

Running Head: AN EXPERIENCE IN CHINA

Target Marketing for International Recruitment: An Experience in China  
A Capstone Internship submitted to Southern Utah University in fulfillment of the  
requirement for the degree of:

Master of Arts in Professional Communication

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## Approval Page

I certify that I have read this internship thesis and that, in my opinion, it is satisfactory in scope and quality as an internship for the degree of Master of Arts in Professional Communication.

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**ABSTRACT**

This research was chosen to determine the best practices, processes, and tactics for international recruitment for higher education in the United States. The project focuses on cognitive dissonance, intercultural communication, and target recruitment while reflecting on personal experiences as a Graduate Assistant in Wuhan, China. This research combines first hand experiences with international students, recruitment for higher education, and research based evidence in target marketing and cognitive dissonance. The end product will outline the importance of international student experiences and proper recruitment strategies.

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**INTRODUCTION**

This capstone focuses on my experiences in Wuhan, China through Southern Utah University (SUU). In May 2016, I went with the Communication Department of SUU to China in order to teach at Wuhan Polytechnic University (WPU). This experience afforded me the opportunity to explore a potential career avenue, helped me understand international students and recruitment, and how I can improve my skills and knowledge of the field. I have a passion for higher education and this experience opened the door to another scope of recruitment. Since graduating with my bachelor's degree, I have been working in university recruitment, but I wanted to expand my knowledge and experiences. My objectives for this experience were to: broaden my knowledge in university recruitment, apply previous skills to new environments, and fulfill the capstone requirements for the Master of Arts in Professional Communication. In order to reach these objectives, I documented my experiences with faculty, staff, and students of WPU as well as general interactions with the people of China. This capstone gives an extensive description and explanation of what I learned and experienced in association with Cognitive Dissonance Theory.

According to the Institute of International Education (IIE) and the U.S. Department of States' Bureau of Educational and Cultural Affairs, there is an increase in the number of international students that are enrolled in U.S. higher education. They have also determined that the number of U.S. students studying abroad is on the rise (International Educator, 2017). These increases show a trend in a students' desire for an international experience. The following research determines the best practices, processes, and tactics for international recruitment in order to support the increase in

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students. To fill in the missing pieces of international recruitment, we need to align personal experiences with evidence-based research.

By the end of our trip to Wuhan, China, I was able to determine what is left to be discovered in relation to international recruitment. I discovered that it isn't just about recruiting the students to come to the United States to study, but to find the right student and develop processes that set these students up for success. It is also about being flexible, both by part of the university and the student. Engaging in this experience pushed me to discover what is needed for international students and universities to successfully work together. The knowledge and expertise gained in Wuhan will be an asset to me, as I prepare to further my own understanding and skills for university recruitment.

## LITERATURE REVIEW

The literature studied in relation to this research falls into four categories including: theoretical foundation, target marketing, intercultural communication, and university developments. These four categories serve as background information consistent with my observations and experiences in China.

### **Cognitive Dissonance Theory**

Cognitive Dissonance Theory by Leon Festinger states that cognitive dissonance is the distressing mental state caused by inconsistency between a person's two beliefs or a belief and an action. Festinger developed three hypotheses within Cognitive Dissonance Theory: 1. Selective exposure prevents dissonance, 2. Post decision dissonance creates a need for reassurance, and 3. Minimal justification for action induces a shift in attitude. There have been three revisions to this theory since its development and they are self-consistency, personal responsibility for bad outcomes, and self-affirmation to dissipate dissonance (Festinger, 1962).

In order to determine levels of commitment and attitude, we can examine the theory of cognitive dissonance to explain any changes. The assumptions of the theory are that dissonance exists when a person has attitudes, beliefs, or behaviors that contradict each other. The theory focuses on the actions and the resulting justification. A person cannot change behavior, but can change attitude (Petranek, 1988).

One of the biggest decisions a student can make is selecting which university is ideal for them. This selection to commit to a school can and will align with these ideas of attitude, commitment, and cognitive dissonance; but it isn't just the initial push to decide. Dissonance will continue throughout the student's higher education experience through

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their choices. Michael Prosser, Paul Ramsden, Keith Trigwell, and Elaine Martin (2003) explain how student learning in higher education can be in relation to dissonance in experiences of teaching. This breaks the mold of dissonance only being a part of the student experience, but how the teacher's dissonance can prevent a higher learning level. It is about developing the right strategies to overcome dissonance by both parties. The researchers explain that structural relations between aspects of student experiences of learning apply to teachers' experiences of teaching (Trigwell & Martin, 2003).

### **Autoethnography**

Autoethnography is an approach to research and writing that seeks to describe and systematically analyze personal experience in order to understand the cultural experience. This approach challenges canonical ways of doing research and representing others. It treats research as a political, socially just and socially-conscious act (Ellis, Adams, & Bochner, 2011). Autoethnography, as a methodology, targets combining research with cultural experiences. It also aims to highlight the importance of reflexive and subjective research with regards to studying and understanding people's experiences of mixed culture. Autoethnography can highlight the complexities of the experience of people operating between or on the edge of cultures and can bring greater understanding and awareness (Egeli, 2017).

### **Target Marketing in Higher Education**

One critical application of marketing all too often neglected, misunderstood and mismanaged in higher education is targeting customers for profitability. Profitability can be defined as more than just the monetary amount received from customers, but as the effective success rate of the students (Harrison-Walker, 2010). In order to have effective

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strategies, marketers have to change over time to suit the needs of their consumers.

Determining the correct target consumer will change the direction of the market (Scott, 2015).

