

# Retail Education Today

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## ACRA 2014 Goes to Dallas!

Mark your calendars!

March 26-29,  
2014

Hosted by



Conference  
Chair:  
Dee Knight



## Greetings from ACRA Vice President Rod Runyan

Dear ACRA members,

In this issue of Retailing Education Today, we feature the call for papers for our annual conference in 2014, and three scholarly papers in the publication section. The current issue of RET is the third since we re-started the scholarly paper section.

So far it has been a success, as the Editorial team of Cosette Armstrong and Manveer Mann continue to receive quality submissions. *Retail Education Today* continues to provide an outlet for members' scholarship, and features three papers in this issue: one peer-reviewed empirical study, and two teaching papers (Editor-reviewed). The empirical paper considers a very timely issue; social media communication between employers and college students who are potential employees. Specifically, the authors investigate the use of Facebook by recruiters within retailing companies, and undergraduate students. The two teaching papers also are well-timed, as they consider pedagogical topics that are important to many of us. The first discusses how collaborations between academics and industry can enhance classroom learning in

the realm of internationalization. The second concerns the theme of e-tailing as a course. The authors take an experiential learning perspective in addressing methods to teach this broad but important topic.

The 2014 Conference is our fourth since moving to a once-per-year format. Hosting our conference this year is the University of North Texas, with Dee Knight serving as Conference Chair. The ACRA leadership team's goal from the beginning was to focus on one conference each year, and strengthen overall conference scholarship and attendance. We have done that, along with

the assistance of many other ACRA members. The 2014 Conference looks to continue those paths, as the host team is creating two separate partnerships with scholarly journals as outlets for the Conference best papers. Sanjukta Pookulangara will serve as Guest Editor for the special issue in the *Journal of Retailing and Consumer Services*; Kiseol Yang will serve as Guest Editor for the special issue in the *Journal of Research in Interactive Marketing*. The Sheraton, Plaza of the Americas in Dallas will serve as our host hotel. Please join us in March for what will be a great conference!



# ▼ ACRA 2014 Conference Information

## Accommodations and Conference Fee

Conference fees and hotel rates will be posted in the full conference announcement, forthcoming on the ACRA website.

**Visit the ACRA website for more information about the conference.**



The Sheraton Dallas Hotel will offer a \$135/night conference rate. Click [HERE](#) to learn more about the hotel and location.

ACRA Goes to Dallas!



## Industry Tours

Steve Woodward, Senior Vice President of Fossil is hosting ACRA for a briefing and tour of corporate headquarters. A second major corporation will be announced soon.



*what Vintage are you?*

## University of North Texas

### Conference Chair and Co-Chairs

Dee Knight, Dee.Knight@unt.edu,

### Co-Chairs

Jiyoung Kim,  
Haejung Kim  
Sanjukta Pookulangara  
Kiseol Yang  
Jessica Strubel  
Marissa Zorola

# ▼ ACRA 2014 Call for Conference Papers

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**Competitive sessions will consist of presentations of papers that have been accepted following a blind-review process.**

**Deadline: October 31, 2013 (Decisions provided by December 3, 2013).**

Send all submission to Jiyoung Kim, [Jiyoung.kim@unt.edu](mailto:Jiyoung.kim@unt.edu)

## **Best Papers and Journal Special Issue**

- Two best papers will be selected from full papers and the authors will be recognized at the conference. Best papers also will receive a monetary award.
- Six papers will be invited to be published in a special issue of Journal of Retailing and Consumer Services (JRCS).
- Six papers also will be invited to be published in a special issue of the Journal of Research in Interactive Marketing (JRIM).

## **Submission guidelines**

- Extended abstract
  - Up to 5 double-spaced pages, including references.
- Full paper
  - Up to 25 double-spaced pages, including exhibits, references, and appendices.
  - Full papers will be double-blind reviewed.
  - Only full papers will be considered for Best Paper awards and journal publication.
  - Indicate if your paper should be considered for publication in JRCS or JRIM
  - Single-spaced abstract not exceeding 100 words should follow the title.
- Submit your paper as a WORD attachment.
- Title Page: Name(s) of the author(s), affiliations, and the title of the paper should appear only on the title page. Identities of authors should not be revealed in any way in the manuscript.
- Body of the paper: The title of the paper – but not the name(s) of the author(s) – should be at the top of page 1.
- The body of the paper should be double-spaced and follow APA style.
- In the subject line of the email, indicate appropriate track for your paper.

## **Tracks**

- Branding
- Consumer/Shopper Behavior

- Corporate Social Responsibility and Sustainability
- Entrepreneurship and Small Business
- E-tailing, Technology, and Social Media
- Global & Cross Cultural Consumer Behavior and Retailing
- Retail Education and Pedagogy
- Retail Management
- Potpourri

## **General guidelines**

- To be considered for acceptance, the paper/abstract or a similar version of it MUST NOT: a) have been previously published, b) have been accepted for publication elsewhere, c) be under consideration for publication elsewhere, and d) be submitted for review elsewhere during the conference review process.
- At least one author of an accepted paper MUST agree to: a) pre-register for the conference upon acceptance; b) appear at the conference to present the paper; and c) be a current member of ACRA. Non-members can apply for membership when their paper is accepted.

