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Encouraging Ethical Behavior in the Workplace by Way of the Classroom: Examining the Use of Social Media in Marketing Ethics Instruction to Influence Millennials' Perception of Workplace Ethics

Traci Thomas Pierce
George Fox University

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Traci T. Pierce

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Dr. Craig Johnson, Ph.D., Committee Chair

Dr. Justine Haigh, Ph.D., Committee Member

Dr. Carl Broadhurst, D.B.A., Committee Member

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Student Name Traci T Pierce Student ID# 1751073

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Abstract

An emphasis on marketing ethics instruction in higher education may be needed now more than ever. The Ethics Resource Center (ERC) reports that employees of the millennial generation are less cognizant of unethical practices in the workplace than previous generations, and suggests that the millennials' exposure and frequency to social media contributes to their disregard of unethical workplace behavior ("2011 National Business Ethics Survey," 2012). Social media communication is popular among the millennial generation and is a requirement for modern-day businesses; yet, the nature of social media seems to be affecting this new generation of employees negatively. Could social media be used positively in marketing ethics instruction to enhance inductive learning of the millennial generation and encourage ethical workplace behavior? This quasi-experimental study sought to answer that question through a control and treatment group research design. Both groups received the same marketing ethics instruction, but the treatment group engaged in instruction through social media while the control group's instruction was delivered in class. A comparison of pre- and post-surveys of both groups sought to evaluate if social media could be used to make a positive impact on millennials' ethical workplace behavior. Noteworthy findings of the study included: (1) The preference of a closed Facebook page for academic use rather than other social media formats; (2) The tendency of frequent YouTube users to respond unethically to workplace behavior and marketing ethics scenarios; and (3) The support for marketing ethics instruction as a standalone course.

Keywords: business ethics, ethics instruction, inductive learning, marketing ethics, millennials, social media, workplace ethics

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Chapter 1: Introduction

During a business school faculty meeting, the head of an independent marketing firm encouraged faculty to submit student quotes and success stories for inclusion on the school's website. The marketing professional suggested that quotes did not have to be exact; faculty could even take a collection of positive statements they recalled from several students and then attribute it to just one student. When a faculty member questioned whether this practice was ethical, the professional replied, "It is permissible to compromise quotes" for marketing purposes (Personal communication, May 8, 2014). As murmuring ensued among the faculty following this remark, a business school administrator turned to the faculty and stated, "You all think academically; we are dealing with corporate now" (Personal communication, May 8, 2014).

The public tends to be skeptical about marketing. It is typically assumed that marketers will do whatever it takes to promote or sell a product. Marketing is often the most visible part of an organization, and marketing ethics is considered a contradiction in terms (Saucier, 2008). Some of the most visible forms of marketing—advertising, sales, and social media marketing —are viable methods for creating awareness of an organization but often lead to cynicism as well. As conveyed in the example above, there is even the perception that what is not tolerated in academia may be permissible in a corporate marketing environment. But should there be a line of ethical tolerance that

differs between academia and the marketing profession? Who determines what is or is not ethical? *Where, how,* and from *whom* are students learning about ethical behavior?

Statement of the Research Problem

Professors of marketing can find it challenging to help students learn about the discipline while simultaneously debunking the stereotype that marketing is unethical. Although it may be true that many unethical practices occur in marketing, the profession itself is not solely to blame. There are many ethical infractions in various professions, yet marketing often receives a more severe stigma, especially in the subfields of advertising and sales. In a recent Gallup poll surveying Americans' perceptions of honesty and ethical standards among several professions, business executives, advertising practitioners, and car salespeople scored considerably low on a 5-point ethics and honesty scale. The only professionals who scored lower were members of Congress (Gallup, 2014). Findings from the 2014 survey are presented in Table 1. In 2013, car salespeople scored the third lowest and advertising practitioners scored the fifth lowest among 22 professions on the 5-point ethics and honesty scale (Swift, 2013). Again, the professionals considered less ethical than these two marketing professions were lobbyists and members of Congress. The 2012 Gallup survey placed car salespeople as the lowest profession of ethicality and honesty, whereas advertising practitioners scored the third lowest (Newport, 2012). The Gallup survey results demonstrated that long-held stereotypes are difficult to change (Swift, 2013).

Table 1

2014 Gallup Poll Surveying U.S. Views on Honesty and Ethical Standards in Professions

U.S. Views on Honesty and Ethical Standards in Professions

Please tell me how you would rate the honesty and ethical standards of people in these different fields – very high, high, average, low, or very low?

	% Very high or high	% Average	% Very low or low
Nurses	80	17	2
Medical doctors	65	29	7
Pharmacists	65	28	7
Police officers	48	31	20
Clergy	46	35	13
Bankers	23	49	26
Lawyers	21	45	34
Business executives	17	50	32
Advertising practitioners	10	44	42
Car salespeople	8	46	45
Members of Congress	7	30	61

(Gallup, 2014)

Changing the negative public perception of marketing and its subfields requires educating and training future marketing professionals to conduct business ethically. One place to begin is in the classrooms of higher education institutions. The current college-age student belongs to the millennial generation, born between 1980 and 2000. Members of this generation are also entering the workforce and bringing a different set of attributes and beliefs to the workplace than did members of prior generations. The Ethics Resource Center (ERC) had reported that each generation is shaped differently by significant world events and cultural trends; thus, generations exhibit distinct ethical differences. In a supplemental research report to its 2011 National Business Ethics Survey (NBES), the

ERC found that younger workers, specifically millennials, were more susceptible to experiencing ethical dilemmas in the workplace ("Generational Differences," 2013). Business ethics instruction is needed to help future employees from the millennial generation navigate ethical dilemmas in the workplace. Teaching ethics to the millennial generation may call for a different approach than those used for previous generations. Data from the 2011 NBES revealed that millennials' perceptions about ethics are greatly influenced by social interaction ("Generational Differences," 2013). Thus, a positive focus on marketing ethics teaching and training through social interactions with marketing professors and professionals may have a positive effect on millennials entering the workforce. This research study sought to examine the influence of marketing ethics instruction through social interactions in the classroom and online.

Purpose Statement

The purpose of this quasi-experimental study was to examine the relationship between marketing ethics instruction facilitated through social networking sites and millennial college students' perception of ethics in the workplace along with whether social media instruction had a greater influence on students' perceptions of workplace ethics than classroom instruction did. Both a control group and a treatment group completed pre- and post-surveys asking for responses about workplace and marketing ethics. Both groups received the same marketing ethics instruction covering the same topics over a 2-month period between the pre- and post-surveys. However, the delivery of the instruction differed. The control group received marketing ethics instruction through social interaction in the classroom, whereas the treatment group received marketing

ethics instruction through social media interaction. This research sought to analyze how teaching marketing ethics through social interaction in the classroom and online might positively influence millennial students' perceptions of workplace ethics. Additionally, the research examined whether there was a distinct difference between students' ethics scores from the control group versus from the treatment group to indicate whether one delivery type of marketing ethics instruction was more influential than the other was.

Research Questions

Research for this study focused on millennial college students' responses to questions of ethical behavior in the workplace and to marketing ethics scenarios in a pre- and post-survey, experimental design. The following research questions attempted to draw an inference from the surveyed college student sample concerning social media ethics instruction for the larger millennial college student population.

RQ 1*: Do students who frequently use social media report a greater tolerance toward questionable workplace behaviors than do students who use social media less frequently?*

RQ 2*: Does marketing ethics instruction lead to significant improvement in the ethics scores of students?*

RQ 3: *Does the incorporation of social media into marketing ethics instruction lead to greater improvement in ethics scores of students as compared with in-class marketing instruction alone?*

Definitions of Terms

Millennials.

Different year spans are offered when defining the millennial generation. The millennial generation, also referred to interchangeably as Generation Y, is considered by some to represent the American population born between the late 1970s and mid-1990s (Brandau, 2012). Others place the millennial generation as born between the years of 1982 and 2003 (Winograd & Hais, 2011). For this study's purposes, the millennial generation is defined as persons born between 1980 and 2000.

Ethics.

Many definitions exist for the term "ethics." Presently, ethics is often thought to be synonymous with the term "morals," but historically, there was a distinction between the two (Sproul, 2006). Some philosophers defined ethics as the systematic study of the principles of right and wrong, whereas morals are defined as specific standards of right and wrong behavior (Johnson, 2011).

Taylor (1975) defined ethics as an "inquiry into the nature and grounds of morality where the term morality is taken to mean moral judgments, standards, and rules of conduct" (p. 1). Durant (1961) defined ethics as "the study of ideal conduct; . . . the knowledge of good and evil, the knowledge of the wisdom of life" (p. xxviii). Building on Durant's definition, Christensen (1995) stated that the meaning of ethics has two elements: (1) "A knowledge of ethics is not something people are born with; it is acquired by study," and (2) "Ethics is not common behavior, it is the ideal conduct people hope to find in the best of people" (p. 32). For the purposes of this study, ethics is defined as the study of the principles of right and wrong.

Marketing ethics.

Whereas the study of business ethics examines ethical rules and principles in the context of business, marketing ethics examines ethical problems specific to the domain of marketing (Grewal & Levy, 2013). Murphy, Laczniak, Bowie, & Klein (2005) defined marketing ethics as "the systematic study of how moral standards are applied to marketing decisions, behaviors and institutions" (p. xvii). The American Marketing Association (AMA) has stated, "Marketers are expected to embrace the highest professional ethical norms and the ethical values implied by our responsibility toward multiple stakeholders (e.g., customers, employees, investors, peers, channel members, regulators and the host community)" ("About AMA," 2013, para. 1). The ethical norms established by the AMA are to do no harm, to foster trust in the marketing system, and to embrace ethical values. The ethical values outlined by the AMA are honesty, responsibility, fairness, respect, transparency and citizenship ("About AMA," 2013). For the purposes of this study, marketing ethics is defined as the study of the ethical rules and principles in the marketing profession, namely the ethical norms and values outlined by the AMA.

Ethical dilemma.

An ethical dilemma is defined as:

> A problem, situation, or opportunity that requires an individual, group, or organization to choose among several wrong or unethical actions. There is not simply one right or ethical choice in a dilemma, only less unethical or illegal choices as perceived by any and all stakeholders. (Ferrell, Fraedrich, & Ferrell, 2008, p. 63)

Allen (2012) contended that three conditions must be present for a situation to be deemed an ethical dilemma: (1) an individual must make a decision regarding the best course of action; (2) different courses of actions from which to choose must be available; and (3) no matter what action is chosen, some type of ethical principle will be compromised. For the purposes of this study, an ethical dilemma is defined as a situation in which an individual or organization must choose a course of action among unethical choices.

Social media.

Tuten and Solomon (2013) defined social media as "the online means of communication, conveyance, collaboration, and cultivation among interconnected and interdependent networks of people, communities, and organizations enhanced by technological capabilities and mobility" (p. 2). Kaplan and Haenlein (2010) called social media an evolution back to the roots of the Internet; it "transforms the World Wide Web to what it was initially created for: a platform to facilitate information exchange between users" (p. 60). For the purposes of this study, social media is defined as an online platform through which users exchange information, communicate, and cultivate relationships.

Facebook.

Founded February 2004, Facebook is a free, social media networking site available for anyone over the age of 13. Facebook's mission is "to give people the power to share and make the world more open and connected" (Facebook, 2013, para. 2).

Instagram.

Instagram allows users to take pictures with their mobile phones, choose filters to enhance the photos, and share photos on multiple social media platforms. The company

has stated, “We imagine a world more connected through photos” (Instagram, 2013, para. 2).

YouTube.

Founded in 2005, this social media site allows “billions” of people to watch and/or share videos that are originally created by users. On YouTube’s “About” page, this social medium is said to provide “a forum for people to connect, inform, and inspire others across the globe and acts as a distribution platform for original content creators and advertisers large and small” (YouTube, 2014, para. 1).

Twitter.

Twitter is a real-time information social media network that uses “tweets,” small bursts of information that are no longer than 140 characters. Twitter connects users to current stories, ideas, news, and opinions (Twitter, 2013).

LinkedIn.

Founded in 2002 and launched in May 2003, LinkedIn is the largest professional network, with 300 million users in over 200 countries and territories. LinkedIn’s mission is to “connect the world’s professionals to make them more productive and successful” (LinkedIn, 2013).

Significance of the Study

The millennial generation has been studied extensively—and for good reason. This generation is having a profound effect on how communication, politics, the workplace, and society as a whole are being transformed. Winograd and Hais (2011) remarked:

> By 2020, . . . millennials will represent more than one out of every three adults (36%). Any group of that size will be able not only to sway elections and determine public policy in such areas as health care, education, energy, and the environment but also to change the way America lives and works. (p. 1)

Millennials are also interesting to study because of their different characteristics from the generations before them. Millennials have a distinct attitude toward work, expecting quick advancement with little loyalty toward any organization (Nisen, 2013; "Generational Differences," 2013). The skills the millennial generation brings to the workplace also differ. Although many millennials claim to be proficient at multitasking, employers find that many millennials lack the ability to interact professionally, collaborate effectively, and develop lasting relationships with clients due to millenials' extensive reliance on online communication and infrequent face-to-face interactions (Alsop, 2013).

The lack of loyalty to an organization and inability to develop lasting working relationships may lead to a disregard of organizational values and principles and possibly to a lack of ethical standards in general. The approaches used in teaching ethics to previous generations may not be as applicable to the millennial generation. Moreover, many members of the millennial generation were young when the collapse of corporations such as Enron and WorldCom occurred. Thus, millennials may feel disconnected with these recurring examples in business ethics studies. For a generation that communicates differently than previous generations do, new tactics to teaching business and marketing ethics may need to be sought. Millennials have grown up with social media and are avid users of social media networking sites ("Generational

Differences," 2013). A study by Pew Internet and American Life Project reported that millennials will continue using social networking technology as they mature, start families, and begin careers (Anderson & Rainie, 2010). Studies have been conducted to examine the benefits of using social media in the classrooms of higher education (Cao, Ajjan, & Hong, 2013; Thomas & Thomas, 2012), and the importance of business and marketing ethics instruction has been discussed among scholars (Abela & Murphy, 2008; AACSB International, 2004; Loe & Ferrell, 2001). But there have been few, if any, studies that have examined the use of social media to influence marketing ethics instruction among millennials. Using social media to teach marketing ethics, while also providing millennial college students with positive social interactions with professors and marketing professionals via social networking sites, may help prepare millennial college students to recognize and handle ethical dilemmas better in the workplace.

Chapter 2: Literature Review

Examining the Need for Marketing Ethics Instruction in Higher Education

After major ethical infractions in corporate behavior occurred at the turn of this century, a renewed focus of business ethics emerged in higher education. The repercussions of organizational misconduct of large corporations such as Enron, Arthur Anderson, WorldCom, Tyco, HealthSouth, and Wal-Mart moved the focus of business ethics from the boardroom to the classroom (Ferrell et al., 2008; AACSB International, 2004). Business schools were asked to teach business ethics to future organizational employees and managers. As a result, the top-two recognized accrediting organizations of business schools, the Association to Advance Collegiate Schools of Business (AACSB) and the Accreditation Council of Business Schools and Programs (ACBSP), now mandate that business curricula address ethics. The AACSB standards state that business programs should include learning experiences that address ethical understanding and reasoning, which is the ability to "identify ethical issues and address the issues in a socially responsible manner" (AACSB International, 2013, p. 30). However, the accreditation associations do not mandate a particular set of courses, pattern, or intended order for the delivery of ethics within business curricula (AACSB International, 2004). Business schools are allowed to determine how teaching ethics best fits the individual school's mission and objectives.

Although there has been an increase in business ethics education, business programs lack courses specifically designed to focus on marketing ethics. Only 25% of AACSB-accredited business schools in the United States require a stand-alone *general* business ethics course in undergraduate curricula (Rutherford, Parks, Cavazos, & White, 2012). Significantly fewer schools offer a stand-alone marketing ethics course (Loe & Ferrell, 2001). Of the courses that are offered, the focus tends to be on "the interface of marketing with society, social issues, stakeholders, and consumer protection issues" instead of focusing on marketing ethics decision-making, such as indentifying risk areas of bribery, antitrust, and misleading information (Ferrell & Keig, 2013, p. 126). Abela and Murphy (2008) stated that the tendency to compartmentalize ethical issues instead of integrating them with marketing theory may lead to ethical considerations being accidentally or intentionally ignored.

Although the debate remains over whether the best way to teach ethics is through a stand-alone course or through the incorporation of ethics into each business course, scholars contend that both approaches are ideal for teaching marketing ethics. Loe and Ferrell (2001) believed that separate marketing ethics courses, along with the integration of ethical components and discussion on a regular basis in all marketing courses, provide the context of ethical marketing decisions and understanding of ethics application for a thorough marketing curriculum. However, scholars also realize that time, budget, and curriculum restraints cause business schools to put a priority on what needs to be covered in their programs. Yet, there is a need for marketing ethics to be incorporated into the classroom. Loe and Ferrell (2001) have agreed, "We must determine that encouraging ethical behavior and contributing to an ethical culture within the marketing organization

is worthwhile and important to educating future marketers" (p. 11). Whereas a *general* business ethics course focuses on frameworks and issues that are broader in scope, a marketing ethics course addresses concepts, issues, and frameworks that relate to the risks, nature, and scope of the specific domain of marketing (Ferrell & Keig, 2013).

Assessing *Where* and from *Whom* Students Should Learn About Marketing Ethics

Ethics education within the marketing profession.

Marketing professions have been heavily criticized for manipulation, fraud, lying, ill intentions, and compromised behavior (Weber, 2007). Whether or not this criticism is justified, marketers must recognize the importance of members of their profession behaving ethically. The American Marketing Association (AMA) has created its own Code of Ethics for the profession, in which the following is written:

> As marketers, we recognize that we not only serve our organizations but also act as stewards of society in creating, facilitating and executing the transactions that are part of the greater economy. In this role, marketers are expected to embrace the highest professional ethical norms and the ethical values implied by our responsibility toward multiple stakeholders (e.g., customers, employees, investors, peers, channel members, regulators and the host community). ("About AMA," 2013, para. 1)

The ethical values specifically outlined in the AMA Code of Ethics include honesty, responsibility, fairness, respect, transparency and citizenship ("About AMA," 2013).

In addition to its stated Code of Ethics for the marketing profession as a whole, the AMA recognizes that subfields in marketing (such as marketing research, advertising,

and direct marketing) have separate ethical issues that need to be addressed. The AMA encourages professionals in the subareas of marketing to develop field-specific codes of ethics to supplement the marketing profession's guiding ethical norms and values ("About AMA," 2013).

Some of the most susceptible subfields to unethical behavior in marketing are sales and advertising. Sales professionals are often viewed by the public as being too willing to compromise integrity for personal or company gain. If the salesperson, the primary link between company and customer, has a sullied reputation, the overall image of the company's integrity is compromised as well (Weber, 2007). The field of advertising is also heavily criticized, as people have come to expect biased representations or exaggerations from companies. Puffery is even accepted as the "legal exaggeration of praise, stopping just short of deception" (Grewal & Levy, 2013, p. 369). But just because an advertisement is considered legal does not necessarily mean it is ethical.

Four ethical dilemmas recognized by Di Meglio (n.d.) as common to marketing professionals include stealth marketing, selling customer information, competition-comparison marketing, and determining whether to recall a flawed product. Although this is by no means an extensive list of ethical dilemmas encountered in the field of marketing, Di Meglio stressed that it is wise to develop moral fibers in the profession because ethical problems often lead to legal problems, ruining profits and careers. Marketers should encourage ethical behavior in their profession to change negative sentiment toward marketing. Sims and Brinkmann (2002) stated that leaders in organizations communicate priorities, values, and beliefs through the themes that emerge

from what the leaders are focused on. Marketers who focus on the ethical values outlined in their profession's stated code of ethics (honesty, responsibility, fairness, respect, transparency, and citizenship) would model important themes to the millennial generation pursuing marketing careers.

Ethics education within the workplace.

The latest findings from the Ethics Resource Center (ERC) on millennials' lack of loyalty and commitment to the workplace suggest a need for management to incorporate effective ethics training and to establish shared organizational values among its workforce. One often debated argument is whether ethics can be taught to others. Cynics believe that it is too late to teach adults right from wrong if they have not already learned values from home, church, school, or community (Barnett, 2002). Yet, organizational leaders who engage in proactive values-driven programs can influence those who work for them. Leadership integrity that is firmly grounded in company values may be integrated into individual values as well (Barnett, 2002).

Weber (2007) believed that an effective way to conduct ethics training is through "actively involving participants in designing the inquiry and in reporting results"; in addition, Weber believed that "inductive learning" in the training process provides breadth and depth of cognitive moral development (p. 74). For the millennial generation in particular, inductive learning and active participation provide social interaction. Social interaction has been found by the ERC to influence younger workers' perceptions about ethics ("Generational Differences," 2013).

Members of the millennial generation have remarked that they do not feel prepared to handle situations that call for ethical decision-making. The ERC states this

feeling of unpreparedness is generally the result of ineffective training ("Generational Differences, 2013). When employees do not feel prepared to handle an ethical situation, they are less likely to report misconduct in the workplace. Ethics training provides employees an understanding of ethical situations, and training sessions that encourage moral reinforcement strategies provide confidence for employees to integrate principles learned in training (Weber, 2007). The ERC suggests that managers emphasize to millennial employees that the ethics/compliance program provides opportunities to interact with knowledgeable people who can provide guidance and support to employees in the workplace. It is not necessary for an organization to redesign its ethics and compliance program for the millennial generation, but it may need to *communicate* its commitment to ethics differently for different generations ("Generational Differences," 2013). The millennial generation may need additional personal involvement in ethics training along with mentors who model how to handle ethical issues.

Ethics education within institutions of higher learning.

Marketing professionals and managers have the potential to influence millennials in the marketing profession, but possibly the greatest effect on ethics recognition begins in the classroom. Teaching ethics to the millennial generation may assist it in recognizing the importance of adhering to core values and codes of ethics instituted within its chosen professions. Business schools that take on the responsibility of teaching marketing ethics may better prepare graduates of the millennial generation to address and respond to ethical situations in the workplace. In a 2002 study of undergraduate students from three types of degree programs at a Midwestern university, marketing majors who were required to enroll in several ethics courses reported a higher level of marketing ethics

than did other majors. The three types of degree programs studied were non-business majors, business majors, and marketing majors. Non-business majors were required to take a general human ethics course. Business majors took the general human ethics course and two business ethics courses. Marketing majors were required to take the general human ethics course, two business ethics courses, and marketing ethics taught throughout the entire marketing curriculum. Notable findings from the study included the following: (1) marketing majors showed a higher level of marketing ethics than did non-business or business majors, (2) the duration of higher education was positively associated with the level of marketing ethics, and (3) older students showed a higher level of marketing ethics than younger students did (Yoo & Donthu, 2002). The students who received marketing ethics instruction within their undergraduate curriculum showed a higher level of marketing ethics than did those who only received general human ethics and general business ethics courses.

Another study that supported the call for marketing ethics instruction is Loe and Weeks' (2000) experimental study of 116 juniors and seniors enrolled in professional selling classes at a midsize university in the Southwest. Loe and Weeks sought to examine whether marketing ethics instruction in a professional selling course influenced the cognitive moral development of students. After deciding on the Defining Issues Test (DIT) developed by Rest et al. (1974) and pretesting students' cognitive moral development within three scenarios, control and treatment groups were chosen. Although students in both the control and treatment groups were presented the same course material, the treatment group received five in-class ethics training sessions that the control group did not receive. After the five in-class training sessions, the treatment

group also engaged in five role-play ethics interventions in which they were either participants or observers of the role-plays. Each role-play involved an ethical dilemma. Following the role-play, the class discussed the situation and impact of decisions made. Following the training treatment period, both control and treatment groups were post-tested using the DIT. The results of Loe and Weeks' (2000) study revealed the following: (1) A statistically significant increase between the pretest and post-test scores of the treatment group; (2) an insignificant difference between pretest scores of the control group versus treatment group but a significant difference between post-test scores of the control group and treatment group; (3) and although the control group showed an increase between pre- and post-test scores, there was not a statistically significant change. Loe and Weeks (2000) concluded:

> Utilizing [the moral] reasoning process through repeated practice in role-plays, exposure to others' responses and analyses of ethical situations and discussion with peers and more experienced individuals (faculty) offers the opportunity to develop a greater ability to reason and sort through the morass of ethical dilemmas individuals face in the workplace. (p. 248)

Deciding on the best approach for teaching marketing ethics in higher education requires well thought out goals and objectives; the objectives guide the methodology and pedagogy used (Loe & Ferrell, 2001). Whether to teach ethics using a descriptive approach (using a description of ethical issues and frameworks for understanding) or normative approach (relating the issue to an ideal standard or model that is considered the normal way of doing something) is often debated. Loe & Ferrell (2001) suggested that a combination of descriptive and normative approaches is beneficial for teaching marketing

ethics. But some professors may feel uncomfortable telling students what is *right* in a normative approach, whereas others may feel less comfortable teaching the ethical dimensions of case studies in a descriptive approach. An awareness of one's own moral sensitivity (interpreting a situation for the ethical issues) and moral judgment (judging which action is morally justified) may help address ethical dimensions in the classroom (Sims & Sauser, 2011).