With the development of the Internet and the online shopper, higher education needs to shift their marketing strategies to align with this new wave of decision-making. In the marketing discipline, scholars have examined cognitive dissonance when consumers engage with the traditional brick-and-mortar businesses. However, people's understanding of cognitive dissonance in the case of online shopping behavior is very limited (Yap & Gaur, 2014). Dissonance is still present in any consumer but it is harder to overcome when there isn't much interaction. Marketing must develop and master strategies to predict where the dissonance will exist in the eyes of potential students.

Kompella (2016) outlines digital experience management (DXM), which refers to providing highly satisfying digital services to customers through an effective blend of strategy, process, and technology. Its fundamentals remain more or less the same across industries, but can change based on objectives. Through this strategy, you learn to break down audience groups. Students aren't necessarily considered customers and you can't make a "one-size-fits-all" website. You need to be able to attract prospective students, parents/family, faculty, staff, and alumni to the page while operating as a tool for current associates of the university (Kompella, 2016). When developing the marketing strategy, you need to consider the target audience of the message. Content market strategy can hit the target by developing and building trusting relationships between the customers, stakeholders, and competitors to increase effectiveness (Dietrick & Livingston, 2012).

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### **Intercultural Communication**

According to Yu-Fen Yang (2013), students seldom think about language unless they are instructed to do so or are made to do so during learning activities. By utilizing computer-supported collaborative learning (CSCL), the researchers were able to engage teachers and students from different domains and countries in intercultural communication. The results indicate that students' language awareness is stimulated when students monitor the accuracy of their language usage (process-oriented) and assess their language performance (product-oriented) during intercultural communication with their peers from different backgrounds (across majors, colleges, and universities) and countries (China, Denmark, Indonesia, Malaysia, Netherlands, Thailand, and Vietnam). The intercultural characteristics of the CSCL community fostered students' language awareness as they acquired expressions from different cultures and contexts on the levels of lexical, syntactic, and textual organization (Yu-Fen, 2013).

Imagined intergroup contact (Crisp & Turner, 2009) is a new cognitive intervention designed to improve intergroup relations. It can also facilitate intercultural communication among international students and host country natives engaged in a college exchange program. The researchers studied how abroad students interacted with the country natives. Results indicated that participants who imagined contact reported spending more time with natives during the stay and enhanced out-group evaluation, via reduced intergroup anxiety (Vezzali, Crisp, Stathi, & Giovannini, 2015). This demonstrated that students are able to experience the culture but it starts before the experience begins. Imagining what your experiences will be beforehand can have an effect on what you will actually experience. Recent research has demonstrated that

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indirect contact is also a useful strategy to improve intergroup relations. In the present work, we focus on three forms of indirect contact, which have received consistent attention by social psychologists in recent years: vicarious contact, extended contact, imagined contact (Di Bernardo, Vezzali, Stathi, Cadamuro, & Cortesi, 2017).

In student services, the acculturation of international students is often left to offices dedicated to international student services and new student orientation. The international student market tends to be overlooked because focus goes towards first-year, second-year, and transfer student populations. By researching and understanding the communication difference between international students, domestic student, and residential life staff in communities, we can determine how to cater to all groups. It needs to be noted that the two biggest communication challenges were language difficulties and the lack of cultural understanding/awareness (Antonio & Ofori-Dwumfuo, 2015). The communication needs to develop into a two-way street. International students also make a more conscious effort to build friendship and were pro-actively looking for new perspectives from multi-national students (Rienties, Héliot & Jindal-Snape, 2013).

### **University Developments**

As the world of online education increases, so does the opportunity to be an international student to any program across the globe. With this, additional challenges are discovered to cater to any and all types of students attracted to these programs and universities. Some of the most important challenges that students and teachers are facing include time delays in student material exchanges and language barriers. With faults come benefits, which include knowledge gains, students' enthusiasm for international

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cooperation, the exchange of collaborative learning materials, and broadened student perspectives (Baiio & Ray, 2011).

The cross-cultural experiences of Chinese international students in Western countries have been subject to intensive research, but only a very small number of studies have considered how these students adapt to learning in an online flexible delivery environment. Research into the attitudes of Chinese students towards online learning has concluded that many of their attitudes do not differ greatly from those of American students. Most students appreciate the ease and flexibility afforded by online learning but see the lack of interaction and immediate feedback as impediments to effective learning (Tsai-Hung Chen, Bennett, & Maton, 2008).

As we see the struggles of online learning, we need to expand our focus past the language barriers and time constraints that we see with international online courses. Case based activity for the design principles of online courses should include: the possibility of using open resources to build case libraries; the importance of using expert cases analogous to the needs of participants; the importance of direct and soft scaffolding; the need for feedback, reflection and design iteration; and the perceived usefulness of the Learning in Context model as a scaffold. In addition to the specific design and outline of the course, it has also been discovered that hands-on familiarity with the tools appeared to be a prerequisite for participants to engage in the expert case exploration, and to design with Web 2.0 (Tan & Kou, 2014).

The number of international students has increased over the years and universities are now facing increasing competitiveness while they seek more economical and innovative approaches to accrue a larger amount of prospective students. The application

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experience is often what will set one university apart from another. The ease of online application and a cost effective process will draw students in (Brown, Chizuk, Duke, Lee & Reale, 2002).

