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FOUNDING EDITOR-IN-CHIEF

From the Editor's Desk

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Barron H. Harvey
Founding Editor-in-Chief

MARKETING IMPLICATIONS OF DIETARY ATTITUDE AND FOOD SELECTION CRITERIA AMONG AFRICAN-AMERICAN COLLEGE STUDENTS

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ABSTRACT

Obesity has become a major health problem throughout American society, with 35% of U.S. adults considered obese. College-students, particularly ethnic minorities are at a higher risk for obesity and health complications. Published research relating to African-American college-aged students' food habit is very limited. The findings of this study provide valuable insight into the dietary and weight management attitudes and behaviors of a growing minority college-aged group. The objective of the study is to determine the major criteria used by African-American college students in choosing food, and what factors influence those criteria. The paper is an empirical research that used a 6-part survey instrument administered to a sample of adult African-American college students in the United States. Findings show that Quality/taste, Hunger level, and Convenience topped the list of criteria used. Gender, weight management practice, and knowledge of nutrition labels are among the influencing factors. Managerial implications for college dining facilities, and other food marketing organizations, to promote healthy eating habits are discussed.

INTRODUCTION

The prevalence of obesity in the United States has increased significantly. Obesity rates among adults have not only doubled in the last 30 years (Centers for Disease Control and Prevention 2017; Carroll, Curtin, McDowell, Tabak, and Flegal 2006), but have become a growing health and socio-economic concern. More than one-third (35%) of American adults and 17 percent of children are obese according to CDC (Center for Disease Control and Prevention 2015). A national ACHA survey (American College Health Association 2006), reported that 3 of 10 college students are either overweight or obese and the percent of overweight obese American college students increased from 27.4 in 2006 to 29.2 percent in 2011. There are several factors that place college students at particularly high risk of becoming obese. As freshman, many students gain the notorious "freshman 15" pounds or more. This is due to overeating because many college dining halls feature an all-you-can-eat menu. Also, college students frequently dine out, and indulge in high calorie fatty foods, and consume alcohol on a regular basis. Poor eating habits are an important public health issue that has large health and economic implications.

Many food choice practices are established early, but because people make more independent eating decisions as they move through adolescence, the transition to independent living during the college days is a critical experience. There were about 19 million enrolled in U.S. colleges in 2008, indicating 22% increase from 2000 (U.S. Census Bureau 2010), and majority of them are in the age group of 18-24 years. It has been widely reported that many college students actively engage in eating behavior that is not healthy (Galloway, Farrow, and Maryz 2009; Hekler, Gardner, and Robinsom 2010). Many do not keep regular hours and do not eat three square meals a day. In addition, they are known to snack often, consume large amounts of junk food, and get much of their calories from alcohol. College students also are frequent visitors to fast-food restaurants where the food is high in fat and calories. Their diets also tend to be low in fiber and because they do not eat enough fruits and vegetables, large numbers of college students do not get the minimum daily requirements of essential vitamins and minerals (American College Health Association 2006). Data on the widely unstudied demographics of college students indicates that this group of 18-24-year-olds is on the path toward chronic health diseases (Potier 2007). Obesity, high blood pressure, high cholesterol, and inactivity are conditions that are no longer associated with the middle age and older populations. As researchers at the University of New Hampshire (UNH), USA, say they are not just "your father's problems anymore" (Potier 2007, p.791). Obesity was responsible for $147 billion in direct and indirect health costs to tax payers in 2008 (Centers for Disease Control and Prevention 2015). Although limited, researchers say national data suggest the trend is not unique to UNH. These results are significant because the eating habits men and women develop, during their college years often follow them into their later life.

College students, especially ethnic minorities are particularly at risk for obesity and health complications. African Americans have the highest age-adjusted rates of obesity (48.1%) followed by Hispanics (42.5%), Whites (34.5%), and Asians (11.7%) (Centers for Disease Control and Prevention, 2015). Gary, Gross, Browne, and LaVeist (2006), in a cross-sectional study observing students at HBCU, reported that 30% of their study population was overweight. Ethnicity and acculturation can sometime influence health behaviors. The study investigated college students' knowledge and attitude relating to food and nutrition. Though there are several studies relating to college students' dietary habits, very few focus on African Americans, even though minorities are at a higher risk for obesity and health complications. Findings of this study will benefit the African-American demographics and the society at large potentially leading to healthier lifestyle. Findings will be of special interests to college dining services, food service industry, and other community groups. Universities and other interest groups have the potential to positively influence adolescent eating habits through community outreach and building partnerships with food/restaurant industry and government agencies. This study might also encourage other researchers to do similar studies on their campuses with minority subjects further enhancing our knowledge in this important area of research.

THEORETICAL FOUNDATION

This study finds its theoretical underpinning in the theory of ethnic pluralism. The theory of ethnic pluralism or multiculturalism holds that "… a variety of cultures can coexist in the same region and yet maintain a part or the whole of their ethnic backgrounds while functioning within a host society." (Laroche, Kim, Hui, and Tomiuk 1997, p. 34). Assimilation, or "melting pot" theory which states that minorities/immigrants are completely assimilated into the mainstream or host culture has, since late 1960s/early 1970s, given way to the theory of ethnic pluralism (Shrestha and Smith 2002; Ragoonan, Shrestha, and Smith 2005; Wikipedia 2017), specifically due to "...the widespread persistence of ethnicity in North America." (Laroche, Kim, Hui, and Joy 1996, p.114). By "ethnicity" is meant, according to Riggins (1992, p.1): "people who perceive themselves as constituting a community because of common culture, ancestry, language, history, religion, or customs." While sharing in some of the facets of the mainstream/host culture, multicultural theory maintains that various ethnic groups retain varying degrees of sociocultural distinctions (Smith 1969).

This viewpoint has led to several studies focused on some particular ethnic groups in the U.S. such as: Mexican and Japanese Americans (Clark, Kaufman, and Pierce 1976); Hispanic Americans (Keefe and Padilla 1987); Chinese Americans (Rosenthal and Feldman, 1992); Albanian, Arab, Polish, and Puerto Rican

Americans (Lambert and Taylor 1988); and of course, African Americans (Sexton 1972). Several studies have shown that ethnic identification plays an important role with regards to African-Americans' consuming behavior (Khan and Oyewole 2014; Oyewole 2013; Oyewole 2007; Green 1999; Holland and Gentry 1999; Smith, Evans, and Shrestha 2004; Ragoonan et al 2005; Khan 2003). The ethnic pluralism theory has led to the use of customization strategy in the international market. This involves customizing product offerings to each identified distinct ethnic group while targeting the mainstream consumers at the same time (Lee, Fairhurst, and Dillard 2002). As a distinct ethnic group, African-American consumers lend themselves to this strategy by international food restaurant chains. By virtue of the ethnic pluralism theory, African Americans as a subculture of the American culture would retain some aspects of their ethnic background. This would be evidenced in their consuming behavior (McCracken 1985, 1986); especially of a product like food which is closely related to cultural and ethnic identification (Reilly and Wallendorf 1987).

LITERATURE REVIEW

There is paucity of studies on food choice behaviors specifically focusing on African-American college students. However, several aspects of eating behavior of the American population in general, have been studied by researchers. For example, Cutler, Glaeser, and Shapiro (2003), in their empirical test of the technical change theory investigated weight gain. They found that Americans increased their calorie intake enormously by adding items that had not previously belonged to American diet. Furthermore, an increase in food variety, combined with a decrease in the price of mass produced goods, allows Americans to eat more (Cutler et al 2003). The Hartman Group (2007) tested 13 different reasons why consumers read food labels and cited the top five as follows: 75% of consumers are trying to eat healthy, 57% of consumers are curious about ingredients, 45% are managing their weight, 44% are seeking fresh foods, and 39% are concerned about the source or origin of food ingredients. Other studies involving characteristics that influence label use include nutrition knowledge, motivation to search for and process nutrition information, numeracy skills and ability to apply nutrition information, length of grocery shopping visit, and price (Center for Advancing Health 2009; Nayga, Lipinski, and Savur 1998; Kolodinsky, Green, Michael's, and Harvey-Berino 2008). Another study found management of a medical condition such as diabetes or high cholesterol as one of the top three reasons for reading food labels (Making the Most out of Nutrition Facts Labels 2006).

In a review, Miller and Cassady (2015) investigated knowledge effects on the use of ingredient lists and claims, and reported that nutrition knowledge can provide support for food label use. For consumers, the more they know about nutrition, the more likely they are to consult and understand nutrition information on food labels. However, there are also some consumers who have no interests in eating healthful foods or using food labels, regardless of their nutrition knowledge. Female, overweight diners who reported higher stress, had good eating habits, ate breakfast, tracked food intake, and exercised at least 3 times per week were more likely to use nutrition labels. Non-label users reportedly base their decision mostly on ingredients, allergens, vegan/vegetarian and locally sourced options. The study by Campos, Doxey, and Hammond, (2011) on nonuse of food labels found that elderly individuals feel that the food labels are too difficult to read because the font size is too small. The Hartman Group (2007)'s study also reported certain occasions when consumers have stated ignoring food labels. These occasions include indulgent occasions, seasonal influences, travel, and special events such as parties, sporting events, or dining out.

Some researchers have done some studies on the eating habits of college students in general, but not on African-American college students in particular; as is done in this paper. For example, Boggiano (2016), using the Palatable Eating Motives Scale (PEMS), pointed out that female college students eat tasty foods more often than males as a means of coping with negative situations or feelings (Coping motive), while male college students more often consume tasty foods to enhance positive situations or the hedonic properties of foods (Reward Enhancement motive) and to fit in or to be liked (Conformity motive).

Davy, Benes, and Driskell, (2006), reported that gender differences existed among college students, with regards to certain choices of diets, source of nutrition knowledge, and some nutrition beliefs. It was reported that significantly higher percentages of women than men had tried a low-fat and a low-carbohydrate diet. Significantly higher percentages of women than men reported gaining nutrition knowledge from family and magazines/newspapers and a higher percentage of women than men agreed that they had too much sugar in their diets, that it is important to limit carbohydrate consumption, that it is important to limit the amount of fat consumed to lose weight and that they needed to lose weight. Smith, Taylor, and Stephen, (2000) conducted a study involving college students and reported that women were more likely to use nutrition labels compared to men at a ratio of 4:1, and label users both men and women believed in the importance of having nutrition labels, whereas nonusers did not. Byrd-Bredbenner (2000) further support the findings that college aged and adolescent women tend to read labels more frequently than college-aged men, with men more interested in proteins and women in overall calories.

Concerning the motives influencing eating behaviors among college students, House, Su, and Levy-Milne (2006) investigated what benefits college students believed result from a healthy diet in a focus group study. In this study, students reported healthy eating to be helpful in providing a healthy appearance (in terms of weight, skin, physique, and so forth), providing positive feelings, and preventing disease. Horacek and Betts (1998) found that taste, time sufficiency, convenience, and budget influenced students' eating habits in that order. These seem to act more as barriers to healthy eating as revealed from the focus group study of House et al (2006). One could assume that these barriers may be more influential than benefits given the prevalence of poor eating habits among college students. Other factors associated with poor eating habits among college students reported in the literature include a higher perception of stress (Cartwright, Wardle, Steggles, Simon, Croker, and Jarvis 2003), and low self-esteem (Huntsinger and Luecken, 2004).

Previous studies have also reported a low level of nutrition knowledge (Barr 1984; Van den Reek and Keith 1984). Lack of in-depth nutrition knowledge has been attributed to reliance on sources that provide inadequate information on nutrition (Thomsen, Terry, and Amos 1987). Marietta, Welshimer, and Anderson, (1999), examined the influence of 1990 Nutrition Labeling and Education Act (NLEA) on college students knowledge, attitudes, and behaviors. They reported that 48% of students had knowledge of the 1990 NLEA. In addition, they found that labeling education efforts are associated with greater knowledge about labels, more favorable attitudes toward them, and increased label use in making food choices. In their own study, Caruso, Klein, and Kaye (2014) evaluated the purchases of vending machine clientele on campus. They found that most vending purchases were overwhelmingly motivated by "hunger" and "convenience" factors and over 50% of college student interviewees of 18-24 years old reported making vending machine purchases at least 1 time per Week (53%). This indicates that a strong intervention to the food categories inside vending machines can significantly influence the food intake of college students, and then affect students' health condition. Lee, Fowler, and Yuan (2013)'s survey proved that college students get information about healthy foods not only from people like classmates, friends, or family, but also from mass media sources such as the internet, television, books, and newspapers; in addition, many college students believe that a food's color can represent its healthy qualities and a few characteristics of healthy foods include low calorie foods, low fat foods & healthy drinks, and low cholesterol foods.

In the study conducted by Marietta et al (1999) on undergraduate students to assess their behavior and attitudes toward food labels, the authors found that 70% of participants used the nutrition facts label when purchasing an item for the first time and that a full 95% found general food labels to be useful. It was also observed that calories, fat, and calories from fat were the nutrition facts components most frequently used, particularly by women. Men were more likely to look at how much protein was in the product, whereas iron, fiber, and vitamin A were the least used components of the label. Sandroni (2013), in her research about determinants and frequency of food label use and nonuse in college students agreed with previous researchers that calories and fat reported as the most popular food label items used by college students, but she disagreed that only half of students reported using food labels. One study reports that the three most common reasons that college students state for not using food labels are; “buying the foods one wanted regardless of nutrition content,” “time constraints,” “and “didn’t care” (Raspberry, Chaney, Housman, Misra, and Miller 2007).

Several studies have shown that college students often have poor eating habits (Brevard and Ricketts 1996; Driskell, Kim, and Goebel 2005; Racette, Deusinger, Strube, Highstein, and Deusinger 2005). According to the American College Health Association (2006), a 2004 study revealed that only 7.3% of students ate five or more servings of fruits and vegetables daily. While all these studies on the general population, and on college students in general are informative, they still leave a gap in our knowledge when it comes to the eating behaviors and the influencing factors, of college students of African-American origin specifically. This is a large and growing minority group of special interest for market segmentation because of their peculiar characteristics. Hence, the present study is very important in filling a gap as it contributes to our knowledge of food choice criteria of young African-American millennial consumers.

HYPOTHESES

Based upon the theoretical foundation for this study and review of the literature on the subject, the following seven hypotheses are advanced for testing, namely:

H1: Food selection criteria of African-American college students are influenced by knowledge of Nutrition labels.
H2: Food selection criteria of African-American college students are influenced by perception of body weight.
H3: Food selection criteria of African-American college students are influenced by practice of weight management.
H4: Food selection criteria of African-American college students are influenced by gender.
H5: Knowledge of Nutrition labels of African-American college students varies by gender.
H6: Perception of body weight of African-American college students varies by gender.
H7. Weight management practice of African-American college students varies by gender.

METHODOLOGY

This work is part of a larger study on college-aged African-American millennial consumers. Students from a predominately African-American institution in the US participated in this research. In a pre-test, 20 questionnaires were distributed to students to check for wording, layout, and comprehension. Appropriate changes were made to improve and update the survey based on their suggestions. This study used a convenience sample. A total of 650 questionnaires were distributed in classes during the fall semester, for a period of 3 weeks, with clear instructions to students that their participation was voluntary and confidential. Those classes were selected, which tend to have students from different majors and different class levels (freshmen, sophomore, juniors, and seniors). Professors were given surveys to distribute and collect in their classes. No incentive was used.

