identity and messaging (i.e., branding, promotion).

There is a need to continue building sustainability awareness; to build familiarity with the SDG's; to develop understanding of the triple-bottom line and methods for assessing impact; and to understand advocacy marketing. Developing empathy for those who are suffering ill effects is also extremely important (Lam, 2014).

## **Learning Approaches**

Ideally, teaching about sustainability should be “cross-disciplinary, broad in scope, grounded in a comprehensive set of questions about design, implementation, and outcomes; representative, engaging, and vivid; and inclusive of issues related to business success and/or failure” (Aragon-Correa et al., 2017). Readings, lectures, discussions, and guest speakers have been useful ways to develop awareness and comprehension of the SDG's (<http://www.unprme.org/resource-docs/SFBLStateofSustainabilityEducationOverview.pdf>).

Greenleaf Publishing (<https://www.routledge.com/collections/12202>), The Aspen Institute (<https://www.aspeninstitute.org/publications/>), and others have published numerous books and other materials exploring SDG related topics that could be used as texts/readings. Assignments that personalize the SDG's, reflection essays for example, have been used (<http://www.unprme.org/resource-docs/BrazilBestPracticesHandbook.pdf>; Kajzer et al., 2017) to reinforce and deepen learning. Similarly, films with reflection or analysis papers (Clemens & Hamakawa, 2016), case analyses, campaign projects, business plan competitions, service learning (Wilcox et al., 2015) or other experiential assignments engage students and deepen learning. The Copenhagen Business School provides a library of SDG related cases (<https://www.thecasecentre.org/educators/casemethod/resources/freecases/CBS&>). Practical experience and project-based learning have been effective in developing the problem-solving knowledge and skills needed to make progress in attaining the SDG's (<http://www.unprme.org/resource-docs/DevelopingTheGlobalLeaderOfTomorrowReport.pdf>).

## **Marketing & the SDG's at Our PRME Champion School**

Our business school develops leaders who will foster human flourishing through business and we are infusing the SDG's across our programs. We have offered cross-disciplinary sustainability and social enterprise undergraduate classes; sustainability and poverty reduction MBA classes; a

global development studies degree program; and a social venture business plan competition. We are happy to share the progress in our marketing curriculum, but admit that we have much work to do. Here are some specific ways in which we are incorporating sustainability, CSR, and SDG's in our marketing courses.

Every marketing class has some coverage of marketing ethics, Strategic CSR (Lantos, 2002) and shared value (Porter and Kramer, 2002; 2011). This reinforces the idea that CSR is central to core marketing strategies not merely window dressing. Early in the introductory marketing course exchange is presented as including a wider perspective of value and the societal marketing concept is introduced. This is a good introduction to the idea that the SDG's can be part of an organization's value proposition. Students work in small groups to select a target market and design a skin care product for example. Most target high-income women with anti-wrinkle creams. They are asked re- design it to addresses one or more SDG's.

Advanced marketing courses use social justice and service learning projects to integrate the SDGs. For example, in integrated marketing communication, the students develop an awareness and fund raising campaign to support the Bio-Scholars Program on campus, a diversity and inclusion project for minority students with interest in biological science. Marketing Management and Marketing Research projects address food security, sex trafficking, etc.

At the graduate level, the part-time MBA students address the SDG's through readings and cases. Useful case search terms are: marketing strategy; sustainability; social enterprise; and, socially responsible marketing.

### **Value to Marketing Education**

It is clear that the SDG's provide a framework for focusing our educational efforts in preparing students to respond to the many large challenges facing humanity. Job seekers need a holistic education and encouragement to serve the common good in order to provide for themselves and build a better future for generations to come. Marketing educators need to engage in this important conversation and more fully embed the knowledge and skills necessary to grapple with current and future challenges to our individual and collective well-being into marketing education.

### **References available upon request.**

**Title:** Summary of Research in Marketing Education Journals

**Author(s):** *Gregory S. Black (Metropolitan State University of Denver)\* (gblack4@msudenver.edu); Sally Baalbaki (Metropolitan State University of Denver); Nicole Vowles (Metropolitan State University of Denver)*

**Purpose of the Study:**

The purpose of this study is to catalog marketing education findings so that (1) instructors can leverage what has been learned and (2) researchers may identify gaps that lead to future research. In this study, research published in three primary marketing education journals is examined and findings are categorized and reviewed. Each of the three journals contain a few articles that are outside the scope of this study, such as review articles, editor's notes, etc. However, most articles in all three journals were relevant and are included in this research. From *Journal of Marketing Education* (JME), 909 relevant articles are included from the first issue in 1979 through the final issue published in 2017. From *Marketing Education Review* (MER), 884 relevant articles from the first issue in 1990 through the final issue published in 2017 are included. And from *Journal for Advancement of Marketing Education* (JAME), 165 articles from its inception through the final issue in 2017 are relevant and are included. Thus, a combined 1,958 articles from 225 journal issues are reviewed in this work.

### **Method/Design and Sample:**

Access to all issues of the three marketing education journals identified above was obtained through membership in the affiliated organizations and through a quality university library. Each relevant article in each issue was examined to decide the main topic or topics of the study, as well as the major findings. In addition, the authors and their institutions were recorded for further analysis of types of universities for analysis beyond this current paper.

### **Results:**

The authors identified 17 marketing research topics that have received research attention during the life of these three journals. The authors also examined the quantity and proportion of each topic that appeared in each journal and noted these differences. For example, the topic receiving the most attention in all three journals is course content, but the frequency of other topics in the three journals varies after course content research.

### **Value to Marketing Education:**

There are two reasons why this study is valuable to marketing education. First, instructors can leverage what has been learned in their classrooms. Second, researchers may identify gaps that lead to future research.

## **References available upon request**

**Title:** Learning Visual Analysis: A Qualitative Marketing Research Project

**Author(s):** *Rika Houston (California State University, Los Angeles)\* (hhousto@calstatela.edu); Shikha Upadhyaya (California State University, Los Angeles); Silvia L Martin (California State University)*

### **Purpose of the Study:**

Previous research has noted that the paucity of qualitative marketing research methodologies in marketing textbooks and pedagogy continues to persist despite the increasing application of such methods by corporations (Freeman and Spanjaard 2012, Houston 2014). And, in fact, when marketing textbooks do emphasize qualitative research methods, they tend to focus primarily on

focus groups and in-depth interviews rather than the entire gamut of qualitative research methods that could be applied in the marketing and consumer behavior context (Freeman and Spanjaard 2012). Fortunately, recent articles and research books on the growing importance of qualitative marketing research methodologies in the realm of marketing and marketing education offer the possibility of increased visibility and representation of such methodologies in future marketing textbooks and classrooms (Belk 2006, Belk et. al 2013, Brown et. al 2010, Freeman and Spanjaard 2012, Hunter-Jones 2012, Iqani and Schroeder 2016, Keegan 2009, Morgan and McCabe 2012, Schroeder 2002, Shin et. al 2014). In support of this noteworthy trend, we provide a brief overview of a new course on qualitative market research methods and walk through the process and application of a multi-step, visual analysis active learning project used within that course. In doing so, we hope to encourage further applications of such marketing pedagogies for teaching and learning visual analysis and other qualitative marketing research methods beyond focus groups and in-depth interviews.

### **Method/Design and Sample:**

Using critical visual analysis research in marketing and other disciplines; the following multi-step, active-learning project was developed as part of a visual analysis module in the above-described qualitative marketing research course (Barrett 2005; Borgerson and Schroeder 2002; Ozanne et. al 2013; Rose 2001; Schroeder 2002, 2006). To inspire a more critical visual analysis experience, the project involves a thematic approach that uses still photography in a transformative consumer research tradition (Ozanne et. al 2013, Petkus 2010). And, to make the learning experience more incremental, the project was introduced through a multi-step process as follows:

- Step 1: Online Priming Activity. During an asynchronous, online session, students are asked to read several articles and watch videos on the research method (visual analysis) and the transformative research topic (poverty).
- Step 2: Short Lecture & Interactive Large-Group Discussion. The second step in the project takes place the following week, but during a face-to-face, in-class session. This step begins with a short lecture on visual analysis, followed by an instructor-led interactive discussion that walks students through a series of progressive visual images displayed via a PowerPoint slide show. After all of the images are discussed openly, students are asked to integrate the meaning across all of the photos and explain how the entire process has enhanced their understanding of the visual images individually and as a collection. The final activity in Step 2 involves the large-group coding of a still photograph using a visual analysis coding sheet.
- Step 3: Small Group Active Learning Exercise. During the second half of the same face-to-face, in-class session; students are divided into their pre-established teams of 4-5 students each. Each team is provided a print copy of the identical still photograph/image and required to complete a visual analysis coding sheet on the image. Each team is then asked to complete the in-class exercise form for collection and grading purposes. The coding sheets should also be collected at the end of the class for documentation purposes.

· Step 4: Final Application: Team Project. For the final step in the visual analysis module, each team of students is required to conduct an original visual analysis project that involves data collection (still photographs), data analysis (using the visual analysis coding sheets), and open coding based upon grounded theory techniques they learned earlier during a qualitative data analysis module. The final deliverables are a print report and flash drive including a comprehensive visual analysis and interpretation of the images (using grounded theory), prints of the visual images, and all accompanying visual analysis worksheets.

### **Results:**

While the final products of this visual analysis project were impressive and effectively implemented for a first-time attempt on the part of the students involved, two key challenges emerged. First; since the preliminary priming (Step 1) takes place during an online session, many students chose to forego completing the session assignments in an attempt to “wing it” during the face-to-face session the following week. Another challenge takes place during Step 3 when students conduct the small group active learning exercise. When asked to describe the foreground, background, people, objects, and activities in the image; students often fail to provide enough detail.

### **Value to Marketing Education:**

In conclusion, the visual analysis project in the recently-launched qualitative marketing research course offers a promising opportunity for students to gain visual analysis skills that can be applied in the real world to help them dissect and understand important components of the marketplace such as corporate and brand identity (Borgerson and Schroeder 2002; Schroeder 2002, 2006). In the area of transformative consumer research (TCR), this project can also help students in the real world of social and policy changes by taking them into the field to capture visual images of pressing social issues and helping them to understand the complexities of such issues in a contextualized manner (Ozanne et. al 2013, Petkus 2010). With minor adjustments, this visual analysis project could also have applications in other courses such as consumer behavior, social marketing, advertising, and even international marketing. In the end, all marketing students can benefit from learning visual analysis and qualitative marketing research methodologies in an increasingly image-driven marketplace. And, it is our hope that the future will bring more marketing education scholarship and textbooks to support this effort.

### **References available upon request**

**Title:** When the Class is the Crowd: Capturing the Wisdom within a Mass Class to Increase Student Engagement and Creativity in Applied Problem-Solving Assignments

**Author(s):** *Jane E Machin (Radford University)\* (jmachin@radford.edu)*

### **Purpose of the Study**

To produce graduates who are more than walking dictionaries, we need applied assignments that demand creative solutions to ambiguous, unstructured problems. In large classes, however, the

workload to implement and grade such projects quickly becomes unfeasible. A common solution is to refashion an individual assignment into a group project (Tomcho and Foels 2012). When a group project is implemented out of convenience, rather than pedagogical best practice, however, learning effectiveness is debatable. Introducing group projects to better cope with the workload in a mass class is not only an ineffective solution, it misses an opportunity: rather than resisting the large number of students in a mass class, why not embrace them? Mass classes are, effectively, crowds. And outside of academia crowds are not evils endured because of resource limitations; they are valued as intelligent forces that can achieve positive societal change and business growth (Surowiecki 2005). Drawing on crowdsourcing best practice, this abstract reports on a project that replaced the *group project* with the *crowd project* in a mass class.

Crowdsourcing refers to any practice which involves distributing a project across a vast collection of users with different skills and abilities. While not restricted to web-based activities, improvements in technology have undeniably accelerated the use of crowdsourcing in recent years. When the term first appeared ten years ago in Wired magazine very few companies looked outside their own employees to creatively solve problems (Howe 2006). Today, however, most of the world's most valuable brands have adopted crowdsourcing practices (Roth 2015) primarily in the areas of product development, market research and marketing communications (Gatautis & Vitkauskaitė 2013). Crowdsourcing is not simply a buzzword in industry. It is a strategic model, proven to deliver solutions that are superior in quality and quantity to those that traditional forms of business can provide (Brabham 2011). The small body of research examining crowdsourcing within the classroom comprises two areas: (1) the crowdsourcing of educational content (e.g. Soleman Ariffin, Md Din, Md Anwar; Brainly; Sleeth-Keppler, 2014; Penciner 2015; Hills 2015) and (2) the crowdsourcing of assessment (Durverger and Steffes 2012). Neither of these applications operationalizes crowdsourcing the way it is typically used in industry. That is, the crowd is not being used to generate creative solutions to a specific business or social problem. In a *crowd project*, I propose all students work together to find *class level* solutions to real business problems. Through the wisdom of the crowd, I expect a greater quantity of more creative solutions will emerge compared to a *group project*, when individuals only collaborate with their immediate team members.

### **Method/Design and Sample**

The crowd project was introduced in an entry level business class with a total of 124 students. After a real-world client briefed students on a problem, the project progressed through three stages, broadly following IDEO's design thinking principles (Brown, 2008). In each stage, the students first worked individually and then shared their work with the crowd (i.e. the whole class). Classes in the week(s) prior to each stage taught the necessary skills to conduct the required activities. In stage one, the students each conducted a minimum of two interviews and two unstructured observations to better understand the problem. They analyzed their data to identify a minimum of three insights which they posted on virtual "sticky notes" on Stormboard, an online whiteboard site. Over 350 individual insights were posted. Students read peer insights and were required to comment on three. Stormboard provides reports in multiple formats that allowed for easy grading of both the insights and the peer feedback. In class students discussed their findings in small groups and the whole class. The instructor moderated the latter exercise, clustering recurring themes that emerged, ultimately yielding nine unique and robust consumer

insights. The second and third stages proceeded in a similar manner, focusing on ideation and prototyping respectively. During ideation all 124 students had to generate twenty ideas each and post their favorites on Stormboard. Peers voted on ideas they considered innovative and made suggestions to improve one or more ideas. The best ideas, as determined by the crowd, moved forward to prototyping and testing.

### **Results**

In this project, the class was the crowd. Students worked on each stage independently, which helped to limit social loafing and generated thousands of solutions – far more than in a typical group project. Sharing information prompted additional ideation and peer to peer learning while also allowing duplicate solutions to be culled. Since the students were not stuck in one group, there was no team member conflict. A semester end study found student perceptions of the project uniformly positive. Compared to a traditional group project, students believed the Crowd Project led to more creative, and more effective, solutions and found the exercise enjoyable, less competitive and more helpful. An unexpected professor benefit was that because each student got a clear sense of the quality of work across the class, grading complaints were reduced at the semester end. Anecdotal evidence indicates the students were particularly motivated by the peer voting and feedback loops.

### **Value to Marketing Education**

Drawing on industry crowdsourcing best practice, this teaching method replaces the *group project* with the *crowd project*. The crowd project is an assignment that embraces, rather than struggles against, the vast quantity of students in a mass class. Moving between individual and collaborative phases, the method captures the wisdom of the crowd while holding students accountable for their personal contribution. Certainly, replacing the group project with a crowd project will not work for all exercises. A large pool of contributors is necessary and strong classroom management skills are required to coordinate the information flow and help interpret the results. In many instances, though, the crowd project offers promising opportunities for marketing professors to increase student engagement and learning. It is time to use the intelligent forces of the mass class to our advantage.

**References available upon request.**

**Title:** Not Your Momma's Professionalism: Student Judgments of the Importance of Image- and Ethos-Related Professionalism Attributes/Behaviors to the Work Environment and Their Shift over Time

**Author(s):** Jennifer Bechkoff (San Jose State University)\* ([jennifer.bechkoff@sjsu.edu](mailto:jennifer.bechkoff@sjsu.edu))

### **Purpose of the Study:**

With Millennials and the iGeneration entering the workforce, who grew up with a larger technology-to-human interaction ratio than did Baby Boomers and Gen Xers, employers have noted a lack of professionalism with potential new hires. As such, business colleges around the

country have started adding Soft Skills courses to their undergraduate curriculum. But what professionalism attributes/behaviors should they teach?

Professionalism behaviors/attributes can be classified into two categories: Ethos and image. Ethos is internal; it is one's character, guiding beliefs, and ethical appeal. Image is an external demonstration, such as wearing appropriate business attire and giving a proper handshake. With the increase in technology usage comes a decrease in human interaction. As a result, it is hypothesized societal norms for professionalism are shifting away from image-related ones and more toward those that are ethos-related.

An exploratory study was conducted to determine which attributes/traits marketing students feel are most important for them to learn for workplace professionalism. And in order to determine perceived shifts in professionalism importance levels over time, students' perceptions of their parents'/guardians' judgments were ascertained to see whether there is a significant difference between them.

### **Method/Design and Sample**

Seventy-one undergraduate marketing students (29 male and 42 female) from a large California university were given a list of 51 professionalism behaviors/ attributes and asked to rate on a scale from 1(extremely unimportant) to 7(extremely important) their importance to professionalism in the workplace. They were also asked to rate how important they thought those particular professionalism attributes/behaviors were in the eyes of the parent/guardian who raised them. Several open-ended questions were asked to understand what professionalism means to the participants, how important it is, and whether it should be taught in college, as well as what they felt the main differences were between their own viewpoints and their perception of their parents' viewpoints. Gender, years of work experience, generation, and time spent living in the USA were also investigated as potential moderators.

### **Quantitative Results**

A paired t-test was conducted to compare mean differences between the levels of importance of 51 professionalism behaviors/attributes based on their own views and the views they believe their parents have. Results showed a significant difference between 28 pairs. Results reveal student participants believe all significantly different traits to be more important than they think their parents/guardians regard them, except for two: Tattoos/body piercings/body art and appropriate hair (head & facial). In the latter two cases, students perceive their parents to find those attributes more important in the workplace; this is likely due to societal norm fluctuation with regard to acceptable displays of personal expression. No significant differences were found between professionalism attributes/behaviors and gender, culture (e.g., time spent living in the USA), generation born (all respondents were either Millennials or iGeneration), or years of work experience.

Behaviors/attributes were sorted into ethos and image categories, 20 of which were ethos-related and 31 image-related. Of the top 10 important attributes/behaviors judged by students, 6 were ethos and 4 were image; surprisingly, of the top 10 by student perceptions of their parents' judgments, 8 were ethos and 2 were image. Similarly, of the bottom 10 (least important), 2 were

ethos-related as judged by the students, while none were ethos-related as judged by students' perception of their parents' judgements. Contrary to researcher hypothesis, data indicate students perceive ethos-related professionalism attributes/behaviors to have become slightly less important over time than image-related ones.

### **Qualitative Results**

Students generally find themselves to judge professionalism as more important than they believe their parents do. A respondent quotes confirms the quantitative findings.

- “My parents are more relaxed when it comes to professionalism and I am very strict with myself and very respectful to people...”
- “My parents don't really care much for professionalism now. Back then, they used to be teachers so they cared about being professional. I care more about being professional since I'm about to enter the workforce.”

Advancement in technology has had an effect on professionalism focus over the years. Millennials and the iGeneration are sensitive to professionalism in environments with non-human contact.