Another type of overseas advisement is the third-party education agent, sometimes referred as a representative or consultant. International student recruitment with the assistance from education agents is prevalent in Asian countries and has a strong influence on whether and where a student will pursue postsecondary education (Pimpa, 2003). De Luca (2010) explains how a third-party agent can benefit recruitment efforts by saying, “A reliable agent can benefit students by offering useful information and valuable suggestions, as well as help colleges and universities become more competitive in foreign target markets by providing direct access to students with the same language, a local infrastructure, timely feedback, permanent representation, etc.” Although we see what makes a good agent, we can determine what also makes a bad agent. It is a risky business deciding to outsource to these third parties but when done properly it can be very successful (De Luca, 2010).

## METHOD

### My Experience

The opportunity to go to China with SUU is something that I never thought would happen. I had never been abroad until this experience and as we prepared to go; I was both nervous and excited. I had preconceived ideas of China; but it was different than I had imagined. I knew the culture would be unlike anything I have experienced before. I compared it to thoughts as if I was going to a country in Europe. Although I don't speak any other languages, I knew I could at least attempt to speak something in French,

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Spanish, or German because the letters are familiar to me. This isn't something I would experience in China. The language and communication barrier was something that made me the most nervous. Putting all the nerves aside, I was incredibly thrilled for the adventure ahead. I was excited to learn new things, utilize my skills in recruitment, and spread my passion for higher education. This opportunity proved as an outstanding outlet in which I accomplished all of the aforementioned items.

I will be using the autoethnography qualitative method to share my personal experiences that were documented through my time in China. Autoethnography is an approach to research and writing that seeks to describe and systematically analyze personal experience in order to understand the cultural experience. This approach challenges canonical ways of doing research and representing others. It treats research as a political, socially just and socially-conscious act (Ellis, Adams, & Bochner, 2011).

Through this research, I am able to discuss necessary processes, programs, and tactics for international recruitment efforts on behalf of universities. Each component discussed works together in order to develop effective international student experiences. All of my experiences in Wuhan were documented in a personal journal on a daily basis along with daily posts on a blog. This daily journal about life in China and its higher education system will represent my thoughts on what is currently lacking in international recruitment and an international student experience.

### My Goals

Keeping in mind my objectives and goals for this experience through the method of autoethnography, I used my time in Wuhan to further my own understanding and skills for university recruitment. My objectives and goals were to: broaden my knowledge in

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university recruitment, apply previous skills to new environments, and fulfill the capstone requirements for the Master of Arts in Professional Communication.

In addition to goals to satisfy this capstone project, I had personal goals for my time in China. I wanted to immerse myself into a culture that I never imagined being a part of. I wanted to take advantage of the opportunity to travel with the possibility of never going back in mind. Although our time in China was limited, we took advantage of every opportunity and I feel that our experience was different than many.

### Case Study

This case study was conducted between May 5, 2016 and May 27, 2016. The main location was in Wuhan, China but expanded to Xian, China and Beijing, China for traveling and tourist experiences. Fourteen of the days were comprised of teaching at Wuhan Polytechnic University (WPU). We taught two courses over the fourteen days, one in the morning from 9:00 AM to 12:00 PM and one in the afternoon from 2:00 PM to 4:30 PM. The courses were each structured to consist of lectures, class participation, homework assignments, and exams. This is where the main interaction with the culture and the majority of observations occurred for this research. We were in constant connection with the students, faculty, and staff of WPU.

On the weekends, when we were not teaching, we experienced culture outside of Wuhan. We traveled to Xian and Beijing to tour ancient and historical parts of China. Our time in these cities opened our eyes to the society as a whole. China is deeply rooted in its history and traditions, which supports the observations made in this research.

## ANALYSIS

By reflecting on our time spent in China, common themes were revealed. After reviewing the twenty-nine journal entries and blog posts, four main themes were discovered: cultural dissonance, influences on students, language barriers, and adult learning. For the purposes of this research, cultural dissonance and influences on students have been combined together as well as language barriers and adult learners.

### Cultural Dissonance and Influences on Students

Throughout our entire experience in China, dissonance was a common occurrence with everyone we encountered. I also witnessed this influence the Chinese students. The majority of the students that we were teaching were supposed to come to SUU to finish their degree. Less than 20% of the students are actually coming to Cedar City, Utah. The cultural dissonance that they are facing influences their decisions as a student.

The students who are comfortable in their culture need to break the barrier. We observed that dissonance is also caused by differing coursework than what they were used to. Many communication courses at SUU are going to involve public speaking and presentations. We saw major dissonance when requiring the groups to present their ideas quickly to the class. Many of the students were comfortable sitting, listening, and taking notes. They did not want to break barriers and present to the class.

Deciding to study abroad will come with many factors. You need to decide what is holding you back and how you will overcome the challenges. Breaking the dissonance a student has about a future experience is a major obstacle. But if we are going to set students up for success, they need to be supported in their concerns. Outside influences, internal influences, and motivation drive an individual to make a decision. As a

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university, you must support and affirm cultural dissonance and the influence it will have on a student's process.

### Language Barriers and Adult Learners

When you go to a foreign country, you are forced to face language barriers. The language barrier in China is unlike many other countries. Mandarin Chinese is a very specific language that is very different from English. The Chinese people are also just now starting to learn English from a young age. I remember thinking to myself when we were in Beijing that we were lucky to know English if we didn't know Chinese. One of our cab drivers in Beijing said that most people in China are learning English if they don't already know it because it is thought to be the universal language.

Technological developments have also assisted in efforts to break language barriers. There are applications available for smartphones that allow two individuals to communicate in different languages. We used this a lot when talking to some of the teachers at WPU. They would speak Chinese into the app and it would translate to English so we could read what they said. We were able to do the same thing by responding in English and it translating to Chinese for them. With advancements such as this, travel and intercultural interactions are easier. There was no need for us to know the language a lot of the time, although that is an advantage.

