Association for Business Communication
Southwestern United States
2020 Refereed Proceedings
March 11–14, 2020
San Antonio, TX

Carol S. Wright, *President*
Kayla N. Sapkota, *President-Elect and Program Chair*
Leslie Ramos Salazar, *Secretary-Treasurer*
Lindsey Clark, *Historian*
Kelly A. Grant, *Past President*

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Editor's Note

Welcome to the 47th meeting of the Association for Business Communication-Southwestern United States. Many thanks to the planners, program chairs, reviewers, presenters, and other contributors responsible for making this fantastic conference program possible. Special thanks go to Kayla Sapkota, Program Chair of ABC-SWUS, who has assembled a great program that will appeal to anyone who is interested in business communication pedagogy and research.

The program this year includes 32 presentations. Included in this proceedings are 4 full papers from the conference, 29 presentation abstracts, and 3 poster presentation titles. I would like to extend thanks to the proposal and paper reviewers: Traci L. Austin, Kelly A. Grant, Ashley Hall, Margaret S. Kilcoyne, Chynette Nealy, Gerald Plumlee, Jr., Leslie Ramos Salazar, Lucia Sigmar, Danica L. Schieber, Ashly Bender Smith, Carol S. Wright, Marsha Bayles, and Chris McKenna. It was a pleasure to serve as a proposal reviewer as well.

Each year completed papers that are submitted for the program are considered for the Irwin/McGraw Hill Distinguished Paper Award. This year's distinguished paper was awarded to Ashley Hall, Carol S. Wright, and Amanda Smith for their paper *Augmented Reality in Business Communication Classes*. They will present their paper on Thursday, March 12 at 8:30 a.m.

In these proceedings, you will also find information on previous program chairpersons, Distinguished Paper Award recipients, and recipients of the Outstanding Research and Outstanding Teacher awards.

Please make plans to join us next year for the 2021 conference March 17–20 in Galveston, Texas. The call dates for next year's papers and presentation proposals are October 1, 2020.

We hope you enjoy the 2020 conference program and take this opportunity to share new ideas, make new contacts, and explore San Antonio.

In Service,

Vincent D. Robles
Editor

Future International and Regional Meetings 2020

For more information visit:
http://businesscommunication.org/conferences

2020 ABC Europe, Africa, and Middle East Regional Conference
August 26–28, 2020
Vienna, Austria

Association for Business Communication 85th Annual International Conference
October 28–31, 2020
San Diego, California, USA

2021 ABC Southwestern United States Regional Conference
March 17–20, 2021
Galveston, Texas, USA

ABC-SWUS Program Chairpersons 1973–Present

2020–2021	Kayla Sapkota
2019–2020	Carol S. Wright
2017–2019	Kelly A. Grant
2016–2017	Laura Lott Valenti
2015–2016	Susan Evans Jennings
2014–2015	Kathryn S. O’Neill
2013–2014	Traci L. Austin
2012–2013	Randall L. Waller
2011–2012	Lucia Sigmar
2010–2011	Margaret Kilcoyne
2009–2010	Faridah Awang
2008–2009	Marcel Robles
2007–2008	Ann Wilson
2006–2007	Carolyn Ashe
2005–2006	Harold A. Hurry
2004–2005	Lana W. Carnes
2003–2004	Marsha L. Bayless
2002–2003	Betty A. Kleen
2001–2002	William Sharbrough
2000–2001	Carol Lehman
1999–2000	William P. Galle, Jr.
1998–1999	Anita Bednar
1997–1998	Timothy W. Clipson
1996–1997	Debbie D. Dufrene
1995–1996	William J. Wardrope
1994–1996	Roger N. Conaway
1993–1994	Donna W. Luse
1992–1993	F. Stanford Wayne
1991–1992	Beverly H. Nelson
1990–1991	Marian Crawford
1989–1990	Marlin C. Young
1988–1989	Sallye Benoit
1987–1988	Tom Means
1986–1987	Lamar N. Reinsch, Jr.
1985–1986	Sara Hart
1984–1985	Betty S. Johnson
1983–1984	Larry R. Smeltzer
1982–1983	Daniel Cochran
1981–1982	Nancy Darsey
1980–1981	John M. Penrose
1979–1980	R. Lynn Johnson
1978–1979	Raymond V. Lesikar
1977–1978	Jack D. Eure
1976–1977	Phil Lewis
1975–1976	Dale Level
1974–1975	Bette Anne Stead
1973–1974	Sam J. Bruno

Call for Papers

Federation of Business Disciplines and Association for Business Communication Southwestern US.
March 11–14, 2020 San Antonio, Texas

Please submit a proposal or paper related to **business communication topics** for presentation at the 2020 ABC-SWUS Conference in San Antonio, Texas. Research papers or position papers related to **business communication topics** in the following areas are encouraged:

Communication Technology	Technology and Education
Innovative Instructional Methods	Business Education Issues
International Business Communication	Paradigm Shifts in Communication
Training and Development/Consulting	Interpersonal Communication
Nonverbal Communication	Executive/Managerial Communication
Legal and Ethical Communication Issues	Organizational Communication
Healthcare Communication	Language and Communication Theory

- Papers or proposals should include a statement of the problem or purpose, methodology section (if applicable), findings (as available), a summary, implications for education and/or business, and a bibliography.
- If you are submitting a proposal only, it should contain 750 to 1,500 words and must be submitted on the ABC website: http://www.businesscommunication.org. Click on the link for the **2020 ABC-SWUS Conference**.
- If you are submitting a completed paper, please submit your proposal online as indicated above. Then e-mail the completed paper to knsapkota@asub.edu by **October 1, 2019**. All submissions must be in Microsoft Word.
- Personal and institutional identification should be removed from the body of the paper. Identify yourself and your institution only on the cover page. Submissions will be anonymously reviewed.
- A cover page is required with the title of the paper and identifying information for each author: name, institutional affiliation, address, phone and fax numbers, and e-mail address.
- For your research to be considered for the Richard D. Irwin Distinguished Paper Award, you must submit a completed paper rather than a proposal by the submission deadline, **October 1, 2019**.
- Submitted papers should not have been previously presented or published, nor should they be under consideration or accepted for presentation elsewhere.
    - **FBD Statement of Academic Integrity**: Your paper should not have been previously published or previously presented at FBD. Please indicate to the Program Chair if your paper is currently under submission to another FBD association. If your paper is later accepted by another FBD association, it is your responsibility to notify the appropriate Program Chairs.
- Upon receiving notice of acceptance, all authors and co-authors are expected to **pre-register for ABC-SWUS and FBD** at http://www.fbdonline.org.

Deadline: Papers and proposals must be received by October 1, 2019.
Proceedings Deadline: Accepted full papers must be received by January 16, 2020.
For information, contact Kayla Sapkota, Program Chair, via e-mail at knsapkota@asub.edu

FBD Outstanding Educator Awards

Association for Business Communication
Southwestern United States

This top tier ABC-SWUS award began in 2001 to honor outstanding educators in ABC-SWUS who were already recognized by our association. To be eligible for the award, recipients must have received the ABC-SWUS Outstanding Teacher or Researcher Award, served as an ABC-SWUS regional officer, or received the distinguished paper award in the last five years. The award winners are as follows:

2020 Laura Valenti, Nicholls State University
2019 Traci L. Austin, Sam Houston State University
2018 Judith L. Biss (posthumously), Stephen F. Austin State University
2017 Susan E. Jennings, Stephen F. Austin State University
2016 Tim Clipson, Stephen F. Austin State University
2015 Margaret S. Kilcoyne, Northwestern State University
2014 Lucia Sigmar, Sam Houston State University
2013 S. Ann Wilson, Stephen F. Austin State University
2012 Marcel M. Robles, Eastern Kentucky University
2011 Harold A. Hurry, Sam Houston State University
2010 Geraldine E. Hynes, Sam Houston State University
2009 Roger N. Conaway, Tecnológico de Monterrey, campus San Luis Potosí
2008 Bobbye J. Davis, Southeastern Louisiana University
2007 Betty A. Kleen, Nicholls State University
2006 William Wardrope, University of Central Oklahoma
2005 Betty S. Johnson, Stephen F. Austin State University
2004 Marsha L. Bayless, Stephen F. Austin State University
2003 Lillian H. Chaney, University of Memphis
2002 Debbie DuFrene, Stephen F. Austin State University
2001 Anita Bednar, University of Central Oklahoma

Outstanding Researcher and Teacher Awards

Association for Business Communication
Southwestern United States

These awards were developed and first awarded in 1992 to recognize the accomplishments of the region's members. Nominated candidates are evaluated by a panel of previous award winners. No awards were given in 1998, 2001, 2003, 2007 or 2013. The association began alternating the awards every other year in 2000 between researcher and teacher. In 2011 the Outstanding Teacher Award was renamed the Marlin C. Young Outstanding Teacher Award in honor and memory of his contributions to the ABC-SWUS organization. The recipients below each received a plaque and award of $100 (the award was changed to $200 in 2008):

2020 Ashley Hall, Outstanding Researcher Award

2018 Danica Schieber, Raymond V. Lesikar Outstanding Researcher Award

2017 Judith L. Biss (posthumously), Marlin C. Young Outstanding Teacher Award

2016 Geraldine Hynes, Outstanding Researcher Award

2015 Margaret Kilcoyne, Marlin C. Young Outstanding Teacher Award

2014 Lucia Sigmar, Outstanding Researcher Award

2013 Brenda Hanson, Marlin C. Young Outstanding Teacher Award

2012 Susan Evans Jennings, Outstanding Researcher Award

2011 S. Ann Wilson, Marlin C. Young Outstanding Teacher Award

2010 Margaret Kilcoyne, Outstanding Researcher Award

2009 Harold Hurry, Outstanding Teacher Award

2008 Roger N. Conaway, Outstanding Researcher Award

2008 Geraldine E. Hynes, Outstanding Teacher Award

2006 Janna P. Vice, Outstanding Researcher Award

2005 Bobbye Davis, Outstanding Teacher Award

2004 William Wardrope, Outstanding Researcher Award

Marcel Robles, Outstanding Teacher Award

2002 Lillian H. Chaney, Outstanding Researcher Award

2002 Jeré Littlejohn, Outstanding Teacher Award

2000 William Sharbrough, Outstanding Researcher Award

1999 William Wardrope, Outstanding Teacher Award

Betty Kleen, Outstanding Researcher Award

1998 Robert Olney, Outstanding Teacher Award

1997 Al Williams, Outstanding Teacher Award

1996 Betty S. Johnson, Outstanding Researcher Award

1995 Marsha L. Bayless, Outstanding Researcher Award

1995 Anita Bednar, Outstanding Teacher Award

1994 Nelda Spinks, Outstanding Teacher Award

1993 Timothy W. Clipson, Outstanding Teacher Award

1993 F. Stanford Wayne, Outstanding Researcher Award

1992 Debbie D. DuFrene, Outstanding Researcher Award

1992 Beverly H. Nelson, Outstanding Teacher Award

Irwin/McGraw-Hill Distinguished Paper Award Recipients

The Association for Business Communication
Southwestern United States

2020 Ashley Hall, Carol S. Wright, and Amanda Smith
Augmented Reality in Business Communication Classes

2019 Traci L. Austin, Lindsay L. Clark, and Lucia S. Sigmar
Just Get to the Point: Persuasive Strategies for the iGeneration

2018 N. Lamar Reinsch and Vicki Gates
Communication Strategies for Human Resource Managers and Other Counselors: Extensions and Applications of Equity Theory

2017 Jon M. Croghan and Tammy L. Croghan
Improving Performance Evaluations: The Role of Intrapersonal Communication, Message Strategy, and Age

2016 Melissa A. Barrett and Geraldine E. Hynes
The Little Creamery that Could: Weathering a Crisis and Maintaining Brand Loyalty

2015 Mark Leonard, Marsha Bayless, and Timothy Clipson
Media Selection in Managerial Communication: Exploring the Relationship between Media Preference, Personality, and Communication Aptitude

2014 Kathryn S. O'Neill and Gary L. May
Using Business Cases to Foster Critical Thinking

2012 En Mao, Laura Lott Valenti, and Marilyn Macik-Frey
Status Update – "We've Got a Problem" – Leadership Crisis Communication in the Age of Social Media

2011 Betty A. Kleen and Shari Lawrence
Student Cheating: Current Faculty Perceptions

2010 Jose Guadalupe Torres and Roger N. Conaway
Adoption and Use of New Communication Technologies in an International Organization: An Exploratory Study of Text Messaging

2009 Susan Evans Jennings, S. Ann Wilson, and Judith L. Biss
Is Email Out and Text Messaging In? Communication Trends in Secondary and Post-Secondary Students

2008 Debbie D. DuFrene, Carol M. Lehman, and Judith L. Biss
Receptivity and Response of Students to an Electronic Textbook

2007 William J. Wardrope and Roger N. Conaway
Readability and Cultural Distinctiveness of Executives' Letters Found in the Annual Reports of Latin American Companies

2006 Janna P. Vice and Lana W. Carnes
Professional Opportunities for Business Communication Students That Go Beyond the Course Grade

2005 Lillian H. Chaney, Catherine G. Green, and Janet T. Cherry
Trainers' Perceptions of Distracting or Annoying Behaviors of Corporate Trainers

Patricia Borstorff and Brandy Logan
Argumentativeness and Verbal Aggressiveness: Organizational Life, Gender, and Ethnicity.

2003 Ruth A. Miller and Donna W. Luce
The Most Important Written, Oral, and Interpersonal Communication Skills Needed by Information Systems Staff During the Systems Development Process

2002 Roger N. Conaway and William Wardrope
Communication in Latin America: An Analysis of Guatemalan Business Letters

2001 Annette N. Shelby and N. Lamar Reinsch Jr.
Strategies of Nonprofessional Advocates: A Study of Letters to a Senator

2000 Donna R. Everett and Richard A. Drapeau
A Comparison of Student Achievement in the Business Communication Course When Taught in Two Distance Learning Environments

1999 Susan Plutsky and Barbara Wilson
Study to Validate Prerequisites in Business Communication for Student Success

1998 Jose R. Goris, Bobby C. Vaught, and John D. Pettit Jr.
Inquiry into the Relationship Between the Job Characteristics Model and Communication: An Empirical Study Using Moderated Progression Analysis

1996 Beverly Little, J. R. McLaurin, Robert Taylor, and Dave Snyder
Are Men Really from Mars and Women from Venus? Perhaps We're All from Earth After All

1995 Bolanie A. Olaniran, Grant T. Savage, and Ritch L. Sorenson
Teaching Computer-mediated Communication in the Classroom: Using Experimental and Experiential Methods to Maximize Learning

1994 James R. McLaurin and Robert R. Taylor
Communication and its Predictability of Managerial Performance: A Discriminant Analysis

1993 Mona J. Casady and F. Stanford Wayne
Employment Ads of Major United States Newspapers

1992 Betty S. Johnson and Nancy J. Wilmeth
The Legal Implications of Correspondence Authorship

1991 Rod Blackwell, Jane H. Stanford, and John D. Pettit Jr.
Measuring a Formal Process Model of Communication Taught in a University Business Program: An Empirical Study

Association for Business Communication Southwestern United States Conference Program

March 12, 2020 (Thursday)

7:30 a.m.–8:30 a.m.	RioGrande Ballroom West

ABC – SWUS and ABIS Joint Breakfast

All ABC-SWUS and ABIS presenters and members are invited to enjoy a delicious breakfast. An ABC-SWUS or ABIS Association name badge **is required** for attendance at breakfast.

8:30 a.m.–10:00 a.m. Joint Session with ABIS	RioGrande Ballroom West

ABC-SWUS and ABIS Joint Session

Co-Session Chairs/Association Vice Presidents and Conference Chairs:
Kayla Sapkota, Arkansas State University-Beebe
Richard Kumi, University of Arkansas at Little Rock

ABC-SWUS Best Paper: *Augmented Reality in Business Communication Classes*
Ashley Hall, Stephen F. Austin State University
Carol S. Wright, Stephen F. Austin State University
Amanda Smith, Lufkin Independent School District

ABIS Best Paper: *Faculty and Student Communication*
Eddie Horton, Northwestern State University

10:00 a.m.–10:30 a.m.	Exhibit Hall–Regency Ballroom Center

FBD Coffee Break
Please make plans to visit the exhibits for information on the latest books and newest educational
technologies. Let our exhibitors know how much we appreciate their presence and continued support!

Great Door Prize Drawings take place at **10:15 a.m.** in the Exhibit Area. *Must be present to win.*

March 12, 2020 (Thursday)

10:30 a.m.–11:45 a.m. Regency Ballroom 2

Innovation and Technology in Communication
Session Chair: Marcel Robles, Eastern Kentucky University

Integrating New-Model Scholarship into Business Communication Students' Research
Kenneth Robert Price, Texas A&M University - Kingsville

Prospects and Their Ripening: Audience Role and Time Orientation in Marketplace Rhetoric
N. Lamar Reinsch Error! Bookmark not defined.**, Jr**., Lubbock Christian University

The Rhetoric of Critical Thinking Skills: A Brief Case Study
Randy Waller, Baylor University

The Role of Mindfulness in Impacting Mobile Text and Driving Behavior and Mobile-Related Miss Accidents
Leslie Ramos Salazar, West Texas A&M University
Priyanka Khandelwal, West Texas A&M University

10:30 a.m.–11:45 a.m. Joint Session with ABIS Regency Ballroom 3

Teaching Analytics
Session Chair: Marsha Bayless, Stephen F. Austin State University
* Guest ABC Presenters at ABIS

Framing the Concept of Data Analytics: How to Prepare Information Systems Students for the Business Environment
Marsha Bayless, Stephen F. Austin State University
Jamie Keith Humphries, Stephen F. Austin State University

Big Data Text Mining in Professional Communication: An Integrative Review and Guidelines
Aimee Kendall Roundtree, Texas State University

Role of Business Communication Faculty in Preparing Business Analytics Graduates for the Workplace
Robert Mitchell, University of Arkansas – Little Rock

ANT Ethics in Communication: An Integrative Review and Framework
Aimee Kendall Roundtree, Texas State University

11:45 a.m.–1:30 p.m. **Lunch on your own**

ABC–SWUS Executive Board Meeting and Luncheon
By Invitation Only (Location: Garden Terrace, 1st Floor)

March 12, 2020 (Thursday)

1:30 p.m.–3:00 p.m. Regency Ballroom 2

Preparing Students for the Workplace
Session Chair: Christopher McKenna, Stephen F. Austin State University

Metacognition and its Benefits: Reflective Practices for the Business Professional
Brent Lucia, University of Connecticut

Work-based Learning and Private Sector Efforts toward Undergraduate Degree Completion
Crystal Rose Shelnutt, University of West Georgia

The Great Divide: Addressing Curricular Variances in B-School BCOMM and English Department BCOMM
Lorelei Amanda Ortiz, St. Edward's University

Teaching Content Strategy as Part of the Business Communication Curriculum
Vincent Robles, University of North Texas

3:00 p.m.–3:30 p.m. Exhibit Hall–Regency Ballroom Center

FBD Coffee Break
Please make plans to visit the exhibits for information on the latest books and newest educational technologies. Let our exhibitors know how much we appreciate their presence and continued support!

Great Door Prize Drawings take place at **3:15 p.m.** in the Exhibit Area. *Must be present to win.*

March 12, 2020 (Thursday)

3:30 p.m.–5:00 p.m.	Regency Ballroom 2

Course Development and Assessment
Session Chair: Kelly Grant, Tulane University

Grammatical Error Analysis: Student Usage vs. Professional Perception
Marla Mahar, Oklahoma State University
Sylvia Hill, Oklahoma State University

Adopting the BizComm Competency Model for Assessment: Lessons Learned from Interdisciplinary Assessment
Ashly Bender Smith, Sam Houston State University
Lindsay Clark, Sam Houston State University

Panel Discussion: Assessing Students' Communication Skills: Best Practices and Lessons Learned
Gerald Plumlee, Jr, Southern Arkansas University
Kelly Grant, Tulane University
Christopher McKenna, Stephen F. Austin State University

3:30 p.m.–5:00 p.m. Joint Session with ABIS	Regency Ballroom 3

Concurrent Session held with Association for Business Information Systems
Impacts of Social Media
Session Chair: Marcel Robles, Eastern Kentucky University

Using Tweets for Data Analysis: An Examination of Tweets in Presidential Politics 2020
Shane Schartz, Fort Hays State University
Ron Rohlf, Fort Hays State University

Social Media and Its Impact on Employees
Marcel Robles, Eastern Kentucky University
Lazim Islam, Eastern Kentucky University

Enhancing Team Formation and Function Through the Use of Sociograms
Lucia Sigmar, Stephen F. Austin State University
Marsha Bayless, Stephen F. State Austin University

WeChat in China: A Case Study of Technological Innovation in Business Communication
Yong-Kang Wei, University of Texas–Rio Grande Valley

5:30 p.m.–7:00 p.m.	Exhibit Hall–Regency Center

FBD Presidential Welcome Reception
Everyone is invited to attend this FBD conference-wide social event (**badge required**). Visit with long-time friends and make new ones as you enjoy light appetizers and live music. A cash bar is available. Stop by to relax and wind down from the day's conference activities before heading out to other association and cultural events or dinner.

March 13, 2020 (Friday)

7:30 a.m.–8:30 a.m. Regency Ballroom 2

ABC-SWUS and ABIS Joint Breakfast
All ABC-SWUS and ABIS presenters and members are invited to enjoy a delicious breakfast. An ABC-SWUS or ABIS association name badge **is required** for attendance at breakfast.

8:30 a.m.–10:00 a.m. Regency Ballroom 2

Professional Communication
Session Chair: Vincent Robles, University of North Texas

Preferences for Written versus Spoken Expressions of Thanks among American Professionals
Peter W. Cardon, University of Southern California
Janna Wong, University of Southern California
Cole Christie, University of Southern California

Importance of Effective Collaboration amongst Financial Professionals
Roger Conaway, University of Texas at Tyler
Shamarr Prentice, Frost Brokerage Services, Inc.

Economic Impact of Negative News Communication on Organizations
Marcel Robles, Eastern Kentucky University
Carles Pons, Eastern Kentucky University

Factors to Consider while Attempting Image Restoration
Charles Wayne Bass, Tulsa Community College

10:00 a.m.–10:30 a.m. Exhibit Hall–Regency Center

FBD Coffee Break
Please make plans to visit the exhibits for information on the latest books and newest educational technologies. Let our exhibitors know how much we appreciate their presence and continued support!

Great Door Prize Drawings take place at **10:15 a.m.** in the Exhibit Area. *Must be present to win.*

March 13, 2020 (Friday)

10:30 a.m.–12:00 p.m. ABC Business Meeting	Regency Ballroom 2

ABC SWUS Business Meeting (all members welcome)
Presiding: Carol S. Wright, ABC-SWUS President, Stephen F. Austin State University

12:00 p.m.–1:30 p.m. **Lunch on your own**

1:30 p.m.–3:00 p.m.	Regency Ballroom 2

Communication across Cultures and Languages
Session Chair: Leslie Ramos Salazar, West Texas A&M University

International Business Communication
Marieke Keller, University of Alabama

Second Language Writers and the Business Communications Classroom
Geoffrey Clegg, Midwestern State University

Development of a Study Abroad Problems Course
James G. Ward, Fort Hays State University

An Examination of Family Cohesion and Self-Esteem as Mediators of Bilingualism and Reading Achievement of Second-Generation Immigrant Students
Leslie Ramos Salazar, West Texas A&M University
Elsa Diego-Medrano, West Texas A&M University
Yvette Castillo, West Texas A&M University
Nancy Garcia, West Texas A&M University

3:00 p.m.–3:30 p.m.	Exhibit Hall–Regency Center

FBD Coffee Break

Attend poster sessions. Please make plans to visit the exhibits for information on the latest books and newest educational technologies. Let our exhibitors know how much we appreciate their presence and continued support!

Great Door Prize Drawings take place at **3:15 p.m.** in the Exhibit Area. *Must be present to win.*

March 13, 2020 (Friday)

3:30 p.m.– 5:00 p.m. Regency Ballroom 2

Enhancing the Communication Curriculum
Session Chair: Carol S. Wright, Stephen F. Austin State University

Do We Still Teach That??
Debbie DuFrene, Stephen F. Austin State University

Fun and Free Instructional Practices for Spicing up Your Human Communication Course
Trey Guinn, University of Texas at Austin
Susanna Alford, University of the Incarnate Word

Enhancing the Undergraduate Curriculum: Incorporating Communications-Based Learning Activities into the Legal Environment of Business Course to Expand and Augment Learning
Kayla Sapkota, Arkansas State University–Beebe
Christina Stolarz, Arkansas Tech University

The Search for Confidence: Analyzing Student Presentation Reflections
Danica L. Schieber, Sam Houston State University
Traci Austin, Sam Houston State University

Please make plans to visit the exhibits to receive information on the latest books and newest education technologies.

Please let exhibitors know how much we appreciate their presence and continued support!

Make plans to join us in Galveston in 2021!
48th Annual Conference
March 17–20, 2021
Moody Gardens Galveston
Galveston, Texas

Augmented Reality in Business Communication Classes

Irwin/McGraw Hill Distinguished Paper Award

Ashley Hall, *Stephen F. Austin State University*
Carol S. Wright, *Stephen F. Austin State University*
Amanda Smith, *Lufkin Independent School District*

Abstract
Immersive technologies, such as virtual reality (VR) and augmented reality (AR), have become popular as a customer experience tool for many businesses. This presentation will provide background on immersive technologies. As immersive technologies rise in popularity in the K-12 setting, college students may anticipate their use in college classes as well. This paper will present the findings from a pilot study of students' use and perceptions of introducing an AR activity to simulate a job fair.

Background
Immersive technologies such as virtual and augmented reality have become more prevalent in many aspects of life. Although these are related tools, each offers unique characteristics. Virtual reality (VR) is computer-generated and uses specialized equipment to completely immerse the users in a new environment; whereas augmented reality (AR) uses everyday devices, such as a smartphone, and allows users to experience a new environment but still be aware of their surroundings ("Virtual and Augmented Reality," 2019). Both experiences influence perceptions and alter reality for unique and memorable encounters.

Businesses are beginning to see the value of using various types of immersive technologies in their operations. Many of these businesses have found uses such as creating human-machine interfaces, improving communication, training for safety, and providing a virtual travel environment (Roe, 2018). Although many of these technologies are still in the early stages of development, uses are expected to increase dramatically in the near future. Recently, Marengo, Pagano, and Ladisa (2018) stated that, "companies spend more money in e-learning training, always looking for more engaging and motivating experiences for the employees. In fact, workers' productivity has been revolutionized by the increasing use of mobile devices on the job" (p. 129) because of the accessibility and popularity of such devices. Many companies are using the technology in training especially for safety reasons and complex situations ("Virtual and Augmented Reality," 2019). The technology is also becoming prevalent in industrial businesses where workers can utilize AR in place of paper manuals. Fade (2019) explains that "technicians in the field will be able to receive live support from remote staff, who can indicate markings, point out issues, superimpose models over items like vehicle engines and the like, and more" (para. 6).