- “The main differences between my parent's views on professionalism and my own come along with the recent increase in technological communications and social media platforms since my parents began working in the late 70's. Our generation prioritizes online marketing tactics and a professional brand image on social media platforms in the current work environment.”

Although students find professionalism more important than they consider their parents to, they believe their parents are more heavily focused on image-related professionalism, despite the quantitative results revealing the contrary.

- “For my parents, [professionalism] is about how people dress (suit and tie) and how you act towards others. For me, it is about being responsible and ethical in the work that I do that will reflect how my colleagues in the workplace will see me.”
- “I think tattoos, piercings, dyed hair (red, blue, etc.) is perfectly fine in a workplace because it does not affect my work or anyone else's. My parents think the total opposite, ‘You cannot get a corporate job with tattoos!’”

### **Value to Marketing Education:**

The present study is exploratory in nature, adding data to discussions of which professionalism traits are perceived to be most important. Although this is from a student, not an employer perspective, the results found are still valuable. Current employers mostly consist of Baby Boomers and Gen Xers. What professionalism attributes they feel are important in the work place will be less significant as Millennials and iGen workers move up in the workforce and become the key decision-makers themselves. They will be the ones who develop the next societal shift in professional norms.

When asked, every participant believed professionalism should be taught in college. The list of what they perceive to be most important for professionalism in the work environment can be useful when designing the marketing education curriculum as student input is important for updates and changes for improvement (MacCallum & Casey, 2017). Class exercises and lectures

can be peppered via micro-insertions with content that helps students grow in these specific areas.

### **References available upon request**

**Title:** “Why Did My Classmate Get a Better Grade than me, it’s not fair!” The Impact of Relative Deprivation on Student Reaction to Grades

**Author(s):** *David Ackerman (California State University, Northridge)\* (david.s.ackerman@csun.edu); Qin Sun (California State University, Northridge)*

#### **Purpose of the Study:**

Student grade dissatisfaction is a common problem for marketing instructors. Students will sometimes complain even when their grades are fairly high. This research examines the possibility that these student reactions to grades may also be due in part to relative deprivation. Some part of student reaction to grades may be influenced by the context, what their classmates received. It is always frustrating for instructors when students compare grades. A “C” might be acceptable in some circumstances, but not if other classmates especially friends, received a higher grade. A student receiving the same grade as a friend, even an “A” or a “B,” may be upset if that student is perceived as not as bright or lazier. Maintaining privacy does not prevent such comparisons since students are quite willing to share grades with each other. This study intends to explore the impact of grade comparison on student reaction to grades and their perceived fairness of the instructor, as well as the moderating effect of self-efficacy.

#### **Method/Design and Sample:**

To examine the above research questions, a 4 (grade comparison) X 2 (self-efficacy) between-subjects study measured students’ reactions to a grade on a fictitious term paper in a hypothetical scenario when comparing to a friend’s grade. Data were collected from students in two marketing research course sections at a large public university in the southwestern United States (n=68). Students were informed that the study would help the instructor to improve instructional method and thanked for participating. Data were collected three to four weeks into the semester via an online survey. Students completed an online questionnaire containing closed-ended questions measuring their reactions to the grades, about their satisfaction with the grade and liking for the instructor, about their attributions, and about their emotions, all measured on seven-point Likert-like scales anchored by “strongly disagree” (1) and “strongly agree” (7). Existing scales were used to measure dependent variables such as satisfaction and instructor-related measures, as well as students’ self-efficacy regarding academic assignments.

#### **Results:**

Despite the preliminary nature of this study and the small sample size, results found that comparison of grades between students can affect student reactions. Specifically, respondents in the “lower grade than friend but higher overall B+ grade” perceived the instructor to be the fairest in grading, followed by those with the same grade as their friends. Respondents in the

“higher-grade than friend” condition perceived the instructor to be a little less fair, but still scored highly. By contrast, respondents in the “lower-grade than friend” condition perceived the instructor to be an unfair grader. Note that all of the respondents in all of the scenario conditions received exactly the same grade, a B.

Respondents felt the instructor had the best impression of them in the “lower grade than friend but higher overall B+ grade” condition. Respondents in the “same grade and higher grade than friend” conditions perceived the instructor to have not quite as good an impression of them, but it was still relatively good. Respondents in the “lower-grade than friends” condition perceived the instructor to have the worst impression of them, worse than those in the other conditions by a significant margin. Results also show that negative emotions such as longing and loss were felt the most in the “lower-grade than friend” condition.

ANCOVA results revealed that those respondents high in self-efficacy may be the ones to react most strongly to grade comparisons. For low self-esteem students, there were minor differences between the conditions for perceived fairness of the instructor. Perceived fairness was significantly lower in the “higher grade than friend” condition, but similar in the other conditions. By contrast, perceived fairness of the instructor is quite a bit lower in the same grade and lower grade conditions than in the “higher grade than friend” and “lower grade than friend but higher overall B+ grade” conditions.

#### **Value to Marketing Education:**

This study makes several theoretical contributions to the extant literature. First, this study provides empirical evidence and insights into how student grade comparison may be a major potential driver of student dissatisfaction with and complaints about unfair grading. Second, it fills a literature void in applying relative deprivation to examine the impact of student grade comparison on perception of grade fairness and the results confirm the differential impact of grade comparisons on student reactions such as perceived grade fairness. Third, grade comparisons were found to also influence student perception of instructor impressions of their performance as well as their emotions. Fourth, self-efficacy plays a significant moderating role in the relation between grade comparison and perceived grade fairness, as well perceived instructor impression of students. The findings provide fresh insights on potential actions instructors could use to handle student complaints about unfair grading.

#### **References available upon request.**

**Title:** Live Case Study Writing as a teaching method for experiential learning – Are master students able to master it?

**Author(s):** *Magali Dubosson (Hes-so - HEG Fribourg); Sabine Emad (HEG Geneva - HES-SO)\* (Sabine.emad@hesge.ch); Maryline Pasquier (HES-so - HEG Fribourg)*

**Purpose of the study:**

Teaching through case studies is widely used by marketing and strategy instructors as it is a form of action learning that develops students' hard and soft skills. However, case study writing has been far less used as a teaching method. This paper analyzes this teaching approach applied to a marketing course in a master program specialized in entrepreneurship. In this research, students were asked to write a case study based on a real life company facing a real life issue. They were also asked to prepare a teaching note to highlight the learning objective, suggest interesting questions to be asked during the case discussion, describe the issue and the lessons that can be learned from the case study. Data has been collected from the summative and formal evaluation communicated to the students at the end of the class. These evaluations are made of quantitative assessments, based on a 1 to 5 scale and of qualitative comments meant to be Argumentative.

This paper will start by reviewing the literature about the case study method and case study writing. Then, it will introduce our approach using case study writing as a teaching method in our entrepreneurship program. Finally, it will summarize the results of our quantitative and qualitative analysis, in order to discuss the difficulties faced by the students and the challenges that still need to be overcome.

### **Method / Design and Sample:**

The class "Case study writing" takes place at the 3rd semester (4-semester program) of an MSc in Entrepreneurship. It starts with a 3-hour session lecture and exercises about case study writing. Students have to work in groups of 3 and to choose a company which is an SME or a start-up operating in Switzerland and facing an internationalization issue. Two months into the course, the students have to make an intermediary presentation of the company, the issue and the focal point they chose to work on. A jury of 3 professors asks questions and gives tips about future directions of the work. Two months later, each group presents the final work and hands in a written case study, a teaching note and optionally, additional material (e.g. brochures, videos, samples,...).

The case study and the teaching note are assessed based on multiple criteria (see exhibit 1). The evaluation is based on a 1 to 5 scale. Comments are added when appropriate.

A total of 41 case studies was analyzed. They cover a whole range of industries (e.g. F&B, IT, consulting, e-commerce, measurement instruments, logistics,...). They were written between 2014 and 2018.

All the grades were computed in order to calculate averages and standard deviations, as well as median and quartiles.

The coding of the comments was conducted using Nvivo. Based on a set of labels that were extracted from the literature review as well as from the structure of the evaluation form

### **Results**

The research results suggest that although students struggled with some aspects of this exercise, they mostly handed out better case studies than teaching notes. They also found this exercise quite interesting, especially the connection between practice and theory that it provided.

The coaching job seems to be effective - with a good prior work of choice of business and issue by the students. This provides, in the end, case studies that can be seen as globally good. However, students struggled on the finalization, in particular regarding the lessons to be drawn from the use of their case study, the choice of a good theoretical framework and the preparation of a good teaching note.

When coding, it was not always easy for the researchers to link the codes that were essentially chosen based on the literature, with the comments of the evaluators. Based on the results obtained and analyzed, as well as on an experience of several years, it appears that it might be appropriate, at this stage, to adapt the evaluation grid accordingly.

In the revision of the grid we recommend distinguishing between satisfiers and dissatisfiers, to emphasize the criteria that, if not achieved, strongly undermine the value of the case study, as well as the criteria that merely bring a plus, a "nice to have".

### **Value to Marketing Education:**

This research shows that case study writing is an interesting approach for teaching marketing: The written report helps enhance logical structuring, written presentation as well as writing in a concise and factual way. The content in itself teaches interviewing skills as well as the ability to link interviewee statements to other sources. Case study writing also forces students to identify relevant issues facing the target company. Lastly, when students write the teaching note, they learn how to suggest theoretical frameworks to solve the issue at hand and to identify the lessons to be learned from the case.

A subsequent discussion with the students involved in these case study writings, showed that they found this exercise quite different from what they are used to do in other classes. They found the connection between theory and practice particularly interesting and recommended emphasizing this aspect during the lecture. They also said that this was a good preparation for their Master Thesis.

### **References available upon request.**

**Title:** The presence of gender biases in the wording of entry-level employment postings intended for recent college graduates

**Author(s):** *Julie B Nelsen (St. Catherine University)\*([jbnelsen@stkate.edu](mailto:jbnelsen@stkate.edu)); Mary Thomas (St. Catherine University); William Eisele (St. Catherine University)*

### **Abstract**

Recent college graduates eagerly seek to find their first professional roles. Frequently, they find entry-level opportunities in marketing, sales, management, or finance/accounting. What the content of these job postings convey to their target market directly influences who applies and ultimately who inhabits these organizational roles. The bias against women in entry-level sales

careers has detrimental consequences, not only for women but also for the success of organizations worldwide. The bias against men in entry-level marketing roles may also affect organizations long term, but research suggests men are less influenced than women by job descriptions. This study sought to explore gender bias in entry-level job advisements. Eighty online job advertisements posted within a two-week period in a major metropolitan area were put through an online gender word counter. Significant differences ( $p < 0.01$ ) between neutral verbiage and male/female bias were found in every category analyzed. Additional findings included sales job advertisements skewed toward men, potentially leading to the underrepresentation of women in sales, and marketing advertisements skewed toward women, potentially leading to the underrepresentation of men in marketing. Addressing these biases is crucial for further examination of gender inequality in the workplace, which affects men, women, and organizations as a whole.

## **Introduction**

Gender inequities and gender biases continue to persist. Despite years of recognizing its existence, gender bias continues to remain in media, marketing, and the classroom. While society as a whole may be gaining more awareness of the problem, and some progress has been made, gender bias still exists and more progress is necessary.

Recently, a university alumna sent a faculty member of her alma mater a job posting for an entry-level role within her company. Her intent was for the faculty to share the job posting with graduating students. The alumna enjoys working for her organization, and she thought others from her women's university would as well. After reviewing the job posting, the professor assessed and determined that it was doubtful any of the female students would consider the role, as there was a sense the job description had been written with language biased toward a male applicant. The faculty wondered how a female student from a women's university would view a role potentially designed for a man. The faculty embarked on further examination to determine if the gender wording in that particular employment advertisement was an isolated incident or a greater widespread issue.

A publicly accessible employment website, *Indeed.com*, was utilized to gather entry-level job postings in four primary business disciplines: marketing, finance/accounting, management, and sales. The entry-level positions were suitable for recent university undergraduates. The postings were then evaluated from a gender perspective by assessing the gender neutrality of words used based on the work of Friesen, Gaucher, and Kay (2011) (see Appendix A). Results indicated a mix of results from the various disciplines. However, none of the areas presented gender neutrality, meaning they were biased either toward men or toward women in the majority of the postings.

## **Literature Review**

### **Theory and Gender Bias**

According to Sidanius and Pratto (1999), Social Dominance Theory contends existing institutional-level mechanisms reinforce and perpetuate existing group-based inequalities. Social Dominance Theory explores the method by which consensually endorsed system-justifying

philosophies contribute to the stability of oppressive and hierarchically organized social relations among groups (Sidanius & Pratto, 2004). Taris and Bok (1998) examined to what degree male and female participants felt they possessed male and female characteristics. Results showed men were more confident about the degree to which they held both male and female characteristics than the women were. Additionally, when examining how the type of characteristics mentioned in advertisements influenced men's and women's judgments regarding their eligibility for and the attractiveness of a particular position, the men found all positions about equally attractive, whereas the women found male-oriented positions considerably less attractive (Taris & Bok, 1998).

### Gender Bias in Job Advertisements

Friesen et al. (2011) propose gendered wording (i.e., masculine- and feminine-themed words, such as those associated with gender stereotypes) exist as an institutional-level mechanism of maintaining gender inequality. Words such as *aggressive* and *dominate* are considered masculine-coded, and words such as *nurture* and *collaborate* are considered feminine-coded (Friesen et al., 2011). Based on a five-part study analysis, Friesen et al. (2011) found that gender wording present in job advertisements not only exists but also attributes to the continued underrepresentation of women in traditionally male-dominated fields. No difference in the presence of feminine wording (i.e., words associated with female stereotypes, such as support, understand, interpersonal) emerged across male- and female-dominated areas (Friesen et al., 2011). When job advertisements were constructed to include more masculine than feminine wording, participants perceived the role as having more men within the occupations while women found the jobs less appealing. Results also confirmed that perceptions of belongingness (but not perceived skills) mediated the effect of gendered wording on job appeal (Friesen et al., 2011).

Similarly, Born and Taris (2010) found female applicants were sensitive to the gender wording of employment advertisements and more likely to apply for jobs where the job profile listed feminine qualities. However, male applicants were indifferent to the gender wording of employment advertisements. Wille and Derous (2017) also found women job seekers were less attracted to job postings emphasizing masculine traits, and furthermore found messages conveyed in job advertisements about the organizations subtly influenced female job seekers' attitudes about both the job and the organization. Thus, organizations may increase the number of women applying for particular jobs by changing the wording of the advertisement (Born & Taris, 2010; Wille & Derous, 2017). In a cross-cultural European analysis, Hodel et al. (2017) found gender-skewed language in job advertisements was more likely to occur in countries with lower levels of gender equality, while less likely to occur in countries with higher levels of gender equality. Thus, Friesen et al. (2011) purport using gender wording of job advertisements as a variable could be useful to help social psychologists when studying the creation and reinforcement of social inequalities.

### Methodology and Analysis

Eighty online job advertisements posted within a two-week period in the metropolitan area were put through an online gender word counter (Matfield, 2018), developed in accordance with the findings of Friesen et al. (2011). The employment advertisements used met the following

criteria: (1) the position was intended for recent college graduates with a BA or BS degree in marketing, sales, management, or accounting/finance, (2) the position's listed qualifications would be met by our university undergraduates, and (3) the position was within the metropolitan area utilized in this study.

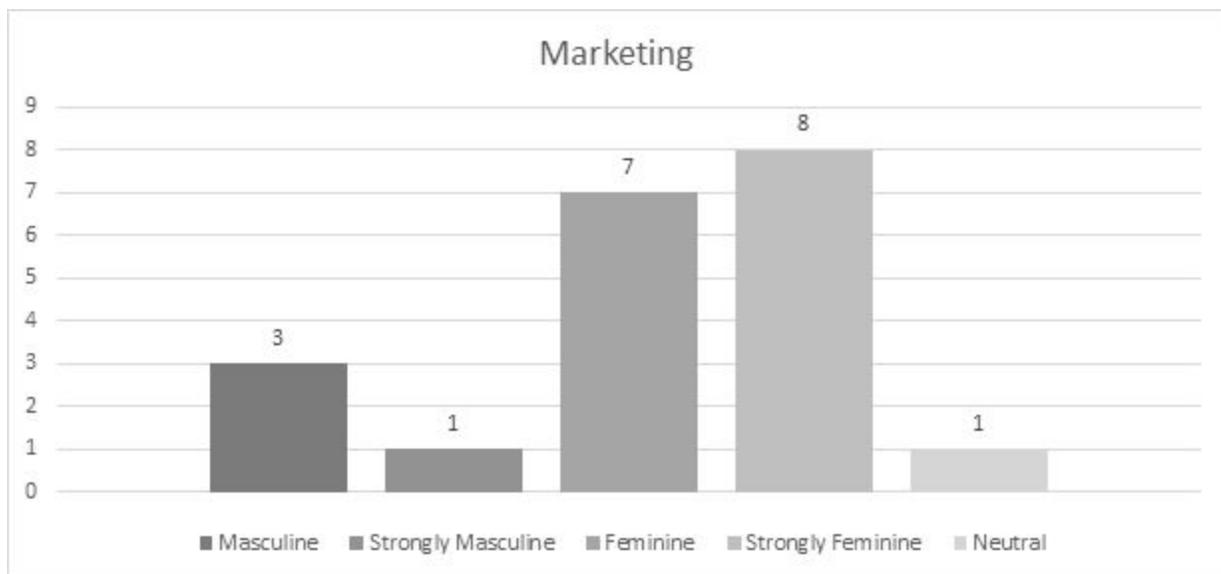
The postings were coded according to Friesen et al. (2001). The list of words and their category is listed in Appendix A. The words were coded as masculine, strongly masculine, feminine, strongly feminine, or neutral. For purposes of consistency, an online generator (<http://gender-decoder.katmatfield.com/>) developed based on the research of Friesen et al. (2011) was utilized for each job advertisement. A code of *neutral* was issued if there were an even amount of masculine and feminine words. For example, if a posting contained three words deemed masculine and three words deemed feminine, the posting was classified as *neutral* according to Friesen et al. (2001). The results were analyzed utilizing Chi-Square analysis ( $\alpha=0.10$ ). Because an overall significant difference was found ( $p<0.01$ ), further t-test analyses were performed ( $\alpha=0.10$ ).

## Results

The breakdown of the  $N=80$  job advertisements included 20 marketing, 20 sales, 20 accounting/finance, and 20 management/leadership. The results of this analysis are detailed in the following charts and graphs.