The largest observation when it came to language barriers is the lack of confidence many of the Chinese people had when it came to speaking in English. A lot of people that I spoke with would say things like, "my English isn't good" and shy away from the conversation. When comfort levels increased in our relationships, I noticed how strong their English truly was. Confidence plays a large role in many aspects of life and

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this is one where I hadn't previously seen a correlation. Through my observations, confidence and interactions with English speakers, the students, faculty, and staff of WPU increased their English proficiencies.

SHEME (2013) stated, "A language is always equated in terms with communicative purpose. At the same time it also serves as a link between different people, a window to the developments and as a bridge to different cultures." She also outlines that English today is the third most common native language in the world, after Mandarin and Spanish and around 378 million people speak English as their first language. Mandarin and Spanish are limited to certain geographical areas of the world whereas English has broken down the barriers of the nations and brought the people closer (SHEME, 2013). My observations of many of the adults I interacted with were that they wished they knew English and were working on it. Many of them used their children to communicate and translate. I also observed that it is harder for adults to pick up the language and break the habits of their native tongue.

## CONCLUSION

By completing this experience, I grew in so many ways and I have opened my eyes to new cultures and adventures. As I reflect back on each day spent in China, I appreciate how it has helped me advance in my professional and personal life. My objectives and goals for this project were to: broaden my knowledge in university recruitment, apply previous skills to new environments, and fulfill the capstone requirements for the Master of Arts in Professional Communication. I believe I have successfully completed and met each of these. The appendices of this paper include some examples of documentation from my time in China. These examples are student's

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assignments, exams that I put together, and blog posts. There are too many blog posts to include, so I have included the link to the site. As you can tell by the blog posts, I truly immersed myself into the culture that China made available to me. I utilized all these experiences to help me grow as an individual and professional.

My time in China is something I can't even describe to most. As it was my first time traveling abroad, words such as "amazing", "incredible", and "unforgettable" come to mind but I feel as though it doesn't do it justice. By the end of the trip, I felt as though I was just getting acclimated. Although I was ready to go home, I could have easily spent more time there. Higher education is something I am very passionate about. Being able to spread that passion and work with students who are looking to expand their scope of education was life changing. I encourage any student who has this opportunity to take it. I learned a few words of Chinese, helped students grow in their English skills and advertising expertise, explored new cultures, and learned so much. In addition to all this, I was able to successfully fulfill my capstone requirements.

## LIMITATIONS AND FUTURE RESEARCH

Limitations to this case study and experience are applicable to the location of study being in China and only Southern Utah University (SUU) being represented. The culture of the Chinese student is different from other cultures. The same goes for SUU being a small university in a small town. Other cultures and other universities could have different experiences. We also focused on students that wanted to come to SUU to continue their education, rather than another university whether it is in the United States or another country.

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For future research that pertains to international recruitment efforts, it would be beneficial to see how students from the United States are drawn to study abroad for longer than a semester. Many students from the United States tend to only do weeks or semesters abroad, not an entire degree program. Determining why more students come to study in the United States versus Americans going abroad could determine the level of educational experience gained in the United States. As previous research indicates, international students are on the rise. We need to determine what makes this happen, what the best practices are, and how to set all students up for success when it comes to choosing their university experience.

## **DELIVERABLES**

At the end of this project and experience, I have thought about collections of information that are important to this topic. I feel it is important to list some of the best approaches to international recruitment. These are each developed from my experiences and formed by my opinions.

### 5 Best Approaches to International Recruitment

- **Social Media Marketing:** each country has a different primary social media platform. Target marketing needs to include knowledge of these platforms. For example, China does not have access to Facebook so any type of target marketing through Facebook would not be relevant. Although it is difficult to enter each social media world, it is important to discover who you are trying to target market. Millennials are Internet based shoppers and target marketing works in this way.
- **Determine the target market.** Whether it is specific regions or countries, having a targeted area or partnership will enhance ability to recruit while setting students up for success. Having many students from one specific area can allow for the university to ensure accommodations whether it is social or personal. Universities need to be sensitive to other cultures and targeting specific ones can ensure we are setting students up for success.

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- Generate multiple language options for university website. Although students are required to know English prior to studying at the school, having a marketable website is key. Language options can make a student feel welcomed while trying to navigate the site. This also eases a nervous feeling, as many are not confident in their English skills.
- Have the application process for the university be simple. Students need to do enough paperwork to come to the United States to study. Fast tracking their admissions process will set you apart from other schools. Admissions Departments are their first impression of your school so make sure you have attentive and helpful staff. They are making a big commitment in terms of time and money. The university needs to commit to them as much as they are committing to the university.
- Have developed programs in place to support international students. It is important for them to be involved but also important to have support so that they can succeed. Programs such as international student tutoring offices or international student support groups allow students to feel supported. Also, encourage them to join other social organizations that are out of their comfort zone. They are coming to get the American education experience, which can be well rounded by extracurricular activities.