As immersive technologies become more prevalent in many aspects of life, it is not a surprise that it has found a use in educational settings. One issue may be preparing today's students to become users and designers of the technologies they are likely to encounter. According to Prust (n.d.), "[a]s VR technology advances, its use and integration in schools will increase, allowing students to experience firsthand physical context for what they could previously only read about" (para. 3). Similarly, AR can create positive attitudes in learners because the learning environment is enhanced (Altinpulluk, 2019). These technologies are useful to help students make connections between the concepts learned in class and application in life and career situations. When AR is implemented, students have the opportunity to "… shrink mountains to fit in a room, have airplanes float above desks and rip products apart without physically seeing them" (Fade, 2019, para. 15).

AR has become popular in education because, according to Sirakaya and Cakmak (2018), "[a]s well as being easy to use, AR has succeeded in attracting attention in terms of its use in education, thanks to its pedagogical benefits. It is observed that AR tools are used by a broad range of participants, from pre-school students to post-graduate students and teachers in a wide range of fields, from literacy education to astronomy education" (p. 298).

A 2016 survey of U.S. schools found that only 5% of teachers said they were using some type of immersive technology. In the same study, more computer science (11%), technology (11%), and science teachers (9%) had found a use for it in the classroom (Project Tomorrow, n.d.). However, in 2018, Levine commented "Immersive technologies such as virtual reality and 3D scanning are becoming so hot that educators across the country are beginning to roll them out for students of all ages" (para. 1). According to a survey by Project Tomorrow, 26% of high school students are interested in using AR in school, but only 13% of the teachers felt the same (Nagel, 2017).

As the software becomes more readily available, usage statistics are likely to change. With so many individuals owning smartphones, it is easier to incorporate this into the classroom experience. A 2018 study by The Center for Generational Kinetics found that "95% of Gen Z ages 13 to 22 currently has a smartphone!" (p. 6). Many apps are already available to aid in various teaching activities such as Elements 4D, AugThat, Math alive, and ZooKazam ("Augmented Reality in Education," n.d.). Easy tools can also help instructors create their own experiences, such as Augment, ZVR, and Blippar ("Augmented Reality in Education," n.d.).

Flipgrid is a popular program for creating Augmented Reality videos that are easily scanned with a smartphone. According to Ark (2019), "one in three U.S. teachers use Flipgrid" (para. 2). The program allows for instant creation of QR codes when a video is recorded. The video then appears to "pop out" from the QR code and float in the air, which makes it an Augmented Reality program. The website for Flipgrid also promotes that it is designed for use at all education levels, including preschool and doctoral programs, which suggests that students entering college may have experience with the program (Microsoft, 2019).

Studies of AR Use in Education

One study by Sirakaya and Cakmak in Turkey (2018) studied 118 seventh-graders in science and technology courses. Findings from this quantitative study showed increased achievement, although engagement was the same as the control group. This study also found that students preferred to use this technology individually rather than working in groups to use it.

A literature review by Altinpulluk (2019) found 58 articles on immersive technology, VR, and AR in the Social Science Citation Index in the 10 years leading up to 2016. The majority of these articles were in Asia and only 14% were from the United

States. In addition, these technologies are most often found in science classes and use a mobile device such as a smartphone.

Immersive technologies are likely to be normal applications that many will be expected to use, but the research on educational use is lagging in the ability to prepare future employees and consumers for this level of technology integration.

Statement of the purpose

As education finds ways to implement immersive technology into lessons to enhance learning, educators are challenged to find ways to effectively incorporate it into classes. A study of university educators noted the biggest obstacles to using immersive technology in the classroom include limited instructional design, research, and training to effectively use the technology (Barroso-Osuna, Gutierrez-Castillo, Liorente-Cejudo, & Ortiz, 2019). Except for simulations, the use of immersive technology has been limited in business education. However, the prevalence of new emerging technologies is providing new opportunities. One skill that immersive technology can help students practice is oral communication. This study focuses on using augmented reality to help students practice their oral communication skills in a simulated career fair. It will address the following questions:

1. What is one example of how AR can be easily implemented into a business communication class?
2. What are students' perceptions of the use of AR to practice their oral communication skills?
3. What are opportunities and challenges that instructors face in using AR in the learning environment?

Methodology

In the fall 2019 semester, immersive technology in the form of augmented reality was incorporated into two business communication classes at a regional institution in the southwestern part of the United States. One class was offered face-to-face and the other was online. One class was a sophomore-level course that is part of the university's core curriculum. The other was a junior-level class taken predominately by business majors. In this pilot study, students completed pre- and post-experience surveys to aid the researchers in understanding the students' perceptions of the technology and the perceived value of its inclusion in the learning environment. This study utilized a convenience sample and the survey was approved by the institution's Institutional Review Board. Copies of the survey instruments are included in Appendices A and B.

Students utilized the AR capabilities of a free, online program called Flipgrid, in order to simulate a virtual job fair. Students were asked to download the Flipgrid app to their smartphone so they could interact with the AR process. Flipgrid offers a computer alternative to the smartphone app; however, in order to utilize the Augmented Reality portion of the program, a smartphone is needed.

Five individuals, who the students were not familiar with, were recorded asking common interview questions. These videos were recorded using the Flipgrip app and placed under a "grid" for storage. Each video had a Quick Response (QR) code automatically created in the Fipgrid program. The QR codes were then copied and pasted on a single document and shared with the students. They were then instructed to scan the

QR code with their smartphones using the Flipgrid app. Scanning the QR codes with anything other than the Flipgrid app will prevent the AR program from appearing.

After viewing the interview questions in Augmented Reality, the students were required to scan a separate QR code to respond in the Flipgrid program. No logins were required and students only had to type their names in order to submit their recorded answers. This process allowed for students to "interact" with an interviewer. Students experienced being asked an interview question, by a person they were not familiar with, and then responded to the interview question. Using the AR option, the video of the simulated interviewer gave the appearance of an individual being in the same room as the student. The videos were set to not be visible to anyone except the instructors so that responses were kept private.

Findings

In this pilot study, 51 completed pre-experience surveys were received. Approximately 70% of respondents were traditional college-age students (18–22 years old). Nearly 18% of participants were 23–26 years old, 8% were 31–40, and 4% were 41–50 years old. Figure 1 shows the breakdown of the respondents' classification.

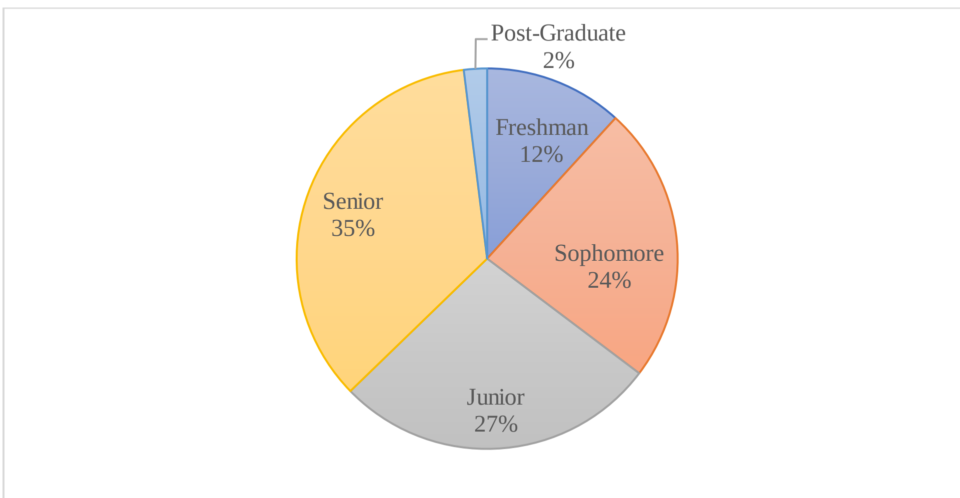

Figure 1. Respondents' classification

A majority of the participants (approximately 67%) reported being students in the College of Business. Other majors included students in the College of Forestry and Agriculture (approximately 10%), College of Education (approximately 10%), College of Sciences and Mathematics (approximately 6%), College of Fine Arts (approximately 6%), and College of Liberal and Applied Arts (approximately 2%).

Participants were asked to describe how they have previously used AR or VR. Shockingly, half of the participants reported never having used AR or VR. Approximately 20% have used VR in video games, three students mentioned using VR goggles, and three students mentioned furniture layout programs that utilize AR. Other prior experiences include baseball hitting simulations and Google Earth (1 response each). When participants were asked if they have ever used AR or VR in school, only one student responded yes, 47 said no, and 3 were unsure. The one student who reported previous school experience with AR or VR said that it was used in elementary school. The student did not have a very favorable reaction to the experience. The survey response selected was "I endured, but prefer other methods."

Participants were also asked if they see any way that AR or VR could be used in their college classes. Responses included online trainings, simulations, and practicing skills. However, many students did not provide any ideas for the inclusion of AR or VR in higher education. This result could be attributed to the lack of familiarity with immersive technologies.

After completing the pre-experience survey, participants completed an augmented reality activity to practice their business communication skills. For this assignment, students participated in a simulated career fair and recorded their answers to five common interview questions.

Once the AR activity was completed, a post-experience survey was administered. Only 40 completed surveys were received. The first question asked of the perception of the use of AR for this class. Student responses are shown in the table 1.

Table 1. Student perceptions of the use of AR for the class

After completing the virtual interview, what was your perception of the use of AR for this class?	
Excellent – I wish every class used it.	30%
OK – It was fun, but sometimes difficult to use.	40%
OK – I endured, but prefer other methods.	30%
Horrible – AR and VR should never be used in education.	0%

Students responded to an open-ended question to explain their initial perceptions of the assignment in more detail. Comments included, "I enjoy talking rather than writing or typing. What I just did was fun and interesting and would recommend it to be a thing in the future." Another student commented, "There were no complications with the AR experience, as I thought it was interesting but, I would still rather face-to-face interactions." This student also described minor issues with the technology because videos were sometimes slow to load, and several other students comments on problems scanning the QR code or having to re-start a video. One student provided a very useful summary of the experience, "I was slightly nervous to use the application when I realized I had to video myself but it was extremely useful and interesting as I have never used anything like this before. I think this application can be used in a wide variety of ways and could really make discussing and answering questions for data even more efficient." Students also commented that they could see this technology being used for oral presentations, virtual field trips, or for hands-on assignments by nursing programs.

Students seemed to understand the applicability of using AR in their future careers. Nearly half of the respondents (49%) indicated that they see how AR and VR could be used professionally. Approximately 32% responded maybe, and 19% said they did not see a professional use of AR or VR. Students believed that applications could be used for online sales, virtual interviews, and training.

Summary

Through this experience, the researchers sought to incorporate immersive technologies into their business communication classes and to better understand how students perceived the experience. Just because some technology is cool or popular does not mean that it should necessarily be included in the class; rather, there must be value derived from its inclusion.

Using AR in a business communication class is important due to the inclusion of AR in K-12 schools and how businesses are incorporating AR into their advertisements for products. Many of our students may find their chosen field of business implementing AR programs with customers. Some businesses may also explore utilizing AR or VR for employee training purposes. It is important for our students to be aware of what these programs are and how they function.

As shown in the survey results, all students perceived the use of AR to practice their oral communication skills as an acceptable activity to practice skills such as a job interview. Although most students (70%) did not think it was ideal, they all agreed it was acceptable as an assignment. Because many of the student comments addressed issues with technology, more practice with the application will help ease students' apprehension.

Opportunities and challenges that instructors face in using AR in the learning environment are important considerations before launching an AR assignment. There are several opportunities for utilizing AR in which students explore their chosen business field, interact with others without physically being present, and gain information in an engaging manner.

Challenges to consider would be training, for the instructor and students, on using AR programs, technology compatibility, and price of technology or software. Flipgrid is free for educators, and most students have a smartphone that is compatible with required software.

Implications

As business communication educators, we aim to include a variety of tools and techniques to help students understand the material and apply it in their professional lives. Using augmented reality and other types of immersive technologies is rising in popularity, but research on the outcomes is limited. As such, this topic has implications for educators seeking to incorporate innovative instructional methods and for business communication research. As technology changes and improves, many businesses are taking advantage of how AR and VR can impact their customers' experience. "Businesses that apply augmented reality to their products gain direct visual engagement with their audiences" (Fade, 2019, para. 12). It is important for students to understand how changing technology can impact their role in a company.

Before entering college, many students may use AR and VR in the K-12 setting. Since Flipgrid's release in 2014, the program is now utilized in over 180 countries and is free to educators and students. The easy creation of QR codes, which can be added to any document or poster, can change the way students present information and communicate with others. When needing to provide information in a public space, such as a cafeteria, a student can record a video in Flipgrid, copy the QR code, and attach the video to a poster to be noticed in the public space. Using the built in AR program, individuals can scan the

QR code and listen to the information supplied, as if the student was standing there in person.

Given its rise in popularity in the K-12 setting, more college students may expect to see immersive technologies utilized in higher education as well. It is possible that this pilot study's sample was too old for AR to be popular for much of their K-12 education. As such, they may be more apprehensive of using this technology as a learning tool. However, as more K-12 classrooms and businesses utilize immersive technologies, familiarity with AR and VR will likely increase. Even if college students do not have previous exposure to AR or VR, they will likely encounter it in the workplace. As such, educators should work to prepare students for the continually changing workforce they will enter by considering including immersive technologies as an assignment tool in their classes where appropriate. Future research is needed to help educators better understand the learning outcomes associated with using immersive technologies, along with helping develop effective training so that educators and students feel comfortable with the technology.

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Appendix A: Student Pre-Survey

Student Perceptions of Augmented Reality
You are being asked to participate in a research study which involves your perceptions of augmented reality. This is a questionnaire that should take approximately 10-15 minutes of your time. This study is being conducted by Dr. Carol Wright and Dr. Ashley Hall in the Department of Business Communication and Legal Studies. Your responses are confidential and will not be traced back to you. Please answer honestly. You do not have to take part in this study, and your refusal to participate or your decision to withdraw will involve no penalty or loss of rights or benefits. There are no direct benefits to you for completing this survey. Your completion of the survey is your consent to participate in this study. Your decision whether to participate or to withdraw from the study will have no effect on your grade or standing in this course. Any concerns with this research may be directed to ORSP at 936-468-6606 or the primary researcher, Dr. Wright, at cwright@sfasu.edu.

Briefly describe how you have used augmented reality (AR) or virtual reality (VR).

Have you ever used AR or VR in school? Yes No Unsure

If yes, at what level did you use it? Check all that apply:
- Elementary
- Middle School
- High School
- College

In what course(s) did you use it?

Overall, what was your perception of its use?
- Excellent – I wish every class used it.
- OK – It was fun, but sometimes difficult to use.
- OK – I endured, but prefer other methods.
- Horrible – AR and VR should never be used in education

Please explain your answer to above question:

Do you see any way that AR or VR could be used in your courses at SFA?

Demographic Data:
What is your age range? _____18–22 years old
_____23–26 years old
_____27–30 years old
_____31–40 years old
_____41–50 years old
_____Over 50 years old

What is your classification? _____Freshman _____Sophomore
_____Junior _____Senior _____Post-Graduate

What is your major (or likely major if undecided):
______College of Business (Management, Marketing, Economics, Finance, Accounting, etc.)
______College of Sciences and Math (all sciences including Nursing and Computer Science)
______College of Education (including Kinesiology, Health Science, Human Services, Human Sciences)
______College of Forestry and Agriculture (including Environmental Science)
______College of Liberal and Applied Arts (English, Languages, Mass Comm, Government, History, Military Science, Psychology, Interdisciplinary Studies, and Social Work)
______College of Fine Arts (Music, Art, Theatre)

Do you consent to allowing the professors to use the data (as a whole—not individual students) to research the value of using AR in the course? Yes or No

Appendix B
Student Post-Survey

Student Perceptions of Augmented Reality

You are being asked to participate in a research study which involves your perceptions of augmented reality. This is a questionnaire that should take approximately 10–15 minutes of your time. This study is being conducted by Dr. Carol Wright and Dr. Ashley Hall in the Department of Business Communication and Legal Studies. Your responses are confidential and will not be traced back to you. Please answer honestly. You do not have to take part in this study, and your refusal to participate or your decision to withdraw will involve no penalty or loss of rights or benefits. There are no direct benefits to you for completing this survey. Your completion of the survey is your consent to participate in this study. Your decision whether to participate or to withdraw from the study will have no effect on your grade or standing in this course. Any concerns with this research may be directed to ORSP at 936-468-6606 or the primary researcher, Dr. Wright, at cwright@sfasu.edu

After completing the virtual interview, what was your perception of the use of AR for this class?

- Excellent–I wish every class used it.
- OK–It was fun, but sometimes difficult to use.
- OK–I endured, but prefer other methods.
- Horrible–AR and VR should never be used in education

Please explain your answer to above question:

Do you see any other way that AR or VR could be used in your courses at SFA?

As a future professional in your field, do you see a how AR and VR could be used?
Yes, no, maybe

Please explain:

Do you consent to allowing the professors to use the data (as a whole—not individual students) to research the value of using AR in the course? Yes or No

Big Data Text Mining in Professional Communication: An Integrative Review and Guidelines

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Abstract

This integrative review gives an overview of studies in professional communication that analyze big sets of unstructured data, or text, to synthesize and evaluate text mining methods and insights for business and professional communication researchers and practitioners. The paper provides an integrative review of big textual data research in our field over the past ten years. It also provides a brief introduction to simple text mining procedures. The paper will discuss some ethical issues that emerge from deploying text mining research in professional communication. Finally, the article offers reporting and research guidelines. The integrative review includes 41 text mining studies published in business and technical communication over the past 10 years. The findings reveal where we have made headway thus far with text mining in our field. We gravitate toward using text mining to analyze social media and news media and to facilitate research reviews to understand public, patient, and consumer attitudes, mostly in certain industries such as health, politics, communication and information systems, mining, science, management, and energy. The findings also uncover the limitations of text mining. The samples analyzed excluded several industries. There were few mixed methods approaches, and there were few studies that reported using validation methods. Reporting guidelines for our field should include the criteria for big data, as well as a clear articulation of methods and analysis strategies, including statistical methods. Ethical standards for online and social media research should be abided concerning using corpus from these sources.

Introduction

This integrative review gives an overview of studies in professional communication that analyze big sets of unstructured data, or text, to synthesize and evaluate text mining methods and insights for business and professional communication researchers and practitioners. The paper provides an integrative review of big textual data research in our field over the past ten years. It also provides a brief introduction to simple text mining procedures. The paper discusses some ethical issues that emerge from deploying text mining research in professional communication. Finally, the paper offers reporting and research guidelines. This review is vital for business and technical communication researchers and practitioners because text mining is being increasingly used in a wide range of industries to make generalizations and draw conclusions. According to Markets and Markets (2019), the text analytics market will grow from $3.2 billion in 2016 to $8.8 billion by 2022. Mordor Intelligence (2019) reports that industries are increasingly using text analytics to gain insights from various forms of text sources, including client interaction, emails, blogs, product reviews, center logs, tweets, and content from other social sites. According to Allied Market Research (2019), various sectors use text analytics, including fast-moving consumer goods, retail, telecommunications, pharmaceuticals, banking, and financial services, insurance, government, and healthcare. Further, professional and business communication practitioners will translate or use text mining analytics, if not produce it themselves. Also, professional and business communication researchers will use, evaluate, and standardize these methods.

This integrative review provides an overview of our current text-mining practices that can help us understand the prevalence, usefulness, and problems of text mining and, ultimately, help improve how we use the methods and resulting insights. The stakes are high. The less that communicators who produce, interpret, and use the text mining analytics know about text mining, the higher the risk of misapplications and misinterpretations, as well as deriving and disseminating inaccuracies.

Gaining expertise in text mining is also important from a moral perspective because text mining analytics have important ethical implications. Jennifer Golbeck at the University of Maryland found that text mining models can predict hidden attributes and make predictions from micro-decisions, micro-patterns, and micro-attributes about age, trust, gender, sexual orientation, drug use, alcoholism strong indicators from seemingly irrelevant data (Adali & Golbeck 2012). Therefore, business and technical communicators and researchers should understand text analytics because they are being used to predict human behavior and threat; findings from text analytics might lead to predictions and generalizations that, in turn, lead to negative implications for real people. Questions also remain about to what extent researchers should request permission before using social media data, to what extent generalizations from big data accurately reflect human agency, and to what extent policies should cite big data findings (Fuchs 2017; Page & Flanagin 2017; Possler, Bruns, & Niemann-Lenz 2019; Rains 2018; Van Atteveldt & Peng 2018; Van Atteveldt et al. 2019, and Welbers et al. 2017). Statistical methods used for topic modeling and classification might make overreaching generalizations, and they might impose incorrect assessments of people. Social media for prescriptive or descriptive studies may lead to misguided conclusions, given the nature and pervasiveness of false self-presentation online (Twomey & O'Reilly 2017). As communicators and researchers, we must interpret and manage unstructured data (or text content) in a way that manages these ethical issues responsibly. Text mining is a new methodology or tool for doing our job.

Many industries and disciplines currently use text mining for findings upon which to base important decisions and strategies (Sagiroglu, S., & Sinanc, 2013). The healthcare industry uses text mining for several purposes: to provide clinical decision support, to personalize treatments using patient profiles, to analyze disease patterns, and to find trends in public perception for public health campaigns. The government and public sector use text mining to interpret social media content, discover needs, improve performance, and customize actions for suitable products and services, and identify problems with new products and services. In retail, text mining enables in-store behavior analysis, variety and price optimization, product placement design, performance analysis, and improvement, labor inputs optimization, distribution and logistics optimization, and web-based market analysis. Manufacturing uses text mining for improved demand forecasting, supply chain planning, sales support, developed production operations, and web search-based applications. Finally, online technology uses text mining for smart routing, geo-targeted advertising or emergency response, urban planning, and creating new business models. Therefore, it is important for professional communicators in these and other fields to understand if not master text mining methods and applications—first in our research and, ultimately, in industry.

Unfortunately, even though big data analysis pervades other fields of research, such as health communication and digital media studies, business and technical communication has been slow to adopt the methods in our research. The lack of knowledge creates a gap, because, when we collaborate with government and other industries on grant projects, our industry partners understand textual analysis as text mining, and they anticipate that these methods fall within the purview of business and technical communication studies. This paper addresses practical necessities that arise from just such collaborations and discusses big data analysis basics and reporting practices in our field.

Personal Background

Text analytics market research and statistics are not the only evidence that the field of business and technical communication should examine how we have deployed text mining in our field so far. My own professional experience as a researcher and consultant bears out the emerging importance of text mining for and in our field.

For example, one of my research projects compared health organizations' social media content to their policies about social media content and shop talk about social media content among health communication specialists (Roundtree 2018). I analyzed 400 health organizations' social media policies, 32,280 of their tweets, and 210 discussion threads (worth 309 pages) from the Social Media and the Healthcare Workforce Listserv comprised of health communication specialists. Text mining methods revealed that, while policies state in certain terms rules that delimit social media interactions between the organization, providers, and the public, professional communicators who manage these sites are more tentative and fluid about the rules as they invent them together as a community. The social media content itself—the tweets—favored informal rather than formal discourse, and the social media content itself occasionally breached the policy. Text mining afforded methods for standardizing and simplifying the analysis of large volumes of data to make generalizations about them.

In another of my projects, two fire departments are trying to improve their incident reporting to increase data accuracy and, ultimately, to receive funds from the Federal government to better serve their local communities (Roundtree, 2019). Text mining of several thousand incident reports revealed that false alarms (700 codes), not fire incidents (100 codes), elicited a spike in the language of emotion, affect, and anxiety in the reports. See Figure 1.

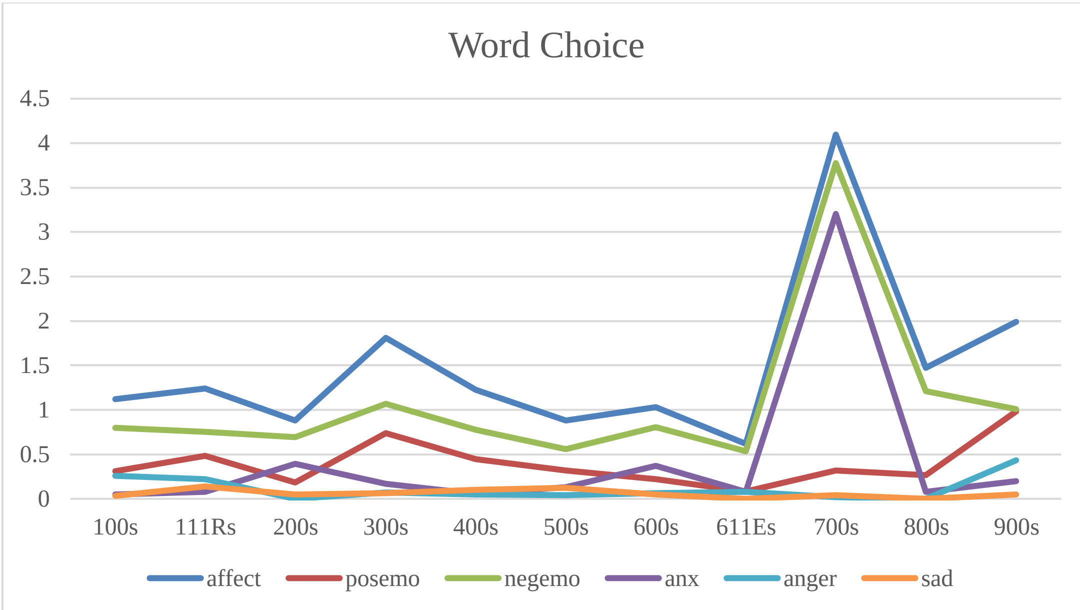

Figure 1. Word Choice

Natural disasters (800s), ruptures, and explosions (200s) yielded the language of cognitive processing—reports of knowing and causes. See Figure 2.