### Tables and Graphs

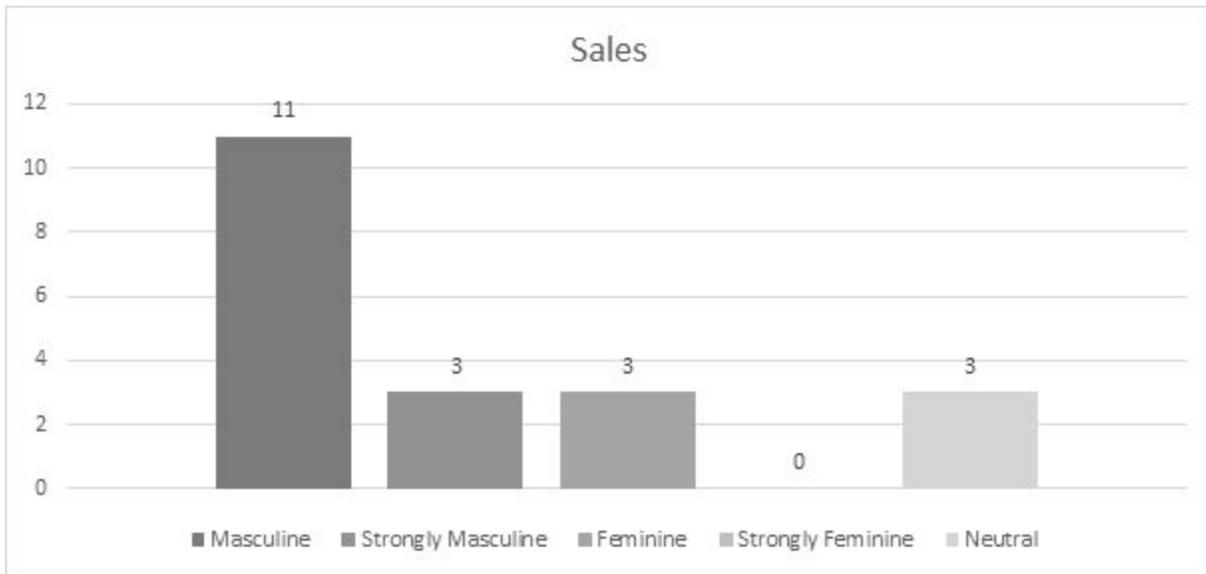
Chart 1: *Marketing Employment Advertisements N=20*



$p=0.004$  Significant difference between masculine/strongly masculine wording and feminine/strongly feminine wording (skewed feminine)

*p*<0.001 Significant difference between neutral wording and all gender categories (masculine, strongly masculine, feminine, strongly feminine)

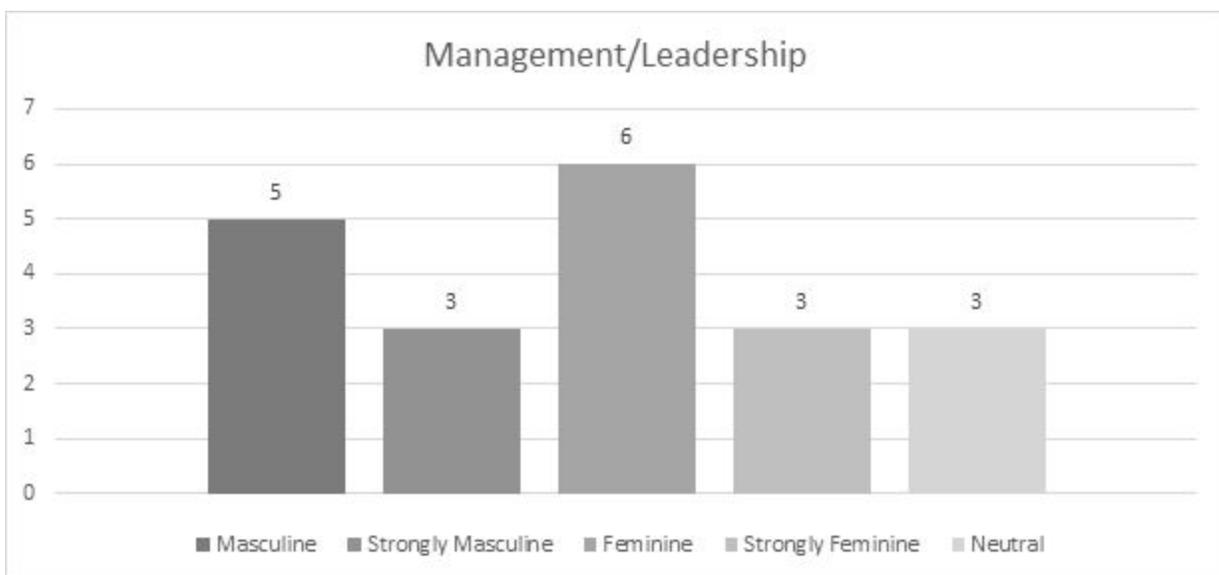
Chart 2: Sales Employment Advertisement N=20



*P*=0.067 Significant difference between masculine/strongly masculine wording and feminine/strongly feminine wording (skewed masculine)

*p*<0.001 Significant difference between neutral wording and all gender categories (masculine, strongly masculine, feminine, strongly feminine)

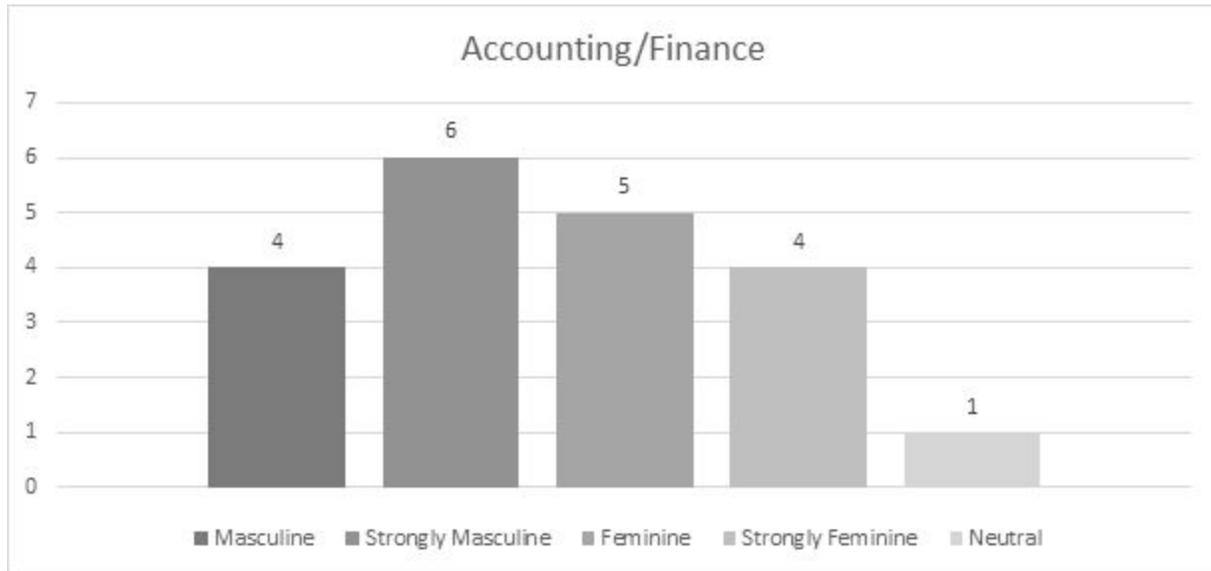
Chart 3: Management/Leadership Employment Advertisements N=20



$p=0.437$  No significant difference between masculine/strongly masculine wording and feminine/strongly feminine wording (skewed masculine)

$p<0.001$  Significant difference between neutral wording and all gender categories (masculine, strongly masculine, feminine, strongly feminine)

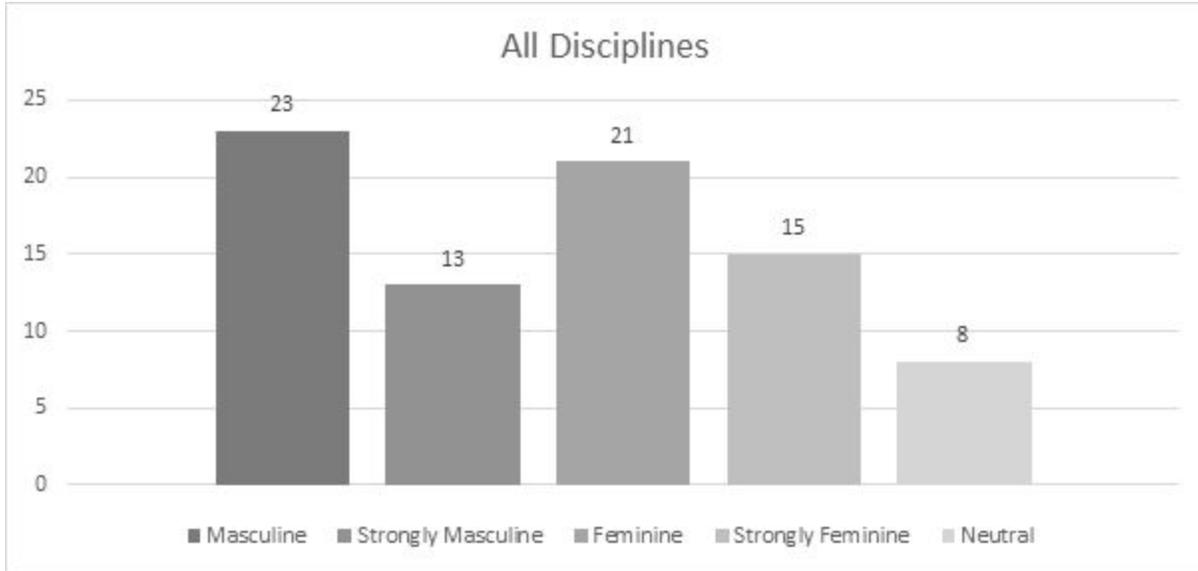
Chart 4: Accounting/Finance Employment Advertisements  $N=20$



$p=0.452$  No significant difference between masculine/strongly masculine wording and feminine/strongly feminine wording

$p<0.001$  Significant difference between neutral wording and all gender categories (masculine, strongly masculine, feminine, strongly feminine)

Chart 5: All Disciplines  $N=80$



$p=0.301$  No significant difference between masculine/strongly masculine wording and feminine/strongly feminine wording

$p<0.001$  significant difference between neutral wording and all gender categories (masculine, strongly masculine, feminine, strongly feminine)

Table 1: Gender Bias in Employment Advertisements

Area of Employment	N	Significance of: Difference between masculine/strongly masculine wording and feminine/strongly feminine wording	Significance of: Difference between neutral wording and all gender categories (masculine, strongly masculine, feminine, strongly feminine)
Marketing	20	0.004*	<0.001***
Sales	20	0.067**	<0.001***
Management/Leadership	20	0.437	<0.001***

Accounting Finance	20	0.452	<0.001***
All – Total	80	0.301	<0.001***

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\*significant at  $p < 0.10$

\*\*significant at  $p < 0.01$

\*\*\*significant at  $p < 0.001$

### Analysis

The overall analysis of all  $N=80$  job advertisements showed no significant differences ( $p=0.301$ ) between masculine/strongly masculine wording and feminine/strongly feminine wording. However, there was a significant difference ( $p < 0.001$ ) between *neutral* wording and all gender categories (masculine, strongly masculine, feminine/strongly feminine) for the overall analysis of all  $N=80$  job advertisements.

Of the four subgroups, there was no significant difference in the gender wording between masculine/strongly masculine wording and feminine/strongly feminine wording for the accounting/finance ( $p=0.452$ ) or the management/leadership ( $p=0.437$ ) disciplines. There were significant differences in the gender wording between masculine/strongly masculine wording and feminine/strongly feminine wording for both the marketing ( $p=0.004$ ) and sales ( $p=0.067$ ) disciplines. While the sales discipline was moderately skewed male, the marketing discipline was strongly skewed female. Additionally, there was a significant difference ( $p < 0.001$ ) between *neutral* wording and all gender categories (masculine, strongly masculine, feminine/strongly feminine) for all four subgroups: marketing, sales, management/leadership, and accounting/finance.

### Discussion

According to Bretz and Judge (1994), information conveyed through human resource systems impacts applicant job choices, and job acceptance is also influenced by the degree to which individual characteristics match the content of the system's information presented. If an applicant recognizes a disconnect between personal attributes and the worded content of the posted position, the likelihood of the candidate applying or accepting the position declines. Thus, the fit between individual characteristics and organizational settings described by human resource professionals may be particularly important determinants of job acceptance (Bretz & Judge, 1994). Also, managers often fail to consider job seekers' decision processes when developing recruitment and selection procedures (Beach, 1996). Thus, organizations can attempt to activate new or existing job-holder representations that are gender neutral so that these selections become more accessible and more likely to be used (Perry, Davis-Blake, & Kulik, 1994). According to Bohnet (2016), unconscious bias hinders progress, and de-biasing individuals proves to be both challenging and expensive. By de-biasing organizations instead of people, modifications can be made to have further-reaching impact. Job posting is a crucial part

of recruiting and staffing for organizations. Although important to organizational attraction, the impact of job advertisement wording on the job seeker is poorly understood (Kecia, Thomas, & Wise, 1999).

The results of the present analysis showed little gender bias in the overall employment advertisements between masculine/strongly masculine wording and feminine/strongly feminine wording. However, there was a significant difference between *neutral* wording and all gender categories combined (masculine, strongly masculine, feminine/strongly feminine) in every area. This reveals that job advertisements were indeed skewed toward one gender or the other as opposed to being *neutral*. When broken down by discipline, additional gender bias was found to exist between masculine/strongly masculine wording and feminine/strongly feminine wording in two of the four sub categories: marketing (female bias) and sales (male bias). There was also a significant difference between *neutral* wording and all gender categories combined (masculine, strongly masculine, feminine/strongly feminine) in all four of the sub categories. Results revealed job advertisements were indeed skewed to favor one gender or the other as opposed to being *neutral*. When writing job advertisements, more attention should be given to assure each description has neutral verbiage.

The ultimate goal should be to create zero gender bias postings where all job advertisements are neutrally worded. To support the achievement of neutral-gender wording in employment advertisements, attention must first be placed on overcoming gender bias and achieving gender neutrality in all workplace initiatives. Ross (2014) advocates strongly for the creation of more bias-conscious organizations in the belief that productivity, personal happiness, and social growth are possible if we first understand the widespread and powerful nature of the biases we may not even realize we have. Even in corporate America, which claims to have embraced the idea of diversity as a mainstream goal, patterns of disparity remain rampant (Ross, 2014). Thus, by gaining bias awareness, we can begin adapting beliefs and behavior in an attempt to be less gender biased (Banaji & Greenwald, 2016).

### **Limitations and Future Research**

These job advertisements were gathered in one particular United States metropolitan area during a specific two-week period in June 2018. Although the sample was large enough to perform the required analysis, further analysis should be done utilizing a much larger sample to determine if the results hold true on a larger scale. Future analysis could also be conducted in other metropolitan areas to determine if the results are similar to, or differ from, the current study. Research and analysis to see if time of year influences the sample and corresponding results could also be conducted.

Consideration is warranted regarding this study's significant findings of female skewed wording of marketing positions and male skewed wording of sales positions. Future research should explore whether or not the gender wording of entry-level marketing and sales positions affects the pool of applicants. Thus, research utilizing analysis of job advertisements and the gender breakdown of the applicant pool, as well as the finalists, is warranted. The Gender Coder for Job Ads tool defines a neutral job posting as one that utilizes an equal number of masculine and

feminine words. Ideally, research should be conducted that determines if a truly neutral vocabulary could be identified so rather than balancing male versus female, the overall language is intrinsically neutral. This study only considered entry-level job advertisements. Future research should also investigate advanced job advertisements for gender bias. Longitudinal research could also be conducted to determine if initial bias in entry-level job advertisements leads to continued gender bias as employees advanced in organizations.

## **Conclusion**

This study sought to explore gender bias in job advertisements. There were significant differences between *neutral* verbiage and male/female bias. The subcategories of sales and marketing roles also indicate a male and female bias respectively. Bias against women in entry-level sales careers has detrimental consequences, not only for women but also for the success of organizations as a whole. Addressing this bias is crucial for the further examination of gender equality in the workplace, which not only affects women, but also men and the overall organization. Thus, organizations should implement a process to assure conscious awareness in the writing of job advertisements to assure neutral gender verbiage.

## **References available upon request.**

**Title:** An Evaluation of Incorporating a Narrative Filmmaking Project in an Advertising Course to Enhance Learning

**Author(s):** *Vladimir Pashkevich (St. Francis College)\* (vpashkevich@sfc.edu)*

## **Abstract**

There is an emerging consensus among marketing educators that the learning environment must be accompanied by an outward industry focus. Ensuring such a focus requires a more reflexive exploration of how utilizing digital narrative filmmaking as a teaching strategy can enhance students' learning outcomes, how digital media technology can be used in marketing education, and what students can gain from the pedagogical shift towards experiential methods involving digital narrative filmmaking. This study reports a project – a digital narrative advertising project - which is designed to harness digital technology to engage student learning and meet marketplace needs while using important advertising concepts to accomplish its goals. By engaging students in developing a new digital advertising narrative for an integrated brand communication campaign, the promotional video project requires imagination, creativity and innovative thinking. Ultimately, the project's objective is to expand the student's effective message development skills in a more inductive and improvisational direction and teach how to communicate brand meanings more effectively and comprehensibly in the form of a digital narrative. Empirical research is provided suggesting that this method of learning performs well on a wide range of educational criteria

## **Introduction**

Experiential learning encourages learning through experience (Kolb, 1984, Lincoln & Frontczak, 2008) and has been shown to enhance integration of course material (Grau & Akin, 2011) and

perceptions of learning and actual learning (Chapman, Schetzle, & Whalers, 2016; Fowler & Thomas, 2015; Grau & Akin, 2011). Applying experiential learning theory in the classroom has also been shown to improve student engagement and learning experience (Huaizhong, Öchsner & Hall, 2017). Smith et al. (2005) note that the engagement paradigm views the professor as a designer of learning experiences. Some defining characteristics of student engagement concept, defined in terms of time and effort devoted to educationally purposeful activities, include: challenging problem-based learning, collaborative learning, and student–faculty interaction (Smith, Sheppard, Johnson, & Johnson, 2005).

A number of scholars suggested that the need for imagination and creativity in business continues to grow year by year (Nissley, 2002, Shambu and Meyer, 2007, Bilton, 2006). When recognizing intriguing relationship between art and various aspects of business practices, scholars are increasingly employing musical and theater models to demonstrate successful product innovation, strategic thinking, and organizational innovative activities, even to the point where modern jazz improvisation analogies are almost common place in the management literature (Kamoche, Cunha & Cunha, 2003). A number of marketing educators have suggested that projects bringing more of the art world sensibilities into the classroom by integrating marketing concepts and art forms such as photography (Machin, 2016), sculpture (Polegato, 2014), poetry (Morris, Urbanski, & Fuller, 2005), and even filmmaking (Peterson, M., 2018) have much potential for boosting student learning. As the world of Web 2.0 has rapidly unfolded in recent years with an explosion of consumer-created content, marketing education faces an opportunity to integrate concepts and tools related to Web 2.0 while teaching creative skills, which are indispensable to a business' creative capital.