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## APPENDIX A: Student Advertisements

Example 1:Example 2:Example 3:

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**APPENDIX B: Test Example 1**

COMM 2300 – **Intro to Advertising and Public Relations** – Exam #1, *May, 17*  
Moriarty Chapter 1 to 5 (100 POINTS)

## MULTIPLE CHOICE (2 POINTS EACH)

1. Which of the following is NOT part of the modern definition of advertising?
  - A) is a paid form of communication
  - B) has an identified sponsor
  - C) is usually personal in nature
  - D) provides information about products
  
2. The various marketing communication messages and brand experiences that create and maintain a brand are referred to collectively as \_\_\_\_\_.
  - A) brand position
  - B) point of differentiation
  - C) brand communication
  - D) added value
  
3. Which of the following states a message that is untrue?
  - A) comparative advertising
  - B) image advertising
  - C) product demonstrations
  - D) false advertising
  
4. \_\_\_\_\_ communication is a form of two-way communication, a dialogue.
  - A) Mass
  - B) Target
  - C) Interactive
  - D) Integrative
  
5. Norms come from a culture's \_\_\_\_\_, which represent underlying belief systems.
  - A) values
  - B) legal systems
  - C) social systems
  - D) social classes
  
6. Which of the following involves matching online ads to interests indicated by consumers' online activities?
  - A) data mining
  - B) behavioral targeting
  - C) niche marketing
  - D) mass marketing

## AN EXPERIENCE IN CHINA

7. Which of the following refers to speaking out on a brand's behalf and referring to it when someone asks for a recommendation?
- A) cognitive learning
  - B) advocacy
  - C) conviction
  - D) loyalty
8. Advertising intended to mislead consumers by making claims that are false or by failure to make full disclosure of important facts, or both, is called \_\_\_\_\_.
- A) indirect advertising
  - B) deceptive advertising
  - C) unsubstantiated advertising
  - D) injurious advertising
9. A(n) \_\_\_\_\_ brand is available in a number of different countries in various parts of the world.
- A) local
  - B) regional
  - C) extension
  - D) international
10. What is meant by the term *effective* with respect to advertising?
- A) The advertising delivers the results the marketer has specified for the advertising.
  - B) The advertising wins creativity awards, such as the Effie or the Clio.
  - C) The advertising is remembered by at least 50 percent of the target audience.
  - D) The advertising results in increased sales.
11. Which key player in marketing refers to the organization, company, or manufacturer producing the product and offering it for sale?
- A) marketer
  - B) supplier or vendor
  - C) distributor or retailer
  - D) agency
12. A(n) \_\_\_\_\_ is any advertising message that consumers believe reflects the opinions, beliefs, or experiences of an individual, group, or institution.
- A) endorsement
  - B) comparative ad
  - C) puffed ad
  - D) one-sided message

## AN EXPERIENCE IN CHINA

13. Using \_\_\_\_\_, consumers select messages to which they pay attention.
- A) cognition
  - B) association
  - C) selective perception
  - D) selective interest
14. Ads that rely on arousing feelings such as humor, love, or fear are using \_\_\_\_\_ appeals.
- A) resonant
  - B) symbolic
  - C) emotional
  - D) cognitive
15. \_\_\_\_\_ is made up of tangible items—such as art, literature, buildings, and music—and intangible concepts—such as knowledge, laws, morals, and customs—that together define a group of people or a way of life.
- A) Society
  - B) Culture
  - C) Ethnicity
  - D) Behavior
16. The term \_\_\_\_\_ refers to lifestyle and psychological characteristics, such as activities, values, attitudes, interests, and opinions.
- A) psychology
  - B) psychographics
  - C) attitude
  - D) motivation
17. A(n) \_\_\_\_\_ is a tendency, inclination, or mental readiness to react to a situation in a given way.
- A) attitude
  - B) argument
  - C) motivation
  - D) influence
18. \_\_\_\_\_ takes place when a set of thoughts and feelings become linked to a brand through repetition of the message.
- A) Resonance
  - B) Conditioned learning
  - C) Differentiation
  - D) Social learning

## AN EXPERIENCE IN CHINA

19. \_\_\_\_\_ means the receiver of the message has become mentally engaged in some way with the ad and the product.
- A) Attention
  - B) Perception
  - C) Selection
  - D) Interest
20. \_\_\_\_\_ results when an external message drives people to feel a need or want to buy a product.
- A) Demand creation
  - B) Direct marketing
  - C) Social marketing
  - D) Cause marketing
21. A \_\_\_\_\_ is a legal sign that indicates ownership.
- A) trademark
  - B) logo
  - C) brand
  - D) patent
22. Which strategy directs marketing efforts at the consumer?
- A) push
  - B) exchange
  - C) pull
  - D) coverage
23. Advertising that announces facts about products that are available in nearby stores and focuses on stimulating store traffic and creating a distinctive image for a retailer is known as retail or \_\_\_\_\_ advertising.
- A) brand
  - B) local
  - C) direct-response
  - D) institutional
24. An advertising \_\_\_\_\_ is a set of related ads that are variations on a theme.
- A) brand
  - B) market
  - C) campaign
  - D) position
25. Marcom is an abbreviation for \_\_\_\_\_.
- A) marketing company
  - B) marketing communication
  - C) market company
  - D) market communication

## AN EXPERIENCE IN CHINA

26. The four tools of product, price, place, and promotion are collectively referred to as the \_\_\_\_\_.
- A) product mix
  - B) promotion mix
  - C) marketing mix
  - D) integration elements
27. Which of the following is a strategy that uses two brand names owned by two separate companies to create a partnership offering?
- A) co-branding
  - B) equity branding
  - C) brand licensing
  - D) integrated branding
28. When individual messages within a campaign have more impact working together to promote a product than they would individually, \_\_\_\_\_ has been achieved.
- A) stickiness
  - B) conviction
  - C) transformation
  - D) synergy
29. Which of the following refers to the trustworthiness of a person delivering an advertising message?
- A) conviction
  - B) engagement
  - C) involvement
  - D) credibility
30. \_\_\_\_\_ are the statistical, social, and economic characteristics used to describe a population, including age, gender and sexual orientation, education, income, occupation, race, and family status.
- A) Psychographics
  - B) Lifestyles
  - C) Geographics
  - D) Demographics
31. \_\_\_\_\_ specialize in identifying trendy fads that appeal to young people.
- A) Cool hunters
  - B) Buzz marketers
  - C) Seekers
  - D) Innovators