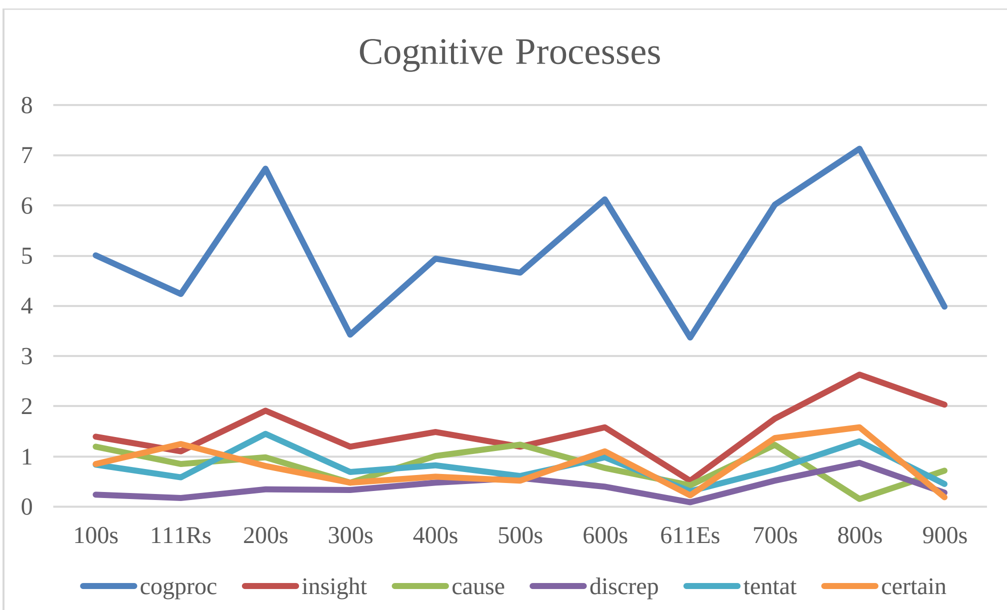

Figure 2. Cognitive Processes

More differentiations emerged in canceled calls (611) than other incidents. See Figure 3.

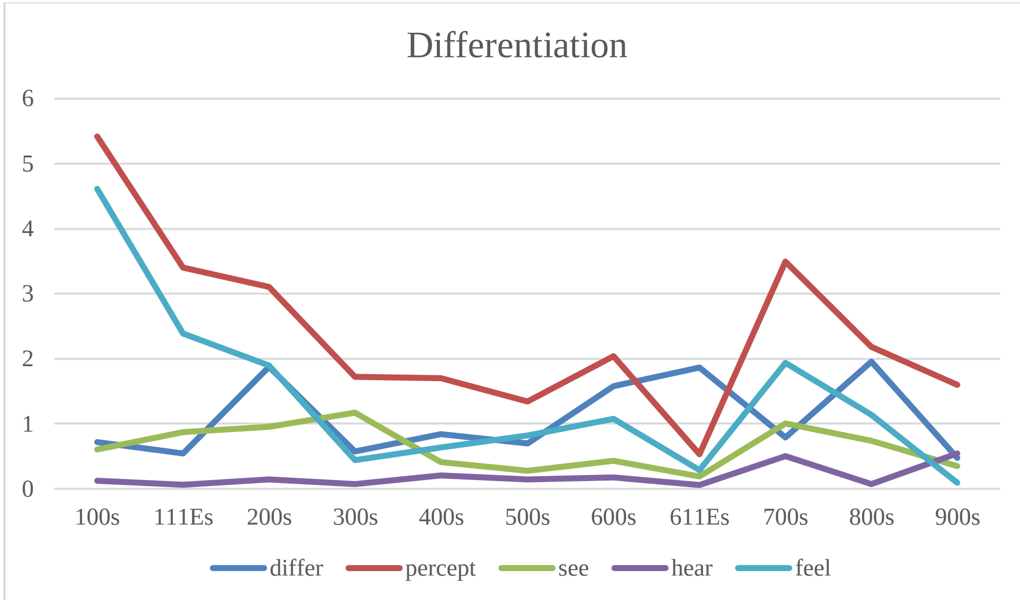

Figure 3. Differentiation

Text mining revealed insights that helped in designing writing workshops for improving incident reporting.

What is text mining?

Text mining enlists techniques from corpus linguistics and text mining (Fuchs 2017; Page & Flanagin 2017; Possler, Bruns, & Niemann-Lenz 2019; Rains 2018; Van Atteveldt & Peng 2018; Van Atteveldt et al. 2019, and Welbers et al. 2017). Corpus linguistics studies of language as expressed in corpora (samples) of "real world" text. Natural language processing (NLP) is a field of computer science, artificial intelligence, and computational linguistics concerned with the interactions between computers and human (natural) languages. Text mining (text analytics) is the process of deriving high-quality information from text by devising patterns and trends through means such as statistical pattern learning. And big data are extremely large data sets that may be analyzed computationally to reveal patterns, trends, and associations, especially relating to human behavior and interactions.

Corpus linguistics, NLP, and text mining methods share basic text processing techniques. First, text mining requires prepping the text. Tokenizing is breaking a stream of text up into words, phrases, symbols, or other meaningful elements called tokens. Stop words are articles, prepositions, and conjunctions. Stemming is the process of reducing inflected (or sometimes derived) words to their word stem, base, or root form. Term occurrence is how many times in a document. Second, text mining renders text for comparisons between items in the sample. Clustering is the task of grouping a set of objects in such a way that objects in the same group are more similar to each other than to those in other groups. Document similarity and clustering happens when documents share similar word or word combos or important words. The methods revealed basic steps and concepts for big data project design and basic text mining methodologies.

Third, text mining enables machine-driven text analysis. Classification and similarity modeling are two very common techniques of text analysis in text mining. Ultimately, sentences and paragraphs become non-alphabetized tokens (words), stems (roots), clusters 4 (n-grams), and variables weighed by sentiment, relationship, and other contextual values. Named entity recognition and text classification both find and categorize text elements into categories such as the names of persons, organizations, locations, expressions of times, and quantities. Relationship extraction detects and ranks co-occurrences between text elements. Models can be created from these text elements for the purpose of testing hypotheses. From these values, you can derive models to explain and predict relationships and hypotheses between text variables.

Finally, text mining requires evaluating the quality of big data archives (McCue & McCoy 2017). Researchers must assess the data's volume (how big it is), variety (where it come from), velocity (how fast it grows); variability (how much it changes over time), veracity (how trustworthy is it); and value (its importance). The studies in the integrative review all made a case about the importance of the subject matter or value, but they varied greatly on volume, variety, and velocity. A few did not report changes over time (variability).

Integrative Review Methods

This paper provides an overview of big textual data research in our field over the past 10 years, which is comprised of a few dozen articles that apply natural language processing techniques to corpus of texts including business discourse, articles, interviews, editorials, books, annual reports, and cited papers, among others. The review yielded an overview of the definition and uses of big textual data in business and technical communication. Google Scholar, Scopus, and Web of Science were searched for peer-reviewed articles published in journals of professional, business, scientific, medical, or technical communication. Search terms included "big data" and "text mining." Dates of publication spanned from 2009 to 2019. Overall, 641 studies were gathered in the search; 600 were eliminated for several reasons. They were not published in journals of technical, scientific, medical, or professional communication. Or they were not in English, or did not report their methods, or were duplicates. Ultimately, 41 studies were included.

Integrative Review Results

The purpose was to answer the following questions: What topics are we investigating with text mining? What text mining methods do we use, and do they consider research ethics? The studies reviewed demonstrate a real need for standardization and improved reporting in text mining applied in our field.

Topics Covered

The topics covered included mostly studies of news media and social media coverage of current events, as well as research reviews of topics. See Table 1.

Table 1. Most Frequent Topics

Frequency	Topic
7	media
6	research
4	online
4	social
4	news
3	coverage

These studies examined points of contact between companies and clients or customers, as well as research about those points of contact in several industries, such as healthcare, politics, communication and information design, public sector, science and computer science, management, energy, and trade. See Table 2.

Table 2. Industries Studied

Frequency	Industry
12	health
10	politics
7	communication
4	information
4	public
2	mining
2	science
2	management
1	energy
1	trade

Several fields were not represented, such as finance, manufacturing, retail, agriculture, banking, and publishing.

Methods Used

The corpus of texts ranged from 600 tweets to over 75 million tweets. Methods deployed were mostly text mining, but studies also incorporated qualitative analyses (or mixed methods) as well as network and sentiment analysis. See Table 3. Samples of thousands have more volume and variety than those of hundreds.

Table 3. Table of Top Methods

Frequency	Methods
20	mining
19	analysis
6	network
5	sentiment
5	content
3	data

The study often used graphic user interfaces for text mining analyses such as the Linguistic Inquiry and Word Count (LIWC), KH Coder, and HyperRESEARCH. However, six studies failed to report the technology used for analyses (or n/a). Five used programming languages such as R and Python. See Table 4.

Table 4. Top Software Keywords

Frequency	Software
6	n/a
5	LDA
4	LIWC
3	API
2	distribution
2	CiteSpace
2	Analysis
2	Content
2	Twitter
2	Voyant
2	Excel
2	Graph

Regarding approaches to analyses, the articles most often used sentiment analysis (n=10), network analysis (n=15), and theme or topic modeling (n=21 and 13). They often reported descriptive statistics such as frequencies (n=22). They more rarely offered inferential statistics, such as correlations (n=8), cross-tabulations (n=5), or regression analyses (n=5). See Table 5. Only three articles used a mixed-methods approach where qualitative data from surveys, focus groups, or interviews supplemented or validated the quantitative data from text mining.

Table 5. Top Most Frequent Analysis Techniques

Frequency	Analyses
22	frequencies
21	topic
15	network
13	modeling
10	sentiment
8	correlation
7	rankings
6	map
5	co-occurrences
5	distribution
5	proportion
5	regression
4	statistics

Some articles failed to report sufficient data, most included basic statistics, and fewer included modeling and inferential statistics. Only seven articles reported validation methods used to confirm the applied, text mining methods. Thirty-three (84%) reported a change in linguistic trends over time. Only two of the articles reported undergoing Institutional Review Board review or considering ethical guidelines. Twelve of the articles (29.2%) reported conflicts of interest.

Discussion

The findings reveal where we have made headway thus far with text mining in our field. We gravitate toward using text mining to analyze social media and news media and to facilitate research reviews to understand public, patient, and consumer attitudes, mostly in certain industries such as health, politics, communication and information systems, mining, science, management, and energy. Representing these industries will help increase the variety of samples for generalization and insight. In a few cases, the sample size was relatively small; however, most of the studies gathered a sample of sufficient volume. Almost all of the studies considered the velocity and variability of their samples (i.e., how quickly linguistic trends changed over time).

The findings also uncover the limitations of text mining. The samples analyzed excluded several industries. There were few mixed methods approaches (7.3%), and there were few studies that reported using validation methods (17.1%). Validation methods and mixed methods can help confirm findings before generalizing insights from studies. Both are important given the variety and complexity of statistical analysis methods used, such as topic modeling and regression analyses. Also, the software used for analyses were capable of running validation methods. In this way, considering the veracity of the big textual data sample—and our insights about it—could improve our methods.

Using big textual data brings with it questions about privacy and confidentiality of public and semi-public content not originally meant for research consumption, proprietary issues, and ownership over who can profit from your data if you opt into social media services and validation that the database reflects real-world phenomenon. This study's findings reveal how few studies reported approval sought or granted by the Institutional Review Board or conflicts of interest that might impact the integrity of findings. These limitations not only compromise the quality of text mining research in our field, but they also demonstrate a need for text mining training for business and technical communication practitioners and researchers. They also might suggest that business and technical communication practitioners are not prepared to provide support on allied teams of developers and decision-makers who use text analytics in various industries.

Recommendations

Overall, text mining is slowly emerging in our field as a viable method for analyzing texts. Given the newness of the methods in our field, using a mixed-methods approach where findings can be triangulated and confirmed across qualitative and quantitative methods would probably be useful and most trustworthy. Reporting guidelines for our field should include the criteria for big data (McCue and McCoy 2017), as well as a clear articulation of methods and analysis strategies, including statistical methods. Ethical standards for online and social media research should be abided concerning using corpus from these sources (Kay et al. 2015; Moreno et al. 2013). Finally, before using other repositories such as NCapture (a web app that collects social media content), Open Data and Open Government initiatives, established research networks, data science centers, or your own organization's records, consult your Institutional Review Board and professional organizations' codes of ethics.

Limitations and Conclusion

Our field could improve how we integrate text mining into standard research methodology and practice by incorporating a mixed-methods approach, improving study reporting, and seeking collaborations, funding, and partnerships across disciplines and in the industry for text mining projects. This integrative review included only peer-reviewed journal articles in communication journals to capture the most current and most vetted text mining activity. The paper includes personal anecdotes from consulting, which are not generalizable but help contextualize the other findings. Future studies should include reviews of ethical guidelines for text mining, as well as incorporating text mining into mixed methods approaches.

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Economic Impact of Negative News Communication on Organizations

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Abstract
Negative news in the media can impact organizations, positively or negatively. Therefore, the way a company handles a crisis or bad situation can influence the consequences of negative news that is relayed to the public. Understanding the magnitude and results of such damaging news may help organizations decrease harm caused as a result.

Introduction
Media and publicity play a large role in today's communication. Young people actively follow social media, and older generations have access to news in real-time electronic format. People watch television at home, and they listen to the radio in their cars. This easy accessibility to learn about any major events occurring in the world has a direct effect on public figures, politicians, and the business world. Further, the number of companies and organizations continues to increase, along with high competition. Any misstep can cause enormous damage to a company's image, negatively affecting its reputation. Every wrong decision can take away future opportunities and edge the competition ahead. This paper reviews the literature regarding the impact that negative publicity can have on organizations.

Impact of Negative News
Publishing negative news about a company or a product can influence perception of both the publisher (i.e., sender) and the company (i.e., entity in the message). Arango-Kure, Garz, and Rott (2014) described a relationship between negative news published in a magazine, used for the cover pages, and an increase in the number of sales for the publisher. Their study had different results depending on the popularity of the magazine. Copenhaver, Mitrofan, and Ferguson (2017) supported this research, examining studies about violent video games. They found that poorer quality studies focused on the negative effects of violent video games but that they would increase their media coverage. The news media were more interested in negative news rather than positive news. These two studies could show that negative news increases sales for the publisher because it is more demanded by the readers and the consumers. This news strategy is good for the news media, but how does negative news affect sales for companies and organizations?

Effect on Sales
Negative news does not affect sales and cash flows as much as would be expected. Looking at how negative or positive news changed cash flows within a company, Kordestani, Taqiporian, Biglari, and Minaei (2016) noted in their study that "the evidence show[ed] that the level of future cash flows is possible only based on the cash flow of the previous and the current year" (p. 358). The success of the company and the cash flows in their study were not really affected by either positive or negative news. Another study, by Park, Pi, and Kim (2019), also found that brands of consumers' loyalty was not affected by negative news about a single product alone; other influences affected consumers'

perception about companies and their sales. Does that mean that negative news can damage companies?

Effect on Product Awareness

Negative news can also affect companies based on product awareness. Berger, Sorensen, and Rasmussen (2010) conducted a study to determine whether relationship existed between product awareness (whereas, products were books), press reviews by *New York Times*, and number of sales. The goal was to see if negative reviews had different effects on companies due to their level of popularity. Results showed that positive reviews always had a positive effect on sales, regardless of how popular the author of the book was; however, negative news only had a negative effect on sales for the publicly known authors. Negative reviews helped unknown authors increase sales. Hence, any publicity or any appearance in the media could help beginning businesses to make an impression on the public. Bad news could be considered good news in this case, as a negative advertisement still has a positive impact. The other situation supported the previous hypothesis: for well-known companies or, in this case, authors, a wrong step could cost money and reputation.

Self-Disclosure before Media Release

Could well-known companies reduce the damage of negative news about their product? Ho, Shin, and Pang (2017) found a solution. Researchers predicted that the pre-crisis advertisement could increase the audience's acceptance of negative news. Results showed that when a company informed consumers about an upcoming or existing crisis before the media did, the public tended to be more accepting towards the company's problem, compared to the companies that released their explanation after the third party. "When the news media emphasizes certain attributes of an issue, often negative in a crisis, the public [is] likely to perceive the crisis negatively," and "the public tend[s] to favor and trust the neutrality of news media reports rather than the crafted messages from an organization" (Rinallo & Basuroy, 2009, p. 43). However, when the company released the information before the third party, the public felt more empathy and accepted the negative news easier. This result shows that by using self-disclosure, companies should let the audience know about their problems from the companies' perspective to reduce the possible damage of negative news.

A study by Claeys, Cauberghe, and Pandelaere (2016) supported the finding of Ho et al. and added another variable into the equation: "when an organization does not self-disclose the crisis before the third party, the observation length is significantly higher when crisis involvement is high" (p. 3965). Therefore, if the consumer is highly involved in the crisis and the company, the length of negative news effect could be much longer if the company did not self-disclose. The consumer is directly affected by the negative news related to a certain company; and by not being honest in the crisis, the company faces increased mistrust and overall negative perception of the bad news. A company might not be able to control the public's involvement in the crisis, but it might be able to control how the information was received. Even if the consumer was highly involved with the crisis, the negative effects could still be reduced by self-disclosure.

Severity of Negative News

Weinberger and Romeo (1989) conducted research on negative news about automobile companies and their engineering issues. This study focused on the seriousness of the news, where more extreme news (e.g., related to deaths) had an exceedingly negative impact on the company's sales, regardless of the company's popularity. A second study by Weinberger and Romeo (1991) focused more specifically that self-disclosure and length of news appearance played a major role in how news about engineering issues affected the company and its sales. In several cases, the engineering problems caused the automobiles to go out of control, and consumers experienced accidents that had tragic consequences. Other cases in this study had some engineering problems that did not cause any safety problems. A big difference between these two groups was the length of the negative news. For those related with deaths, negative news was long lasting; and with time, the sales decreased dramatically. For those that were not related to safety issues, the negative news also lasted a long period; but sales were decreased only a short time. The most negative effects were observed in Chevrolet where "the company denied any engineering flaws with the car and claimed that the accidents were due to driver negligence" (Weinberger & Romeo, 1991, p. 28). The company accused the consumer several times and never accepted its own mistake. Chevrolet's dishonesty and the blame to the consumers caused the biggest damages. This finding shows again that honesty is critical in the news related to a company or an organization.

Results of Advertising and Endorsees

Another variable that could either help or damage a company during a crisis is product advertisement. Meijer and Kleinnijenhuis (2007) found that "advertisement and the tone of business news exert a positive influence on corporate reputation. Advertising expenditures magnify the effect of the tone of the news. Hence, increasing or even keeping upright advertising expenditures when criticism of the firm appear daily in the press will harm the firm..." (p. 508–509). This finding is crucial for the companies in crisis, as they can manage the advertising accordingly to their appearance in the news. It could be worth spending more money on advertising to increase sales when positive news is published. During the crisis period, the companies could save money on advertising and wait for negative news to be shared to decrease the harm.

Some companies or products are associated with endorsees. The negative news about that endorsee can also influence the company's sales. A study by Roozen and Raedts (2017) found a correlation between the negative information about an endorsee resulting in lower advertisement effectiveness. The facial expression and gender of an endorsee also affected participants' sympathy. The warm male endorsee, associated with positive information, received the highest points in consumers' sympathy. In contrast, the cold female endorsee, associated with the negative information, received the lowest points in a sympathy manipulation. This information could be helpful for companies while choosing an endorsee for the advertisement of their product to ensure more sales.

Thwaites, Lowe, Monkhouse, and Barnes (n.d.) supported the importance of the endorsee's role in the sales, by looking at the type of information, type of source of information, the level of the "matchup" (i.e., association of celebrity with a product), and how these variables affected the celebrity's attractiveness and credibility. The type and source of information about the celebrity did not have a big impact on consumers' perception of the celebrity. The most important finding was that the higher the "matchup" was the higher was the damage on people's perception of a celebrity and the product he/she advertised. Consumers tend to connect with an endorsee and strongly connect the celebrity with the product, which again shows that it is important for an organization to choose their endorsees carefully.

Conclusion

Negative news can influence the economic aspects of companies and organizations. Many facets of the business world can play roles in a company's reputation and sales. Consumers' brand loyalty may reduce the severity of the negative news that is unrelated to a product. The media often uses negative news about companies or organizations to boost their own audience ratings and sales. The type of negative news can have even greater impact if it is related to serious consequences. A company's honesty and openness about a crisis can help to reduce the damage of the negative news; on the other hand, denying a mistake can cause even higher losses than the crisis alone. During the crisis, it is better not to advertise the product if it received negative reviews. The brands' endorsees need to be chosen carefully, as consumers tend to connect the celebrities with the products they advertise. Knowing how to approach the crisis can save the company from high economic losses and help overcome the issues and gain back consumers' trust. Knowing these aspects of negative news in the media may help companies and organizations reduce damages during a crisis, increase sales, and prepare for bad situations.

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Jim Tressel's Image Restoration Attempt: An Analysis of Factors

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Abstract

This paper examines the success and failures of individuals and/or organizations while attempting to restore their image or *reputation* after it has been disrupted through an untoward act. This analysis will focus defining what it means to use sound application of image restoration tactics. William Benoit has been the leading scholar in image restoration, and his tactics of image repair will be set as the standard throughout this analysis. This analysis will further explore outside factors that could have a direct impact on the individual or organizations success or failure in restoring their image. The subject for this study will be former Ohio State University Football Coach, Jim Tressel. Despite having effectively utilized the tactics outlined by Benoit, the coach still failed in his attempts to restore his image to the governing body of the NCAA. (National Collegiate Athletic Association).

Limiting the Impact of Sound Strategy Application

This analysis focuses on the image restoration struggle of Jim Tressel. Tressel served as the head football coach at Ohio State University from 2001 to 2011. During his time at OSU, Tressel won a national championship, increased the graduation rate among his student athletes, and developed a reputation of doing things the right way. But one untoward act virtually erased a lifetime of honest, hard work. This analysis focuses on the steps he took to restore his image and examines why his image restoration efforts have been deemed a failure, despite the coach having used tactics consistent with principles of effective image restoration. Tressel's story shows that it is possible for individuals or organizations to do everything *right* and still miss the goal of restoring image.

This analysis begins with a look at image restoration as defined by the scholars of the day. Next it overviews the case of coach Tressel, focusing on how he applied sound image restoration strategy. Ultimately, the analysis explores why he failed and what can be learned from considering this unique case.

Image Restoration

People have a desire to portray a certain image of themselves that they wish for others to hold. People may want others to see them as the athletic type, as honest, as studious, or simply as a friendly person. It takes work to get others to embrace that desired image. Goffman (1959) explains, "We find that the individual may attempt to induce the audience to judge him and the situation in a particular way" (p. 21). People are generally aware of how they are being perceived, and if they are being perceived by their audience in a manner that is not of their liking, then it is up to them to change their audience's perception. This process of changing the audience's perception is called image restoration. According to Benoit (1995), "When our image is threatened, we feel compelled to offer explanations, defenses, justifications, rationalizations, apologies, or excuses for our behavior" (p. 2). Holtzhausen (2010) adds to the argument for the importance of image restoration in our lives: "In today's society, the importance of image cannot be overstated. Therefore, when a reputation is threatened, individuals and organizations are motivated to present an image defense: explanations, justifications, rationalizations, apologies, or excuses for behavior" (p. 1).

Benoit and other scholars have shown many examples of those who have had their image tarnished and who, by applying image restoration tactics soundly, have been successful in restoring their image. Studies have also examined those who have not applied sound image restoration strategy, with almost universally negative results.

Scholarly research has not made a distinction between strategies used by individuals and those used by organizations. Therefore, examples of image restoration tactics used in both organizational and individual cases of those who had attempted to restore their image will be reviewed.

Principles of Sound Image Restoration

No universal, prescriptive standards exist for determining how an individual or a company should utilize image restoration tactics, or for how to predict their effectiveness. Overall *results* seem to be the criteria used to determine image restoration effectiveness. For example, if a corporation engages in image restoration efforts and, as a result, the target audience of the stakeholders decides not to withdraw investment and customers continue to purchase their product, then these outcomes would suggest their efforts were effective. But, if stakeholders pull their money and customers decide to boycott their product or services, then the company's image restoration efforts could be deemed a failure.

Unfortunately, such an approach is rather limited since effectiveness can only be considered in *hindsight*, leading image management practitioners lacking strategic guidance. Even though no established guidelines for effective image restoration exist, consideration of the case studies reviewed here do allow for the identification of four guiding principles of sound image restoration strategy. These four principles are (a) remaining true to the facts, (b) protecting the public, (c) not changing strategy over time, and (d) not relying on just one tactic.

True to the Facts. Those who engage in image restoration should not twist or hide the truth to best fit their current needs, but it would be in their best interest to be upfront with what has happened and with what is being done about it. The Dow Corning and Exxon Valdez case offer excellent examples of the negative consequences that are likely to arise when this principle is not followed. Exxon attempted to shift the blame to a slow responding Coast Guard and to the state of Alaska for holding up Exxon's cleaning efforts (Mathews & Peterson, 1989). Later, when facts surfaced that proved that Exxon had not been true to the facts by their false claims against the Coast Guard and the state of Alaska, Exxon was left with little-to-no credibility (Benoit, 1995). Likewise, after having been accused of causing harm to patients. Dow Corning put an ad in a major newspaper stating that there had been no direct links found between the breast implants and the illnesses experienced from the women (LaPlant, 1999). This denial might have been a successful strategy for the company if that statement had been true. Shortly after, documents became public, revealing that Corning had declined to fully test their implants despite the urging of corporate scientists and that the company had withheld the conclusions of scientific studies. Both Exxon and Dow, because they chose to try to hide the facts, lost credibility and added to their image damage (LaPlant, 1999).

On the other hand, when restaurant chain Denny's experienced complaints that customers had been discriminated against simply because of the color of their skin.

Denny’s had been successful at least in part because they fully embraced the facts, unpleasant as they were. Denny’s made commercials publicly acknowledging the facts and spoke openly to the media (Carlino, 1993). Chin et al. (1998) explained in effort to restore their image, Denny’s created a commercial that featured CEO Jerome J. Richardson and several employees, each repeating different lines of Denny's pledge:

> Everyone who comes to our restaurants deserves to be treated with respect, with dignity, with fairness. . . If there's a mix-up, we'll apologize, and we'll make it right. . . I am human, I will make mistakes, but please know they will never be intentional. I promise. (p. 185)

Likewise the CEO of Johnson & Johnson went on *60 Minutes*, *The Donahue Show*, and other media outlets, letting the public know that they had nothing to hide and were working to get the problem fixed due to the 1982 placement of cyanide-laced capsules into a number of Tylenol bottles in Chicago (Fink, 1986). Johnson & Johnson implemented their new safety packaging: a plastic seal over the lid and a foil seal covering the mouth of the bottle. Tylenol became the first product in the industry to use the new tamper resistant packaging (Berge, 1990). This new safety feature was another form of corrective action, and most scholars applauded the manner in which this image crisis was handled (Benoit, 1995).

Nothing later surfaced with the two companies that would indicate that they had lied or twisted the truth. It appears that this adherence to truth contributed to the success they enjoyed in turning the audience’s perception and to why they have received continued praise for their efforts from crisis management scholars.