## **Journal Guest Editors**

Journal of Retailing and Consumer Services  
*Guest Editor*, Sanjukta Pookulangara  
Journal of Research in Interactive Marketing  
*Guest Editor*, Kiseol Yang

## Facebook: Students and Retailers May Not Be Friends

Kathleen R. Smith, Ed.D and Leigh Southward,  
Ph.D., CFCS; University of Arkansas

The way people communicate is radically changing. We have been immersed in the era of Social Networking for less than a decade (Scott, 2010), and it has had a major impact on personal lives, but probably most profoundly on professional lives. When did Social Networking begin? According to Google searches, it started in late 2005. Up until that time you did not have any friends because no one was searching for Social Networking according to Google (Scott, 2010). Boyd and Ellison (2008) defined a Social Network as “web-based services that allow individuals to 1) construct a public or semi-public profile within a bounded system, 2) articulate a list of other users with whom they share a connection, and 3) view and traverse their list of connections and those made by others within the system.”

Social networking is a collection of individuals within specific groups such as in workplaces, universities, religious organizations etc. Online social networking websites function like an online community of internet users. Depending on the website these online community members may share common interests such as hobbies, religion, politics and alternative lifestyles. Once granted access to a social networking website users can begin to socialize. This socialization may include reading the profile pages of other members and possibly even contacting them.

According to a survey, “73% of the world online population is now visiting social networks, and the time people spend on social networking is growing by three times the overall growth rate of the internet. Social networks are now visited more often than personal email is read” (Social Networking, 2012).

Facebook is the master of the term Social Networking and has become the number one social networking site. Some sites keep a very professional approach such as LinkedIn while others have a more natural, free-form look as does MySpace. Most sites fall somewhere in between, mixing professionalism with personalization, as is the example of Facebook (Playgen.com, 2012). Facebook is a common social network that began in February 2004 (Phillips, 2007) and is used by adolescents, college students, and working adults to create blogs, send and receive messages, post photos, and make new friends and reconnect with old friends. In January, executives for Facebook reported 1.06 billion active users and sees growth in their future (Tam, 2013).

This is due to a series of smart moves and innovative features that set Facebook apart from the rest of the Social Media contenders (Goble, 2012). One of those innovations was the creation the Facebook platform for third-party developers to create applications that work within Facebook itself. Today, there are hundreds of thousands of apps built on the platform causing Facebook to recently launch the Facebook App Store to organize and display them all (Goble, 2012). As far as many of the world’s most influential companies are concerned, they believe Facebook—as new advertising medium requiring marketers to develop new skill sets—is here to stay (Eichenwald, 2013).

### Purpose of the Study

There are many faces on Facebook, yet different faces are presented to different people. An “anything goes” page shared with pals might not be appropriate for office mates - or for the moms and grandmas who increasingly are joining the site. Basic privacy controls today allow users to share varying degrees of information with friends. In a focus group meeting with retailing executives, it was determined that professionals responsible for recruiting and hiring associates, use Social Networking sites to obtain information about

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job applicants. As retailing educators, there is concern that students are not aware of the possible negative implications of using Facebook. Information and photographs that they share with their friends, may prevent them from getting an interview or even cost them a job. Therefore, the purpose of this study was to determine how retailing executives who are responsible for recruiting and hiring employees, as well as, undergraduate students studying apparel merchandising and product development use Facebook, and to determine what is appropriate to post on public communities on Facebook.

### **Review of Literature**

#### *College Students and Facebook*

College students who first used the new network and created social norms that became the Facebook Culture are known as “Facebook Natives”. In 2007, Facebook started to focus more efforts on getting business to use the growing social network for marketing and public relations (Phillips, 2007). In a study of college students, these Facebook natives reported being saddened and annoyed when high school students, parents, and businesses began using Facebook (Vororeanu, 2009), yet many of the top retailers in the United States report having a Facebook page (Farfan, 2013). Results from the study also indicated that these students have little interest in shopping or engaging with retailers via Facebook. However, respondents reported they might “Like” a business or organization if it helps them with self-presentation of their personal profile (Vororeanu, 2009). Connecting through Facebook could potentially be another source for retailers to view student accounts once they have “liked” the company Facebook site as found in the current study.

Facebook is the preferred Social Media network for college students in studies by Ezumah (2013) and Nesbit (2011), and while they primarily use it for keeping in touch with friends, it also serves as a means to build their social and professional identities (Hartman &

Cambridge, 2011). In a study of 289 college students, results indicated that respondents use Social Networking to communicate with friends (99%), share photographs (82%), stay in touch with family (79%), and entertainment (71%). These same students reported shopping as the last reason they used Social Media (Ezumah, 2013).