## AN EXPERIENCE IN CHINA

32. Brand \_\_\_\_\_ reflects the degree to which the associations presented in a marketing message, as well as the consumer's interest, are connected to the brand.
- A) resonance
  - B) linkage
  - C) synergy
  - D) stickiness
33. \_\_\_\_\_ refers to how consumers search for and respond to information, learn, and understand something.
- A) Cognition
  - B) Affect
  - C) Perception
  - D) Behavior
34. More companies are adopting the concept of \_\_\_\_\_, which is the practice of unifying all brand communication messages and tools as well as the messages from the marketing mix decisions.
- A) integrated marketing communications
  - B) integrated personal selling
  - C) integrated competitive methods
  - D) nonpersonal communication channels
35. The \_\_\_\_\_ behind a marketing communication message is stated in measurable objectives in areas such as sales and brand reputation.
- A) creativity
  - B) media choice
  - C) buzz
  - D) strategy
36. Signs and posters are examples of \_\_\_\_\_ media.
- A) interpersonal
  - B) interactive
  - C) digital
  - D) outdoor
37. What term is used to mean a place or a particular type of buyer?
- A) market
  - B) position
  - C) channel
  - D) demographic
38. The promotion "P" of marketing is also known as \_\_\_\_\_.
- A) product
  - B) distribution
  - C) price
  - D) marketing communication

## AN EXPERIENCE IN CHINA

39. The SMCR communication model begins with the \_\_\_\_\_.
- A) source
  - B) receiver
  - C) message
  - D) channel
40. \_\_\_\_\_ means dividing the market into groups of people who have similar characteristics in certain key product-related areas.
- A) Targeting
  - B) Marketing
  - C) Positioning
  - D) Segmenting
41. \_\_\_\_\_ is the process of making symbolic connections between a brand and characteristics, qualities, or lifestyles that cue the brand's image and personality.
- A) Resonance
  - B) Association
  - C) Comprehension
  - D) Recall
42. Which key component of perception refers to whether a message is seen or heard?
- A) selection and attention
  - B) exposure
  - C) interest and relevance
  - D) awareness
43. How a brand is different and superior in some way is referred to as \_\_\_\_\_.
- A) brand parity
  - B) brand equity
  - C) competitive advantage
  - D) psychological pricing
44. Paid persuasive communication that uses mass and interactive media to reach broad audiences to connect an identified sponsor with a target audience is known as \_\_\_\_\_.
- A) advertising
  - B) personal selling
  - C) public relations
  - D) sponsorship
45. Ads that rely on arousing feelings such as humor, love, or fear are using \_\_\_\_\_ appeals.
- A) resonant
  - B) symbolic
  - C) emotional
  - D) cognitive

## AN EXPERIENCE IN CHINA

46. \_\_\_\_\_ is your view of the relationship between what you gain by trying something new and what you have to lose if it doesn't work out.
- A) Adoption
  - B) Adaptation
  - C) Perceived risk
  - D) Selective exposure
47. Which of the following does NOT add value to a product?
- A) advertising
  - B) useful features
  - C) branding
  - D) All of the above add value to a product.
48. Radio and television are examples of \_\_\_\_\_ media.
- A) print
  - B) digital
  - C) outdoor
  - D) broadcast
49. Which of the following refers specifically to creating the intangible elements of a brand that make it memorable and meaningful to a consumer?
- A) advertising
  - B) branding
  - C) exchanging
  - D) marketing
50. Which model works on the idea that advertising motivates people to think about the message, feel something about the product, and do something, such as try it or buy it?
- A) AIDA model
  - B) SMCR model
  - C) Facets model
  - D) think/feel/do model

\*Disclaimer: some questions were taken from the Advertising & IMC: Principles and Practice, 10th Edition by Moriarty, Mitchell & Wells test bank

## AN EXPERIENCE IN CHINA

**APPENDIX C: Test Example 2**

English Name: \_\_\_\_\_

Chinese Name: \_\_\_\_\_

Student Number: \_\_\_\_\_

Class: \_\_\_\_\_

COMM 3080 – **Advertising Copy and Layout** – Exam #2, *May 25*,  
Felton Chapters 7, 8, 9, 11, 12, and 13 (75 POINTS)

**MULTIPLE CHOICE (2 POINTS EACH)**

1. Which of the following is true?
  - A) As an advertising writer, you will often be called a brand's storyteller.
  - B) People need narratives to make sense of their lives and shape experience.
  - C) Stories testify to what people believe, they like to hear them over and over.
  - D) All of the above.
  