Sims and Sauser (2011) stated that it is important to approach business ethics by examining the processes of moral sensitivity, moral judgment, moral motivation, and moral implementation. Moral motivation (placing a priority on a moral value relative to other values) and moral implementation (having the courage, persistence, and skills to overcome obstacles in enacting moral judgments) become realized as part of a person's moral identity. One technique for helping students recognize their own moral identities is by working with students' current dilemmas or past failures. Sims and Sauser (2011) contended:

> [Current dilemmas or past failures] bring the students up against the limits of their skillful coping and their current way of holding their roles, responsibilities and identities . . . . These role-specific identities, with their specific duties, obligations, and organizational-institutional frameworks, form the real basis from which moral motivation proceeds." (p. 20)

Likewise, an instructor is more influential in teaching business ethics when he or she takes the time to recognize his or her own moral identity. The instructor serves as a role model and is always teaching ethics, even when he or she thinks this is not the case (Ryle, 1972).

Loe and Ferrell (2001) stated that ethics is one of the more abstract subjects taught; however, it cannot be avoided by taking a "value-neutral approach" (p. 12). Teachers impart values in one way or another. Folse (1991) wrote, "They (moral values) permeate the student-teacher relationship through the ethos, methods, and objectives of the classroom" (p. 347). Thus, a call has been issued for educators to teach and model ethics for their students. Marketing educators have as high or higher a calling as is true in other disciplines, for students need direction in examining ethical dilemmas they may likely encounter in the marketing profession.

In a 1995 published study of marketing ethics perspectives, researcher and professor Jim Lane sought to examine the attitudes and behaviors of business students regarding different ethical dilemmas in marketing. As part of his study, Lane (1995) developed 13 marketing mini-case situations. Undergraduate business students at a university in New South Wales were asked to respond to each given case situation by indicating which alternative they would most likely adopt. A nominal scale, or fixed choice approach, was used instead of a Likert scale. The results of Lane's (1995) study concluded that the majority of business students surveyed would engage in unethical behavior for personal gain within an organization or for a competitive advantage in information, sales, and profits.

The results of Lane's (1995) study (see copy of Lane's questionnaire and summary of results in Appendix C) have been cited in several other studies assessing students' responses to marketing ethics (Lund, 2008; McEwen, 2003; Wahn, 2003; Jennings, Hunt, & Munn, 1996; Westerman, Beekun, Stedham, & Yamamura, 2007). Lane's (1995) questionnaire remains pertinent for use today, as the mini-case scenarios

highlight various areas of marketing that are prone to questionable behavior, including product development and distribution, pricing decisions, promotion and packaging messages, consumer privacy issues, corporate social responsibility, and personal selling behavior.

Recognizing *How* to Teach Marketing Ethics to Millennials

Marketing ethics instruction could begin by providing an overview of morals and ethics definitions and theories. Within the introductory lesson of marketing ethics, a copy of the AMA Code of Ethics might be distributed to students to ascertain the importance of establishing a set of core values within the marketing profession. Once the preparatory lessons have been offered, the marketing ethics course could then promote inductive learning (learning by example), as research confirms that millennials are influenced by social interaction and active participation ("Generational Differences," 2013; Weber, 2007).

Inductive learning makes the participant a partner in learning and provides an active role for the students instead of merely handing down guidelines and procedures to be internalized (Weber, 2007). Instead of serving primarily as a lecturer, the marketing professor might serve as a facilitator in inductive learning. Weber (2007) wrote, "The facilitator focuses, challenges, and encourages participant self-learning, while acting as motivator, innovator, and mentor" (p. 66). Moreover, the use of case studies, marketing examples, and exercises help facilitate marketing ethics awareness and learning through inductive learning. Case study questions and discussions that arise help move participants from specific facts to critical thinking and moral development.

Inductive learning also uses small group interaction. Active small group discussions are at the heart of ethics training or teaching (Weber, 2007). Small group discussions in the classroom or online expose students to ethical situations and dilemmas where students can discuss, practice, and receive feedback on possible solutions before encountering similar conditions in the workplace. Sims and Sauser (2011) also remarked on the importance of small groups in establishing a learning community—a community of students in which each member supports one other, is open with other about feelings and opinions, and is willing to confront different insights. Learning communities can be established either face to face in classroom settings or online through discussion forums and social media groups.

Using inductive learning strategies and allowing students an active role promote an environment that encourages interaction and collaboration. Social interaction is an essential for teaching the millennial generation about ethics. The ERC has discovered the best ways of communicating ethics to millennials include (1) building opportunities for discussion and interaction; (2) providing ways for millennials to offer input; and (3) communicating a commitment to ethics in terms of people, relationships, and integrity ("Generational Differences," 2013).

Teaching with social media.

Inductive learning strategies that are effective for the millennial generation suggest that class instruction needs to be designed in a way in which students feel actively involved and comfortable in communicating. For many millennials, social media is an important source of daily personal entertainment and learning (Cao et al., 2013). Supporters of social media use in education believe the voluntary and self-directed nature

of social media enhances learning by strengthening faculty-student and student-student interactions and by immersing students in education outside the classroom (Cao et al., 2013; Redecker, Ala-Mutka, & Punie, 2010). A 2013 study demonstrated an increase of social media usage in the classroom by college professors. Of over 8,000 faculty surveyed, 41% stated that they used social media as a teaching tool, an increase from 34% in 2012 (Seaman & Tinit-Kane, 2013).

Social media provide multiple formats and methods for communication, leading to contemporary and valuable learning experiences (Ajjan & Hartshorne, 2008; Bull et al., 2008). Bull et al. (2008) stated that instant messaging, texting, wikis, and blogs can help student writing; YouTube allows for video sharing and creation; Flicker and Instagram are helpful with sharing and distributing images; podcasting is helpful for providing audiotaped material; and online gaming provides simulation experiences. Social media use in teaching is also thought to help achieve learning objectives related to Bloom's Taxonomy of learning objectives (Bosman & Zagencyzk, 2011).

Named for its creator Benjamin Bloom, Bloom's Taxonomy has been used extensively in academics as a model for creating learning outcomes and objectives through a classification of intellectual learning levels (Armstrong, n.d.). The taxonomy has been improved by Lorin Anderson, a student of Benjamin Bloom, to make the classification levels relevant for the 21st century and to allow for active statements with the use of verbs rather than nouns (Overbaugh & Schultz, n.d.). Social media assist with facilitating, understanding, analyzing, remembering, creating, evaluating, and applying various learning objectives (Bosman & Zagencyzk, 2011; Bull et al., 2008). Rao (2013) created a list of ways to use Twitter in the classroom to share with colleagues and

discovered that the best way to show the value of Twitter in the classroom was to relate it to Bloom's Taxonomy. Rao's (2013) creative ways of using Twitter in conjunction with the learning objectives of Bloom's Taxonomy are presented in Table 2.

Table 2

Bloom's Taxonomy and Twitter

Create	- **Invent** a Twitter application - **Create** a fake but accurate Twitter profile for a historical or literary figure - **Remix** trending tweets with video and music to create a PSA
Evaluate	- **Combine** multiple tweets on a single topic into a story - **Criticize** a Twitter user's argument - **Predict** trending words and phrases based on current Twitter trends and world news - **Convince** someone on a topic based purely on tweets for evidence
Analyze	- **Compare & contrast** Twitter to other forms of social media - **Analyze** tone in different tweets - **Examine** bias in different tweets - **Diagram** a web showing connections between popular/trending tweets
Apply	- **Give** an example of a tweet for an assigned political leader - **Illustrate** popular/trending tweets - **Paraphrase** a book, poem, or text using 140 characters
Understand	- **Summarize** tweets on a relevant topic - **Translate** tweets in other languages - **Estimate** the number of tweets a user will post based on previous tweets per day - **Rewrite** tweets in your own words
Remember	- **Follow** relevant Twitter users (historians, scientists, etc.) - **Define** major elements of Twitter (tweet, hashtag, etc.) - **Observe** geographical trends in tweets with TrendsMap - **Match** political tweets with political parties

(Rao, 2013, para. 3)

Cao et al. (2013) suggested that institutions and faculty ought to adopt social media technologies in their teaching, as it enhances student satisfaction and learning outcomes. However, research-focused professors tend to favor traditional models of

education and are more resistant to adopt new social technologies. These professors view social media as obstacles rather than as opportunities to facilitate the learning process (Thomas & Thomas, 2012). Other reasons that faculty may resist the use of social media within course instruction include the fear of excessive time involved to set up and use social media applications, perceived loss of privacy, and plagiarism of shared sources and discussions (Moran, Seaman, & Tinti-Kane, 2012). For faculty who engage with students via social media, more avenues for clarifying questions, providing input on assignments, and interacting with students outside of traditional office hours are available (Thomas & Thomas, 2012).

Instead of viewing social technologies as intrusive and annoying, faculty can set boundaries of when and how often they will be able to respond to student questions and responses (Schwartz, 2010). Setting online "office hours" will allow faculty to set time frames for responding and interacting with students via social media. If faculty and/or students are concerned about privacy, separate social media accounts can be created for class purposes only. Some higher education institutions have implemented social media policies that offer guidance on acceptable online behavior and expectations about academic honesty (Junco, 2011). Whether the use of social media sites increases the incidences of academic dishonesty is unclear; academic honesty within the use of social media networking sites remains a great concern. Faculty ought to familiarize themselves with the opportunities for academic dishonesty within social networking sites and design policies that clearly outline expectations of academic integrity when using social media for classroom instruction (Mendez, Le, & Cruz, 2014).

Faculty members who adopt social media for classroom instruction often consider the fit between social media applications and the subject taught (Cao et al., 2013). Faculty teaching in the disciplines of humanities and arts, professions and applied sciences, and social sciences tend to use social media at higher rates than do faculty teaching in the disciplines of natural sciences, mathematics, and computer science (Dahlstrom, 2012). Business courses are also a good fit for the incorporation of social media networking sites, as social media is a requirement for modern-day businesses (Thomas & Thomas, 2012). Social media is believed to help engage millennial college student learning by actively involving students. Price (2009) suggested that millennials want greater variety in class and related millennial student engagement to the "Five Rs":

1. ***Research-based methods*** – Millennials prefer a variety of active learning methods, which include more multimedia use, greater collaboration with peers, and less classroom lecture.
2. ***Relevance*** – Millennials do not merely want to receive information; they also want to know how to apply information. Learning outcomes and activities need to be relevant.
3. ***Rationale*** – Millennials are more likely to comply with expectations and policies when they understand the reasons for specific instructions and assignments.
4. ***Relaxed*** – Millennials prefer a less formal environment in which they can interact informally with classmates and professors.
5. ***Rapport*** – Millennials appreciate professors who take an interest in them and relate with them on a personal level.

Social media networking sites incorporated in classroom instruction provide ways to achieve the Five Rs of student engagement. The millennial generation is more comfortable than were previous generations with connecting online, and although relationships built online are different from face to face interactions, they are still valuable (MacQuarrie, 2011). Thomas & Thomas (2012) believed that social media and communication technologies are essential for innovation. They stated, "Institutions which choose to harness it [social media teaching] will be championed and ones that avoid it will be left behind" (p. 361). They suggested that social media instruction in business schools could help disprove the common belief that business schools are not relevant or close enough to real businesses (Thomas & Thomas, 2012). Business schools might benefit from using social media to encourage faculty and students to interrelate with and "follow" businesses.

Using Facebook in course instruction.

"Following" businesses and interacting with professionals can be done easily through Facebook. Many companies and business owners have public accounts, allowing anyone to read postings the owners have created or links they have shared on their Facebook pages. Encouraging students to seek out experts through different media channels "provides a way to break down those usual four walls of a classroom to bring a larger, global perspective for the students" (Laraine Cook as quoted in Bidwell, 2014, para. 11).

Facebook provides a simple format for sharing news, business, marketplace, and consumer articles with students. Links to current and trending stories, along with previous publications, can be easily attached to a Facebook status. Readers can interact

with any content on Facebook by commenting on statuses or writing original posts. There are many possibilities for using Facebook in course instruction. A few include conducting and gathering research, brainstorming and collaborating in groups, creating content and assignments, and sharing and organizing information ("99 Ways," 2012). If professors and/or students are hesitant to post comments and discussions on their personal accounts, a closed Facebook group account can be created and administered by the professor, and only students enrolled in the course can be allowed to join the group.

Carol Holstead, associate professor of journalism at the University of Kansas, created a Facebook group for her introductory design class (Holstead & Ward, 2013). The Facebook group provided a format for students to apply what they were learning in class. Students on the site posted good and bad examples in design from books, magazines, ads, websites, blogs, typography, video, and photography. After instructing the class on what type of material was allowed for posting, providing examples of material she wanted students to post, and explaining how participation would be graded, Holstead was pleasantly surprised at the student involvement and engagement that ensued. Holstead noted that as the semester progressed, students' posts became increasingly better and that their comments more discerning. Facebook can also be used for writing and sharing blogs. Ted Magner, professor at New York University, requires students in The Business of Media course to keep a "trends" blog on social media (Fee, 2013). Magner found that this assignment benefited students in the following ways: (1) It kept students reading relevant articles every day; (2) it helped students become familiar with hyperlinks, image embedding, and citing digital sources; and (3) it gave students material to include in portfolios for use after graduation (Fee, 2013).

Using Twitter in course instruction.

Whereas social media use in one form or another has found a prominent place in higher education, Twitter has been slower to be accepted as a teaching tool (Lytle, 2011). But with an increasing interest in Twitter usage among millennials, Twitter should not be ignored as an academic communication medium. In their study of the effects of social media, specifically Twitter, on student engagement, Junco, Heibergert, and Loken (2011) stated that the use of Twitter within a course benefited students in the following ways:

- Allowed for the continuity of class discussions; conversations not completed in class can be continued through social media outlets.
- Provided a low-stress way for first-year and/or introverted students to ask questions and engage in online communication;
- Presented a way for students to connect with each other and with instructors;
- Allowed for the organization of class projects, study groups, and assignments;
- Supplied a medium for communicating class and campus information and reminders; and,
- Provided a manner in which to offer instruction on assignments and receive assignments that the class as a whole could view. (p. 122)

Twitter limits users to a maximum of 140 characters to express their thoughts. This limitation can be a useful exercise in teaching students how to write concisely (Lytle, 2011). Ryan Ladner, professor of marketing at John Brown University, often requires his students to write a 140-character “tweet” to post on Twitter. He states that many students struggle initially with compressing the information they think is important in just 140 characters. But over time, the students learn to express the most significant

aspects of the topic in concisely and enjoy reading concise summaries from their classmates' posts as well (Ladner, 2014).

Students and professors can create Twitter accounts separate from their personal accounts, create a group name for the class, or decide on a Twitter hashtag for following a specific topic (Bidwell, 2014). Twitter hashtags allow students to organize information and follow topics easily. Some professors encourage "live-tweets" during class time for students to share and retain information along with interacting with lecture speakers in present time (Fee, 2013). Other professors encourage students to tweet questions to a guest speaker instead of interrupting the presentation; this allows the speaker to respond when he or she has the opportunity. Tweeting questions also provides students a low-stress way to ask questions, especially for those who feel uncomfortable verbally asking questions in the classroom setting (Junco et al., 2011).

Another interesting use of Twitter is the interaction that students gain from following and tweeting business leaders and companies. As a public format, Twitter provides easy and timely access to business trends and company discussions. It is exciting for the students when someone in business or entertainment "likes" or "re-tweets" a student's comment, photo, or link. Professor Ladner engaged in a Twitter conversation with the yogurt producer, Chobani. As Ladner tweeted about Chobani's products, Chobani representatives would tweet replies and even "re-tweeted" Ladner's original posts at times. Ladner shared the Twitter discussions with his students who then asked questions about the product. Upon realizing that many of his students had never tasted Chobani yogurt, Ladner tweeted this information to Chobani. Chobani responded by sending a case of yogurt to Ladner's class (Ryan Ladner, personal communication,

May 2013). This personalized social media interaction with a company made a lasting impression on the students. Nicole Kraft, assistant professor at Ohio State University, had similarly successful Twitter interactions between her class and professionals, which led to guest lecturers and in-class video conferences with journalists at *Esquire*, *TIME*, and CNN (Dame, 2013).

Using Instagram, YouTube, and LinkedIn in course instruction.

Instagram offers a visual alternative to college students who are overloaded with text on social media networks (Lytle, 2012). Instagram allows users to share photos on social media networks such as Facebook and Twitter. Instagram also allows students to contribute to the course learning material. For example, students might be encouraged to take pictures of products, brands, promotions, and events that coincide with classroom discussions. Sharing and discussing student-generated content helps students get involved, and professors can showcase student work on the classes' Facebook group pages or with the classes' hashtags on Twitter (Visani, 2013; Hudson, 2014).

Although Facebook, Twitter, and Instagram are gaining popularity within course instruction, YouTube has already been widely accepted in the classroom (Lytle, 2011). YouTube provides educational and professional videos and lectures, along with amateur, user-generated videos that can serve as useful teaching tools. Students can also upload their own reports or findings in self-created videos to YouTube. YouTube videos can be conveniently linked on other social media networking sites. However, YouTube also contains many graphic, violent, and inappropriate videos for class use. Professors should always be familiar with the entire content of a video that they suggest students view. Privacy settings can be used to provide tutorials or videos to a selected group of people.

A *private* video can only be seen by the creator of the video and the users he or she selects to view it. An *unlisted* video allows the user to share a link to the video he or she wants others to view (Bhaskark, 2013).

LinkedIn is similar in design to Facebook but is intended for professional networking. Exposing students to LinkedIn will help them learn about the social networking site's benefits for their future careers. Professors can help students learn how to contact professional sources directly through LinkedIn (Fee, 2013). Many prominent business leaders write regular features that are accessible on LinkedIn, and students can learn about memberships to professional organizations that will benefit them in their careers, such as the American Marketing Association (AMA). The professor may also use LinkedIn to connect with possible guest lecturers.

Examining the Influence of Social Media on Millennials

Tuten and Solomon (2013) stated that relationships are inevitably centering more on online experiences than physical, face-to-face relationships as people spend an increasing amount of time online. Social media addiction is a growing concern, as many individuals exhibit a "psychological dependency and recurring compulsion to engage in social media activity" (Tuten & Solomon, 2013, p. 68). Facebook now totals nearly 850 million monthly active users, and 23 percent of Facebook users check their accounts five or more times a day (Honigman, 2013). Twitter is also growing in popularity as an addictive social media tool. Eleven accounts are created every second on Twitter, and 175 million tweets were sent every day from Twitter in 2012 (Honigman, 2013). A recent study by The Intelligence Group listed the following social media sites as most

frequently used by millennials (ages 14–34): YouTube (68%), Facebook (66%), Instagram (34%), and Twitter (31%) (Bennett, 2014). But the question remains whether so much time on social media sites helps or harms individuals psychologically and/or socially.

Positive effects of social media on millennials.

Social media sites may help introverted or shy people express themselves more comfortably online than they would in person. The reasons introverts prefer online communication are many, but Szalavitz (2012) stated, "It may have something to do with the fact that users can control expression of sadness and other emotions via [social media] without revealing emotional elements like tears that some may perceive as embarrassing or sources of discomfort" (para. 5). Social media users can control their expressions and emotions in what they perceive as a safer environment online than exposed in human interaction, prompting some to feel more comfortable in discussing their deepest and most authentic feelings (Szalavitz, 2012).

A study by Gonzales and Hancock (2011) revealed that self-awareness from viewing one's own Facebook profile might even enhance self-esteem. The study evaluated 63 college undergraduate students. Twenty-one students were placed in a room with computer cubicles and access to Facebook. These participants were asked to log into their Facebook accounts and to click on their "Profile" page. Two more groups of 21 students each were placed in rooms with computer cubicles without access to Facebook. After 3 minutes, students were provided a 10-item self-esteem test. Results of the study demonstrated that students who had access to Facebook reported greater self-esteem than did those without access. Additionally, students who made edits to their own Facebook

profiles during the 3 minutes reported higher self-esteem than did those who did not make any changes to their personal profiles. Gonzales and Hancock concluded that "exposure to information presented on one's Facebook profile enhances self-esteem, especially when a person edits information about the self, or *selectively self-presents*" (2011, pp. 81–82).

A separate study by Harvard University found that when social media users talk about themselves on social networking sites, brain activity considers self-disclosure to be a rewarding experience similar to the sensation one gets from eating food, having sex, or receiving money (Netburn, 2012). Brain regions associated with reward are actively engaged when people talk about themselves and are less engaged when talking about others. The study also found that brain reward activity was greater when individuals were able to share thoughts with family or friends and that there was less brain reward activity when individuals were told their thoughts would remain private. Lead researcher Diana Tamir said that the study helps explain why people use social media sites so often—they enjoy sharing information about themselves and others (Netburn, 2012).

Negative effects of social media on millennials.

Although social media may enhance self-esteem and provide introverts a more comfortable social networking platform than face to face interactions, researchers are examining the role social media may have on the rise of narcissism within the millennial generation. Narcissism is "often based on a fear of failure or weakness, a focus on one's self, an unhealthy drive to be seen as the best, and a deep-seated insecurity and underlying feeling of inadequacy" (Firestone, 2012, para. 11). Social media sites are platforms for narcissists. As the content on social media sites is user generated, self-

promotion is easily encouraged. Attractive pictures are selected for profiles, and statuses and newsfeeds become outlets for personal promotion of accomplishments and successes (Firestone, 2012).

Additionally, because of their self-serving tendencies, narcissists tend to have less capacity to sustain intimate or long-term relationships. Thus, they may be more drawn to online friends and emotionally detached communication (Tucker, 2010). Narcissists and individuals with low self-esteem exhibit similar behavior on social networking sites. Both groups of individuals are likely to spend more than an hour a day on Facebook and are more prone to posting self-promotional photographs and status updates than social media users who report higher self-esteem are (Tucker, 2010). Narcissists may actually suffer from low self-esteem and "unconsciously inflate their sense of self-importance as a defense against feeling inadequate" (Tucker, 2010, para. 5). Whereas social networking sites have not been blamed primarily for the rise of narcissism, they have been acknowledged as a contributing factor (Firestone, 2012; Tucker, 2010).

Narcissism among millennials may affect their workplace relationships and experiences as well. Employees of the millennial generation are more likely to share positive and negative information about their work experiences on personal social media networking sites than are those of previous generations who prefer to keep information about their work experiences to themselves ("Generational Differences," 2013). Although members of each generation stated they were more likely to post positive workplace events than negative workplace events, the percentage of millennials who would post negative events was significantly greater than that of all other generations. The Ethics Resource Center (ERC) stated:

> Social networks are a particularly powerful vehicle for employees, raising a new set of situations that require interpretation of company standards. This is a new area for many companies, yet the matter of social networking further highlights the differences in generations when it comes to interpretation of the rules in 'grey areas.' ("Generational Differences," 2013, p. 13)

Findings from the ERC's survey of social networking posting behavior among generations are presented in Table 3 below.

Table 3

Social Networking Posting Behavior Among Generations

Would post the following on their personal social networking site:	**Millennials**	**Gen X'er**	**Baby Boomers**	**Traditionalists**
Promotion to new job	*62%*	54%	**47%**	**35%**
Annoying habit of coworker	**20%**	14%	*4%*	3% X,B
Bad joke told by the boss	**26%**	17%	*9%*	*3% X,B*
Work on a project	**26%**	19%	*11%*	15%
Feelings about job	**40%**	27%	*18%*	17% X,B
Positive comments about coworkers	*47%*	41%	**35%**	37%
Positive comments about company	*54%*	49%	**45%**	53%
Picture of coworker drinking	**22%**	15%	*4%*	3% X,B
Information about company's competitors	**19%**	12%	*6%*	7%
Opinion about coworker's politics	**16%**	11%	*4%*	3%

Note on reading table: Shaded areas indicate statistically significant differences. Italics indicate most favorable result. Bold indicates the least favorable result. Non-shaded areas indicate the result is equal to all other groups or the groups as indicated by the subscript; M: Millennial, X: Gen X-er, and/or B: Baby. ("Generational Differences," 2013, p. 13)

Understanding the Workplace From the Millennials' Perspective

Whereas previous generational cohorts (Traditionalists, Baby Boomers, and Generation X) focused on careers that often required long working hours in company offices, millennials place a stronger emphasis on balancing work and life. Millennials want a good job but also desire flexible work hours, working from home, and maintaining their personal lives ("Generational Differences," 2013; Grewal & Levy, 2013). They grew up during a time of economic prosperity, but many of them are entering the workforce during a recession. As the result of a difficult job market, a college degree no longer guarantees a good job, and many millennials struggle to find jobs in their majors (Nisen, 2013).