Peluchette and Karl (2007) examined 200 Facebook profiles and found that 42% posted comments about alcohol, 25% showed seminude or sexually explicit photos, 25% had negative comments about employers, and 10% showed racist comments. In a study of 346 undergraduate business majors, 33% of respondents indicated that they disagreed or strongly disagreed with employers looking at their Facebook pages. Results indicated that those students who tend to post inappropriate content, are consciously trying to broaden their connections or impress a particular group, and are not concerned with what a potential employer might think (Peluchette & Karl, 2010).

### **Retail Companies and Facebook**

Businesses have increasingly used Social Media for marketing, advertising, sales, customer service, as a way to present various types of information, and human resources (Bhanot, 2012; Davison, Maraist, Hamilton, & Bing, 2011; Roberts & Roach, 2009). Companies often will only accept online resumes, and are increasingly using computer and Internet-based testing procedures (Davison, Maraist, Hamilton, & Bing, 2011). College students reported that Facebook is personal and they want to keep their personal life separate from their professional and academic life, and are extremely angered when learning of potential employers using their Facebook profiles to evaluate them. In their eyes, it is an invasion of privacy (Vororeanu, 2009).

Privacy settings allow users to determine who can see their profile and are powerful tools in helping to protect personal information. Students must be aware of and utilize the site’s privacy and communication settings to

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create positive and safer experiences however many do not monitor the privacy settings on a regular basis to ensure the settings do not change and are protecting their privacy (Privacy Settings for Social Networks, 2010). Human resources professionals report that information found from a Facebook page often offers a more accurate picture of who an applicant really is, their beliefs and values, as well as, their normal behavior (Davison, Maraist, Hamilton, & Bing, 2011).

The world's largest professional networking site, LinkedIn connects individuals to the professional world. This networking site, with 225 million members in over 200 countries and territories around the globe, connects professionals to opportunities and talent in related areas of expertise to make them more productive and successful. LinkedIn, developed in 2002 and officially launched on May 5, 2003 allows access to people, jobs, news, updates, and insights that benefit those in a working environment. From the focus group conducted for the study, students only used LinkedIn for finding jobs or connecting with professionals. It's also important to note that LinkedIn has reached a point where it's almost unprofessional not to be on LinkedIn. There are members from all 500 of the Fortune 500 companies. LinkedIn members comprise hundreds different industries, and include thousands of hiring managers recruiters (LinkedIn and Your Job search, 2013).

A 2006 survey of executive recruiters found that 77% used search engines for screening applicants and that 35% had eliminated an applicant because of information found on social networking sites through the Internet (ExecuNet.com, 2006). Additionally, a survey of 1150 hiring managers indicated that 63% did not select a candidate due to information they found on a Social Networking site (CareerBuilder.com, 2006).

### **Methods**

Twenty-five retailers who served as supervisors for students completing internships in retail

organizations, along with three hundred and three undergraduate students majoring in Apparel Studies at a university in the southern central United States were surveyed regarding Facebook. Surveys for retailers were emailed while surveys for students were administered during classes. Approval was obtained from the University's Institutional Review Board. Participation in the study was strictly voluntary and participants were informed that there was no reward for completing the survey, and there was no penalty if they chose not to participate.

Retailers and students checked from a list of functions on how they used the Social Networking site, and indicated how many hours each day they spent on Facebook, as well as how they shared information. Students were asked how many photos they had posted on Facebook. Along with a questionnaire, respondents were asked to rate the appropriateness (1=Appropriate; 2=Not Appropriate) of a collection of photos taken from random student profile images found on Facebook. The faces in the photos were blurred to hide the identity of the individual. Demographic information for each respondent was also collected, and student respondents were also asked about their awareness of business and industry's use of Facebook, especially concerning screening of applicants.

### **Results**

For the retailers who responded, the average time of working in the retail industry was thirteen years and the average time spent supervising internships was nine years. All of the retailers surveyed indicated that they used Facebook to screen applicants, including those applying for an internship. The major reason retailers used Facebook for screening applicants was to view a photograph of applicant. Retailers reported noticing tattoos and piercings that would violate company dress codes, and immediately eliminated those applicants. One retail executive reported their "main issue with pictures is that it reflects poor judgment". The retailers also indicated that they especially paid attention to postings

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regarding alcohol, tobacco, drugs, religious affiliation, and organizations, and postings that talked about skipping class or cheating on a test. Other comments noted by retail managers included, “Any photograph that shows me something I wouldn’t want you doing on my time, is inappropriate,” and “Your social life is a reflection of your professional life.”

Ninety percent of student respondents were female and 80% were between the ages of 18 and 22. Ninety-one percent had a Facebook account and the most common (81%) reason for using Facebook was for posting and reading messages. Almost half (47%) have more than 500 photographs posted and 41% have at least 200 friends. The majority of students (79%) indicated that only friends have access to anything other than their basic profile information. Results indicated that 97% of student respondents knew that employers used Facebook as a screening tool for employment, and 74% reported that this knowledge does affect what they post. However, a focus group made up of 63 junior level undergraduates in a pre-internship class was conducted prior to development of the survey which led to indications that some students felt this was an infringement of their personal space. Sixty percent of study respondents indicated that texting was their preferred method of communication. Further research on using texting versus Facebook as a communication tool is needed.