Out of the returned questionnaires, 464 were considered complete and useful for analysis. A response rate of 71.3% was thus achieved by distributing and collecting the questionnaires in classes. The instrument consists of close-ended questions grouped into six parts. Part I asks questions on respondents' dinning habits; part 2 on their knowledge of nutrition label information; part 3 on their food attitude; part 4 on their food consumption; part 5 on their physical activities; and part 6 on their demographics. The data collected was coded and analyzed using SPSS (Statistical Package for Social Sciences). The research hypotheses were tested using MANOVA, ANOVA, Chi square, and Student t-test as appropriate.

RESULTS

Before any of the hypotheses was tested, a ranking of criteria of food selection by the African-American college student consumers was done. The ranking is based on overall mean for a criterium on a scale of 1-5 (where 1 = almost always used, and 5 = never used). As could be seen in Table 1, quality/taste with an overall mean of 1.60 topped the list of criteria used by these African-American millennials in choosing the food they eat. Interestingly following this is hunger level with a mean of 1.65 and convenience with a mean of 1.75. In the fourth position is price/value, while appearance came 5th. Criteria having to do with healthy eating such as nutrition content, and calorie content do not appear to be of the greatest importance to African-American college students in choosing the food they eat!

(See Table 1)

Knowledge of Nutrition Labels

Respondents were asked about their knowledge of food nutrition labels. While 30.8% of them say they do not usually read food nutrition labels, a higher percentage, 69.2%, say they read or, sometimes read food nutrition labels. When asked if they discuss nutrition labels with their peers, 45.5% say they do, or sometimes do. However, a greater percentage, 54.5%, say they do not discuss nutrition labels with their peers. With this background, Hypothesis H1 was tested which states that: “Food selection criteria of African-American college students are influenced by knowledge of Nutrition labels.” This hypothesis was tested using MANOVA. None of the multivariate tests (Pillai’s Trace, Wilks’ Lambda, Hotelling’s Trace, Roy’s Largest Root) was significant at .05 level. Thus, whether African-American college students read nutrition labels, or discuss them among peers do not seem to determine the criteria they eventually use for food selection. However, when a further analysis, using t-test, was done on *specific items* looked for by these millennial consumers on food labels, some significant differences were found as shown in Tables 2. For example, from the mean entries in the tables, those who look for fat on food labels tend to use the criteria of nutrition content, calorie content, and safety of food more often, but the criteria of food craving less often, than those not looking for fat on food labels. Hence, this hypothesis H1 was partially supported by the data of this study.

(See Table 2)

Perception of Body Weight

The respondents were asked about their perception of their body weight. Majority, 60.3%, say they consider themselves to be of normal weight. However, some 27.2% say they consider themselves slightly overweight, while 4.7% say they consider themselves very overweight. Interestingly, a small number, 7.8%, say they consider themselves underweight! With this background information, Hypothesis H2 was tested, which states that: “Food selection criteria of African-American college students are influenced by perception of body weight.” This hypothesis was tested using MANOVA. As could be seen from Table 3, none of the multivariate tests (Pillai’s Trace, Wilks’ Lambda, Hotelling’s Trace, Roy’s Largest Root) was significant at .05 level. Hence, this hypothesis was not supported by the data of this study. Thus, whether African-American college students consider themselves underweight, overweight, obese, or of normal weight does not seem to determine the criteria they use for food selection.

(See Table 3)

Weight Management

Respondents were asked about their weight management practices if any. Majority, 71.6%, say they practice some forms of weight management, with only 28.4% say they do not. Exercise is the most popular form of weight management among these millennials, with 62.7% of them reportedly using it. Second to this is dieting, which some 23.5% say they are using. Only a mere 2.6% say they are using diet pills, and a negligible 1.1% say they are using vomiting/laxative. On the backdrop of this information, Hypothesis H3 was tested, which states that: “Food selection criteria of African-American college students are influenced by practice of weight management." This hypothesis was tested using t-test. As could be seen form Table 4, there is a significant difference in food selection criteria between those who practice weight management and those who do not engage in any. As judged by the mean ratings, those who practice weight management tend to use the criteria of nutrition content, and calorie content more often, but the criteria of convenience and food craving less often, than those not practicing any weight management.

Further analysis was carried out, also using t-test, on the influence of specific weight management practices. While no statistically significant difference was found for use of Diet pills, and for use of Vomiting/laxatives; significant differences were found for the use of Exercise, and for Dieting. As could be seen from the means in Table 5 those who use Exercise for weight management tend to use the criteria of convenience, food craving and promotion more often, than those not using Exercise. Likewise, it was observed that those using Dieting for weight management tend to use the criteria of nutrition content, and calorie content more often, but the criteria of appearance, and hunger level less often, than those not dieting. From the results of all these analyses, it could be concluded that hypothesis H3 is supported by the data of this study.

(See Table 4)

(See Table 5)

Gender

Gender is always a crucial factor in any analysis of consumer behavior. Hence, although the respondents are very similar demographically and socially with regards to such variables as ethnicity, age, marital status and income, they markedly differ in gender. Of the 464 respondents in the study, 37.9% are males, and 62.1% are females. Consequently, Hypothesis H4 was tested, which states that: "Food selection criteria of African-American college students are influenced by gender." The hypothesis was tested using t-test. As seen in Table 6, except for Promotion and Other Factors, all other selection criteria tested significant at the .05 level. Thus, this hypothesis is supported by the data of this study. It was observed that females tend to be more selective with food, using the criteria of Nutrition content, Quality/taste, Calorie content, Appearance, and Safety of food, more often than their male counterparts. Ironically though, they also tend to be more easily persuaded as they also use the criteria of Convenience, Price/value, Hunger level, and Food craving, more often than their male counterparts. The impact of gender was further examined via the testing of hypotheses H5, H6, and H7, as reported below.

(See Table 6)

Hypothesis H5 states that: "Knowledge of Nutrition labels of African-American college students varies by gender." This hypothesis was tested using Chi-Square. As could be seen from Table 7, with an α risk of .031, this test is significant at the .05 level. Percentage entries in the table show that greater percentage of females tend to read food nutrition labels more often than their male counterparts. A further analysis was done on specific items looked for by these millennial consumers on food labels, and some significant gender differences were found. Greater percentage of females tend to look for (i) calories, and (ii) fat on nutrition labels than their male counterparts. From these results, it could be concluded that hypothesis H5 is supported by the data of this study.

(See Table 7)

As for Hypothesis H6, it states that: "Perception of body weight of African-American college students varies by gender." This hypothesis was also tested using Chi Square. With an α risk of .369, this test was not significant at the .05 level. Hence, hypothesis H6 is not supported by the data of this study. Thus, gender does not seem to influence the perception of these African-American millennials as to whether they consider themselves underweight, overweight, obese, or of normal weight.

Finally, hypothesis H7 was tested which states that: "Weight management practice of African-American college students varies by gender." The hypothesis was tested using Chi Square. As shown in Table 8, with an α risk of .041, this test is significant at the .05 level. Percentage entries in the table show that greater percentage of males tend to practice some form of weight management than their female counterparts. A further analysis was carried out on specific types of weight management practiced by these African-American millennial consumers, and some significant gender differences were found. A greater percentage of males tend to use exercise for weight management more than females. On the other hand, greater percentage of females tend to use dieting for weight management more than their male counterparts. It could be concluded from these results therefore, that hypothesis H7 is supported by the data of this study.

(See Table 8)

MANAGERIAL IMPLICATIONS, CONCLUSION AND LIMITATIONS

As discussed above, obesity has become a major health problem in the U.S and ethnic minorities are at a higher risk for obesity. Therefore, the primary focus of this study is to determine the major criteria used by college-aged African-American millennial consumers in choosing the food they eat, and what factors influence those criteria. This study was conducted at an HBCU campus. In order to address obesity issues, it is important to understand the role of colleges and institutions, restaurants, and other organizations that might influence college students to pursue a healthy dietary attitude, eating habits, regular exercise, and the importance of maintaining a healthy body weight during their college years and beyond. College years are a critical period of an adult life, when life-long dietary habits are formed. Today's college dining halls offer a large variety of all-you-can eat self-serving format. Students end up eating more high fat, high calorie, low fiber, and less serving of fruit and vegetable diet. Colleges and universities and other food service establishments can promote healthy food choices, nutrition awareness, and healthful lifestyle behaviors early in college years for long-term benefits, that may reduce the rate of obesity. An earlier study concluded that first-year college students can be positively influenced by nutrition information at point-of-selection (Conklin, Lambert, and Cranage 2005).

Results of present study revealed that Quality/taste, Hunger level, Convenience, and Price/value ranked as top four criteria used in selecting food, and nutrition content was ranked as eighth. Taste criteria seems to override the nutrition value criteria for this group of consumers. Multivariate analysis shows the knowledge of nutrition labels, weight management practices, and gender were among the most influencing factors observed in this study. Quality of food/taste and convenience were important criteria to this group in selecting food. Some of the reasons for poor taste and quality can be, for example, type of food ingredients, method of cooking, or longer holding time of food before serving. Food service operations can address this problem, for example, by utilizing fresh sustainable food ingredients, healthier cooking methods (grilling or broiling instead of frying) and minimizing the holding time. This group of millennials also prefer the food to be easily available when they are hungry. These days many restaurants use home delivery options to satisfy the demanding needs of the customers. Instead of customer going to food places, the food is delivered to the customer. Not just the pizza places but many casual and fine dining restaurants have started home delivery system to make it more convenient for the customer. In order to make campus dining more convenient, college dining halls can initiate flexible dining hours and an on-line ordering system.

According to Kolodinsky et al. (2008), reading food labels was found to be an important indicator of nutrition behavior. Most of the respondents in this study indicated they read food and nutrition labels and slightly less than half of the respondents indicated they discuss the nutrition labels with their peers. Those who look for fat on food labels tend to use the criteria of nutrition content, calorie content, and safety of food more often. This finding is consistent with Marietta, et al. (1999), Smith et al (2000), and Sandroni (2013) studies on college students' food knowledge, attitudes, and behaviors. It was observed that calories and fat, and calories from fat were the nutrition fact components most frequently used by college students and that increase use of nutrition labels had a favorable impact in making food choices. Colleges and Universities and other food operations can lead by providing nutrition information as part of campus dining service to increase students' nutrition knowledge, so they can make informed food selection. Nutrition labeling information should be readily available at point-of-sale for it to be effective: For example, a sign with total calories or/and listed ingredients. Color coded signs can be used for high or low calories food choices. College students get information about food from not just classmates, friends, or family, but also from mass media sources such as the internet, television, books, newspaper, and social media (Lee et al. 2013). Colleges and universities can promote or advertise nutrition label information and BMI information (Body Mass Index goals established in Healthy People 2010 (US Department of Health and Human Services [USDHHS] 2000) on their web sites, through social media and other locations on campus to make students more aware of healthful lifestyles.

As mentioned earlier, students tend to eat fewer fruits and vegetables on-a-daily basis and report higher intake of fat and high-calorie foods. Dining services and other food operations can provide a wide selection of healthy and sustainable food choices (for example, vegetables, fruits, lean meats, sea food, vegan choices, etc.) and bottled drinking water as compared to cola and sugary drinks. Reducing portion sizes can be another option to reduce food intake. Also, they can use healthier cooking methods like grilling, broiling, or steaming instead of frying to reduce calories and maintain food quality. In addition, colleges and universities can negotiate with the contract management companies to provide healthy food options and eliminate *trans* fats from food items. Many major food companies like McDonalds', Burger King, Wendy's, and others have eliminated the use of *trans* fats due to its adverse effect on health. Having a registered dietitian on-site during foodservice hours is another option that can help students get more information about healthy eating. Programs and seminars focusing on healthy eating habits, diet and exercise can be organized to spread health and body awareness.

In this study, majority of the respondents say they practice some form of weight management. Exercise seems to be the most popular form of weight management among this group of millennials followed by dieting. Those who practice weight management tend to use the criteria of nutrition content, and calorie content more often, and the criteria of convenience and food craving less often. Those using dieting for weight management tend to use the criteria of nutrition content, and calorie content more often, but the criteria of appearance, and hunger level less often, than those not dieting. The suggestions discussed in the above paragraph can apply for this group of respondents that look for nutrition and calorie information. Having a health center and health coordinator on campus can be another effective way to promote awareness of weight management. The findings show a preference for exercise and diet as a means for a healthy life style. Spreading awareness about nutrition and diet can be attained via web-site, social media platform, seminars, pamphlets, bulletin boards, part of course curriculum, and special events. By providing useful health information, college students can be influenced to change their attitude based on food and nutrition knowledge. In this study, a greater percentage of females tend to use dieting for weight management more than their male counterparts, and a greater percentage of males tend to use exercise for weight management more than their female counterparts. Besides providing nutrition information, universities can include physical health courses as part of over-all curriculum to promote healthy habits. Having health centers with exercise equipment, swimming pools, and other activities can encourage students to get more involved in physical fitness. Students should be encouraged to use a bike or walk on campus by having well maintained bike and walking routes across campus.

Although respondents of this study are very similar demographically and socially with regards to such variables as ethnicity, age, marital-status, and income, they showed some differential patterns relating to gender. It was evident that greater percentage of females tend to use food nutrition labels more often than their male counterparts. In addition, females tend to be more selective with food, using the criteria of nutrition content, quality/taste, calorie content, appearance, and safety of food, more often than their male counterparts. Studies conducted by Davy et al. (2006), Smith et al. (2000), and Byrd-Bredbenner (2000) further support the findings that college-aged women tend to read nutrition labels more frequently compared to college-aged men. Female students could therefore be used as spokesperson to promote the habit of reading food nutrition labels, and the use of health-promoting criteria for food selection among all students, males and females. Such female student spokespersons could be featured in ad campaigns in campus newspapers, university websites, packaging of fast foods, as well as food mats/food trays at restaurants that cater for college students.

To summarize, food service operations such as college dining services, food service industry, and other interest groups can play a greater role in promoting a positive dietary attitude so college-aged consumers can make informed food decisions. Some of the strategies they can implement are but not limited to: offer healthy and tasty food choices, provide readily available nutrition information, use fresh and sustainable ingredients, use healthier cooking methods, reduce the amount of calories in food, offer smaller food portions, offer wide selection of fruits and vegetables, minimize use of all-you-can eat dining format, organize food related seminars and events, use registered dietitian services, make weight management and fitness centers available, offer health and nutrition courses, make physical fitness part of overall curriculum, use social media as a marketing tool to promote nutrition knowledge, and partner with other food and community organizations to make healthy dining and fitness experience more enjoyable. For African-American families, food is a major part of their family life, therefore, nutrition awareness programs should go beyond the individual and target immediate and extended families. It is very crucial that people do not feel awkward to discuss obesity and this should not be a deterrent to address this issue. All the various strategies discussed in this study will be more effective, if it is done with a positive and enjoyable attitude, where students will get healthy eating and exercise information readily, conveniently, and in a fun-loving environment.