Millennials have never lived without the Internet, making them technologically savvy and excellent at integrating technology into the workplace (Grewal & Levy, 2013). Growing up with technology—e-mail, Internet, cell phones, and immediate access to information—makes this generation unique from previous generations ("Generational Differences," 2013). The average college student owns seven technological devices. Laptops, smartphones, and tablets top the list of devices owned (MarketingCharts, 2013). Millennials attempt to conduct business deals on their laptops while updating Facebook statuses on mobile applications and talking with friends on wireless headsets (Grewal & Levy, 2013). Millennials are avid users of social media networking sites and are drawn to social media for communicating with one another, seeking advice, and learning about products or services.

However, an increase in technology entails additional ethical dilemmas. For the first time in 2011, the ERC included questions about social networking on its National

Business Ethics Survey. The survey found that active social networkers (recognized as spending 30% or more of the workday on social networking activities) reported a greater tolerance toward questionable workplace behaviors than did workers who were not as active on social networks ("2011 National Business Ethics Survey," 2012). Active social networkers in the workplace are more likely than non-active social media employees are to spread negative information about their company or employees on social media; use social media to observe competitors; and use company technology, software, and documents for their personal use. Findings from the 2011 survey are presented in Table 4 below. The profile of active social networkers is predominately male, ages 18 to 44, largely representing the millennial and X generations ("2011 National Business Ethics Survey," 2012).

Table 4

Social Networkers' Tolerance Toward Questionable Workplace Behavior

Do you feel it is acceptable to . . . ?	**Active Social Networkers**	**Other U.S. Workers**
"Friend" a client/customer on a social network	59%	28%
Blog or tweet negatively about your company or colleagues	42%	6%
Buy personal items with your company credit card as long as you pay it back	42%	8%
Do a little less work to compensate for cuts in benefits or pay	51%	10%
Keep a copy of confidential work documents in case you need them in your next job	50%	15%
Take a copy of work software home and use it on your personal computer	46%	7%
Upload vacation pictures to the company network or server so you can share them with coworkers	50%	17%
Use social networking to find out what your company's competitors are doing	54%	30%

("2011 National Business Ethics Survey," 2012, p. 31)

Interestingly, the percentage of social media activity among college students in 1 day is similar to that of the active social media networker in the workplace. College students spend an estimated 3.6 hours a day on smartphones and cell phones [30% of a 12-hour day] (MarketingCharts, 2013). Time spent on laptops and tablets would add to this percentage. The similarities of time spent on social media sites suggest that the millennial generation will bring an even larger percentage of active social networkers into the workplace environment than is currently established. Active social media networkers report more negative experiences of workplace ethics and are almost four times more likely to experience pressure to compromise standards than are non-active social media employees ("2011 National Business Ethics Survey," 2012). Thus, the tolerance of questionable workplace ethics may continue to be a problem as the millennial generation continues to enter the workforce.

Adding to the differences in how ethical situations may be interpreted are the character and personality traits of the millennial generation. The millennial generation shows increased narcissistic behavior (Firestone, 2012; Tucker, 2010). Millennials provide different answers to questions about their traits and life goals from what the previous generations did when they were the same age. Whereas different answers themselves are not surprising, the level of difference is alarming. Millennials express extrinsic values over intrinsic values along with and image, fame, and money over self-acceptance, affiliation, and community (Firestone, 2012). The sharp contrast in self-serving values of the millennial generation as compared with the values the previous generations held has many suggesting that the millennial generation is creating a narcissistic epidemic (Firestone, 2012; Tucker, 2010). Additionally, active social

networkers feel less commitment to their jobs and employers, and millennials in particular are likely to leave a company within 2 years. A lack of loyalty to an employer may lead to disloyal or unethical behavior ("Generational Differences," 2013). Quick turnover rates of millennials also cost companies considerable money and time in recruitment and training.

A different outlook at the work environment may indeed create a different perspective on what is or is not ethical in the workplace. Mike Brannen, a member of the millennial generation, identified three crucial behaviors of his generation that he feels alter his generation's members' ethical behavior: (1) *They think everything online is fair game*. Millennials believe information and pictures on the Internet, a public domain, are available for anyone's use. They do not worry about citing protected information because they rarely hear about anyone being caught or in trouble for it. (2) *They are more willing to forego their personal ethical code to accept the one of their organization*. To avoid conflict, maintain a peaceful environment, and be accepted as part of the team, millennials will typically adopt the ethical position of the organization quickly. They put stock in the ethics of their managers, viewing managers as experienced superiors, and millennials fear termination as a result for disagreeing with authority. (3) *They are just out of school and rely on the values of their institutions.* Millennials are challenged with the task of maintaining the high ethical standards taught in school while dealing with real-world constraints (Brannen, 2011).

Summary

Business schools have been called upon to implement ethics education to prepare students for the workplace. Major accrediting bodies within higher education even dictate how much ethics coverage should be included in business curriculums. That said, the decision of whether to teach a stand-alone ethics course or to teach ethics across various disciplines is still debated. Business schools and their respective professors will likely have multiple approaches to teaching ethics. However, the best approach to teaching ethics to millennials may yet be undiscovered. Millennials communicate much differently than did previous generations, and their lifestyles and values are noticeably different. The Ethics Resource Center (ERC) reported that employees of the millennial generation are less cognizant of unethical practices in the workplace and less likely to report ethical misconduct. It is even suggested that the millennials' exposure to and frequency of engagement with social media contribute to their disregard of unethical workplace behavior ("2011 National Business Ethics Survey," 2012). These findings about the millennial generation suggest that the importance of business and marketing ethics needs to be emphasized or better communicated to the millennials.

The use of social media in teaching has been touted as an effective way to communicate with and enhance inductive learning of the millennials. Social media are also requirements for modern-day businesses, so business schools ought to merge the social media skills incoming students already have with the social media needs of businesses (Thomas & Thomas, 2012). Prior research has suggested that social media are effective ways to reach millennials; however, it is difficult to find published research on

the effectiveness of social media use within the classrooms of higher education institutions. Fleck, Richmond, & Hussey (2013) remarked:

> Considering the prevalence of social media and its influence, it might be assumed that a plethora of literature exists in which social media technology has been integrated and tested for use in the classroom. A marginal amount of scholarly and empirical work has been devoted to the topic. Furthermore, very little of this research has attempted to investigate the specific effects that social media has on individual student learning. (p. 218)

There appears to be even less data, if any, that support whether the use of social media effectively contributes to *ethics* or *marketing ethics* instruction. This study sought to answer whether teaching marketing ethics through social interaction in the classroom and online might positively influence millennial students' perception of workplace ethics. Moreover, this research examined the use of Facebook, Twitter, Instagram, YouTube, and LinkedIn as social media formats to provide interactive learning and examined whether these social formats were effective in marketing ethics instruction.

Chapter 3: Method

Quantitative methodology was thought to be the best approach for researching the relationship between marketing ethics instruction and its influence on millennial college students' attitudes towards ethical workplace behavior. The specific quantitative focus for this study was a pre- and post-survey, control group versus treatment group, quasi-experimental study design. Creswell (2009) noted, "A survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population" (p. 145). The attitudes and opinions of millennials regarding workplace ethics was sought through pre- and post-survey questions in hopes that a better understanding of how to use social media to effectively teach marketing ethics to college students might emerge.

An experimental study design allowed for a comparison of pre- and post-survey results between the control and treatment groups. Creswell (2009) defined experimental research as "seek[ing] to determine if a specific treatment influences an outcome" (p. 12). Both the control and treatment groups received the same marketing ethics instruction covering identical topics, examples, case studies, videos, and articles. However, the delivery of the instruction differed between the control and treatment groups. By providing marketing ethics instruction through social media formats to one group and through more traditional in-class methods to the other group, the study sought to determine whether marketing ethics instruction conveyed through social media

significantly improves the ability of millennial marketing students to make better ethical choices.

Research Questions

Research for this study focused on millennial college students' responses to questions of ethical behavior in the workplace and to marketing ethics scenarios in the pre- and post-survey experimental design. The following research questions attempted to draw an inference from the surveyed college student sample to social media ethics instruction for the larger millennial college student population.

RQ 1*: Do students who frequently use social media report a greater tolerance toward questionable workplace behaviors than do students who use social media less frequently?*

RQ 2*: Does marketing ethics instruction lead to significant improvement in the ethics scores of students?*

RQ 3: *Does the incorporation of social media into marketing ethics instruction lead to greater improvement in ethics scores of students as compared with in-class marketing instruction alone?*

Participants and Site

Participants were undergraduate college students of the millennial generation (ages 17–34) from a private, faith-based university in the Southeast United States. The institution has an enrollment of 3,000+ students from 50 states and 46 countries and offers over 90 different types of bachelor degrees. The students surveyed came from a convenience sampling of students from the business school who were enrolled in one of

two sections of a Principles of Marketing course during the Spring 2015 semester. This specific course was chosen for the ease of incorporating marketing ethics instruction within this course's design. The course typically consists of sophomore- and junior-level students. However, some freshmen and seniors were also enrolled in the course and thus included in the study. A convenience sample of naturally formed classroom groups, instead of randomly assigned participants, made this a quasi-experiment design study (Creswell, 2009).

Approximately 35 students were expected to enroll for each section of the Principles of Marketing course for the Spring 2015 semester for a total of 70 students surveyed. However, the actual enrollment for the spring semester proved not to be evenly distributed. One section of the course had an enrollment of 34 students, whereas the second section of the course was much larger with 53 students enrolled, for a total of 87 students surveyed. The smaller course section of 34 students served as the control group and received marketing ethics instruction through in-class social interaction. The second course section of 53 students served as the treatment group and received marketing ethics instruction solely via online social media interaction. Although the two groups differed in size, demographic characteristics between the two groups were similar (see Table 6 in Chapter 4).

Procedure, Validity, Reliability, and Risks

A pre- and post-survey design was the preferred type of data collection procedure for this study because it was cost effective and provided a quick turnaround of results. The pre- and post-surveys were used as the primary tools of measurement for the three

research questions this study sought to answer. The surveys included the eight questions from the 2011 National Business Ethics Survey (NBES) and the 13 marketing case scenarios created by Lane (1995), as discussed in Chapter 2 of this study, to assess students' responses to questionable workplace behavior and marketing ethics scenarios (see Parts II & III in Appendices A & B).

Because research involves the collection of data from people and about people, ethical behavior extends to the research design, questions asked, data collection methods used, and the interpretation and reporting of data (Creswell, 2009; Punch 2005). Permission to use the eight questions from the 2011 NBES was requested and granted from the Ethics Resource Center [ERC] (see Appendix D). Permission to use the 13 marketing case scenarios Lane created (1995) was requested and granted by the publisher of the original academic paper, Springer (see Appendix E). Additionally, the researcher is responsible for anticipating any ethical issues in the research, addressing these issues within the research proposal and having research plans reviewed by an Institutional Review Board [IRB] (Creswell, 2009). An overview of the study along with both sets of pre- and post-survey questions was submitted to two IRBs: (1) the institution to which this dissertation study was submitted for the doctoral degree and (2) the institution from which the student participants were surveyed. Both institutions granted approval to conduct the study and to use the questionnaires requested (see IRB approvals in Appendices F & G).

Once permissions were obtained, all students enrolled in the two sections of the Principles of Marketing course were asked to complete a pre-survey (see Appendix A). Paper and pen surveys were distributed in the classroom instead of online to ensure

student participation. Students were asked not to include their names on the surveys. They placed completed surveys in a folder at the back of the classroom instead of returning the surveys individually to the researcher/professor. Collecting data anonymously protected the confidentiality of respondents and reduced the potential of researcher bias.

Risks associated with this study were low. No physical or economic risk was expected. Low psychological or social risk may have existed while participants of the treatment group interacted on the social media sites used for class. However, the professor and researcher's goal was to construct and facilitate positive content on the social networking sites. Low psychological risk might have also existed, as students considered their answers on the pre- and post-surveys to the questions on workplace and marketing ethics. Participants may have experienced some inconvenience related to sacrificing time needed to complete the pre- and post-surveys. The surveys were kept to 15 minutes of expected answer time to reduce time inconvenience and were distributed during scheduled class times.

After the pre-survey, a 2-month period of marketing ethics instruction was conducted with both groups. A total of eight specific sessions covered various areas of ethical concerns in the marketing profession. The eight ethics sessions correlated with topics that were required areas of study for the Principles of Marketing course: (1) morals and ethics, with a focus on marketing ethics; (2) segmentation, targeting, and positioning; (3) consumers and buying behavior; (4) business and organizational customers; (5) product; (6) place/distribution; (7) price; and (8) promotion. The researcher/professor created the 8-week marketing ethics instruction by gathering academic sources, collecting

current articles and videos, and writing discussion questions that correlated with the eight areas of study mentioned above.

The control group received marketing ethics instruction in class and interacted in small group and class discussions. The control group members' participation and submission of assignments during these eight sessions composed 30% of their final grade in the course. Each week of the 2-month marketing ethics instruction to the control group included a marketing ethics topic for the students to read, listen to, or research. Small group and in-class discussions on the chosen topic ensued, and assignment submissions were required either by the end of the class period or before the following class period as instructed. Likewise, the marketing ethics portion for the treatment group was calculated as 30% of the participants' final graded. However, the treatment group received marketing ethics instruction through social media interaction. Each week included a posting on a social media site of an ethics case, example, exercise, video, or article that addressed the same topic that the control group discussed. As identified in Chapter 2 of this study, millennials are most actively involved with Facebook, YouTube, Instagram, and Twitter social networking sites. Those were the chosen social media sites for implementing the marketing ethics instruction for this experimental study. LinkedIn was also introduced as a way to connect with marketing professionals and professional marketing organizations, such as the American Marketing Association (AMA), during the course. Once the topic for the week was introduced, the treatment group students were required to view the content; provide comments; and contribute further discussion, examples, and/or assignment submissions by the end of the week through the chosen social media format.

A closed group account for the treatment group was created on Facebook. The professor served as administrator to the closed group account, and only the treatment group students were allowed to join the closed group. Accounts for the treatment group were also created for Twitter and Instagram. YouTube was used in conjunction with the Facebook group account to link videos relevant to marketing ethics. The professor posted marketing ethics cases, videos via YouTube, articles, examples, pictures, comments, and group discussions related to the marketing ethics instruction for the course on the Facebook, Twitter, and Instagram accounts. The professor guided the content posted on the social media accounts; however, students commented and contributed as well. The marketing ethics content chosen correlated with topics similar to the case study scenarios Lane (1995) suggested (see Part III in Appendices A & B). The marketing ethics content posted to the chosen social media sites also correlated with the marketing principles and topics discussed in class with the control group. Table 5 provides details of the 8-week marketing ethics instruction compiled by the researcher/professor and used with both the control and treatment groups.

Table 5

Marketing Ethics Instruction for 8-Week Session (Instructional Design Used with Control and Treatment Groups of Quasi-Experiment Study)

Pre-Surveys Distributed and Collected Prior to Ethics Instruction

Preface to ethics instruction for both the control and treatment groups included an in-class lecture and discussion of morals versus ethics, marketing ethics, AMA Code of Ethics, six ethical tests to examine decision-making, and Kantian deontology versus Utilitarianism.

Week	Topics & Correlated Case #s From Part III of Survey	Control Group In-Class Group Discussions (Inductive Learning)	Treatment Group Social Media Content (Interaction Through Social Media Sites: Facebook, Twitter, YouTube, Instagram, LinkedIn)
1	Morals Versus Ethics & Marketing Ethics 5, 6, 8, 9, 10, & 11	Students were assigned one of four ethics scenarios from Grewal & Levy (2013)* and asked to work in groups of 2–3 students to answer: (1) What decision they would make in the same situation as the case scenario? (2) Which ethical test(s) they would choose to help make their decision, and (3) Which ethical values from the AMA Code of Ethics were violated in the scenario? Individual groups shared answers with entire class.	Students were assigned one of four ethic scenarios from Grewal & Levy (2013)*. The scenarios were distributed as hard copies in class, but students were asked to post an initial response to the same three questions posed to the control group on either the class Facebook or Twitter page (whichever they preferred) and respond to at least two classmates' posts. Students answered questions on their assigned scenario but could comment on any of the other three scenarios. * Copies of the scenario cases used, the six ethical tests discussed in class prior to the assignment, and a copy of the AMA Code of Ethics are found in Appendix H.

Marketing Ethics Instruction for 8-Week Session (continued)

Week	Topics & Correlated Case #s from Part III of Survey	Control Group In-Class, Group Discussions (Inductive Learning)	Treatment Group Social Media Content (Interaction through Social Media Sites: Facebook, Twitter, YouTube, Instagram, LinkedIn)
2	Segmentation, Targeting, & Positioning 5	A copy of the article titled "Gossip Guys: How Yik Yak's founders are protecting their app from its biggest threat: Us," (Van Dusen, 2015) was distributed to each student in the class. Students were asked to read the article and write their responses to two questions the professor posed: (1) Are college students the best target market for Yik Yak (why or why not)? (2) What are the ethical implications for schools, institutions, and businesses related to anonymous social media? Students discussed their answers in small groups and then with the class as a whole.	Students' social media assignment was to read the same article distributed to the control group, but the article was provided on a link through the class Facebook page (see below). http://www.atlantamagazine.com/great-reads/gossip-guys-yik-yaks-founders-protecting-app-biggest-threat-us/ * Students were required to post their responses to the same two questions given to the control group that related to the article and then comment on two classmates' posts. *(Copy of article is found in Appendix I).

Marketing Ethics Instruction for 8-Week Session (continued)

Week	Topics & Correlated Case #s from Part III of Survey	Control Group In-Class, Group Discussions (Inductive Learning)	Treatment Group Social Media Content (Interaction Through Social Media Sites: Facebook, Twitter, YouTube, Instagram, LinkedIn)
3	Consumers & Buying Behavior 2 & 3	Two short videos were shown in class regarding cameras in mannequins and Target's predictive analytics (ABC News, 2012; Bracken, 2012). Both videos addressed the ethical issue of "spying" on consumers to gather information. The students watched both videos and then discussed the following two issues together as a class. (1) Is either approach of collecting information—mannequin cameras or retailers' consumer profiling—unethical? Explain. (2) What should marketing strategies consider when using predictive analytics so as not to offend or scare off future consumers?	Students were asked to watch the two video links below (Mannequin Cameras & Retailers' Predictions—same videos shown in the classroom to the control group). Videos were made available through the class Facebook page and Twitter account. https://www.youtube.com/watch?v=HSDtTxYxpJY http://www.nytimes.com/video/magazine/100000001367956/timescast--retailers-predictions.html?ref=magazine Students were required to make an original post answering the same two questions discussed by the control group and to respond to two classmates' posts.

Marketing Ethics Instruction for 8-Week Session (continued)

Week	Topics & Correlated Case #s from Part III of Survey	Control Group In-Class, Group Discussions (Inductive Learning)	Treatment Group Social Media Content (Interaction Through Social Media Sites: Facebook, Twitter, YouTube, Instagram, LinkedIn)
4	Business & Organizational Customers (B2B) 1, 2, 4, & 6	The video, "Finding Cheating's 'Comfort Level,'" (Ariely, 2008) was shown in class via YouTube. https://www.youtube.com/watch?v=w0F2f-O28nU Students were asked to work in small groups (2–3 students) and discuss and write their answers to the following questions: (1) Would the marketing profession benefit from having marketers sign a code of ethics or an honor statement? (2) Why or why not? (3) If yes, how might the AMA hold marketers accountable to the honor code?	Students were asked to watch the same video shown in class to the control group but made available to them through a link on the class Facebook page and through the class Twitter account. They were advised to first watch the segment explaining how many people cheat by "just a little bit." Next, they were asked to recall the American Marketing Association (AMA) Code of Ethics distributed and discussed in class during week 1 and to respond to the following: Would the marketing profession benefit from having marketers sign a code of ethics or an honor statement? Why or why not? If yes, how might the AMA hold marketers accountable to the honor code? One original post answering the questions posed above and two responses to classmates' posts were required.

Marketing Ethics Instruction for 8-Week Session (continued)

Week	Topics & Correlated Case #s from Part III of Survey	Control Group In-Class, Group Discussions (Inductive Learning)	Treatment Group Social Media Content (Interaction Through Social Media Sites: Facebook, Twitter, YouTube, Instagram, LinkedIn)
5	Product 5, 7, & 11	Seventeen slides from the article "They're Selling What? Retailers' 9 Biggest Blunders," (Gustafson, 2015) were shown in class, and the captions for each were read aloud by the professor. The slides were images of products deemed "shocking" and controversial. Students were asked their opinions about which products might be more shocking or offensive than others and whether branding techniques were taken too far. After a discussion about the various products, small groups were formed, and students wrote and submitted answers to the following question: If you were working on the marketing team for one of these companies (Urban Outfitters, Victoria's Secret, Abercrombie & Fitch), what might you suggest for branding that relates to the target market without offending it?	Students were asked to read the short article and click through the 17 slides/images within the link posted to Facebook and Twitter. http://www.msn.com/en-us/money/topstocks/theyre-selling-what-retailers-biggest-blunders/ss-BBhkpe6 Students were required to write one original post and two responses to classmates' posts on the following questions: (1) Branding is the process of creating an identity and differentiating a product from the competition's. After reviewing the following products, how might "shocking" techniques of identity creation be carried too far? Is one product more shocking/offensive than the others are? (2) A few of these companies have faced multiple criticisms for their branding techniques. If you were working on the marketing team for one of these companies (Urban Outfitters, Victoria's Secret, Abercrombie & Fitch), what might you suggest for branding that relates to the target market without offending it?

Marketing Ethics Instruction for 8-Week Session (continued)

Week	Topics & Correlated Case #s from Part III of Survey	Control Group In-Class, Group Discussions (Inductive Learning)	Treatment Group Social Media Content (Interaction Through Social Media Sites: Facebook, Twitter, YouTube, Instagram, LinkedIn)
6	Place / Distribution 11	A portion of the PBS Frontline Video: *Is Wal-Mart Good for America? Chapter 2: Muscling Manufacturers* (*Frontline*, 2004) was shown in class. http://www.pbs.org/wgbh/pages/frontline/video/flv/generic.html?s=frol02s48aq71&continuous=1 A poll survey was created to allow students in the class to cast votes through their cell phones, tablets, or laptop computers. They were asked to vote whether they thought Wal-Mart "bullied" RubberMaid (yes/no) and whether they thought Wal-Mart practiced utilitarianism or Kantian deontology in making its choice to discontinue buying products from RubberMaid. Votes were tallied through an online polling site and made visible to the class. Then the class engaged in an open discussion on the video and the polling results.	The same video segment shown to the control group in class was made available to the treatment group on the Facebook and Twitter accounts. Students were asked to watch the video, post an original response answering the two questions below, and comment on at least two classmates' posts. (1) Do you think Wal-Mart "bullied" RubberMaid, or did Wal-Mart engage in smart business practice by maintaining low-cost offerings for its consumers, which will increase profits through sales volume? (2) Do you think Wal-Mart practices utilitarianism (examines consequences of choices & selects choice that provides the greatest benefit for the greatest number of people) or Kantian deontology (choosing what the organization believes is the morally right decision no matter the consequences)?

Marketing Ethics Instruction for 8-Week Session (continued)

Week	Topics & Correlated Case #s from Part III of Survey	Control Group In-Class, Group Discussions (Inductive Learning)	Treatment Group Social Media Content (Interaction Through Social Media Sites: Facebook, Twitter, YouTube, Instagram, LinkedIn)
7	Price 1 & 4	A hard copy of the article "Don't Get Suckered By Sales" (Hawn, 2009) was distributed to each student in class. A copy of the article is found in Appendix J. Students were asked to read the article and discuss answers to questions provided with the article in small groups (2–3 students). Student groups presented their written responses to the class. The discussion questions were: (1) Many different pricing strategies are used by retailers. Which of the pricing strategies **appeal** to you as a consumer? (2) Do you feel that some of these strategies "sucker" (trick) consumers?	The treatment group was asked to read the same article provided to the control group, but this article was provided in an online format and posted to Facebook and Twitter. Group members were reminded to click on the second page in the online article as well. http://www.bankrate.com/finance/personal-finance/don-t-get-suckered-by-supersales-1.aspx#ixzz3Uveh08Vw Students were required to provide one original response answering the same two questions asked of the control group and to reply to two classmates' responses.