Protecting the Public. According to DiSanza and Legge (2005), “if an organization does little to protect the public, the environment, and so forth, there is little that it can later do to restore its image” (p. 255). Johnson & Johnson and Denny’s are both clear examples of organizational crisis responses that put high priority on protecting the public. Johnson & Johnson immediately removed the Tylenol product from store shelves and issued warning commercials advising the general public of the crisis and the recall (Berge, 1990). Denny’s made great effort to ensure that everyone was aware of their renewed commitment for equal treatment to all of Denny’s customers (Carlino, 1993). These immediate responses by Johnson & Johnson and by Denny’s were self-initiated, came at significant cost, and clearly showed a priority for public welfare.

Dow Corning and Exxon failed in their image restoration efforts, partly since their responses indicated primary concern for protecting themselves and little-to-no concern for the public. These two companies are clear examples of how a “looking out for number one” mentality can damage an image in the long run. LaPlant (1999) makes the following observation of Dow Corning, but the same could be claimed of Exxon: “The lack of sympathy in the company statements did nothing to improve its image either. This only added to the public perception of the huge company against sick and frightened women” (p. 33).

Consistency over time. Keeping tactics consistent appears to be important when restoring one’s image. It is important to recognize the difference between using multiple tactics, which is a good strategy principle, and changing tactics over time, which is not. Trying to utilize one tactic, finding out that it does not work or is no longer viable because of information becoming public, then tossing it aside and trying something else is clearly an ineffective approach for restoring one's image.

The Dow Corning and Exxon cases are excellent examples of the problems that come with changing strategy over time. Dow Corning had three phases of image restoration. The first two focused mainly on denial and minimization. Andsager and Powers (1999) point out that "Dow Corning placed a full-page ad in major newspapers which stated there was no link between implants and disease and filed bankruptcy" (p. 552). The third stage dealt with expressing mortification with corrective action. This change, going from denial to saying "I'm sorry, let's make everything better" indicates an contrary and opposing image restoration strategy, resulting in message confusion, suspicion, and the sense that the apology was not sincere but forced. Benoit and Brinson (1996) discussed the successfulness of their efforts with the following statement: "While the answer to this question varies depending upon the phase of the controversy, the overall answer must be a resounding no" (p. 38).

Exxon changed up their strategy on a few occasions while accounting for their untoward act of the massive oil spill in Alaska. In their opening statements, Exxon had *extolled the training and skills of its employees* on board the ship (Birkhead & Butler, 1986). Once a blood test revealed that the captain was intoxicated during the crash, Exxon changed from backing their employees to shifting the blame onto Captain Hazelwood. Benoit (1995) notes that "Exxon was responsible for hiring him and overseeing his work as captain" (p. 128). Once Exxon realized that making Captain Hazelwood a scapegoat would not work, since the company knew he had a drinking problem and that he probably should not have been in charge of the largest vessel in the fleet (Hunter, 1990). Exxon changed their focus once again to blaming the Coast Guard and the State of Alaska (Benoit, 1995). When that did not work, Exxon changed the strategy again to attempt to minimize the untoward act, which did not positively impact company image either (Benoit, 1995).

Not relying on a single strategy. These case studies suggest that a multi-strategy approach is needed to positively impact an audience's perception. The Johnson & Johnson case study showed use of a combination of mortification, compensation, and corrective action. The Denny's case study illustrated examples of mortification, corrective action, and bolstering. Every situation is different, which makes it impossible to say that these specific combinations of tactics are the best ones to use in certain situations, but a use of a variety of tactics does appear to be a commonality among the successful case studies.

When image restoration attempts fail, it could be due to a lack of strategy variety. For example, referring to the Dow Corning, LaPlant (1999) suggested that the reason for the failure was due to a lack of "Public Relation efforts" (p. 33). Dow put an ad in the paper, but not much effort other than that was made to restore their image.

When Doing Things Right Goes Wrong

This review has presented a few examples those who have applied sound and appropriate image strategies and have succeeded in positively altering an audience's perceptions. It has also highlighted some image restoration flops, due largely to a lack of attention to principles such as remaining true to facts, protecting the public, using consistent strategy over time, and applying multiple strategies. But image management success must depend on more than simply applying correct principles; outside forces must be examined as playing a role in image management effectiveness. Doing the right things in image restoration may not be enough, and the outcome of image management may not always seem fair.

The following is a look at two more cases focused on two celebrities who shared the same clean-cut image. Each of these young role models had committed a very similar untoward act, and both attempted to restore the positive image they once enjoyed by applying image restoration strategies in reasonable and strategic ways. However, one was successful and the other is still struggling.

Hugh Grant. Benoit (1997) illustrates how actor Hugh Grant, who was known for his likeable, boyish image, portrayed in romantic comedies such as *Four Weddings and a Funeral, Nine Months,* and *Sense and Sensibility,* "had in one day tarnished that boyhood innocent image when he was found cheating, and arrested for lewd public behavior with a prostitute" (p. 251).

Benoit (1997) makes the following point:

> Grant committed an offensive act. He admitted it, did not attempt to minimize its offensiveness (although denial, discussed next, limited the scope of the misbehavior he admitted) and did not try to make any excuses for his behavior. Thus, Grant's defense includes a classic example of mortification. (p. 257)

Grant offered a few more examples of mortification. "I feel I deserve to suffer a bit . . . I am humiliated, and I am particularly humiliated by having to do this" (Benoit, p. 257). Those statements give the appearance that he felt repentant of what he did, and that he felt he deserved the punishment of being embarrassed and arrested. Benoit observed that "a professed willingness to suffer may have led his audience to see his apology as genuine" (p. 257).

Denial is another image restoration method used by Grant. Grant did not deny the action that led to his arrest, but he did deny other charges from *Newsweek* that he often goes to topless bars. Benoit (1997) points out Grant's use of denial when he stated, "I don't frequent topless bars . . . my brother did take me once, ah, but that's the only time I've ever—I'm not an habitué" (p. 259). Benoit (1997) gives an example of attempt to minimize when Grant stated that he didn't "lose a job over the incident" (p. 257). Because denial and mortification are seemingly contradictory tactics, it would appear unwise to deny an untoward act and then express mortification. In Grant's case, this tactic of denial didn't diminish the mortification he expressed earlier because he was denying a different charge from the charge for which he showed mortification.

The final strategy utilized by Grant is what Benoit (1995) referred to as attacking the accuser (p. 78). Attacking the accuser is seen when Grant proclaimed that "99% of what's in the papers and on TV is, is simply not true . . . British press have never been famous for their restraint." Benoit (1997) points out other examples of attacking the accuser when he shows how Grant continued to attack the media for the treatment his family received.

> I think it's fine to be a bit cruel about me, and in fact it feels sort of right to be suffering. But when they have a go at Elizabeth, who is a victim in this, or when they, ah, Jostle my father, who's not very well, when on his way to hospital, it makes you hate them a lot. (p. 259)

Benoit (1997) explains why Hugh Grant's image restoration efforts were seen as effective.

> People do not like to admit that they were wrong. This means that we often admire those who have the courage to accept the blame for their actions and "take their lumps." It is not the offensive act that we admire, but their willingness to be forthright and confess their sins. We don't appreciate those who boast of wrong-doing, but when confession is coupled with remorse, it can gain the audience's good will. (p. 262)

Grant had accomplished his goal of obtaining good will with his audience through demonstrating mortification for what he had done. But it was not through mortification alone, as Benoit (1997) points out how Grant's use of denial was helpful in limiting the scope of the charges against him.

> His use of mortification meant that he did not issue a blanket denial, and the fact that his denial was limited to certain accusations may have made it sound truthful. In fact, it seems likely that this particular denial would have been ineffective without using mortification. (p. 262)

Benoit (1995) explains that denial has occurred when "the accused denies that the offensive act actually occurred or denies that he or she performed it" (p. 75). Benoit also points out that "if the audience accepts the claim that an accusation is false, damage to the accused's reputation from that attack should be diminished, if not eradicated" (p. 3). Grant's use of attacking the accuser was applauded by Benoit (1997).

> Attacking his accusers, especially a group not in his current audience (the British media), is likely to gain some sympathy for Grant. He portrayed them as callous. . . It was wise to express concern for how the media had adversely affected his family. . . Attacking one's accusers can be inconsistent with mortification, but in this case Grant wasn't attacking the media in an attempt to dismiss the accusations against him, but in an attempt to gain sympathy for his family . . . In fact, attacking accusers probably would not have helped much if he hadn't used mortification. Nor did he attack in a shrill fashion, which might have undermined his defense. (p. 262)

It is apparent from Benoit's statements that the combination of image restoration tactics was what allowed Hugh Grant to be successful in restoring his image.

Tiger Woods. Surprisingly little has been written on Tiger Woods' image restoration efforts in scholarly research. Even so, this section examines the efforts Wood's used because of the number of parallels between his and Hugh Grant's untoward acts, and how Woods and Grant applied similar image restoration strategies to attempt to win back the hearts of their audience. But, for some reason, Grant succeeded in restoring his image and, as of 2011, Woods was still working on re-gaining the public's respect and his sponsorship's backing. According to Goldman (2011), "Tag Heuer downscaled Woods' presence in international ads and did not use him in any U.S. ads. Woods had already lost endorsements with Gatorade, Gillette, Accenture, AT&T, and Golf Digest" (para. 3). Bennet and Goldman (2011) explained:

> Major brands love family-friendly images and they hate controversy. So when their heroic spokespeople get caught in something less than heroic, companies distance themselves as quickly as possible. Contracts are ended, ads are pulled, and the superstar finds out who their real friends are (Hint: It's not the marketing department). (para. 3)

In a press conference retrieved from a CNN internet video archive, Woods (2010) gives an account for his actions to repair his image. In Woods' account, he used mortification like the way it was used by Grant. Woods' press conference speech evidenced plenty of examples of mortification. Woods stated, "Every one of you have reason to be critical of me. I want to say to each of you, simply and directly. I am deeply sorry, for my irresponsible and selfish behavior, that I engaged in" (Woods, 2010).

Tiger Woods also used attacking the accuser in the same manner that Hugh Grant had utilized it. Recall the quote by Grant:

> I think its fine to be a bit cruel about me, and in fact it feels sort of right to be suffering. But when they have a go at Elizabeth, who is a victim in this, or when they, ah, Jostle my father, who's not very well, when on his way to the hospital, it makes you hate them a lot. (p. 259)

Notice how the following quote from Woods is closely related to Grant's in terms of attacking the accuser when Woods discusses the media as the accuser.

> When our children were born, we only released photos so that the paparazzi would not chase them. However, my behavior doesn't make it right for the media to chase after my two and a half year old daughter to school and report the school's location. They staked out my wife, and they pursued my mom. Whatever my wrong doings, for the sake of my family, please leave my wife and kids alone. (Woods, 2010)

Woods and Grant both used a bit of denial. Grant asserted, "I don't frequent topless bars. . . my brother did take me once, ah, but that's the only time I've ever—I'm not an habitué" (Benoit, 1997 p. 259). Grant also stated that he didn't "lose a job over the incident" (Benoit, 1997, p. 257). Woods had mentioned and denied separate charges that had been brought up about him as well when he stated the following.

> Some people have made up things that never happened. They say that I've used performance enhancing drugs. This is completely and utterly false. Some have written things about my family. Despite the damages that I have done, I still believe it is right to shield my family from the public spotlight. They did not do these things! I did! I have always tried to maintain a private space for my wife and children have been kept separate from my sponsors from my commercial endorsements. (Woods, 2010)

According to the *ESPN.com News Services, (Dec.,* 2009) website, the following statement had been issued shortly after news of Woods' untoward act had been made public.

> Global consulting firm Accenture PLC has ended its relationship with Tiger Woods, marking the first major sponsor to cut ties altogether with the golfer since his alleged infidelities surfaced. . . Accenture said Sunday the golfer is no longer the right representative after the circumstances of the last two weeks. (para. 1)

According to Goldman (2011), as of August of 2011, Woods lost another sponsorship of Tag Heuer, a luxury watch line. The article also pointed out that "Woods had already lost endorsements with Gatorade, Gillette, Accenture, AT&T, and Golf Digest" (p. 1). As a result of his image being tarnished, the golfer has yet to regain the sponsor endorsements.

Both Grant and Woods appeared to follow the four principles of sound image restoration outlined earlier. Neither communicated anything that later proved not to be true to the facts. They both took responsibility for what they had been accused of, and nothing later emerged showing that they had been dishonest. They both attempted to protect the affected public by pointing out that their families did not deserve to be harassed by the media, and both celebrities also were apologetic in letting down their fans. Grant and Woods were consistent over time in their image restoration strategies without *flip flopping* to different tactics while disregarding previous ones. Both had relied on more than a single strategy for their image restoration, they used a combination of mortification, attacking the accuser, and denial (of other accusations).

Why did Tiger fail where Grant apparently succeeded? Following proper image restoration protocol may be necessary for success, but it is apparently not enough. To explore this issue more fully, it would be useful to examine further cases where sound strategy has been applied for image restoration, and yet it still fails. Jim Tressel provides such a case.

The Jim Tressel Case

Jim Tressel was named head coach of the Ohio State University Buckeye football team in 2001, and, in his second year as head coach, Ohio State won the national championship for the first time in 34 years. During his tenure at Ohio State, Tressel accumulated 106 wins with only 22 losses, and during his 10-year service as Ohio State's head coach, Tressel led the Buckeyes to eight Bowl Championship Series games. Before Ohio State, Tressel spent 15 years as the head coach of Youngstown State where he won 135 games and lost 57. Tressel had also won Youngstown State four Division I-AA national championships. As of 2011, Tressel's overall career win-loss record as a head coach was 241 wins to 79 losses (“Jim Tressel tenders resignation,” 2011).

According to an ESPN article, the Ohio State head coach before Tressel had been let go by the university because “the program lost direction, with several off-the-field problems” (“Jim Tressel tenders resignation,” 2011, par. 35). Aside from his on-the-field accomplishments, Tressel had already built a reputation as a coach who contributes a great amount of effort to classroom success for his athletes, off-field player conduct, and as one who makes considerable contributions to the community.

After Tressel devoted five years as head coach at OSU, the school’s Athletic Director, Gene Smith, stated, “60 of Ohio State’s 103 players scored 3.0 or higher on their grade-point averages, the best result in 11 years. . . The overall team grade-point average for the quarter was 2.89” (Lowman, 2007, par. 62). John Bruno, a psychology professor and Ohio State’s faculty athletics representative, made this statement just after troubled quarterback Troy Smith received his bachelor’s degree: “You can’t imagine how far Troy has come in five years. Troy deserves no small credit. Jim (Tressel) deserves significant credit, too” (Lowman, 2007, par. 58). Former Ohio State linebacker and current Kent State linebacker coach, Marcus Freeman, shared his thoughts about his former coach.

> I don't know all the details, but I know the impact Coach Tressel made on my life as a leader. He helped mold me into the man, the father and the husband that I am today. He taught me that life is more important than football. He preached being a great person and great citizen as much as a great player. It's disheartening. And it was disheartening to hear so many negative things being said about him. Because I know the person I thought Coach Tressel was. And the person I still do today. (“Players react to Jim Tressel leaving,” 2011, para. 5)

Another one of Tressel’s former football players, Bennie Wells, also shared his thoughts about his former coach.

> Do they not understand that only society will suffer more not having a Jim Tressel around! He's more than a coach to a lot of guys! . . . A lot of the players that came through OSU are like myself and don't come from the ideal situation, and when you have a guy like Tress that steps in as a father, mentor, friend, and teacher! It only helps the maturation process from a boy to man! And that alone is worth more than winning any football games. (“Players react to Jim Tressel leaving,” 2011, para. 11)

Coach Tressel clearly earned the respect of his colleagues and former players at Ohio State, and he earned similar respect from his coaching peers from around the nation. Urban Myers, who won national championships at The University of Florida and later at Ohio State, had the following to say concerning Jim Tressel: “Jim Tressel has been a respected friend and colleague for a long time. I wish Jim and his family the very best now and in the future” (“Jim Tressel tenders resignation,” 2011, para. 29). In the same article, Nebraska’s head coach, Bo Pelini, shared his thoughts on Tressel: “Jim Tressel is an outstanding football coach and a good man. I’ve followed and respected his career since his days at Youngstown State, and through his tremendous success at Ohio State the past decade" ("Jim Tressel tenders resignation," 2011, para. 30). Head coach at Oklahoma, Bob Stoops, said, "I love Jim Tressel. I think he's a fabulous guy. He's overall been a strong example for all coaches" ("Bob Stoops: Sooners well educated," 2011, para. 16).

However, the highly respected Tressel had his reputation seriously tarnished after one untoward act. Those who police untoward acts in college sports consist of a committee of individuals known as the Enforcement Staff. The Enforcement Staff had investigated Tressel's violation of the NCAA rules. According to a document released from the Enforcement Staff, the untoward act was committed when then, Ohio State football coach Jim Tressel failed to report that he had knowledge of preferential treatment received by some of his student-athletes, including the starting quarterback, Terrelle Pryor ("Case No. M352," 2011).

The governing body of colligate athletics, known as the NCAA, has forbidden such actions of preferential treatment. Preferential treatment has been defined in the 2009–10 NCAA Division Manual as "benefits or services because of the individual's athletics reputation or skill or pay-back potential as a professional athlete, unless such treatment, benefits or services are specifically permitted under NCAA legislation" (p. 64). These rules regulating benefits or services outside of NCAA legislation have been created in an attempt to keep the student-athletes on an amateur status, and it helps to regulate universities to make sure that recruitment of players is fair and not dependent on which universities have the wealthiest alumni.

In December of 2010, just before Ohio State was invited to play in the prestigious 2011 BCS Sugar Bowl, Ohio State's All-American quarterback, Terrelle Pryor, and five other teammates had been caught selling game memorabilia in exchange for receiving perks or preferential treatment such as free tattoos from a local tattoo parlor owner who, at that the time, was under a federal investigation for drug trafficking. Free tattoos from a local businessman for an autographed shirt may seem like simple player misdemeanor, but, as sports analyst Skip Bayless pointed out the following:

> think about the Pandora's Box here? If the NCAA doesn't close this loophole, you're allowing schools to promise recruits that they can provide a local hook up for cars, clothes, tattoos, or whatever it might be. And, in exchange we'll give you a jersey to give them…You can't let that happen! You have to stop it, monitor it, and penalize it. ("What should Tressel's punishment be?" 2011)

That is exactly what happened; the six football players were suspended for the first five games to kick off the 2011 season, and they had to donate to a charity of their choice the equivalent of what they had gained in order to remain in accord with NCAA bylaws.

The dust settled on this story, and the manner with which the Ohio State coaching staff and the university handled this situation appeared to be in textbook style, but suddenly news emerged that head coach Jim Tressel actually received this information about players receiving preferential treatment via e-mails back in April of 2010, just before the kick-off of the new season. Tressel did not mention it to Ohio State's compliance department or to his athletic director for more than nine months. NCAA bylaw violations such as these are supposed to be reported immediately, but Tressel didn't say a word until after the news broke out that his players were receiving these "perks" ("Case No. M352," 2011).

Tressel had signed an "NCAA disclosure form last September that he was unaware of any violations" ("Tressel to miss five games," 2011, para. 15). According to an article on ESPN.COM, "Tressel's contract, it stipulates that he must disclose any potential violations or face dismissal" ("Tressel to miss five games," 2011, para. 14). Tressel was aware of what was expected in case of player misconduct regarding NCAA rules, and he did not report the student athletes' activity.

Analysis

Jim Tressel made several public statements on sanctions that he believed would take place and reported on self-sanctions that he and Ohio State had already put into place due to the violation of the NCAA bylaws. Of the reports given to the public, Tressel gave one primary public speech accounting for his actions and why he did not report the preferential treatment before the season started. The points he made in his public addresses are consistent with statements he made to NCAA investigators and during enforcement staff interviews. Due to the similarity of statements found in the NCAA interviews and his account given to the public on March 8, 2011, the focus of this analysis will be Tressel's speech given to the public in early March of 2011 which lasted just under ten minutes. (Tressel's speech accounting for his actions can be found on Youtube.com under username Bigtentracker, uploaded March 9, 2011).

Image Restoration Tactics Used by Tressel

This section outlines the use and execution of image restoration tactics by Tressel during his speech. Tressel accounts for his actions and why he did not report the players when he first learned of their NCAA transgressions before the 2010 season had started.

Denial. Tressel never denied committing the untoward act. His choice to avoid denial as an option is important to understand because, as pointed out previously,

> people do not like to admit that they were wrong. This means that we often admire those who have the courage to accept the blame for their actions and "take their lumps." It is not the offensive act that we admire, but their willingness to be forthright and confess their sins. We don't appreciate those who boast of wrong-doing, but when confession is coupled with remorse, it can gain the audience's good will. (Benoit, 1997, p. 262)

After a quick introduction, explaining why he brought notes up to the podium, the first point that Tressel addresses in his March 8 speech is that he is not going to deny the accusation of receiving e-mails from a reliable source, a local attorney directly involved with the federal case, and not reporting the information about the athletes' NCAA infraction. Tressel states, "Last spring practice, I received some e-mails regarding an ongoing federal criminal drug-trafficking case, and in those e-mails—I think you might have those, I'm not sure—it was pretty graphically outlining some of the parties involved" (see Appendix, para. 2). By pointing out that he did receive the emails and that these emails had been graphically outlining the parties involved, he really leaves no room for denying that he knew about the situation.

Tressel further admits wrongdoing when he states, “And, adamantly, I probably did not give quite as much thought to the potential NCAA part of things as I read it” (see Appendix A, para. 2). Tressel continues, “I probably or definitely did not move forward this information to anyone. . .” (see Appendix A, para. 3). By not denying that the untoward act took place, and by being ready to take his lumps, Tressel positions himself to gain the admiration of his audience.

Evading responsibility. Tressel devoted a portion of his response to evading responsibility. This section focuses on three evading responsibility strategies: scapegoating, defeasibility, and motives and intentions.

*Scapegoating***.** Scapegoating emphasizes that an act in question is a justifiable response to someone else’s (the scapegoat’s) wrongful act. In Tressel’s case, the scapegoat was this federal drug trafficking case and the confidentiality that had been requested by the attorney who sent the e-mails. Not interfering with a federal case was the reason for Tressel’s untoward act of not mentioning the NCAA bylaw violation. In Tressel’s opening line, just after his introductions, he states, “Last spring practice, I received some e-mails regarding an ongoing federal criminal drug-trafficking case” (see Appendix, para. 2). Tessel makes his audience aware quickly that the e-mails were not about player misconduct but about a much larger and more serious issue of an ongoing federal criminal drug trafficking case as his scapegoat. Tressel added, “Also, in those e-mails, it was very emphatic the nature of a federal investigation and that there’d be confidentiality” (see Appendix, para. 3). Coach Tressel mentions the *confidentially component* or the *federal drug trafficking case* twelve times in his 9:29 speech.

Defeasibility. Defeasibility, another strategy for evading responsibility, is when the accused claims a lack of information, volition, or ability (Benoit, 1995, p. 76) to do otherwise and that, therefore, the accused should not be held fully responsible. Tressel attempted to utilize the defeasibility tactic when he stated the following:

> As Gene mentioned, in the outset that an NCAA violation occurred on my part, I asked for a little advice as to how I should have taken this forward. I’ve learned that I probably needed to go to the top legal person council at the University and get some help as to how to handle criminal investigations, and how to handle confidentially, and perhaps gain the protection you might need within the process. So I have now learned that most certainly. (see Appendix, para. 4)

This quotation from Tressel implies that he, at the time, did not really know how to handle a situation such as this. Because he lacked the proper information, he had asked for a little advice and he learned that he should have gone to the top legal person council at the university, which reflects a clear use of defeasibility, suggesting that he lacked information at the time.

Motives and intentions. Tressel also evades responsibility by suggesting that his actions were based on good motives or intentions. Tressel was trying to serve the better good by worrying more about the success of a federal drug-trafficking case than about NCAA bylaws. Tressel stated, “And, adamantly, I probably did not give quite as much thought to the potential NCAA part of things as I read it” (see Appendix, para. 2). Tressel also reminds his audience that “as time went on, in my mind what was most important was that we didn’t interfere with a federal investigation” (see Appendix, para. 3). Tressel also emphasized that, in the e-mails he received, it was very clear that, because of the federal investigation, confidentiality was essential. This emphasis was shown in Tressel's speech when he stated, "In those e-mails it was very emphatic the nature of a Federal Investigation and that there'd be confidentiality . . . And, that confidentially was critical" (see Appendix, para. 3).

Benoit (1995) explains that "people who do bad while trying to do good are usually not blamed as much as those who intend to do bad" (p. 77). In pursuit of this end, Tressel further illustrated his good motives and intentions by directing his target audience's attention to his focus on the personal well-being of his young athletes. Tressel made this point when he stated the following:

> We sit in homes, we talk about, most especially how we're going to take care of these people, and we're going to treat them like they are our own. And, adamantly, I probably did not give quite as much thought to the potential NCAA part of things as I read it. My focus was the well-being of the young people. (see Appendix, para. 3)

Tressel suggested good motives in attempting to present himself as a kind of father figure (e.g., "…we're going to treat them like they are our own…") to his athletes, and by presenting his actions as those of a responsible citizen of the United States attempting not to mess up a federal case, thereby offering at least some justification for his untoward act.

Reducing the offensiveness. Tressel made some efforts to reduce the perception of the offensiveness of his actions by attempting "to reduce the unfavorable feelings toward the actor by increasing the audiences esteem for the actor or by decreasing their negative feelings about the act" (Benoit, 1995, p. 78). He did so by applying bolstering, minimization, differentiation, and compensation.

Bolstering. In Tressel's image restoration efforts, there are numerous examples of bolstering. Tressel uses bolstering twenty-four times, during a nine and one half minute speech. That is just under two-and-a-half bolstering comments per minute.

One example of bolstering is when Tressel states, "You know, it was obviously a tremendous concern to me" (see Appendix, para. 2), letting his audience know how important the student-athletes' lives are to him. He further illustrates that priority when he speaks about some of the biggest losses he has experienced as a coach: "I've had a player murdered, I've had a player incarcerated, I've had a player taken into the drug culture, and lose his opportunity to a productive life. So, this was obviously tremendously concerning" (see Appendix, para. 2). Tressel bolsters in relating the first action he took once he received the e-mails.

> As I thought about a plan of action, the most immediate thing that I did is ramp up tremendously the discussions we have ongoing about the importance of who we associate with, where you are, the company you keep, and so forth . . . We worked very hard to make it a teachable moment, and as time went on . . . obviously, it was my hope that our young people, whether they were current or former, wouldn't be involved in something like that. (see Appendix, para. 3)

By explaining that he "ramped up tremendously his efforts" in teaching the importance of keeping good company, Tressel insinuates that, because the players are important to him, keeping good company was already important to him. Tressel further bolsters by expressing how they tried to turn this into a teachable moment for his players and how he hoped that none of his current or former players would partake in something such as this. These are all supporting examples of bolstering his role as a father figure, and not as some win-hungry coach, but someone who serves others and not himself.