In conclusion, it should be noted that food and nutrition literature is replete with nutrition studies relating to college-aged population, but there is very limited data on African-American college-aged students' dietary attitude and factors that impact their food selection. The findings of this study provide valuable insight into college students nutrition and weight management attitudes and behaviors and add to the current body of knowledge of African-American nutrition literature. This study, of course, has some limitations. Data for this study was collected at a HBCU campus, therefore it represents the college-aged African-American population. A convenience sample at a single institution was used, so caution is necessary in making any broad generalizations. Assessment of students' dietary and weight management behaviors through self-reporting may produce certain biases. There might be other variables or other method of data analysis not used in this study that can generate different or similar results. A future study might look at African Americans in universities where they are a minority to see if there is some other cultural or sociological pressure that comes into play. Given the obesity and health related challenges of minority demographics and popularity of healthful lifestyle trends, the findings of this study can be of value to both academia, college dining services and other food service operations

TABLES

Table 1. Table 1: Ranking of Food Selection Criteria by Mean

Selection Criteria	Mean	Standard Deviation	Rank
Quality/taste	1.60	0.86	1
Hunger level	1.65	0.91	2
Convenience	1.75	0.94	3
Price/value	1.82	0.96	4
Appearance	2.05	1.05	5
Food craving	2.07	1.01	6
Safety of food	2.34	1.26	7
Nutrition content	2.80	1.13	8
Other factors	3.29	1.27	9.5
Promotion	3.29	1.11	9.5
Calorie content	3.33	1.31	11

Table 2. Looking for Fat on food labels: Mean Ratings of Food Selection Criteria

Selection criteria	Look for fat	N	Mean	Std. Deviation
Nutrition content (Sig. = .000)	Yes	204	2.4069	1.00548
	No	260	3.1077	1.13727
Calorie content (Sig. = .000)	Yes	203	2.8719	1.25207
	No	260	3.6923	1.25108
Safety of food (Sig. = .042)	Yes	204	2.2108	1.24358
	No	260	2.4500	1.26788
Food craving (Sig. = .014)	Yes	203	2.2020	1.04531
	No	260	1.9692	.97805

Sig.= Significance level, i.e. α risk. (t-test)

Table 3. Food Selection criteria by Perception of Own Weight: Result of MANOVA

Effect Tests	Value	F	Hypothesis df	Error df	Sig	
Perception of weight	Pillai's Trace	1.231	1.310	22.000	18.000	.283
	Wilks' Lambda	.146	1.173	22.000	16.000	.377
	Hotelling's Trace	3.250	1.034	22.000	14.000	.487
	Roy's Largest Root	1.878	1.537	11.000	9.000	.264

Notes:
F = The value of F that roughly equals the value of the given test.
df = Degree of Freedom.
Sig. = Significance level, i.e. α risk.

Table 4. Practice Any Weight Management: Mean Ratings of Food Selection Criteria

Selection Criteria	None weight management	N	Mean	Std. Deviation
Convenience (Sig. = .000)	Yes	131	1.5038	.84466
	No	331	1.8489	.95734
Nutrition content (Sig. = .001)	Yes	131	3.0763	1.10675
	No	331	2.6888	1.13211
Calorie content (Sig. = .000)	Yes	131	3.7099	1.19285
	No	330	3.1848	1.33429
Food craving (Sig. = .009)	Yes	131	1.8779	1.03792
	No	330	2.1515	.99608

Sig.= Significance level, i.e. α risk. (t-test)

Table 5. Exercise for Weight Management: Mean Ratings of Food Selection Criteria

Selection criteria	Exercise or not	N	Mean	Std. Deviation
Convenience (Sig. = .046)	Yes	291	1.8213	.96617
	No	173	1.6416	.88193
Food craving (Sig. = .043)	Yes	290	2.1448	.96999
	No	173	1.9480	1.07436
Promotion (Sig. = .017)	Yes	291	3.3883	1.09090
	No	173	3.1329	1.13594

Sig.= Significance level, i.e. α risk. (t-test)

Table 6. T-Test Analysis Results: Food Selection Criteria by Gender

Selection Criteria	t	df	Sig. (2-tailed)
Convenience	1.967	462	.050
Price/value	2.325	462	.020
Nutrition content	2.139	462	.033
Quality/taste	4.902	462	.000
Calorie content	2.329	461	.020
Appearance	5.048	462	.000
Hunger level	2.565	462	.011
Safety of food	3.556	462	.000
Food craving	2.427	461	.016
Promotion	-.136	462	.892
Other factors	.629	19	.537

Notes:
Pearson Chi-Square = 6.924
Degree of Freedom = 2
Significance level, i.e. α risk = .031

Table 7. Reading Nutrition Labels Analyzed by Gender: Crosstab

			Gender		Total
			Male	Female	
Reading nutrition labels	Yes	Count	46	76	122
		% within Gender	26.1%	26.4%	26.3%
	No	Count	66	77	143
		% within Gender	37.5%	26.7%	30.8%
	Sometimes	Count	64	135	199
		% within Gender	36.4%	46.9%	42.9%
Total		Count	176	288	464
		% within Gender	100.0%	100.0%	100.0%

Table 8. Weight Management Practice analyzed by Gender: Crosstab

			Gender		Total
			Male	Female	
Weight Managem ent	No	Count	40	91	131
		% within Gender	22.9%	31.7%	28.4%
	Yes	Count	135	196	331
		% within Gender	77.1%	68.3%	71.6%
Total		Count	175	287	462
		% within Gender	100.0%	100.0%	100.0%

Notes:
Pearson Chi-Square = 4.191
Degree of Freedom = 1
Significance level, i.e. α risk = .041

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A NONPROFIT CASE STUDY REGARDING COMMUNICATION IN A MULTI-GENERATIONAL WORKPLACE

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ABSTRACT

This case study examines communication and multi-generational issues within a nonprofit organization. Field research included a quantitative electronic survey and a qualitative follow-up focus group. Survey results revealed that employees observed a lack of free- flowing communication which is a significant issue within the organization. Recommendations for improving communication include discussing the decision-making process to reduce employee feelings of isolation, starting cross-departmental meetings to break down silos, and utilizing more face-to-face interaction on important issues.

INTRODUCTION

Anti-Drug Alliance (ADA) is a membership organization that represents communities throughout the United States and around the world. ADA membership extends to all 50 of the United States and as well as 23 additional countries. The mission of ADA is to keep communities safe, healthy and drug-free. ADA reaches its goals by providing its members with technical assistance, public policy advocacy, media strategies, marketing programs, training and special events.

The Drug-Free Communities Act of 2001 authorized the funds for ADA to create a national institute. The national institute seeks to increase the knowledge, capacity, and accountability of anti-drug organizations throughout the United States and U.S. territories. ADA uses the national institute to facilitate a majority of its training and research services. The institute is divided into three departments: Training & Technical Assistance, Evaluation & Research, and Innovation & Outreach. The Training & Technical Assistance department provides intensive training experiences to immerse member organizations in best practices and essential processes to achieve community-level outcomes. The Evaluation & Research department advances evaluation & research techniques and methodologies to improve alliance effectiveness. The Innovation and Outreach department develops and disseminates innovative concepts, strategies and tools to advance the field of community based anti-drug alliances.

ADA partners with eighteen different federal government agencies. Those agencies fall under the Executive Office of the President of the United States, the U.S. Department of Defense, the U.S. Department of Education, the U.S. Department of Health and Human Services, the U.S. Department of Homeland Security, the U.S. Department of Justice, the U.S. Department of Labor, the U.S. Department of State, and the U.S. Department of Transportation. The partnership between ADA and these varied federal agencies is mutually beneficial. Federal agencies provide ADA with national leadership on substance abuse and mental health related issues, and they collaborate with ADA on special events and conferences. ADA provides its federal partners with access to a coalition of organizations in the field and feedback from its coalition members.

ADA offers two large conferences per year under their training program. The first is the National Leadership Forum (Forum). The Forum is a four-day conference in the winter offering both adult and youth centered training. ADA showcases experts and policy makers from the substance abuse and mental health fields to educate attendees. There is also a day dedicated to communicating with elected leaders regarding the importance of drug free communities. The second conference that ADA hosts is the Mid-Year Training Institute (Mid- Year). The Mid-Year is a four-day conference that takes place during the summer. The Mid-Year has been held in different cities throughout the United States in order to ease transportation costs and logistics for members. The Mid-Year also offers training for both adult and youth leaders. Federal partners

(See Image 1)

Since ADA is a non-profit organization, it relies heavily on charitable donations. An annual awards dinner is the main fundraising event for ADA. Image 2 provides an overview of ADA's funding and how the funds are dispersed to fulfill the ADA's mission.

(See Image 2)

ADA can be characterized as an inclusive workplace. Out of the 45 employees at ADA, 71% are women, and 29% are men. Not only is ADA diverse in terms of employee gender, ADA is also inclusive in terms of employees' different racial and ethnic backgrounds: 13% of employees are Asian, 11% of employees are Hispanic, 36% of employees are Black/ African American, and 40% of employees are White/ Caucasian. Veteran status is another aspect of inclusion that employers are starting to focus on in their hiring practices. ADA is a Veteran friendly workplace, and Veterans currently make up 7% of ADA's workforce. Employees from varying racial, ethnic, and Veteran status backgrounds bring diverse perspectives to their discussions. When there are different voices involved in problem solving and idea generation, the final decision outcome is more likely to be effective.

ADA is a leader in the field of drug abuse prevention. Communities across the country and the globe count on ADA for training, research, and policy support, and ADA delivers as promised. While ADA has historically excelled in assisting its member organizations with their needs, there are internal organizational issues worth exploring in order to improve ADA's performance and effectiveness.

LITERATURE REVIEW

Prior research on organizational culture in the nonprofit sector revealed that while there are similarities in the needs and wants of nonprofit employees and public-sector employees, there are also significant differences. Because nonprofit employees are working for a greater cause, they require a strong understanding of their job roles, significant autonomy, and a supportive working environment to experience satisfaction (Knapp, et al., 2017). Selden & Sowa (2015) conducted a study exploring voluntary turnover among nonprofit professionals. Their study found that a positive working environment and positive employee relations were associated with lower turnover rates. Jacobs (2017) also found that building trusting work relationships and having clear job responsibilities can help lower turnover rates in nonprofit professionals.

Stewart and Kringas (2003) laid out the importance of good leadership and well-planned communication alongside an appropriately flexible model of change as keys to successful change implementation. Karp and Helg (2008) contend that leaders in public sector organizations often experience chaotic change due to the unpredictability and uncertainty of their circumstances and these variables necessitate paying closer attention to employees and organizational values in the change process. While Bordia et al. (2003) found that participation in decision-making would increase feelings of control during organizational change. Specifically, allowing employees the opportunity to have a voice in organizational change instilled a sense of control throughout the process.

Hess and Bacigalupo (2013) stated that communication between nonprofit leadership and employees is integral to the improvement of the decision-making process. A leader's ability to effectively communicate desired outcomes and influence stakeholders contributed to the decision-making process. Starting the decision-making process off with discussions with employees regarding targeted outcomes increased the likelihood of positive results for nonprofit leaders (Hess and Bacigalupo, 2013). Communication throughout the decision-making process helped organizations to avoid employees feeling isolated from decisions and their outcomes.

Studies of multi-generational workplaces determined that there are differences between generations regarding job satisfaction, organizational commitment, and a willingness to quit (Benson and Brown, 2011). Smola and Sutton (2002) found that the differences between generations with respect to job satisfaction, organizational commitment, and a willingness to quit is based on generation not stage in life. Messages are perceived differently by each generation (Lewis and Wescott, 2017). Multi-generational workplaces experienced strife due to the differences between the generations (Lewis and Wescott, 2017).

RESEARCH METHODS

Data Collection

The investigators focused their organizational research at the ADA on workplace culture and employee communication. To gain a deeper understanding of the issues associated with workplace culture and employee communication, the investigators composed and distributed an electronic survey via email to ADA employees. The survey consisted of ten questions and employees had 2 weeks to complete the survey. All of the survey questions were in a multiple-choice format. Based on the survey results report, it took an employee an average of ten minutes to complete the survey. A total of eighteen employees participated out of forty-five employees in the sample. The response rate was 40%. The survey questions are included in Appendix A.

Results

The results were analyzed using a Diverging Stacked Bar Chart to identify underlying causes associated with the problems in workplace culture. In this case study, "neutral" responses on a Likert scale were considered negative. Below is an analysis of questions in the survey:

(See Figure 1)

FIGURE 1 Results

- **Question 1: I am satisfied with the workplace culture at ADA.** – Overall, 36.8% strongly agree, 42.1% agree, 5.3% are neutral, and 15.8 % disagree with the fact that ADA has a positive workplace culture. Generational variations may have influenced this result. Three out of five Baby Boomers, three out of seven employees belonging to Generation X, and just one out of six Millennials "strongly agree" that the culture of ADA is positive. Two out of five Baby Boomers, three out of seven Generation X, and two out of six Millennials "agree" that the workplace culture in ADA is positive. One out of six Millennial respondents were "neutral" regarding their feelings toward workplace culture. One out of seven Generation X and two out of six Millennial employees did not have a positive view of workplace culture. The maximum disparity is found in the responses of the Millennials. All of the Baby Boomer responses were positive, and all but one Generation X employee also responded positively. While half of the Millennial respondents were negative. The disparity in responses suggests that employees from different generations may have different expectations when it comes to workplace culture.
- **Question 3**: **Communication between senior leaders and employees is good at ADA**. – Similar to the responses to the question on organizational culture, this question also reveals inter-generational differences. All of the Baby Boomers responded "strongly agree" and "agree" to this question. Three Generation X employees were "neutral" in their response, and one Generation X employee replied "disagree" regarding effective communication between senior leaders and employees. Among Millennials, two out of six employees are "neutral" in their response, and one Millennial employee replied "strongly disagree." The three other Millennials responded with "strongly agree" and "agree." These results indicate there is likely a communication gap between the senior leaders, who are predominately Baby Boomers, and the Generation X and Millennial employees.
- **Question 4: Employees treat each other with respect.** – The responses to this question were uniformly positive. Except for one Generation X and

one Millennials employee who “disagreed,” all of the other responses were “strongly agree” and “agree” to the fact that employees respect each other at ADA.

- **Question 15: I am growing professionally in my role at ADA.** – The responses to this question were also uniformly positive except for three employees, two from Generation X and one from Millennials, all of the other employees replied either “strongly agree” or “agree.”

(See Figure 2)

FIGURE 2 Results

- **Question 5: How often does your supervisor listen to employees’ opinions when making decisions?** – Three employees, two from Generation X and one Millennial, responded “somewhat often” (“neutral”) on this question. All of the other responses were “extremely often” (“strongly agree”) and “very often” (“agree”).
- **Question 6: How easy is it for employees to disagree with the decisions made by your supervisor?** – Six of the respondents replied with “somewhat easy” (“neutral”). Two out of the six “somewhat easy” responses were from Generation X, and the other 4 were from Millennial. The remaining responses were either “extremely easy” (“strongly agree”) and “very easy” (“agree”).
- **Question 8: I feel like my contributions are acknowledged.** – Two respondents replied “neutral” for this question. One of the “neutral” responses came from a Generation X employee and the other was from a Millennial employee. All of the other responses were either “strongly agree” or “agree” with regard to a sense that employee contributions are acknowledged in the organization.
- **Question 11: I feel like my contributions are recognized in a way that resonates with me.** – Four employees replied with “neutral” to this question. Two of the “neutral” respondents were from Millennial employees, and they both work in the Institute department. One Millennial employee who works in the Institute “disagrees” with the fact that their contributions are recognized in a way that resonates with them. Upon further analysis, the majority of neutral and negative responses for this question come from employees who work in the Institute. This finding warrants further exploration of recognition differences at the departmental level.
- **Question 9: When you make a mistake, how often does your supervisor respond constructively?** – All of the responses to this question were positive indicating "always" or "most of the time.” The responses to this question indicate the working relationship between

the supervisors and the employees is a positive one allowing for growth.

- **Question 16: My supervisor handles criticism well.** – Most of the responses to this question were uniformly positive with either "strongly agree" or "agree."
- **Question 14: My supervisor motivates me to do my best work every day. –** Except for one respondent, who consistently provided with negative responses throughout the survey, all other respondents answered with "strongly agree" and "agree."
- **Question 2: My supervisor and I have a good working relationship.** – All of the responses for this question were positive. 73.7% responded "strongly agree," and 26.3% responded "agree" regarding a good working relationship with their supervisor.