Marketing Ethics Instruction for 8-Week Session (continued)

Week	Topics & Correlated Case #s from Part III of Survey	Control Group In-Class, Group Discussions (Inductive Learning)	Treatment Group Social Media Content (Interaction Through Social Media Sites: Facebook, Twitter, YouTube, Instagram, LinkedIn)
8	Promotion 5 & 7	The following article, "5 Ways Social Media Could Hurt Your Business," with embedded links to additional articles and pictures (Costill, 2014) was shown and read to the class. The professor clicked on several of the embedded links to add to the discussion on integrated marketing communication (IMC) campaigns. http://www.searchenginejournal.com/5-ways-social-media-hurt-business/117183/ After discussing the social media campaigns within the article, students worked individually to write their responses to the following: Gathering from your own experiences with social media, and from the examples in the article, write two guidelines you think companies should follow when launching a social media promotional campaign.	The same article provided to the control group was made available to the treatment group on Facebook and Twitter. The following instructions were posted with the online line to the article: "Many companies use social media in their Integrated Marketing Communications (IMC) strategies. Read the article below detailing how companies responded well or poorly to social media campaigns or dilemmas. You will want to click on the links in the article after a brand or company is mentioned for more information on each example. Gathering from your own experiences with social media, and from the examples in the article, write two guidelines you think companies should follow when launching a social media promotional campaign." Students were required to comment on at least two classmates' posts after writing their original guidelines.
Post-Surveys Distributed & Collected After 8-Week Ethics Instruction			

At the end of the 2-month marketing ethics instructional period, a paper and pen post-survey (see Appendix B) was administered to both the control and treatment groups through the same classroom distribution and collection procedure as was done with the pre-survey. The post-survey design included the same three parts as the original pre-survey did. The treatment group's post-survey also included a fourth part seeking additional input from students at the end of the course regarding the effectiveness of using social media in ethics instruction (See Part IV in Appendix B). Also included in the pre-survey were questions requesting demographic information from participants (see Part I in Appendix A). The demographic information helped distinguish similarities and differences between the control and treatment groups of the study. The same demographic questions were asked again on the post-survey (see Part I in Appendix B) to verify reliability of answers and to examine these variables in relation to any significant differences between pre- and post-survey results.

Data Collection and Coding

Closed-ended questions (e.g., "yes" or "no" responses) and a nominal scale (fixed choice approach) were used for this study's quantitative design. The closed-ended "yes" or "no" responses in Part II of the pre- and post-surveys aligned with the eight questions that were replicated from the 2011 National Business Ethics Survey (NBES) (see Part II in Appendices A & B). Because the NBES survey questions focused on "questionable" workplace behavior, a "yes" response was considered "unethical," whereas a "no" response was considered the "ethical" choice.

A nominal scale was used in the pre- and post-surveys to align with the responses from Lane's (1995) study from which Part III of this study's survey was adopted (see Part III in Appendices A & B). Lane (1995) preferred a nominal scale instead of a Likert scale to "facilitate some predictions of likely behaviour of graduates when employed" (p. 573). The nominal scale poses some challenges with the coding of data because the number of choices is not always consistent among the different survey questions asked.

To make the closed-ended and nominal scale responses easier to analyze through quantitative measures, responses were given numerical values when entered into the Statistical Package for the Social Sciences (SPSS) software. For Part II on the survey design that included the eight questions from the 2011 NBES, a "no" response was tabulated as "2 = ethical;" a "yes" response was tabulated as "0 = unethical." The 13 case scenarios on Part III stayed true to the ethical interpretations by Lane (1995) by coding the "most ethical" response as "2 = ethical" and the "least ethical" response as "0 = unethical." The other choices on Lane's (1995) survey typically offered respondents the choice of "undecided" as a possible response to a case scenario and were coded for this study as "1 = moderate." Demographic data were also coded numerically to maintain consistency in SPSS.

Open-ended questions were added to the post-survey for the treatment group. The qualitative aspect of open-ended questions allowed for feedback and opinion on participants' experiences with social media instruction and interaction. It was hoped that the inclusion of inductive questions on Part IV of the post-survey (see Part IV in Appendix B) would help the researcher understand whether the students felt they had a

better awareness of workplace ethics after the 8-week marketing ethics instruction and which types of social media and online activities were most effective for student learning.

Data Analysis

Data collected anonymously from both the pre- and post-surveys were entered into the Statistical Package for the Social Sciences (SPSS). Once data were entered into SPSS, all data were cross-checked against original survey forms to assure accuracy of data entry. The SPSS statistical software program was used to keep track of survey variables, calculate descriptive statistics, and analyze the data through various statistical tests.

Data were analyzed using descriptive statistics, paired-samples and unpaired-samples t-tests, and chi-square tests. A *t* test is a useful statistical method "to evaluate the effectiveness of an intervention or a difference between groups . . . [and to] compare the size of between-group differences (e.g., the treatment effect) with the size of within-group differences due to individual variability" (Rudestam & Newton, 2007, p. 30). Moreover, a paired-samples *t* test is appropriate to use when examining data from pretest and post-test experimental designs (Pallant, 2007). Paired-samples *t* tests were used in this study to examine: (1) any significant differences between the pre- and post-surveys of the control group and (2) any significant differences between the pre- and post-surveys of the treatment group. Unpaired (independent) samples *t* tests were used to examine any significant differences between the control and treatment groups' independent post-survey results. Independent samples *t* tests were also used to assess any differences in frequent and infrequent social media users and their ethical responses to the survey

questions. The level of significance for *t*-tests analyses in this study was tested at the 95% confidence level ($p \leq .05$).

Chi-square tests for independence were used to examine associations among participants' responses to the three social media demographic questions in Part 1 of the pre- and post-surveys to the eight Behavior in the Workplace (BIW) questions in Part II and to the 13 Choices in Marketing (CIM) questions in Part III of the pre- and post-surveys. Chi-square tests for independence are best for determining whether there is a relationship between two categorical variables (Pallant, 2007). Each of the variables may have two or more categories. The chi-square for independence test is based on a cross-tabulation table that examines the frequency of cases found in the various categories of one variable with the different categories of another variable (Pallant, 2007). The level of significance for the chi-square tests in this study was tested at the 95% confidence level ($p \leq .05$).

Qualitative responses from Part IV of the treatment group's post-survey (see Part IV in Appendix B) were analyzed for frequency of similar responses. The qualitative responses provided feedback from the students' personal reactions to the social media form of marketing ethics instruction.

Chapter 4: Results

This chapter presents the results of the pre- and post-surveys that were used as the research design for this study. Conclusions and implications of the study are discussed in the final chapter. This study was conducted to examine the use of social media in marketing ethics instruction and its influence on millennials' perception of workplace ethics. Findings in this chapter are organized in the sequence of the three focal research questions of this study:

> ***RQ 1****: Do students who frequently use social media report a greater tolerance toward questionable workplace behaviors than do students who use social media less frequently?*
>
> ***RQ 2****: Does marketing ethics instruction lead to significant improvement in the ethics scores of students?*
>
> ***RQ 3:*** *Does the incorporation of social media into marketing ethics instruction lead to greater improvement in ethics scores of students as compared to in-class marketing ethics instruction alone?*

SPSS was used for data analysis. Descriptive statistics, paired-samples *t* tests, and chi-square tests were used to analyze the data.

Demographic Data

Demographic questions were included on the pre-survey and post-survey for both the control and treatment groups. The demographic questions included age, gender, race/ethnicity, year of college study, and declared major. These demographic variables on the pre-survey helped distinguish similarities and differences between the control and treatment groups of the study. The same demographic questions were included again on the post-survey to verify reliability of answers. The smaller course section of 34 students served as the control group and received marketing ethics instruction through in-class social interaction. The second course section of 53 students served as the treatment group and received marketing ethics instruction solely through online social media interaction. Although the two groups differed in size, demographic characteristics between the two groups were similar. Table 6 provides a summary of participant demographics.

Table 6

Participant Demographics of Control Group vs. Treatment Group

	Control Group *n = 34*		**Treatment Group** *n = 53*	
	n	*% of total*	*n*	*% of total*
Age				
Under 20	9	26.5%	18	34.0%
20–25	23	67.6%	32	60.4%
Over 25	2	5.9%	3	5.7%
Gender				
Male	18	52.9%	31	58.5%
Female	16	47.1%	22	41.5%
Race/Ethnicity				
Black	5	14.7%	3	5.6%
White	24	70.6%	47	88.7%
Hispanic	2	5.9%	1	1.9%
Multiracial	3	8.8%	1	1.9%
Other	0		1	1.9%
Year of Study				
Freshman	0		1	1.9%
Sophomore	12	35.3%	22	41.5%
Junior	18	52.9%	27	50.9%
Senior	4	11.8%	3	5.7%
Major				
Marketing	7	20.6%	4	7.5%
Other Business Majors	20	58.8%	37	69.8%
Non-Business	7	20.6%	12	22.6%

Although the number of participants between the two groups was disproportioned (control group *n = 34,* treatment group *n = 53*), the demographic comparisons demonstrate many similarities between the two groups. The median age for both groups was 20 years old, and both genders were well represented in both groups. Although race/ethnicity was disproportioned within each individual group (i.e., high percentage of White students), race/ethnicity demographics were similar between the control and treatment groups. The majority of students were sophomores and juniors, and the majority of students were business majors.

Research Question 1

RQ 1*: Do students who frequently use social media report a greater tolerance toward questionable workplace behaviors than do students who use social media less frequently?*

In the analysis of research question 1, the responses from questions on the pre- and post-surveys regarding social media use were categorized, and percentages were calculated relative to the total number of students in the control or treatment group. Descriptive statistics provided insight into how many students were considered "frequent" or active users of social media. Frequent social media users were defined as using four or more social media sites per week and logging onto social media sites four or more times per day.

As indicated in Table 7, responses on the pre-surveys suggest that both the control group and the treatment group consisted of frequent social media users. The percentage of students in the control group who used four or more social media sites on a regular basis (at least once a week) was 58.8%. The percentage of students in the treatment group who reported using four or more social media sites on a regular basis was 50.9%. Facebook and Instagram were the top two social media sites used most frequently among students in both groups. The percentage of students in the control group who logged onto their most frequently used social media sites four or more times a day was 67.6%. The percentage of students in the treatment group who logged onto social media sites four or more times a day was 62.3%.

Table 7

Social Media Use Among Control Group and Treatment Group

	Control Group *n = 34*		Treatment Group *n = 53*	
	n	*% of total*	*n*	*% of total*
# of Social Media Sites Used on Regular Basis (at least once a week)				
0–1	5	14.7%	3	5.7%
2–3	9	26.5%	23	43.4%
4 or more	20	58.8%	27	50.9%
Top Social Media Site Used Most Frequently				
Facebook	11	32.4%	14	26.4%
Instagram	13	38.2%	20	37.7%
YouTube	5	14.7%	5	9.4%
Twitter	4	11.8%	11	20.8%
LinkedIn	0		0	
Other	1	2.9%	2	3.8%
# Times/Day (on average) Students Logged onto Most Frequently Used Social Media Site				
0–1	4	11.8%	5	9.4%
2–3	7	20.6%	15	28.3%
4 or more	23	67.6%	33	62.3%

Primary analysis.

Independent-samples *t* tests were performed to assess any differences in frequent and infrequent social media users and their ethical responses to the pre-survey questions on Part II: Behavior in the Workplace (BIW) and Part III: Choices in Marketing (CIM). Frequent social media users were defined as using four or more social media sites per week and logging onto social media sites four or more times per day. Responses to the 21 total ethics questions in Parts II and III on the pre-survey were ranked as "2 = ethical," "1 = moderate," or "0 = unethical" based on the interpretations of ethical responses by the original creators of the surveys. Total scores were averaged per student response for Parts II and III separately. Part II: BIW average scores could range from 0–16 (8 questions x

"0" for unethical response to 8 questions x "2" for ethical response). The total range for "unethical" scores on Part II: BIW was 0–8 (0%–50%), and the total range for "ethical" scores on Part II: BIW was 9–16 (56%–100%). Part III: CIM average scores could range from 0 to 26 (13 questions x "0" for unethical response to 13 questions x "2" for ethical response). The total range for "unethical" scores on Part III: CIM was 0–8 (0%–31%), the total range for "moderate" scores was 9–17 (35%–65%), and the total range for "ethical" scores on Part III: CIM was 18–26 (69%–100%). The level of significance for the *t* tests in this study was tested at the 95% confidence level ($p \leq .05$). Table 8 provides the results to the *t* tests for the control group.

Table 8

Control Group Frequent vs. Infrequent Social Media Users Pre-Survey Responses

	Part II: BIW Responses (*n* = 34)					
	n	M	SD	*t*	*df*	*p*
# Social Media Sites per Week						
Frequent Users (4+)	20	12.70	1.867			
Infrequent Users (0-3)	14	12.57	2.277			
				-.181	32	.858
# Times Logged onto Sites per Day						
Frequent Users (4+)	23	13.13	1.687			
Infrequent Users (0–3)	11	11.64	2.335			
				-2.130	32	.041*
	Part III: CIM Responses (*n* = 34)					
	n	M	SD	*t*	*df*	*p*
# Social Media Sites per Week						
Frequent Users (4+)	20	18.25	3.323			
Infrequent Users (0–3)	14	17.43	3.390			
				-.704	32	.487
# Times Logged onto Sites per Day						
Frequent Users (4+)	23	18.13	2.974			
Infrequent Users (0–3)	11	17.45	4.083			
				-.549	32	.587

*$p \leq .05$

As reported in Table 8, one significant difference was found in the control group between frequent and infrequent social media users and their ethical responses to pre-survey ethics questions in Part II: Behavior in the workplace (BIW). Infrequent social media users who logged onto social media sites three or fewer times per day (M = 11.64, SD = 2.335) averaged lower ethical scores on Part II: BIW than frequent social media users (M = 13.13, SD = 1.687), a significant difference of $t(32) = -2.130$, p = .041. The difference of 1.49 points on the total average ethics score between infrequent and

frequent social media users is surprising given that prior research suggested frequent social media users are less ethical than infrequent users are. However, the median ethics score for the control group remained between the ethical range of scores for Part II: BIW (9–16; 56%–100%). The lowest average score reported by infrequent social media users (M = 11.64) still equated to an ethical average of 72.8%.

No significant differences were found in the control group between frequent and infrequent social media users and their ethical responses to pre-survey ethics questions in Part III: Choices in Marketing (CIM). The median ethics scores in Part III: CIM for the control group ranged from 17.43 to 18.25, which remained in the highly moderate to ethical score range.

Table 9 provides the results to the *t* tests for the treatment group.

Table 9

Treatment Group Frequent vs. Infrequent Social Media Users Pre-Survey Responses

	Part II: BIW Responses (*n* = 53)					
	n	M	SD	*t*	*df*	*p*
# Social Media Sites per Week						
Frequent Users (4+)	27	11.93	2.319			
Infrequent Users (0-3)	26	12.62	2.316			
				1.083	51	.284
# Times Logged onto Sites per Day						
Frequent Users (4+)	33	12.18	2.567			
Infrequent Users (0–3)	20	12.40	1.903			
				.329	51	.744
	Part III: CIM Responses (*n* = 53)					
	n	M	SD	*t*	*df*	*p*
# Social Media Sites per Week						
Frequent Users (4+)	27	18.26	3.849			
Infrequent Users (0-3)	26	20.31	3.234			
				2.094	51	.041*
# Times Logged onto Sites per Day						
Frequent Users (4+)	33	19.03	3.965			
Infrequent Users (0-3)	20	19.65	3.200			
				.591	51	.557

*$p \leq .05$

As detailed in Table 9, no significant differences were found in the treatment group between frequent and infrequent social media users and their ethical responses to pre-survey ethics questions in Part II: Behavior in the Workplace (BIW). The median ethics scores in Part II: BIW for the treatment group ranged from 11.93 to 12.62, which are within the ethical range for Part II: BIW (9–16; 56%–100%).

The *t* tests performed on frequent and infrequent social media users and their ethical responses to pre-survey questions in Part III: Choices in Marketing (CIM) showed

a significant difference regarding the number of social media sites frequented per week and average ethical response, $t(51) = 2.094$, $p = .041$). The median scores show that infrequent users who visited three or fewer social media sites per week ($M = 20.31$, $SD = 3.234$) scored an average of 2.05 points higher on ethical responses in Part III: CIM than did frequent social media users who visited four or more social media sites per week ($M = 18.26$, $SD = 3.849$). Although the difference is statistically significant, frequent users of social media maintained an average score of 70.2%, considered "ethical" within the ethics score range of Part III: CIM (18–26; 69%–100%).

Secondary analysis.

After performing *t* tests as the primary analysis to Research Question 1, a secondary analysis was conducted to better understand possible relationships among *frequent* social media users and their tolerance toward questionable workplace behavior. Chi-square tests for independence were performed among the answers to the three social media demographic questions in Part 1 of the pre- and post-surveys to the eight behavior in the workplace (BIW) questions in Part II and to the 13 choices in marketing (CIM) questions in Part III of the pre- and post-surveys. Responses to the 21 total ethics questions were ranked as "2 = ethical," "1 = moderate," or "0 = unethical" based on the interpretations of ethical responses by the original creators of the surveys. Survey data were entered into SPSS, and Chi-square tests were analyzed to examine relationships among responses to the social media use questions and responses to the 21 ethics questions. The level of significance for the Chi-square tests in this study was tested at the 95% confidence level ($p \leq .05$). The Chi-square test results for the control group are presented in Table 10.

Table 10

Control Group Chi-Square Associations Among Survey Questions and Social Media Use

Ethics Question	# Social Media Sites per Week			# Times Logged onto Sites per Day			Social Media Sites Used Most Frequently		
BIW 1	n	X^2	p	n	X^2	p	n	X^2	p
Pre	34	1.241	.743	34	2.956	.399	34	6.584	.160
Post	33	1.552	.670	33	5.409	.144	33	8.825	.066
BIW 2	n	X^2	p	n	X^2	p	n	X^2	p
Pre	34	constant**		34	constant**		34	constant**	
Post	33	constant**		33	constant**		33	constant**	
BIW 3	n	X^2	p	n	X^2	p	n	X^2	p
Pre	34	constant**		34	constant**		34	constant**	
Post	33	3.221	.359	33	2.260	.520	33	4.464	.347
BIW 4	n	X^2	p	n	X^2	p	n	X^2	p
Pre	34	1.291	.731	34	4.705	.195	34	7.469	.113
Post	33	7.911	.048*	33	6.902	.075	33	4.445	.349
BIW 5	n	X^2	p	n	X^2	p	n	X^2	p
Pre	34	1.529	.676	34	7.419	.060	34	6.862	.143
Post	33	1.127	.771	33	2.260	.520	33	2.461	.652
BIW 6	n	X^2	p	n	X^2	p	n	X^2	p
Pre	34	3.156	.368	34	1.660	.646	34	4.012	.404
Post	33	6.714	.082	33	2.981	.395	33	9.545	.049*
BIW 7	n	X^2	p	n	X^2	p	n	X^2	p
Pre	34	1.958	.581	34	4.867	.182	34	9.131	.058
Post	33	6.714	.082	33	2.981	.395	33	9.545	.049*
BIW 8	n	X^2	p	n	X^2	p	n	X^2	p
Pre	34	3.418	.332	34	2.106	.551	34	3.919	.417
Post	33	3.303	.347	33	7.624	.054	33	3.206	.524
CIM 1	n	X^2	p	n	X^2	p	n	X^2	p
Pre	34	12.145	.059	34	1.784	.938	34	7.554	.478
Post	33	4.387	.625	33	2.869	.825	33	7.448	.489
CIM 2	n	X^2	p	n	X^2	p	n	X^2	p
Pre	34	1.529	.676	34	5.787	.122	34	1.537	.820
Post	33	6.527	.367	33	10.264	.114	33	4.932	.765
CIM 3	n	X^2	p	n	X^2	p	n	X^2	p
Pre	34	10.247	.115	34	3.634	.726	34	8.676	.370
Post	33	5.810	.445	33	2.843	.828	33	7.556	.478
CIM 4	n	X^2	p	n	X^2	p	n	X^2	p
Pre	34	6.115	.410	34	4.525	.606	34	6.309	.613
Post	33	7.931	.243	33	8.104	.231	33	5.153	.741

*$p \leq .05$; **No statistics provided in Chi-Square test – variables were constant

Control Group Chi-Square Associations Among Survey Questions and Social Media Use (continued)

Ethics Question	**# Social Media Sites per Week**			**# Times Logged onto Sites per Day**			**Social Media Sites Used Most Frequently**		
CIM 5	n	X^2	p	n	X^2	p	n	X^2	p
Pre	34	3.887	.692	34	6.036	.419	34	9.436	.307
Post	33	5.396	.494	33	8.946	.177	33	4.076	.850
CIM 6	n	X^2	p	n	X^2	p	n	X^2	p
Pre	34	11.376	.251	34	7.809	.252	34	3.262	.917
Post	33	3.282	.350	33	6.196	.102	33	4.214	.378
CIM 7 (a)	n	X^2	p	n	X^2	p	n	X^2	p
Pre	34	5.866	.438	34	3.556	.737	34	4.563	.803
Post	33	2.481	.479	33	1.333	.721	33	1.321	.858
CIM 7 (b)	n	X^2	p	n	X^2	p	n	X^2	p
Pre	34	6.641	.355	34	8.565	.200	34	16.325	.038*
Post	33	9.942	.127	33	4.712	.581	33	6.376	.605
CIM 7 (c)	n	X^2	p	n	X^2	p	n	X^2	p
Pre	34	7.983	.239	34	3.954	.683	34	5.904	.658
Post	33	8.313	.216	33	4.185	.652	33	7.851	.448
CIM 8	n	X^2	p	n	X^2	p	n	X^2	p
Pre	34	1.529	.676	34	3.002	.391	34	4.859	.302
Post	33	1.513	.679	33	1.183	.757	33	3.927	.416
CIM 9	n	X^2	p	n	X^2	p	n	X^2	p
Pre	34	6.865	.334	34	6.626	.357	34	11.694	.165
Post	33	1.496	.683	33	8.930	.030*	33	2.909	.573
CIM 10	n	X^2	p	n	X^2	p	n	X^2	p
Pre	34	4.990	.545	34	3.909	.689	34	18.319	.019*
Post	33	7.464	.280	33	3.080	.799	33	2.793	.947
CIM 11	n	X^2	p	n	X^2	p	n	X^2	p
Pre	34	6.981	.639	34	7.358	.289	34	5.016	.756
Post	33	4.061	.668	33	13.428	.037*	33	9.859	.275

*$p \leq .05$; **No statistics provided in Chi-Square test – variables were constant

As noted in Table 10, a total of seven statistically significant associations were found among the social media user demographics of the control group and responses to the ethical questions in Parts II and III of the pre- and post-surveys. One statistically significant association from the Chi-square tests was found among the number of social

media sites used on a regular basis (at least once a week) and the post-survey response to BIW 4. Two statistically significant associations were found among the number of times per day (on average) students logged onto their most frequently used social media site and post-survey responses to CIM 9 and CIM 11. Four statistically significant associations were found among the top social media sites used most frequently and pre-survey responses to CIM 7 b and CIM 10 and post-survey responses to BIW 6 and BIW 7. The seven significant associations from the control group's Chi-square tests are detailed in Tables 11–13.

Table 11 lists the significant association among the number of social media sites used on a regular basis (at least once a week) by students in the control group and their responses to Part II: Behavior in the Workplace (BIW) question 4 on the post-survey.

Table 11

Control Group Chi-Square Significance Among # of Social Media Sites Used Regularly and Questionable Workplace Behavior

	Post-Survey Ethics Question (n = 33) **BIW4**		
# Social Media Sites Per Week	n	X^2	p
		7.911	.048*
0–1			
Ethical	2**		
Moderate	0		
Unethical	1		
2–3			
Ethical	5**		
Moderate	0		
Unethical	2		
4–5			
Ethical	19		
Moderate	0		
Unethical	0**		
6+			
Ethical	4		
Moderate	0		
Unethical	0**		

*$p \leq .05$; **Fewer than expected count

Table 11 shows the significant association between the number of social media sites used on a regular basis and responses to Part II: Behavior in the Workplace (BIW) question 4 [X^2 (3, n = 33) = 7.911, p = .048]. Frequent social media users who used four or more social media sites a week responded more ethically to BIW 4 (23:23; 100%), stating they *would not* "do a little less work to compensate for cuts in benefits or pay." Infrequent social media users who used three or fewer social media sites a week chose the unethical response to BIW 4 at a larger per ratio percentage (3:10) 30%.