Respondents were shown twenty-three photographs taken from Facebook accounts and asked the following question about each photograph: “If a potential employer saw this picture on Facebook, would it hurt the person’s chances of getting a job?” The retailers surveyed indicated that most photographs showing more than just a head shot or a full-length view of an appropriately dressed individual would hurt their chances in the job market. Most of the inappropriate photographs shown revealed the person in a social situation where there was drinking alcohol, smoking,

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inappropriate dress, or a situation where someone was being overly affectionate with others. The photographs and the way some were dressed also revealed social and religious affiliations, and retailers believed this was not appropriate.

The results for students who were surveyed were very different on some photographs. If the picture was just a head shot of the individual, or a photograph where they were dressed appropriately, 79% of the students responded “no” it would not be a hindrance to obtaining a job. If the picture showed the individual drinking alcohol, smoking, sleeping, or making rude gestures the 74% responded “yes” it would hurt their chances of getting a job. However, students did not believe that photographs of people showing affection, making silly faces, or dressed inappropriately or unprofessionally would make a difference in their job search. Based on these results, many undergraduate students do not seem to understand the term “professional image” or have very informal ideas of what is “appropriate” to post on a social networking site. Students do not understand the different perceptions between friends and those who may be looking at them for a position in their retail company.

### **Putting Research into Practice**

A pre-internship class at a university in the southern central United States includes a study of job descriptions, responsibilities at the management level, structural operations, work procedures, job performance evaluations, job application, and resume and portfolio development in preparation for the Internship. The student develops an understanding of career opportunities in the retailing of fashion goods and services, including establishing a portfolio and preparing for internship placement. In addition, the class incorporates electronic career success, including Social Networking sites such as Facebook, email, and instant messaging.

Facebook was chosen as a communication tool for the class. The class meets only one day a

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week for 50 minutes, so face to face time with the students is limited. By setting up a class Facebook account, announcements can be posted, assignments made and responses by students posted for easy dissemination to all students outside the confines of the classroom.

Students tend to access their Facebook account more frequently than a school or personal email account. Many students indicated that they used their email accounts mostly for classes because their professors required the use of the school email account for communication. Students are comfortable using Facebook in their personal communications with friends which may account for the ease with which students accepted Facebook use in the classroom. Students do not, however, seem to understand the impact Facebook could have on their career. Like it or not industry has access to Facebook and can use the information to pre-screen potential employees. By using the Social Networking site as a communication tool in class, students were encouraged to professionalize their Facebook account, making it more acceptable to the profession in which they are seeking employment.

During the semester the class was assigned to change the appearance of their Facebook site to look more professional. This included replacing personal photos and profile information that could be potentially compromising to the student in a job search. The majority of the class recognized the implications the website could have upon their future career. However, some did not like the idea of changing their Facebook site, even with the understanding that employers could have access to it. The instructor and students were also able to share class information in the private group network set up for the class. The site limited access to only members of the class.

Facebook has been described as a place where you need to assume the entire room can hear what is said. Understanding this, some helpful tips to keep in mind before using

Facebook in the classroom include:

- (1) Use a separate email account to set up the class Facebook site; do not use your personal account.
- (2) Be cautious when setting up the classroom profile. This is similar to setting up a syllabus – give only pertinent, nonbiased information.
- (3) Don't give out personal information or photos – keep it professionally based. The class Facebook site utilized pictures of past student interns (with their permission) as the photo images on the site.
- (4) Be familiar with the privacy options, found under "Settings." Set the Privacy settings to "Friends Only" before posting anything. This is a class site, not open to the community. Determine who among the group network (friends only, friends of friends, etc.) can view the user profile, personal info, status updates, photos and videos, friends' lists, wall posts, and education and work information. Wall-to-wall posts can be seen by others. Send a private message if it is to be a private exchange. Friends can be grouped into customized Friend Lists, such as professional contacts and personal friends with different privacy settings applied to those lists.
- (5) Learn the terminology. It will go a long way in communicating with the students.
- (6) Stay on top of the constantly changing platform used by Facebook.

The Facebook networking site will be utilized again as a communication tool for the pre-internship class with the intention of sending class announcements and encouraging the creation of more professional images and information on the student's personal sites. Changing the site to appear more professional was a positive experience, however many students ended up changing their photos multiple times during the semester and some slipped back into a more informal, non-professional site. This was an effective method of communication, one that the students understood and utilized frequently. The challenge will be to convince students of the

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ramifications of mis-using Facebook.

### Discussion and Implications

The results of this study show that overwhelmingly students are using Facebook as one of their primary communication tools, and that retailers are very often using Facebook as a screening tool for job applicants. Even though the potential is there for others outside their “friends’ network” to access their information, students have not fully grasped the possible impact on their present and future career goals. After much class discussion of the results of this study, and student interaction with guest speakers from the retail industry, most of the students did not change their photographs or the profile information on their Facebook accounts. As educators, we must find another way to convey to students the implications of their Facebook accounts on their future careers. Currently, retailers have bad news for job applicants when it comes to Facebook, where everything is fair game.