(See Figure 3)

FIGURE 3 Results

- **Question 17: When were you born?** – Five Baby Boomers (born between 1946-1964) completed the survey, and seven Generation X (born between 1965-1980) employees filled out the survey. Six Millennials (born between 1981-1997) submitted the survey.

(See Figure 4)

FIGURE 4 Results

- **Question 7: What department do you work in?** – Among the respondents, three work in the Executive department. Two work in the Business Development department, and five work in the Finance, Administration, and IT department. Four of the survey respondents are from the Institute department, and three are from the Events, Communications, and Marketing department. One respondent works in the International department. The investigators analyzed the survey responses by department, and found that other than Question 11 (I feel like my contributions are recognized in a way that resonates with me) there were not noticeable differences in employee responses between departments.

(See Figure 5)

FIGURE 5 Results

- **Question 13: Do you have supervisory responsibilities?** – Three Baby Boomer employees, five Generation X employees, and two Millennial employees have supervisory roles while the other eight respondents do not have supervisory responsibilities. It would be interesting to know whether or not Millennials supervise Baby

Boomers and the nature of their professional working relationship. This survey did not include specific questions addressing supervisory relationships across generations.

(See Figure 6)

FIGURE 6 Results

- **Question 12:** How long have you worked at ADA? – This question also had mixed responses within generations. However, there were no overall generational trends. Eight employees worked at ADA for 0 – 2 years. Two out of the eight newer employees are Baby Boomers. One out of the eight newer employees is from Generation X, and five out of the eight newer employees are Millennials. Five respondents have worked at ADA for 3 – 5 years. Two of the five are Baby Boomers, and another two employees are from Generation X. One Millennial employee has worked at ADA for 3 – 5 years. Two Generation X employees have worked at ADA for 6 – 8 years. Three employees have worked at ADA for 10 + years. Two out of the three were from Generation X, and one out of the three is a Baby Boomer.
- **Question 10: How long do you plan to work at ADA? (Additional years of service) –** The responses to this question are more personal opinions or preferences indicating a willingness to continue working at ADA. Four employees replied that they will stay an additional 0 – 2 years. Seven employees stated that they will stay 3 – 5 years. One employee stated they plan to stay 6 – 8 years, and one employee indicated they will remain at ADA for 9 – 10 years. Five employees plan to stay at ADA 10 + years. The number of employees indicating a predicted total tenure of greater than 10 years is noteworthy.

Following a careful examination of participants' survey responses, the investigators determined that a leading contributing factor to the organizational culture problems at ADA, where they exist, is poor employee communication, particularly between employees from different age cohorts. To better understand the findings, investigators conducted a focus group with the Marketing, Meetings, and Communications department.

The focus group consisted of six people and included employees from all levels including vice president, director, manager, and associate. The purpose of the focus group was to provide an in-depth understanding of ADA's communication problems. The investigators asked four specific questions in the focus group. When reviewing the initial survey results, investigators determined that questions with a high number of neutral, disagree, or strongly disagree responses would require further examination. This analysis formed the basis for the focus group questions.

(See Appendix B)

The investigators further examined the organization's workplace culture by asking participants to describe the culture in an open-ended format and to share how they felt the organization it could be improved. Based on the focus group responses, the investigators found newer employees felt the workplace culture was not well understood. Additional focus group responses indicated that while work is assigned to employees, they are not given clear instructions on how to complete the assigned tasks. This lack of communication and direction causes employees to believe they have completed a task, but when they present their completed work, they receive feedback that their work was not completed using the expected methods or to the expected standard. Some employees also stated that it is hard to satisfy executive leadership because information is not effectively communicated. The culture of ADA was also described as rigid. For instance, if an employee is presenting a new idea to the executive team, they are expected to present for exactly ten minutes and not any more or any less. Several employees stated that they are seeking both more communication and more flexibility in communication within the workplace.

Given the respondents emphasis on communication, the investigators probed further with regard to this topic. One of the questions that was posed during the initial survey asked respondents to rank the statement "Communication between senior leaders and employees is good at ADA" on a Likert scale from strongly agree to strongly disagree. 25% of the employees who responded to this question gave a neutral response. During the focus group, employees were asked to describe how communication occurs within the organization and to provide suggestions for how communication might be improved. The main form of communication throughout ADA is e-mail. Within each department at ADA, there are direct face-to-face interactions between employees and managers. During the focus group, employees had strong opinions regarding communication within the organization. The employees in the focus group stated that communication within the organization needed to improve. The respondents reported that often executive management does not speak in a unified voice, and this leads to confusion for employees. Respondents also reported that managers filter information and that information is not fully disclosed across departments. Therefore, the amount and quality of information that an employee receives is based on their department. It then becomes the employee's responsibility to communicate with other departments to obtain whatever additional information they need to complete their work and meet organizational expectations. Because of the silo structure within ADA, all of the necessary information is not given to the appropriate people in a timely manner. To improve communication, employees suggested conducting meetings between different departments. To the degree departments are effectively communicating, information will not be lost in the process.

The focus group suggested several actionable ideas for how to improve workplace culture, recognition, and communication at ADA. One suggestion was to implement meetings across departments to help facilitate the flow of communication. Meetings between departments will assist employees with gathering missing information. Another suggestion was to utilize more face-to-face communication instead of email. Talking with co-workers face-to-face will eliminate the possible confusion email usage creates.

DISCUSSION

The workplace culture at ADA is primarily mission driven. According to the literature (Knapp, et al., 2017), we would expect most employees who work for a nonprofit organization to be passionate about the mission and what the organization represents. During our survey, employees described the workplace culture at ADA, and they agreed that it is mission driven and creates a significant, positive impact on communities across the country and around the world. However, employees had negative feelings towards the rigid, silo structure in the organization. During the focus group, investigators asked employees how they would improve the workplace culture, and their response was to create more opportunities for free-flowing communication. It would likely produce positive results for ADA to embrace a new culture of communication. Engle (2011) puts further emphasis on eliminating silos, as he found silo behavior to be the cause of a lack of trust between divisions in an organization. Silo behavior is particularly disadvantageous because it creates network limitations for employees. Engle (2011) found that "breaking down silos begins at the top" and that "effective company leaders ensure that goals are well communicated and reinforced with reward." In the focus group, ADA employees expressed that not every team gets the same information in the same way which is one of the downstream effects of the silo culture within the organization. Engle (2011) further suggests that leaders should encourage a cross-functional team approach and rotate executives among divisions and different teams to unify their voice.

In the both survey and the focus group employees indicated that they are not receiving necessary information in a way that resonates with them. The employees in the focus group stated that they "felt like they were playing a game without knowing the rules." More specifically, with regard to the form of communication, the investigators asked the focus group to identify the primary medium for communication within the organization and employees agreed that email is the main form of communication at ADA. According to Barley et al. (2011), relying on email as a primary form of communication has four main limitations: poor communication of emotions, less politeness and respectfulness, cumbersome medium for ambiguous, complex, and novel situations, and email also contributes to information overload. The use of other, complimentary, modes of communication could enhance the overall quality of communication at ADA.

Specifically, in response to employees' concerns, ADA should develop a communication channel that has high media richness. Daft and Lengel (1984) defined media richness as a mediums' data- carrying capacity- that is, the volume and variety of information that can be transmitted during a specific time. Face-to-face communication has very high media richness because both verbal and non-verbal communication methods are employed. Being able to read one's emotions and facial expressions helps convey a clear message that prevents misunderstanding. It also allows the sender to customize the information in a way that resonates with the receiver. For example, some organizations encourage employees to have brief meetings (huddles) every day in order to go over the day's tasks and expectations. This type of meeting allows supervisors to clearly communicate their expectations while providing an opportunity for employees to seek more information if needed.

Regular interaction between employees and senior executives is another effective method of organizational communication. Ouchi (1981) suggested that town hall meetings or management by walking around, which means that executives walk around in an informal way to casually engage with employees on a regular basis, would improve communication. This form of communication allows employees to directly communicate with executives in a comfortable environment. Due to the manageable size of the organization in this case study, it would be possible for ADA to develop opportunities for regular face-to-face interaction among and between employees at all levels.

CONCLUSION

The results of this case study revealed that a lack of communication across departments and the silo structure of the organization are key contributing factors to the workplace culture and decreased employee morale. The investigators informed executive management of their findings and recommended a course of action to promote a positive change in the organizational culture through increased communication. Specifically, the investigators suggested that ADA implement cross-departmental meetings and encourage more face-to-face interaction when possible rather than exclusively using email. These additional modes of communication will contribute to breaking down barriers between departments and increasing collaboration across the organization. The investigators recommended executive management communicate throughout the decision-making process to prevent employees from feeling isolated. Finally, to foster better communication between executive management and individual contributors, investigators proposed that executive management also appeal to individual contributors on a personal level and work to build trusting, functional relationships across the organization.

DISCLAIMER

This case has been developed for class discussion as well as educational and development purposes. This case is not intended to illustrate either effective or ineffective handling of an administrative situation nor is it intended to represent successful or unsuccessful managerial decision making. The authors have disguised/camouflaged the organization to protect the identity of the individuals and confidentiality.

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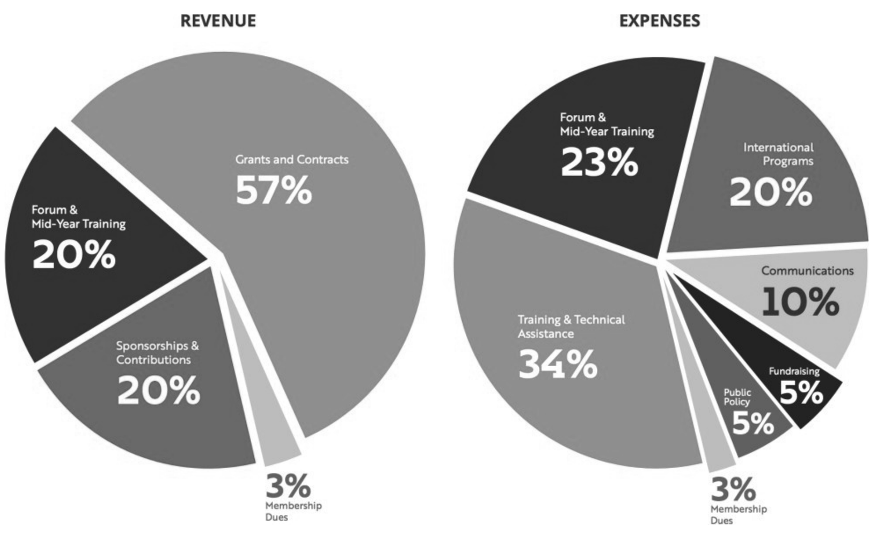
IMAGES

IMAGE 1
ADA Coalition Strengthening & Global Growth

IMAGE 2
ADA Funding Sources and Expenditures



FIGURES

FIGURE 1
Overall Environment

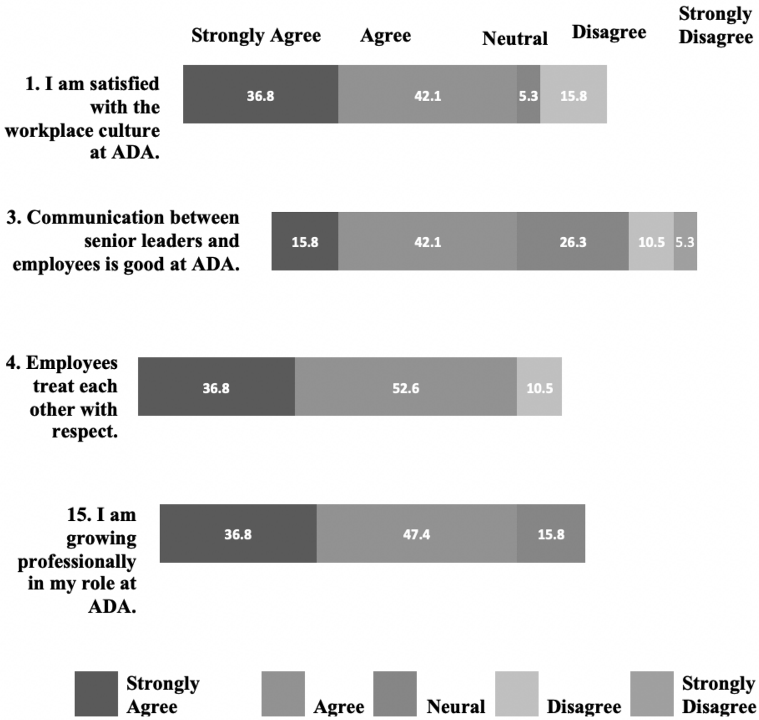


FIGURE 2
Supervisor Employee Relationship

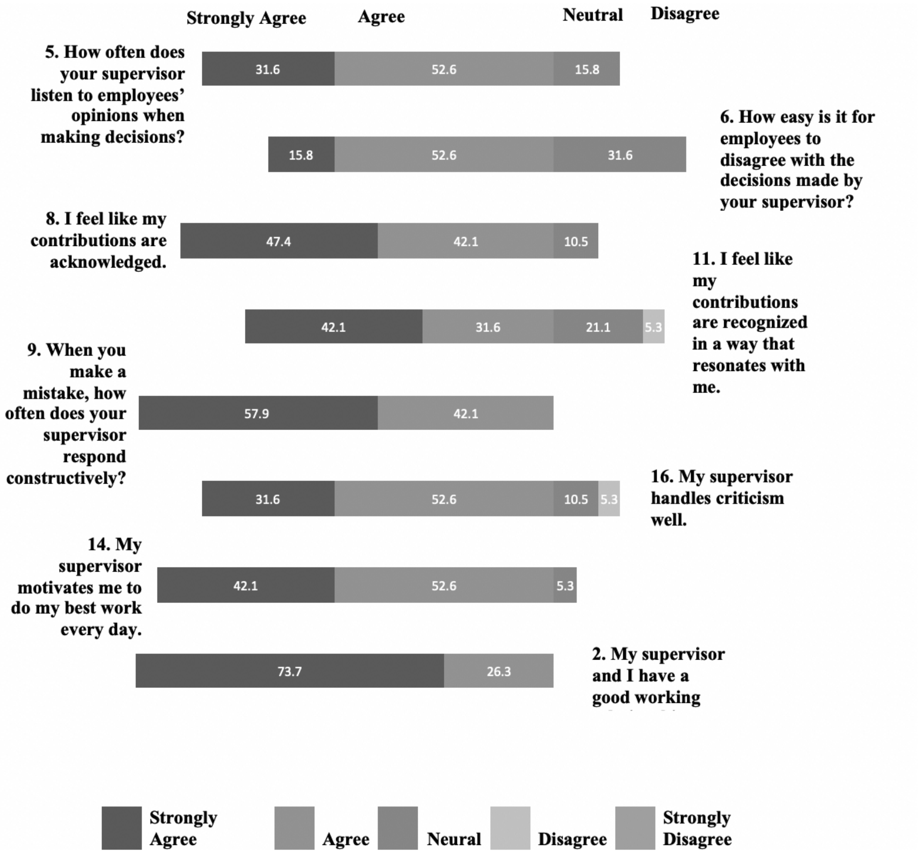


FIGURE 3
Demographics – Age
17. When were you born?