Table 12 illustrates the significant associations among the number of times per day (on average) students in the control group logged onto their most frequently used

social media site and their post-survey responses to choices in the workplace (CIM) questions 9 and 11.

Table 12

Control Group Chi-Square Significance Among # of Times Logged Onto Social Media and Questionable Workplace Behavior

	Post-Survey Ethics Question (n = 33)					
	CIM 9			**CIM 11**		
# Times Logged onto Sites per Day	n	X^2	p	n	X^2	p
		8.930	.030*		13.428	.037*
0–1						
Ethical	2			2		
Moderate	0**			0		
Unethical	0			0**		
2–3						
Ethical	6			0**		
Moderate	0**			2		
Unethical	0			4		
4–5						
Ethical	6**			3**		
Moderate	5			3		
Unethical	0			5		
6+						
Ethical	13			7		
Moderate	1**			5		
Unethical	0			2**		

*$p \leq .05$; **Less than expected count

Table 12 details the significant association among the number of times per day (on average) students in the control group logged onto their most frequently used social media site and their post-survey responses to choices in the workplace (CIM) question 9 [X^2 (3, n = 33) = 8.930, p = .030]. Infrequent social media users who logged onto social media sites three or fewer times per day responded more ethically to CIM 9 (8:8, 100%),

choosing the ethical "recommendation to get out of product" to the question, "How would you respond to discovering U.S. research that condemns your firm's fiberglass insulation as carcinogenic?" Frequent social media users who logged onto social media sites four or more times per day chose between the ethical response and the moderate response to "wait for authorities to act." The six of 24 frequent social media users who chose the moderate response (25%) created a significant difference between infrequent and frequent social media users and their responses to CIM 9.

Table 12 also identifies the significant association among the number of times per day students in the control group logged onto their most frequently used social media site and their post-survey responses to choices in marketing (CIM) question 11 [X^2 (6, n = 33) = 13.428, p = .037]. The ratio percentages of frequent versus infrequent social media users suggests that frequent social media users (10:25, 40%) responded more ethically to CIM 11: "How would you respond if employer company's weed killer is banned as a health risk, [and] sales are required to avoid retrenchments [layoffs]?" than did infrequent social media users (2:8, 25%).

Table 13 examines the significant associations found among social media sites used most frequently by students in the control group and their responses to two ethics questions on the pre-survey (CIM 7 (b) and CIM 10) and to two ethics questions on the post-survey (BIW 6 and BIW 7).

Table 13

Control Group Chi-Square Significance Among Social Media Sites and Questionable Workplace Behavior

	Pre-Survey Ethics Questions (*n = 34)*				**Post-Survey Ethics Questions** (*n = 33)*			
	CIM 7 (b)		**CIM 10**		**BIW 6**		**BIW 7**	
Social Media Sites Used Most Frequently	n	X^2 p	n	X^2 p	n	X^2 p	n	X^2 p
		16.235 .038*		18.319 .019*		9.545 .049*		9.545 .049*
	6		4		13		13	
Facebook	0		5		0		0	
Ethical	5		2		0		0	
Moderate								
Unethical								
Instagram								
Ethical	8		0**		10		10	
Moderate	3		7		0		0	
Unethical	2		6		0		0	
YouTube								
Ethical	0**		0**		2**		2**	
Moderate	1		1		0		0	
Unethical	4		4		2		2	
Twitter								
Ethical	2		1		5		5	
Moderate	0		0		0		0	
Unethical	2		3		0		0	
Other								
Ethical	0**		0**		1		1	
Moderate	0		1		0		0	
Unethical	1		0		0		0	

* $p \leq .05$; **Less than expected count

As reported in Table 13, the Chi-square analysis for the control group found significant relationships among the types of social media sites used most frequently and two pre-survey responses. There was a significant relationship between social media sites used most frequently and choices in marketing (CIM) question 7 (b) [X^2 (8, n = 34) = 16.325, p = .038]. Eighty percent of frequent YouTube users (4:5) chose

the unethical response to CIM 7 (b), responding that they, "*would use* a female model dressed in underwear in an advertisement for motorbikes" Additionally, 100% of "Other" social media site users (1:1) chose the unethical response to CIM 7 (b).

There was also a significant relationship between social media sites used most frequently and choices in marketing (CIM) question 10 on the pre-survey [X^2 (8, n =34) = 18.319, p = .019]. One hundred percent of frequent YouTube, Instagram, and "Other" users in the control group chose unethical or moderate responses to CIM 10. None of the frequent YouTube (0:5), Instagram (0:13), or "Other" (0:1) social media site users chose the ethical response to "disclose the real purpose of the call" when advised by employer to tell prospective customers they were "conducting a survey."

Among post-survey responses from the control group, significant relationships were found between frequent YouTube users and Behavior in the Workplace (BIW) questions 6 and 7 [X^2 (4, n = 33) = 9.545, p = .049]. One hundred percent of students who reported using Facebook, Instagram, Twitter, or "Other" sites frequently chose the ethical response to questions BIW 6 and BIW 7. But 50% of frequent YouTube users (2:4) chose the unethical response to both questions, stating in BIW 6 that they "*would* take a copy of work software home and use it on their personal computer" and in BIW 7 that they "*would* upload vacation pictures to the company network or server to share with coworkers."

In summary, the Chi-square tests performed among the control group's social media demographics and responses to the ethical questions in Parts II and III on the pre- and post-surveys found seven significant associations. Interestingly, it was

frequent social media users who used four or more social media sites a week rather than infrequent social media users who scored more ethically to BIW 4 on post-survey results. Frequent social media users who logged onto social media sites four or more times per day also scored more ethically on the post-survey results to CIM 11. Infrequent social media users who logged onto social media sites three or fewer times per day only scored more ethically than did frequent social media users to one question – CIM 9. Regarding the types of social media used, the results of the Chi-square tests among the control group suggest that frequent users of YouTube tend to choose less ethical responses to questionable workplace behavior than do frequent users of a different social media.

Chi-square tests were also performed on the treatment group's social media demographics and responses to the 21 total ethics questions on Parts II and III of the pre- and post-surveys. Table 14 summarizes the Chi-square results among the treatment group.

Table 14

Treatment Group Chi-Square Associations Among Survey Questions and Social Media Use

Ethics Question	# Social Media Sites per Week			# Times Logged Onto Sites per Day			Social Media Sites Used Most Frequently		
BIW 1	n	X^2	p	n	X^2	p	n	X^2	p
Pre	53	5.614	.586	53	2.344	.504	53	4.682	.322
Post	52	6.343	.500	52	.545	.909	52	9.161	.103
BIW 2	n	X^2	p	n	X^2	p	n	X^2	p
Pre	53	constant**		53	constant**		53	constant**	
Post	52	constant**		52	constant**		52	constant**	
BIW 3	n	X^2	p	n	X^2	p	n	X^2	p
Pre	53	6.037	.535	53	.967	.809	53	1.293	.862
Post	52	3.791	.803	52	1.749	.626	52	8.499	.131
BIW 4	n	X^2	p	n	X^2	p	n	X^2	p
Pre	53	4.379	.735	53	2.814	.421	53	4.090	.394
Post	52	4.893	.673	52	3.678	.298	52	2.426	.788
BIW 5	n	X^2	p	n	X^2	p	n	X^2	p
Pre	53	3.279	.858	53	3.264	.353	53	1.809	.771
Post	52	4.060	.773	52	4.779	.189	52	2.150	.828
BIW 6	n	X^2	p	n	X^2	p	n	X^2	p
Pre	53	12.925	.074	53	1.983	.576	53	2.440	.655
Post	52	4.385	.735	52	4.656	.199	52	8.675	.123
BIW 7	n	X^2	p	n	X^2	p	n	X^2	p
Pre	53	8.755	.271	53	4.146	.246	53	1.007	.909
Post	52	4.893	.673	52	6.719	.081	52	2.426	.788
BIW 8	n	X^2	p	n	X^2	p	n	X^2	p
Pre	53	4.023	.777	53	5.424	.143	53	4.120	.390
Post	52	10.664	.154	52	3.106	.376	52	6.041	.302
CIM 1	n	X^2	p	n	X^2	p	n	X^2	p
Pre	53	17.327	.239	53	9.281	.158	53	2.770	.948
Post	52	16.069	.309	52	2.810	.832	52	5.207	.877
CIM 2	n	X^2	p	n	X^2	p	n	X^2	p
Pre	53	12.057	.602	53	2.693	.846	53	4.911	.767
Post	52	10.837	.699	52	6.224	.399	52	4.666	.912
CIM 3	n	X^2	p	n	X^2	p	n	X^2	p
Pre	53	17.036	.254	53	10.306	.112	53	5.735	.677
Post	52	16.266	.297	52	4.791	.571	52	14.027	.172
CIM 4	n	X^2	p	n	X^2	p	n	X^2	p
Pre	53	11.747	.627	53	5.965	.427	53	5.773	.673
Post	52	16.035	.311	52	2.111	.909	52	6.863	.738

*$p \leq .05$; **No statistics provided in Chi-Square test – variables were constant

Treatment Group Chi-Square Associations Among Survey Questions and Social Media Use (continued)

Ethics Question	# Social Media Sites per Week			# Times Logged Onto Sites per Day			Social Media Sites Used Most Frequently		
CIM 5	n	X^2	p	n	X^2	p	n	X^2	p
Pre	53	4.484	.992	53	6.033	.420	53	13.197	.105
Post	52	8.348	.870	52	4.335	.631	52	6.863	.738
CIM 6	n	X^2	p	n	X^2	p	n	X^2	p
Pre	53	11.616	.637	53	4.893	.558	53	8.344	.401
Post	52	11.754	.626	52	5.860	.439	52	10.831	.371
CIM 7 (a)	n	X^2	p	n	X^2	p	n	X^2	p
Pre	53	19.678	.141	53	7.030	.318	53	10.221	.250
Post	52	11.883	.616	52	5.315	.504	52	7.143	.712
CIM 7 (b)	n	X^2	p	n	X^2	p	n	X^2	p
Pre	53	19.624	.142	53	9.890	.129	53	11.851	.158
Post	52	8.863	.840	52	2.047	.915	52	11.549	.316
CIM 7 (c)	n	X^2	p	n	X^2	p	n	X^2	p
Pre	53	17.078	.252	53	10.333	.111	53	17.299	.027*
Post	52	14.455	.416	52	5.849	.440	52	8.312	.598
CIM 8	n	X^2	p	n	X^2	p	n	X^2	p
Pre	53	5.147	.984	53	4.987	.545	53	3.291	.915
Post	52	3.791	.803	52	5.471	.140	52	1.434	.921
CIM 9	n	X^2	p	n	X^2	p	n	X^2	p
Pre	53	6.450	.488	53	1.786	.618	53	4.288	.368
Post	52	4.888	.674	52	1.356	.716	52	2.206	.820
CIM 10	n	X^2	p	n	X^2	p	n	X^2	p
Pre	53	16.059	.310	53	10.098	.121	53	19.437	.013*
Post	52	18.960	.166	52	9.111	.167	52	14.123	.167
CIM 11	n	X^2	p	n	X^2	p	n	X^2	p
Pre	53	9.877	.771	53	7.989	.239	53	6.716	.568
Post	52	15.002	.378	52	7.597	.269	52	8.272	.602

*$p \leq .05$; **No statistics provided in Chi-Square test – variables were constant

As noted in Table 14, no statistically significant associations were found within the treatment group among the number of social media sites used on a regular basis (at least once a week) and the 21 total ethics questions in Parts II and III of the pre- and post-surveys. No statistically significant associations were found either among the number of times per day (on average) students logged onto their most frequently used social media

site and the 21 total ethics questions of the pre- and post-surveys. However, statistically significant associations from the treatment group's Chi-square tests were found among the top social media sites used most frequently and responses to two questions in Part III: Choices in Marketing (CIM) on the pre-survey. Table 15 details the significant associations found in questions CIM 7 (c) and CIM 10.

Table 15

Treatment Group Chi-Square Significance Among Social Media Sites and Questionable Workplace Behavior

	Pre-Survey Ethics Questions *(n = 53)*					
	CIM 7 (c)			**CIM 10**		
Social Media Sites Used Most Frequently	n	X^2	p	n	X^2	p
		17.299	.027*		19.437	.013*
Facebook						
Ethical	8			4		
Moderate	5			6		
Unethical	1			4		
Instagram						
Ethical	12			4		
Moderate	3			7		
Unethical	5			9		
YouTube						
Ethical	0**			3		
Moderate	3			1		
Unethical	2			1		
Twitter						
Ethical	5			8		
Moderate	1			0		
Unethical	5			3		
Other						
Ethical	2			0**		
Moderate	0			2		
Unethical	0			0		

* $p \leq .05$; **Less than expected count

Table 15 examines the Chi-square significant associations among social media sites used frequently and the treatment group's pre-survey responses to ethics questions. There was a significant relationship between frequent YouTube users and choices in marketing (CIM) question 7 (c): using a female model dressed in underwear in an advertisement for bedding [X^2 (8, n = 52) = 17.299, p = .027]. None of the frequent YouTube users in the treatment group chose the ethical choice to *not use* a female (0:5).

There was a significant relationship between frequent users of "Other" social media sites in the treatment group and choices in marketing (CIM) question 10 on the pre-survey [X^2 (8, n = 52) = 19.437, p = .013]. The response rate of 100% to the moderate choice (2:2) and 0% to the ethical choice to "disclose the real purpose of the call" when advised by employer to tell prospective customers that they were "conducting a survey" resulted in a significant difference compared with frequent Facebook, Instagram, YouTube, and Twitter users who included the ethical response.

The results of the Chi-square tests among the treatment group's pre-survey responses suggest that frequent users of YouTube and "Other" social media tend to choose less ethical responses to questionable workplace behavior than do frequent users of Facebook, Instagram, and Twitter. No significant associations were found among social media sites used frequently and tolerance toward questionable workplace behavior on the treatment group's post-survey results.

In brief, the *t* tests used in the primary analysis of Research Question 1 reported one significant difference between frequent and infrequent social media users and their ethical responses to pre-survey ethics questions within the control group (see Table 8)

and one significant difference within the treatment group (see Table 9). Yet, with average ethics scores beginning in the "ethical" range on pre-survey results and with the majority of students in both the control and treatment groups reporting *frequent* social media use, the comparison of frequent versus infrequent social media users' tolerance toward questionable workplace behavior remains unclear. In the secondary analysis of Chi-square associations among social media demographics and ethical responses to survey questions, seven significant associations were found within the control group's pre- and post-survey responses, and two significant associations were found within the treatment group's pre-survey responses. Implications from these significant associations found will be discussed in Chapter 5. However, it would be difficult to argue affirmatively that students who frequently use social media report a greater tolerance toward questionable workplace behaviors than do students who use social media less frequently based on this study alone.

Research Question 2

RQ 2*: Does marketing ethics instruction lead to significant improvement in the ethics scores of students?*

The analysis of research question 2 began by comparing the pre-survey responses to the post-survey responses from the eight behavior in the workplace (BIW) questions on Part II of the survey. Responses were coded as "2" for ethical or "0" for unethical. Then the total scores of the eight BIW questions were averaged per student response. Average scores could range from 0–16 (8 questions x "0" for unethical response to 8 questions x "2" for ethical response). The total range for "unethical" scores on Part II:

BIW was 0–8 (0%–50%), and the total range for "ethical" scores on Part II: BIW was 9–16 (56%–100%).

Total averages from the pretest responses were compared with the total averages from the post-test responses using paired-samples *t* test to examine any significant improvement of ethics scores. The comparison of total average ethics scores between pre- and post-survey results from Part II: Behavior in the Workplace (BIW) is reported in Table 16.

Table 16

Pre- and Post-Survey Total Average Ethics Scores From Part II: Behavior in the Workplace (BIW)

	n	M	SD	*t*	*df*	*p*
Control Group						
BIW Pre	33*	12.61	2.030			
BIW Post	33	12.73	2.281			
BIW Pre – BIW Post	33	-.121	2.870	-.243	32	.810
Treatment Group						
BIW Pre	52*	12.27	2.344			
BIW Post	52	12.35	2.195			
BIW Pre – BIW Post	52	-.077	3.497	-.159	51	.875

*Original pre-survey numbers were *n* = 34 for control group and *n* = 53 for treatment group. Paired-samples *t* tests compared only responses from participants who had completed both pre- and post-surveys (one less on post-survey in both groups).

As reported in Table 16, the comparison of the control group's pre-survey ethics scores from Part II: Behavior in the Workplace (BIW) (M = 12.61, SD = 2.030) and post-survey ethics scores from Part II: BIW (M = 12.73, SD = 2.281) revealed no significant differences between pre- and post-survey results $t(32) = -.243$ $p = .810$.

The median score of 12.73 on the post-survey revealed an increase of .12 from pre-survey results. Both the pre-survey and post-survey average ethics scores were within the "ethical" score range of 9–16. The median pre-survey score of 12.61 equated to an ethics score of 78.8% for the control group, and the median post-survey score of 12.73 equated to an ethics score of 79.6%.

Likewise, the comparison of the treatment group's pre-survey ethics scores from Part II: Behavior in the Workplace (BIW) (M = 12.27, SD = 2.344) and post-survey ethics scores from Part II: BIW (M = 12.35, SD = 2.195) revealed no significant differences between pre- and post-survey results $t(51) = -.159$, $p = .875$. The median score of 12.35 on the post-survey revealed a slight increase of .08 from pre-survey results. Both the pre-survey and post-survey average ethics scores were within the "ethical" score range of 9–16. The median pre-survey score of 12.27 equated to an ethics score of 76.7% for the treatment group, and the median post-survey score of 12.35 equated to an ethics score of 77.2%. Although mean scores increased for both the control and treatment groups on post-survey results, the pre-survey "ethical" scores and only slight post-survey increases with no statistical significance suggest that responses to the ethics questions in Part II: BIW varied little after the marketing ethics instruction.

A paired-samples *t* test was also conducted on the pre- and post-survey responses to the 13 choices in marketing (CIM) questions on Part III of the survey. Responses were coded as "2" for ethical, "1" for moderate, or "3" for unethical. Then the total scores of the 13 CIM questions were averaged per student response. Average scores could range from 0–26 (13 questions x "0" for unethical response to 13 questions x "2" for ethical

response). The total range for "unethical" scores was 0–8 (0%–31%), the total range for "moderate" scores was 9–17 (35%–65%), and the total range for "ethical" scores was 18–26 (69%–100%).

Total averages from the pretest responses were compared with the total averages from the post-test responses to examine any significant improvement of ethics scores. The comparison of total average ethics scores between pre- and post-survey results from Part III: Choices in Marketing (CIM) is reported in Table 17.

Table 17

Pre- and Post-Survey Total Average Ethics Scores From Part III: Choices in Marketing (CIM)

	n	M	SD	*t*	*df*	*p*
Control Group						
CIM Pre	33*	17.79	3.295			
CIM Post	33	18.03	3.869			
CIM Pre – CIM Post	33	-.242	5.362	-.260	32	.797
Treatment Group						
CIM Pre	52*	19.17	3.650			
CIM Post	52	18.88	3.650			
CIM Pre – CIM Post	52	.288	5.655	.368	51	.714

*Original pre-survey numbers were $n = 34$ for control group and $n = 53$ for treatment group. Paired-samples *t* tests compared only responses from participants who completed both pre- and post-surveys (one less on post-survey in both groups).

As detailed in Table 17, the comparison of the control group's pre-survey ethics scores from Part III: Choices in Marketing (CIM) (M = 17.79, SD = 3.295) and post-survey ethics scores from Part III: CIM (M = 18.03, SD = 3.869) revealed no significant differences between pre- and post-survey results $t(32) = -.260$, $p = .797$. The median score of 18.03 on the post-survey revealed a slight increase of .24 from

pre-survey results. The median pre-survey score of 17.79 equated to an ethics score of 68.4% for the control group; this score was between the ranges of moderate to ethical. The median post-survey score of 18.03 equated to an ethics score of 69.3%, raising the average for the control group into the ethical range of 18–26 (69%–100%).

The comparison of the treatment group's pre-survey ethics scores from Part III: Choices in Marketing (CIM) (M = 19.17, SD = 3.650) and post-survey ethics scores from Part III: CIM (M = 18.88, SD = 3.650) revealed no significant differences between pre- and post-survey results $t(51) = .368$, $p = .714$. Even though the post-survey results show a decrease of .29 in the average ethics score, the median scores of 19.17 on pre-survey results and of 18.88 on post-survey results are within the ethical score range of 18–26, equating to ethics scores of 73.7%% and 72.6%, respectively, for the treatment group.

In response to Research Question 2, the comparisons of the control and treatment groups' pre- and post-survey results to the 21 total ethics questions in Parts II and III of the survey design revealed no significant improvement in total average ethics scores after marketing ethics instruction.

Research Question 3

RQ 3: *Does the incorporation of social media into marketing ethics instruction lead to greater improvement in ethics scores of students as compared to in-class marketing ethics instruction alone?*

Research question 3 sought to answer whether the incorporation of social media into marketing ethics instruction led to greater improvement in ethics scores of students

as compared with in-class marketing ethics instruction alone. In an effort to answer research question 3, *t* tests of unpaired (independent) samples were conducted to compare the control group's post-survey results with the treatment group's post-survey results. The comparison of total average ethics scores between the two groups' post-survey results from Part II: Behavior in the Workplace (BIW) is reported in Table 18.

Table 18

Post-Survey Total Average Ethics Scores From Part II: Behavior in the Workplace (BIW)

	n	M	SD	*t*	*df*	*p*
Control Group						
BIW Post	33	12.73	2.281			
Treatment Group						
BIW Post	52	12.35	2.195			
				.7683	83	.4445

As detailed in Table 18, the comparison of the control group's post-survey ethics scores from Part II: Behavior in the Workplace (BIW) (M = 12.73, SD = 2.281) and the treatment group's post-survey ethics scores from Part II: BIW (M = 12.35, SD = 2.195) revealed no significant differences between the post-survey results of the two groups $t(83) = .7683$, $p = .4445$.

The comparison of total average ethics scores between the two groups' post-survey results from Part III: Choices in Marketing (CIM) is reported in Table 19.

Table 19

Post-Survey Total Average Ethics Scores From Part III: Choices in Marketing (CIM)

	n	M	SD	*t*	*df*	*p*
Control Group						
CIM Post	33	18.03	3.869			
Treatment Group						
CIM Post	52	18.88	3.650			
				1.0275	83	.3072

The comparison of the control group's post-survey ethics scores from Part III: Choices in Marketing (CIM) (M = 18.03, SD = 3.869) and the treatment group's post-survey ethics scores from Part III: CIM (M = 18.88, SD = 3.650) revealed no significant differences between the post-survey results of the two groups $t(83) = 1.0275$, $p = .3072$.

In addition to the quantitative data collected from Parts II and III, qualitative questions were asked of the treatment group in the post-survey (see Appendix B, Part IV). These questions were only presented to the treatment group to seek feedback on the delivery of marketing ethics instruction through social media. The answers to the qualitative questions in part IV of the post-survey provided interesting insights into student opinion of the 8-week marketing ethics instruction delivered through social media. Although the quantitative data did not show any significant improvement in the treatment group's post-survey results after the marketing ethics instruction, 96.2% ($n = 50$) of students responded they felt they had a better awareness of recognizing and handling ethical dilemmas in the workplace after completing the course.

Eighty-five percent of students surveyed felt Facebook was the most effective type of social media used in the course to help them learn about marketing ethics. Of the different types of online activities used in the marketing ethics instruction, 43.4% reported that videos were most beneficial to their learning, 30.2% preferred articles, 11.3% learned from case studies, and 7.5% engaged more with online correspondence with classmates and professor. Additional comments from students included:

- "I feel I have learned some [pros and cons] of ethics in the workplace."
- "It was helpful to get insight from every student."
- "Videos were very interesting topics and sparked my interest and kept my attention."
- "Thanks! The videos were good, and I really enjoyed scenario problems."
- "I liked this assignment!"
- "I enjoyed the Facebook posts because I was able to learn/read what my classmates would do and why."
- "I learned so much about real-life success in this class."
- "This part of the class really showed what ethical dilemmas are and made us aware of them."