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passive listeners (Daly, 2001; Kolb, 1984). When experiential learning is involved, students become actively engaged in creating their own knowledge (Morgan, Allen, Moore, Atkinson, & Snow, 1987).

The need for experiential learning is important in an applied course such as e-retailing. A course in e-retailing has to provide students with key concepts such as online market research, consumer behavior, web atmospherics, web store front design, pricing, search engine marketing and optimization strategies. Though these concepts can be taught in a lecture-style format, students might not find them readily applicable if they have to work with an e-retailer or have to start their own online business. Further, a recent issue of *Retail Education Today* (February 2013) called for educators to devote more time to technology in their classes, and training tomorrow's retailers to effectively utilize technology to connect with customers. Hence, we felt a strong need for a specialized course on e-retailing with the objective to simulate the experiences of launching and conducting an online retail business.

In this course, students were transformed into entrepreneurs for a semester by starting their own online retail business. They were given the responsibility to design, develop, and sell School of Business themed merchandise online. The course had a 14 week schedule with several topics relevant to online and multi-channel retailing discussed and implemented each week. Since this was a hands-on course, the number of students that could take the course was limited to 10. Each student was asked to provide capital of \$100 in lieu of a textbook which was used towards procuring merchandise.

During each class session, students were briefed about a particular topic and were then taken to a real-world scenario where they implemented it. The course started with a brief introduction to e-tailing and multi-channel retailing followed by a lesson on selling merchandise through E-Bay. The next

## ▼ Feature Articles

### **E-Retailing Course: Using an Experiential Approach in a Classroom Setting**

Archana Kumar, Avinandan Mukherjee,  
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To prepare retailing students for the complex challenges that they will face upon graduation, universities must adopt a curriculum that is a mix of basic competencies along with exposure to real-life scenarios. Experiential learning has emerged as a significant pedagogy wherein students learn by being actively engaged in the learning process rather than being

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step was to discuss the various components of an online business plan and market research to identify potential customer segments that would purchase School of Business themed merchandise. Based on their market research, the class decided to focus on two customer segments – current students and their parents. Next, students came up with ideas for the products and after several rounds of discussion narrowed down their products. Designing the products from scratch proved to be time consuming as students had limited access to computer labs with photo editing software. After the design phase, students contacted various vendors to source their products. An issue that was discussed at this stage was whether students should source their merchandise from an overseas supplier or purchase it from a local supplier. Because of the limited time frame, students decided to source it locally.

The next step was to develop a website to sell the products. Students compared various web application providers and assessed the pros and cons of each provider. Once the merchandise was received, pictures were uploaded on a selected template. To create a true multi-channel retail experience, students offered two shipping options – shipping directly to an address or picking up the merchandise on campus. Once the website went live, it was advertised through the student newspaper, email announcements, social media, and flyers. The final step was to learn search engine optimization and web analytics (using Google Adwords and Google Analytics). Students used Google Adwords to promote the site on Google search engine platform by bidding on various keywords and determined the ones that led to clicks and purchases. The last week of the course was devoted to a recap of their learning, assessment of the website, and informal feedback from students.

The success of the course was measured by two approaches – instructor assessment of student performance and student assessment of instructor performance. The instructor

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assessed student performance at various stages of the course by evaluating assignments, written project, real-time performance of the website, real-time performance of search engine marketing strategies, and a final oral presentation. An instructor-developed rubric was used to evaluate student performance on two key dimensions – (a) skillsets and (b) content knowledge. Skillsets were evaluated by assessing factors such as resource utilization, practical application, critical thinking, entrepreneurship and leadership, writing skills, and marketing strategy development. Content knowledge was evaluated by assessing factors such as topic understanding, product development, market segmentation, brand positioning, and consumer analysis. On average, 90% of the students met or exceeded the course learning expectations at each stage of the assessment. Instructor performance was assessed by means of a survey at the end of the semester. The outcome was effective and the students appeared to be satisfied with the course. The survey question with the highest score pertained to the professor encouraging students to express themselves freely and openly. This is a true hallmark of experiential learning wherein students are given avenues to think creatively and freely.

Based on the direct observation of the course and based on assessment results and feedback from students, this course demonstrates its effectiveness. The course faced few challenges which have to be addressed in the future. The problem of limited time can be addressed by offering the course over two semesters. In order to replicate the real-life scenario further, it could be offered as an interdisciplinary course in conjunction with other departments such as graphic design, apparel and fashion studies, and communications. In such a situation, retailing students could be paired with a student from another major to work throughout the course thereby promoting team work and collaboration. Finally, the course could be integrated with an entrepreneurship curriculum, since it epitomizes the spirit of

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entrepreneurship. Overall, this new initiative provides implications for instructors and educational administrators to incorporate similar courses with experiential learning principles in the university retailing curriculum.

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### **Harnessing Academic and Industry Collaborations to Enhance Fashion Retail Internationalisation Teaching and Research**

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Rekha Dar, Sharmila Katre, Anuradha Debnath;  
University of the Arts London

Teaching and researching fashion retail internationalisation is a challenging topic due to its dynamic nature and the complexity of the subject area. The aim of this article is to outline a recent project that London College of Fashion undertook with students and staff at Pearl Academy

New Delhi, which used an interdisciplinary collaborative approach to augment the student experience and ultimately improve employability.