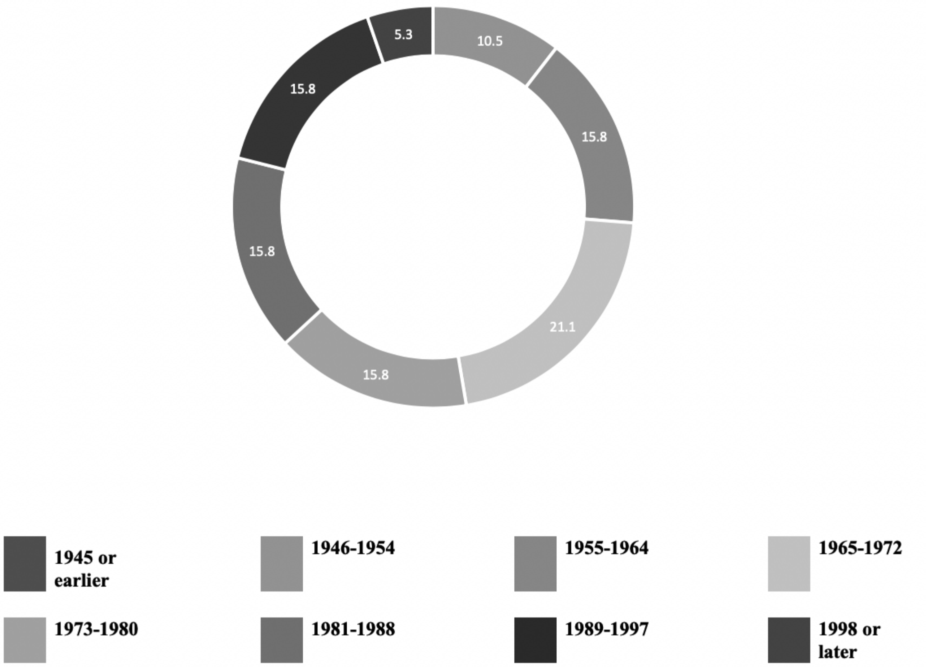


FIGURE 4
Demographics – Department
7. What department do you work in?

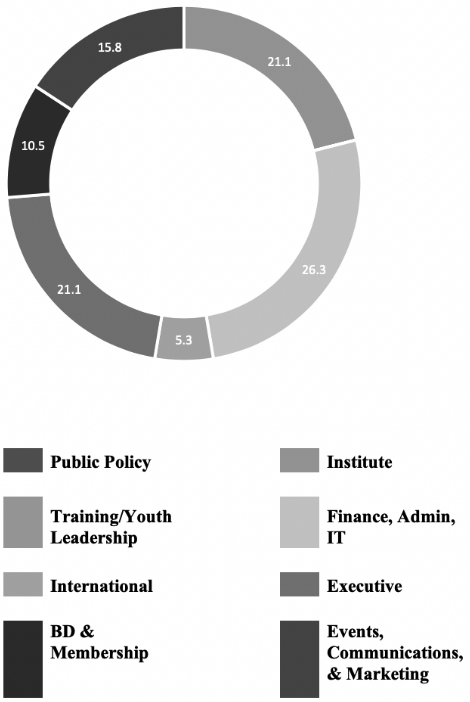


FIGURE 5
Demographics – Supervisor Status
13. Do you have supervisory responsibilities?

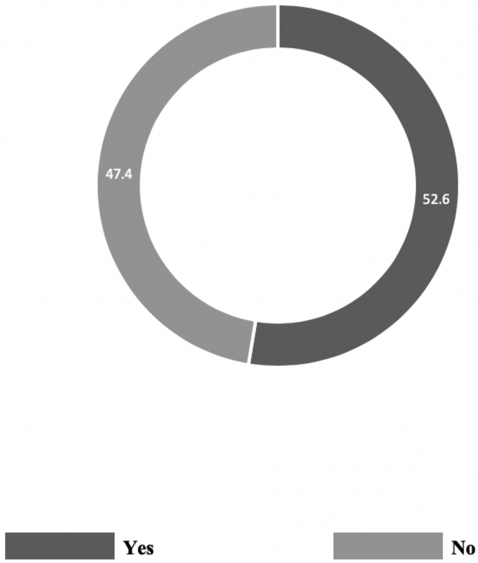
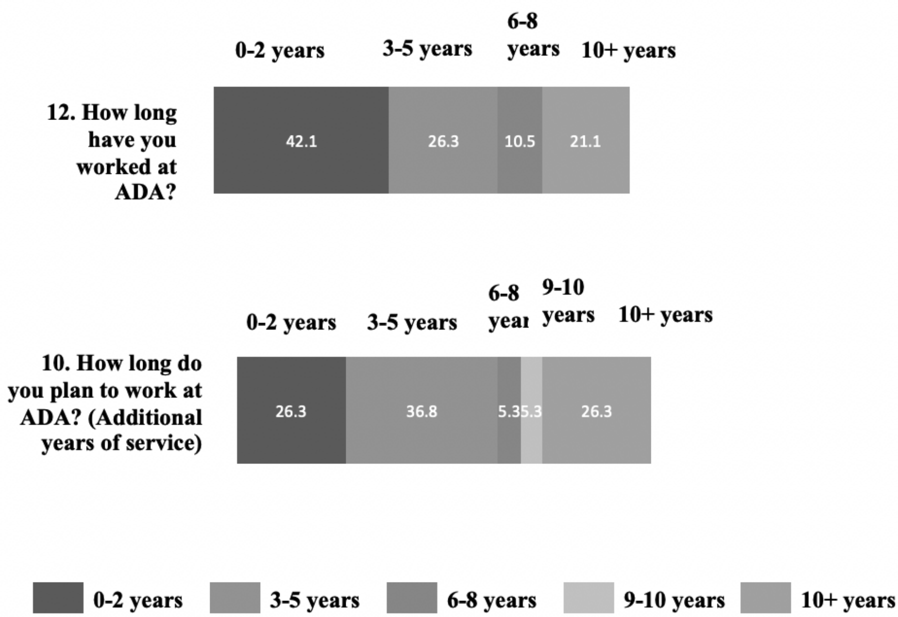


FIGURE 6
Demographics – Years of Service



APPENDIX A
Survey Questions

1. I am satisfied with the workplace culture at ADA.
    a. Strongly agree
    b. Agree
    c. Neutral/Neither agree nor disagree
    d. Disagree
    e. Strongly Disagree
2. My supervisor and I have a good working relationship.
    a. Strongly agree
    b. Agree
    c. Neutral/Neither agree nor disagree
    d. Disagree
    e. Strongly Disagree
3. Communication between senior leaders and employees is good at ADA.
    a. Strongly agree
    b. Agree
    c. Neutral/Neither agree nor disagree
    d. Disagree
    e. Strongly Disagree
4. Employees treat each other with respect
    a. Strongly agree
    b. Agree
    c. Neutral/Neither agree nor disagree
    d. Disagree
    e. Strongly Disagree
5. How often does your supervisor listen to employees' opinions when making decisions?
    a. Extremely often
    b. Very often
    c. Somewhat often
    d. Not so often
    e. Not at all often
6. How easy is it for employees to disagree with the decisions made by your supervisor?
    a. Extremely easy
    b. Very easy
    c. Somewhat easy
    d. Not so easy
    e. Not at all easy

7. What department do you work in?
    a. Public Policy
    b. Institute
    c. Training Operations/ Youth Leadership
    d. Finance, Administration, and IT
    e. International
    f. Executive
    g. Business Development and Membership
    h. Events, Communications, and Marketing
8. I feel like my contributions are acknowledged.
    a. Strongly agree
    b. Agree
    c. Neutral/Neither agree nor disagree
    d. Disagree
    e. Strongly Disagree
9. When you make a mistake, how often does your supervisor respond constructively?
    a. Always
    b. Most of the time
    c. About half of the time
    d. Once in a while
    e. Never
10. How long do you plan to work at ADA? (Additional years of services)
    a. 0 – 2 years
    b. 3 – 5 years
    c. 6 – 8 years
    d. 9 – 10 years
    e. 10 + years
11. I feel like my contributions are recognized in a way that resonates with me.
    a. Strongly agree
    b. Agree
    c. Neutral/Neither agree nor disagree
    d. Disagree
    e. Strongly disagree
12. How long have you worked at ADA?
    a. 0 – 2 years
    b. 3 – 5 years
    c. 6 – 8 years
    d. 9 – 10 years
    e. 10 + years

13. Do you have supervisory responsibilities?
    a. Yes
    b. No
14. My supervisor motivates me to do my best work every day.
    a. Strongly agree
    b. Agree
    c. Neutral/Neither agree nor disagree
    d. Disagree
    e. Strongly disagree
15. I am growing professionally in my role at ADA.
    a. Strongly agree
    b. Agree
    c. Neutral/Neither agree nor disagree
    d. Disagree
    e. Strongly disagree
16. My supervisor handles criticism well
    a. Strongly agree
    b. Agree
    c. Neutral/Neither agree nor disagree
    d. Disagree
    e. Strongly disagree
17. When were you born?
    a. 1945 or earlier
    b. 1946 – 1954
    c. 1955 – 1964
    d. 1965 – 1972
    e. 1973 – 1980
    f. 1981 – 1988
    g. 1989 – 1997
    h. 1998 or later

APPENDIX B
Focus Group Questions

1. How would you describe the workplace culture at ADA?
2. How would you improve the workplace culture?
3. How are you recognized for your performance?
4. How would you want to be recognized?
5. What is your main form of communication with other employees: face-to-face, email, or phone?
6. How can senior leadership improve communication?

CHEATING/ MISCONDUCT IN HIGHER EDUCATION – CHALLENGES AND SOLUTIONS

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ABSTRACT

Quantitative courses in business schools have transformed significantly from essentially theoretical courses with embedding of business problems to solving of business problems using software, generally a spreadsheet software, with less emphasis on discussion of theoretical concepts. For example, instead of discussing Simplex method in linear programming, students are exposed to model-building using practical problems that are solved with the use of Excel Solver functions. They, thus, solve problems using software and interpret results using solutions obtained. Introduction of technology that is used to prepare market ready students also made cheating on the examinations easier as access to Internet is needed for the examination can also be used for sharing information. At a broader level, as policies of measuring performance of teaching by student performance were introduced, they lead to incentives for teachers and administrators to take actions that were at times illegal to show better performance of students and were detrimental to student learning. The objective of this paper is to look at incentives created by policy changes and their outcome as well as what policies could be introduced to reverse the effect of policies that are negatively impacting student learning.

INTRODUCTION

Quantitative courses in business schools were traditionally taught in a theoretical way with examples from the business world. Technology is gradually embedded in these courses, e.g., spreadsheet software is increasingly being used. With increased proliferation of computers and the need for producing market ready students, laptops are now required in several business schools. This change in coursework, i.e., solving problems using software, required allowing students to use laptops during examinations so that they download the examination including the data for analysis from a teaching portal and upload the completed examination. It sounds efficient and proper for preparing market ready students. However, it makes cheating easier and, thus, leads to cheating.

Before the introduction of computers in the classroom, all teaching and assessment was done by hand, and technology had no role in cheating in the classroom. This was followed by independent projects that were done using computers. At times the completion of these projects was done in a proctored environment in the computer laboratories. With introduction of laptop computers and, then, the requirement of laptops computers in the classrooms was first a recommendation and is now a requirement in some classes. Of course, this helps students to be able to experience hands-on learning. However, it also leads to an ability to cheat. During this period other technologies that facilitate cheating have also emerged, e.g., erasers with built-in microphones that can be used to communicate with persons outside.

Over the past several decades, steps by teachers and administrators that are not appropriate at the very least and at times illegal have also been taken. These can also be explained by the incentives created by broader policies to increase student learning. that created incentives for teachers and administrators to enhance their performance. Some of these policies were introduced to address challenges of stagnation in education by some measure and decline by other.

Percentage of 4th graders proficient in reading in the U.S., for example, has virtually stayed the same. Almost a third of high school students fail to graduate from high school. Percentage of students earning a degree in the U.S. has also stayed at around 40% for decades. In China, on the other hand, for example, in just the last two decades, the number of graduates nearly tripled. With improvements in other countries, as a percentage, US is experiencing a decline. In the 70s, of all college graduates in the world, almost 30% were in the US. This percentage has declined to around 20% by the first decade of current century. The situation is worst in STEM (Science, Technology, Engineering and Mathematics) fields, (Vindis, 2010). Could this lead to pressure on teachers and administrators to address the issue of students not making the grade?

Some believe that this created incentives for teachers and administrators to manipulate the grades and that is what was observed in several places. With input into higher education at lower standards creating challenges for university professors, i.e., the challenge continues in higher education and its impact on education specially in quantitative courses, wherein the knowledge taught builds on the previous knowledge base, is much greater? Over time, it has been observed that the level of education had been going down and a large number of students are failing. While arguments for a need for more spending on education have been made, that may not necessarily be the cause. On an average, US spends almost 1½ times on educating a student compared to OECD countries (Rushe, 2018). Furthermore, US institutions of higher learning are experiencing decline in enrollment at the undergraduate level for the past several years. Could all this have contributed to policies supporting of being softer on students? Also, with a degree becoming almost a necessary prerequisite for a good job, parents also either did not care or were supporters of even the inappropriate initiatives to help improve grades of their students. The challenge, thus, is multifaceted and the issue needs to be looked from different perspectives.

In the literature review it was also observed that there are very few studies comparing cheating across countries. This prompted us to do the same survey we had done in 2010 (with some more data in a later year) at a US institution with a similar survey (essentially the same survey) at a university in Oman. It was observed that students in Oman admitted to more cheating on most questions than the US students. Given this environment, further review of the literature was conducted and thoughts that emerged on how to reduce cheating especially in quantitative courses is presented here. Additional review of the literature supplementing the literature review conducted in the 2010 study (Owunwanne, Rustagi and Dada, 2010) is presented first, followed by a comparison of survey results conducted at a university in the United States and a university in Oman, which is followed by recommendations and summary.

LITERATURE REVIEW

Cheating seems to be a natural phenomenon. Preliminary results of the comparison of surveys done at a university in the United States (US) and at a university in Oman were presented at a conference. A fellow participant asked the following question rhetorically: Can any of us say that he/ she has never cheated? In other words, cheating in some sense and to some extent is ever present. It also needs to be underscored that it is just not in the US, the problem is all over the world. Some students, for example, are using cameras hidden in pens, buttons, bras, eye glasses, etc. accompanied with blue tooth technology to cheat (The National, 2015). In another case in Thailand, 4 students used hidden cameras in the frame of their eye glasses to take pictures of the examination and electronic wrist watch to receive answers from a command center (Melvin, 2016). Of course, when stakes are high, they may be willing to take other steps. For example, at an Indian school, parents and friends climbed school building to pass cheat sheets to students through the windows (Sehgal, 2015). This is obviously the case when tests are administered globally to a large number of students. The incentive to be able to cheat the system becomes that much greater. For example, Educational Testing Service (ETS) administers test in 192 countries at 25000 centers. They obviously take validity of their testing very seriously and spend significant amount of money to ensure that. This includes strategies for securing examination from preparation to printing to delivery and collection as well as having individuals in the age group of test takers to serve as undercover investigators. However, cheating still takes place. In 2014, for example, ETS had to inform students in China and Korea that their test results would be delayed because of reports of widespread cheating. Students used various approaches that varied from traditional approaches of having someone impersonate them and take the examination for them to high technology strategies such as use of listening device installed in their ear canal, using erasers that had microphones that helped them communicate with individuals up to 3000 feet away, etc. (Edwards, 2014). In a recent scandal, very rich and famous individuals in the United States were indicted for their involvement in paying large sums of money for getting their children gain admission to premier institutions though creation of fake sports credentials as well as SAT score by someone else taking SAT tests on behalf of their children (Winton, 2019).