Regardless of the positive feedback from the treatment group, none of the results to research question 3 were statistically significant. Thus, the results did not affirm that the incorporation of social media into marketing ethics instruction leads to greater improvement in ethics scores of students as compared with in-class marketing ethics instruction alone.

Conclusion

The results of the pre- and post-surveys between the control group and the treatment group were examined in this chapter in an attempt to answer the three focal research questions of the study. Neither the control group nor the treatment group had enough significant improvement on the post-survey results to support the study's focal research questions that sought to answer whether the use of social media in marketing ethics instruction could influence millennial students' perceptions of ethical behavior positively in the workplace. Further discussion on the implications of this study is presented in the following chapter.

Chapter 5: Discussion

The final chapter of this study discusses the assumptions, limitations, and delimitations in conjunction with the results of the study. Initial and noteworthy findings from the analyses of research questions are examined. The implications of the study, the need for further research, and the contributions to academia are discussed. Finally, the conclusions suggest that there is more work to be done in equipping marketing students to practice ethical behavior in the workplace.

Assumptions, Limitations, and Delimitations

One assumption of this study was that all participants responded honestly and trustworthily. The surveys used to collect data did not ask for student names, allowing students to anonymously submit answers to the questionnaires without compromising safety, privacy, or confidentiality. A second assumption was that the college participants in this study provided a good representation of the larger population of college students from the millennial generation. A third assumption was that millennials would provide insight into effective ways to approach marketing ethics instruction through social media by their active involvement.

A limitation to the research was that only participants in the Southeast United States were questioned for data analysis. Whereas the private institution consists of a student body representative of all U.S. states and several international countries, the

attitudes and beliefs from college students at a Southeast institution may not reflect similar attitudes and beliefs from Northeast, Northwest, Southwest, or Midwest U.S. college students. Moreover, the private institution is a faith-based school, suggesting that moral and ethical interpretations of college students may differ from those of students who attend secular institutions. Similarly, the influence of one particular professor on the marketing ethics instruction that was central to this study and the student contributors to the class discussion may not be representative of all ethical views and beliefs.

Another limitation was the disproportionate number of student participants between the control and treatment groups (control group $n = 34$, treatment group $n = 53$). However, the demographics between the two groups were similar (see Table 6 in Chapter 4), making the comparisons more reliable. Although the professor had no prior knowledge of the students who would enroll in the Principles of Marketing course, the sample cannot be considered a random assignment, as only business majors or minors who needed the course or those taking the course as a business elective enrolled in the two sections.

Delimitations of the study included the structure and delivery of the marketing ethics instruction. Although the topics of marketing ethics instruction, cases, videos, articles, and examples were identical for both class sections, the delivery of the marketing ethics instruction differed. The control group received marketing ethics instruction through social interaction with a professor and peers in the classroom. The treatment group received marketing ethics instruction through social media instruction and social interaction with a professor and peers online. Although 30% of each student's final grade in the course was determined by the participation in and submission of the marketing

ethics assignments, the accountability of participation and the collection of submissions differed between the two groups. Students in the control group were graded for in-class participation and submission of assignments. Students in the treatment group were required to participate and interact through the social networking sites of Facebook, Instagram, YouTube, Twitter, and LinkedIn for discussion and submission of assignments. Finally, the marketing profession and its subfields are vast. It was not possible to examine examples of each ethical dilemma that may arise in the subfields of marketing.

Initial Findings from Analyses of Research Questions

Research Question 1.

In the examination of the pre- and post-survey results to Research Question 1, *Do students who frequently use social media report a greater tolerance toward questionable workplace behaviors than do students who use social media less frequently?,* the results did not support the statement that frequent social media users report a greater tolerance toward questionable workplace behaviors than do students who use social media less frequently. In fact, Chi-square tests performed on pre- and post-survey results found that frequent social media users in the control group scored more ethically than did infrequent social media users to two of the three ethical questions that proved to be statistically significant.

A few significant associations were also found among the top social media sites used most frequently and responses to the ethical questions posed in the pre- and post-surveys. The Chi-square tests performed on the pre- and post-surveys provided

an interesting discovery between frequent social media users of YouTube and unethical responses to five of the 21 total ethics survey questions. As reported in Chapter 4, 80% of frequent YouTube users in the control group chose the unethical response to CIM 7 (b) on the pre-survey, responding that they "*would use* a female model dressed in underwear in an advertisement for motorbikes." On the pre-survey response to CIM 10, frequent YouTube users in the control group chose moderate or unethical responses to the question, and none of the YouTube users chose the ethical response to "disclose the real purpose of the call" when advised by the employer to tell prospective customers they were "conducting a survey." On post-survey results, 50% of frequent YouTube users chose the unethical response to question BIW 6, stating they "*would* take a copy of work software home and use it on their personal computer," and 50% chose the unethical response to BIW 7, stating they "*would* upload vacation pictures to the company network or server to share with coworkers."

Within the treatment group, a significant relationship was found between frequent YouTube users and CIM 7 (c): using a female model dressed in underwear in an advertisement for bedding. None of the frequent YouTube users in the treatment group chose the ethical choice to *not use* a female model dressed in underwear. Why there would be more significance among frequent YouTube users and unethical responses to the survey questions is not clear.

Although a few statistically significant associations were found within the Chi-square tests analyses, it would be difficult to argue affirmatively from this study alone that students who frequently use social media report a greater tolerance toward questionable workplace behaviors than do students who use social media less frequently.

The majority of students surveyed were frequent users of social media (logged onto social media sites four or more times a day); therefore, a more proportionate sample of frequent versus infrequent social media users would be needed to reach a more definitive conclusion to Research Question 1.

Research Question 2.

In the examination of the pre- and post-survey results to research question 2, *Does marketing ethics instruction lead to significant improvement in the ethics scores of students?*, no significant differences were found between the control group's pre- and post-survey results nor between the treatment group's pre- and post-survey results. With no significant differences reported, it can be stated that this study alone does not support the assumption that marketing ethics instruction leads to significant improvement in the ethics scores of students.

Research Question 3.

In the examination of the post-survey results to research question 3, *Does the incorporation of social media into marketing ethics instruction lead to greater improvement in ethics scores of students as compared to in-class marketing ethics instruction alone?,* no significant differences were found between the control group's post-survey results and the treatment group's post-survey results. Although the treatment group neither showed a significant improvement on post-survey results nor a significant difference from the control group's post-survey results, 96.2% of students within the treatment group felt that they had gained a better awareness of recognizing and handling ethical dilemmas in the workplace after completing the course. The post-survey

quantitative findings did not align with the students' opinions of heightened ethical awareness.

Possible Factors That May Have Contributed to Results

In the analyses of the three focal research questions of the study, only a few statistically significant associations were found. Yet, none of the significance affirmed the research questions favorably. Some possible explanations to why post-survey results were not more favorable include:

(1) Perhaps the students were exposed to marketing messages or social media influences outside the classroom and online instruction that influenced survey opinion.

(2) The 8-week marketing ethics instruction may not have been rigorous enough to have an effect on or show a difference from pre-survey opinions.

(3) Students may have had fixed views on morals and ethics that did not waver.

Exposure to marketing messages or social media influences outside of class.

Students within the control group did not engage in social media for the marketing ethics instruction portion of the course. However, that does not mean they were immune from social media influences outside the classroom. The percentage of students in the control group who reported they were on social media four or more times a day was 67.6%. Thus, the majority of the control group was identified as "frequent" users of social media. It is hard to measure just how many marketing messages millennials are exposed to daily. Social-influence marketing research indicates "user-generated content – which encompasses social-media posts, photos, blogs, email, texting

and talking to others about media – occupies about 5.4 hours of the average millennial's day" (Taylor, 2014, para. 4). This equates to 30% of total daily media consumption. Another 33% of millennials' media consumption is through traditional media—print, radio, and television (Taylor, 2014). Students were likely influenced by social and traditional media messages outside the classroom that might have affirmed or contradicted topics discussed in class.

It also would be difficult to gauge the exposure to marketing messages the treatment group received in addition to the online marketing ethics instruction. Among the treatment group, 62.3% of students logged onto social media sites four or more times a day. A further influence on members of the treatment group may have been the social media instruction format itself. Within this generation of students tabbed as "narcissistic," students may have worded their posts carefully knowing responses would be read by the professor and peers. Students also may have been influenced by the desire to answer similarly or complete opposition to their peers' responses or may have incorrectly interpreted responses. The 2011 National Business Ethics Survey (NBES) revealed that millennials' perceptions about ethics are greatly influenced by social interaction ("Generational Differences," 2013). But it would be difficult to assess whether all social interaction the students had in and outside the classroom influenced their ethics understanding.

Rigor of marketing ethics instruction.

Among the responses to the qualitative questions asked of students in the treatment group, many positive comments reflected that students enjoyed using social media as part of the marketing ethics instruction, but are they learning from it? The

purpose of marketing ethics instruction is not to "entertain" but to help students improve their ethical awareness and activity. It could be that the 8-week marketing ethics instruction designed for this study was not rigorous enough. This study's researcher was also the professor of the two sections of the Principles of Marketing course in which the marketing ethics instruction for the study was designed. The marketing ethics instruction chosen dealt with fundamental definitions and cases from academic ethics resources along with current ethical issues in marketing. Although the content was chosen to provide an overview of marketing ethics along with specific issues related to the marketing mix, it may not have been rigorous enough to lead students into making critical decisions among ethical dilemmas.

In addition to the delivery of the content, the researcher/professor tried to maintain equilibrium of content between the control and treatment groups to not offer more to one group than to the other and bias any possible post-survey results. It was difficult at times to remain neutral to ethics discussions and to avoid interjecting personal morals or ethics during in-class discussions with the control group or during online discussions with the treatment group. If an additional thought, article, or topic came up within the control group's class session, the professor also posted the addition to the treatment group's social media discussions. It could be that although the researcher/professor tried to remain neutral between groups, the marketing ethics instruction lacked sufficient ethical guidance or directive influence from the professor. The professor attempted to uphold an ethical classroom and online environment. As discussed in Chapter 2, ethics is one of the more abstract subjects taught; however, it cannot be avoided by taking a "value-neutral approach" (Loe & Ferrell, 2001, p. 12).

More directive influence may have been needed in helping students examine ethical dilemmas they may likely encounter in the marketing profession.

Student views on morals and ethics.

Teaching marketing ethics may also be a challenge when students have preconceived thoughts, beliefs, and opinions about morals and ethics. As defined in Chapter 1 of this study, "morals" are the specific standards of right and wrong, whereas "ethics" is the study of the principles of right and wrong (Johnson, 2011). Students often learn about specific standards of right and wrong from their families, cultures, religions, and beliefs (Grewal & Levy, 2013). If their interpretation of what is right and wrong differs from that of their peers, professors, or institutions of higher learning, the study of ethical principles may be difficult, and they may be closed to accepting interpretations different from the ones they hold to firmly.

Students might even be persuaded to accept the ethical decisions of others without much consideration of their own personal moral and ethical views. One study assumption was that students would answer survey questions honestly. However, students may have felt pressure to answer how they thought their peers would answer, how they thought their professor would prefer them to answer, or how they thought they *should* answer. In Chapter 2, crucial behaviors of the millennial generation that correlate with their ethical behavior were discussed. These behaviors suggested that millennials may be more apt to choose ethical decisions that they think others want them to choose instead of making ethical choices independently. Millennials are more willing to forego their personal ethical codes to accept the one of their organization. Millennials do this to avoid conflict,

maintain a peaceful environment, and be accepted as part of the team. Millennials also tend to stick to their institutions' values (Brannen, 2011).

A great challenge exists in teaching ethics when morals are not clearly defined or when what was once considered "moral" changes. During the semester in which this research study was conducted, one of the most significant interpretations of American morals was challenged and redefined by the United States Supreme Court. On June 26, 2015, The U.S. Supreme Court overturned the traditionally held view of marriage as being the union between only a man and a woman. Now, same-sex partners can be married, and their union is legally recognized as a right and a liberty (Chappell, 2015). Marriage between a man and a woman was once deemed a moral union, whereas same-sex unions had been considered immoral by supporters of traditional marriage. The summary from the U.S. Supreme Court ruling in favor of same-sex marriage stated, "The history of marriage is one of both continuity and change" (Chappell, 2015, para. 24). The millennial generation is witnessing a change in the foundational interpretations of morality. The United States is becoming more diverse in its cultural and religious beliefs, and the morals of the country once rooted and grounded in Judeo-Christian values are changing. As the United States struggles with determining specific standards of right and wrong for an array of citizens, the study of ethical principles may also prove more challenging for millennials.

Noteworthy Findings of Study

While analyzing *why* post-survey results were not more favorable than pre-survey results, noteworthy findings emerged that contributed to the overall significance of the

study. These noteworthy findings included: (1) The preference of a closed Facebook page for academic use rather than other social media formats, (2) The tendency of frequent YouTube users to respond unethically to workplace behavior and marketing ethics scenarios, and (3) The support for marketing ethics instruction as a standalone course.

Preference of closed Facebook page.

It was interesting to note that although several social media types are frequented by millennials, the majority of the students in the treatment group chose to interact through the closed-group Facebook account established for the class than via the other sites of Instagram, Twitter, and Linked-In. One of the researcher's assumptions is that students prefer to keep social media interaction involving their academics separate, hence a "closed" group page with classmates and professor rather than one combined with their social media interaction with friends. Students tended to use Twitter as a message board; they would see that an assignment or discussion had been posted but went to the Facebook page to respond. Students were also limited in their responses to 140 characters on Twitter but had more flexibility in how much they wrote for their original responses and for their comments to classmates on Facebook. Facebook's format also seemed to be preferred over the other social media format choices for attaching articles, pictures, and videos.

Frequent YouTube users' unethical responses.

The type of social media students use also creates ethical challenges. In the analysis of Research Question 1, which examined frequent versus infrequent social media users and their survey responses, Chi-square tests provided an interesting discovery between frequent social media users of YouTube and unethical responses to five of the 21

total ethics survey questions. Why there would be a higher incidence of unethical responses among frequent YouTube users to the survey questions is not clear. As discussed in Chapter 2, YouTube has been widely accepted in the classroom, and YouTube videos can be conveniently linked on other social media networking sites (Lytle, 2011). However, YouTube also contains many inappropriate videos that are easily accessible.

The association among frequent YouTube users and unethical responses to five of the 21 survey questions suggests that future research may be beneficial in uncovering whether YouTube has an effect on ethical behavior. The connection between frequent YouTube users and survey responses did not greatly affect the conclusion to the focal research questions in this study; however, the relationship would be interesting to note in future assessment of social media types that edify or detract from ethics instruction.

Marketing ethics as standalone course.

The marketing ethics instruction design for this research study was embedded in an established Principles of Marketing course. Topics other than just marketing ethics were covered as part of the course requirements and assessment goals. It could be that the 8 weeks of ethics focus nestled among other marketing topics did not provide enough emphasis on the ethics content itself. This study approached the thought that marketing ethics could make an impact within an already established marketing course – Principles of Marketing – instead of creating a separate marketing ethics course.

In Chapter 2, views on whether marketing ethics should be taught as a stand-alone class were discussed. Yoo and Donthu's (2002) study found a notable improvement in the

level of marketing ethics among marketing majors who had been required to take more ethics courses than the business and non-business majors were. It is possible then that a stand-alone marketing ethics course would have provided more significant results for a quasi-experimental study testing pre- and post-survey ethics scores than did a Principles of Marketing course that embedded ethics instruction among other marketing topics. Additionally, it may be beneficial to test marketing majors versus business and non-business majors at a later year of their academic studies than at the sophomore level.

Implications for Marketing Ethics Instruction and Need for Further Research

Both the control and treatment groups scored in the "ethical" range on pre- and post-survey results in response to the 21 total ethics questions. The pre-survey results indicated that the study began with a high level of ethical awareness among students in the course. If morals and ethics are largely shaped by one's culture and background, it would be beneficial to conduct a similar study within a secular institution to consider the differences in moral and ethical views. One study assumption was that the participants provided a good representation of the larger population of college students from the millennial generation. However, the nature of the group from a faith-based institution and the high ethical scores may not be indicative of the millennial generation as a whole. A similar quasi-experimental study could be performed with students from a secular institution to assess similarities and differences between the nature of millennial students from faith-based and non-faith-based institutions and these students' interpretations of ethical choices in marketing.

Another implication from this study is that perhaps the influence of social media instruction is overrated. No significant improvements were found between the treatment group's pre- and post-survey results or between the treatment group's post-survey results versus the control group's post-survey results. This is not to say that social media instruction is not beneficial to student learning, but it does serve as a caution to proponents of social media instruction that more research is needed. Inductive learning through in-class case studies and small group discussions may still be just as effective as trying to interact with students on their social media platforms. Whereas students reported satisfaction and enjoyment in social media interaction, the results did not prove that it was more effective than was in-class interaction. Future research on teaching marketing ethics to millennials through social media instruction might use a qualitative design to ascertain exactly why millennials enjoy social media instruction and feel that they are benefiting from it. Finally, it would be interesting to address in a future study which social media type is most beneficial for marketing ethics instruction.

Contributions to Academia

This study sought to bridge the gap that exists between discovering the best way to teach marketing ethics and teaching marketing ethics to millennials – a generation that is more apt to engage in questionable workplace behavior than are prior generations. Though more research needs to be conducted, awareness to the importance of this research has been identified. The study adds to the academic literature in two specific areas:

(1) Marketing ethics instruction.

In response to the debate on whether it is best to incorporate ethics instruction within existing marketing classes or to offer a separate course dedicated to marketing ethics, this study advocates for a separate marketing ethics course. There was a lack of significant improvement between pre- and post-survey ethics scores after an 8-week marketing ethics curriculum was embedded within an existing Principles of Marketing class. A separate marketing ethics course might allow more time and focus to be given to discussions, examples, and practice with various ethical dilemmas faced within the subfields of marketing. Therefore, this study suggests a need for a more rigorous, separate marketing ethics course.

(2) Social media instruction.

Research on effective social media instruction is still emerging. The benefits of engaging students through social media instruction have been offered, but little to no quantitative data have been collected to prove social media instruction is more advantageous than are in-class, inductive methods. This study collected quantitative data that suggest that there is not a significant difference between social media instruction versus in-class inductive instruction.

Conclusion

The researcher's personal desire to improve marketing ethics education was the reason for this study. As a marketing professor to the millennial generation, the researcher is passionate about finding ways to teach and encourage students to learn and demonstrate ethical behavior. The field of marketing has a negative stigma

associated with it, and much of the cynicism connected with marketing stems from unethical practices in the field. The Ethics Resource Center's (ERC) findings that the millennial generation engages in more questionable workplace behavior than do prior generations and that there is a link between active users of social media and questionable workplace behavior raises the concern that ethics need to be emphasized to the technologically savvy millennial generation. More specifically, marketing majors are at the crossroads of a generation that is less ethically aware and a profession that is scrutinized by many as ethically questionable. Funnel (2014) stated, "Young, connected and eager to share, the Millennial demographic has become a key target for advertisers, who are keen to involve them in digital campaigns that blur the line between real-life and marketing" (para. 1).

Additionally, morals and ethics are becoming more obscured for the millennial generation as the "moral" values of the United States seem to be changing with an increasingly diverse culture. Thus, one of the greatest challenges of teaching marketing ethics may be overcoming all the contradictory messages millennials receive. As this millennial generation becomes an increasing force in the workplace, business schools should not become discouraged in the task of teaching business and marketing ethics; rather, it is an important time to conduct further research on finding the most influential methods in instructing and equipping the millennial generation to become ethical leaders in their professions.

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Appendix A: Pre-Survey

Marketing Survey: Social Media Use, Behavior in the Workplace, & Choices in Marketing

**Thank you for your willingness to participate in this survey. Please do not write your name on this survey, as survey results will remain anonymous.*

There are Three Parts (I-III) to this survey. The total time should take no more than 15 minutes to complete.

Part I: General Demographic & Social Media Questions:
Please write or mark your answers to the following questions:

1. What is your age? (Please enter a numerical value, i.e. If eighteen, write "18.")
   _____

2. Gender
   _____ Male
   _____ Female

3. With which racial/ethnic group do you most closely identify?
   _____ African American or Black
   _____ Alaskan Native or American Indian
   _____ Asian
   _____ Caucasian or White
   _____ Hispanic
   _____ Pacific Islander
   _____ Multiracial
   _____ Other

4. What year of study are you currently?
   ____ Freshman ____ Sophomore ____ Junior ____ Senior

5. What is your declared major?
   _____

6. Please mark each social media networking site you use on a regular basis (at least once a week):
_____ Facebook
_____ Instagram
_____ YouTube
_____ Twitter
_____ Linked In
_____ Other? Please list _____
_____ Other? Please list _____

7. Rank the top social media networking sites you use in order from most frequently used (1) to least frequently used (7):
_____ Facebook
_____ Instagram
_____ YouTube
_____ Twitter
_____ Linked In
_____ Other? Please list _____
_____ Other? Please list _____

8. On average, how many times a day do you log onto your most frequently used social media site?
_____ 0 - 1 time
_____ 2 - 3 times
_____ 4 - 5 times
_____ 6 or more times

Part II: Behavior in the Workplace
For each of the following statements, please mark "Yes" if you agree that the workplace behavior is acceptable; or mark "No" if you do not agree that the workplace behavior is acceptable.

Do you feel it is acceptable to…?

1. "Friend" a client/customer on a social network _____ Yes _____ No

2. Blog or tweet negatively about your company or colleagues _____ Yes _____ No

3. Buy personal items with your company credit card as long as you pay it back _____ Yes _____ No

4. Do a little less work to compensate for cuts in benefits or pay _____ Yes _____ No

5. Keep a copy of confidential work documents in case you need them in your next job _____ Yes _____ No

6. Take a copy of work software home and use it on your personal computer _____ Yes _____ No

7. Upload vacation pictures to the company network or server so you can share them with co-workers _____ Yes _____ No

8. Use social networking to find out what my company's competitors are doing _____ Yes _____ No

Part III: Choices in Marketing

Answer the following as if encountering these scenarios in the workplace:

1. Would you obtain competitor's price under pretence of being a customer?	__ Would pretend	__ Would not pretend	__ Undecided	
2. Would you sell a client's marketing research results to a 3rd party?	__ Would sell	__ Would not sell	__ Undecided	
3. Would you use a concealed camera to observe consumers' behavior?	__ Would Conceal	__ Would not conceal	__ Undecided	
4. Would you show a higher (false) marked-down price in order to sell more?	__ Would show false price	__ Would show true price	__ Undecided	
5. Would you disclose an unappealing but concerning ingredient on package?	__ Would disguise by code	__ Would disclose name	__ Would not show either	
6. Would you report a boss who is cheating on travel/entertainment expenses?	__ Would report boss	__ Would not report boss	__ Would leave company	__Undecided

7. Would you use a female dressed in underwear in an advertisement for…				
(a) Lingerie?	__ Would use Female	__ Would not use female	__ Undecided	
(b) Motor bikes?	__ Would use Female	__ Would not use female	__ Undecided	
(c) Bedding?	__ Would use Female	__ Would not use female	__ Undecided	
8. How would you respond to the threat of oyster leaes [oyster beds] by leaking toxic chemical into the city's drainage system?	__ Warn the authorities	__ Do nothing	__ Undecided	
9.How would you to respond to discovering U.S. research that condemns your firm's fibre-glass insulation as carcinogenic [substance that may lead to cancer]?	__ Wait for the authorities to act	__ Hope no one finds out	__Recommend get out of product	
10. How would you respond to being advised by employer to tell prospects you are 'conducting a survey' as a lead[-in] to selling house cladding [siding]?	__ Follow the survey instructions	__ Disclose real purpose of call	__ Undecided	
11. How would you respond if employer company's weed-killer is banned as a health risk, [and] sales are required to avoid retrenchments [layoffs]?	__ Look for markets overseas	__ Try to change authorities' decision	__ Retrench staff	

Appendix B: Post-Survey

Marketing Survey: Social Media Use, Behavior in the Workplace, & Choices in Marketing

**Thank you for your willingness to participate in this survey. Please do not write your name on this survey, as survey results will remain anonymous.*

There are Four Parts (I-IV) to this survey. The total time for the survey should take no more than 15 minutes to complete.