As previously mentioned, Tressel informed his audience that he had not given as much thought to the NCAA rules as he had to the fact that there was a federal case involved. Even so, Tressel reminds us that his thoughts were nobler than simply wanting to keep players on the field in order to win games when he stated, "My focus was the well-being of the young people" (see Appendix, para. 3). Tressel bolsters by emphasizing the service that his athletes provide to the community when he stated, "I get a lot of good e-mails that say they enjoy the job that our guys do, or their visit to a hospital . . ." (see Appendix, para. 2). Tressel continued his praise of his student athletes by stating, "I am pleased that the young people involved are safe, they are not involved in any criminal activity, they are all in college, and they are all going to graduate from Ohio State. To me that's what it's all about" (see Appendix, para. 5).

Attempts to minimize and differentiation. Tressel's attempts to minimize, and his use of differentiation will be discussed together due to the similarity of these two tactics and the way they were integrated by Tressel. As explained earlier, Tressel made it very clear that the e-mails sent to him were about a federal drug trafficking case, which his players were not a part of. Tressel made a clear differentiation, stating that his players were not involved in criminal activity but, instead, they were on track to graduate from college.

> I am pleased that the young people involved are safe, they are not involved in any criminal activity, they are all in college, and they are all going to graduate from Ohio State. To me that's what it's all about. (see Appendix, para. 5)

By making this differentiation between an NCAA rule violation and criminal activity, Tressel at the same time minimizes the offense, showing that things could have been much worse. For example, Tressel has had players who have been murdered, he has had a player incarcerated, even taken into the drug culture, and lost his opportunity to a productive life (see Appendix). But his players involved in this incident did none of that; they simply committed an error in relation to an NCAA rule.

Compensation. Tressel also relies on compensation for image management. In the March 8 speech, Tressel himself does not address the sanctions. However, previously, athletic director Gene Smith had informed the same audience that Ohio State had placed the players on a five game suspension and that Tressel would receive a two game suspension. Tressel responded to the two game suspension, twelve days after his March 8 speech: "I request of the university that my sanctions now include five games so that the players and I can handle this adversity together" ("Jim Tressel to miss five games," 2011 para. 11).

This voluntary expansion of his penalty qualifies as compensation because Tressel is giving his coaching time in attempt to repay the demands of justice. Former NCAA coaches, including some forced to resign for similar reasons, might feel the original university penalty was too lenient and would likely be more satisfied with a self-induced five game, as opposed to only a two game, suspension. Benoit (1995) explains, "If the accuser accepts the proffered inducement, and if it has sufficient value, the negative affect from the undesirable act may be outweighed, restoring reputation" (p. 78).

Corrective action. There are two different forms of corrective action. The first is trying to restore things to the way they were before, and the second is making changes in order to prevent similar actions from occurring again (Benoit, 1995). Tressel attempts the second form, showing that he has sought to learn what he should have done and that he has learned from the experience, so that, next time, he will know how to handle the situation properly.

> I asked for a little advice as to how I should have taken this forward. I've learned that I probably needed to go to the top legal person council at the University and get some help as to how to handle criminal investigations, and how to handle confidentially, and perhaps gain the protection you might need within the process. So I have now learned that most certainly. (see Appendix, para. 4)

By showing that he sought to learn what he should have done and that he has learned from the experience, Tressel implies that he would know how to handle the situation properly if it were to arise again.

Mortification. According to Benoit (1995), sometimes "the accused may admit responsibility for the wrongful act and ask for forgiveness, engaging in mortification" (p. 79). During Tressel's speech, he never apologizes for not reporting. However, he did show a hint mortification when he stated, "Obviously, I'm disappointed that this happened at all" (see Appendix, para. 5). Tressel continued by stating, "Obviously I plan to grow from this, and I'm sincerely saddened by the fact that I let people down, and didn't do things as possibly as well as I could do" (see Appendix, para. 5). Tressel did not come out and say, "I'm sorry, please forgive me, I accept full responsibility." Instead, he made statements that sounded like indirect mortification, statements such as, "I'm disappointed this happened, I plan to grow from this, I'm sad I let people down, I could have done better in handling this." None of these statements explicitly take direct responsibility, but they give the appearance that he is repentant.

Discussion and Conclusions

This final section will discuss Tressel's application of the principles of effective image restoration outlined earlier, the NCAA's ultimate decision regarding Jim Tressel, and possible reasons why Tressel failed in obtaining his goals although his image restoration efforts appear to be right on.

Tressel's Application of Principles of Effective Image Restoration

In Tressel's attempt to restore his image, he applied a number of effective principles discussed previously. Examples drawn from his speech give sufficient support for the claim that Jim Tressel's image restoration strategy was quite sound.

First, Jim Tressel was straightforward in presenting the facts of the case, and to date nothing has emerged illustrating that he twisted or stretched the truth. For example, Tressel attempted scapegoating to the confidentiality that had been requested of him about not interfering with a federal drug trafficking case. If news later arose that confidentiality had never been mentioned to Tressel, or if the federal case had nothing to do with players being suspended, then that could have hurt his credibility and possibly hurt him gaining any of the trust of his target audience. However, no information ever emerged that challenges the truthfulness of Tressel's response.

Second, Tressel appeared very concerned for at least three of the four most directly affected publics. The athletes were the first public he attempted to protect, the second was the university, and the third were those involved in the federal drug case. He did this when he spoke of how focused he was on protecting the well-being of the young people. Tressel stated, "I also felt as if I had upheld within the entire situation that confidentially that perhaps made it the safest situation for our young people" (see Appendix, para. 4). Tressel also had been protecting the university of Ohio State by letting his audience know that the university had nothing to do with the happenings. He did this when he talked about how he asked for advice, and learned that he should have gone to the top legal authority in the university. By stating this, Tressel separates himself and his actions from the university, and hopefully makes the distinction clear to the NCAA as well.

However, the NCAA was another public affected. Tressel's response did not appear to indicate the same kind of concern. In fact, Tressel stated, "and, adamantly, I probably did not give quite as much thought to the potential NCAA part of things as I read it" (see Appendix, para. 2). Tressel seems to admit a lack of focus on NCAA issues. As the governing body of college athletics, the NCAA has a responsibility to ensure that everyone is playing by the rules and that the treatment of coaches, players, and universities are fair and equal.

In his account, Tressel stressed his concern mainly for the athletes. He did indicate that he would not likely make the same mistake again, but he did not seem to respond to the NCAA as an affected public directly. Still, Tressel was clear in expressing his overall concern for those impacted by his actions.

Third, Tressel's applied tactics in a consistent way. He did not try a tactic out and change to another one if it received a negative response. Statements Tressel made to ESPN, to the enforcement staff, and during his March 8, 2011 speech showed consistency throughout his investigation. An example of Trestle's consistency could be seen with the following quotation from Tressel's enforcement staff interview transcript. In this interview Tressel discusses the e-mails notifying him of the situation, and here Tressel scapegoats the confidentiality that had been requested in Exhibit 2–4, (2011).

> He talks about, Hey, this guy's a drug dealer. This guy's in really big trouble. This guy's gonna go to prison. Stay away from him. You know? Take da, da, da. I will keep you posted as relevant information becomes available. Just keep our e-mails confidential. (p. 71)

Tressel reiterated the same message of confidentially in his March 8 speech when he states, "in those e-mails it was very emphatic the nature of a federal investigation and that there'd be confidentiality. The tenner as I read them, perhaps because of my emotion, was that it was serious. And, that confidentially was critical" (see Appendix, 2011, para. 3). Twelve days following Tressel's press conference, Tressel is quoted as stating the following: “I didn't tell anyone because I felt bound by confidentiality, since the tattoo-parlor owner was the subject of a federal drug-trafficking investigation” (“Jim Tressel to miss five games,” 2011, para. 16).

Not all strategies utilized by Tressel can be addressed here in order to show consistency, but these examples demonstrate the consistent manner with his approach.

Finally, Tressel employed a variety of complementing strategies with a heavy focus on a combination of bolstering, scapegoating, and good motives and intentions. Through bolstering, he let his audience know how important his student-athletes’ personal well-being was to him. Reminding his audience of this helped in his other tactics of scapegoating and good motives and intentions, both of which in return help make the tactic of bolstering more believable for his audience. In scapegoating, Tressel’s reminded his audience time and time again of the drug case and the expectation of confidentiality that led to the untoward act. Tressel’s use of good motives and intentions helped tie together his other efforts of scapegoating and bolstering. When Tressel directs our attention to the “higher values” of focusing on the personal well-being of his young athletes and not interfering with a federal drug case, he shows that he truly was concerned with more honorable things, as opposed to simply winning the next big game.

Why Tressel Failed

The National Colligate Athletic Association decided Tressel’s future in coaching college football, handing out the following punishment to Tressel, as reported by Rabinowitz (2011).

> The coach (Tressel), who was forced to resign May 30 for NCAA violations, was given a five-year show-cause penalty. That means that, during the period, any college interested in hiring Tressel to coach must petition the NCAA and justify to its satisfaction why it should be allowed to employ him despite his past violations. (para. 2)

Despite having utilizing principles of sound image restoration, Jim Tressel appears to have lost this battle. But, why? Why was he unsuccessful in restoring his image sufficiently to retain his position, or even the ability to obtain employment coaching football at any university for the next five years? The following will speculate reasons for why his efforts were unfruitful and why, sometimes, application of even the soundest image restoration principles can fail.

When credibility works against you. When an individual or an organization is perceived as being of the highest moral standards and then is caught in an immoral act, the reaction from the target audience could be more severe and the target audience’s ability to forgive and move on could be more difficult than if that same individual or organization were not so highly regarded. Similarly, if an individual has built a high reputation, but among a social group with a perceived low moral standard, we might still expect less from them. If someone is associated with a group of liars, and then if that person is caught in a lie, it would not be that big of a shock, because that behavior would be expected due to the social group association.

This dynamic could have been one of the factors that helped Hugh Grant but worked against Tiger Woods. Grant is immersed in the glamorous but often seedy world of Hollywood, and people are accustomed to hearing about untoward acts. Grant may be considered a good guy, but only within a morally shady social group. On the other hand, Tiger Woods emerged as a leader in the gentlemen's sport of golf, and professional golf, unlike many other professional sports or Hollywood, has not had many scandals emerge. Therefore, golfers likely are held to a higher standard, which could make forgiveness more difficult than it might be for a movie star.

It has already been established in this review that Tressel not only built and enjoyed the reputation of being a successful football coach, but he also developed a strong sense of ethos or credibility as being a *good person*. Tressel also represents NCAA football coaches, who are held to a high level of expectations by following the strict NCAA bylaws.

The Ohio State University could be considered another social group that maintains credibility that leads to a high level of expectations, which adds to Tressel's positive ethos. As stated earlier, the Ohio State head coach before Tressel had been let go by the university because "the program lost direction, with several off-the-field problems" (par. 35). Apparently, off-field issues are not things that Ohio State tolerates. Also, Ohio State had been ranked third in ESPN's Prestige Rankings, a numerical method of ranking the most prestigious college football programs. Programs are ranked for certain successes such as number of regular season wins, conference championships, and national titles. Certain failures are also calculated into the equation, such as the number of season losses and violations leading a program to being banned from postseason games. The ESPN research department runs all the data through a computer to come up with the number one NCAA football program, all the way to the least prestigious program. Based on 73 seasons, the Ohio State football program had been ranked third (Fallica, Louks, & Shelton, 2009).

With Jim Tressel's personal image of being a honorable man who is also successful on the field, combined with the high level of expectations that college football coaches are held to by the NCAA. This image being combined with the reputation that Ohio State enjoys and wants to maintain, Jim Tressel faced a high bar of expectation, which left little room for committing errors. The more credible they are prior to the untoward act, the harder it is to recover, even when applying sound image management principles.

More research is needed to explore if there is an overall trend showing that high credibility individuals and companies, as opposed to those who *enjoy* low expectations, have greater image restoration challenges. Such research could give insight into this as a possible factor that needs consideration for image restoration strategy.

When you are accused of lying. When the untoward act itself is that of dishonesty, anything that a person or an organization says in response may be questioned, because it has already been established that they have been dishonest in the past. For example, when a child is caught in a lie and tells his parents that he or she is sorry, the parent cannot help but wonder if the child is really sorry for lying, or if he or she is only sorry because of being caught. The deception associated with the untoward act is likely to cast a negative frame on even the most honorable response.

Jim Tressel had been accused of lying by not reporting that he had knowledge of any player misconduct, when he did know that a few of his players should be suspended at the start of the season for receiving these perks. So, if he lied for whatever reason to the NCAA in the past, his target audience might wonder if his accounting for his actions was also a deception. Clearly, Tressel's initial description worked against his attempts to regain the NCAA's trust, as well as the trust of numerous other audiences. Future research could be conducted to determine what percentage of successful image restoration case studies deal with those accused of lying, and compare that to the amount of unsuccessful case studies where lying is involved, to more fully explore the impact of a deceptive untoward act on image restoration effectiveness.

When image restoration meets image maintenance. A target audience of image restoration attempts may itself be maintaining a required image that prevents a favorable response. For example, Tiger Wood's sponsors need a spokesman who will maintain a family friendly image. If a spokesman is no longer viewed as family friendly, then the sponsors cannot risk themselves losing that family friendly image either, so ties must be cut between for the sponsor to maintain their desired image. If that audience is not sure of the response by some of their own vital audiences, then image management needs may surpass the impact of even the soundest image restoration.

Tressel was placed in a situation where he was expected to follow precisely the NCAA rules and to observe strict obedience to the laws of the land. This meant that he had to make a decision that would mean honoring one and disregarding the other. As previously mentioned, Tressel chose to honor what he saw as the laws of the land over the bylaws and regulations of the NCAA. Despite the NCAA's historic respect for Tressel, and even if they fully believed Tressel's defense, if they were to make a special exception for just one person, then their image could be damaged, and they might be expected to take special consideration in all cases. The NCAA would have to account for previous instances where coaches and universities had been penalized and would need to justify why these did not receive "special consideration." The NCAA had its own image to maintain, and this appears to have limited the degree to which even sound image restoration could be effective.

Conclusion

The case involving Jim Tressel shows that, even when one has a strong defense built on solid principles of image restoration, there are still outside factors that can keep one from obtaining the goal of turning an audience's perception. Sometimes, doing all the right things just will not be enough. It seems reasonable to consider the factors discussed in this paper while in the planning stages of preparing for image restoration. At the same time, there needs to be more research conducted on these and other possible factors that could inherently limit success in image restoration.

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Appendix

An Account from Jim Tressel

Sports guys will know I normally don't bring notes up, they also know that I can occasionally talk in circles. This in my mind of the sensitivity of an NCAA investigation and the importance of it, warrants the fact that I need to be very accurate, very succinct, and on point.

Last spring practice, I received some e-mails regarding an ongoing federal criminal drug-trafficking case, and in those e-mails—I think you might have those, I'm not sure—it was pretty graphically outlining some of the parties involved. You know, it was obviously a tremendous concern to me. We get lots of e-mails, we try to respond to them all. Most of them someone is interested in something. Perhaps something that we can do or share or whatever, this one was obviously different. It enlisted obviously a different emotion you typically get than from someone who needs a hospital call, or a visit, or a letter, or something. And, it kind of jogged in my mind some of the toughest losses I've had in coaching. So, I get a lot of good e-mails that say they enjoy the job that our guys do, or their visit to a hospital, or sometimes we even get them from a Professor who is not happy with their behavior in class or whatever it happens to be. But, this one, as these e-mails began was much different than that. And, I've had a player murdered, I've had a player incarcerated, I've had a player taken into the drug culture, and lose his opportunity to a productive life. So, this was obviously tremendously concerning, quite honestly I was scared. Especially the fact that two of our players were mentioned in the e-mails. And, umm… we sit in homes, we talk about, most especially how we're going to take care of these people, and we're going to treat them like they are our own. And, adamantly, I probably did not give quite as much thought to the potential NCAA part of things as I read it. My focus was the well-being of the young people.

Also, in those e-mails, it was very emphatic the nature of a federal investigation and that there'd be confidentiality. The tenner as I read them, perhaps because of my emotion, was that it was serious. And, that confidentially was critical. As I thought about a plan of action, the most immediate thing that I did is ramp up tremendously the discussions we have ongoing about the importance of who we associate with, where you are, the company you keep, and so forth. And, I probably or definitely did not move forward this information to anyone simply because in my mind I could not think who that best would be. With the seriousness of what was discussed in the e-mails and also the confidentially component. We worked very hard to make it a teachable moment, and as time went on, in my mind what was most important was that we didn't interfere with a federal investigation. Obviously, it was my hope that our young people, whether they were current or former, wouldn't be involved in something like that. But, obviously I didn't know, and that I needed to keep site of the fact that confidentially was requested by the attorney.

And, so I followed that. When December came and we were given information from the US Attorney Generals office that six of our current student athletes were involved. Obviously that was disappointing, it was encouraging though that no one was involved in any drug trafficking situation, and there were no criminal act of any kind. That was a huge relief. I knew obviously in that point in time that we would have NCAA ramifications and we would deal with that immediately, which we did. And, I also felt as if I had upheld within the entire situation that confidentially that perhaps made it the safest situation for our young people. So, as I think back as to what I could have done differently, because as Gene mentioned, in the outset that an NCAA violation occurred on my part, I asked for a little advice as to how I should have taken this forward. I've learned that I probably needed to go to the top legal person council at the University and get some help as to how to handle criminal investigations, and how to handle confidentially, and perhaps gain the protection you might need within the process. So I have now learned that most certainly.

Obviously, I'm disappointed that this happened at all. I take my responsibility for what we do at Ohio State tremendously serious. And the game of football. And, obviously I plan to grow from this, and I'm sincerely saddened by the fact that I let people down, and didn't do things as possibly as well as I could do. I am pleased that the young people involved are safe, they are not involved in any criminal activity, they are all in college, and they are all going to graduate from Ohio State. To me that's what it's all about. But, I understand that we will all have sanctions, I will have sanctions, but the only thing that I've talked to our team about which I mentioned to them this morning because there was discussion in the media last night that I was certain that some or all had seen. I mentioned to them a quote that I heard George Bush say: "The most pathetic thing is a leader who's looking for self pitty." So, at no point in time at this moment, or in the moments ahead with my team, or with anyone else, am I looking for doing what needs to be done, growing from the experiences we've had, and continuing to serve the greatest University in America.

Augmented Reality in Business Communication Classes

ABC-SWUS Best Paper

Ashley Hall, *Stephen F. Austin State University*
Carol S. Wright, *Stephen F. Austin State University*
Amanda Smith, *Lufkin Independent School District*

Abstract
In the Fall 2019 semester, immersive technology in the form of augmented reality will be incorporated into two business communication classes at a regional institution in the southwestern part of the United States. This poster presentation will discuss both how immersive technologies were incorporated into the business communication class and how students responded to it. Examples will be linked on the poster so conference attendees can experience the technology firsthand.

Statement of the Problem or Purpose

Virtual reality (VR) and augmented reality (AR) are growing in popularity in both K-16 education and in businesses. Immersive technologies such as VR and AR allow users to immerse themselves in situations that extend beyond the physical reality. According to Prust (n.d.), "As VR technology advances, its use and integration in schools will increase, allowing students to experience firsthand physical context for what they could previously only read about" (para. 3). In 2018, Levine noted that "Immersive technologies such as virtual reality and 3D scanning are becoming so hot that educators across the country are beginning to roll them out for students of all ages" (para. 1). Such a rise in implementation may be attributed to the software becoming more readily available. Given the prevalence of smartphones, it is easier than ever to incorporate immersive technologies into the classroom.

Methodology

In the Fall 2019 semester, immersive technology in the form of augmented reality will be incorporated into two business communication classes at a regional institution in the southwestern part of the United States. One of the targeted classes is being offered face-to-face and the other is online. One class is a sophomore-level course that is part of the university's core curriculum. The other is a junior-level class taken predominately by business majors. Students will complete a post-experience survey to determine their perceptions of the technology and the perceived value of its inclusion in the learning environment. This study utilizes a convenience sample and the survey will receive IRB approval before being administered.

Findings

The findings of the study will be analyzed prior to the March 2020 conference. This poster presentation will discuss both how immersive technologies were incorporated into the business communication class and how students responded to it. Examples of the immersive technologies will be linked on the poster so conference attendees can experience the technology firsthand.

Summary

Through this experience, the researchers seek to incorporate immersive technologies into their business communication classes and to better understand how students perceive the experience. Just because some technology is cool or popular does not mean that it should necessarily be included in the class; rather, there must be value derived from its inclusion.

Implications

As business communication educators, we aim to include a variety of tools and techniques to help students understand the material and apply it in their professional lives. Using augmented reality and other types of immersive technologies is rising in popularity, but research on the outcomes is limited. As such, this topic has implications for educators seeking to incorporate innovative instructional methods and for business communication research.

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Integrating New-Model Scholarship into Business Communication Students' Research

Kenneth Robert Price, *Texas A&M University-Kingsville*

Abstract
This session proposal details the methodology and justification for integrating new-model scholarly communication into the curriculum of introductory business communication courses. It outlines the benefits for the students, describes the methodology I follow to incorporate new-model scholarly communication into the curriculum of my business communication courses, and concludes with the expected student learning outcomes (SLOs), as well as methods of assessment.

Overview
This session proposal details the methodology and justification for integrating new-model scholarly communication into the curriculum of introductory business communication courses. It outlines the benefits for the students, describes the methodology I follow to incorporate new-model scholarly communication into the curriculum of my business communication courses, and concludes with the expected student learning outcomes (SLOs), as well as the methods of assessment that I employ to evaluate the effectiveness of and benefits from this curricular change.

Justification
Open access and scholarly communication discourse has redefined what constitutes scholarship. The traditional print monograph and journal have been supplemented by new forms of scholarly communication. The Association of Research Libraries has identified eight principal forms of born-digital scholarly resources: e-only journals; reviews; preprints and working papers; encyclopedias, dictionaries, and annotated content; data; blogs; discussion forums; and professional and scholarly hubs. An important characteristic of these new types of scholarly communication is that they incorporate various types of dynamic data and new media.

Moreover, the recent Modern Language Association article "One Hundred Job Ads from the Humanities Ecosystem" describes digital writing and digital scholarship—engaging with emerging technological methods for research, including working with digital data or digital exhibitions—as invaluable transferable skills that will facilitate the transition from college to a first position.

Instruction in the various types of new-model scholarly communication provides a valuable learning opportunity that benefits business and technical communication students. They are introduced to contemporary methods of research, while gaining experience with a component of professional writing that will prepare them to be "job-ready" and that they will use throughout their professional careers.

New-Model Scholarship
Digital scholarship is the use of digital evidence and method, digital authoring, digital publishing, digital curation and preservation, and digital use and reuse of scholarship.

New-model scholarly communication is what results when an author puts those digital practices into the processes of production, publishing, curation, and use of scholarship.

SCI 9: The Scholarly Communication Institute 9 (SCI 9) convened scholars, librarians, publishers, higher education administrators, and funders to develop collaborative strategies that will advance humanities scholarship in and for the digital age.

Since digital scholarship is concerned with the production and distribution of digital media, discussions about copyright, fair use and digital rights management (DRM) frequently accompany academic analysis of the topic. Combined with open access, digital scholarship is offered as a more affordable and open model for scholarly communication.

Education & Professionalization

The SCI 9 called for colleges and universities to revise curricula to teach the new-model scholarly communication skills that are currently needed in scholarly communication professions, such as digital research and development staff, project managers, design and editing specialists, and other professional communicators.

Methodology

I enhance my business communication courses by having a core writing assignment, a reflective journal, and a culminating oral presentation, all scaffolded on this contemporary method of research. In addition to these assignments, my students complete a series of exercises to become literate with new-model scholarship.

Methods of Evaluation

I use the following exercises and assignments to evaluate whether my students have achieved or accomplished the instructional goals:

1. Instructional infographics, multimodal reports
2. Online resources abstract
3. Multimodal self-reflective journal
4. Capstone oral presentation of report and reflective journal

Connection of the proposed presentation to the conference theme

Exploring innovative or updated pedagogical practices for many of our common courses.

Summary of what attendees can "take away" from the presentation to apply to or use within the context of their own organizations or programs

Attendees will contribute to an important conversation about a form of research that will assist business communication students in transitioning from the classroom to the workplace.

Prospects and Their Ripening: Audience Role and Time Orientation in Marketplace Rhetoric

N. Lamar Reinsch, Jr., *Lubbock Christian University*

Abstract
This presentation begins the process of describing an Aristotelian-style genre of marketplace rhetoric (parallel to Aristotle's genres of the legislature, the court, and the civic ceremony). The overarching argument is that articulating a genre of marketplace rhetoric will enhance the rhetorical criticism of business messages.

Purpose and Significance
Aristotle (trans. 2007) did not postulate a marketplace rhetoric parallel to his rhetorics of the legislature (deliberative), the law court (forensic), and the civic ceremony (epideictic). However, such a rhetoric seems both possible and potentially useful to scholars of business communication.

The purpose of this paper is to begin the process of articulating an Aristotelian-style rhetoric of the marketplace. While several scholars have stated or implied the desirability of identifying a rhetoric of the marketplace (e.g., Cheney & McMillan, 1990; Hilldebrandt & Snyder, 1981; Kallendorf & Kallendorf, 1985; Reinsch & Turner, 2014) no one, thus far, appears to have completed such a project.

The value of a genre of marketplace rhetoric cannot be fully assessed until it has been articulated and used by scholars in the analysis of business communications. But several observations appear to suggest that it would be useful.

- Scholars who have conducted a rhetorical analysis of business speeches have, at times, concluded that business rhetoric is a hybrid, acknowledging that it does not fit well into any of Aristotle’s categories (e.g., Thro, 2009). This implies that rhetorical critics would find the category of marketplace rhetoric to be helpful.
- Scholars who have conducted rhetorical analyses have, at times, classified business rhetoric as epideictic (Crable & Vibbert, 1983; Cyphert, 2010a). But the best available descriptions of Aristotle’s epideictic category (Pratt, 2012) suggest that such a classification is highly questionable. Thus, having an analysis of marketplace rhetoric available should allow critics to choose a more appropriate classification.
- Dale Cyphert (2010b) has noted the regrettable scarcity of rhetorical criticism of business speeches. One possible explanation is that business communication scholars do not currently have access to the appropriate set of intellectual tools at least one of which is, arguably, a description of the genre of marketplace rhetoric.
- Studies of business speaking frequently uncover regularities (e.g., Blazkova, 2011; Galbraith, McKinney, DeNoble, & Ehrlich, 2014; Myers & Dessler, 1980; Van De Mieroop, 2009) that, perhaps, point not toward surprising coincidences but toward an implicit genre that has not been adequately described. And a number of excellent studies of individual speakers and messages (e.g., Cheney, 1992; Dionisopoulos, 1988; Heracleous & Klaering, 2014; McCarthy & Hatcher, 2004; Seeger, 1986) could perhaps, have been even more insightful with access to a fully-articulated genre of marketplace rhetoric.