Misconduct/ Cheating by Students

While cheating in some form has always been around and may always be around, the objective is to minimize the extent of cheating on a large scale in our institutions. This topic has been studied extensively and the estimates vary from 40-80%. (Starovoytova and Namango, 2016). As per Josephson Institute on Ethics survey, 64% of the high school students surveyed had cheated and 82% had copied from another student. (Ramirez, 2008). Among college students, McCabe (2005) observed that 21% of students in his survey admitted to cheating. In the same survey, approximately 90% believed that issue of copying from another student, helping someone cheat, using unauthorized crib notes and using electronic devices as serious behavior.

While academic dishonesty is generally defined as submission of work as an assignment or in the examination that is not done by the person, or the group in case of group assignments, who is submitting the work. Various definitions have been used and a good review of the issue is presented in Lambert, Hogan and Barton (2003). The focus of this paper is to explore what students understand by cheating in a broad sense and activities they engage in with a view of exploring policies that could be developed/ implemented to reduce, if not stop, cheating, especially in examinations.

Differences in observance of cheating in different surveys may also be because of differences in the way questions are asked (Lambert, Hogan and Barton, 2003). For example, were questions open ended? They may also be referencing to different lengths of time, i.e., the question could be: did you ever cheat versus did you cheat in the last semester? Similarly, students may not think of a particular issue as really cheating, e.g., questions like 'did you submit the same paper in different classes.' In such scenario, the student may not know that the paper he/ she completed for a class, while not published, is still a paper and should be referred to and content not reused as work for another class.

There are various reasons for increase in cheating over time. It is estimated that while in the year 1940 approximately 20% of students in the United States cheated, at present approximately 75% to 98% of students cheat. Similarly, cheating is done not just by individual students but by school officials as well. For example, some teachers at a Brooklyn elementary school were accused of providing answers to questions on standardized examinations to their students (Huffingtonpost, 2016). Similar large scale cheatings have been observed in high schools and universities (Perez-Pena, 2012). Furthermore, high achievers are just as likely to cheat as others. Use of Internet, both as an available tool and as a requirement in some program designed to produce work ready students, has further helped facilitate cheating. The rationalization for cheating may be, to be more competitive, to survive, because everyone else is doing it to whatever.

At the university in the US where this survey was conducted, problems of cheating have been debated over time and committees have looked at strategies for stopping cheating. Starting with a few years ago, the Office of the Dean decided that graduate students would be made available to supplement faculty proctors for examinations of undergraduate students. Rooms are reserved so that students can be made to sit with an empty seat in between two students when a common examination is administered. This helped reduce the cheating inside the classroom when examination was administered. However, while examinations were administered with students using laptops and downloading and uploading data after completing the examination, it was believed that students would not share information over the web. However, that is not what was observed in the Spring 2016 semester when almost 40% of the class collaborated in some form in answering examination questions from outside the class. Strategies used by students included leaving the class without uploading the examination and loading them later from outside, getting codes to access the examination (from student inside the classroom) without coming to class, doing the examination and submitting it online. Students who submitted completed examinations from outside the school were caught as Blackboard has the ability of providing information on whether the examination was submitted from the school server or another server.

Teachers and Administrators, and Parents: Impact of Policies and Inappropriate Behavior

As stated earlier, it is not just the students who are cheating. Administrators and teachers, as well as parents also contribute to the problem. At times, even well intentioned policies create incentives that lead to lowering of educational standards. For example, when teaching is measured through test scores, 'teaching to the test' starts to take place. Societal changes may also contribute to the problem. For example, as per the National Center on Education and the Economy, for mathematics, the education level of students in Singapore – a country where most were illiterate 50 years ago - put them 3.5 years ahead of an average student in the US. Americans started to face a stiffer competition and more and more jobs required a college degree, parent felt the pressure for their children to have college degrees and that created an incentive to pressure teachers to give better grades to students. Grade inflation at universities also took place over the past several decades. Furthermore, Federal government started to put sanctions on universities for lower test score and that created incentive for universities to lower their standards. Decline in enrollment in the past several years (since 2010 in the U.S., https://nces.ed.gov/programs/digest/d17/tables/dt17_303.20.asp?current=yes) may also have been a factor as universities may be concerned from a revenue perspective as well (Tucker, 2015; Rushe, 2018).

Similar observations are made in other countries. In Australia, for example, 17% of students at a university are from China and since the tuition from these students constitutes a significant portion of university's revenue, it is widely believed that academic standards are lowered to not fail the students. Furthermore, universities rely on outside recruiter to do their recruiting and since the their revenue comes from the number of students recruited, they are not as focused on quality of students as they are them getting admitted. Many of these students are challenged academically, especially in English language skills and pressure on universities is high to lower their standards to accommodate these students. (Independent Commission Against Corruption New South Wales, 2015).

Given the incentives created, while some individuals (parents, teachers and administrators) look for rationalization of decisions they could take to benefit from situation, others may take extreme steps of outright illegal activities. Lowering of standards, while wrong, is of the former type and giving answers to students to increase their grades is an example of the later.

Various states in the United States have passed regulations linking rewards to teachers based on standardized tests. With increased emphasis on performance of students on standardized tests to measure teaching and rewarding teachers and administrators based on performance on standardized tests, more and more teachers and administrators are involved in inappropriate behavior. It is estimated that 1-3% of teachers go beyond just preparing students using old tests to actually cheat.

At a school in Massachusetts, for example, teachers were pressured by the principal to show students their mistakes while they were taking the test in the year 2009. Some teachers and schools have been involved in cheating scandals as well. A teacher in a middle school in Georgia, for example, opened sealed examination paper with a sharp blade, copied the examination questions and sealed the examination packet back using a hot blade, and shared answers with his students. Some teachers even went a step further by changing answers on answer sheets so that a larger percentage of students performed better on the examination. In this case the objective was to increase the percentage of students doing well on the examination so that the school does not close down (Aviv, 2014). As incentives for student improvements were tied to test scores, administrator had an incentive to influence test scores and that is what seemed to have happened in some scenarios. For example, administrators of schools would receive financial reward if the test scores of their students improved. Administrators and teachers in a school outside Houston had to resign in a scandal involving test tampering. Social promotion, wherein students who are very close to passing are given additional points for altruistic purpose so that they can pass, (Thomas Dee, et al, 2016).

Parents' Collusion in Cheating

Advances in technology have helped the process with students keeping steps ahead of the proctors. What is also surprising is that parents do not think it is a big deal. In a National Public Radio (NPR) survey, 2/3 of parents did not think cheating was a big deal, (study.com, 2011). Chinese students for example had other people take SAT and TOEFL examination for them (Tyre, 2016). The middle men had fake passports with picture of the test taker with information of the potential student. In another instance, a camera in eye glasses with blue tooth and a linked watch to get answers were used in Thailand (Melvin, 2016). Officials are bribed to obtain examinations before they are scheduled to be administered. In Karnataka, India, for example, an examination had to be administered 3 times because the examination paper was leaked and students had to sit for examination again. In another state, the best performing student was interviewed on television and had to take the examination again (and failed the examination) because he could not answer basic question (i.e., did not know that water and H_2O are the same).

In another state, Uttar Pradesh, local government passed very stringent anti-copying laws. The pass rate came down from approximately 60% to approximately 15%. The government lost the election and after that the pass percentage increased significantly. (Parishwad, 2018; Doctor, 2018). In Zhongxiang, China, in response to an attempt to crack down on cheating, parents trapped invigilators in a room and shouted slogans outside. In Ethiopia, for example, the Internet service was banned in the whole country to stop cheating during the examination. Government of Bangladesh proposed the same.

The general mismanagement can make the problem even worse. For example, teachers in some parts of India were assigned to multiple classes and there was no accountability of teachers who may not go to a large number of classes assigned to them. Furthermore, in India, a large number of positions are vacant and teachers are absent from classes for most of the year (Bisht, 2015). Nigeria is facing similar challenges. Students look for opportunities to obtain examination papers so that they do not have to study. Some schools even facilitate that by charging students to help them in examinations. The problem is exacerbated by the general corruption that leads to misappropriation of funds targeted for education. (Yatai, 2017).

A Comparison of "Cheating" as Perceived by American and Omani Students.

As stated earlier, a one-page survey form was used in 2010 and essentially the same form with minor edits was used a couple of times in few sections in Fall 2015 at the US institution. Almost the same survey with minor changes to target Omani students was used in Fall 2015 at university in Oman. Results from the two surveys including a comparison between students from the two countries are discussed.

Students were asked the following questions:

1. Have you cheated on an examination at any point during college?
2. Have you turned in information from the Internet without sourcing it?
3. Have you copied someone's answers for an out of class assignment?
4. Have you given a student in a later section information about an exam?
5. Have you received exam information from a student in an earlier section?

Students were to check the "Yes" or "No" box. A comparison of the percentage of students who checked "Yes" to these questions is provided in figure 1.

(See Figure 1)

Figure 1: Comparison of 'What is Cheating' for each Question by Country. Percentages of students answering "Yes" to each question is compared between the two countries using Normal distribution. Except for questions 3 and 4, i.e., getting help from a friend or giving help to a friend, the differences were not statistically significant.

At the institution in the United States, the survey was administered in classes that are generally taken by seniors. There was no question on the survey asking the students about their class standing. However, in Oman, the survey was conducted in courses for each class standing. Their responses to these questions by class standing are summarized in Figure 2. Based on these responses, Freshmen participated the least in activities relating to cheating, except for turning information from the Internet without sourcing it, in which case it is comparable to Juniors and Seniors. However, there does not appear to be any pattern. Another way to look at these surveys is to compare the percentage of students who admitted to at least one form of cheating. Percentage of Students who answered "yes" to at least one of the 5 questions is summarized in Table 1.

(See Figure 2)

While the percentage of students at the US institution who admitted to cheating is much less than the percentage of those who admitted to cheating for all the students in Oman, there does not appear to be any trend from Freshmen to Seniors among Omani students. While the percentage of Sophomores is more than percentage of Freshmen and percentage of Juniors is more than the percentage of Sophomores, the percentage of Seniors is much less than the percentage of Freshmen, Sophomores and Juniors.

Country		% Cheated
Oman	All	50.7
	Senior	40.5
	Junior	60.0
	Sophomore	50.0
	Freshmen	45.5
US		41.59

Table 1. Percentage of Students who cheated by Class Standing

Students were also asked the following questions with a "Yes" or "No" response.

1. Have you cheated on an examination at any point during college?
2. Have you turned in information from the Internet without sourcing it?

3. Have you copied someone's answers for an out of class assignment?
4. Have you given a student in a later section information about an exam?
5. Have you received exam information from a student in an earlier section?

Percentage of students who responded "Yes," i.e., admitted to have cheated in different ways is summarized for the students from the two countries in the graph below. The null hypothesis of no difference is rejected for questions 2, 4 and 5. From the chart, it is observed that Omani students cheated more in each of the other 4 ways, i.e. cheated on the examination, submitted content from the web without sourcing it, gave help to a student in a later section or received help from a student in an earlier section (The difference is not statistically significant for q1 as well).

(See Figure 3)

Even though at the two institutions where we conducted the surveys, the percentage of students involved in cheating was much less than what is observed in the literature in general, cheating is still a major issue. For example, as stated earlier, in Spring 2016 at the US institution, almost 40% of the students were caught cheating using the web. Students were given an examination in class and they were to download data from the Blackboard, complete the assignment and upload it on Blackboard. The data was protected with a password and students were given password in the class. Some students shared the password and a large number of students submitted their works from outside for an examination that was conducted in class.

Incentives and Decesion Making

Individuals have both objectives of doing good as well as greed to benefit themselves and take actions responding to both their good side of helping others in need as well as to benefit themselves by rationalizing strategies that they may not follow if incentives were not created by the system for these strategies to be beneficial to the individual while being inappropriate or even being outright wrong. This applies to all of us. Only the degrees differ based on the value systems that evolves given the conditions under which we grow up and conditions that we face at the time of making the decision. Of course, an individual's value system, over and above the circumstances under which decisions are being taken, plays an important role in shaping the decisions. Actions of students, parents, teachers and administrators may be looked at in the light of the incentives created by various policies. Similarly, as new policies are explored to develop strategies for improving quality of education, the incentives created by various policies proposed must be kept in mind as decision on these policies are being made to bring change.

Incentives work both in making individuals stay honest when the cost of dishonesty is very high and make dishonest choices when the cost is very low. It is also worth noting that individuals are basically honest and want to do the right thing. However, under some circumstances they respond to incentives created and resort to cheating. This is where an appeal to their conscience could help, providing information on an environment for learning and better learning techniques, and, at the same time, letting them know of consequence of cheating.

Windham and Peng (1997) defined incentive as '*any reward or sanction, intended or inadvertent, which has as its effect the modification of behavior. Motivation, in contrast, is the condition of being encouraged to behave in a certain manner.'* Incentives are active stimuli and motivation is the conditioned result of the interaction of incentives with an individual's values and capacities. Thus, besides proper administration of examinations what else can be done? Here are some thoughts proposed:

(i) **Creating A Learning Environment**. Atanasov, et. al. (2014) give the following suggestions for students:

- Providing an environment, e.g., in dorms, for a good study environment, e.g., quite rooms with high speed connections to access study material and study.
- Information on the value of appropriate lighting with bright and oxygenated room for a better focus;
- Importance of reducing distractions, e.g., switching off TV etc. while studying, and using music appropriately to improve concentration and learning
- Value of rest and proper sleep, diet, etc. for general health and good learning
- Value of time management including value of arriving before time to be able to gather their thoughts before the exam, etc.
- Get to the exam room with time to spare – being in the exam room 5 to 10 minutes before the exam starts in order to gather your thoughts before starting the exam.
- Help with identification of learning style for the individual
- Different study approaches for different subjects, e.g., value of problem solving.
- Value of organizing learning, e.g., preparing a schedule, researching on the examination, i.e., format, type of problems, information that is important for the course, etc.
- Value of positive thinking, group work, etc.

(ii) **Appeal to Conscience.** Since individuals are honest at the core and want to do the right thing, an appeal to their conscience may also contribute to reduced cheating. Summergard (2004) argues that connecting cheating with lying unmasks the 'sleight of mind' that allows students to think of cheating as a justifiable way to act. While not a perfect solution, the notion of 'cheating as lying' helps cast the moral argument more clearly. Calling someone a liar may seem harsh, but that's precisely the point. For students to acknowledge that cheating is a problem, they must feel it as something which is truly wrong. Summergard also states that students caught cheating should be told 'that they are liars, because students tend to shrug off cheating by saying, 'It's no big deal ---, everyone does it!'

(iii) Separating component of the examination where sharing could occur using technology from a portion that is administered without the use of technology and require them to pass in both. To address this particular issue, one of the strategies being experimented is to split the question in two parts, for one part students provided the answer using pen and paper and for the second part they use the laptop and answers obtained there. This would probably not eliminate the problem but would probably reduce it.

(iv) Honor Codes. It is observed that in schools with honor codes, less students cheat than schools that do not have honor codes.

SUMMARY

Cheating seems to be a natural phenomenon. Our paper indicates that cheating or academic misconduct is everywhere; in the United States and in the other parts of the world. Students, educators, administrators, as well as parents are involved in cheating or academic misconduct of some sort. It is fair to say that individuals both want to do the right things as well as respond to incentives and cheat when opportunities arise when what is at stake is significant. Old fashioned ways of bribing to cheat the systems are obviously around. The availability of internet and advancements in technology have made it easier and some students have chosen to exploit the system. For example, to prepare work ready students, the use of laptop computers to download examination materials and to upload the completed examination made cheating easier for the students and a large number of students in a class were caught cheating. Similarly, erasers with built-in microphones were used to communicate with people outside the examination room, cameras hidden in pens, buttons, bras, eye glasses accompanied with blue tooth were used in other instances.