With its roots in literary theory (Polkinghome 1988; Ricoeur 1984), the narratology, has long been a basis for understanding how consumers experience their life as a story and seek authenticity through narrative (Kray, et. al. 2010; Wilson, 2011; Iyengar, 2011). Several areas of the marketing literature examined how the brands promoted via the ads that tell stories play a role in consumers' identity construction endeavors. Narratives provide consumers with the reasons for why things happen and why people engage in particular behaviors (Delgadillo and Escalas, 2004). Consumers make sense of their lives by thinking about themselves and the events around them in story form (Btuner 1990). The marketing literature argues that postmodern consumers engage in an active, ongoing identity construction process that may be informed by the meanings that emerge from advertising (Escalas, 2017, Firat, Dholakia, and Venkatesh 1995). Several areas of the consumer research literature explored the effects of narrative processing. Escalas ( 2004 ) investigated how brands become meaningful to consumers by examining the process of constructing narratives that create a link between a brand and a consumer's self-concept. Through a series of experiments, it was demonstrated that narrative advertising leads to narrative processing which enhances self- brand connections, and self-brand connections, in turn, are positively related to brand attitudes and behavioral intentions. The Adaval and Wyer's (1998) study shows that the advantage of narratives comes from their structural similarity to information naturally acquired in life experiences and from their tendency to induce holistic rather than piecemeal information processing strategies. Stories elucidate goals, evaluate actions to achieve goals, and interpret outcomes (Pennington & Hastie, 1986). Narrative advertisements are well suited to influence the viewers' focus on the process of using a

product, as opposed to the outcome of using the product, because narratives consist of goal-oriented action sequences incorporating goals, processes, and outcomes (Escalas,2004). Consumers who saw a process-focused narrative ad exhibited stronger ad and brand attitudes and greater behavioral intentions to purchase the advertised product (Escalas,2004). One of the advantages of process-focused narratives comes from their influencing consumers' thinking about the behavioral steps necessary to achieve the benefits of using the product, thus creating a plan. Therefore, consumers are more willing to take these behavioral steps, and develop stronger attitudes and intentions to buy the product. Previous studies also explored the role of transportation, where consumers become absorbed in their story-like thoughts, in persuasive effects of narrative self-referencing (Escalas, 2007; Green and Brock, 2000). Surprisingly, given the number of authors who suggest important theoretical and practical ties between an artistic activity of storytelling and marketing education, there are few, if any, published empirical studies that actually examine this link (Peterson, M., 2018, Ryman et. al, 2009; Mills, 2010). Moreover, despite a solid body of scholarship and apparent practical relevance, there has been very little discussion of utilizing digital narrative advertising filmmaking experiential projects in marketing education.

The purpose of this paper is to present a discussion of the digital narrative advertising project which is designed to harness digital technology to engage student learning and meet marketplace needs while applying important advertising concepts to accomplish its learning objectives. A detailed examination of the task, which challenges students to use their creative abilities, and implementation details are presented. Empirical research examining student evaluations of how the project met a number of educational objectives is also reported.

### **Educational Objectives of Using the Narrative Filmmaking Project**

Undergraduate business students should be equipped with a broad range of knowledge and skills to enter and sustain careers in the business world. For example, Bacon (2017) identified increases in curiosity and cognitive complexity as important learning outcomes for marketing students. Thought leaders in business assert that marketing students should be prepared to demonstrate mastery of knowledge and skills (competency) specific to the domain of marketing as well as creativity and strategic imagination (Florida & Goodnight, 2005). For educators, encouraging “imagination” within a marketing decision making context requires developing a parallel set of appropriate pedagogical techniques. This paper outlines a student digital narrative filmmaking project designed for an Advertising and Sales Promotions course within an undergraduate management program.

Utilizing narrative filmmaking while employing digital video technology in advertising classroom presents marketing education with an opportunity to go beyond the traditional format of teaching message development and to create a “personalized student-centered learning environment” involving socially engaging task of visual storytelling. Using visual storytelling in the marketing classroom offers a number of advantages and presents a number of opportunities to enhance learning. The creation of video storyboards and production of actual videos is more novel to students (few students are familiar with the video production process prior to the project) and lends itself to exploring different aspects of narrative advertisements and creativity in group work. From a creative execution point of view, video makes it easier to induce

different types of emotions. Also, video has a temporal perspective and allows multiple aspects of narrative advertisements to be discussed and implemented, e.g. deciding whether the brand is a minor prop or a central aspect of the story, whether the story has unexpected elements, different dramatic forms or plots, e.g., comedy vs. tragedy, different degrees of character development, and moment- by-moment plot twists. This is particularly important when teaching students how to activate narrative processing and facilitate the formation of self-brand connections by consumers.

The project requires students to create a digital advertising narrative film inquiring into three domains: content (the narrative), composition (the narration), and context (the advertised brand in a social context). The determination of the content of an advertising narrative is based on the insights into the consumer brand experiences, involves choosing a primary character, the key environments, props, and plots, and the symbolic devices that are relevant to the brand advertised. The composition of an advertising narrative requires empathy and anticipation of the emotional involvement of the consumer with the brand narrative and the closeness to the story. The determination of context requires expressing the experiences and events in the narrative in the context of the overall ideologies, experiences, and resources of the consumer. The advertising narrative project requires students to engage in a mode of information processing not typically required by traditional coursework in marketing programs. By encouraging students to develop a new digital advertising narrative for an integrated brand communication campaign, the video project requires imagination, creativity and innovative thinking. As a media environment is increasingly shaped by social media and digitized images (moving and still), in order to remain relevant. marketing education is evolving toward a pedagogy that is rich in engagement and strongly supported by digital technology. Using digital narrative advertising project transforms the message development and creative execution effort of students into a potentially powerful Web 2.0 experiential learning project involving creativity, sharing, and collaboration.

Ultimately, the project's objective is to expand the student's effective message development skills in a more inductive and improvisational direction and teach how to communicate brand meanings more effectively and comprehensibly in the form of a digital narrative.

### **The Task**

This instructional method utilizes experiential approach to learning in which students incorporate information covered in the Message Strategy and Creative Execution modules in an Advertising and Sales Promotions class into a four-minute digital narrative promotional video for an actual brand. Students are assigned to use principles and concepts discussed in the modules focusing on managing creativity, creative message strategy, and executing the creative to develop a 4-minute promotional video for a brand of their own choosing. The work on the project began by focusing on viewing and discussing examples of visual storytelling, themes and supporting evidence through short promotional films and feature film clips. Students then workshop the practical and aesthetic elements of visual storytelling and relevant filmmaking techniques by using digital phone cameras and computer video editing software. Starting with creative narrative idea development and thematic intent and working through the practical steps of filmmaking, all project elements are presented as workshop exercises in order to develop or enhance the students' critical thinking, creative and production skills. It is explained to students that

storytelling is something that comes naturally to us as and is something we use to make sense of the world in our everyday lives. Making visual stories is a fun and rewarding activity that stimulates both creative and critical thinking. Students are informed that professor and students will work together on how to foster idea development, on structuring narratives supported with visual evidence, on creating stories with purpose and on practicing positive group critique. Examples of the promotional videos are analyzed prior to assigning the project because being familiar with techniques, themes and mistakes made in promotional videos only comes from exposure to them. Not only is it important to watch and analyze promotional videos in order to know what works, and to break down how it was done, but sometimes the best way of learning about a new topic is by seeing what doesn't work. Some of the videos analyzed are deliberately challenging to watch to add an additional level of complexity to students' understanding of intertextuality and semiotics. The discussion questions are formulated to assess a variety of concepts as they relate to one another within the context of a single promotional video. Examples are used to illustrate fundamentals of composition, importance of shot choice and size, framing "shot by shot," preparation of creative brief, working with light, etc. To simplify matters, the broad marketing objective for the video project was to raise awareness and generate interest in the brand. Students could choose the particular segment they want to target, the geographic focus, and the theme/message of their campaign. Students could choose to emphasize a particular benefit or be more general, and choose one of the message strategies discussed in class and text. A set of guidelines covering the principles of video production was provided to the students. The handout explains terminology, fundamentals of video production, fundamentals of camera movement and action in the frame, and continuity. How to take advantage of music to enhance video, the difference between music videos and adding music to video, and directing action to sync with music was also discussed.

The value of pre-production is emphasized and it was explained that the pre-production materials are essential components of the project. The examples of the outline, shot breakdown, storyboard & production schedule, and creative brief for the promotional video are discussed.

### **Implementation**

Students in groups of three to four get involved in story writing, planning and producing a short digital video. Students get outside and gather visual images, put them together to build meaningful stories, and talk about what the images mean to say and how we make sense of them. There are many opportunities to talk about student's own experience outside of the classroom and how they might formulate new approaches by incorporating visual images and storytelling into designing integrated marketing communication campaigns. The focus is on choosing a meaningful theme, applying narrative structure to organize ideas and using supporting evidence to prove the unique selling proposition by writing and directing with purpose.

Students are informed that similar to a successful essay, the theme of a promotional video should be planned in advance using research, should be well organized (benefits of starting with an outline are explained), be supported with visual evidence (importance of make an argument is emphasized), then edited and re-edited (more than one draft) and, finally, convince a target audience (prove its point). Filmmaking is not only a more fun and interesting way to teach students how to use their message development and creative execution skills, but it engages their

artistic side by using visual storytelling to fortify their creative writing technique. It is rewarding to observe students deciding on important story information, finding evidence, solving problems and working together, brainstorming an idea and shot list, planning the project, and solving problems during shooting. Finally, students spend a session working on assembly, drafts, fine cuts, and final editing of the narrative advertising video. The process concludes with the digital story being shared with an audience.

For example, recently one of the student groups decided to work on the task of creating a promotional video for a Tide-To-Go, travel size fabric stain remover from P&G that wished to appeal to a cautious, always on the move, stringent consumer, who wants to look sharp at any given situation but not a current user of Tide-To-Go. The team recognized that the product benefits are widely underrecognized, the product does not hold a strong position in the minds of consumers, and set the goal to reinvigorate the sales. Although this task may seem somewhat challenging at first, it is surprising how well many message development concepts may be applied within a narrative advertising video project, and how well the end product demonstrates the educational benefits of the project. The team created traditional narrative structure, identified narrative building blocks, selected main characters, place, plot and theme, and demonstrated ability to think visually, using the frame, in order to convey the selling proposition that Tide To Go can make any mess disappear and to establish the idea that it is okay to relax and make a mess while running with coffee or enjoying the lunch: Tide-To- Go is there to erase the stain. This narrative advertising video also successfully incorporates the hierarchy of effects (generating attention with the music and using close up, medium shot, wide shot, using foreground/middle-ground/background, conveying a clear message in a form of a dramatic story, making a case and using supporting evidence, using good imagery and acting to enhance retention, and communicating a solid unique story proposition); operant conditioning (making a clear link between using Tide-To -Go and experiencing positive emotions afterwards); and classical conditioning (having the brand name announced and the product shown shortly before the reintroduction of the upbeat jazz music and showing one of the actors expressing strong positive emotions).

## **Method**

After completing the digital narrative advertising project, 17 students from a senior undergraduate advertising and sales promotions course were asked to complete a questionnaire regarding their views of the project. A number of questions developed by Ryman, Porter, and Galbraith (2009) (some were modified to be applicable to the current project) were used to measure overall impressions about the project and its effectiveness, the extent to which the video project encouraged reflection and deeper understanding of advertising issues, the affective responses (fun, frustration, satisfaction, etc.) of students to the video project, and orientation toward art. All questions used a 7-point Likert scale, anchored with strongly disagree (-3) and strongly agree (+3). The specific questions and their mean values are presented in Table A, Table B, and Table C. Pairwise t-test were used to determine whether the mean rating for each question was different from 0, the neutral point on the scale. Results of this analysis are also presented in Table A, Table B, and Table C (all items differ significantly from the neutral point).

## **Results**

The questions asked of respondents may be divided in three categories: (1) learning outcomes, (2) project satisfaction, (3) art orientation.

**Learning Outcomes.** There was a strong support for the statement that the project helped to understand message development strategy (2.82). Relative to a standard exam, the task was perceived as more engaging (2.06), greatly increased understanding of how the various parts of creative brief fit together and relate to the creative message development process as a whole; and helped to learn about managing creative process (2.41). Together, these factors suggest that students were positive about the impact of the digital narrative advertising project on their learning (mean=2.539).

**Satisfaction with Project.** Students were well-satisfied with their effort on the activity (2.32), believed that the project was more fun than a normal exam (2.94), indicated that they would encourage the professor to continue to utilize this project ( 2.76), and disagreed with the statement that the video project was very frustrating (-1.35). Together, these factors suggest that students found the digital narrative advertising project to be a positive experience (mean=2.32)

**Art Orientation.** The two “art orientation” items: 1) perceived personal importance of art (2.17) and 2) personal perception level of creativity (2.41), were aggregated into a single measure of the student’s art orientation. The results indicated that students viewed themselves as somewhat art oriented (mean = 2.29).

A correlation analysis was performed to examine the impact of the student’s art orientation on their assessment of the digital narrative advertising project. The analysis indicated that students’ art orientation was not significantly related to either: 1) their satisfaction with the project ( $\rho=.096$ ,  $p>.001$ ) or 2) the perceived effectiveness of the project as a learning tool ( $\rho=.388$ ,  $p>.001$ ). Therefore, the results of this analysis, while indicating that the digital narrative advertising project is clearly perceived as an effective learning tool, also suggest that these outcomes are independent of students’ art orientation.

## **Conclusion**

Based on the survey responses, the educational objectives of the project were strongly met. In general, the project seems to greatly foster increased engagement, understanding of the process of developing messages, and perceived ability to manage creative process while working on a creative message execution. Another interesting result of this study is that students’ art orientation has no impact on students’ actual perceptions of the project effectiveness.

The practice of creating digital promotional narrative videos is a helpful analytical tool for marketing students. Such a collaborative project, even in today’s age, is quite unusual in bridging disciplinary boundaries. One of the advantages it offers is the way it facilitates collaboration between members of a message development team. In addition, by showing the videos they made to the whole class, students could compare their experiences with each other, develop ideas for future projects, and were able to point out creative discoveries and insights of particular interest. In sum, using visual storytelling in the advertising classroom, whether fiction or nonfiction, helps students connect to an effectiveness of creative and critical thinking that is important to their

academic and professional careers. The depth of understanding that is achieved when using images to tell a story, or explain an idea, or describe a thought, helps students gain confidence in their creative thinking process, leading students to have more trust in their own critical thinking skills. Thus, the digital narrative advertising project should be considered a valuable tool not only for advertising and sales promotion, but for other marketing courses as well.

**Table A**

Items Measuring Learning Outcomes

<b>Post-project Statements</b>	<b>Mean Ratings<sup>1</sup></b>
1. The video project helped increase my understanding of message development strategy.	2.82*
2. While working on this video project, I found myself engaging in a deeper level of thinking than I normally do when preparing for quizzes or studying to understand key advertising concepts.	2.06*
3. The video project helped me to think about how the various parts of creative brief fit together and relate to the creative message development process as a whole.	2.82*
4. Through doing this video project, I learned things about managing creative process that I wouldn't have if I had not done it.	2.41*
<b>Learning Outcomes</b> (average of above items)	2.53*
<sup>1</sup> As measured on a seven-point scale, where +3 = “strongly agree,” -3 = “strongly disagree,” and 0 = “indifferent” or “don’t know.” * p < 0.001; * p < 0.1 (significance of the mean is relative to a 0 rating).	

**Table B**

Items Measuring Project Satisfaction

<b>Post-project Statements</b>	<b>Mean Ratings<sup>1</sup></b>
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1. I am very satisfied with my efforts on this assignment	2.47*
2. I would encourage the professor to continue to utilize this assignment.	2.76*
3. This assignment was more fun than a normal exam	2.94*
4. The video project was very frustrating	-1.35*
<b>Project Satisfaction</b> (average of above items, a frustration item is reversed)	2.32*
<p><sup>1</sup> As measured on a seven-point scale, where +3 = “strongly agree,” -3 = “strongly disagree,” and 0 = “indifferent” or “don’t know.”</p> <p>* p &lt; 0.001; * p &lt; 0.1 (significance of the mean is relative to a 0 rating).</p>	

Table C

Items Measuring Art Orientation

Post-project Statements	Mean Ratings <sup>1</sup>
1. Art is an important part of life for me.	2.17*
2. By nature, I'm a creative person.	2.41*
<b>Art Orientation</b> (average of above items)	2.29*
<p><sup>1</sup> As measured on a seven-point scale, where +3 = “strongly agree,” -3 = “strongly disagree,” and 0 = “indifferent” or “don’t know.”</p> <p>* p &lt; 0.001; * p &lt; 0.1 (significance of the mean is relative to a 0 rating).</p>	

## References Available upon Request

**Title:** Teaching Tourism Marketing as an Elective Course to Marketing Students in the Philippines: A Developing Country Perspective

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### Abstract

This paper provides a reflexive account of the challenges encountered in teaching tourism marketing to marketing major at the undergraduate level. While tourism marketing as a course has been offered in various tourism schools in the Philippines, this posed a challenge when teaching non-tourism majors. Using autoethnography, I reflect upon my journey as an educator in the Philippines who pioneered in teaching tourism marketing in a business school rather than a tourism school where tourism marketing is a required course. Beyond the existing and generic knowledge of marketing students on marketing principles is the need to understand tourism not only as an industry, but also as a social phenomenon. This paper makes a valuable contribution to marketing educators who are integrating tourism marketing in their current business curriculum particularly in developing countries.

### Introduction

Tourism is recognized as one of the tools for poverty alleviation as reflected in the Sustainable Development Goals. Specifically, it is incorporated as targets in Goals number: 8 (decent work and economic growth); 12 (responsible consumption and production); and 14 (life below water) on inclusive and sustainable use of oceans and marine resources, respectively. Tourism education must therefore be responsive by preparing the students as future leaders and managers to meet these challenges. This paper reflects my personal account as a Filipino educator who is currently teaching tourism marketing in a non-tourism school in the Philippines.

According to the UN World Tourism Organization (UNWTO), international tourist arrivals increased by 7% between 2016 and 2017, to reach 1.3 billion. This compares with just over 1 billion in 2013. The report also reflects that Asia and the Pacific accounts for 30% of the world's international tourism receipts, a share that has almost doubled since 2000 (from 17%) (Financial Times, 2018). Between 2005 and 2016, Asia outperformed all world regions in terms of growth, international tourists arrivals increasing an average 7% per year compared to the world average of 4%. 2016 was the region's seven straight year of consistently robust growth. In 2016, the region enjoyed a remarkable 9% increase in international arrivals, the highest across world regions, to reach 308 million international tourists. However, tourist traffic is on the rise in developing countries, with international tourism arrivals to these economies increasing from 507 million in 2013 to 597 million in 2017. A continuation of this trend should mean more receipts and revenues, more jobs, and more inward investment to support the growing tourism sector (UNWTO, 2017).

Furthermore, international tourism represents 7% of total world exports and 30% of services exports. As a world export category, tourism ranks third after fuels and chemicals, and ahead of food and automotive products, and in many developing countries, tourism ranks as the first export sector. Nearly all developing countries have identified tourism as a viable direction in the effort to alleviate poverty (Blake, Arbache, Sinclair, & Teles, 2008). In 2018, the total export value from international tourism amounted to US\$ 1.6 trillion, with the sector being responsible for 10% of the world's GDP, an accounting for 1 in 10 jobs (UNWTO, 2018).

Although growing much slower than its Southeast Asian counterpart, tourism remains part of the Philippine policy towards economic development (Dela Santa, 2015; Maguigad, 2013). At the policy level, the Republic Act No. 9593 (Tourism Act of 2009) stipulates that the State declares tourism as an indispensable element of the national economy and an industry of national interest and importance, which should be harnessed as an engine of socio-economic growth and cultural affirmation to generate investment, foreign exchange and employment, and to continue to mold an enhanced sense of national pride for all Filipinos.