Methodology
The paper will review the characteristics of Aristotle's three original genres and then use the same categories to propose a genre of marketplace rhetoric. The most important categories in Aristotle's system were: (a) Role of audience members; (b) Time orientation; (c) Goal or aim; and (d) Characteristic content. The proposed paper will use these categories and, as the genre of marketplace rhetoric comes into view, offer a preliminary defense of generic analysis.

Findings
There is a slight possibility that analysis concerning all four of the categories might be completed in time for the meeting in San Antonio. However, what is more likely is that the paper will focus on the first two categories (for which the analysis—but not the writing—is already substantially complete). Thus the anticipated content is, first, a discussion of the role of the audience in marketplace rhetoric, with that role described as one of being a prospect (that is, a prospective partner or competitor). The second portion of the content will concern time orientation, with the orientation being described with the Greek word kairos which refers not to past, present, or future, but to an opportune moment or, we might say, when the time is ripe.

Summary
The paper is, at present, a "work in progress" (appropriate for submission as a proposal rather than a completed paper). The finished product will provide a substantial beginning toward the articulation of an Aristotelian style genre of marketplace rhetoric. And, it can be noted, the analysis so far—audiences as prospects, time orientation as kairotic—differs from all three of Aristotle's original genres, suggesting that marketplace rhetoric is, in fact, a distinct genre.

Implications
In the short term, the primary value of this paper will be for those who teach public speaking and who rely directly (or indirectly) on Aristotle in doing so. For such scholars this paper is likely to provide a fresh perspective on how Aristotle conceived his three genres and on how business speeches compare to other genres.

In the longer run, the value of this paper will accrue both to those who teach and to those who wish to study business speech making. Perhaps, in fact, efforts such as this can help to meet the need for more and better rhetorical criticism of business messages (Cyphert, 2010b).

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The Rhetoric of Critical Thinking Skills: A Brief Case Study

Randy Waller, *Baylor University*

Abstract

My presentation will introduce four counterargument categories—based on classical rhetoric—that can be used to create a very streamlined critical thinking skills assignment for your business communication classes.

During the late 1990s, I taught a two-weekend GMAT prep course for Baylor's continuing education department along with my normal teaching load. I enjoyed this course as a whole, but even early on, I enjoyed the argument analysis essay (AAE) by far the most because it focused on rhetoric in general and counter argumentation in particular—two of my all-time favorite subjects. I also admired what ETS was aiming for with this essay; it was clearly attempting to assess would-be MBA students' critical thinking (CT) skills, yet another of my pet subjects. Naturally, before long, I adapted this short essay exercise for use in my regular business communication class, and I want to share the mechanics, outcomes, and insights related to this assignment in my presentation.

Great educators from Aristotle to Dewey to the Social Constructionists have pointed to the need for CT skills (in some form or fashion and under one name or another) in the educational curriculum of the day. (Dewey for example called this skill "reflective thinking.") The future need for CT is even more urgent. One study reported that 78% of the contributors prioritized CT skills for almost all students in the 21st century. In my field of business, a recent Pearson Corporation survey indicated that 81% of major employers of business professionals ranked CT skills in third place in importance behind only communication and teamwork; however, these same employers indicated their belief that just 26% of graduating college seniors possessed an adequate level of CT skills. Clearly there is work to be done here in business education.

Before proceeding to the how, I want to consider the "what." Pinning down CT skills to a single definition would be an impossible task in the limited space/time allotted here because CT has become a popular "buzz' phrase in academia with hundreds of peer-reviewed studies published in the last two decades. However, using Dewey's "reflective thinking" approach will provide a useful starting point for this presentation; he defined CT skills as a careful, systematic, semi-structured consideration of a topic, issue, or problem. Even this is more complex and demanding than it sounds, though, as it requires three difficult steps: interpreting sometimes disorganized, amorphous problem information, connecting that information with the appropriate cognitive processes, and judging/explaining a possibly novel or highly nuanced conclusion. The actual CT skills involved in this process are analyzing, evaluating, and creating—the skills at the very top of Bloom's Taxonomy—and this, of course, is what the GMAT AAE seeks to assess.

When I adapted the AAE for my classes, I started with the Arco GMAT CAT (2000) workbook's approach, which lays out seven "fallacies" for test takers to use in their counterarguments. However, I quickly decided that these were not comprehensive or “rich” enough, and so I turned to classical rhetoric to develop my own counterargument categories. Based on Corbett’s Classical Rhetoric for the Modern Student (1990), I created my four counterargument categories. My categories are as follows: (unintended) consequences, testimony/source, contraries/contrastive argument, and possible/alternatives. I used the 115 prompts in the Arco workbook to craft my own brief, business-oriented cases. My presentation will consist of a short introduction, one of my cases, a brainstorming sample for that case, and a sample finished memorandum reflecting a firm grasp of the CT skills targeted as learning objectives for this assignment.

The Role of Mindfulness in Impacting Mobile Text and Driving Behavior and Mobile-Related Miss Accidents

Leslie Ramos Salazar, *West Texas A&M University*
Priyanka Khandelwal, *West Texas A&M University*

Abstract
This study examines the five facets of mindfulness and how each of the facets relate to at-risk texting communication behavior, such as texting and driving. The study also examined a self-regulation model using Schwart's (1984) path model that describes self-regulation processes to the connection of mindful attention and health behavior.

According to the National Highway Traffic Safety Administration(NHTSA) (National Center for Statistics and Analysis, 2019), in 2017, there were 3,166 deaths due to distracted driving, or being distracted engaging in a non-driving activity, such as cell phone use and texting behaviors. In 2017, 401 (or 14%) of the fatal crashes were due to cell phone use (i.e., texting), and this resulted in the deaths of 434 individuals (NCSA, 2019). Additionally, a report from the Centers for Disease Control and Prevention stated that in a given day, there are nine causalities and more than 1,000 injured individuals involved in distracted-related crashes (CDC, 2017; NHTSA, 2016). American workers spend an average of 26.1 minutes each way to get to work, and the more time spent in the road, the higher the risk of becoming vulnerable to distracted driving (U.S. Census Bureau, 2017). Interestingly, Killingsworth and Gilbert (2010) posited that on average, the human mind wanders 47% of the time, and this statistic highlights the importance of deliberately exercising caution while driving because of the inability to address this issue can have disastrous consequences.

The utilization of smartphone can actually aggravate the foregoing state of distractions dramatically because it has been demonstrated that the smartphones are designed to instigate high level of involvement with the device which often leads to automatic mindless use and thereby negatively impact the foregoing awareness facet of mindfulness (Bayer et al., 2016). To prevent fatalities and injuries such as premature death and disability the Healthy People 2020 developed a national goal to prevent unintentional injuries due to vehicle crashes due to distracted driving. Distracted driving is defined as the "inattention that occurs when drivers divert their attention away from the driving task to focus on another activity instead" (NHTSA, 2010, p. 1), such as using mobile devices to send and receive messages while on the road, or waiting at a stop light. Texting while driving is dangerous because visual distraction, or when drivers' eyes are turned away from the main road, and for every 5-second text, it is as if drivers are driving with a blindfold at the length of a football field (NCSA, 2019). Also, manual distraction may occur when drivers are texting, and both of their hand are not on the wheel (Noble & Young, 2014). Additionally, cognitive distraction occurs when individuals are thinking about the content of a text message during the sending or receiving process, which can make drivers stop thinking about driving altogether (NHTSA, 2010; Noble & Young, 2014). As such, the purpose of this study is to investigate how the five facets of mindfulness relate to texting and driving behavior, including sending and receiving messages to others via mobile devices. Lastly, this study examines self-regulation as a possible mediator of the relationship between mindfulness and texting behavior in the road.

Sample
Data from this study was collected from the Survey on Mobility and Mobile Communication, 2012 (Bayer, Campbell, & Cin, 2012). Participants completed a 10-minute online questionnaire using 750 workers from Amazon Mechanical Turk in the United States. Of these workers, 81.2% or 609 workers fully completed the survey. To encourage participants to complete the survey, participants received $0.80 cents each. The inclusion criteria of the study included being mobile phone users and texting (SMS) users. Participants' age was between 18 to 73 years of age (M = 34.11, SD = 12.21). The sample also included 276 male and 332 females. The questionnaire included questions about mobile texting communication, driving, and missed accidents.

Analysis and Findings
Data were analyzed using multiple regression and mediation analyses using SPSS 22.0 and Hayes' Process. In the multiple regression analysis, after controlling for age, sex, and texting legal status of residing state, observe and act with awareness were inversely related to text and driving. However, describe has a positive and predictive relationship with texting and driving. Second, after controlling for age, sex, and texting legal status of residing state, observe and act with awareness were inversely related to texting at a red light. However, describe had a positive relationship with texting at a red light. Additionally, the mediation analysis revealed that self-regulation partially mediated the relationship between mindfulness and texting and driving, and between mindfulness and texting at a red light.

Implications
Findings from this study yield several implications for business workers who regularly drive throughout the week. For instance, this study's results are in line with other empirical results that suggest that mindfulness is associated with drivers' mobile behavior (Bayer et al., 2016). When commuters drive to work, if drivers are distracted and communicating with others via their mobile devices by checking their social apps and emails, drivers may be at risk, and this findings provides some evidence that some mindfulness facets may be linked to reducing risky behavior. As such there is a demand for mindfulness interventions protocols (Creswell, 2017) geared towards increasing attention to and awareness of our present moment experience, and how it can be integrated into drivers' training programs in state-wide training driver programs to reduce risky driving behaviors and increase real-time observation and awareness skills about the risks of texting with others (i.e., sending/receiving messages) in mobile phones while driving. Additionally, the findings of this study can be interpreted using Schwart's (1984) path model (attention ◊ connection ◊ regulation ◊ order ◊ health), which describes the moderating nature of self-regulation that connects the attention-to-resent with health behavior (in this case safe driving). Mindful drivers might be more capable of engaging self-regulation behaviors while driving, which may lead to safer driving behavioral patterns.

In sum, the mindfulness facets including observe, act with awareness, and describe significantly related to both texting and driving, and texting at a stop light. Additionally, self-regulation' mediating role explains how it can strengthen the inverse association between mindfulness and at-risk texting behaviors (e.g., texting at a red light).

Findings from this study can help inform future text messaging communication interventions and stakeholders to promote safe driving behaviors.

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Big Data Text Mining in Professional Communication: An Integrative Review and Guidelines

Aimee Kendall Roundtree, *Texas State University*

Abstracts

This integrative review gives an overview of studies in professional communication that analyze big sets of textual data. The paper provides an integrative review of big textual data research in our field over the past 10 years. It also provides a brief introduction to simple text mining procedures. Finally, the paper will discuss some ethical issues that emerge from deploying text mining research in professional communication. The paper offers reporting and research guidelines.

I'll present findings from an integrative review of studies in professional communication involving analysis of big sets of unstructured data, or what we in rhetoric call texts. Big data analysis pervades several fields of study such as health communication and digital media studies. However, business and technical communication have been slow to adopt the methods. Nevertheless, when we collaborate with governmental and private entities on grant projects, partners understand textual analysis as text mining, and they anticipate that these methods fall within the purview of business and technical communication studies. This presentation and the research upon which it is based derived from practical necessities that arise from just such collaborations.

The paper discusses big data analysis basics and reporting practices in our field. It will include an overview of the definition and uses of big textual data in technical communication, tips for finding big data repositories, concepts for big data project design, basic text mining methodologies, and the ethical and legal issues that emerge from conducting text mining and big data research. First, the paper provides an overview of big textual data research in our field over the past 10 years, which is comprised of a few dozen articles that apply natural language processing techniques to corpus of texts including business discourse, articles, interviews, editorials, books, annual reports, and cited papers, among others. About half of this research deployed mixed-methods rather than exclusively quantitative research methods, but all used statistical methods for verifying associations, clusters, and categories of ideas. Second, the paper examines and discusses a few case studies to reflect on key concepts in the presentation.

Third, the paper includes a brief introduction to simple procedures, such as creating word clouds and frequency tables R using R-Studio, including a brief description of text mining using RapidMiner. For example, classification and similarity modeling are two very common techniques of text mining. Ultimately, sentences and paragraphs become non-alphabetized tokens (words), stems (roots), clusters 4 (n-grams), and variables weighed by sentiment, relationship, and other contextual values. Named entity recognition and text classification both find and categorize text elements into categories such as the names of persons, organizations, locations, expressions of times, quantities. Relationship extraction detects and ranks co-occurrences between text elements. Models can be created from these text elements for the purpose of testing hypotheses. From these values, you can derive models to explain and predict relationships and hypotheses between text variables.

Finally, the paper discusses some ethical issues that emerge from deploying text mining research in professional communication. There are great potential benefits of text mining. For example, text mining models can predict hidden attributes and make predictions from micro-decisions, micro-patterns, micro-attributes about age, trust, gender, sexual orientation, drug use, alcoholism, all of which can be used as strong indicators from seemingly irrelevant data (Golbeck 2012, 2015). However, per the law of proportionality, there are also potentially great disadvantages to text mining. For example, recent studies have shown how human subjectivities infiltrate machine learning and make it imperative that we critically assess machine agency. Algorithm bias, for example, creates text and image scouring software that serves up ads for arrest records to minority web surfers (Sweeney 2013 Harvard). These issues also pertain to disciplinary anxieties about automation and agency. In "What Can Automation Tell Us About Agency" Carolyn Miller argues that suspicions about machine close readings stem from anxieties about oversimplifying the complex and rich exchange that is communication and that it divorces communication from a real audience. Ultimately, she explains that these anxieties originate from a humanist tradition that closely attributes agency with the agent rather than the capacity to act upon, to respond and anticipate an answer, and to mutually engage. The paper offers reporting and research guidelines or recommendations for researchers considering using text mining in professional, business, and technical communication.

Role of Business Communication Faculty in Preparing Business Analytics Graduates for the Workplace

Robert Mitchell, *University of Arkansas—Little Rock*

Abstract

This presentation will describe research which used qualitative analysis to identify communication-related nontechnical skills critical for effective interaction among business analytics specialists and decision makers in a data-driven decision culture. The role of business communication faculty in delivering curriculum to business analytics majors to assure development of specific communication competencies will be identified.

Wikibon (wikibon.com) projects that the global big data market will reach $92.2 billion by 2026, a 14.4 compound annual growth rate (Finos, 2016). The 2019 SIM IT Trends Study (Kappelman, et al., 2019), which surveys over 5,000 IT leaders from across the US, reported “Business Analytics/Data Management” in the top three most important IT management issues in 2018. The study further reported “Analytics/Business Intelligence/Data Mining/Forecasting/Big Data” has been the number one largest IT investment area since 2009. With this increasingly pervasive integration of analytics systems in the corporate workplace, BI and data analytics are projected to move from being a differentiator in the competitive marketplace to a necessity for survival. A key challenge faced by organizations is hiring and developing employees who have a multifaceted skillset needed in the analytics environment—both technical and nontechnical skills. Business communication faculty can play an instrumental role in assuring business analytics graduates from colleges of business develop these nontechnical skills.

Research Methodology

This research addresses two research questions:

- What communication skills are needed for success in the data-driven decision culture?
- What are the valued descriptors and related performance-based characteristics associated with communication skills?

Twenty data analytics specialists and leaders in nine organizations in Arkansas were interviewed to determine cultural characteristics of data-driven decision making in their organizations and to identify important nontechnical skills important in the analytics environment. The participating organizations represented six industry types ranging from 7,500 to 7,499 employees.

The interview protocol included interviewing the identified business analytics professionals using an interview questionnaire that included semi-structured, open-ended questions. Each interview was conducted face-to-face. The interviews were recorded after seeking permission from the business analytics professionals. Typical interviews lasted 45 to 60 minutes. The transcribed interviews were then analyzed for content analysis using Dedoose, qualitative analysis software.

Data Analysis and Results

Qualitative analysis using coding and content analysis was used to answer the research questions. In the process topics within the interview transcripts were identified and classified by category to provide key competencies and nontechnical skills identified by the participants.

The codes which emerged were grouped into categories based on the research questions in this study. The main goal was to identify competencies and skill sets organizations are seeking. The following coding categories were identified, with topical codes within each category for communication skill sets: interpersonal communication, written communication, and oral communication.

Discussion of Analysis and Presentation Plan

This presentation will focus on the role of business communication faculty in delivering curriculum to business analytics majors to assure development of the specific communication competencies described. Specific performance-based communication factors identified from the research will be discussed

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ANT Ethics in Communication: An Integrative Review and Framework

Aimee Kendall Roundtree, *Texas State University*

Abstract

This integrative review evaluates frameworks for addressing morality and ethics in actor-network theory (ANT). When humans and non-humans have equal agency (self-driving cars, diagnostic algorithms, for example), how do we evaluate ethical and moral implications? What perspectives or practices can professional communicators adopt? This paper offers recommendations for how we can reframe and address the new ethical dilemmas presented by activity networks of humans and non-humans.

This paper evaluates frameworks for addressing morality and ethics in actor-network theory (ANT), where human and non-human agents are responsible for the conduct of rhetorical authority and power. That actor-network theory ascribes as much power and agency to non-humans as humans, how does this impact how we understand ethics, morality, and accountability? Does ANT (a post-critique theory) preclude ethical reflection? If so, what perspectives or practices can critics adopt as a corrective?

Using ANT, scholars have explained how technological changes and controversies (i.e., self-driving cars, medical diagnoses, nanotechnology, climate change) arise from interactions between people and technologies (Besel 2011; Graham 2009; Macnaghten, Kearnes, and Wynne 2005; Venturini 2010; Walsh 2010). In this way, Latour's ANT parallels evolutionary theory; for both, human and non-human entities (or technologies) influence events and equally provoke change (Miettinen and Virkkunen 2005). Latour’s ANT also eschews the Kantian idea of a universal mind that reasonably constructs guidelines for behavior and action (Latour 1992).

However, ANT need not preclude ethical frameworks other than utilitarian consequentialism or biological determinism where evolution rules out the possibility of acting freely or assessing blame (Liebert and Schmidt, 2010; Davies 2009). Dewey’s consequentialist instrumentalism (where intelligence evolves from following to evaluating inclinations) or Darwin’s idea of nonteleological virtue (where moral behavior evolves from participation in social life to transactions between humans and environments) might afford space for considering reflection and interiority (that differentiate human from non-human actors) without violating ANT’s main tenet that human and non-human agents are equally powerful and agentic (Waelbers and Dorstewitz 2014).

This paper performs an integrative review of articles published in communication journals about how to handle ethical deliberation about technologies that impact communication such as multimodal interfaces and social networks. l analysis of some of the aforementioned case in professional communication to demonstrate how each case instantiates potential problems with a normative ethical valuation in ANT, and whether evaluating these cases using consequentialist instrumentalism or nonteleological virtue provides sufficient ethical grounds upon which scholars can pivot to take positions on disparity, disenfranchisement and social justice. I also perform a meta-analysis of the insights offered by the literature regarding how ANT impacts ethical deliberation for professional communicators and the recommendations offered by the literature regarding how professional communicators can reframe and address the new ethical dilemmas presented by non-human agents involved in communication processes.

Navigating ethical deliberation where human and non-human agents are equally powerful--and potentially complicit--will require deliberate contextualism or making explicit and transparent the moral judgment that we manifest in the histories we tell, technologies that we design, and agents we assemble to map the activity networks. It will require ecosystem judgment, where we can interrogate which points of mediation and transformation in the network prevented the evolution or mutation of the network toward empathy, justice, and "better angels." It will require resistance to determinism and egoism, where we work to avoid and resist laissez-faire attitudes about the inevitability of bad action or social harm, where we expose the working / dynamics of agency, the harms created, and the responsibility and necessity of correctives. Finally, it will require mapping complicity. Sans strict consequentialism, the moral notion of moral complicity (decoupled from intentionality but rather the production of harm) casts a wider net than the legal notion (linked to intentionality). Skirting the boundaries of legal complicity still may well qualify as complicity on moral grounds. Human and non-human agents, the transactions between them, need not have the intention to qualify as morally complicit.

Metacognition and its Benefits: Reflective Practices for the Business Professional

Brent Lucia, *University of Connecticut*

Abstract
My presentation pulls from composition and rhetoric scholarship, specifically focused on writing transfer, to suggest the need for metacognitive practices in business writing instruction. Reflective prompts that raise peoples' attention to their own processes can help improve instructional workshops in technical writing. My presentation showcases examples of this pedagogical approach and its trajectory throughout a technical writing workshop session.

Improving our professional writing skills involves reflecting on our own writing process. As we promote best practices in technical writing, we should be educating writers to reflect on their own drafting strategies, reviewing the choices they've made to improve their mode of communication for a specific rhetorical context. Infusing such practices into our writing instruction can benefit business professionals and prepare them for them for communication in the workplace.

My presentation promotes the need for reflective writing practices that enhance a speaker or writer's metacognition. Metacognition is our ability to reflect not only on our past presentations or texts, but on the processes that developed these products. Metacognition is a heightened awareness to our own strategic planning, and improving this awareness helps people transfer their communication skills to various contexts As Donald Schon once argued, "by developing a taxonomy of prior experience, the practitioner is better prepared for unprecedented experience (Schon, 1983, p.122). This awareness is particularly useful in our professional writing contexts where genres, composing and the editing process are rapidly changing. In this new world of strategically managed content and single sourcing, much of what we think we know about writing and editing must be relearned (Hayoe, 2007, p. 282).

As communicators navigate this ever-changing landscape, their reflective skills are essential to helping them review their prior knowledge of writing, revise their approach to composing and improve their flexibility within rhetorical contexts. Communicators can assemble an agenda for future writing contexts by improving one's metacognition. By doing so, writers can further their understanding of the ways in which genres develop and evolve in response to complex rhetorical exigencies (Kain & Wardle, 2005). I argue that as genres continue to change in the workplace and communication becomes more efficient within our digital platforms, enhancing metacognition can help speakers and writers transfer their communication skills to different rhetorical situations. Indeed, improving rhetorical awareness through metacognition can help people tailor their writing process for contemporary, writing scenarios.

My presentation pulls from composition and rhetoric scholarship, specifically focused on writing transfer, to suggest the need for metacognitive practices in business writing instruction. Reflective prompts that raise peoples' attention to their own processes can help improve instructional workshops in technical writing. My presentation showcases examples of this pedagogical approach and its trajectory throughout a technical writing workshop session, displaying a useful curriculum for those looking to teach technical writing in a professional setting. The reflective prompts attend to a writer's purpose and its relation to their audience, revealing the step-by-step strategies each writer went through to reach their readers. Writers are eventually asked to compare their writing scenarios to others they have experienced, reflecting on their similarities and differences while building an awareness to each experience's rhetorical landscape. In doing so, the reflective activities are designed to improve a message's readability while also educating the writer on the unique boundaries of their rhetorical situations.

Reflective practices that enhance metacognition can help business writers attend to unstable, writing scenarios in our professional worlds. It provides a time to reflect on our choices as writers while also developing a game plan for future writing activities. Reflective practices that develop our metacognition can prepare us for a professional word that continues to expand its understanding of composing and editing.

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Work-based Learning and Private Sector Efforts Toward Undergraduate Degree Completion

Crystal Rose Shelnutt, *University of West Georgia*

Abstract
This paper reviews a book that details a radical approach to addressing the economic needs of constituencies within higher education: *Work-Based Learning: A New Higher Education?* Providing an overview of the text, this paper discusses the central issues raised (e.g. curricula, oversight, work-based knowledge, etc.) and analyzes a current trend toward credit attainment—work-based, accelerated learning—in response to reduced allocations and public expenditures for higher education institutions

Problem Statement
Universities today seek to assure students complete higher education degrees in a timely fashion and enter the workforce prepared to contribute to each state's bustling economic growth. Discussions in higher education policy throughout the country continue to center on institutional funding and student financial aid which have led to universities and colleges exploring abbreviated or hybrid degrees and personalized learning achievements as a pathway for college completion. This paper reviews a book that details a radical approach to addressing the economic needs of constituencies within higher education: *Work-Based Learning: A New Higher Education?* Providing an overview of the text, this paper discusses the central issues raised (e.g. curricula, oversight, work-based knowledge, etc.) and analyzes a current trend toward credit attainment—work-based, accelerated learning—in response to reduced allocations and public expenditures for higher education institutions.

Purpose Statement
With current economic volatility and job uncertainty (global competition, out-sourcing, off-shoring, consolidations, etc.), legislators and administrators, both state and federal, seek to identify drivers that promise to boost postsecondary credits and degree attainment in higher education in order to equip students to secure competitive jobs. Tangentially, company work-force and work-place instruction, usually training and development that occurs internally—either instructor-led or technology-embedded—and including the newer corporate universities, continues as a trend in many businesses through the United States. In a 2013 study for The American Society for Training and Development, authors report that companies in 2006 spent nearly $130 billion on educating and training their employees, with employers spending on average $1771 per learning hour (Miller, 2013). In 2012, employers allocated 14% of their $164.2 billion employee training and development expenditures on actual college or university tuition reimbursement, for a total of $18 billion (Miller, 2013).

These numbers serve as crucial benchmarks for colleges and universities who wish to participate in the industry and business education milieu but more so for administrators and educators who seek to usher students through a guided and accelerated pathway toward higher education degree fulfillment, particularly in the private, corporate sector. Hence, the companion idea to work-place education of work-based education comes to the fore, that is, undergraduate curricula delivered apart from the college or university and specifically designed to conflate the knowledge and skills of the organization or corporation with the academic framework to fulfill conventional learning outcomes, earn credits, and complete a baccalaureate degree.

To that end, one book, *Work-based Learning: A New Higher Education?* edited by David Boud and Nicky Solomon was reviewed and its precepts analyzed in relation to the educational climate discussed above. Soliciting a series of articles written by experts in Britain and Australia and addressing the tumultuous period of change in higher education, the authors' position their discussions alongside the public call for governments to reduce higher education allocations by expediting students' time to degree completion and issue forth on the practice and the partnerships of work-based learning.

Findings/Summary/Implications for Business

This paper discovered that myriad conflicts raise serious implications about the financial aspects of a university enacting a work-based program, one removed geographically and ideologically from the university yet overseen by individuals without institutional accountability or recourse. For example, limited discussions pertained in this text to the role and responsibility of the student-employee; therefore, as a corrective, one consideration on the part of faculty and professionals would necessitate creating a full-fledged action plan in the eventuality of programmatic or individual failure. In other words, should a student violate the contract of work-based learning then who pays the bill and might there then emerge implications for the individual's career, long-term?

And of course, in assessing cost and finance and apportionment efforts, more questions about mission and purpose arise, for once again, universities must consider—especially in light of federal and state reductions in allocations and revenue—whether the impetus behind pursuing new programs resides in merely competing with internal corporate universities and taking on their in-house training or in serving a higher purpose: contending for the greater good and catering to a constituency that may have no alternative to degree attainment but to join an employer-subsidized work-based learning degree.