Decision of measuring teachers' performance for awarding bonus and making promotion decision using the results of standardized test scores resulted in teachers and administrators using inappropriate techniques to improve performance of students. There is no straight cut solution to all these problems, but since individuals are honest at the core and want to do the right thing, an appeal to their conscience may help or contribute to reducing cheating in some scenarios. For example, it is observed that in schools with honor codes, less students cheat than schools that do not have honor codes. Challenges that lead to more cheating and potential strategies that could help are addressed in this paper.

FIGURES

Figure 1: Comparison of ‘What is Cheating’ for each Question by Country.

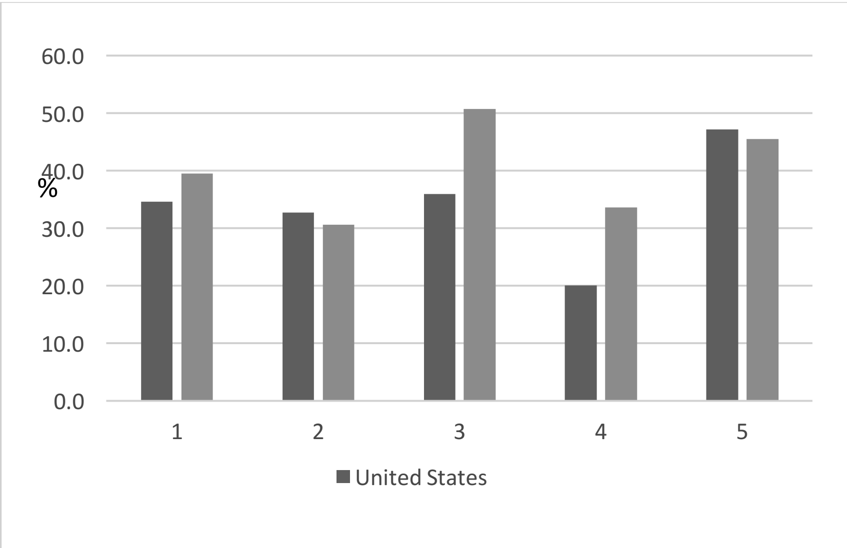
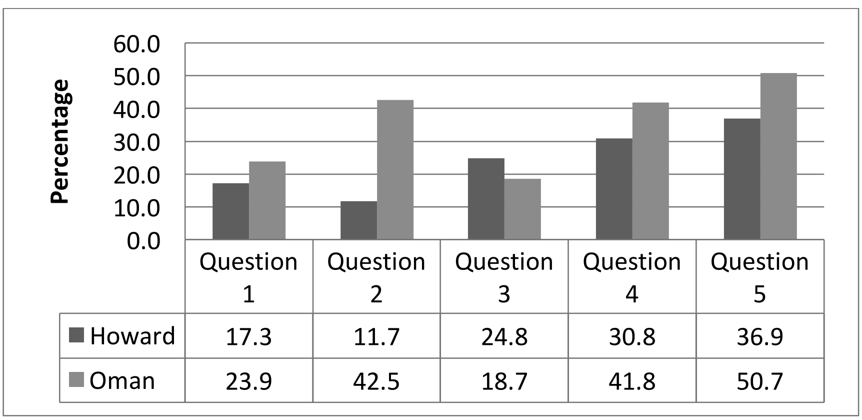
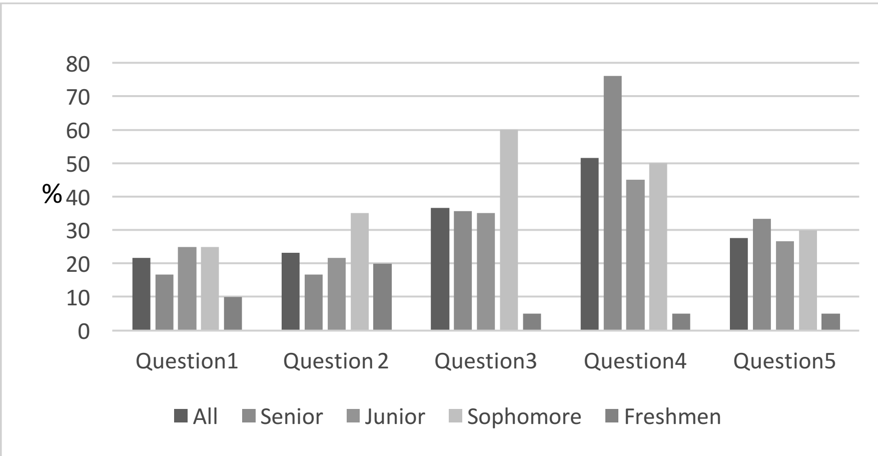


Figure 2: Understanding of What is Cheating by Omani Students: responses to questions 1 – 5.



	Question 1	Question 2	Question 3	Question 4	Question 5
Howard	17.3	11.7	24.8	30.8	36.9
Oman	23.9	42.5	18.7	41.8	50.7

Figure 3: Percentage of Students who Cheated, by Question and by Country.



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Morehouse College

2019 Washington Business Research Forum Agenda
Thursday March 22nd, 2019

11:00 AM – 12:00 PM	Registration
12:00 PM – 1:00 PM	Lunch/ Opening Remarks Ed Davis, Ph.D. President, National HBCU Business Beans Roundtable
1:00 PM – 2:00 PM	Higher Education Session Chair: Narendra K. Rustagi
1:00 PM – 1:20 PM	Cheating/Misconduct in Higher Education Challenges and Solutions Narendra Rustagi, Howard University Daniel Owunwanne, Howard University
1:20 PM – 1:40 PM	Application of Altman's Z Model in Predicting Bankruptcy of Higher Education Institutions Glenda Evans, Hampton University Sharad K. Maheshwari, Hampton University
1:40 PM – 2:00 PM	Critical Analysis of Financial Contribution of Indian Students in Higher Education in USA Nisha Singh, Livingstone College
2:00 PM – 3:00 PM	Finance & Real Estate I Session Chair: Kasim Alli
2:00 PM – 2:20 PM	The Challenge of Crowdfunding in Low-Internet Connectivity Countries Constant Beugré Deleware State
2:20 PM –2:40 PM	Deregulation and Future Global Financial Crises Denise W. Streeter, Howard University
2:40 PM – 3:00 PM	The Jackson: An Estate Planning Case of an African American Millionaire Couple Kasim Alli, Clark Atlanta University Crystal R. Hudson, Clark Atlanta University
3:00 PM – 3:15 PM	Break
3:15 PM – 4:15 PM	Finance & Real Estate II Session Chair: Rajni Goel
3:15PM – 3:35 PM	Business Case for Financial Institutions Investing in Cybersecurity: The New Competitive Advantage
3:35PM – 4:15 PM	Some Spatial Effects of a Major League Baseball Stadium Development L. Jide Iwaarere, Howard University John E. Williams, Morehouse College Nedra Mahone, Morehouse College
4:15 PM – 5:15 PM	International Business Session Chair: JoAnn Rolle
4:15 PM – 4:35 PM	Machine Intelligence in Cross-Border Commerce Domain Hannah Thu Hanh Tran, Medgar Evers College CUNY

	William Viet Tran, Medgar Evers College CUNY
4:35 PM – 4:55 PM	The Future of Work and Entrepreneurship for the Underserved JoAnn Rolle, Medgar Evers College CUNY Jacqui Kisato, Kenyatta University

Friday March 22nd, 2019

8:00 AM – 9:00 AM	Breakfast
9:00 AM – 10:00 AM.	Marketing Session Chair: Philemon Oyewole
9:00AM – 9:20 AM	New Marketing and Business Collaboration: The Viability of Streaming Technology to Ubiquitous Social Media Audiences Ephraim Okoro, Howard University Otis Thomas Bowie State University
9:20 AM – 9:40 AM	Marketing Implications of Dietary Attitude and Food Selection Criterial Among African American College Students Philemon Oyewole, Howard University Maryam Khan, Howard, University
9:40AM – 10:00 AM	Recall Type: Analyzing Twitter for Informing Crisis Communication Anupam Kumar, Howard University
10:00 AM – 11:30 AM	Management Topics: Session Chair: Fatemeh Zakery
10:00 AM – 10:20 AM	A Multi-Level Review of Workplace Spirituality Research and its Implications for Management Practice Amanda Jinojosa, Howard University Michael Ogbolu, Howard University Chloeé J. Pukett, Washington University
10:20 AM – 10:40 AM	A Nonprofit Case Study Regarding Communication in a Multi-Generational Workplace Angela Bennett, Marymount University Linda Christie, Marymount University
10:40 AM – 10:55 AM	Diversity and Inclusion: Barriers in Getting More African Americans to Become Accountants/Auditors Jay Ross, Undergraduate Student of Harris Stowe State University
10:55 AM – 11:10 AM	Understanding the Effects of Autism in Workforce Development as it Relates to Today's Society
11:10 AM – 11:25 AM	How Innovative Trade Strategies Can Transform Latin American Countries and U.S. Commerce Capacities to Compete Against the Asian and European Block Camilla Chavez, Undergraduate Student of Harris Stowe State University

11:30 AM – 11:35	Closing Remarks Barron H. Harvey

Session I

Higher Education

Session Chair: Narendra Rustagi

Cheating/ Misconduct in Higher Education – Challenges and Solutions

Narendra Rustagi, Howard University

Daniel Owunwanne, Howard University

Application of the Altman's Z Model in Predicting Bankruptcy of Higher Education Institutions

Glenda Evans, Hampton University

Sharad K. Maheshwari, Hampton University

Critical Analysis of Financial Contribution of Indian Students in Higher Education in USA

Nisha Singh, Livingstone College

CHEATING/ MISCONDUCT IN HIGHER EDUCATION – CHALLENGES AND SOLUTIONS

Narendra K. Rustagi and Daniel Owunwanne
Howard University

ABSTRACT

Quantitative courses at business schools have transformed significantly from essentially theoretical courses with embedding of business problems to solving of business problems using software, generally a spreadsheet software, with very little discussion of theoretical concepts. For example, instead of talking about Simplex method in linear programming, students are exposed to model building using practical problems, demonstrated the use of Excel Solver function, and then asked to solve problems and interpret results. Introduction of technology made cheating on the examinations easier as access to internet is needed for the examination and can also be used for sharing information. At a broader level, as policies of measuring performance by student performance lead to incentives for teachers and administrators to take actions that were detrimental to students. The objective of this paper is to look at incentives created by policy changes and their outcome as well as what policies could be introduced to reverse the impact of policies that are negatively impacting student learning. The issue is global. Results of a survey on cheating conducted at a US institution and an institution in Oman are also discussed.

APPLICATION OF THE ALTMAN'S Z MODEL IN PREDICTING BANKRUPTCY OF HIGHER EDUCATION INSTITUTIONS

Glenda Evans and Sharad K. Maheshwari
Hampton University

ABSTRACT

Institutions of higher educations are businesses subjected to normal vagaries of economic cycles as other businesses. The higher education institutions during hard economic times face similar financial pressures can lead to failure of institutions. Thus, it is important to know if certain financial indicators can be delineated that can help forewarn administrators of impending failure due to financial stress. There are multiple models for predicting failure of several types of business including manufacturing, financial and non-for profit. Literature lacks similar predictive model for education institutions. In this study, a model for predicting failure of higher education institution is developed based on failure data of such organizations from 1987-2012. The model is based on Altman's Z model which was created for publicly traded manufacturing businesses. Like Altman's model, five financial ratios for higher education institutions are utilized in the proposed model. A stratified sample of 113 institutions was drawn from the Integrated Postsecondary Education Data System (IPEDS) data. This sample included 70 sustaining and 33 failed institutions. Logistics regression was used to create the model. Financial ratios created for the model are highly significant. Model was tested on a different sample from IPEDS data and was able to predict more than 70% failures correctly.

CRITICAL ANALYSIS OF FINANCIAL CONTRIBUTION OF INDIAN STUDENTS IN HIGHER EDUCATION IN USA

Nisha Singh
Livingstone College

ABSTRACT

International students in higher education sector in USA have carved a niche in financial contribution of the country. The number of Indian students studying in USA is only second to that of China and this trend is on the upward side year by year. In the present Global scenario attracting international students in higher education sector, through policy and promotion is prompting major players like USA, Britain, Australia and other European States to seek international students. According to the 2017 Open Doors Report on International Educational Exchange data released today by IIE and the U.S. Department of State Bureau of Educational and Cultural Affairs, "the number of Indian students in the United States has, once again, risen to a record level, to over 186,000 – the fourth year in a row to see double-digit growth." When further analyzed we find that with a number increasing 21,000 constitute a growth of 12% and which is 17.3 % of the international students. Majority of Indian students are at the graduate level and on further exploration it is found that the major chunk of fees are paid by the students themselves as scholarship, aid or donations contribute not much in USA. Therefore Indian students as financial contributors, in USA educational sector, is an important aspect which is difficult to ignore. This paper analyzes the impact of Indian students from economic angle, its future prospect, its impact beyond economics, its constraints and scope and further positive steps to be taken to accelerate the numbers and contribution.

Session II

Finance & Real Estate

Session Chair: Kasim Alli

The Challenge of Using Crowdfunding in Low-Internet Connectivity Countries

Constant Beugré, Delaware State University

Deregulation and Future Global Financial Crises

Denise W. Streeter, Howard University

The Jacksons: An Estate Planning Case of an African American Millionaire Couple

Kasim Alli, Clark Atlanta University

Crystal R. Hudson, Clark Atlanta University

DEREGULATION AND FUTURE GLOBAL FINANCIAL CRISES

Denise W. Streeter, Ph.D., CPA
Howard University

ABSTRACT

The U.S. Financial Crisis Inquiry Commission report concludes that one of the causes of the 2008 financial crisis was that "widespread failures in financial regulation and supervision proved devastating to the stability of the nation's financial markets." (Yeebo, 2011). Prior to the 2011 release of the Commission's report, the U.S. Congress, in July 2010, enacted new regulations titled, "Dodd-Frank Wall Street Reform and Consumer Financial Protection (i.e. Dodd-Frank) Act that created or tightened regulations on bank capitalization, compliance and reporting standards for banks, mortgage requirements, and excessive risk-taking, among other areas, with the goal of preventing future financial crises. However, in May 2018, the U.S. President signed a bill that rolled back many of the regulations brought about by the Dodd-Frank Act. (Pramuk, 2018) To address the problem of the continuing deregulation of financial institutions, this research aims to provide empirical evidence on the results to date under the Dodd-Frank Act with regard to stabilization of financial institutions. The empirical evidence to be provided will answer the research question of: "Have the regulations of the Dodd-Frank Act achieved the goal of financial stability in relation to bank capitalization, mortgage requirements, and risk-taking? If no, then some form of adjustment or even deregulation might be in order. If yes, then the regulations on financial institutions should remain in place. The major objectives of this research project are to provide empirical evidence on the impact of the Dodd-Frank Act to date in providing financial stability and to inform policy makers as to the level of regulation needed in the United States to avoid future global financial crises.

THE JACKSONS: AN ESTATE PLANNING CASE OF AN AFRICAN AMERICAN MILLIONAIRE COUPLE

Dr. Crystal R. Hudson and Dr. Kasim Alli
Clark Atlanta University

ABSTRACT

Jarrod and Jakira Jackson is an African American power couple who have amassed a net worth of more than $6 million dollars primarily through a small real estate business. Both were first in their families to go to college and by far the wealthiest. Now they need help passing on their wealth and their legacy to their twin teenagers. The Jackson family needs an estate planning assessment to ensure that their twins and family members are cared for and to ensure that as much of their estate gets passed onto their heirs as possible.