### **Literature Review**

This section provides an overview of the relevant literature by highlighting the current state of marketing education in the Philippines, the tourism environment and sustainable tourism in the Philippines. Through the Philippine Commission on Higher Education (CHED) Memorandum Order (or CMO) no. 17 series of 2017, higher education institutions (HEIs) are required to innovate the curriculum by revising policies, standards, and guidelines for the Bachelor of Science in Business Administration. The CMO specifically set guidelines to shift to learning competency-based standards/outcomes-based education while giving ample space for HEIs to innovate in the curriculum in line with the assessment of how best to achieve learning outcomes in their particular contexts and their respective institutional mission.

Under the Bachelor of Science in Business Administration, students can choose from five distinct majors or specializations under the program including: Human Resource Management, Marketing Management, Financial Management, Operations Management, and Business Economics. The Marketing Management program prepares the graduate for careers in marketing, marketing research, advertising, and public relations (see Table 1 for list of specific courses). The curriculum provides the graduate with both technical skills and competencies required in the field, but also the flexible mindset that is necessary to stay competitive in a constantly changing business environment.

**Table 1. List of Professional Major Courses and Elective Courses under the Bachelor of Science in Marketing Management in the Philippines.**

Professional Major Courses	Elective Courses
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<ol style="list-style-type: none"> <li>1. Professional Salesmanship</li> <li>2. Marketing Research</li> <li>3. Marketing Management</li> <li>4. Distribution Management</li> <li>5. Advertising</li> <li>6. Product Management</li> <li>7. Retail Management</li> <li>8. Pricing Strategy</li> </ol>	<ol style="list-style-type: none"> <li>1. Consumer Behavior</li> <li>2. Sales Management</li> <li>3. International Marketing</li> <li>4. Franchising</li> <li>5. E-commerce and Internet Marketing</li> <li>6. Entrepreneurial Management</li> <li>7. Direct Marketing</li> <li>8. Services Marketing</li> <li>9. Industrial/Agricultural Marketing</li> <li>10. Cooperative Marketing</li> <li>11. New Market Development</li> <li>12. Strategic Marketing Management</li> <li>13. Environmental Marketing</li> <li>14. Special Topics in Marketing Management</li> <li>15. Personal Finance</li> </ol>
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However, tourism marketing is not considered to be part either as a professional major course or as an elective course in the Philippines. However, tourism is important to a destination’s economy. Kotler, Bowen, and Makens (2014, p. 534) identified five direct benefits of tourism to a destination: (1) direct employment in hotels, restaurants, retail establishments, and transportation; (2) support industries and professions (i.e., revenue management, software companies, and university tourism professors); (3) multiple effect where tourist expenditures are recycled through the local economy; (4) provides state and local revenues derived from taxes on tourism; and (5) stimulates export of locally made products.

In the Philippines, the direct contribution of travel and tourism to gross domestic product (GDP) was PhP 1,185.4 billion (US\$ 27.63 million, 8.2% of total GDP in 2016 (World Travel & Tourism Council, 2017). The following year, the tourism industry contributed 12.2% to the economy that is measured by the share of tourism direct gross value added (TDGVA) to the GDP amounting to PhP 1,929.3 billion (US\$ 38.8 million) (Philippine Statistics Authority, 2018). This trend reflects the importance of tourism as an industry to the national economy. However, tourism education like any other university degrees being offered in the country (i.e., nursing, information technology, etc.) remains export-oriented (Lorente, 2012). Business schools are therefore in a position to catalyze and create jobs by shaping the minds of students to support the local economy.

Sustainable tourism is instinctively appealing and is widely supported by the Philippine government in various legislative instruments such as Executive Order No. 111 (Establishing the Guidelines for Ecotourism Development in the Philippines) that went into effect in 1999. In the Philippine context, sustainable tourism aims to contribute to the economic development, environmental sustainability, and social and cultural well-being of destination areas. Moreover, sustainable tourism seeks to optimize local economic benefits and improve the residents' quality of life, protect the natural and built environment, and provide a high-quality experience for visitors.

In contrast to the policy, the Philippines ranked 79<sup>th</sup> out of 136 economies in the World Economic Forum's (WEF) Travel and Tourism Competitiveness Index 2017 which is five notches down in 2016 (World Economic Forum, 2017). Other factors that accounts the performance of the Philippines include the reduction of government budget dedicated to the development of the travel and tourism sector, reduced efficiency of ground transport, security concerns, and diminished protection of property rights. While environmental policy has improved, however, there is still a risk that undermine natural resources. To offer a tourism marketing course in the light of the increasing potential of Philippine tourism needs a critical review of the generic marketing course or electives and its content being offered in the country.

As a phenomenon, tourism influences the interaction and relationships arising from the interaction of tourists, business suppliers, host governments and host communities in the process of attracting and hosting these tourists and other visitors (McIntosh & Goeldner, 1986). However, the complexity of issues arising from the human-environment linkages affecting the Philippine environment is an increasing concern, particularly in achieving sustainability (Sia Su, 2007). While tourism education remains to be business-oriented, the social science aspect remains underrepresented in educational practice (Caton, 2014). A holistic approach that examines the impacts of tourism is needed in business schools as the kind of tourism impacts is shaped by the chosen tourism development and marketing strategies.

## **Methodology**

For this paper, I used autoethnography as a qualitative research method that allows researchers to draw on their own experiences to understand a particular phenomenon or culture.

Autoethnography can range from research about personal experiences of a research process to parallel exploration of the researcher's and the participants' experiences and about the experience of the researcher while conducting a specific piece of research (Ellis and Bochner, 2000; Maso, 2001; Méndez, 2013). In writing this reflexive account, the first person "I", instead of the third person is now accepted in tourism journals such as the *Annals of Tourism Research* provided that the method deployed by the research justifies and explains its use (Tribe & Xiao, 2011).

Contrastingly, narrating a story in the first-person perspective may run the risk of too much attachment to self and a certain set of memories (Denshire, 2014). While this can be a problem because the author may be seen as being too self-indulgent, the stories and experiences are not solely of the author, but rather that they also represent the group they are autoethnographically representing (Dewan, 2017). In autoethnography, one is evaluated through the 'ethic of

accountability' where the researcher write their truth as if all the people involved in those events were reading or listening (Méndez, 2013).

While autoethnography is utilized in qualitative marketing research (Hackley, 2007), writing from the perspective of a marketing educator remains scant. Autoethnographic studies remain relatively rare in marketing and consumer research partly because their critical orientation is perceived to be professionally risky in intellectually conservative business schools and top marketing and consumer research journals that are firmly wedded to a natural science model of social research (Hackley, 2016). Also, Freeman and Spanjaard (2012) emphasized that marketing educators should equip students in using ethnographic techniques into the marketing research curriculum as a viable alternative method of marketing research. Therefore, the essence of autoethnography is to use the subjectivity of the author as a bridge to the reader and by so doing to re-constitute some element of life or the world in a way that resonates at a personal level in order to capture both the scientific value of truth and the human need for meaning.

Upon writing this paper, I began to examine my power and positionality with certain assumptions about the phenomenon being investigated and the situations that were observed and experienced (Merriam et al., 2001). I also acknowledged my position as a middle-class Filipino who was both educated in the Philippines and overseas. Being one of the few Filipinos who earned a doctorate degree in Tourism Management in New Zealand, I felt the need to provide a new perspective in studying specialized courses in marketing particularly when incorporating tourism marketing. Considered one of the world's largest industry, I see tourism as an important discourse within the academic community, specifically relevant within a business school in order to influence undergraduate students in marketing to undertake a path within the tourism industry. I also bring in my position as an environmentalist having a master's degree in Marine Management in Canada as well as being a conservationist by profession for almost 10 years in the Philippines.

After finishing my PhD in 2014, I returned to the Philippines to teach in the University of the Philippines-Asian Institute of Tourism (UP-AIT), the premiere university in the country. I had the opportunity to teach undergraduate courses in Ecotourism, Tourism and Culture, Domestic Tourism, and Tourism Research Methods. In 2017, I moved to De La Salle University and became part of the university's business school particularly in the Marketing and Advertising Department where majority of the students are affluent. Being in a business school, I found my niche in developing Tourism Marketing as an elective course being offered to marketing students in the university.

Tourism education in the Philippines is one of the oldest in Southeast Asia which began in 1976 through UP-AIT in partnership with the Department of Tourism and the Philippine Tourism Authority (now the Tourism and Infrastructure and Enterprise Zone Authority). However, the production of knowledge in Philippine tourism and hospitality remains limited. A study by Aquino (2018) coded and analyzed 98 articles related to the investigation of themes in Philippine tourism and hospitality from 2007 to 2017 and recommended the need for the indigenization of tourism and hospitality management in the Philippines while encouraging reflexivity among academics.

To the best of my knowledge, I pioneered in developing and teaching Tourism Marketing to non-tourism major students in the Philippines. For this study, I analyze my own personal journey as I am entangled and engaged with the universities I worked with and the community that I interacted with as an educator both in the University of the Philippines and De La Salle University. The former, being the country's lone national university that is committed to nation building by shaping minds that shape the nation (UP Diliman Information Office, 2016). The latter, a Catholic university that provides quality human and Christian education by teaching minds, touching hearts, and transforming lives (De La Salle University, 2017). Transitioning from a tourism to a business school gave me the opportunity to reflect upon my journey while assessing the curriculum being offered to students and be able to improve teaching and learning in the university. As an individual and a citizen of a developing country, I also see myself as a change agent to improve Philippine education by giving back since I had the opportunity to study overseas for my postgraduate degrees as an international scholar.

## **Results and Discussion**

Provided below are the various challenges I encountered in teaching Tourism Marketing to marketing student majors:

### *1. Lack of available resources in tourism marketing from a Philippine context*

There is a lack of published or online resources in tourism marketing in the context of the Philippines. As most resources are available from a Western perspective (i.e., Hudson & Hudson, 2017; Kotler, Bowens, & Mackens, 2014), I equipped using the only textbook dedicated to tourism marketing within the Philippine setting by Gatchalian-Badilla (2015) that focuses on the marketing mix (Kotler et al, 2014) – including product or service, price, place, and promotion. The content also includes aspects related to tourism market and segmentation, tourism and consumer behavior, tourism marketing and the communication process, relationship marketing, destination branding and marketing, distribution channels, and developing a marketing plan. I also incorporated Hsu et al.'s (2008) textbook that deals with an Asian perspective in tourism marketing. However, the resource is still focused from a developed country perspective which is unable to examine the context of the Philippines as a developing nation.

In tourism market and segmentation, I discuss Plog's article (2001) that explains why destinations rise and fall in popularity and from a consumer perspective, explaining the tourists' personality characteristics and determining their travel patterns and preferences. Given that most destinations follow a predictable, but uncontrolled development pattern from birth to maturity and decline, students as future tourism marketers will be able to assess, evaluate, and manage tourism development and maintain an ideal positioning. Tourism marketing students should sharply define target markets as travelers' behaviours and preferences are evolving from being a destination for adventurers (i.e., backpackers or explorers) to one that attracts the least adventurous group of travelers. Segmenting and monitoring the tourist market is necessary while preserving the natural environment including the need to set aside particular areas for special protection.

## 2. *Examining tourism products vis-à-vis tourism impact to a destination*

The core product of tourism is the beneficial experiences that are gained (Prentice, Witt, & Hamer, 1998). Being the second largest archipelago in the world, the Philippines is promoted due to its 7,100 islands. As an educator, I posit that tourism as a product should be consistent with the principles of sustainable development which integrates the environmental, social, and economic aspects of development. As a product, marketing for tourism is complex that involves stakeholders with a sound and professional destination marketing planning process (Morrison, 2013). Marketing students should also have a grasp of various principles including conservation of biodiversity, educational opportunities, visitor experience, planning considerations, ethical responsibility, and provision of community benefits.

The tourism industry is a complex and dynamic entity because destinations consist of many and varied enterprises, which although managed independently in response to various tourism demands are closely interrelated. Many tourism industries exist, some large and some small, overlapping in many places and with diverse component organizations (Leiper, 2008, p. 237). The big gap in the distribution of tourism income between the rich and the poor can exacerbate poverty (Blake et al., 2008). In some Philippine destinations, the economic benefits from tourism enjoyed by the local tourism sector (represented by boat operators, dive operators, and resort owners) have allegedly disadvantaged local fishers in terms of access to and control of the marine protected areas (Fabinyi, 2008; Majanen, 2007; Oracion, Miller, & Christie, 2005). Hence, addressing poverty through provision of alternative livelihoods in tourism remains a constant challenge in the Philippines.

## 3. *Marketing as a course remains business-oriented*

The shortest definition of marketing defined from a marketing management perspective is ‘meeting needs profitably’ (Kotler, 2001). Within this framework, marketing majors taking tourism will still need to define and differentiate mass tourism with sustainable tourism (or ecotourism) as a product where the latter has high-value and low-impact while giving premium to the natural environment. Similarly, the word ecotourism has also been used and abused in the practical sense (Sirakaya, Sasidharan, & Sonmez, 1999) particularly in developing countries. Unlike university students taking tourism as an academic field in the Philippines, they have the opportunity to take up courses in Ecotourism/Sustainable Tourism, Tourism and Development, Resort Management, Tourism Laws, and other subjects where environmental ethics are integrated in the lesson (see Table 2 for a list of subjects offered in a Philippine tourism school). Marketing majors who are not familiar with tourism as a course (or as an industry or as a social phenomenon) may need to familiarize themselves regarding principles in tourism management and sustainability.

Unlike ecotourism or sustainable tourism, mass tourism is characterized by large-scale development, which aims to attract large number of tourists/visitors. From the experiential aspect, the tourism product in mass tourism is usually commodified and contrived. Tourists engaged in ecotourism activities, on the other hand, demand more individualized, authentic, and enriching experience with nature. As products, it is vital to examine the differences between mass tourism and ecotourism in terms of the market that they tend to attract and how tourism destinations are being managed. Not all tourism ventures that market themselves as ‘ecotourism’

or claim to be practicing ‘alternative tourism development’ are in harmony with the principles of sustainable tourism. Many nature-based tourism ventures on private properties in the Philippines (especially those on island estates) are often up-market and exclusive. Although the maintenance of these facilities are quite high, it does not automatically make them ecotourism attractions if management is not ecologically sustainable and socially responsible. On the other hand, the proliferation of small-scale developments in the Philippines can just be as harmful as or even worse than a single large-scale development (Catibog-Sinha, 2012, p. 35).

**Table 2. Indicative list of subjects offered per area in a tourism school in the Philippines.**

<b>Tourism Development</b>	<b>Tourism Management</b>	<b>Financial Management</b>	<b>Tourism/Travel Laws</b>	<b>Promotion</b>
<ul style="list-style-type: none"> <li>● World Tourism</li> <li>● Domestic Tourism</li> <li>● Entrepreneurship</li> <li>● Development in Tourism</li> <li>● Land Resource and Resort Area Development</li> <li>● Tourism Principles</li> <li>● Tourism Development and Control</li> <li>● Information and Communications Technology and Tourism</li> <li>● Tourism and Philippine Culture</li> <li>● Ecotourism</li> <li>● Travel Industry Practices (internship)</li> </ul>	<ul style="list-style-type: none"> <li>● Principles of Organization and Behaviour</li> <li>● Human Resources Management in Travel and Tourism</li> <li>● Tourism Management</li> <li>● Meetings, Incentive Travel, Convention and Exhibition (MICE) Management</li> </ul>	<ul style="list-style-type: none"> <li>● Management Accounting for Tourism Enterprises</li> <li>● Financial Management in Tourism Enterprises</li> </ul>	<ul style="list-style-type: none"> <li>● Tourism Law I</li> <li>● Tourism Law II</li> </ul>	<ul style="list-style-type: none"> <li>● Marketing Management in Tourism</li> <li>● Tourism Promotion</li> </ul>

Source: University of the Philippines-Asian Institute of Tourism, <http://our.upd.edu.ph/files/catalogue/AIT.pdf>).

#### *4. Examining business ethics that incorporates tourism sustainability*

There is a need to supplement the curriculum in business courses that focuses mainly on business ethics which may not cut across issues affecting tourism as an industry. Currently, the only course taken by students in marketing only deals with business ethics are norms and rules that govern marketing communications including laws that govern mass communication and legal and ethical issues in the Philippines. Due to lack of available statistical data by the Philippines' Department of Tourism, the increase in visitor arrival and the expenditure of various markets are still the basis for economic gains. Nonetheless, the complexity of tourism as an industry necessitates its sustainability and covering other topics that deal with destination life cycle, carrying capacity, and other ecological concepts because students need to realize and learn that there is more to statistics that count.

Moreover, an important issue worth discussing is economic leakage that Mowforth and Munt (1998) described has become an accepted feature of tourism. These authors showed that developing countries are drawn to tourism as a way of earning foreign exchange that resulted to the leaking of much of the money made, straight back out of the national economy. This leakage, as it is now commonly known, was seen to arise primarily as a result of the transnational corporations' ownership and control of the tourism industry in the developing countries: from hotels to tour operators and airlines. The short-term goals in tourism development are generally profit-oriented with very little or no consideration for the welfare of the host community and the ecology of destinations (Choi & Sirakaya, 2006; Hall & Lew, 1998).

A classic example being used by majority of Filipino professors is the case of Boracay Island. Recently, this tiny island declared back in 2012 by Travel+Leisure as the best island in the world, was closed in 2018 for a six-month period after the President Duterte described it as a 'cesspool.' The number of existing hotels and available rooms in Boracay has exceeded and that there is an excess in solid waste generated and insufficient wastewater treatment facilities. Being a popular destination in the Philippines promoted for mass tourism, the strategy should not be about growing the number of tourists entering the island, but in increasing revenues from each tourist while maintaining mass tourism services.

I believe that island destinations that are mostly situated in developing countries can generate higher revenue receipts by providing high-quality tourism services and diversifying services, including ecotourism and cultural tourism activities. Today's tourist destinations need a new philosophy centered on keeping loyal visitors in order to guarantee long-run success and enhance the destination's sustainability. It is more desirable, and less expensive, to retain tourists than to conquer new ones (Kastenholz, Carneiro, & Eusébio, 2006). From a marketing perspective, it is five times more expensive to attract a new customer than to retain a loyal one (Kotler, 1997).

#### **Conclusion**

Tourism marketing has the power of turning 'unknown places' into popular tourism destinations. In the Philippines, tourism is a major industry where numerous tourist destinations and attractions are being promoted on small islands and coastal areas. If properly managed, tourism

can assist nation-building efforts and promote national identity and pride (Henderson, 2003; Palmer, 2007). The gap identified in this study provides a direction for the future development of marketing courses in the higher education in the Philippines. There are a number of possible options to bridge the gap: (1) developing relationships between the marketing educators and the tourism industry through establishing a consultative forum; (2) allowing marketing educators to gain experience in the tourism industry while equally allowing industry practitioners in tourism marketing to work within a university setting as either guest lecturers; and (3) developing processes for curriculum development that incorporate consultation with industry to inform and guide the process. These recommendations could provide a depth and breadth of knowledge in tourism marketing that is contextual, practical, and beneficial for the Philippines as a developing country. In driving tourism growth for nations, states, and cities, students can enter the world tourism industry and plan strategies towards successful destination planning and marketing. Tourism and/or destination marketing is a career worthy of college and university graduates (Kotler et al., 2014).