Further, the question of intellectual property becomes apparent in these deliberations, for there is big money and multiple copyright concerns in creating and owning curriculum. Such issues of control and ownership strain relationships, as would (and did) the focus on short versus long term orientation of education itself on one case study (Onyx, 2001).

Economic notions such as those and many others draw audiences directly back to the liberal-humanist debate of education by canon. Still, no matter the point of departure, Shipley's (2001) pronouncement holds influence in this discussion: Accepting that customization in a work-based programme is critical, the price sensitivity and notion of cost benefit [emphasis added] in the market place will be an instrumental factor in determining the ability of a university to sustain the provision of such a service. (p. 153).

Ultimately, all university administrators' and educators' efforts to enact a work-based learning program in the private sector must first account for budgetary and infrastructure concerns, and those efforts to ensure access to students seeking to conflate their on-the-job, business learning experience with conventional academics toward degree completion must culminate in managing resources, curricula, and personnel to ensure student well-being in light of each university's mission and vision, all of which will be discussed in this presentation.

The Great Divide: Addressing Curricular Variances in B-School BCOMM and English Department BCOMM

Lorelei Amanda Ortiz, *St. Edward's University*

Abstract

This session explores questions and issues related to curricular variances that may exist in BCOMM courses based in B-Schools in comparison with their counterparts in English departments and provides an opportunity to start a conversation about discipline standards and best practices for BCOMM curriculum.

The soft skills gap identified in discipline literature clearly underscores the need to match students' soft skills ability with industry standards. It is now imperative for us in the discipline to look closely at a secondary gap—or great divide—that might exist in how we teach BCOMM, regardless of whether that curriculum is housed in B-Schools or English departments, so that we can collectively provide students with the best possible preparation and skills to meet employer demands. This session explores questions and issues related to this topic and provides an opportunity to start a conversation about discipline standards and best practices for BCOMM curriculum.

Teaching Content Strategy as Part of the Business Communication Curriculum

Vincent Robles, *University of North Texas*

Abstract

Content strategy, the process of planning for the development, publication, and management of web content presents a unique opportunity for business communication instructors to teach students the importance of web content for a business, including its website and social media presence. This presentation overviews the project, including giving assignment details, and it presents the perspective of students after completing the project.

Businesses, particularly smaller businesses or nonprofits, often opt to create a web presence for themselves, including a social media presence, to promote their products and services. However, they may instinctively prioritize the development and design of the website and the selection and deployment of social media platforms in front of the content that would go on the web page or be published on the social medial platforms (Flanagan and Getto, 2017). Even if preliminary thought is given to the content, the business may not consider a systematic approach for developing, publishing, and governing that content. This process is known as content strategy, which put another way is a "systemic plan that describes how content will be created, managed, and delivered" (Andersen, 2014, p. 5). However, few people know of this practice, especially among business communication instructors. Business communication instructors may consider incorporating a content strategy project into their courses since it presents a unique opportunity to incorporate business communication concepts (persuasive and informative writing, design, project management, collaboration, and data collection and analysis) with contemporary trends of digital communication (web design, user experience design, and social media strategy). As students begin to work in businesses after graduating, whether larger or small, they will have the experience that helps them to remember the role the businesses' web presence plays in helping customers and their own business goals. Further, they may find themselves uniquely prepared for content strategy jobs.

Methodology

Students audited the web content of the department at the presenter's institution. They did so by accounting for every web page, every content type (images, document files, etc.), and every social media post (the most recent 50 posts) on a spreadsheet, a deliverable called a quantitative content audit. They then evaluated the content to determine if it met customer needs and business goals, a deliverable called a qualitative content audit or a content analysis. Next, they compared the website to websites of similar departments to determine what insights competing content strategies could offer their own content strategy, a deliverable called a competitive review. Lastly, they developed a core statement to guide the website's content strategy, recommended a new site structure including web page mockups, and recommended a social media strategy, the final deliverable simply called the content strategy. Throughout the process, they communicated with the department webmaster, the department chair, and the department feature article editor to ensure they considered the needs and limitations of the stakeholders. Also, they conducted research on users for the website, including creating customer stories and customer personas to help guide their decisions. Survey data were then collected from the students after the semester to determine their perspectives on what the project taught them about content management systems (the technology that hosts the website), content strategy, social media, and working with a client.

Results

The most recent results are pending after December 2019 when the course has finished. However, preliminary results from Spring 2018 and 2019 suggest that students feel confident in communicating the value of web content management systems, in using social media, and in conducting a content strategy project. Students do feel they need more hands-on experience with the web content management systems and with using social media, but overall, students feel at an advantage over others on their job market.

Implications

Business communication continues to face digital trends that demand business communication students understand the role of web-based communications, and preparing students for these trends presents a challenge to instructors. This presentation affords instructors the opportunity to integrate a major project that helps students understand the prominent role web content plays for a business and its customers. Further, this project can feasibly fit alongside other perennial genres that business communication instructors must teach (e.g., resume/cover letters, business correspondence). As a result of incorporating this project, students will at the least appreciate the role of web content in businesses and at the most find themselves prepared for web content strategy jobs.

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Grammatical Error Analysis: Student Usage Vs. Professional Perception

Marla Mahar, *Oklahoma State University*
Sylvia Hill, *Oklahoma State University*

Abstract
A look at what grammatical errors we should be focusing on in our business communication courses by analyzing what mistakes students make and what professionals feel about these errors.

Since 2001, there has been practically no research conducted on grammatical error analysis. As business communication instructors, we have all asked ourselves these questions: How much class time should I spend teaching grammar? What grammar points do I need to reinforce? Can I let my students' grammar errors slide? This presentation should help answer these questions for professional communication today. We will present five key grammar problems and show how well students do with these problems through their writing. Then we will present what professionals thought about these grammar problems when presented in a business report format. Employing the studies conducted by Gilsdorf and Leonard, 2001, we developed a quiz for our business communication students and a questionnaire for local city officials and businessmen and businesswomen. The results of the quizzes and survey will allow us to focus on the common mistakes students make in their business writing and those mistakes that bother professionals working in the business world. These results will also help us learn some of the grammar problems that we can take the time to work on in our classes and those grammar mistakes that we can just leave alone.

Adopting the BizComm Competency Model for Assessment: Lessons Learned from Interdisciplinary Assessment

Ashly Bender Smith, *Sam Houston State University*
Lindsay Clark, *Sam Houston State University*

Abstract
In 2015, Lucas and Rawlins proposed the BizComm Competency model as a "pivot" to the way we teach and assess students' business communication skills. In this presentation, this presentation will present the benefits and challenges of adopting the BizComm Competency model for the purpose of assessing business students' communication skills at the end of their programs--including the use of the model's rubric by interdisciplinary business faculty.

In 2015, Lucas and Rawlins proposed a “competency”-based model of business communication pedagogy, the BizComm Competency Model. The included competencies are being Professional, Clear, Concise, Evidence-Driven, and Persuasive. The BizComm Competency Model was developed as a “pivot” or re-interpretation of common business communication curriculum components, such as various message strategies, employment communication, business reports, and so on.

Lucas and Rawlins initially developed and tested the BizComm Competency Model in a sophomore-level introductory business communication course taught in the business college at a large, public, midwestern university as part of an effort to focus the professional communication instruction delivered to the university’s business majors. They also developed the model as a tool for other business faculty to use when grading their communication-based assignments as a way improve consistency in the ways students were being taught to improve their communication skills.

Lucas and Rawlins call for more wide-spread adoption of the BizComm Competency model, including, where necessary, adaptations to the structure and tools of the model and the incorporation of the model into a business college’s overall curriculum. At their university, faculty across the business college were receptive to use of the BizComm Competency rubric(s) for the communication assignments in their courses, with many of the faculty noting that is made grading easier and improves faculty’s confidence in their assessment of communication-based assignments (p. 185).

Following Lucas and Rawlins’ recommendations and example, the presenters are part of a committee that adopted the BizComm Competencies rubrics as an assessment tool for business majors at their large, public, southern university. The committee using the rubrics included members from Accounting, Management, Marketing, Economics, and Business Communication. The rubrics were used to assess business students’ communication skills in a junior-level business communication course and a senior-level management strategy course—including face-to-face and online sections of the courses.

During this presentation, the presenters will share the process of implementing the BizComm Competencies rubric for assessment with faculty across the business curriculum. Faculty members’ reactions to and feedback on the use of the rubric will be addressed, attendees will gain insight into the benefits and challenges of using the BizComm Competency model for assessment. The presenters will also discuss the assessment results and potential influences on the results due to the interdisciplinary faculty’s use of the assessment rubric. Overall, the attendees will learn about potential strategies used to gain “buy in” from Management faculty, the assessment results, and future assessment plans based on the 2019 process and results.

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Assessing Students' Communication Skills: Best Practices and Lessons Learned

Gerald Plumlee Jr., *Southern Arkansas University*
Kelly Grant, *Tulane University*
Christopher McKenna, *Stephen F. State University*

Abstract
This panel will discuss best practices for assessing oral and written communication skills, lessons learned (improvements made) over time, and assessment rubrics or other tools used in the assessment process. There will be time for audience participation, questions, and discussions.

Accrediting agencies, at both the institution level and program level, increasingly require schools and programs to effectively measure student learning. Many business programs, as well as institutions of higher education as a whole, have learning goals related to communications, both oral and written, and faculty often struggle with effectively assessing students' oral and written communication skills.

This panel will discuss best practices for assessing oral and written communication skills, lessons learned (improvements made) over time, and assessment rubrics or other tools used in the assessment process. There will be time for audience participation, questions, and discussion.

Enhancing Team Formation and Function Through the Use of Sociograms

Lucia Sigmar, *Stephen F. Austin State University*
Marsha Bayless, *Stephen F. Austin State University*

Abstract
This study examines the use of sociograms as a qualitative tool in team formation in the business communication classroom at a regional university. It further discusses how the relationships between students are enhanced by using a sociogram to formulate teams.

Introduction
An early 20th century method of social network analysis may further assist business communication practitioners in developing team and interpersonal skills for an increasingly complex and diverse 21st century workplace. In the 1930's, social scientist Jacob Levy Moreno evaluated the individual's role in a group by analyzing their network of connections and developed sociograms to chart, study, and analyze these interpersonal relationships (1934). This visual representation of a person's social preferences and relationships has had a number of applications in the social sciences throughout the last century. In addition, the original hand-drawn map has morphed into a more useful, electronically-generated model.

Background
An IBM global survey of over 1,700 CEO's indicated that "interpersonal skills of collaboration (75 percent), communication (67 percent), creativity (61 percent) and flexibility (61 percent) [were] key drivers of employee success to operate in a more complex, interconnected environment" (IBM, 2012, para. 7). Moreover, top-down organizations of the past are adopting "new models of working that tap into the collective intelligence of an organization…to devise new ideas and solutions for increased profitability and growth" (IBM, 2012, para. 2). Towards this end, organizations need employees who can work in open, and often unconventional, team-based environments and networks (BM, 2012).

Many business schools, recognizing the value of team-building skills training, have already implemented such programs for their students (Greenan, Humphreys, & McIlveen, 1997; McGraw & Tidwell, 2001; Mills, Myers, & Rachael, 1991; Moriarity & Buckley, 2003; Thomas & Busby, 2003) or have incorporated emotional intelligence into their curricula in various ways: lecture learning groups (Cockburn-Wootten & Cockburn, 2011), MSCEIT (Mayer–Salovey–Caruso Emotional Intelligence Test) or EISDI (Emotional Intelligence Self-Description Inventory) testing to increase emotional intelligence awareness (Ashkanasy & Dasborough, 2003; Groves, McEnrue, & Shen, 2008), and self-assessment, journaling, role-play, interview, and case analysis (Myers & Tucker, 2005). Other researchers have suggested the use of games to facilitate social and emotional learning (Hromek & Roffey, 2009).

Many educators agree that information should not be conveyed solely in lecture format and that emotional skills should be taught in an emotional and experiential context (Dwyer, 2001; Kremer & McGuiness, 1998); consequently, many universities are encouraging service learning and academic civic engagement (Helm-Stevens & Griego, 2009). Some practitioners urge the use of a team approach to teach interpersonal skills in order to produce a final acceptable product or to attain a predetermined goal (McGrew & Lewis, 1998). Cockburn-Wooten and Cockburn (2011) advocate a collaborative, "learning-by-doing" approach to "reflect and analyze management communication in relation to complexities, failures, context, power, and assumptions, . . . issues and tensions around managing relationships, and business communication"(p. 52). Still others see student internships as suitable training ground for learning conflict management and other interpersonal skills (Stitts, 2006). And because more businesses are using teams at hierarchical levels, educational institutions are also recognizing the need to prepare students for real-world group decision making and functioning within the team structure (Kaplan & Welker, 2001).

Today, sociograms may provide an effective way for business communication practitioners to enhance team collaboration and function in the business communication classroom and prepare students to interact effectively with others in business environments.

Procedure

This study examines the use of sociograms as a qualitative tool in team formation in the business communication classroom at a regional university. It further discusses how the relationships between students are enhanced by using a sociogram to formulate teams. First, students complete a survey instrument, the results of which are entered into a data field. The data is then used to generate a map of the relationships in the classroom. Based on the findings, the instructor forms students into compatible teams.

Findings of this study indicate: 1) how sociograms can create effective communication protocols, 2) improve active participation in project outcomes, and 3) enhance students' understanding of team function and leadership communication. Finally, resources for creating and administering sociograms will be presented.

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WeChat in China: A Case Study of Technological Innovation in Business Communication

Yong-Kang Wei, *University of Texas—Rio Grande Valley*

Abstract

The presentation will be based on a case study--involving a Chinese trading firm mostly doing business with its U.S. partners--devoted to finding out how WeChat is used in real business situations, which is a question yet to be fully explored in research.

Back in 2007, an Internet guru, named Lorenz, predicted the demise of email because it was looking so “obsolete” then. Unfortunately or fortunately, the prediction is slowly coming true, not in the US though, but in mainland China, where WeChat dominates Web communications. Invented by Tencent (腾讯), WeChat, dubbed an “app for everything,” carries a wide range of functions and platforms: for example, messaging, social media, video/audio calling, and mobile payment. To somebody unfamiliar with WeChat, it can be described, in a nut shell, as a combination of SKYPE, Zoom, telephone, Twitter, chat room, etc., plus a bank (debit) card.

If one sends an email to his/her counterpart in China, be prepared to wait months before receiving a response, as happened to the author of this proposal on several occasions. This is because emailing has already become “obsolete” in China due to the wide spread popularity of WeChat, distinct by its speed and super convenience in Web communications. Who would still check emails if everyone else in the country is using WeChat?

In my proposed presentation, I will first give a detailed introduction about WeChat, including, but not limited to, its background, technological evolution, and communicative functions, but the bulk of the presentation will be based on a case study devoted to finding out how WeChat is used in real business situations, which is a question yet to be fully explored in research. The case study involves a Chinese trading firm mostly doing business with its U.S. partners. The firm, which I name as EW to protect its identity, has adopted WeChat for years as the standard norm of internal communications at all levels, from top management to rank and file workers. The case study is made of the following: 1) interview with EW’s top management, 2) interviews with EW’s rank and file workers, and 3) review of EW’s internal communications conducted via WeChat. The interviews will be semi-structured: Apart from the “how” and “what” questions, I will mostly let the interviewees talk about their own WeChat experiences within their firm and share their own insights into the communication practices.

Frankly, at this point I have no clue of what the study will lead up to, as it is yet to be carried out pending the acceptance of this proposal, but I have already had the “go” permission from EW’s CEO, who has promised “full cooperation and full access” if the investigation is “launched.” No matter what, one thing is quite certain: That is, the author of the proposal will be able to gain, first hand, inside knowledge of how exactly WeChat is being employed in business communication practices and, further, how technological innovation, as in WeChat, has impacted and changed the way people are communicating in today’s business world, as seen through the example of EW.

WeChat also has its disadvantages, most notably, of security and privacy concerns, as it is constantly monitored by the so-called Web Police, so part of my investigation will be naturally addressing the question of how confidential and proprietary information is handled with WeChat.

Preferences for Written versus Spoken Expressions of Thanks among American Professionals

Peter W. Cardon, *University of Southern California*
Janna Wong, *University of Southern California*
Cole Christie, *University of Southern California*

Abstract
This presentation provides explores American professionals' preferences for spoken versus written thanks. It is based on data from over 1,200 full-time professionals. Think handwritten thank-you notes are out of style? Think again. They have broad support among members of all generational groups.

Gratitude has been the subject of academic research for many decades with hundreds of studies dedicated to it (Tesser, Gatewood, & Driver, 1968). Gratitude is connected to many aspects of well-being, including self-esteem, mood, life satisfaction, pro-social attitudes, helping behavior (Adler & Fagley, 2005; Grant & Gino, 2010; Wood, Froh, & Geraghty, 2010).

Some management consultants call gratitude expressions the "critical responsibility" of managers Expressions of gratitude should be frequent, sincere, and specific (Baehr, 2015; Bregman, 2012). Yet, research about gratitude in the workplace is relatively undeveloped (Waters, 2012). In particular, there is little to no research about how and when professionals should use written versus spoken expressions of thanks.

As a result, we conducted a study of American professionals to explore preferences regarding written and spoken expressions of thanks. In Study 1, 58 professionals in diverse roles journaled about their gratitude experiences for a month. They responded to our various prompts throughout the month. Three of these prompts focused on their experiences with written and spoken gratitude expressions. Findings in this exploratory study formed the foundation for a larger survey study.

The purposes of Study 2 were the following: (a) Identify when professionals prefer written v. spoken thanks in low effort, high effort, small accomplishment, and major accomplishment conditions; (b) understand varying preferences from colleagues (horizontal relationships) and bosses (superior-subordinate relationships); (c) distinguish between preferences for several different forms of written and spoken thanks; (d) identify the primary reasons professionals value thanks in spoken and written forms; (e) analyze how gender and generation impact perceptions of appropriate expressions of thanks; (f) and evaluate satisfaction with current levels of receiving thanks in the workplace (from superiors/bosses and colleagues).

Study 2 involved a survey of 1,202 American professionals. These professionals represent a broad range of American professionals as far as gender, age, income, region, and organizational size. Roughly 50.6 percent (n=608) were men and roughly 49.4 percent (n=594) were women. About 24.4 percent (n=293) were 18 to 29 years old; 33.0 percent (n=397) were 30 to 44 years old; 34.8 percent (n=418) were 45 to 60 years old; and 7.8 percent (n=94) were over 60 years old. About 11.3 percent (n=136) had annual incomes of under $25,000; 22.7 percent (n=273) had annual incomes of $25,000 to $50,000; 22.4 percent (n=269) had annual incomes of $50,000 to $75,000; 18.7 percent (n=225) had annual incomes of $75,000 to $100,000; 18.3 percent (n=220) had annual incomes over $100,000; and 6.6 percent (n=79) preferred not to report income. About

31.4 percent (n=377) worked in organizations with fewer than 50 employees; 16.3 percent (n=196) worked in organizations with 51 to 200 employees; 11.5 percent (n=138) worked in organizations with 201 to 500 employees; 10.4 percent (n=125) worked in organizations with 501 to 1,000 employees; and 30.0 percent (n=366) worked in organizations with over 1,000 employees.

Overall, in high-effort and high-accomplishment situations, the most preferred forms of gratitude expressions, in order of importance, tend to be spoken thanks just to you, handwritten thanks only to you, written thanks in digital form just to you, spoken thanks in front of others, written thanks for others to see, and handwritten thanks for others to see. One interesting finding is the extremely common desire for handwritten thanks. Roughly one third of American professionals prefer this form of thanks. Further, this is unaffected by generation—Millennials are just as likely to value handwritten thanks as members of other generations. We provide a variety of implications for research and practice.

Importance of Effective Collaboration amongst Financial Professionals

Roger Conaway, *University of Texas at Tyler*
Shamarr Prentice, *Frost Brokerage Services, Inc.*

Abstract
My presentation will give brief highlights of the value effective communication and collaborations between financial professional provides to clients. The benefits I plan to discuss are:

- Greater Trust
- Improved Advise Efficiency
- Heightened Holistic Financial Management
- Improved Expertise

One may ask; why is communication and collaboration among Wealth Professionals so important? The answer is simple. Individual financial matters require wealth advisors, estate lawyers, tax advisors, and insurance advisors to insure that all individual client needs are covered such as cash/budgeting; life, property, and casualty insurance; tax planning; retirement planning; investments; estate planning; charitable planning and one that has seen an increase in attention, secondary education planning.

When financial professionals effectively collaborate with other financial professionals, only then will a client truly receive a thorough holistic review of their finances. For example, if a high-net-worth client's wealth advisor purchase or sells 100 shares of stock, it is important that this information is relayed to the client's accountant or tax advisor, as this purchase or sell may trigger a gain or loss that may impact the tax structure and/or an estate plan that the tax advisors may be overseeing on behalf of the same client. As the saying goes; "two heads are better than one." As many are aware, wealth management matters can seem very complex and overwhelming to many individuals, which is why many clients reach out to numerous outside experts for assistance. Communication and collaboration amongst financial professionals is an extremely important and effective tool which is sometimes missed, either intestinally because of apprehensiveness to share business or simply by oversight.

In numerous cases, a single advisor can very well oversee many of the client's financial needs. However, whether for conflict of interest or simply matters that fall outside of an individual's expertise, there will always be a need for collaboration amongst financial professionals. As the landscape changes in the world of finance and wealth management such as; new investment opportunities, new tax laws and regulations, there is a strong case to be made to confirm the importance of financial collaboration.

My presentation will give brief highlights of the value effective communication and collaborations between financial professional provides to clients. The benefits I plan to discuss are:

- Greater Trust
- Improved Advise Efficiency
- Heightened Holistic Financial Management
- Improved Expertise

There are three phases to understanding a client's financial picture to achieve the client's financial goal. Phase 1 is understanding where the client is today. Phase 2 is understanding where the client would like to be in the future. And Phase 3 encompasses the collaboration and communication needed with the client and the client's outside financial professionals to begin the process of putting a financial plan together to help the client reach their stated goals.

Economic Impact of Negative News Communication on Organizations

Marcel Robles, *Eastern Kentucky University*
Carles Pons, *Eastern Kentucky University*

Abstract

Media and publicity play a huge role in communication. People actively follow social media and real-time news. This easy accessibility to learn about any major world events has a direct effect on public figures, politicians, and business. Any misstep can cause enormous damage to a company's image. Do companies experience major damage from news appearing in the media? Could one negative publicity story destroy a company? Alternatively, could appearing in a news feed increase sales?

Publishing negative news about a company or a product can influence perception of both the publisher (i.e., sender) and the company (i.e., entity in the message). Arango-Kure, Garz, and Rott (2014) described a relationship between negative news published in a magazine and an increase in the number of sales for the publisher. Copenhaver, Mitrofan, and Ferguson (2017) supported this research, finding that poorer quality studies focused on the negative effects of violent video games, but that they would increase their media coverage. Media was more interested in negative news rather than positive news. These two studies could show that negative news increases sales for the publisher because it is more demanded by the readers and the consumers.

Negative news can affect companies based on product awareness. Berger, Sorensen, and Rasmussen (2010) conducted a study to determine whether there was a relationship between product awareness, press reviews, and number of sales. The goal was to see if negative reviews had different effects on companies due to their level of popularity. Results showed that positive reviews always had a positive effect on sales, regardless of popularity; however, negative news only had a negative effect on sales for the publicly known authors. Negative reviews helped unknown authors increase sales. Hence, any publicity or any appearance in the media could help beginning businesses to make an impression on the public. Bad news could be considered good news in this case, as a negative advertisement still has a positive impact.

Ho, Shin, and Pang (2017) found that pre-crisis advertisement could increase the audience's acceptance of negative news. Their results showed that when a company informed consumers about an upcoming or existing crisis before the media did, the public tended to be more accepting towards the company's problem, compared to the companies that released their explanation after the third party. A study by Claeys, Cauberghe, and Pandelaere (2016) supported the finding of Ho et al. and found that when an organization does not self-disclose the crisis before the third party, the observation length is significantly higher.

Weinberger and Romeo (1989) focused on the seriousness of the news, where more extreme news (e.g., related to deaths) had an exceedingly negative impact on the company's sales, regardless of the company's popularity. A second study by Weinberger and Romeo (1991) focused more specifically that self-disclosure and length of news appearance played a major role in how news about issues affected the company and its sales. The most negative effects were observed when the company denied any flaws and claimed that the accidents were due to consumer negligence. The company's dishonesty and the blame to the consumers caused the biggest damages.

Another variable that could either help or damage a company during a crisis is product advertisement. Meijer and Kleinnijenhuis (2007) found that advertisement and the tone of business news exert a positive influence on corporate reputation. This finding is crucial for companies in crisis, as they can manage the advertising accordingly to their appearance in the news. The negative news about an endorsee can also influence company sales. A study by Roozen and Raedts (2017) found a correlation between the negative information about an endorsee resulting in lower advertisement effectiveness. Thwaites, Lowe, Monkhouse, and Barnes (n.d.) supported the importance of the endorsee's role in the sales, by looking at the type of information, type of source of information, the level of the "matchup" (i.e., association of celebrity with a product), and how these variables affected the celebrity's attractiveness and credibility. Consumers tend to connect with an endorsee and strongly connect the celebrity with the product, which again shows the importance for an organization to choose their endorsees carefully.

Negative news can influence the economic aspects of organizations. Many facets of the business world can play roles in a company's reputation and sales. Consumers' brand loyalty may reduce the severity of the negative news that is unrelated to a product. The media often uses negative news about companies to boost their own audience ratings and sales. The type of negative news can have even greater impact if it is related to serious consequences. A company's honesty and openness about a crisis can help to reduce the damage of the negative news; on the other hand, denying a mistake can cause even higher losses than the crisis alone. Knowing how to approach the crisis can save the company from high economic losses and help overcome the issues and gain back consumers' trust.

Factors to Consider while Attempting Image Restoration

Charles Wayne Bass, *Tulsa Community College*

Abstract

In addition to Benoit's Image Restoration Theory, individuals and organizations should also take into consideration possible outside factors which could hinder successful restoration of image. The outside factors discussed in this paper are timing, prior level of respectability, accused of lying, and when the judging body has their own image to maintain.

This is a paper is an attempt to contribute to the study of Image Restoration Theory. The principles discussed in this paper can be equally applied to individual or organizational restoration. This paper will identify and point out key outside factors that may contribute to the overarching success or failure of an individual or an organization's image restoration efforts. We will briefly discuss Image Restoration typologies as outlined by William Benoit's Image Restoration Theory. The strategies Benoit discusses are categorized in the following groups; denial, evading responsibility, reducing the offensiveness, corrective action, and mortification. There are existing subcategories for each category, but that will be discussed further into the paper. We will analyze the action which harmed the reputation of the former Ohio State University's head football coach Jim Tressel. We will discuss what image restoration efforts he implemented to attempt to restore his desired image. This paper will discuss how despite his sound application of the image restoration strategies that Benoit had provided, but the focal point of this paper will be surrounded by why Coach Jim Tressel ultimately failed in his image restoration efforts to the governing body of college athletics, the NCAA.