London College of Fashion and Pearl Academy have been working together for the last four years as part of a UK India Education and Research initiative (UKIERI <http://www.ukieri.org/>). During this time they have undertaken a skills gap analysis, pedagogic and academic research and industry consultation and training. The focus for the project in 2013 was to undertake a collaborative student project between the two institutions which involved industry participation and allowed the students to investigate real life issues in the context of fashion retail internationalisation. In total, 52 Masters Students from both Universities participated. A student brief was designed in consultation with academic and industry partners. The brief asked that in groups of 3, students should evaluate the market entry strategy of one of the following fashion brands (House of Fraser, Burberry, Mulberry, Ted Baker, Ben Sherman, Forever 21, Primark, Debenhams, Harvey Nichols) into India and provide recommendations for marketing the brand there.

The project launched with three Masters students from Pearl Academy who visited London College of Fashion in February to present case studies of successful home grown Indian Fashion brands (Fabindia, Wills Lifestyle, AND). This set the context of the brief as the UK students were able to ask the Indian students questions about the operational strategies of these brands in terms of their retail format and blend of marketing mix elements. Professors from Pearl Academy also provided talks about the Indian Fashion sector generally in order to outline its key characteristics. The main academic focus of the project involved traditional lectures about retail internationalisation from the teaching team at London College of Fashion. This equipped the students with the relevant theoretical frameworks which they could then apply and

## ▼ Feature Articles, cont.

evaluate to their brand. A key objective of the project was to generate interaction between the students at each academic institution. Each group of 3 UK students was 'buddied' up with 3 students from Pearl Academy who acted as in-country consultants for the duration of the project. They communicated via Skype, Facebook and email and set up primary data collection in the form of virtual focus groups, online surveys and organised observational research. The students found this phase quite challenging and encountered issues in terms of cultural communication differences but they also said this opportunity was highly engaging and empowering. To make this process smoother a semi-structured programme of interaction would have been useful alongside weekly progress reflection. Industry practitioners were involved in order to demonstrate the differences between theory and practice and to provide insight to the students. Executive speakers from International brands such as All Saints and Harrods came to London College of Fashion to talk about their internationalisation strategies. The students also had an individual consultation with a specialist from Coutts investment bank that critiqued their proposals half way through the project. This was a very beneficial step as it motivated the students to be well prepared in order to impress the industry representative. Coutts reported that they were very impressed with the commercial standard of the student's ideas and depth of analysis. The next stage of the project involved setting up specialist Industry speakers from India who advise fashion retailers about market entry strategies. The students had Skype talks and Q and A sessions from top management consultant Devanshu Dutta and advisors from the UK Trade and Investment (UKTI) representative in Dehli. Students were keen to unpick the issues surrounding government restrictions on Direct Foreign Investment (DFI) with these speakers as this is one of the current barriers to entry for fashion brands going into India.

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The final phase of the project involved the students presenting their findings and proposals to the fashion brands in a formal presentation setting. Here the brands were able to probe the students on their analysis which the students said was terrifying, however they learnt how to be tactful when discussing sensitive issues which they stated was invaluable. The fashion brands commented on the level of professionalism in terms of presentation style and again on the level of critical ability and access to Indian market research. From these presentations and reports the academic team decided that the students who created the best piece of work would get to travel to India and present their results to a team of students, professors and industry professionals. This is planned for September 2013.

In summary this interactive project across continents, between industry and academic providers and involving both faculty and students can be described as successful as all stakeholders have benefitted in terms of an exchange of knowledge and expertise. The industry partners are satisfied as they have been provided with free market research and fresh ideas. The academic faculty have been able to utilise the outputs for application with research and teaching. The student's stated that they are proud to put this project on their resume as it provides them with a point of differentiation which enhances their employability in a globally competitive job sector.

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# ▼ RET Call for Papers

## Recent Publications by ACRA Members

To recognize the accomplishments of ACRA members and facilitate collaboration among the membership, we will now highlight the latest publications by ACRA members! Please forward references to your publications that are *in print* (not “in press”) during 2013 to the RET editors. *References should be provided in APA format.* We will include them in the upcoming newsletter!

## Feature Articles

RET is looking for feature articles related to innovative teaching or leadership strategies relevant to the retail industry and its sectors. These 1000-word papers should emphasize issues and topics relevant to faculty in the classroom. These papers

will be reviewed by the RET editors for publication.

## Peer Reviewed Articles

Graduate students are especially encouraged to submit in the peer-reviewed category. These papers can be related to scholarly projects



related to retailing research or the scholarship of teaching and learning in retailing

education. Papers should be approximately 1000-4000 words and should be unpublished and non-copyrighted. Papers will undergo a double-blind referee. The author(s) will retain copyright of their papers. The editor, along with at least one reviewer, will pursue a policy of timely and meaningful review of each paper. If the paper is accepted, the author(s) must provide the paper’s final version in Microsoft Word format. The text format should be in APA.