2. What type of advertisements leave room for consumers to do something?
  - A) Testimonial Ads
  - B) Smart Ads
  - C) Target Ads
  - D) Strategic Ads
  
3. What question should you ask when you are building a brand personality?
  - A) What image of the brand already exists?
  - B) What voice is the best expression of this brand image?
  - C) What modifications, if any, do you also want to change the brand's positioning or target market?
  - D) All of the above are questions you should ask when you are building a brand personality
  
4. In using soundtrack advice which of the following is true?
  - A) Be sure on-screen type matches the voice over.
  - B) Use more audio than visual.
  - C) Never develop tension between visual and audio.
  - D) None of the above
  
5. Who said, "When I sign off my television newscasts by saying, 'see you on the radio', it's my way of saying that radio is like television, but with better pictures."?
  - A) Art Challis
  - B) David Ogilvy
  - C) Theodore Levitt
  - D) Charles Osgood

## AN EXPERIENCE IN CHINA

6. Which statement is not a part of visual advice for writing a headline?
  - A) Use split-screen imagery
  - B) Demonstrate the product in use
  - C) Highlight the benefit of using the product
  - D) All of the above are a part of visual advice for writing a headline
  
7. A story or series of events that happen over time to someone or to a number of people.
  - A) Narrative
  - B) Character
  - C) Demographic
  - D) Media planning
  
8. What can you do once you understand a brand's core values?
  - A) Write a headline
  - B) Create a radio advertisement
  - C) You can begin to talk in ways that represent the brand
  - D) Develop a creative brief
  
9. Which of the following is a tip to be a wordsmith in the digital world?
  - A) Write tight
  - B) Invert the pyramid
  - C) Writing long – a little at a time
  - D) All of the above
  
10. When writing copy, the thesis means \_\_\_\_\_.
  - A) The writing has a natural, authentic sound, free of clichés
  - B) The writing has a central, unifying idea and it hangs together
  - C) The writing is full of specifics, it's particular, not vague
  - D) None of the above
  
11. What does social media refer to?
  - A) Those aspects of digital media that are user-driven and platforms in which people share things
  - B) Websites that people connect on
  - C) Media that helps us become social
  - D) A way to talk to friends
  
12. In the “remember your MTV lessons” section which of these is not one of them?
  - A) Hyperkinetic energy
  - B) Quick, suggestive cuts rather than slow, sensible segues.
  - C) Unexpected humor
  - D) Explanations not attitudes

## AN EXPERIENCE IN CHINA

13. What is the most fundamental distinction between radio and any other medium?
- A) More people listen to radio than watch television
  - B) it is digitally based and company-sponsored messaging
  - C) It is the principle of features and benefits
  - D) It's demand that you create the pictures in your mind
14. Which statement describes how to not make advertisements, but make cool things?
- A) Develop something that has a lot of pictures
  - B) Write a lot of copy to explain the product
  - C) Write a creative brief that describes the product in many different ways
  - D) Create something with legitimate value
15. The iconic Nike swoosh can be used to illustrate \_\_\_\_\_.
- A) Synergy
  - B) Guerilla Advertising
  - C) Symbolism
  - D) Theme
16. Voice is difficult to talk and write about. Voice is made up of a myriad of things. Which of the following are true about voice according to the Felton text?
- A) Voice is the words you choose to use.
  - B) Voice is the sentences you write
  - C) Voice is what you are talking about and what your point is
  - D) Voice is also how you organize your writing
  - E) All of these statements are true
17. What is a narrative?
- A) The testing of a the products selling point
  - B) The telling of a story
  - C) A literal demonstration
  - D) A way to start your strategy
18. Don't neglect the white space of radio advertising, also known as \_\_\_\_\_:
- A) silence
  - B) Sound effects
  - C) music
  - D) the actual sound of the words
19. Which of the following is not a tip for writing for the Internet?
- A) Who are you targeting?
  - B) Don't be boring
  - C) Make site navigation consistent and intuitive
  - D) What are you trying to accomplish?

## AN EXPERIENCE IN CHINA

20. Many brands have CEOs, founding mothers and fathers, a family or group who created the product. This is an example of \_\_\_\_\_.
- A) Style
  - B) Setting
  - C) Character
  - D) Symbolism
21. Which of the following statements is not true?
- A) A storyboard is only a map of the TV spot. It refers to it, but it is difficult to recreate.
  - B) TV ads are little films created by filmmakers.
  - C) TV ads are not good for portfolios. Print ads will determine whether you can think and sell your advertising ideas.
  - D) In creating television advertising be careful not to use movement
22. Which of the following statements describes how to create radio advertising?
- A) You create a radio spot by manipulating no more than three things: words, sounds and music.
  - B) Radio is a copywriter's medium, since your words become everything.
  - C) Good radio spots are funny, imaginative, persuasive and memorable.
  - D) All of the above
23. The term used to discuss a relationship tight, almost molecular between words and pictures.
- A) Synergy
  - B) Integrated Marketing Communication
  - C) Advertising Objective
  - D) Key Benefit
24. How can you overstate a product?
- A) Talk a lot about it
  - B) Find your product's benefit and over-exaggerate it
  - C) Don't write anything about the product in the advertisement
  - D) Highlight small benefits of the product
25. Which of the following is not a story element?
- A) Plot
  - B) Characters
  - C) Setting
  - D) Demographics

## AN EXPERIENCE IN CHINA

## SHORT ANSWER AND LISTING SECTION (25 POINTS)

26. List the six durable plot lines Felton discusses in Chapter 7 of your textbooks. Define two. (6 points)
27. You were given headline advice on how to write a headline. List 4 of the tips from headline advice. (4 points)
28. How do you write a slogan? (4 points)
29. What are 5 guidelines for new media and the new consumer? (5 points)
30. The first, last, and only rule in television and video is to be interesting. How do you be interesting when developing your client's videos? (4 points)
31. What are 2 ways you can dramatize sound as sights in radio advertising? (2 points)

## AN EXPERIENCE IN CHINA

**APPENDIX D: Blog Post 1**Day 2: First Full Day in China – May 8

Adjusting to being in China was decently easy. We got to our hotel around midnight after traveling for about 24 hours so we crashed and slept really well. I think this helped with our jetlag and to adjust to the time difference. We woke up the next morning and got breakfast in our hotel. They told us there was going to be western breakfast options...I didn't see them. So right away I got to emerge into some of the culture by eating a Chinese breakfast. I had noodles, rice, bread, and coffee for breakfast. A little bit different than what I'm used to but it was delicious! And surprisingly the coffee was really good too!