Outside Factors

It is believed by this author that there were several outside factors that needed to be taken into consideration for restoral of Tressel's desired image to be restored. While this paper will go into more depth, here are the categories that should be taken into consideration. Timing, prior level of respectability, accused of lying, and when the judging body has their own image to maintain.

Timing

Had what Jim Tressel experienced, accrued shortly after instead of shortly before the child abuse case of football coach Jerry Sandusky of Penn State, it is believed by this author that the NCAA would have had minimal interest, effort, and time to invest in investigating Jim Tressel.

Prior Level of Respectability

A high price comes with holding a high level of respectability plays another role in outside factors which should be taken into consideration. Where Jim Tressel had spent a lifetime earning earned a positive reputation for wining in football and being straight as an arrow. Society has a tendency to hold individuals to a strict standard to maintain their respectability.

Accused of Lying
When one is accused of lying, like Tressel was, it is difficult to trust anything that they say while trying to restore their image.

Judging Body has to Maintains their Own Image
The NCAA during this time had their own image crisis they were dealing with at the time of Jim Tressel's experience. This is believed to have contributed to Tressel failing in his image restoration attempts.

Conclusion
Jim Tressel experienced a negative event, and as a result, tarnished his reputation with the NCAA. The NCAA suspended him from any level of NCAA Footaball coaching. Tressel attempted to restore his image utilizing Benoit's Image Restoration Theory. This paper took a look as to why, Tressel failed in his attempts to restore his image, despite having effectively utilized the sound principals outlined by Benoit. The outside factors that may have led to help answer why he failed with the NCAA include time, prior level of respectability, accused of lying, and the judging body has to maintain their own image. More study on this subject is suggested, but it's important to identify these possible inhibiting outside factors.

International Business Communication

Marieke Keller, *University of Alabama*

Abstract
Using Ouchi's Theory Z as a base model, the author presents a similar model of employee loyalty that may be applied on a culturally broader basis.

Organizational communication, as its own field of study, has been around for over 60 years. The term, organizational communication, gained momentum in the 1960's. However, other fields such as management and industrial communication had been studying communication in organizations as early as the 1940's (Garner, et al., 2017). Since then, a multitude of theories have been developed to aid in understanding how and why organizational communication works and what it consists of. Today's world is vastly different from the world of the 1940's. One of the biggest changes, globalization, has made it that many of the theories developed for organizational communication can now only be generalized to the western industrialized world. Globalization, communication technology advances, and increases in cultural diversification awareness have created an environment where we need to broaden the scope of these theories in an attempt to be inclusive of non-western cultures. This paper is a look at organizational communication through the frames of today's globalized community and an attempt to bring two of its theories forward into the diverse world that has been displayed before us all. We will look first at what globalization entails, then intercultural communication, and finally organizational communication. Then, we will look at McGregor's Theory X and Y, along with Ouchi's Theory Z, and Media Richness Theory and endeavor to bring these theories into the umbrella of cultural diversity.

As globalization continues to affect this world, migration continues to grow, and communication technology continue to advance, intercultural communication competencies will continue to become more and more important. Organization communication may find that it creates a sub-field of study by combining with intercultural communication. Perhaps as new theories emerge, they will include components of intercultural communication so that those new theories will become globally generalizable.

It is not only organizations that continue to diversify, our neighborhood communities, schools, and domestic workplaces also continue to be affected by globalization. As a result, intercultural communication competencies are necessary there as well as within organizations. Younger generations will grow up in a much more diverse world than their parents did and, perhaps, grow up and instinctively learn intercultural communication competency as naturally as older generations learned common communication competency.

Second Language Writers in the Business Communication Classroom

Gregory Clegg, *Midwestern State University*

Abstract

This presentation seeks to address the place of second language writers (SLWs) within the business writing classroom and methods used to work with these students.

Jessica Williams, in her article "The potential roles of writing in second language development" for the Journal of Second Language Writing, comments that "[w]riting is often seen as having a minor role in second language learning" (Williams, 2012: 321). In the case of undergraduate second language writers in business communication courses, this can be doubly true as the focus of writing preparation previous to student enrollment in US colleges tends to focus on modal and academic writing genres (research essay, etc.). This often leaves some, but not all, second language writers struggling with the transition from their English coursework to that of the genres of business communication.

Perhaps the most common complaint, issued in the English and Business departments alike, stems from the belief that English is easy to acquire, especially as the demands of business writing aims toward concise, shorter writing rather than the prose writing of first-year composition. Coupled with this belief is the hesitance of instructors of working with SLWs due to language barriers. Likewise, tertiary issues arise from the lack of support and training of communication and writing center tutors in both ESL and business genre needs (Ryuko and Abels, 200: 75), which leads to a breakdown in understanding across available university venues meant to aid students.

This presentation seeks to dismiss the folk beliefs associated with second language writers and offers solutions for instructors unfamiliar with second language acquisition and writing theory and praxis. To accomplish this, the speaker will focus on recent research in the field of second language writing and the move towards discussing classroom experience at three institutions (two R1s and a small liberal arts university) with international student writers in the business communications course.

Development of a Study Abroad Problems Course

James G. Ward, *Fort Hays State University*

Abstract

The paper explored the development of a face-to-face problems course, Business Communication in Thailand, delivered to students prior to a two-week in-country study aboard experience in Thailand. To develop an authentic course, the researcher, also the instructor of the course, conducted a field trip to Thailand in the summer of 2018 to collect data. The data were collected by means of observations, field notes, interviews, and cultural artifacts.

The textual data were analyzed in Thailand and three themes derived: Specific topics within Thai culture, specific cross-cultural communication issues and social enterprise. Once the researcher returned to the U.S., he worked with two other colleagues to develop the course. The three themes became the building blocks of both the learning objectives and learning activities. Regarding learning objectives, at the end of the course students would be able to 1) analyze and evaluate similarities and differences between Thai and U.S. culture, 2) describe and analyze issues related to cross-cultural communication, and 3) evaluate the impact the social enterprise on society.

An Examination of Family Cohesion and Self-Esteem as Mediators of Bilingualism and Reading Achievement of Second-Generation Immigrant Students

Leslie Ramos Salazar, *West Texas A&M University*
Elsa Diego-Medrano, *West Texas A&M University*
Yvette Castillo, *West Texas A&M University*
Nancy Garcia, *West Texas A&M University*

Abstract

This study examines the five facets of mindfulness and how each of the facets relate to at-risk texting communication behavior, such as texting and driving. The study also examined a self-regulation model using Schwart's (1984) path model that describes self-regulation processes to the connection of mindful attention and health behavior. Data were collected from (Bayer, Campbell, & Kin, 2012) from the Survey on Mobility and Mobile Communication using 750 working individuals who drive to work.

According to the National Highway Traffic Safety Administration(NHTSA) (National Center for Statistics and Analysis, 2019), in 2017, there were 3,166 deaths due to distracted driving, or being distracted engaging in a non-driving activity, such as cell phone use and texting behaviors. In 2017, 401 (or 14%) of the fatal crashes were due to cell phone use (i.e., texting), and this resulted in the deaths of 434 individuals (NCSA, 2019). Additionally, a report from the Centers for Disease Control and Prevention stated that in a given day, there are nine causalities and more than 1,000 injured individuals involved in distracted-related crashes (CDC, 2017; NHTSA, 2016). American workers spend an average of 26.1 minutes each way to get to work, and the more time spent in the road, the higher the risk of becoming vulnerable to distracted driving (U.S. Census Bureau, 2017). Interestingly, Killingsworth and Gilbert (2010) posited that on average, the human mind wanders 47% of the time, and this statistic highlights the importance of deliberately exercising caution while driving because of the inability to address this issue can have disastrous consequences. The utilization of smartphone can actually aggravate the foregoing state of distractions dramatically because it has been demonstrated that the smartphones are designed to instigate high level of involvement with the device which often leads to automatic mindless use and thereby negatively impact the foregoing awareness facet of mindfulness (Bayer et al., 2016).

To prevent fatalities and injuries such as premature death and disability the Healthy People 2020 developed a national goal to prevent unintentional injuries due to vehicle crashes due to distracted driving. Distracted driving is defined as the "inattention that occurs when drivers divert their attention away from the driving task to focus on another activity instead" (NHTSA, 2010, p. 1), such as using mobile devices to send and receive messages while on the road, or waiting at a stop light. Texting while driving is dangerous because visual distraction, or when drivers' eyes are turned away from the main road, and for every 5-second text, it is as if drivers are driving with a blindfold at the length of a football field (NCSA, 2019). Also, manual distraction may occur when drivers are texting, and both of their hand are not on the wheel (Noble & Young, 2014). Additionally, cognitive distraction occurs when individuals are thinking about the content of a text message during the sending or receiving process, which can make drivers stop thinking about driving altogether (NHTSA, 2010; Noble & Young, 2014). As such, the purpose of this study is to investigate how the five facets of mindfulness relate to texting and driving behavior, including sending and receiving messages to others via mobile devices. Lastly, this study examines self-regulation as a possible mediator of the relationship between mindfulness and texting behavior in the road.

Sample

Data from this study was collected from the Survey on Mobility and Mobile Communication, 2012 (Bayer, Campbell, & Cin, 2012). Participants completed a 10-minute online questionnaire using 750 workers from Amazon Mechanical Turk in the United States. Of these workers, 81.2% or 609 workers fully completed the survey. To encourage participants to complete the survey, participants received $0.80 cents each. The inclusion criteria of the study included being mobile phone users and texting (SMS) users. Participants' age was between 18 to 73 years of age ($M = 34.11$, $SD = 12.21$). The sample also included 276 male and 332 females. The questionnaire included questions about mobile texting communication, driving, and missed accidents.

Analysis and Findings

Data were analyzed using multiple regression and mediation analyses using SPSS 22.0 and Hayes' Process. In the multiple regression analysis, after controlling for age, sex, and texting legal status of residing state, observe and act with awareness were inversely related to text and driving. However, describe has a positive and predictive relationship with texting and driving. Second, after controlling for age, sex, and texting legal status of residing state, observe and act with awareness were inversely related to texting at a red light. However, describe had a positive relationship with texting at a red light. Additionally, the mediation analysis revealed that self-regulation partially mediated the relationship between mindfulness and texting and driving, and between mindfulness and texting at a red light.

Implications

Findings from this study yield several implications for business workers who regularly drive throughout the week. For instance, this study's results are in line with other empirical results that suggest that mindfulness is associated with drivers' mobile behavior (Bayer et al., 2016). When commuters drive to work, if drivers are distracted and communicating with others via their mobile devices by checking their social apps and emails, drivers may be at risk, and this findings provides some evidence that some mindfulness facets may be linked to reducing risky behavior. As such there is a demand for mindfulness interventions protocols (Creswell, 2017) geared towards increasing attention to and awareness of our present moment experience, and how it can be integrated into drivers' training programs in state-wide training driver programs to reduce risky driving behaviors and increase real-time observation and awareness skills about the risks of texting with others (i.e., sending/receiving messages) in mobile phones while driving. Additionally, the findings of this study can be interpreted using Schwart's (1984) path model (attention ◊ connection ◊ regulation ◊ order ◊ health), which describes the moderating nature of self-regulation that connects the attention-to-resent with health behavior (in this case safe driving). Mindful drivers might be more capable of engaging self-regulation behaviors while driving, which may lead to safer driving behavioral patterns.

In sum, the mindfulness facets including observe, act with awareness, and describe significantly related to both texting and driving, and texting at a stop light. Additionally, self-regulation' mediating role explains how it can strengthen the inverse association between mindfulness and at-risk texting behaviors (e.g., texting at a red light). Findings from this study can help inform future text messaging communication interventions and stakeholders to promote safe driving behaviors.

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Do We Still Teach That??

Debbie DuFrene, *Stephen F. Austin State University*

Abstract
English is an evolving language known for integrating new constructions, pronunciations, and words. The debate over acceptable rules of grammar and punctuation comes down to a clash between prescriptivists and descriptivists. Practices frowned upon in the past regularly make their way into general acceptance as they become more widely used. The presentation will focus on a number of "new" rules of grammar and punctuation usage and ask the audience members to weigh in on their acceptance of these.

English is an evolving language. According to the Global Language Monitor, there are presently more than 1 million English words, with a new word added to the language every 98 minutes. Language changes for many reasons; for example, the influx of new languages that change grammar and pronunciation, changes over time in the way words are spoken and written, creation of new words and concepts, technology advancements. Each of these shapes the individual words and phrases used commonly, which in turn reshapes grammar As compared to other languages, English is especially known for integrating new constructions, pronunciations, and words (Friedman, 2012).

Writing instructors have a responsibility to teach students principles and practices that will serve them well in their professional lives. The debate over acceptable rules of grammar and punctuation comes down to a clash between prescriptivists and descriptivists ("4 outdated English grammar rules, 2019"). Practices frowned upon in the past regularly make their way into general acceptance as they become more widely used. While it is impossible to cast the English language in stone, some would like to see the natural changes stop as soon as they have mastered it. Depending on one's age, quite a few rules learned in school are now widely considered outdated.

The presentation will focus on a number of "new" rules of grammar and punctuation usage and ask the audience members to weigh in on their acceptance of these changes. These new, and perhaps controversial, rules include the following:

- Never end a sentence with a preposition.
- Never begin a sentence with a conjunction.
- Don't use sentence fragments.
- Don't split infinitives.
- Never use "who" when you should use "whom."
- Never use "they" as a singular pronoun.
- Don't use contractions in professional writing.
- Don't use "data" with a singular verb.
- Use the Oxford comma!
- Never split an infinitive.
- Use "each other" for two and "one another" for more than two.
- Use "less" for things you can't count and "fewer" for things you can.
- It's "between you and me," not "between you and I."
- Space once after periods, question marks, and exclamation points.

Finding the balance between holding to traditional standards of grammar and punctuation and changing with the times represents an ongoing challenge for writing instructors.

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Fun and Free Instructional Practices for Spicing up Your Human Communication Course

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Susanna Alford, *University of the Incarnate Word*

Abstract
This fast-paced and high-energy presentation will introduce attendees with fun and free practices for spicing up human communication courses on campus and even abroad. Handouts will be provided and contact information shared.

In an edited piece from 1999, entitled Teaching Communication, John Nicholson and Steve Duck offered that a “useful way to approach the teaching of interpersonal communication is to view it as a relationship being built with the students.” The insights they offered then are still relevant today. Building upon them, however, has made all the difference in my course. In this presentation on best practices, I will efficiently share three ways that focusing on relationships—beyond the connections that I establish with each of my students—has taken my human communication courses from good to great. First, I will focus on and share the how-to of an experiential activity wherein students engage one another dyadically, reflect on individual encounters, and then write about the communicative behaviors of peers and self. Second, I will discuss the benefits of bringing-in friends/colleagues to the classroom virtually for “Skype-a-scholar” discussions, during which students get to meet, learn from, and interact with communication scholars from all over the world. Side benefits of this being that, as I facilitate this dialogue, students observe me doing and modeling friendship with a friend/colleague virtually. Course evaluations and feedback indicate that this is a huge hit with undergraduate and graduate students. Third, I will share strategies for helping students get outside the ivory tower to identify and experience communication in community--whether down the street from campus or across the globe during study tours. Specifically, I will focus on my most recent summer-abroad courses in Europe, where I have honed tapped into social media in meaningful ways and developed specific strategies for making any location—the plane, train, pub, cafe, and elsewhere—a meaningful learning environment.

Enhancing the Undergraduate Curriculum: Incorporating Communications-Based Learning Activities into the Legal Environment of Business Course to Expand and Augment Learning

Kayla Sapkota, *Arkansas State University–Beebe*
Christina Stolarz, *Arkansas Tech University*

Abstract
Business majors are typically required to complete one or more classes related to business law. The researchers, both instructors in The Legal Environment of Business class, identified key areas for improvement and created targeted initiatives to address these issues. Each initiative is based upon methods of communication, an area of focus not usually addressed in a traditionally lecture-based course. The researchers based this new approach on Ohlberger and Wegner's (2013) communications model.

Business majors are typically required to successfully complete one or more classes related to business law. The Legal Environment of Business is a course that serves as an introduction to the basics of the United States legal system from the perspective of a businessperson. In this course, students learn practical knowledge of the American federal and state court legal systems. They also explore the basic principles of law affecting business, including Constitutional law, contract law, tort law, employment law, and white-collar crime. In addition, students are expected to gain an understanding of the underlying public policy and ethical issues relevant to these areas of law.

The researchers, both instructors in The Legal Environment of Business classes at their respective institutions, identified key areas for improvement based on their classroom experiences and subsequently created targeted initiatives to address these issues. Each of the initiatives is based upon methods of communication, an area of focus not usually addressed in a traditionally lecture-based course. The researchers based their new approach to the Legal Environment of Business curriculum from a communications-focused angle.

This approach follows Ohlberger and Wegner's (2013) communications model, which posits seven methods of communication as diverse and important learning tools. These methods include:

1) Teacher-Student-Talk – "characterized by a high talking share for the teacher and questions that are directed at one particular student or open for everyone to answer" (p. 35).
2) Student-Teacher-Talk – dominated by students' voice; "the teacher takes a backseat" (p. 36)
3) Presentation – "a particular topic is covered by the teacher or a student in order to inform the class" (p. 36)
4) Lecture – "the teacher presents a certain topic and the students have to follow the train of thought and take in the featured knowledge" (p. 36).
5) Murmur Phase – "students exchange information in partner or group work" (p. 37).
6) Group Talk – "students may work in a group and share information with all group members;" the teacher supports groups with advice and keeps noise levels down (p. 37)

7) Answering Chain – “students cooperatively collect results or information” (p. 37)

While Ohlberger and Wegner’s (2013) model is directed toward science teaching, its application can be much broader. Foundational similarities related to discovery (be it data or evidence) processes follow similar principles in both science and legal classes.

Targeted Initiatives

In order to discover, refine, and incorporate best practices, the researchers have (and are) trialing various communications-based methods of learning and assessment. Each of these methods incorporates a form of communication and serves to solidify difficult concepts within the subject matter. The methods are broadly categorized into 1) feedback on learning, 2) peer communication and bridging the gap to finals, 3) classroom management and discussion, and 4) engaging with experts.

Feedback on Learning

Writing in education allows a meaningful opportunity for assessment of individual knowledge. According to Cooley (2009), effective “communication skills should be cultivated in as many courses and outlets that their curricula allow,” (p. 432). The researchers have identified useful opportunities for assessment in The Legal Environment of Business classes in both student feedback concerning the course and weekly reflections on content.

In one college, the researcher implemented mid-semester student evaluations in order to seek a “status report” on how students are faring. Faculty determined that an additional nonverbal source of feedback was needed in order to get a fair assessment of how the students were doing.

This instrument not only served to seek feedback on the students’ perceived understanding in the class, but also served to encourage buy-in by seeking students’ input. The mid-semester evaluation consisted of three basic questions.

1) What do you really like about this course? (What would you like to keep?)
2) What do you really dislike about this course? (What would you like to stop?)
3) If you could change one thing about this course, what would it be? (What would you add/recycle?)

This allowed the professor to make adjustments to the course as needed to better match the class’s learning styles and meet students’ needs.

The other research found that reflection papers as an additional means of communications was a useful tool to ascertain that students were learning and applying the content. Each non-exam week, students wrote a one- to two-page summative paper, discussing assigned points based upon the material covered that week, and culminating in a paragraph of personal reflection on challenging, interesting, or otherwise noteworthy points or topics, according to each individual student. These papers do not fall squarely into one of the seven methods of communication, as presented by Ohlberger and Wegner (2013); however, they relate most closely to Student-Teacher-Talk, and even loosely to Answering Chain, as students drive this paper based upon what they have learned and what they reflect on as pertinent information from the week’s content.

Peer Communications and Bridging the Gap to Finals

Communication with peers can provide important opportunities for application of class content in small group settings. The researchers developed activities related to a summative, semester-end project, as well as ongoing team discussions.

One researcher assigned a group project that focuses on peer-to-peer communication (teamwork), oral communication (a presentation), and written communication (a formal paper. This project helped prepare students for the final exam as the information needed to complete the project requires further research and implementation of all concepts discussed within the semester. By requiring students to work on this summative group project, they were forced to review the semester's worth of concepts as a team and present it to the classroom. This method of building a project as a team has similarities to Grelecki and Willey's (2017) Legal and Ethical Environment of Business project in which students work in groups to create a project that is a culmination of the semester of legal content. This activity most closely fits into Ohlberger and Wegner's (2013) Answer Chain and Presentation communication style, as it requires students to collect and synthesize information to in order to arrive at a finalized product and then present that information to the classroom.

Student-led discussions were another targeted peer activity which students worked in small groups of 3 to 4 to assess the details of real-life or theoretical law scenarios and create what is known as an "IRAC" response, which identifies the Issue, Rule, Application, and Conclusion in a case. During this activity, the professor traveled throughout the classroom, keeping students on track, offering additional discussion points, and encouraging engagement. This activity falls under Ohlberger and Wegner's (2013) Group Talk communication style.

Classroom Management and Discussion

In the popular "flipped-classroom" style, the researchers incorporated student-led discussions into day-to-day classroom time. Case presentations served as short introductions, with the inclusion of an IRAC response that students performed individually in order to provide an introduction to the class's discussion portion. The student must make a three-to-five minute presentation on a case related to the lecture topic (to be determined in advance) to the class, as well as write a one- to two-page summary on the case's details, issues, and conclusion (or expected results). This activity falls under both Ohlberger and Wegner's (2013) Student-Teacher-Talk and Presentation communications styles, as it reverses the role of the student, requiring them to lead the class. By alternating the structure of the class, students stayed engaged, as well as served as learning leaders.

To ensure that students were engaged in classroom discussion and participated fully in class activities, one researcher implemented a new cell phone policy. The policy specifically prohibited the use of cell phones in class unless it is an emergency. If a student was observed using a cell phone in class, the student was given a "red card" or OBSTRUCTION card, which was a witty play on legal terminology discussed in the course. The first offense warranted a warning. Any additional OBSTRUCTION cards resulted in 5 points being deducted from the student's overall grade for each occurrence for the remainder of the semester. This high-stakes consequence posed a disincentive to utilize cell phone when attention was intended to be focused on the class.

Engagement with Experts

Finally, anecdotal evidence, as well as student suggestions, pointed toward potential benefits of inviting guest speakers to discuss targeted topics within the course. Guest speakers on special topics, such as employment law or patent law, may be incorporated into classes this fall. Choosing guest speakers in areas of particular relevance to business students could provide great benefit by giving them opportunity to speak with a professional who practices this area of law each day. This activity would most closely as a lecture, or more appropriately a "guest" lecture, with opportunity for questions and discussion spurned by student follow-up questions.

Findings & Implications

As these activities are recently developed, findings and discussions of such will be shared after the completion of the fall semester. The intention of this research is to identify best practices in teaching and learning in The Legal Environment of Business classes. By assessing the current curriculum and incorporating classroom activities and assignments rooted in communication, the researchers expect that positive developments will result, providing direction for future improvements and more effective learning experiences for professors and students, respectively, in this field of study.

The Search for Confidence: Analyzing Student Presentation Reflections

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Abstract
Many businesses require business graduates to have the ability to effectively communicate orally and in writing. To address this need, many colleges of business offer oral communication courses and labs. However, much current research has shown that many young professionals still do not possess this skill set. Based on student perceptions of their own presentations, this project will discuss the preliminary findings of student reflections of their own confidence levels and the impact on them.

The Association to Advance Collegiate Schools of Business (AACSB) lists as one of the key general skill areas for business graduates the ability to effectively communicate orally and in writing (AACSB International, 2018, p. 35). To address this need, many colleges of business offer oral communication training to students through academic courses, oral communication labs, or other services. However, in spite of this, much current research has shown that many young professionals still do not have the speaking and presentation skills employers expect of them (e.g., Chan, 2011).

In a previous study analyzing students' peer and self-reflections after watching video recordings of their presentations (Smith, Schieber, & Austin, currently under review), students identified areas where they could improve. One theme that emerged from that study was that many of the students' self-identified weaknesses—in delivery, content, etc.—were related to what the students themselves describe as a lack in confidence. On the other hand, students' descriptions of successful or effective presentations, either their own or their classmates', are often couched in terms of confidence. Thus, it's clear that confidence—and its opposite, anxiety—are intrinsically tied up with the definitions of quality or successful public oral communication.

Most previous research, however, has focused on only one side of the coin, i.e., anxiety. Many inventories exist that help students and instructors identify and manage the markers of anxiety (Thompson, Van Zalk, Marshall, Sargeant, & Stubbs, 2019.). Likewise, students have a wide vocabulary for describing anxiety and its manifestations, from shaking voices to sweaty palms to pounding heartbeats. While anxiety inventories are well-known and frequently used in business communication classrooms, no corresponding "confidence inventories" exist in published research. Confidence in oral communication is frequently measured by the lack of, or reduction in, the markers of anxiety (e.g., Cho, Smits, & Telch, 2018; Hamilton & Kroll, 2018). This dearth of research into confidence is echoed in the limited vocabulary that students use to describe confidence when they see it in others or feel it in themselves; they rarely they go beyond saying, "You looked confident" or "I felt more confident in this presentation than I did in my last one."

In a previous study analyzing students' peer- and self-reflections after watching video recordings of their presentations, students identified areas where they could improve. One of the most common threads throughout the responses was that of confidence, or a lack thereof. Again, the language used to describe this phenomenon was very limited; while students seem to be able to recognize confidence, in no case did they specify what they meant when they used that term.

To further explore what students meant by “confidence,” the authors developed an activity in which students were asked to answer the following questions:

- When you want to appear confident to another person, what kinds of things do you do?
- What makes you feel more confident in front of others?
- When you say that someone “looks confident,” what do you mean? What is that person doing that makes him or her “look confident” to you?

By creating a vocabulary around confidence, we as teachers can start to help students define what to work toward in their oral communication, rather than what to eliminate or work against. This presentation will discuss the preliminary findings of student perceptions of their own levels of confidence. Implications for students and instructors will be discussed.

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Poster Presentations

Incorporating Visual Design in Business Communication with Infographics
Lucia Sigmar, *Stephen F. Austin State University*
Manuel Guerrero, *Stephen F. Austin State University*

Exploring Casual Conversation Theory in an Honors Environment
Mollie Hartup, *Kent State University*

What Makes A Leader? A Study of Leadership Ability
Melanie Burnell, *Stephen F. Austin State University*
Carol Wright, *Stephen F. Austin State University*
Lucia Sigmar, *Stephen F. Austin State University*