## Call for “The Buzz”

The Buzz is a new addition to RET! If you have recently attended an industry/trade conference, send us a 200-word synopsis of where you went, who was there, and what “the buzz” was relevant to retailing!

Email all submissions in Microsoft Word format to the Editor ([cosette.armstrong@okstate.edu](mailto:cosette.armstrong@okstate.edu)) and Associate Editor ([mmann@odu.edu](mailto:mmann@odu.edu)).

**Publication deadline for the December issue, Vol. 33 No. 4 is:  
November 1, 2013**

## ▼ Position Announcements

### Associate or Full Professor position at University of Bloomington

The Department of Apparel Merchandising and Interior Design at Indiana University Bloomington, invites applications for a tenured Associate or Full Professor position in Apparel Merchandising. Click [HERE](#) to see the full description. We are particularly interested in outstanding candidates who show substantive engagement with socially responsible and sustainable retail and design innovation, consumer behavior, and digital technology related to the retail industry. Teaching duties include undergraduate and graduate courses. Applicants must hold a Ph.D. or other terminal degree in merchandising, design, marketing, management, consumer behavior or related field; an outstanding record of scholarship; and, a dossier warranting a positive tenure decision in the IU-B College of Arts & Sciences. Applications received by November 22, 2013 are guaranteed full consideration. The position will remain open until filled. Applicants should submit a letter of application describing research and teaching interests, C.V., and up to four representative publications. Six letters of reference should be sent separately. Interested candidates should review the application requirements and submit application [HERE](#).

For questions regarding the position or application process contact: Janet Fox, Department of Apparel Merchandising & Interior Design, 1021 E 3rd St., Memorial Hall E226, Indiana University, Bloomington, IN 47405-7005 or foxja@indiana.edu. Indiana University is an affirmative action/equal opportunity employer, desiring excellence through diversity.

### Assistant/Associate Professor – Fashion Merchandising

The Fashion Merchandising (FM) Program at Texas

**Visit the ACRA website for full position descriptions!**

State University invites applications for a full time tenure track assistant or associate professor. This is a 9-month appointment with the possibility of summer teaching.

Responsibilities include: teaching undergraduate and graduate courses and developing new courses to complement the existing undergraduate and graduate programs; supervising student research; conducting and publishing high-quality peer-reviewed scholarly research; and performing appropriate levels of service to the school/college and profession.

Earned doctorate in Textiles/Apparel/Merchandising/

Retail Management or a closely related field expected; evidence of, or ability to conduct and publish original research; ability to teach courses in at least two of the following areas: buying, planning, and allocations, enterprise development, entrepreneurship, social/psychological aspects of fashion.

Preferred: Undergraduate and/or graduate teaching experience; established research agenda and peer-reviewed journal publications; evidence of extramural funding; grant writing experience; teaching and research awards; graduate and undergraduate student mentoring; industry experience. Experience working with diverse populations is also a plus. Evidence of expertise in research methods, design and statistical analysis.

Applicants should mail a current vita, a letter of intent, and a list of three individuals who will provide references. Review of applications will begin immediately and continue until the position is filled. Address materials to:

Chair of the FM Search Committee

School of Family and Consumer Sciences

Texas State University

601 University Drive

San Marcos, TX 78666

Phone: 512-245-2444

## ▼ ACRA Lifetime Memberships & Hall of Fame

When an active member has retired from professional life, has ten years or more of active membership in ACRA, and has contributed significantly to the program of ACRA, he/she may be voted to a life membership by a two-thirds vote of the members. Life members have full rights and privileges of active memberships but will be exempt from payment of annual dues.

Please let any of the ACRA officers know if you meet the above criteria and would like to be considered as an ACRA Lifetime Member. We would be honored to recognize you for this award.

### **Our current lifetime members:**

Pat Dunne  
Jack Gifford

No more than one person will be nominated every three years for selection to the Hall of fame. Nomination may come from any member in good standing. Nominees must obtain a 100 percent vote of the executive committee and two-thirds vote of the membership that responds to a nomination placed before them in the Newsletter.

### **Current ACRA Hall of Fame members:**

Charles Edwards  
Myron Gable  
Jack Gifford  
Karen R. Gillespie  
Edwina Hogadone  
Stan Hollander  
Morris Mayer  
John Wingate

## ▼ New Nomination: ACRA Hall of Fame

The ACRA Board is honored to nominate Barry Berman to the Hall of Fame. Please find a brief description of Barry's contribution to ACRA and to the Retailing Education discipline below and place your vote electronically.

Barry Berman has been president of ACRA since 2012 and vice president from 2010-2012. He was co-chair of the Academy of Marketing Science/ American Collegiate Retailing Association's Triennial Retailing Conference for 2000, 2003, 2006 and 2009. In addition, he was co-chair of the American



ACRA Hall of Fame  
Nominee Barry Berman

Marketing Association/American Collegiate Retailing Association's Triennial Retailing Conference for 2012.