Methodologically, a novel approach of this study is utilizing autoethnography for the two different distinct fields of tourism education and marketing education. Future scholars may reflect upon how tourism marketing is being taught in developing countries. Collaboration with other developing countries in Southeast Asia should be explored by tourism educators to facilitate knowledge exchange and share successful pedagogical practices. In the context of marketing research, educators who are interested to teach tourism marketing should determine the motivations of tourists in taking pleasure vacations in tourist destinations. Research in tourist motivations is necessary for developing tourism products, assessing the extent of limits of recreational demands, and in formulating appropriate marketing strategies.

In telling my teaching journey, using the methodology and writing style of autoethnography, I have been able to relate my personal experiences and the experiences of the others in my teaching in a lifelike way. Going through this process has empowered me as a citizen of a developing country together with my knowledge and the lessons learned in teaching tourism marketing to move forward and meet the needs of the changing markets. Students need information to stay competitive and understand how many tourists are desired, which segments to attract, and how to balance tourism with other industries. Nonetheless, it is essential for tourism planners and marketers to consider not only the economic benefits of tourism, but also the protection and conservation of the natural and cultural environments, all of which will contribute to the sustainability of natural resources.

### **References Available upon Request**

**Title:** Assessing the “Why” Behind Purchase Behavior Using Student Revealed Data

**Author(s):** *Stuart Van Auken (Florida Gulf Coast University)\* (Svanauke@fgcu.edu); Ludmilla Wells (LgWells Marketing Consultancy)*

### **Abstract**

Students are challenged to think about their own purchase behaviors as to the “why” they are loyal or non-loyal using data that they have revealed. The study is unique in that students provide their own purchasing insights for each of twenty rapid-repurchase cycle products, as well as insights into their own overall extent of brand loyalty behavior. The collected student data are aggregated and partitioned into two categories: higher loyalty and lesser loyalty products using t-Test departures from an overall brand loyalty assessment. The resulting groupings are used to have students assess “why” the evidenced results are occurring. Students can thus reveal why they stay with brands in some product categories and why they switch brands in other product categories.

Ensuing class discussions let students reveal the why behind behavior in ways that textbooks do not provide. The discussions also allow students to see that the same behavior may be a function of different considerations many of which are capable of segmentation.

### **References Available upon Request**

**Title:** Hype or Help? Understanding the Desirability of Digital Marketing Certifications and Industry Need

**Author(s):** *Caroline K Munoz (University of North Georgia)\* (cklmunoz@ung.edu); Scott Cowley (Western Michigan University); William Humphrey (Florida International University)*

#### **Purpose of the Study:**

The question of how students can acquire and effectively demonstrate digital marketing skills is an important one for marketing educators. An array of digital marketing projects, courses (e.g. Digital Marketing, Social Media Marketing, and Digital Analytics) and degree programs have recently been created to prepare future digital marketers. Yet, an additional proposed way to develop competence in digital marketing is through Industry certifications that concentrate on topics (e.g. Hubspot Inbound Certification) and technology platforms (e.g. Google Analytics Certification) (Munoz & Wood, 2015; Staton, 2016). These certifications could also prove to be a desirable form of qualification signaling to industry professionals, with some anecdotal evidence suggesting that they have positively influenced hiring decisions (Staton, 2016). To better understand digital marketing skill and certification demand, this research is guided by several research questions: Which certifications are exhibiting the most interest by certification-seekers? Which certifications are most frequently sought by employers overall and in proportion to the skills those certifications are designed to demonstrate? Which skills that correspond to the available certifications are most frequently sought by employers?

#### **Method/Design and Sample:**

Two types of data comprise this research: search volume data as a representation of market demand for certifications, and job listing website data as an indication of demand for certified market applicants and corresponding certification-related skills. All data were collected on a

randomly selected day in November, 2018. Search data are US-only using SEMrush for this research to identify the average number of monthly searches (rounded by Google) for each keyword. Keywords related to variations of the following certifications: Google Ad/Adwords, Google Analytics, Bing Advertising, Facebook Blueprint, Hootsuite and Hubspot (Inbound, Inbound Marketing, Email Marketing, Content Marketing, and Social Media). Job listing data, which included mention of marketing certifications was drawn from Indeed, LinkedIn and Ziprecruiter job listing websites.

## **Results:**

### *Certification Market and Employer Demand*

We determined certification market demand using monthly searches for the name of each certification. Our findings suggest that the available platform-specific certifications exhibit greater average monthly search demand than more general topic certifications in digital marketing. Google demonstrates an outsized presence in findings with at least 10 times the search volume for its Analytics and Ads compared with other platforms. Our data also suggests that both Facebook and Hootsuite certifications enjoy strong awareness. Nationally, Google certifications have the greatest demand by employers in job postings. Generally, platform certifications exceed specific Hubspot certifications in demand.

### *Marketing Technology Certification Penetration*

In order to understand the industry penetration of the five marketing technology certifications, we compared the average inclusion of certifications mentioned on job websites to the average number of times the underlying technology was mentioned in listings on the same websites during the same sample period. Findings revealed that certifications that enjoy more penetration among employers are more likely to correspond to advertising platforms (i.e. Google Ads, Bing Ads and Facebook Blueprint). than analytics or social media.

### *Latent Certification Demand*

In an effort to understand this latent certification demand and the potential for certification growth, we generated keyword queries that map to existing marketing platforms (i.e., “Adobe Analytics Certification”) and digital marketing topics (i.e., “SEO certification.”). These platforms and topics were sourced from multiple online lists of popular marketing tools and in-demand skills, resulting in an initial list of 43 marketing technology platforms and 18 topics. Using the resulting search keywords, we used SEMrush to measure the average monthly search volume on Google. Our research found that LinkedIn, WordPress, and Instagram are the three platforms with greatest unmet certification demand. Among topic certifications, we find demand for nearly every digital marketing topic.

## **Value to Marketing Education:**

This research makes a number of contributions by addressing both the demand for certifications by searchers as well as by employers. We find that, in general, platform-based certifications from the likes of Google are searched far greater than free topic certifications like those offered by Hubspot. This suggests that searchers have greater desires to seek out credentialing around a

particular technology than a particular skill. We also find evidence that search demand for particular certifications is likely to grow in accordance with the certification's longevity. Interestingly, we find that search demand for specific platforms does not correspond perfectly to the frequency with which the same certifications are mentioned in job listings. For example, job websites mention Hootsuite certification an average of 2.33 times, while searchers seek the certification out 1,000 times per month. Thus, search popularity by the market does not necessarily produce certification desirability by employers. Educators should be aware of these distinctions and counsel students as to which certifications are truly valued by the market. Google certifications appear most valued, and this was verified by noting the broad range of job titles that identified Google certifications as a requirement. Among platform certifications, we also found that advertising-related certifications were more likely to be mentioned in job listings that mention a digital advertising platform. Finally, our research highlights the potential for new certification development based on search demand. Platforms like LinkedIn, Instagram, and WordPress and topics such as SEO and analytics already exhibit latent demand certifications. However, our research suggests that the topic certifications will be valued less by employers. Teaching digital marketing and social media courses can be daunting. While this research suggests that certifications as an explicit request from employers is low compared to the total volume of skills and platform terms requested on job listings, we see an opportunity for marketing educators to encourage students to qualify themselves for a large collective number of digital marketing jobs through certifications. We argue that as awareness of certifications increases, more organizations will request these credentials to verify aptitude in digital skills. Certification from an organization like Google likely holds greater validity in the minds of recruiters than receiving an "A" on an exam related to the same material. Thus, certifications really can help digital marketing educators and students.

### **References available upon request**

**Title:** Student Perceptions of Quantitative Marketing Course Titles

**Author(s):** *Gema Vinuales (Towson University)\* (gvinuales@towson.edu); Gauri Kulkarni (Towson University)*

### **Abstract**

With growing demand for marketing graduates with quantitative skills, many colleges and universities are developing degree programs and courses that focus on analytical skills. Unfortunately, marketing students are often regarded as having inferior quantitative skills, as compared to other business students. As such, marketing departments may face the challenge of motivating students to enroll in analytical courses. The course title and description is likely to play a role in influencing student perceptions of courses. Thus, our study compares student perceptions across two different titles of an analytical marketing course. Our results suggest that the title of the course has significant impact on student perception of the course. Our findings have direct implications for marketing departments that offer such courses.

## References available upon request

**Title:** Recruiting for Marketing and Sales Programs: Impact of Lower-division Courses

**Author(s):** *Nicole Vowles (Metropolitan State University of Denver)\* (nvowles@msudenver.edu); Angelica Bahl (Metropolitan State University of denver); April Schofield (Metropolitan State University of Denver); Scott Sherwood (Metropolitan State University of Denver)*

### **Purpose of the Study:**

While declaring a college major represents a significant life decision, freshman and sophomore students are often expected to select a major before taking a class in their declared discipline. At the same time, lower University enrollments in recent years create a need for better understanding of tools for effective recruitment of students to majors and minors. One approach to engaging students earlier in the decision process is to offer lower-division courses. The objective of this study is to explore the impact of adding three lower-division courses on recruitment of marketing and sales students.

### **Method/Design and Sample:**

The scope of the study includes an analysis of secondary and primary data relating to three lower-division marketing and sales courses. Data for the study was collected at a public, urban university with a mixture of traditional and non-traditional students.

The first research method is an analysis of students' declared majors and minors before and after taking one of the lower-division courses. Data show the students' declared majors and minors the semester prior to taking the lower-division course, the semester after taking an introductory level course, and one year or more after taking an introductory level course. While the analysis of declared majors and minors shows whether students changed their academic plans, the changes cannot necessarily be attributed to the lower-division class directly. This attribution is the purpose of the second methodology, a brief survey of students at the end of the semester-long introductory classes. Question topics include: (1) Why did you take this class? (2) Have your academic plans changed as a result of taking this class? How? Together, the two methods create an initial picture of the effectiveness of lower-division courses as a tool for recruitment.

The secondary data consists of 688 students who took one of the lower-division marketing or sales courses between fall of 2012 and spring of 2018. The survey results include a total of 42 usable responses.

### **Results:**

Analysis of survey data as well as secondary data show that the courses result in an approximate addition of 7 – 14% of students to marketing and sales academic programs. The data show that

18.6% of students entering a lower-division marketing or sales course have already declared marketing or sales as part of their academic plan. During or after the course, an additional 16.16% of students make some form of marketing or sales academic plan declaration. Of those students who change their academic plans, 7.0% make the change the same semester as the course. The one-semester-after data show that 5.1% of students make a change, with an additional 2.3% making a change within a year, and another 1.7% make a change to marketing or sales more than one year after the lower-division class. Of those students that make a change, the largest change is those students adding a marketing minor, with 4.9% of students declaring a marketing minor after taking the lower-division class, and 7.7% including changes made the same semester.

The Introduction to Selling course is the newest of the three lower-division courses, with only four sections of the class reflected in the data. When looking at these 90 students separately, the data show that just over 11% of students added a sales certificate or minor to their degree plan after taking the course.

The survey results add detail to the secondary findings. In support of existing research, respondents rank interest in the topic (43%) and job opportunities in the industry (33%) as the top two reasons for selecting a major. At the beginning of the semester during which the lower-division course was taken, 31% were marketing majors, 21% were marketing or sales minors, and 14% had already decided to pursue the sales certificate (note that half of these certificate students are also marketing majors). The respondents who decided to make a change are roughly equally split between the marketing class and a sales class. The respondents making an academic change reflect a higher percentage than is shown in the secondary data. While this may reflect response bias, as students who have warmed to the marketing or sales topic may be more inclined to respond to the survey, the data does show that a portion of students taking the lower-division courses do indeed change their academic plans as a direct result of the class.

Respondents who did express a change in academic plans were then asked about the influential characteristics of the lower-division course, using a ranking scale. The results show that the instructor is the top influencer, followed by the course content, guest speakers, and real-world activities in class.

### **Value to Marketing Education:**

The results provide support for offering lower-level marketing and sales courses in order to attract both majors and minors, as the courses resulted in 7 – 14% of students in the classes adding a marketing major, marketing minor, sales minor, or sales certificate. This research connects to studies where authors acknowledge the importance of information about majors on the early stage of student academic planning (Camey & Williams, 2004; Hugstad, 1997; Strasser et. al., 2002). This study contributes to the literature by approximating the rate at which students change academic plans as a result of taking a lower-division course in marketing or sales.

The findings of the survey provide insight regarding the reasons students select degree programs. Students selected their initial program based on interest in the topic or job opportunities. Those who changed their degree program cited the instructor, course content, guest speakers, and

real-world classroom activities. These findings are generally consistent with extant research regarding degree selection.

### **References available upon request**

**Title:** Cannabis Marketing: An Examination of How Persuasive Marketing and Advertising Messages Coupled with Industry Momentum Can Pose Remarkable Risk to Young Adults Ages 18-20.

**Author(s):** *Theresa M Conley (University of Denver)\* (tconley@du.edu)*

#### **Purpose of the Study:**

The Colorado cannabis industry generated \$1.5B in revenue in 2017. That's big business, and with all the positives, there are substantial risks for youth. These risks are consequential and can be exacerbated by exposure to appealing and misleading marketing and advertising material. Young adults 18-20 are the biggest concern due to their propensity to engage in social media, access to a range of cannabis products, decreasing perceptions of danger, and regulations that protect their privacy from adults. Past lessons from influential tobacco and alcohol advertising on this population can be used to test cannabis marketing and to now develop clear and responsible parameters to protect this age group from risk and foreseeable problems as cannabis becomes increasingly commercialized. Today's marketing curriculum should incorporate cannabis marketing and marketing ethics topics; it is timely, necessary, and relevant.

#### **Method/Design and Sample:**

An anonymous online survey was given to graduate and undergraduate business students over a 1.5-year period. The sample size was 150 and continues to grow as the survey is given to more students. A sample survey is available upon request.

#### **Results:**

In development. The competitive paper analyzed literature and gave expert positioning on the topic.

#### **Value to Marketing Education:**

Curricularists and educators along with policy makers, law enforcement, community leaders, and families, are struggling to navigate the growing cannabis enterprise and onslaught of marketing messages and ambiguous health claims. As educators, we can learn from past mistakes of tobacco and alcohol advertising and should proactively take reasonable steps to research this topic and provide guidance to protect the health and development of young adults 18-20. More attention in this

area of marketing education and marketing ethics would clearly benefits the public good but also serves to protect a new and growing industry from foreseeable risk of harm.

### **References available upon request**

**Title:** Factors Affecting the Students' Re-Use of an E Learning System

**Author(s):** *Luz T Suplico Jeong (De La Salle University)\* (luztsuplico@gmail.com); Reynaldo Bautista (De La Salle University); Carlo Saavedra (De La Salle University)*

### **Purpose of the Study**

This study aims to find out the factors that will influence the students to re- use the E Learning System in their future marketing classes. The theoretical framework is based on the Technology Acceptance Model (TAM) and Maslow's Motivation Theory. The study aims to find out the relationship of students' intent to re-use an E Learning System with constructs such as perceived usefulness, perceived ease of use, intrinsic motivation or extrinsic motivation. The TAM model was extended to use perceived convenience and user training.

### **Methodology**

Students in a private university in Metro Manila, Philippines were encouraged to use an E Learning System known as Connect in a basic marketing class. Connect is an internet-based learning platform by McGraw Hill which makes available course-work and assignments. Of the 170 Connect users, one hundred thirty six college students were surveyed to collect data on the students' intent to re-use the E Learning Systems. Of the 136 respondents, 87 females were females while 49 were males. The students were 18-20 years old. The survey was conducted from November 27-28, 2018. The Likert five point scale (1 – Strongly disagree, 2 – Disagree, 3 – Neutral, 4- Agree and 5- Strongly agree ) was used to measure students' intent to re-use the E Learning System.

Structural equation modeling (SMART/PLS) was used to analyze the respondents' data. Reliability tests were carried out to secure accuracy and consistency.

### **Results**

Except for User Training to Perceived Usefulness, all other hypotheses were supported. Since these students are post-millennials, it may be that they do not need user training compared to older groups. This does not support earlier findings that user-training can affect technology adoption (Marshal et al, 2008). Significant relationships exists with the following constructs: Perceived Convenience to Perceived Usefulness, Perceived Convenience to Perceived Ease of Use, User Training to Perceived Ease of Use, Perceived Usefulness to Satisfaction, Perceived Ease of Use to Satisfaction and Satisfaction to Intent to Reuse. This validates existing studies that show that cognitive beliefs of perceived ease of use and perceived usefulness of TAM can affect E Learning Systems (Park, 2007).

The results show that the Intrinsic Motivation or Extrinsic Motivation did not moderate the relationship between Satisfaction and Intent to Re-Use. The students' mean score for satisfaction was 3.10 (neutral) while intent to re-use was 3.13. This implies that students were indifferent to the use of the E Learning System. This does not validate existing studies that show that intrinsic or extrinsic motivation can affect intent to re-use (Park, 2007).

### **Value to Marketing Education**

The study's results showed that TAM constructs of perceived ease of use and perceived usefulness can indirectly affect the intent to re-use an E Learning System. This implies that there should be more efforts from marketing teachers to promote students' confidence in successfully handling E Learning Systems. It also implies that there is an opportunity to introduce E Learning Systems as long as students perceived it to be easy and useful.

Satisfaction is significant to behavioral intention. It is important to study the students' needs as consumers before an E Learning System can be introduced.

### **References available upon request**

**Title:** Nonprofit, Social, and Cause Marketing in the US: History, Insight, and Challenges for Higher Education

**Author(s):** *Theresa M Conley (University of Denver)\** ([tconley@du.edu](mailto:tconley@du.edu))

### **Purpose of the Study:**

The nonprofit sector continues to be a large, growing, and essential part of the United States' economy. There is an important history of influence and complexity that is critical for marketing educators and business school administrators to understand if they are to lead its continuing evolution and educate a new generation to embrace marketing for nonprofit, cause, and social marketing. Current and future trends, including the use of big data and the relentless need for community services and awareness make this topic relevant and timely. This manuscript includes a brief historical perspective, a selective review of literature from nonprofit marketing education, curriculum issues to consider based on research results, and fresh insights and challenges.

### **Method/Design and Sample:**

A mixed method approach was used to understand current nonprofit marketing curriculum and how it has changed over the years. An online survey was sent to hundreds of AACSB institutions in the United States for administrator and department-head response; qualitative interviews were done afterwards for detailed verbatims, depth, insight, and gap analysis.

### **Results:**

Research results from US institutions reveal four distinct themes that contribute new information: undergraduate and graduate students require different curricula so each is focused and delivered based on their respective experience and outlook while complimenting business school realities; the general tone of curricula elements and project work is often altruistic and

consequently not effective in preparing undergraduate and graduate students to meet the marketing challenges unique to the nonprofit sector – whether a student’s future role is tactical or in a board leadership capacity; and certification programs are few and represent a unique and untapped area of opportunity for business schools to leverage existing resources and provide a needed resource for existing nonprofit professionals.