Part I: General Demographic & Social Media Questions:
Please write or mark your answers to the following questions:

1. What is your age? (Please enter a numerical value, i.e. If eighteen, write "18.")
   _____

2. Gender
   _____ Male
   _____ Female

3. With which racial/ethnic group do you most closely identify?
   _____ African American or Black
   _____ Alaskan Native or American Indian
   _____ Asian
   _____ Caucasian or White
   _____ Hispanic
   _____ Pacific Islander
   _____ Multiracial
   _____ Other

4. What year of study are you currently?
   ____ Freshman ____ Sophomore ____ Junior ____ Senior

5. What is your declared major?
   _____

6. Please mark each social media networking site you use on a regular basis (at least once a week):
_____ Facebook
_____ Instagram
_____ YouTube
_____ Twitter
_____ Linked In
_____ Other? Please list _____
_____ Other? Please list _____

7. Rank the top social media networking sites you use in order from most frequently used (1) to least frequently used (7):
_____ Facebook
_____ Instagram
_____ YouTube
_____ Twitter
_____ Linked In
_____ Other? Please list _____
_____ Other? Please list _____

8. On average, how many times a day do you log onto your most frequently used social media site?
_____ 0 - 1 time
_____ 2 - 3 times
_____ 4 - 5 times
_____ 6 or more times

Part II: Behavior in the Workplace
For each of the following statements, please mark "Yes" if you agree that the workplace behavior is acceptable; or mark "No" if you do not agree that the workplace behavior is acceptable.

Do you feel it is acceptable to…?

1. "Friend" a client/customer on a social network _____ Yes _____ No

2. Blog or tweet negatively about your company or colleagues _____ Yes _____ No

3. Buy personal items with your company credit card as long as you pay it back _____ Yes _____ No

4. Do a little less work to compensate for cuts in benefits or pay _____ Yes _____ No

5. Keep a copy of confidential work documents in case you need them in your next job _____ Yes _____ No

6. Take a copy of work software home and use it on your personal computer _____ Yes _____ No

7. Upload vacation pictures to the company network or server so you can share them with co-workers _____ Yes _____ No

8. Use social networking to find out what my company's competitors are doing _____ Yes _____ No

Part III: Choices in Marketing

Answer the following as if encountering these scenarios in the workplace:

1. Would you obtain competitor's price under pretence of being a customer?	__ Would pretend	__ Would not pretend	__ Undecided	
2. Would you sell a client's marketing research results to a 3rd party?	__ Would sell	__ Would not sell	__ Undecided	
3. Would you use a concealed camera to observe consumers' behavior?	__ Would Conceal	__ Would not conceal	__ Undecided	
4. Would you show a higher (false) marked-down price in order to sell more?	__ Would show false price	__ Would show true price	__ Undecided	
5. Would you disclose an unappealing but concerning ingredient on package?	__ Would disguise by code	__ Would disclose name	__ Would not show either	
6. Would you report a boss who is cheating on travel/entertainment expenses?	__ Would report boss	__ Would not report boss	__ Would leave company	__Undecided

7. Would you use a female dressed in underwear in an advertisement for…				
(a) Lingerie?	__ Would use Female	__ Would not use female	__ Undecided	
(b) Motor bikes?	__ Would use Female	__ Would not use female	__ Undecided	
(c) Bedding?	__ Would use Female	__ Would not use female	__ Undecided	
8. How would you respond to the threat of oyster leaes [oyster beds] by leaking toxic chemical into the city's drainage system?	__ Warn the authorities	__ Do nothing	__ Undecided	
9.How would you to respond to discovering U.S. research that condemns your firm's fibre-glass insulation as carcinogenic [substance that may lead to cancer]?	__ Wait for the authorities to act	__ Hope no one finds out	__Recommend get out of product	
10. How would you respond to being advised by employer to tell prospects you are 'conducting a survey' as a lead[-in] to selling house cladding [siding]?	__ Follow the survey instructions	__ Disclose real purpose of call	__ Undecided	
11. How would you respond if employer company's weed-killer is banned as a health risk, [and] sales are required to avoid retrenchments [layoffs]?	__ Look for markets overseas	__ Try to change authorities' decision	__ Retrench staff	

Part IV: Additional Input Requested

Please respond to the following questions requesting additional feedback on the course you completed:

1. Do you feel you have a better awareness of how to recognize and handle ethical dilemmas in the workplace after completing this course? _____ Yes _____ No

2. Of the different types of social media used in this course, which did you feel was the most effective for your learning about marketing ethics?

3. Of the different types of online activities used in this course (case studies, testimonials and interviews with marketing professionals, correspondence with classmates and professor, etc.), which was most beneficial for your learning about marketing ethics?

Additional comments:

Appendix C: Summary of Results from Lane's (1995) Study

Ethics of Business Students: Some Marketing Perspectives

TABLE II
Summary of Results

	Options	%		Significant less ethical
Case 1 Obtaining competitor's price under pretense of being a customer	Would pretend *Would not pretend Undecided	75.2 14.6 10.2 100.0		22-26 years, Males, Mktg. majors
Case 2 Selling a client's marketing research results to a 3rd party	Would sell *Would not sell Undecided	16.8 70.6 12.6 100.0		22-26 years, Males
Case 3 Using a concealed camera to observe consumers' behavior	Would conceal *Would not conceal Undecided	73.3 15.5 11.2 100.0		Mktg. majors, 17-26 years, Full-timers
Case 4 Showing a higher (false) marked-down price in order to sell more	Would show false price *Would show true price Undecided	39.3 47.3 13.4 100.0		Mktg. majors, Males, 17-26 years
Case 5 Disclosing an unappealing but concerning ingredient on package	Would disguise by code *Would disclose name Would not show either	52.7 42.0 5.4 100.0		Fin. Majors, Males, 17-26 years
Case 6 Reporting a boss who is cheating on travel/entertainment expenses	*Would report boss Would not report boss Would leave company Undecided	41.5 24.8 2.2 31.5 100.0		

Case 7 Using a female dressed in underwear in an advertisement for…				
(a) Lingerie	*Would use female Would not use female Undecided	95.6 3.9 0.5 100.0		
(b) Motor bikes	Would use female *Would not use female Undecided	39.0 52.2 8.7 100.0		Males
(c) Bedding	Would use female *Would not use female Undecided	68.1 20.7 11.2 100.0		Males
Case 8 Threatening oyster leaes by leaking toxic chemical into the city's drainage system	*Warn the authorities Do nothing Undecided	80.3 4.9 14.8 100.0		17-21 years
Case 9 Discovering U.S. research that condemns your firm's fibre-glass insulation as carcinogenic	Wait for authorities to act Hope no-one finds out *Recommend get out of product	8.5 3.4 88.1 100.0		Males
Case 10 Advised by employer to tell prospects you are 'conducting a survey' as a lead to selling house cladding	Follow the 'survey' instructions *Disclose real purpose of call Undecided	50.7 30.5 18.7 99.9		Males, 22-26 years
Case 11 Employer company's weed-killer is banned as a health risk. Sales are required to avoid retrenchments	Look for markets overseas Try to change authorities' decision *Retrench staff	53.7 16.9 29.4 100.0		Males, 17-26 years

*'Most ethical' response. (Lane, 1995, pp. 574-575).

Appendix D: Request and Permission Obtained from Ethics Resource Center (ERC)

From: Alex Slippen [Alex@ethics.org] on behalf of Ethics [Ethics@ethics.org]
Sent: Friday, January 16, 2015 9:17 AM
To: Pierce, Traci
Subject: RE: Request to Use an ERC Chart in a Dissertation Survey

Hi Traci,

You have the ERC's permission to use this material in your research. Thank you very much for reaching out to us and best of luck.

Regards,

Alex Slippen
Development Coordinator
Ethics Resource Center
2345 Crystal Drive, Suite 201, Arlington, VA 22202
(571) 480-4413
www.ethics.org

From: Pierce, Traci [mailto:piercet@campbell.edu]
Sent: Thursday, January 15, 2015 1:30 PM
To: Ethics@ethics.org
Subject: Request to Use an ERC Chart in a Dissertation Survey

Kalima,

Thank you for speaking with me on the phone in early December regarding my request to use the *Acceptable Behaviors* (among generations in the workplace) chart in my dissertation. I have not received a reply to my first email request, dated December 8, 2014, as to whether or not I was granted permission to use the chart in my dissertation. I ask for your consideration of my request and for a favorable response soon in order to proceed with data collection.

I am a doctoral candidate for a DBA degree in Marketing from George Fox University in Newberg, Oregon. I am seeking permission to use the Ethics Resource Center's chart found on page 12 from the following resource:

Generational differences in workplace ethics: A supplemental report of the 2011 National business ethics survey. (2013). Ethics *Resource Center (ERC).* Retrieved from: http://www.ethics.org/nbes/files/FinalNBES-web.pdf

I would like to copy this chart and its findings into the literature review section of my dissertation, while properly citing it and giving credit to the Ethics Resource Center. Then, I would like to use the eight questions from the chart in pre- and post-surveys to be distributed to millennial college students for my dissertation data collection. I am studying the effects of an eight-week marketing ethics course, delivered through social media, to millennials' perceptions of workplace ethics. My dissertation is titled: *Encouraging Ethical Behavior in the Workplace by Way of the Classroom: Examining the Use of Social Media in Marketing Ethics Instruction to Influence Millennials' Perception of Workplace Ethics.*

Attached are copies of the pre- and post-surveys I am hoping to use for my data collection. The eight questions from the Ethics Resource Center's chart are found in Part II on both surveys.

Thank you for considering this request. I look forward to your reply.

Traci Pierce
Adjunct Professor of Marketing
CBI Club Faculty Adviser
Lundy-Fetterman School of Business
Campbell University
910-984-5310
piercet@campbell.edu

Appendix E: Permission Obtained from Springer Publisher

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Issue number	7
Type of Use	Thesis/Dissertation
Portion	Figures
Author of this Springer article	No
Order reference number	None
Original figure numbers	Table II, pp. 574-575
Title of your thesis / dissertation	Encouraging Ethical Behavior in the Workplace by Way of the Classroom: Examining the Use of Social Media in Marketing Ethics Instruction to Influence Millennials' Perception of Workplace Ethics
Expected completion date	May 2015
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Appendix F: Institutional Review Board (IRB) Approval

GEORGE FOX UNIVERSITY
HSRC INITIAL REVIEW QUESTIONNAIRE
Page 6

Title:

Encouraging Ethical Behavior in the Workplace by way of the Classroom: Examining the Use of Social I

Millennials' Perception of Workplace Ethics

Principal
Researcher(s): Traci T. Pierce

Date application completed: _____

COMMITTEE FINDING:

✓ 1) The proposed research makes adequate provision for safeguarding the health and dignity of the subjects and is therefore approved.

____ 2) Due to the assessment of risk being questionable or being subject to change, the research must be periodically reviewed by the HRSC on a _____ basis throughout the course of the research or until otherwise notified. This requires resubmission of this form, with updated information, for each periodic review.

____ 3) The proposed research evidences some unnecessary risk to participants and therefore must be revised to remedy the following specific area(s) of non-compliance:

_____

_____

_____

_____

____ 4) The proposed research contains serious and potentially damaging risks to subjects and is therefore not approved.

Chair or designated member _____ Date 12/16/14

Appendix G: Institutional Review Board (IRB) Approval

Wesley D. Rich, PhD
Chair, Institutional Review Board
P.O. Box 1090, Buies Creek, NC 27506
Telephone: (910) 893-1892
Fax: (910) 893-1943
Email: richw@campbell.edu
Campbell University FWA00008608
CUIRB-IRB00005697

March 11, 2015

Dear Ms. Pierce,

Your research proposal, "Encouraging Ethical Behavior in the Workplace by Way of the Classroom: Examining the Use of Social Media in Marketing Ethics Instruction to Influence Millennials' Perception of Workplace Ethics" was reviewed by the Campbell University College of Pharmacy and Health Sciences Institutional Review Board (IRB) for exempted status according to 45 CFR 46.101(b)(4). The IRB approved this study.

Please do not hesitate to contact me if I can answer any questions for you or provide additional information. You can reach me by email, richw@campbell.edu or telephone 910-893-1892.

Sincerely,

Wesley D. Rich, PhD
Chair, Campbell University IRB

Appendix H: Marketing Ethics Scenarios Used in Week 1 Marketing Ethics Instruction

Scenario 1: R.J. Reynolds: Promotions to the Youth Market

Tobacco giant R.J. Reynolds sent a set of coasters featuring its cigarette brands and recipes for mixed drinks with high alcohol content to young adults, via direct mail, on their 21st birthdays (the legal age for alcohol consumption). The alcohol brands in the recipes included Jack Daniels, Southern Comfort, and Finlandia Vodka. The reverse side of the coaster read, "Go 'til Daybreak, and Make Sure You're Sittin'." The campaign, called "Drinks on Us," clearly promoted abusive and excessive drinking. This campaign was eventually stopped because the cigarette company did not have permission to use the alcohol brands.

The FDA (Food and Drug Administration) has recently been given the authority to regulate tobacco, including banning certain products, limiting nicotine, and blocking labels such as "low tar" and "light" that could wrongly imply certain products are less harmful.[42] The law doesn't let the FDA ban nicotine or tobacco entirely. A committee has been formed to study several issues, including dissolvable tobacco products, product changes, and standards, and report back to the FDA. Of particular interest is the increase in the share of smokers using menthol cigarettes from 31 to almost 34 percent in four years, with more pronounced increases among young smokers. It also showed that among black smokers, 82.6 percent used menthol cigarettes, compared with 32.3 percent for Hispanic smokers and 23.8 percent for white smokers.[43] A ban on cigarettes with flavors like clove, chocolate, or fruit took effect in 2009, because they are believed to appeal to youth.

After graduation, you have an offer to work in either marketing or sales at R.J. Reynolds. The pay and benefits are very competitive. The job market is tight, and if you don't get a job right away you will have to live with your parents.

1. Should you take the job?
2. Which *ethical test(s)* might you use to help make your decision?
3. Which ethical values from the *AMA Code of Ethics* are being violated in this scenario?

Scenario 2: Retailers Lack Ethical Guidelines

Renata has been working at Peavy's Bridal for less than a year now. Her sales figures have never been competitive with those of her coworkers, and the sales manager has called her in for several meetings to discuss her inability to close the sale. Things look desperate; in the last meeting, the sales manager told her that if she did not meet her quota next month, the company would likely have to fire her.

In considering how she might improve her methods and sales, Renata turned to another salesperson, namely, the one with the most experience in the store. Marilyn has been with Peavy's for nearly 30 years, and she virtually always gets the sale. But how?

“Let me tell you something sweetie,” Marilyn tells her. “Every bride-to-be wants one thing: to look beautiful on her wedding day, so everyone gasps when they first see her. And hey, the husband is going to think she looks great. But let's be honest here—not everyone is all that beautiful. So you have to convince them that they look great in one, and only one, dress. And that dress had better be the most expensive one they try, or they won't believe you anyway! And then you have to show them how much better they look with a veil. And some shoes. And a tiara … you get the picture! I mean, they need all that stuff anyway, so why shouldn't we make them feel good while they're here and let them buy from us?”

1. Should she follow Marilyn's advice and save her job?
2. Which *ethical test(s)* might you use to help make your decision?
3. Which ethical values from the *AMA Code of Ethics* are being violated in this scenario?

Scenario 7: The Jeweler's Tarnished Image

Sparkle Gem Jewelers, a family-owned and -operated costume jewelry manufacturing business, traditionally sold its products only to wholesalers. Recently, however, Sparkle Gem was approached by the charismatic Barb Stephens, who convinced the owners to begin selling through a network of distributors she had organized. The distributors recruited individuals to host “jewelry parties” in their homes. Sparkle Gem's owners, the Billing family, have been thrilled with the revenue generated by these home parties and started making plans for the expansion of the distributor network.

However, Mrs. Billing just received a letter from a jewelry party customer, who expressed sympathy for her loss. Mrs. Billing was concerned and contacted the letter writer, who told her that Barb Stephens had come to the jewelry party at her church and told the story of Sparkle Gem. According to Stephens's story, Mrs. Billing was a young widow struggling to keep her business together after her husband had died on a missionary trip. The writer had purchased $200 worth of jewelry at the party and told Mrs. Billing that she hoped it helped. Mrs. Billing was stunned. She and her very much alive husband had just celebrated their 50th wedding anniversary.

1. What should Mrs. Billing do now?
2. Which *ethical test(s)* might you use to help make your decision?
3. Which ethical values from the *AMA Code of Ethics* are being violated in this scenario?

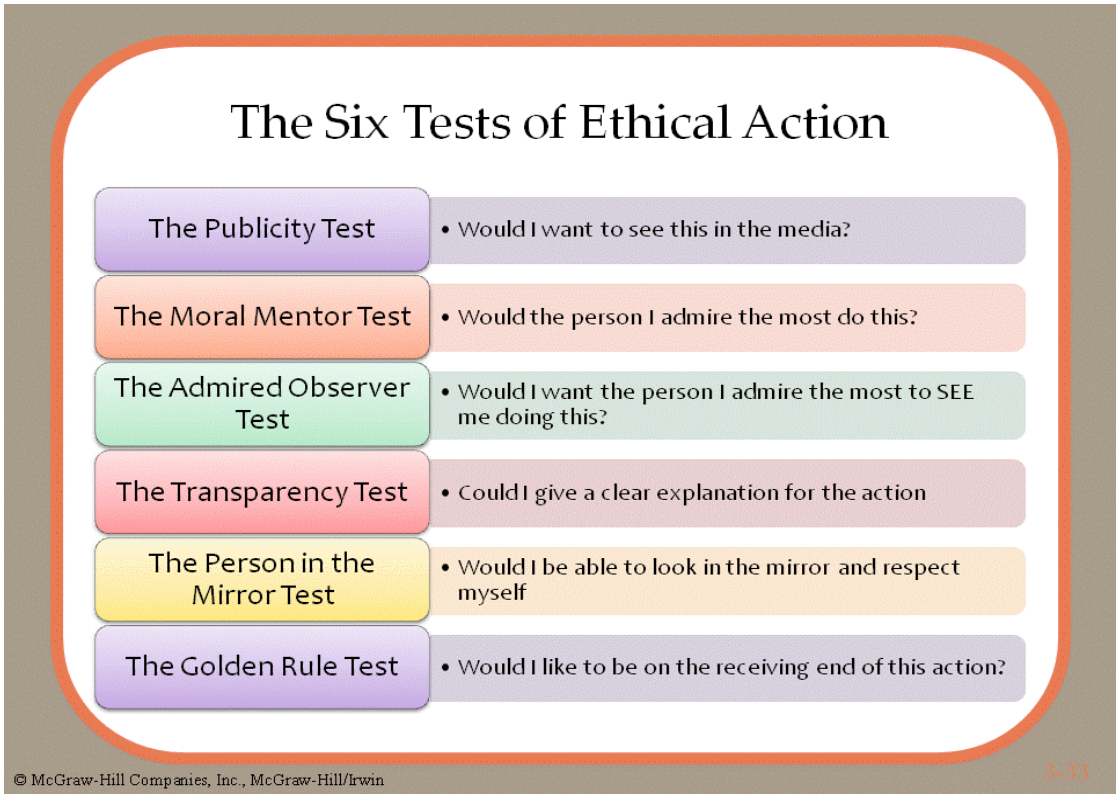
Scenario 9: Bright Baby's Bright Idea

Bartok Manufacturing produces a line of infant toys under the “Bright Baby” brand label. The Consumer Product Safety Commission (CPSC) recently issued a recall order for the

Bright Baby car seat gym, a very popular product. According to the CPSC, the gym contains small parts that present a choking hazard. The CEO of Bartok Manufacturing, Bill Bartok, called an executive meeting to determine the firm's strategy in response to the recall.

Mike Henderson, Bartok's CFO, stated that the recall could cost as much as $1 million in lost revenue from the Bright Baby line. Noting that there had been no deaths or injuries from the product, just the potential for injury, Henderson proposed that the remaining inventory of car seat gyms be sold where there are no rules such as the CPSC's. Sue Tyler, the marketing director for Bartok, recommended that the product be repackaged and sold under a different brand name so that the Bright Baby name would not be associated with the product. Bartok, though a bit leery of the plan, agreed to go along with it to avoid the monetary losses.

1. What would you have recommended to the CEO?
2. Which *ethical test(s)* might you use to help make your decision?
3. Which ethical values from the *AMA Code of Ethics* are being violated in this scenario?



(Grewal & Levy, 2013)

American Marketing Association (AMA) Code of Ethics

Ethical Norms and Values for Marketers

PREAMBLE

The American Marketing Association commits itself to promoting the highest standard of professional ethical norms and values for its members (practitioners, academics and students). Norms are established standards of conduct that are expected and maintained by society and/or professional organizations. Values represent the collective conception of what communities find desirable, important and morally proper. Values also serve as the criteria for evaluating our own personal actions and the actions of others. As marketers, we recognize that we not only serve our organizations but also act as stewards of society in creating, facilitating and executing the transactions that are part of the greater economy. In this role, marketers are expected to embrace the highest professional ethical norms and the ethical values implied by our responsibility toward multiple stakeholders (e.g., customers, employees, investors, peers, channel members, regulators and the host community).

ETHICAL NORMS

As Marketers, we must:

- **Do no harm.** This means consciously avoiding harmful actions or omissions by embodying high ethical standards and adhering to all applicable laws and regulations in the choices we make.
- **Foster trust in the marketing system.** This means striving for good faith and fair dealing so as to contribute toward the efficacy of the exchange process as well as avoiding deception in product design, pricing, communication, and delivery of distribution.
- **Embrace ethical values.** This means building relationships and enhancing consumer confidence in the integrity of marketing by affirming these core values: honesty, responsibility, fairness, respect, transparency and citizenship.

ETHICAL VALUES

Honesty—to be forthright in dealings with customers and stakeholders. To this end, we will:

- Strive to be truthful in all situations and at all times.
- Offer products of value that do what we claim in our communications.
- Stand behind our products if they fail to deliver their claimed benefits.
- Honor our explicit and implicit commitments and promises.

Responsibility—to accept the consequences of our marketing decisions and strategies. To this end, we will:

- Strive to serve the needs of customers.
- Avoid using coercion with all stakeholders.
- Acknowledge the social obligations to stakeholders that come with increased marketing and economic power.
- Recognize our special commitments to vulnerable market segments such as children, seniors, the economically impoverished, market illiterates and others who may be substantially disadvantaged.
- Consider environmental stewardship in our decision-making.

Fairness—to balance justly the needs of the buyer with the interests of the seller. To this end, we will:

- Represent products in a clear way in selling, advertising and other forms of communication; this includes the avoidance of false, misleading and deceptive promotion.
- Reject manipulations and sales tactics that harm customer trust.
- Refuse to engage in price fixing, predatory pricing, price gouging or "bait-and-switch" tactics.
- Avoid knowing participation in conflicts of interest. Seek to protect the private information of customers, employees and partners.

Respect—to acknowledge the basic human dignity of all stakeholders. To this end, we will:

- Value individual differences and avoid stereotyping customers or depicting demographic groups (e.g., gender, race, sexual orientation) in a negative or dehumanizing way.
- Listen to the needs of customers and make all reasonable efforts to monitor and improve their satisfaction on an ongoing basis.
- Make every effort to understand and respectfully treat buyers, suppliers, intermediaries and distributors from all cultures.
- Acknowledge the contributions of others, such as consultants, employees and coworkers, to marketing endeavors.
- Treat everyone, including our competitors, as we would wish to be treated.

Transparency—to create a spirit of openness in marketing operations. To this end, we will:

- Strive to communicate clearly with all constituencies.
- Accept constructive criticism from customers and other stakeholders.
- Explain and take appropriate action regarding significant product or service risks, component substitutions or other foreseeable eventualities that could affect customers or their perception of the purchase decision.
- Disclose list prices and terms of financing as well as available price deals and adjustments.

Citizenship—to fulfill the economic, legal, philanthropic and societal responsibilities that serve stakeholders. To this end, we will:

- Strive to protect the ecological environment in the execution of marketing campaigns.
- Give back to the community through volunteerism and charitable donations.
- Contribute to the overall betterment of marketing and its reputation.
- Urge supply chain members to ensure that trade is fair for all participants, including producers in developing countries.

Implementation

We expect AMA members to be courageous and proactive in leading and/or aiding their organizations in the fulfillment of the explicit and implicit promises made to those stakeholders. We recognize that every industry sector and marketing sub-discipline (e.g., marketing research, e-commerce, internet selling, direct marketing, and advertising) has its own specific ethical issues that require policies and commentary. An array of such codes can be accessed through links on the AMA website. Consistent with the principle of subsidiarity (solving issues at the level where the expertise resides), we encourage all such groups to develop and/or refine their industry and discipline-specific codes of ethics to supplement these guiding ethical norms and values.