Barry Berman is co-author of *Retail Management: A Strategic Approach*, 12th Edition (Upper Saddle River: Prentice Hall, 2013) and author of *Competing in Tough Times: Lessons from L.L. Bean, Trader Joe's, Costco and Other World Class Retailers* (NY: Financial Times Press, 2011).

Barry Berman has been the Walter H. 'Bud' Miller Distinguished Professor of Business at Hofstra University since 1989. He is the founding co-chair of the American Marketing Association's Retailing and Retail Management Special Interest Group (SIG). In 2003 Barry Berman received the Alumni Achievement Award from the Ph.D. Alumni Association of CUNY.

## ▼ ACRA Memberships Dues for 2014

Dear ACRA member:

ACRA annual membership dues are due for 2014!

We will continue to keep ACRA's dues at \$75 for both domestic and international members. As part of this year's benefits: (1) the ACRA archive will be made available online to all members through cloud technology; (2) we will continue to provide members with electronic access to The International Journal of Retail and Distribution Management and The International Review of Retail, Distribution and Consumer Research; and (3) the ACRA membership directory will now include areas of research and teaching interest of all members. This will facilitate dialogue among our members.

NOTE: In order to access these journals and the cloud data base of the ACRA archives, in addition to the 2014 ACRA directory, we must receive your membership renewal as of January 1, 2014. After January 1st Dues are \$100 for the year.

Pay your dues before January 1, 2014: \$75  
After January 1, 2014: \$100

A form has been emailed to all current ACRA members.

If paying by check, mail check and form to:

Susan S. Fiorito, Treasurer, American Collegiate Retailing Association, 138 RBB COB, Tallahassee, FL 32306-1110.

Make checks payable to ACRA (in US dollars) or use Pay Pal by going to [www.acraretail.org](http://www.acraretail.org) the ACRA Payments link to pay on-line.

The Federal Tax ID for ACRA is 23-7403732.



## ▼ Meet the Board



**BARRY BERMAN** is the Walter H. 'Bud' Miller Distinguished Professor of Business at Hofstra University. He is also Director of the EMBA Program at Hofstra. Barry is co-author of *Retail Management: A Strategic Approach* (12th Ed., Prentice Hall) and author of *Competing in Tough Times: Lessons from LL Bean,*

*Trader Joes, Costco and Other World Class Retailers* (Financial Time Press). His articles have appeared in *Business Horizons*, *California Management Review*, and the *International Journal of Retail and Distribution Management*.

Barry Berman has been a co-chair of the AMS/ACRA Triennial Retailing Conference for 2000, 2003, 2006 and 2009. He is co-chair of the AMA/ACRA Conference for 2012. Barry has been Vice President of ACRA from 2010-2012. Barry has also been the founding co-chair of the Retail Management Strategic Interest Group at the American Marketing Association.



**SUSAN S. FIORITO** has been a Professor at Florida State University since 1990. She has published her research in the *Journal of Retailing*, *Entrepreneurship: Theory and Practice*, the *International Journal of Retail, Distribution and Consumer Research*, *Fashion*

*Marketing and Merchandising*, *Clothing and Textiles Research Journal*, *International Journal of Retail and Distribution Management*, *Journal of Retailing and Consumer Services*, and the *Journal of Small Business Management*. Susan was the first woman president of ACRA from 1992 to 1994. Prior to this position she was also the secretary, vice president and NRF liaison for ACRA and was a conference chair or co-chair for four ACRA Spring Conferences. She has also been a track chair for the AMS/ACRA Triennial Retailing Conference since 1991. Susan has served one term as the ACRA treasurer and one year as interim treasurer.



**ROD RUNYAN** is Professor and Director of the School of Family and Consumer Sciences at Texas State University. FCS enrolls approximately 1,500 students, both graduate and undergraduate, with 40 faculty and staff. Rod maintains an active research agenda, with his

work appearing in scholarly outlets such as the *Journal of Retailing*, *International Marketing Review*, *Journal of Business Research*, *International Review of Retail, Distribution and Consumer Research*, and the *Journal of Marketing Management*.

As Vice President of ACRA, Rod continues to be committed to the growth of the organization, strengthening the research focus of the organization, and raising the profile of ACRA in the scholarly community, just as he did while serving the past two years as ACRA Secretary.



**JANE SWINNEY** is an Associate Professor of Merchandising at Oklahoma State University. Following time as a manager and buyer in retailing she transitioned to the academic world. Her research interests are primarily in the areas of entrepreneurial

orientation and rural retailing. She has published in the *Journal of Small Business Management*, the *Journal of Business Venturing*, the *Journal of Developmental Entrepreneurship*, and *Entrepreneurship Theory and Practice*. She is also an active member of the United States Association of Small Business and Entrepreneurship.

As Secretary of ACRA Jane is committed to continuing the growth in the organization she has seen during her 5 years as a member. She wants to encourage graduate students to make membership in the organization a priority arena for sharing their research work.

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*Opinions expressed are not necessarily endorsed by ACRA or its officers.*

Position listings, ads and feature articles can be submitted for review at any time. Please send submissions in electronic format to the Editor and Associate Editor.

**Publication deadline for Vol. 33 No. 4 is November 1, 2013.**

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