**Value to Marketing Education:**

Service learning, volunteer internships, and social entrepreneurship experiences have gained appeal for college students. Likewise, there seems to be a consensus among educators to develop a students’ social consciousness with instruction around green marketing/green washing and concepts of social corporate responsibility and social entrepreneurship. This content – and an understanding of salary and career potential - should be incorporated into the overall curriculum design to provide educators a fuller and more comprehensive approach to nonprofit marketing curriculum.

**References available upon request**

**Title:** Exploring the Role of Information Literacy on Satisfaction with Client Sponsored Experiential Learning Project

**Author(s):** *Qin Sun (California State University, Northridge)\* (qin.sun@csun.edu); Charissa Jefferson (California State University, Northridge)*

**Purpose of the Study:**

This study looks at client sponsored experiential projects implemented in marketing research classes at a public university in USA. Although the client sponsored research projects are becoming an integral part of curricula in AACSB accredited business schools and extant studies have tested the effectiveness of client sponsored projects, few studies in marketing education literature look at one important aspect of client sponsored research projects, that is, information literacy , which is considered as a critical problem-solving skill for business students (Clarke & Flaherty, 2007). Since the information literacy provides the foundation for client sponsored research projects (Fowler & Bridges, 2017; Sterngold & Hurlbert, 1998), there is a need to further

examine how important the information literacy is for client sponsored experiential projects from the student point of view. It is also necessary to look at the different drivers that influence the student learning through client sponsored experiential activities. In this study, we focus on the information literacy, perceived competency, perceived value and perceived challenge to evaluate their influence on the effectiveness of a client sponsored experiential project on student learning Outcomes.

**Method/Design and Sample:**

Existing scales were adapted to measure each construct. Four items were identified from extant literature to evaluate information literacy (Fowler & Bridges, 2017; Sterngold & Hurlbert, 1998). Perceived competency, perceived challenge and satisfaction with experiential project were

measured with a seven-point Likert scale, ranging from 1 “strongly disagree” to 7 “strongly agree” (Ganesh, Paswan, & Sun, 2015). Perceived value looks at the comparative value of experiential project with respect to taking exams and the seven-point Likert scale has been used (Dlačić et al., 2014). Students were asked about their experience with client based experiential group project, as well as the benefits and frustrations they had with the project. Demographic questions such as age, gender, ethnicity and employment status were included at the end of questionnaire. The data was collected through an online survey from several undergraduate marketing research classes over two semesters at a public US university. Total of 120 valid questionnaires were received. In each semester, the students worked with a firm to develop a marketing plan for the client based on the specific business problems presented by each client. The instructor worked with the subject librarian to identify potential resources for the specific project and the librarian did a presentation for each class to help students familiar with various library resources. The students worked in teams to do literature review using library resources and conduct focus group interview first and then survey research to glean relevant information for their project. At the end of semester, they were asked to finish a survey related to their experience with the research project.

### **Results:**

Based on the descriptive statistics, 54 of 120 respondents were male and majority were 21 to 25 years (81.7%) and 10.8 % were 26-30 years. About 37.5% of the respondents were Hispanics, followed by Caucasian (32.5%), Asian (21.7%) and African American (3.3%). Over half of the respondents had part time job (55.8%), 20.8 % with full time job, and 23.3% with no employment.

In addition, 90% of the students had no prior experience with a client sponsored experiential group project. The confirmatory factor analysis (CFA) was used to examine the dimensionality of information literacy, perceived competence, perceived challenge, perceived value, and satisfaction

with experiential project. All scales were found to have adequate reliability (Churchill, 1979), as well as convergent and discriminant validity (Fornell & Larcker, 1981; McDonald & Ho, 2002). The hypothesized relationships were tested using a multiple regression in SPSS. The regression results showed that information literacy ( $t = 2.397$ ,  $p = 0.018$ ), perceived competency ( $t = 2.443$ ,  $p = 0.016$ ), and perceived value ( $t = 4.161$ ,  $p = 0.000$ ) positively influence satisfaction with experiential project, while perceived challenge is negatively related to satisfaction with experiential project ( $t = -1.728$ ,  $p=0.087$ ). As a result, all hypotheses H1 to H4 were supported by the data analysis results. The control variable prior experience with experiential project has no impact on student satisfaction with the project ( $t = 0.654$ ,  $p = 0.515$ ). The content analysis of opened

questions related to the aspects that benefit/frustrate students shows that students in general appreciate the learning experience to apply knowledge to real world situations while expressing their concerns on time consuming aspects of projects.

**Value to Marketing Education:**

This study has several key contributions to existing marketing education literature: first, it helps us to further evaluate the effectiveness of client sponsored experiential project due to the changing

business and student expectations of marketing education; second, it explores the potential antecedents of effective experiential pedagogy such as information literacy and perceived competency; third, this is the first study to empirically investigate the potential impact of information literacy on marketing research related experiential projects to the best of our knowledge since extant studies were mostly conceptual; next, this study adds alternative insights on client sponsored experiential projects and its practical effectiveness; and finally, there is significant theoretical, pedagogical and practical importance in examining how students perceive client sponsored experiential projects.

**References available upon request**

**Title:** The Three B's of Branding: Applying the Brand Evolution Process in Marketing Classes

**Author(s):** *Darrin Duber-Smith (Metropolitan State University of Denver); Sally Baalbaki (Metropolitan State University of Denver); April L Schofield (Metropolitan State University of Denver)\* (aschofi3@msudenver.edu)*

**Abstract**

Branding, like many other marketing concepts, has evolved over time, but models for branding as an evolutionary process have been largely absent from the curriculum. This paper is a conceptual piece consisting of a literature review and resulting in a new branding model. The paper has three objectives: to (1) highlight relevant extant research in branding, (2) discuss the importance of brand evolution as a necessary component of marketing strategy, and (3) introduce the Brand Evolution Process, consisting of three distinct stages and providing a framework for enhancing student understanding of the holistic nature of brand strategy. The Brand Evolution Process has three stages. Brand Development is strategic in nature and occurs before commercialization and involves forming a brand identity and all of the related brand elements for what will eventually become a related line of products. The Brand Management stage involves managing the brand image in the marketplace, beginning with awareness and attitude formation among the market potential through effective and cohesive marketing communication efforts, and progressing to brand usage, preference and loyalty. Brand Optimization involves leveraging the equity built in a brand through new product brand extensions in addition to re-branding and re-positioning when necessary. This three-stage evolution concept is in its beginning stages with a focus on an initial exploration of some of the current literature and suggesting a concise model which will be challenged by future qualitative and quantitative research. References are available upon request.

**References available upon request**

## POSITION PAPERS

### **Title: All-or-Nothing Performance Assessment**

*Author(s) Adam J. Mills\*, Loyola University New Orleans; Karen Robson, University of Windsor (Email: [ajmills@loyno.edu](mailto:ajmills@loyno.edu))*

This position paper presents an innovative approach to course design centered on student engagement, active and self-regulated learning, cooperative participation and assessing student grades based entirely on active performance. This experimental design was implemented over two years across three separate sections of a junior-level consumer behavior course, and qualitative feedback suggest that students felt more free to enjoy the learning process without the pressure and anxiety related to examinations and deliverables, students found the approach managerial in nature by building collaborative accountability into coursework.

**Purpose of the Study:** To introduce an innovative, entirely performance-based approach to course design.

**Method/Design and Sample:** Three sections of undergraduate consumer behavior over two years.

**Results:** Self-reported increase in student enjoyment, engagement, and learning.

**Value to Marketing Education:** This paper challenges the assumptions of course design and testing requirements.

**Keywords:** student engagement, self-regulated learning, participation, performance.

### **Title: Louis Vuitton at Yale: College Choice and the Extended Self**

*Authors: David S. Ackerman\*, Professor, California State University Northridge ([david.s.ackerman@csun.edu](mailto:david.s.ackerman@csun.edu)); Emi Moriuchi, Assistant Professor, Rochester Institute of Technology; Order of names is alphabetical. Both authors contributed equally to this manuscript.*

#### Abstract

This position paper looks at the decision to choose higher education from a consumer behavior perspective, how it is instrumental in the process by which students construct themselves, their extended selves. Belk (1988) found that one's possessions were both a major contributor to and a reflection of self-identity. Thinking about the purpose and value of higher education in America can be categorized into two dominant types of narratives. The more traditional perspective is that higher education serves a higher purpose in that it prepares students to be better people and better citizens. A second perspective is the view that the purpose and value of higher education is in career preparation. Regardless of the perspective students hold, the

purpose and value of higher education can depend on socio-economic factors as well as on the school they hope to attend.

References and further details please contact the author with “\*.”

### **Title: Case Study: You Can’t Make Students Do What They Don’t Value: Motivating Business Students to Graduate Early**

*Authors: Neil Granitz\*, Professor of Marketing, Cal State Fullerton (ngranitz@fullerton.edu); Chiranjeev S. Kohli, Professor of Marketing, Cal State Fullerton*

#### **Purpose of the Study**

Across the Cal State University System, the 4-year graduation rate was 25.5% in 2018. Low GPA, financial debt, underutilization of campus support services and being a transfer students can increase the time to graduation (Letkiewicz, Lim, & Heckman, 2014; Scott, Bailey & Kienzl, 2006). Many universities trying to address this issue have had some success. Actions undertaken include meeting with advisors, changing the tuition structure, and creating student community (Adams, 2011; Vedder, 2017). While universities are addressing the “supply side”, they have not addressed the “demand side”--increasing students’ motivation to graduate faster. Accordingly, our study aims at decreasing “time to degree” by proposing a novel approach—creating an awareness program, which will emphasize the financial benefits of early graduation.

#### **Methodology**

During exploratory research, a poll in one of the large marketing sections was undertaken to determine how many students understood the long-term financial implications of delaying graduation. Students were then informed about the lifetime cost of delaying graduation. (The “loss” is in the vicinity of \$100K for each year of delay in graduation.) Student reaction to the information was then queried. The sample comprised 205 students from all departments within the business school.

#### **Results**

Before students were exposed to the information, only 2%-3% were aware of the financial impact. After they were exposed to the information, over half who saw it were motivated to explore graduating in 4 years. We hope to share detailed results from the full-scale implementation of the program.

#### **Value to Marketing Education**

First, as educators, we want to prime our students for success. We do so by teaching them real world marketing skills and knowledge, as well as soft skills. Increasing their graduation rate is another way to grow their success; it places them in a superior financial position for life. Second,

from a personal perspective, it teaches students basic financial concepts (opportunity costs, cost-benefit analysis, net present value) that are critical to marketers. Third, retaining students in college and university has been national concern for decades (Ackerman & Schibrowsky, 2007). References and further details please contact the author with “\*.”

**Title: The Magic of Study Abroad/Service Learning: Integrating Non-Traditional Students with Traditional Undergraduates**

*Authors: Robert Lupton\*, Central Washington University, (Robert.Lupton@cwu.edu); Robert Trumpy, Central Washington University*

Traditional research on the effectiveness and positive personal growth outcomes of study abroad programs with university students has not adequately addressed the positive impact of these programs on non-traditional students. Also, the best practices research on integrating traditional-aged students with non-traditional students is severely lacking. This presentation will attempt to ameliorate these gaps in wisdom and best practices, while encouraging replication. References and further details please contact the author with “\*.”

**Title: Exploring the Role of Decision-Making Factors in International Student Engagement**

*Authors: Qin Sun, California State University, Northridge; Thuy D. Nguyen, Midwestern State University; Gopala Ganesh\*, University of North Texas, (gopala.ganesh@unt.edu)*

This study applies pre-purchase decision making model for services to higher education context in order to better understand the effects of motivators behind the international students’ post acquisition engagement. The research fills a literature void to build and test a theoretical model in order to connect the pre-purchase decision making factors with post consumption marketing engagement among international students. The findings provide valuable insights on international student recruitment and service marketing engagement management.

References and further details please contact the author with “\*.”

**Title: Different Approaches to Client Selection for Group Projects**

*Authors: Shikha Upadhyaya\*, California State University, Los Angeles; Somak Banerjee California State University, Los Angeles (email: [supadhy4@calstatela.edu](mailto:supadhy4@calstatela.edu))*

The goal of this position paper is to present examples of student-led and instructor-led semester projects in two upper-level undergraduate course sections – marketing strategy capstone course and community-based social marketing course. Student-groups are expected to regularly engage with the client and meet all the pre-agreed deadlines and milestones during the semester.

Client-based projects in these courses are assessed to identify [a] specific factors that underpin two different approaches to client selection - student-led and instructor-led and [b] to discuss potential advantages and disadvantages related to each approach. By doing so, this research aims to enhance our understanding of different approaches that the instructor can adopt for client-based group projects.

References and further details please contact the author with “\*.”

**Title: Teaching Data Visualization to Get Marketing Students Excited About Marketing Analytics**

*Author: Rex Moody\*, Angelo State University (Email: rex.moody@angelo.edu)*

In a 2017 MEA Conference paper, Moody, Pate and Veltri (2017) described a course that shifts the content of the marketing research class for undergraduate students from traditional marketing research topics to one that focuses on data analytics. This position paper will explain the evolution of that course over the past several years and how the focus of the course has shifted to covering data visualization techniques and the use of the Tableau software package.

References and further details please contact the author with “\*.”

**Title: You Got Game: Utilizing Gamification Practices in Hybrid Course Design**

*Author: Kristen Schiele\*, California State Polytechnic University (email: krschiele@cpp.edu)*

Gamification is a growing phenomenon, described as one of today’s top disruptive trends in technology. Utilizing traditional game design principles, gamification has also become a way to increase student engagement in higher education courses. In this paper, we explore the potential of utilizing game design to motivate students in a hybrid marketing course. Prior research has shown how gamification can provide a positive solution to implement behavior change, by making learning fun and rewarding. By providing a framework for the design and implementation of gamification, the objective of this paper is to communicate the beneficial outcomes of using gamified online activities, so that more faculty members are willing to utilize this approach in their online and hybrid curriculum.

References and further details please contact the author with “\*.”

**Title: A Mindfulness and Reflection Retreat for Students Participating in a Global Service-Learning Program**

*Author: Kim Daniloski\*, Virginia Tech (Email: kdanilos@vt.edu)*

Global service-learning programs provide both unique opportunities and unique challenges for students. A global service-learning program that combines coursework in Europe with human-centered design projects in Africa implemented a 1.5-day mindfulness and reflection retreat to combat the potential for burnout and compassion fatigue among participants. The study examines the retreat’s effects on a variety of student outcomes.

References and further details please contact the author with “\*.”

**Title: Virtual Reality in the Marketing Classroom**

Author(s): Sarah Fischbach\*, Pepperdine University; Alice Labban, Pepperdine University; Steven Bauer, Pepperdine University (Email: sarah.fischbach@pepperdine.edu)

This manuscript is the beginning of our research in the field of virtual reality as it applies to the marketing classroom. Currently we are working with students to research how industry is applying virtual reality to product or service marketing campaigns. Our research explores studies on the technology and how to expose students to the application of virtual reality tools in the classroom. We give an overview of Virtual Reality (VR), Augmented Reality (AR) and Mixed Reality (MR) found in the marketing world and provide resources to engage this type of

experience in the classroom environment. Ideas for future research on how to apply experiential learning with virtual reality are discussed.

References and further details please contact the author with “\*.”

**Title: Game on! – Teacher perspectives on the use of games and gamification in higher education A position paper “Marketing technology”**

*Author: Minna-Maarit Jaskari\*, University of VAASA (Email: minjas@uva.fi)*

Games and gamification is a “hot topic” in pedagogy at the moment. Games refer to any game utilized in teaching. They can be for example board games, digital games or role plays.

Gamification refers to using game-like elements (such as storytelling, competitiveness, scoring systems, levels, progress monitoring or other similar elements familiar from games) in teaching.

References and further details please contact the author with “\*.”

**Title: Twitter, Instagram and Snapchat ... Oh My! How Integrating Social Media into the Classroom Promotes Student Engagement and Practical Applications.**

*Author: Lori Wortylko\*, University of Cincinnati Blue Ash College (Email: wortylli@uc.edu)*

The purpose of this presentation is to present the data collected in a pilot study of the impact of social media as a teaching tool in undergraduate marketing courses and to discuss those findings accordingly. Specific objectives include:

- (1) Review the basic characteristics of Twitter, Instagram, and Snapchat
- (2) Identify other social media tools that could be used as alternative forums for projects
- (3) Discuss how the unique characteristics of each social media forum can be adapted to specific student projects/exercises
- (4) Review survey results about student receptiveness to the use of social media in the classroom

References and further details please contact the author with “\*.”

**Title: Progressing Forward: Revising Marketing Curriculum’s to Reflect Current Diversity and Inclusion Standards**

*Author: LaCalvince Simpson\*, Indiana University East (Email: ldsimpso@iue.edu)*

Diversity and Inclusion (D&I) is a major element of marketing. The foundation of marketing was built on reaching diverse audiences and sub-cultures throughout various forms of media and communication. Most marketing and communication strategies are created in a very similar way, traditional and direct. However, this is a clear example of why this isn’t working. Companies recognized this and adjusted their marketing campaigns to reflect the changes to the marketing landscape. Yet, many marketing programs are slow to adopt changes in the industry. Marketing courses offer the perfect blend of content and structure to be a front runner in adopting modern practices of diversity and inclusion. This session will the challenges with developing a marketing curriculum that effectively incorporate modern D&I marketing strategies.

References and further details please contact the author with “\*.”

**Title: Marketing Internship Management Using Salesforce.com**

*Author(s): C. Clifton Eason\*, Samford University; Nathan Kirkpatrick, Stephen F. Austin State University (Email: ceason@samford.edu)*

At many colleges and universities, marketing and other business programs struggle to efficiently manage the internship process. Causes for this inefficiency often are human resource constraints, lack of time, poor use of technology, and low prioritization among other program responsibilities. In this paper, the authors present a framework for using Salesforce.com to help marketing and other business programs (as well as university-level internship and job matching programs) more efficiently manage the entirety of the internship process – from prospecting and pairing to post-internship follow-up. We believe the authors’ experiences with internship management using Salesforce can be valuable to other schools who are looking for ways to improve their own internship experiences and processes.

References and further details please contact the author with “\*.”

**Title: Teaching to the Heart: Including Empathy in Teaching Consumer Behavior**

*Author: Phillip M Frank\*, Missouri Western State University*

*(Email: pfrank@missouriwestern.edu)*

In line with the philosophical ideology of Transformative Consumer Research, the article posits an educational scenario for teaching undergraduate Consumer Behavior with an emphasis on the role of empathy plays in marketing. In addition to in-class exercises, students were assigned external business clients in which students researched consumer trends in respective industries. They also proposed cause-related marketing campaigns or other socially-oriented creatives to clients.

References and further details please contact the author with “\*.”

**Title: Scientific research in marketing dissertations: positive graduate school practices**

*Author: Lizardo Vargas-Bianchi\*, University of Lima (lvargas@ulima.edu.pe).*

Undergraduate students in Peru have limited experience in scientific research. They are more familiar with formats free of scientific methodologies, such as business plans, marketing plans, processes reviewing to propose improvements, or lengthy monographic essays about a marketing subject. This limitation extends to several graduate school masters’ programs, where professional experience also biases students of understanding research from a practitioner or commercial perspective. However, education in scientific methodologies adds relevant value to the student’s training. This paper presents the reviews and adjustments made along dissertation seminars’ syllabi and curricula, of two masters’ programs from a high ranked Peruvian university, aimed to promote and practice scientific research as an appealing option. After implementing the adjustments, dissertation advances made by the students working on marketing topics show they are gaining the competencies sought.