(Grewal & Levy, 2013)

Appendix I: Yik Yak Article Used in Week 2 Marketing Ethics Instruction

Gossip Guys: How Yik Yak's founders are protecting their app from its biggest threat: Us. *Atlanta Magazine*, January 29, 2015, Christine Van Dusen

What if there were no names attached to Twitter? If anyone could post anything—and always be anonymous? That's Yik Yak, and if you think accountability-free gossip is a formula for trouble, it's also a formula for 2 million users and $72 million in venture capital.

On the first day I downloaded Yik Yak, the social media app that was founded in Atlanta by two fraternity brothers in 2013 and secured $60 million in venture capital this past November, I was sitting on my couch in Decatur, precisely 2.83 miles from Emory University. Yik Yak is hyper-local by design: Imagine Twitter, but instead of seeing a news feed with posts from people you're following from all over the world, you see only posts from your peers in your neighborhood. Well, maybe not *your* peers and *your* neighborhood. At this point, Yik Yak is aimed almost exclusively at college campuses, where, for its users, it serves as something of a collective diary: a place to air the frustrations, exhilarations, and outright banalities that come with being 20 years old, away from home, and surrounded by thousands of people adrift in the same hormonal straits. To wit: "At the age where my body wants to have babies, but my brain wants to have anonymous sex on the floor." "I was two girls away from a threesome last night." "I'm so depressed and I honestly don't know what to do anymore." "When I die I want my group project members to lower me into my grave so they can let me down one last time." "F—— this girl for an hour and 45 seconds last night. Thanks daylight savings." Who would write such things, you ask? That's just it: You can't tell. Yik Yak promises complete anonymity. No name required, not even a dummy profile. Just download the free app and go.

The founders of Yik Yak are Brooks Buffington and Tyler Droll. They're both 24 and graduated in 2013 from Furman University, where they noticed the popularity on campus of certain Twitter parody accounts. The two friends thought it would be fun if everyone had a platform for telling jokes and sharing news—and to be able to do that anonymously. Why anonymously? For ease of use, sure, but mostly so that the posts might be judged solely on their merits, as opposed to the identity of the author or his or her photo.

What could possibly go wrong?

Let's see: In March, a high school in Southern California went on lockdown after someone made a bomb threat on Yik Yak. Just a few days later, the app was banned at a Chicago-area high school after a rash of bullying messages. In April, a teenager from Westport, Connecticut, wrote in *New York* magazine that Yik Yak had brought his "school to a halt" with posts like "K. is a slut" and "How long do we think before A.B. kills herself?" In December, a yak posted near a high school in Charlotte, North Carolina,

read, “The itsy bitsy students came up the water spout down came my bullets and washed them all out.”

Wait a second—high schools? Wasn’t Yik Yak intended for college students? Well, yes. Yik Yak is indeed focusing its expansion on college campuses, but as I learned when I downloaded the app, the coverage area of Yik Yak takes in much more. Like a generous Wi-Fi network, its reach stretches to areas beyond its intentions: Coffee shops. Commercial strips. Private homes. And high schools. When Yik Yak activates on a college campus—which it has done so far at about 1,500 schools—it’s a little like hitting a bullseye with a bazooka.

And so Yik Yak has found enthusiastic users among high school students. If the promise of anonymity doesn’t play to the better angels of our nature, that goes a hundredfold for a teenager, who might still be developing a moral compass and an adult sense of restraint. Yik Yak’s unintended success among an unpursued demographic has the young upstart, which went from two employees at the beginning of last year to more than 20 by the end, attempting a unique strategy: actively discouraging a potentially lucrative group of customers from accessing its product. From their office in Buckhead, the young staff of Yik Yak are spending much of their time erecting “geofences” around high schools—essentially turning the buildings into dead zones for the app—while at the same time making the technology available on more and more college campuses. Droll and Buffington say that shutting off some access for teenagers is not just the correct moral decision but also the best business one. Teenagers, after all, are notoriously fickle, with short attention spans. They’re not part of Yik Yak’s plan: to become a social media juggernaut with the reach of Facebook and the immediacy of Twitter.

Yik Yak already has something in common with Facebook. Where Facebook had the Winklevoss twins, Yik Yak has Douglas Warstler, a fellow Kappa Alpha from Furman who graduated a year after Droll and Buffington and claims the two pushed him out of Yik Yak’s ownership circle just as the app was gaining steam. In November of last year, Warstler sued Droll and Buffington in the State Court of Fulton County and accused the two of dissolving the company the three of them owned and then transferring its only asset—the app—into a new company. Warstler wants his one-third interest back, as well as punitive and compensatory damages. (Yik Yak’s media rep didn’t respond to requests for comment on the case.)

And Twitter? Although it currently doesn’t sort posts by location, the company is said to be partnering this year with Foursquare to create location-based tweets, a move that one tech blog said “may have to do with new competitor Yik Yak” and its “stunning rise.”

As lofty as the founders’ goals are for Yik Yak, the present-day reality is far more prosaic. On the day in November I first downloaded the app, the posts from Emory were concerned primarily with a stomach bug that was sweeping through campus. Students were posting warnings, posing questions, seeking help. They blamed the food from “the DUC,” home to the Dobbs Market. The yakkers called the illness “DUCbola” and the

resulting bathroom scene the "DUCocalypse." Yaks reported that 28, then 30, then 74 students were vomiting their guts out.

"Is it bad that I wish I caught the DUC poisoning because I feel so fat right now?" posted one yakker. Another yakker wrote, "Emory: Where we stop Ebola but not food poisoning." This post got 85 "up-votes," which is similar to "liking" something on Facebook, but different because if a yak doesn't get enough up-votes, it disappears faster from the feed. Then, later that night, there was this yak from someone who claimed to have just returned from the hospital: "The virus is not food poisoning it is something called Noro/Norwalk virus. It is not the DUC."

It took five full days for Emory News Center to report the same information. The *Atlanta Journal-Constitution* followed. In this regard, Yik Yak was working precisely as its founders intended: as an instantaneous source of news on a micro level. Unlike Twitter, though, Yik Yak doesn't require you to look for hashtags to find out what's happening in a particular place.

Take, for example, the recent protests in Ferguson. By zeroing in your Yik Yak search on that area (peeking, they call it), you could see what people there were saying about the protests. You'd know that what you were reading was coming from someone in the thick of it, not from a compulsive retweeter or a Twitterbot in a distant land.

But on November 24, in the heat of the Ferguson protests, the Yik Yak feed from that area focused more on whether classes at Saint Louis University would be canceled, or quips like: "From Ferguson protesters to SLU students, we are all equal . . . ly drunk." Indeed, most of the content on Yik Yak is that stupid. Hot topics include bodily functions, finals, who's hot in a high school, and who's horny on a college campus. Many of the cleverest yaks have been lifted from elsewhere on the Internet. And geofencing hasn't stopped the bullying; older kids and adults do it too. At the University of Georgia in September, a building was evacuated after a threat on Yik Yak. A month later, at Emory, a student offered up a resolution that sought to ban Yik Yak from the school's wireless network. The effort failed.

The controversy hasn't hurt the company. Since its founding in November 2013, Yik Yak has gone from a thousand users to about 2 million. In November of last year, Yik Yak closed on that staggering $60 million round of venture capital, bringing its funding total to upwards of $72 million. That means the company is already worth between $300 million and $400 million, according to the *Wall Street Journal*.

As for when Yik Yak will start making money for its investors, that question seems as if it couldn't be further from the founders' minds. After all, even Twitter—which got $5 million in venture funding in 2007 and is now worth about $22 billion—isn't profitable, at least according to generally accepted accounting principles.

Yik Yak's focus now is less on revenue than on expansion. The 22 employees are most interested in what's happening on the flatscreen perched over their standing desks in their

Buckhead headquarters. On the screen is a map of North America, constantly refreshing to show dots wherever a yak is broadcast. The dots cover the United States like measles. Yik Yak wants to conquer this country, then go for world domination.

But right now it's like Yik Yak *is* a college kid, one who pulls all-nighters and posts things like, "Don't worry, laundry, nobody does me either." The investors, meanwhile, are like Yik Yak's cool parents, paying tuition, laughing quietly at his high jinks, and knowing there's only so much they can do to control him. Graduation day will come soon enough, and then it will be time for Yik Yak to become a mature and financially independent adult. Or maybe Yik Yak won't make it that far and he'll move back home, spending his days hanging around the basement in his sweatpants, railing against one-ply toilet paper and praising burritos while nobody listens.

Timothy C. Draper is a billionaire and a third-generation venture capitalist who founded the firm DFJ and runs an entrepreneurship boot camp called Draper University of Heroes in Silicon Valley. He's invested in companies like Hotmail and Skype. He also wanted to break California into six states but failed to get that on the ballot in the last election. No big deal, though—this is a guy who tells his "students" at Draper University to put a hand over their hearts and recite this pledge: "I will fail and fail again until I succeed."

Draper heard about Yik Yak from his daughter's boyfriend. It was just over a year ago, and by that time Droll and Buffington had already abandoned the first idea Droll had hatched during a course in app development at Furman—a polling application called Dicho, short for Dichotomy—in favor of a Twitter-like app that used GPS to let users share posts with people in close proximity. Droll's mom, who wasn't upset that her son was skipping medical school to start a company, helped come up with the name, a riff on "yakety yak, don't talk back." Droll coded it in two weeks, then introduced the app to friends in Atlanta before launching it at Furman, grabbing up 1,000 users within the first two weeks. After assembling a business plan from an online template, they were plucked from near-obscurity by Atlanta Ventures Accelerator, which gives selectees $20,000 and a bunch of perks: training, mentoring, and coworking space alongside other startups in Buckhead's Atlanta Tech Village building.

The Yik Yak app began to spread from Furman to other schools in the Southeast. TechCrunch, the uber-influential technology blog, took notice in February of 2014: "What happens when you combine anonymous messaging with college campuses? You get 100,000 users in three months." The coverage inspired a group of big-name investors—including Azure Capital Partners, Kevin Colleran, and Vaizra Investments—to pony up $1.5 million in seed money in April of last year. That helped Yik Yak pay for bigger servers and hire outside consultants to help with growing pains.

Just two months later, Draper joined a $10 million round of funding for the company. "Yik Yak is special because it is easy to use, and it has a fast-growing network of users," he told me in an email exchange. "Often the truth comes out when people are anonymous . . . Truth is valuable to society."

What can a startup do with $10 million? For Yik Yak, the capital infusion meant they could hire more people, move into bigger digs at the Atlanta Tech Village, and stay alive for about 12 more months. That's about it. But Droll and Buffington weren't worried. That's not what kept them up at night.

As the popularity of the app spread, so did reports of racist outbursts, misogynistic rants, and murderous threats on Yik Yak. Other social apps—with names like Streetchat, Whisper, Topix, and Secret—had the same problems. PostSecret started out as an art project, when creator Frank Warren in 2004 asked people to mail their secrets anonymously on postcards. He received more than 150,000 postcards by October 2007. The site's popularity spawned an online community and then, in 2011, an app. Just a few months later, the app was removed from stores because the posts became too malicious. In 2010, fights broke out in a high school in Harrisburg, Pennsylvania, after an argument on anonymous social networking site Formspring.me spilled into the real world. Seven students faced felony riot charges.

Andrew Cullison has studied social media behavior and the powerful allure of anonymity as director of the Janet Prindle Institute for Ethics at DePauw University in Indiana. He'll soon give a presentation to the American Philosophical Association on the epistemology of the Internet and the ethics of anonymity online. "The approval of strangers seems authentic in a way that approval from friends, who might feel social pressure to support you, does not," he says. With anonymous apps, he says, you can get that approval—or rejection—in bulk.

Ask.fm, which launched a social networking site in 2010 that featured anonymous posting, built its user base to more than 60 million by mid-2013. That year, the British prime minster called for a boycott after reports that cyberbullying there had contributed to several teen suicides. Cofounder Mark Terebin reportedly said that in most of these cases, teenagers actually posted comments like "drink bleach" and "go die" about themselves as a way to get attention. In December, an app called After School was pulled a second time from the App Store following this post: "Tomorrow I'm gonna shoot and kill every last one of you, and it's going to be bigger than Columbine . . . Death to you all."

When Buffington and Droll started getting angry emails from Chicago-area high school administrators and saw that their app was being banned, they holed up in their office for a weekend to geofence off every high school in the Chicago area. Geofencing is a mapping technology that works like this: Pick a location, determine its longitude and latitude, then build an electronic barrier around that spot using a particular radius. It was at about that time that David Cummings, founder of Atlanta Tech Village, introduced Wes Herman to the company. Herman had been an executive at Amazon and Coca-Cola before serving as CEO of a company called EZ Prints, which used photos and designs to personalize products for brands. EZ Prints was sold to CafePress for $30 million in 2012. Herman is now with General Catalyst Partners, a Boston-based venture capital firm focused on early-stage investments.

"They always said the app was not designed for high school students," says Herman, now an adviser to Yik Yak and an investor. "So they found a way to plot the locations of these high schools and painstakingly keep them out. At a time when they could've been doing 2,000 other things, they took a big chunk of time and money out to make this happen."

Of course, geofencing doesn't keep every abusive post off the feeds, so Yik Yak works with a company in the Philippines to screen for offensive content. The workers use software flowcharts ("if you see the word 'bitch,' then . . .") to help them understand the context and know when to flag a post. Yik Yak also relies on its users to monitor the feeds by up-voting posts they like and down-voting those that should be removed. The down-voted yaks disappear, kind of like a photo on Snapchat, only slower.

Yik Yak's self-policing measures could be seen as half-hearted, and serve only to make the app more enticing to high schoolers. After all, teenagers love forbidden fruit. It's as though the company is trying to have it both ways: monitoring and controlling some of its content while letting the rest run free, says Cullison, the ethics researcher. "If they're really trying to become a respectable news organization of sorts, they're making a promise to consumers," he says. "But it's going to get harder to pick and choose when to take steps to block people and control content. They can't stick their heads in the sand."

Alex Rosenfeld, who just graduated from Emory University with a creative writing degree, used Yik Yak only casually until he started seeing hateful posts appear on the app. He deleted Yik Yak from his phone, then wrote an op-ed for the *Emory Wheel*, claiming the app "sows hostility" and that, though the posts can be "strangely beautiful," many Yaks have gone too far.

He's also concerned about honesty. If Yik Yak is going to become a place to find breaking news in your specific community, how will you know whether what you're reading is true? You won't be able to make any kind of educated guess based on the yakker's profile.

"I'm always skeptical of unfiltered content," he says. "That's how it is on Twitter too, but that's a place where people are building brands and identities. With Yik Yak, there's no editor, no filters, and I worry about that."

A post to the Alpharetta feed at 10:29 p.m. on November 19 pointed out this problem: "Got sexually assaulted in my own car on campus today. Had a cop car pass me while he was assaulting me and it didn't stop. The windows were fogged up too. I've lost hope in humans all together . . ."

I took a screenshot of the yak, since it was unlikely to get many up-votes and would therefore get scrubbed from the feed fairly soon, and showed it to Droll two days later. We were in Yik Yak's headquarters at Atlanta Tech Village, a 103,000-square-foot, six-story complex with glass conference rooms, fridges full of Red Bull, and walls made of whiteboard. There are nap rooms, scooters, networking at the pingpong table, and afternoon beers on the rooftop. It's the '90s dot-com boom all over again.

Droll didn't look at my screen. "I didn't know about that. We can't really police those things. I mean, who knows if it's true?" he said in his sleepy monotone. You'd never know he and Buffington were just days away from announcing their new round of venture capital.

The new money will allow Yik Yak to hire more people, including "Campus Reps." They're Yik Yak users who've posted so often and received so many up-votes, they've built up a lot of "Yakarma" points. The reps organize Yik Yak–sponsored events on their campuses and are rewarded with some pay, a lot of merchandise, and possibly a visit to Yik Yak's HQ. As of December, the company was looking for reps in Canada, Australia, and the United Kingdom, for a presumed expansion. The new funding will also put Yik Yak in a better position to begin thinking about how to eventually make money. Droll, Buffington, and their team are approaching the concept carefully. They've seen how consumers respond when ads pop up too soon or too often, cluttering the content. Myspace is a cautionary example. Rupert Murdoch bought the then-popular social media company in 2005 for $580 million, and within two years, it was valued at $12 billion. But Murdoch focused too much on making money too soon. The site became overrun with advertising. Then Facebook caught on, and in 2009 had more users and more advertising revenue than Myspace. In 2011, as My-space hemorrhaged money and users amid complaints about accessibility, reliability, and censorship, Murdoch sold the company for just $35 million.

"With apps and social media, you have to build up a large, engaged user base without ads, or someone else is going to do it," Buffington says. "Myspace ran ads like crazy. Facebook waited until it had asserted world dominance."

He and Droll believe that once Yik Yak hits its targets for monthly users—a heavily guarded secret that I saw scrawled on a sheet of paper on the wall—the company will focus on sponsored posts. "Maybe a feed would be 'brought to you by' a business right near you. Or maybe you'd see, on your feed, that Farm Burger was having a two-hour sale down the street," Droll says. "No one has nailed local advertising on social networks. We're not entirely sure how we're going to do it, and it's really too soon to talk about that."

A small swell of laughter rises from the next room. Droll pulls out his phone and checks the app. He giggles. Some post about a movie sequel that should've been made.

"Knowing how many people are using Yik Yak on a daily basis—it's a very cool thing," he says. "Right now it's just funny, silly. But we know it can be something big."

http://www.atlantamagazine.com/great-reads/gossip-guys-yik-yaks-founders-protecting-app-biggest-threat-us/#sthash.Ia2R20Pv.dpuf

Discussion Questions

1. Are college students the best target market for Yik Yak (why or why not)?

2. What are the ethical implications to schools, institutions, and businesses from anonymous social media?

Appendix J: Article Used in Week 7 Marketing Ethics Instruction

Don't Get Suckered by Supersales
By Roxanne Hawn • Bankrate.com

Highlights:

- Sales are designed to get you in the door to buy other, pricier items.
- Loss leaders -- items sold below value -- can save you serious money.
- Before shopping at everyday value stores, know how much things cost.

Retailers run sales for one reason -- and it isn't what you think. More often than not, sales merely get you in the door, where stores easily trick you into buying more. That's the goal.

"Retailers are very skilled at stimulating impulse-purchase behavior," says Bryan Heathman, an author and consumer behavior expert. "If you can discipline yourself not to respond to impulse purchases, that's the No. 1 way to save."

Don't get suckered by sales

1. Understand the stores' motives.
2. Know the types of sales.
3. Get a feel for the landscape.
4. Arm yourself with pricing info.
5. Clip coupons for better deals.
6. Look for quality, good values.

However, buying-triggers go far beyond candy near the checkout line. When you recognize sophisticated retail ploys, you can cruise through any store -- warehouse to boutique -- with less of a headache and more money in your pocket.

Understand the stores' motives
Stores need the amount each person spends each visit, called "average transaction amount," to be as high as possible: drugstores, $15; grocery, at least $25; warehouse, topping $100. They do this by selling products with a variety of built-in profits. If you buy eggs on sale, but then grab some expensive, newfangled juice, the store wins.

Stores make less money or even lose money on individual sale items. Retailers select these crazy-cheap products, called "loss leaders," because they know you buy them often and will remember the price, says Amanda Setili, a consultant with Setili & Associates, which serves retailers and their suppliers. It's all done with the hope you'll buy high-profit items, too.
Take the $5 turkey. Around Thanksgiving, you can buy cheap turkeys, with one caveat -- a purchase of $25 or more.

Know the types of sales

Different sales generate different response rates. "The most compelling thing you can offer is something free," says Heathman. "If you say, 'Free MP3 player to the first 100 customers through the door,' that's going to get your highest response rate. The second highest response rate you get is from a 50-percent-off offer. The third highest is buy one, get one free."

Do the math, though, and you'll see that 50-percent-off and buy-one-get-one deals are essentially the same thing pricewise, even though the motives are different. One gets you in the door. The other urges you to stock up -- much like 10 for $10 offers -- whether you need to or not.

Because 50 percent off is a critical tipping point, assume that sales below that aren't necessarily great deals while any sale above it might be.

Still, loss leaders -- products sold below actual value -- remain the best deals. Purchase only these wild bargains and ignore everything else, and you can save serious money.

Get a feel for the landscape

Anytime you feel a sudden urge to buy, look for impulse triggers. Grocery stores, including many warehouses, use a "golden horseshoe" layout, with products that are needed most shelved down the sides and across the back of the store. This setup requires shoppers to walk past numerous traps. "While there is a lot of dollar volume generated in those horseshoe areas, profit margins are driven more by impulse purchases," says Heathman.

Grocery store speed traps

- Around big family/food holidays, look for impulse traps near meat freezers and in the baking aisle.
- Before Valentine's Day, avoid extra displays in the card aisle.
- Super Bowl Sunday and July Fourth are huge chip and soda sales times, so watch for impulse traps on your way to buy snacks, which typically are impulse items at other times of the year.

Retailers design the front third of a grocery store for impulse buyers, but like highway speed traps, triggers sometimes pop up in other spots, usually as temporary cardboard displays.

The same is true in other stores. It's no coincidence retailers put clearance sales at the back or commonly needed merchandise on tables -- rather than shelves or racks -- just inside the door or in major aisles. Items displayed on tables sell much faster. "People are more likely to impulse shop from a table," says Lynn Switanowski-Barrett, a retail consultant with Creative Business Consulting Group.

Arm yourself with pricing info

Stores serving America's middle class typically choose one of two business models, Heathman says. Either they offer good everyday pricing on most items, which encourages consumers to shop more broadly and assume all items are a good deal, which isn't necessarily true or they run nearly constant sales that get bargain hunters excited, even if the bargain is an illusion. Big-box, discount retailers fall into the first category; many department stores and most jewelry stores fall into the second.

The trick to shopping at everyday value stores is knowing how much things cost. Then, you might buy most of what you need at one place, rather than burning time and gas chasing down bargains.

Stores built on a more promotional strategy take a different approach. They don't expect to sell most items at full price. The pricing structure gives the illusion of a bargain when in fact the sale price is actually what they intended to sell the item at all along and still be able to make a profit. Coats, for example, rarely sell at full price.

The same is true for private label or designer brands sold exclusively at low- or midlevel stores. If you see a line from a big name like Liz Claiborne or Vera Wang at an average department store, it's manufactured to be less expensive from the get-go. You are not buying the same nearly couture designer items sold at high-end stores.

So, never buy anything for full price at stores like this. And know that most sale prices at or below 50 percent are more likely the true regular price for those items and perhaps no bargain at all.

Clip coupons for better deals

Manufacturers often drive coupon offers, especially in the grocery market. They decide what goes on sale when and for how much. "Some would call it a partnership. Some would call it adversarial," says Heathman, "but there is a relationship."

Manufacturers buy coupon space in the Sunday circulars and pay the retailer the difference in price. But they have to pay stores only when coupons get redeemed. That's why coupon deals are often better than other kinds of sales. Not everyone uses them.

Many people ignore, lose or forget to use coupons. Even if you love coupons, maybe that $3 off isn't worth the time to drive home to fetch the forgotten coupon, so you buy the item anyway. That coupon still got you in the door, so the store wins.

Look for quality, good values

Products that cost more spawn greater consideration and comparison shopping, Heathman says, so you are far less likely to find drastic price differences or huge markdowns on something like appliances compared with everyday items that cost much less but get purchased more frequently by more people.

Certain high-profile or luxury items value what's known as "brand equity" over big bumps in total sales. Heathman says the prices are set high purposefully to maintain the prestige of a brand's reputation. Certain fashion brands, especially purses, and some electronics brands use this model. Unless something is from last season or has been replaced by a new version of the same thing, you'll never find them on sale.

The other side of this no-sale philosophy is that some retailers sell great quality items for what they are truly worth, says Switanowski-Barrett. If you want something that never goes on sale, look at how the retailer stands behind products, she says. If they guarantee something for life, then even if the price seems high on an individual item, the service and support may make the cost worth it.

The truth is that a good buy involves an item you need at a price that makes you feel good. It simply helps to know that sometimes retailers fool you into feeling better than you should.

Reference:

Hawn, R. (2009, May 23). Don't get suckered by supersales. *Bankrate.* Retrieved from: http://www.bankrate.com/finance/personal-finance/don-t-get-suckered-by-supersales-1.aspx#ixzz3Uveh08Vw

Discussion Questions:

1. Many different pricing strategies are used by retailers. Which of the pricing strategies **appeal** to you as a consumer?

2. Do you feel that some of these strategies "sucker" (trick) consumers?