Session III

Finance & Real Estate

Session Chair: Rajni Goel

Business Case for Financial Institutions Investing in Cybersecurity: The New Competitive Advantage

Rajni Goel, Howard University

Residential Location Dynamics in Washington D.C. from 2000 – 2010

L. Jide Iwarere, Howard University
John E. Williams, Morehouse College

Some Spatial Effects of a Major League Baseball Stadium Development

L. Jide Iwarere, Howard University
John E. Williams, Morehouse College
Nedra Mahone, Morehouse College

BUSINESS CASE FOR FINANCIAL INSTITUTIONS INVESTING IN CYBERSECURITY: THE NEW COMPETITIVE ADVANTAGE

Rajni Goel
Howard University

ABSTRACT

Banks and financial institutions have transformed into sophisticated technology companies that provide financial services as their core business. This digital transformation has added cybersecurity as an increasingly critical management concern in the financial sector for cyber-attacks and fraudulent transactions have become more frequent and widespread. Though traditionally the investments in security have been thought of as a defensive investment, we introduce a new perspective of the value of Cybersecurity investment. We propose that security investments must be leveraged as a competitive advantage and cyber security must be viewed as a strategic asset. If cybersecurity is embedded into the firm as an integral element of the firm's strategy, it can be used to differentiate the firm from its competitors. We present a concept of how financial "technology" institutions can realign their cyber security activities with the firm's strategic objectives and to a competitive advantage.

RESIDENTIAL LOCATION DYNAMICS IN WASHINGTON, DC FROM 2000 TO 2010

L. Jide Iwarere
Howard University

John E. Williams
Morehouse College,

ABSTRACT

Demographic Inversion involves a socioeconomic reordering of the uses and occupants of properties inside the boundaries of major US cities. The concept is akin to gentrification, which has generally been defined by the outplacement of less affluent minority groups by more affluent residents, but has a broader impact on both the people and types of property affected by the process. Employing 2000 and 2010 census data, we examined the demographic changes of residential patterns of Washington, DC. Analysis of the these data revealed that the demographics of the residents of the city changed significantly between 2000 and 2010, including, household income, number of households with children, selling prices of homes, foreclosure rates and ethnic composition. The change in ethnic composition also had an impact on a diversity index that was devised for the study.

SOME SPATIAL EFFECTS OF A MAJOR LEAGUE BASEBALL STADIUM DEVELOPMENT

L. Jide Iwarere
Howard University

John E. Williams and Nedra Mahone
Morehouse College, Atlanta, Georgia

ABSTRACT

The literature on Major League Stadium Development overwhelmingly depicts the activity as constituting a drag on the local economy. This negative economic impact is generally observed to arise from the dominance of public funding of such private developments that generate benefits typically skewed towards owners and players. The large-scale subsidy of the stadium development costs, then imposes a high cash flow requirement for economic justification typically measured in tax dollars and local employment.

Session IV

International Business

Session Chair: JoAnn Rolle

Machine Intelligence in Cross-Border Commerce Domain

Hanah Thu Hanh Tran, Medgar Evers College CUNY
William Viet Tran, Medgar Evers College CUNY

The Future of Work and Entrepreneurship for the Underserved

JoAnn Rolle, Medgar Evers College CUNY
Jacqui Kisato, Kenyatta University

Why Countries Are Failing and Why the World Should Listen

David E. Hansen, Texas Southern University

MACHINE INTELLIGENCE IN CROSS-BORDER COMMERCE DOMAIN

Hanah Thu Hanh Tran
William Viet Tran

ABSTRACT

In cross-border commerce, the biggest challenge for SMEs manufacturers and distributors is how to accurately identify the right product for market penetration. At FHH, we combine AI technologies together with human expertise to automate and streamline our products and services. AI technologies plays an integral part by capturing consumer behavior and supply trends. It assists our trading house in choosing product and setting prices for optimal market penetration. In this paper, we will present a case study with actual outcomes from using our technology in a tested cross-border market (Japan – Vietnam). Specifically, we were able to identify grass barley as an up and coming ingredient for the F&B industry in Vietnam and our trading house was able to launch it from Japan to Vietnam one year ahead of big corporations such as Nestle. While cross-border commerce has always been a challenging domain, it presents opportunities for pioneers like FHH to disrupt the industry. We help our SMEs manufacturers and distributors to better manage costs, increase sales and ultimately, chart the future of business management.

THE FUTURE OF WORK AND ENTREPRENEURSHIP FOR THE UNDERSERVED

JoAnn Rolle, Ph.D.
Medgar Evers College

Jacqui Kisato, Ph.D.
Kenyatta University

ABSTRACT

Scholars and technocrats globally continue to be concerned about the widening income gap in the micro, meso and macro levels. As global wealth creation continues to grow exponentially at the apex, there is stagnation and poverty increase at the bottom levels. Racism and poverty plague economies globally resulting in underutilization of diverse talent especially for the underserved. Additionally, global underemployment is on the increase and skilled labor demands decreases with the advent of technology and automation. As these changes take place, there will be a decrease of income streams and lower yield of economic opportunity. This paper discusses how we can prepare diverse talent for a dynamic world with continuous automation by addressing the global wealth and income disparities. We also explore options for increasing and utilizing global diverse talent especially among the underserved. Further, we discuss the future of technology and entrepreneurial innovations for the underserved and how to enhance unity in community and capacity building. This study used exploratory design to collect data from a sample of students, faculty and entrepreneurs from the both developed and emerging markets; USA, Kenya, Uganda and Djibouti. An interview guide was used to collect data from entrepreneurs and faculty while focus group discussions and interviews were held with students from Medgar Evers and Kenyatta universities. The sample was purposively selected from these countries and institutions that were convenient and reachable to the researchers. The findings revealed that economic disparities accentuated the blurred lines of poverty and had great ramifications on individuals, communities and the environment. To increase the use of global talent, institutions of higher learning need to strengthen the weak partnerships with industry players and entrepreneurs globally. It is imperative for these institutions to synergize across countries and communities so that innovations lead to market-based

solutions that become new revenue streams for wealth creation. Additionally, experiential learning is essential for entrepreneur students to ensure they get the “hard knocks” of business whilst leveraging technology such as blockchain, AI, virtual reality and 3D printing. We conclude by reiterating that collaborative ventures internationally, with entrepreneurs, academics and industry players will equip nascent entrepreneurs from underserved communities will gradually slow the rise of inequalities globally.

WHY COUNTRIES ARE FAILING AND WHY THE WORLD SHOULD LISTEN

David E. Hansen, PhD
Texas Southern University

ABSTRACT

Using African Countries as the model for the role of democracy in economic success, we conduct an exploratory review of their political situation and its relation to their economic strength, media independence, and external actions. Definitions for failing states will be reviewed, along with the theory from Acemoglu and Robinson's "Why Nations Fail" which indicates that political institutions drive economic success. We present data that support their theory and look at how this relates to media freedom and resource extraction economies in developing countries. Implications for trade organizations are discussed.

Session V

International Business

Session Chair: Philemon Oyewole

New Marketing and Business Collaboration: The Viability of Streaming Technology to Ubiquitous Social Media Audiences

Ephraim Okoro, Howard University

Otis Thomas, Bowie State University

Marketing Implications of Dietary Attitude and Food Selection Criteria Among African-American College Students

Philemon Oyewole, Howard University

Maryam Khan, Howard University

Recall Type: Analyzing Twitter for Informing Crisis Communication Strategy

Anupam Kumar, Howard University

NEW MARKETING AND BUSINESS COLLABORATION: THE VIABILITY OF STREAMING TECHNOLOGY TO UBIQUITOUS SOCIAL MEDIA AUDIENCES

Otis Thomas, Ph.D.
Bowie State University

Ephraim Okoro, Ph.D.
Howard University

ABSTRACT

This study examines innovative concepts that produced advanced technological mechanisms for marketing, promoting, buying, and selling to local and international markets and ubiquitous social media audiences to broaden international presence, increase profits and productivity, reduce costs, increase customer loyalty and experiences, and generate a strong return on investment. The study draws on Grounded Theory data to describe and analyze several key components utilized in establishing social media technological networking systems to broaden international presence, and reach diverse, global, millennial audiences. First, we assessed information in relation to the processes and technologies necessary for organizations to drive business value and accelerate the right products and services to social media consumers across geographical boundaries. Second, we employed Grounded Theory methodology to define the key technological characteristics essential for designing and building individualized streaming networks. Furthermore, a constructionist process is outlined to illustrate the implementation of building virtual reality and robotic platforms and synchronized technological systems critical to driving revenue, improving customer interactions, and exceeding customer expectations. Third, we discussed the challenges, opportunities, benefits, and relevance of streaming technological content to diverse global audiences throughout the enterprise world to drive streams of revenue and deliver a first-class customer experience. Finally, we discussed and evaluated how organizations transformed customer engagement and profit from streaming technologies to global audiences across geographical boundaries. Preliminary findings suggest that organizations engaged in

the social media streaming revolution to obtain universal opportunities and exposure, gained a competitive edge over competition, increased profits and productivity, generated greater returns on investments, reduced costs, enhanced market share, and improved customer loyalty and experience.

MARKETING IMPLICATIONS OF DIETARY ATTITUDE AND FOOD SELECTION CRITERIA AMONG AFRICAN-AMERICAN COLLEGE STUDENTS

Philemon Oyewole and Maryam Khan
Howard University

ABSTRACT

Obesity has become a major health problem throughout American society, with 35% of U.S.adults considered obese. College-students, particularly ethnic minorities are at a higher risk for obesity and health complications. Published research relating to African-American college-aged students' food habit is very limited. The findings of this study provide valuable insight into the dietary and weight management attitudes and behaviors of a growing minority college-aged group. The objective of the study is to determine the major criteria used by African-American college students in choosing food, and what factors influence those criteria. The paper is an empirical research that used a 6-part survey instrument administered to a sample of adult African-American college students in the United States. Findings show that Quality/taste, Hunger level, and Convenience topped the list of criteria used. Gender, weight management practice, and knowledge of nutrition labels are among the influencing factors. Managerial implications for college dining facilities, and other food marketing organizations, to promote healthy eating habits are discussed.

RECALL TYPE: ANALYZING TWITTER FOR INFORMING CRISIS COMMUNICATION STRATEGY

Anupam Kumar, Ph.D.
Howard University

ABSTRACT

It is proposed that recall type as categorized into safety versus environmental recall will draw attention to firms in their own unique manner and will exist in the public perception on different timescales exhibiting their own unique characteristics of decay. It is conceived that safety recalls primarily impact owners of the specific make and model affected. In contrast, environmental recalls, though less urgent, have a bearing on the general society and therefore attracts a larger audience. Furthermore, there is a greater propensity for firms to attribute responsibility for safety recalls to third parties like suppliers thereby influencing consumer perceptions. It is therefore proposed that compared to environmental recalls, safety recalls will dissipate faster in the news cycle due to a smaller audience coupled with the likelihood of reduced attribution as compared to prolonged consumer attention due to a larger audience for environmental recalls. Therefore, any post-recall marketing and recovery strategy should account for recall type as well. The relevance of recall type in terms of their existence in the news cycle is explored by scraping Twitter data on large firms post recall announcements to explore decay trends. Indeed, the exploratory analysis is indicative of distinct decay patterns between tweets on safety versus environmental recalls highlighting the comparatively prolonged attention after an environmental recall.

Session VI

Management Topics

Session Chair: Fatemeh Zakery

A Multi-Level Review of Workplace Spirituality Research and its Implications for Management Practice

Amanda Hinojosa, Howard University
Michael Ogbolu, Howard University
Chloeé J. Puckett, Washington University

A Nonprofit Case Study Regarding Communication in a Multi-Generational Workplace

Angela Bennett, Marymount University
Linda Christie, Marymount University

Diversity and Inclusion: Barriers In Getting More African-Americans to Become Accountants/Auditors

Jay Ross, an undergraduate student of Harris-Stowe State University

Understanding the Effects of Autism in Workforce Development as it Relates to Today's Society

Rhonda Lingard, an undergraduate student of Harris-Stowe State University

How Innovative Trade Strategies Can Transform Latin American Countries and U.S. Commerce Capacities to Compete Against the Asian and European Block

Camilla Chavez, an undergraduate student of Harris-Stowe State University

A MULTI-LEVEL REVIEW OF WORKPLACE SPIRITUALITY RESEARCH AND ITS IMPLICATIONS FOR MANAGEMENT PRACTICE

Chloeé J. Puckett
Washington University School of Law

Amanda Hinojosa, Michael Ogbolu
Howard University

ABSTRACT

A growing body of research has begun to examine the role *workplace spirituality* plays in individual well-being and performance. This research has also explored the impact of workplace spirituality on important work outcomes at individual, group and organizational levels. Workplace spirituality is defined as “the recognition that employees have an inner life that nourishes and is nourished by meaningful work that takes place in the context of community” (Ashmos & Duchon, 2000, p. 137). At the individual level, it is measured by capturing one’s sense of meaningful purpose through their work. At the group level, spirituality is measured by capturing the sense of community, while at the organizational level it is captured by the sense of alignment with the organization’s values and mission (Milliman, Czaplewski, & Ferguson, 2003). In this paper, we review the extant research on workplace spirituality. Building from this review, we explore the implications of workplace spirituality research for management practice

A NONPROFIT CASE STUDY REGARDING COMMUNICATION IN A MULTI-GENERATIONAL WORKPLACE

Angela Bennett, SHRM-CP and Linda Christie, Ph.D.
Marymount University

ABSTRACT

This case study examines communication and multi-generational issues within a nonprofit organization. Field research included a quantitative electronic survey and a qualitative follow-up focus group. Survey results revealed that employees observed a lack of free- flowing communication which is a significant issue within the organization. Recommendations for improving communication include discussing the decision-making process to reduce employee feelings of isolation, starting cross-departmental meetings to break down silos, and utilizing more face-to-face interaction on important issues.

DIVERSITY AND INCLUSION: BARRIERS IN GETTING MORE AFRICAN-AMERICANS TO BECOME ACCOUNTANTS/AUDITORS

Jay Ross
Harris-Stowe State University

ABSTRACT

The persistent efforts made by many accounting profession's stakeholders, to increase the percentage of CPAs that are African-Americans from 1969 to date, has not yielded the desired result. Although, the numbers of African-American CPAs has increased, yet African-American CPAs currently represents about 1% of all CPAs; which indicates a gross under-representation of African-Americans who constitute about 15% of USA population.

Therefore, we conducted a survey at NABA's Central Region Student Conference at Saint Louis, Missouri; on October 11-13, 2018, using the African-American accounting professionals and students in attendance at the conference as respondents. We received 38 completed questionnaires from African-American accounting professionals; each questionnaire has 24 characteristics and some open ended questions. We also received 35 completed questionnaires from African-American students, each questionnaire with 18 characteristics and some open ended questions.

The research findings indicated that the major barriers causing African-Americans to be grossly underrepresented within CPA ranks are mainly financial and cultural related. We also noted that many African-Americans have the academic ability to become CPAs but many African-American high school counselors, many African-American parents, and many African-American high school students, are not sharing information about the vast opportunities presented by accounting profession.

UNDERSTANDING THE EFFECTS OF AUTISM IN WORKFORCE DEVELOPMENT AS IT RELATES TO TODAY'S SOCIETY

Rhonda Lingard
Harris-Stowe State University

ABSTRACT

In today's society, it's vital to understand how Autism fundamentally affect workplace development. This research investigation will explore in detail how employers can benefit from considering individuals with Autism Spectrum Disorder (ASD) and by implementing policies and practices that will potentially help them be successful within their workplace environment. As a result of the Equality Act 2010, employers have a responsibility to make workplace adaptations or reasonable adjustments