References and further details please contact the author with “\*.”

**Title: Trends and challenges in education related to the adoption of new digital technologies**

*Author(s): Gina Cook\*, Metropolitan State University of Denver; Květa Olšanová, University of Economics, Prague (Email: gcook13@msudenver.edu)*

The objective of this paper is to investigate the current trends facing higher education in relation to the adoption of new digital technologies, including Industry 4.0 (specifically the Internet of things, big data / analytics, robotic systems/AI, and additive manufacturing). The complex

processes in Industry 4.0 complicate the challenges associated with the supply and demand of skills. Acquisition of soft skills may be affected by cultural specifics, thus we aim to explore the opportunities in cross-cultural education within contemporary, internationalized higher education. We aim to explore various methods that are evolving and currently being tried in Europe and the United States, and to understand their advantages and limitations. We briefly examine virtual learning environments (VLEs), virtual reality and immersive VLEs, and COIL; we then provide an example of each. As preparation for the research phase, we intend to identify concepts applicable for marketing education to be followed-up in discussion with industry representatives.

**Purpose of the Study:** The goal of our exploration is to investigate the current trends and opportunities facing higher education in relation to the adoption of new digital technologies, in particular, within the context of cross-cultural, international education.

**Method/Design and Sample:** Our initial examination will be exploratory in nature and will involve a survey of current practices and review of secondary resources.

**Results:** Yet to be determined as the preliminary review is in its initial stages.

**Value to Marketing Education:** A review of best practices across education within the international context may provide an insight into the possibilities for application within the marketing context.

**Keywords:** Industry 4.0, digital technologies, virtual learning environments, immersive VLE, virtual mobility, COIL

References and further details please contact the author with “\*.”

### **Title: Enhancing Student Satisfaction with the Utilization of an Innovative Professional Enrichment Program**

*Author: Deborah Y. Cohn\*, New York Institute of Technology; Birasnav Muthuraj, New York Institute of Technology (Email: dcohn02@nyit.edu)*

This study examines the impact of new knowledge creation capability of students on their satisfaction with a professional enrichment program and their career-related help-seeking behavior with the professionals engaged in this program. We are proposing and model and a method to examine the model. We will also offer implications for both theory and practice.

References and further details please contact the author with “\*.”

### **Title: From an Educational Mission to Practical Work: Implementing A Tutorial Program to Meet New Demands on Marketing Education**

*Author(s): Fredrik Lange\*, Sara Rosengren, Jonas Colliander, Micael Dahlén, Karina T Liljedal, Sara Melen Hanell, Wiley Wakeman, Erik Wikberg, Maja Fors and Par Martensson, Stockholm School of Economics (email: fredrik.lange@hhs.se)*

This paper reports on a new pedagogical approach in a three-year bachelor program in retail management to meet the business school’s new educational mission. Faculty decided to create a tutorial program to help students move towards the objectives set in the educational mission. The paper describes and discusses how the educational mission has been transformed into practical

work in the program. The start of the program was in August 2018. The educational mission FREE comprise of four pillars: (1) fact and science minded, (2) reflective and self-aware, (3) empathetic and culturally literate, and (4) entrepreneurial and responsible. The tutorial program runs in all three years and is based on individual and small group meetings between students and faculty. In the paper, we show how the meetings aim to link the pillars of the educational mission to the tutorial meetings.

References and further details please contact the author with “\*.”

**Title: Exploring the Role of Information Literacy on Satisfaction with Client Sponsored Experiential Learning Project**

*Author(s): Qin Sun\*, California State University, Northridge; Charissa Jefferson, California State University, Northridge (email: [in.sun@csun.edu](mailto:in.sun@csun.edu))*

This study applies pre-purchase decision making model for services to higher education context in order to better understand the effects of motivators behind the international students’ post acquisition engagement. The research fills a literature void to build and test a theoretical model in order to connect the pre-purchase decision making factors with post consumption marketing engagement among international students. The findings provide valuable insights on international student recruitment and service marketing engagement management.

References and further details please contact the author with “\*.”

**Title: No Plastics Please: Transformative Learning through Service-Learning Projects**

*Author(s): Sarah Fischbach\*, Pepperdine University; Timothy Good, Pepperdine University; Elizabeth MacCoy, Pepperdine University (email: [sarah.fischbach@pepperdine.edu](mailto:sarah.fischbach@pepperdine.edu))*

In this classroom project, we bring together transformative learning and service learning using the Burns sustainability model to address projects in Principles to Marketing courses. The sustainability movement found in such companies as Patagonia, Toms Shoes, and Rareform, is providing a new marketing strategies for future leaders. Our project begins to uncover the benefits of these movements and shape student thinking. A guide on how to implement these projects is provided including classroom resources, time allotted and future student outcomes.

References and further details please contact the author with “\*.”

**Title: Collaborative Marketing Internship Program: A Developmental Transfer Perspective**

*Author(s): Lan Wu, California State University, East Bay; Sweety Law\*, California State University, East Bay (Email: [sweety.law@csueastbay.edu](mailto:sweety.law@csueastbay.edu))*

Internships are becoming an important component in college programs to enhance student learning and employability of graduates. Many marketing internships appear to be administrative support or salesforce positions that mainly focus on soft-skills (e.g., verbal and oral communication and teamwork skills for entry level positions) and in which students have limited on-the-spot training and prospects of professional development. Given low requirements and expectations, it is difficult for sponsoring firms to assess interns’ potential to deliver in real or more challenging tasks and what new knowledge or perspectives the interns has brought into the organization. Finally, implementation of marketing internships varies across campuses. Most programs are mainly supervised either by employers, a faculty coordinator, or a university

internship office, with relevant learning outcomes difficult to evaluate and the process and system of knowledge transfer completely ignored.

References and further details please contact the author with “\*.”

**Title: Better Exam Results: Unlimited vs. Limited Attempts and Time for Supplemental Online Interactive Activities**

*Author(s): Lydia M MacKenzie, University of the Virgin Islands (Email: [lydia.mackenzie@uvi.edu](mailto:lydia.mackenzie@uvi.edu))*

Research indicates the use of interactive online learning (IOL) instructional strategies such as multiple choice, "drag and drop" matching exercises, video case discussion, etc. in online courses enhances learning and results in better learning outcomes. This study examines whether limiting the attempts and the time to complete IOL instructional strategies significantly improves learning outcomes as measured by performance scores on two required exams. The authors posit that students who have limited attempts (1) and limited time (20 minutes) will in fact read the chapters before attempting to complete the interactive online activities, thus resulting in improved learning outcomes as measured by increased exam scores when correlated with the interactive online activity scores. Unlimited attempts and unlimited time provide students with the opportunity to search the textbook for the answers without reading the assigned chapters. References and further details please contact the author with “\*.”

**Title: Keep calm and listen to your customer – Industry expectations on sales managers' competencies in Finland**

*Author(s): Minna-Maarit Jaskari\*, University of Vaasa\*; Paivi Borisov University of VAASA (email: [minna-maarit.jaskari@uwasa.fi](mailto:minna-maarit.jaskari@uwasa.fi))*

This position paper looks into industry expectations on sales managers' competencies. We have collected two types of industry data - job postings and sales manager interviews. These sets of data are analyzed against earlier research on selling competencies. The findings are used in curriculum development.

References and further details please contact the author with “\*.”

**Title: Does that A Really Make up for the C? Student Reaction to Good and Bad Grades**

*David Ackerman\*, California State University, Northridge (Email: [david.s.ackerman@csun.edu](mailto:david.s.ackerman@csun.edu))*

This position paper discusses student reaction to the marketing instructors providing positive and negative information through grades, especially the ordering of such information. Instructors in marketing courses have to give both good and bad news to students in their courses. It's fun to give good news to students, an 'A' for an exam or an assignment, evoking happy feelings and love for the instructor, but more often information about less positive performance needs to be communicated. Research on asymmetry of negative and positive information is applied to shed light on how the presentation of grading impacts students. Questions will be raised, data analysis presented and marketing education implications discussed.

References and further details please contact the author with “\*.”

**Title: Digital Marketing career development: A public-private partnership approach**

*Author(s): Nicole Vowles, Metropolitan State University of Denver (Email: [nvowles@msudenver.edu](mailto:nvowles@msudenver.edu))*

As digital marketing has evolved, marketing educators have tried to keep pace by incorporating digital marketing into curriculum. Challenges exist, however, in keeping up with fast-moving technology and providing students with practical experience that facilitates comfortably entry into digital marketing jobs. This position paper proposes a method for analyzing the experience of one metropolitan university partnering with a private, digital marketing micro-educator. The research objective, to explore the value of a practically-oriented, career-focused course, will be addressed with a three-part qualitative study analyzing the perceived value of the course from the perspective of students, sponsors, and employers.

References and further details please contact the author with “\*.”

## **Special Sessions Proceedings**

### **Title: Marketing Certifications: Evaluating Their Role in Marketing Education**

*Author(s) Steven Hartley\*, University of Denver; James Cross, University of Nevada, John A. "Jack" Schibrowsky, University of Nevada (Email: [shartley@du.edu](mailto:shartley@du.edu))*

As online education becomes more popular among students and universities the variations of online products has grown dramatically. Flipped classrooms with online material available for self-study, hybrid classes with a combination of in-class meetings and online meetings, and distance learning programs without any on-campus requirement are all familiar to most marketing educators today. Another form of online product, the certification, is also growing in popularity. The American Marketing Association, for example, offers the Professional Certified Marketer (PCM) certification. The certification has four tracks – digital marketing, marketing management, sales management, and content marketing – and each exam costs AMA members \$249. The AMA web site response to the question “Why do I need certification?” is that “Marketing is changing fast. Our program keeps you current and relevant, proving you are up-to-date on the latest skills.”

References and further details please contact the author with “\*.”

### **Title: Marketing Technology Workshop: Teaching Internet Solutions with Wix**

*Author(s): Mark S Rosenbaum\*, University of South Carolina; Ohad Bolotin, Wix (Email: [marosen@mailbox.sc.edu](mailto:marosen@mailbox.sc.edu))*

The goal of this proposed 45-minute workshop is to introduce Marketing academics, who have an interest in teaching Internet-based solutions in their business-oriented courses, with Wix. During the workshop, Dr. Rosenbaum, Department of Retailing Chair and Professor, at the University of South Carolina, along with Ohad Bolotin, Director of University Relations at Wix,

will show educators how to use Wix for Internet solutions, including the creation of online stores, blogs, bookings, and video promotion using online templates and artificial intelligence. References and further details please contact the author with “\*.”

**Get Your Students Certified: Using Third-Party Digital Marketing Certifications in Your**

**Author(s):** *Marketing Courses Todd Bacile\**, Loyola University New Orleans; *Caroline Muñoz* University of North Georgia; *Natalie Wood*, Saint Joseph's University (Email: [tjbacile@loyno.edu](mailto:tjbacile@loyno.edu))

This panel session will feature a discussion by three professors who have successfully incorporated third-party digital marketing industry certifications (e.g., official certifications offered by Google Analytics, HubSpot, Hootsuite, and other platforms) into their marketing courses. The discussion will include notable challenges, lessons learned, success stories, and best practice recommendations for any faculty who are considering the inclusion of a third-party digital certification in the classroom. A question-and-answer session will also be made available to panel attendees who have specific questions concerning this innovative, yet often intimidating pedagogical implementation.

References and further details please contact the author with “\*.”

**Title: Immersive and Experiential Learning in Capstone Courses**

**Author(s):** *Angela Hendershot\**, Professor of the Practice, University of Kansas; *Matt Tidwell*, University of Kansas IMC program director; *Michelle Keller*, University of Kansas IMC Advisory Board Chair (Email: [angie.hendershot@ku.edu](mailto:angie.hendershot@ku.edu))

Experiential learning is a critical development area for higher education, but particularly essential in the fast-paced field of marketing education. Client-based projects allow students to apply theory and skills directly and require them to encounter and overcome a dynamic set of real-world business challenges. Grounded in emerging information about student learning in time-shortened or condensed courses, the faculty, staff and advisory board leadership at the University of Kansas master's program in Integrated Marketing Communication sought to transform the capstone course to an accelerated format that also better prepares students for the intensity and pressure of real-world marketing campaign development timelines. The pilot project highlighted the importance of professional industry feedback, scaffolding curriculum, parallel alternative course paths, case study integration and small scale experimentation. Early results indicate that condensed offerings created favorable student and client satisfaction while generating strong learning outcomes.

References and further details please contact the author with “\*.”

**Title: How are We Developing the Soft Skills of our Marketing Students?**

**Author(s):** *Clay Daughtrey\**, Metropolitan State University of Denver; *Bob Farmer*, Metropolitan State University of Denver; *Frank Veltri*, Oregon State University (Email: [daughtre@msudenver.edu](mailto:daughtre@msudenver.edu))

It is no surprise that soft skills, also called generic skills or non-technical skills, are the most sought after traits employers want from graduates. Numerous studies, associations, like the National Association of Colleges and Employers (NACE), and websites, like Monster.com, often list the top skills desired by employers. Those skills include but are not limited to the following. Oral Communication, Written Communication, Teamwork/Collaboration, Critical Thinking, Digital Technology, Socialization, Professionalism/Work Ethic, Self-management, Problem solving, Adaptability, Conflict resolution, & Leadership.

If these traits are so highly prized by employers, do we as marketing educators stress the importance of and/or facilitate the learning and development of these skills in our students? Studies have shown that some of these traits can be developed through class assignments (Douglas and Braunstein, 2018) (Anthony and Garner, 2016), internships (Griffin and Coelhoso, 2018) (Gault, et al, 2000), and through service learning (Tucker et al, 1998). This session will look at how we as marketing professors teach soft skills in our curriculum. Format: The presenters will discuss various studies that focus on soft skill development and will share their personal experiences with teaching the subjects. Additionally, session attendees will be asked to share what they, their colleagues, or their Business Programs do to facilitate learning of soft skills. Examples provided by attendees could aid the presenters with future research projects. References and further details please contact the author with “\*.”

**Title: Engaging Industry in Marketing Education**

*Author(s): Robert Fabrize\*, Cal Poly Pomona; Debbora A. Whitson, Cal Poly Pomona; Kristen R Schiele, Cal Poly Pomona; Juanita P. Roxas, Cal Poly Pomona; Frank K. Bryant, Cal Poly Pomona (Email: [fabrize@cpp.edu](mailto:fabrize@cpp.edu))*

The struggle to make the material we present as marketing professors relevant to industry/business practices has been well documented by the literature (Manzon, 2017; Meredith & Burkle, 2008; Hunt & Laverie, 2004). The profession has employed a number of strategic weapons to bridge the gap between theory and practice, experiential learning (Hawtrey, 2007; Frontczak, 1998) flip the classroom (Findlay-Thompson & Mombourquette, 2014; Green, 2015) cooperative learning (Schmidt, 2003; Cameron, 1998) to name a few. This special session will present methods that demonstrated success in exposing students to current challenges that they are mostly to face as they enter into their respective professions.

References and further details please contact the author with “\*.”

**Title: Teaching the Art and Science of Storytelling in Crafting an Authentic Brand Story**

*Author: Justine C Haigh\*, George Fox University (Email: [jhaigh@georgefox.edu](mailto:jhaigh@georgefox.edu))*

Portland, Oregon has an impressive number of non-profits. According to the Nonprofit Association of Oregon (2017), Oregon’s nonprofit sector consists of 31,224 not for profit organizations. (“Why nonprofits are important,” 2017). As non-profits compete for distinctiveness, it is those that take the time to consider their authentic brand value that will gain a competitive advantage in the long run. In tackling these challenges, the workshop highlights the approach by which an MBA marketing class at George Fox University worked with a Portland-based film storyteller to craft an authentic brand story for a local non-profit organization, FIDGETECH (technical training for young adults with autism).

References and further details please contact the author with “\*.”

**Title: Leading Edge: Technological innovations in marketing education**

*Author: Helene Wilkinson\*, AUT University New Zealand (Email: [hwilkins@aut.ac.nz](mailto:hwilkins@aut.ac.nz))*

It has been argued (Harrigan & Hulbert, 2011) that technologies of the 21st century have been disruptive to the marketing, and indeed the business, landscape. Sarker, Davis, and Tiropanis (2010) assert the changing nature of higher education and question its position in being (remaining) relevant to society. As the environment of business changes, the need for education in marketing also needs to change, to better accommodate technological innovations in both the delivery and implementation of marketing knowledge in theory and practice. In fact, Mishra, Mishra, and Wilder (2017) raise issues of concern and disappointment amongst employers in the digital preparedness of students leaving higher education and entering the workforce. This does not appear to be a geographically bounded problem, it exists globally. It presents the issue of how might providers of higher education in marketing capitalise on technological innovations to best advance the practice and knowledge of marketing? An understanding of how other HEI's are responding to societal change can provide insights into how universities can best prepare undergraduate business students to be competitive in marketing on a global scale, and contribute to individual countries' competitiveness on a world scale.

References and further details please contact the author with “\*.”

**Title: Embracing changes in Marketing: The growth of the Sports Marketing field & the importance of diversifying higher education marketing pedagogies.**

*Author: Sarah Felmet\*, Richland College (Email: [sfelmet@dcccd.edu](mailto:sfelmet@dcccd.edu))*

In 2015, Forbes assessed the sports market in America was worth around \$60.5 billion. The predictions show that by 2019, it is estimated to grow to \$73.5 billion. (Heitner, 2015). Data also indicated that the sports media rights are expected to increase from \$14.6 billion in 2014 to \$20.6 billion by 2019. (Heitner, 2015). Furthermore, the sports marketing field has yielded significant growth in foreign markets including Europe and Asia thus propelling this field to become highly desirable in the job market. The world of marketing is so vast and encompasses many different facets from tactical pricing to launching new products to promotions; all of which are applicable to the specialized field of sports marketing. The U.S. Department of Labor, Bureau of Labor Statistics (BLS) estimates that the field of marketing is growing at a faster than average rate of 10% with median national annual salaries in the range of \$129,000. (U.S. Department of Labor, 2016). Within this area of study, the sports marketing specialization has slightly higher growth rates of about 14-18% within the next decade. Additionally, BLS figures on the salaries for marketing managers associated to sports suggests annual mean wages of \$115,000 to \$117,000. The data further indicates that the job title of Market research analyst and Marketing specialist which includes sports marketing is projected to have 138,300 new jobs between 2016-2026. (U.S. Department of Labor, 2016). As a marketing educator, expansion of the traditional field of marketing to include specialized marketing pedagogies such as sports marketing is essential to satisfy the needs of this growing field and projected employment growth. The world of sports as we know it is growing and expanding and embracing new ideologies including e-sports. From an educational standpoint, we also need to grow and expand offerings in order to graduate students who have expertise in specialized marketing not just general marketing.

References and further details please contact the author with “\*.”



**If you have any questions please feel free to contact the editors.**

*Thank you,*

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