After breakfast we wandered over to the market. Check out the [My First Purchase](#) post for more information on that one. It was quite the experience and I can't wait to keep exploring different markets. After the market we did the wrong thing...we laid down in bed and passed out for a couple of hours. This probably did not help with our jetlag but it happened so there isn't anything we can do about it. We woke up and went out to dinner to this quaint little restaurant down the street. Read [Our First Restaurant Experience](#) for more entertaining details about that one. One thing I forgot to put in there was about our walk to the restaurant. I was warned before coming here that my blonde hair would be fascinating and memorizing for some. Yep, it already happened. There was a man that was walking towards us on the sidewalk and stopped about 10 feet in front of us. He stood there and stared at me, stared as I walked by, and continued to stare as we walked away. I'm just going to think of it as flattering at this point but I'm sure it will get old.

Let me remind you real fast...we still don't have our luggage! Luckily, I had packed a few extra things in my carry on to help "freshen up" a little bit so I didn't feel super dirty just yet. Dry shampoo and face wipes have become my best friend. Check out Taylor's post "[We woke up like this](#)"...Literally. That will give you a little bit of insight into our lives the past day.

Once we got back from dinner, Taylor and I were just laying in our beds talking and somehow just fell asleep. I woke up around 11:00 pm and realized all the lights were still on and my computer was still on my lap. So much for "showering" or more like rinsing off with water since we don't have any of our shower stuff yet. Day 2...not super exciting but we got to experience a lot of firsts. It was definitely a great and eye opening experience and makes me excited to see what the next 20 days has in store!

-Jami-

## AN EXPERIENCE IN CHINA

**APPENDIX E: Blog Post 2**Day 5: Another First Day of School – May 11

CLEAN CLOTHES AND CLEAN JAMI! I was able to take a shower, blow dry my hair, put on makeup, and put on clean clothes. I look completely different than I have the past 4 days and feel a million times better finally being clean. While we were getting ready this morning Taylor accidentally fell to the force of habit and brushed her teeth with the sink water. If you didn't know, you cannot use the water for anything here. We even have to brush our teeth with a water bottle. Luckily it only costs about 1 American dollar to buy a case of water here. Poor girl freaked out and I wasn't much help because I couldn't stop laughing! She quickly rinsed her mouth with fresh water from a bottle and then gargled some mouthwash. We are currently 6 hours past when this happened so I think she is in the clear. It is so hard to not use the sink water for stuff. We are so used to it! We need to come up with a way to put something on it to remind us that we can't use it.

Once we were ready we all headed down to catch a taxi. This was the first time we were going to do it by ourselves. It went pretty good! As the taxi pulled up to our hotel we just raised our hands (like you would do back home) and he pulled right up to us. One of the students has written us directions for the taxi drivers to get us too and from the university. We should him our piece of paper and we were on our way. We got dropped off with no trouble and luckily found our way through campus. We met up with 2 of the students and they took us to breakfast. Check out [Breakfast in China](#) for a little bit more information about what it is like to eat here in the mornings.

Taylor and I are beginning to drag in the mornings without coffee. We cracked this morning and bought a Pepsi. I think this is going to become our new caffeine fix during our time here. Surprisingly I really like the Pepsi here. I usually only drink diet pop but this doesn't taste too sweet. It is interesting to taste the differences in American products here. They have a lot of the things we are used to but they all taste a little bit different. Pop in the morning...I'm sure I can get used to it at some point.

The morning class finished up a little early because all the students are very worried about the tests we will be giving them. The language barrier made it a little difficult to explain what the test will be like, what open note means, and what a study guide is. We are trying hard to help the students to succeed and I hope the study guide and the exam being open note will help them all do well. We then headed over to The Canteen for lunch with some of the administrators. It was a quick lunch so we spent an hour in our office. We have our own office while we are here. It is pretty large, has 2 leather chairs, 1 leather sofa, a desk, a computer, Wi-Fi, and AC. It was a great little break where we could prepare for the second class.

The second class went really well! The students finally started interacting and Art was able to lead a good discussion with them. I think (I hope) they are starting to feel comfortable with us. We had an assignment due today where the students had to find 2

## AN EXPERIENCE IN CHINA

advertisements. I had to be something they liked and I had to be something they didn't like. They then had to explain to the class what they thought about the ad. At first no one wanted to do it...very similar to classes in America. Eventually they loosened up and started volunteering. We had about 10 students stand up in front of our 89-student class and explain to us their assignment. They did so good! Many of them keep saying that their English isn't very good but they are lying! Each student who stood up did great speaking to everyone in English. It will only get better for them and I hope they continue to participate.

After class we went back to The Canteen for dinner. We sat around talking for a little while and then the students helped us get a taxi back to our hotel. Nothing too exciting after that happened because we are trying to plan for their tests coming up. They did text us to beg us to not make it too hard. I'm confident they will do great on their tests but it is all so new to them they are nervous.

-Jami-

## AN EXPERIENCE IN CHINA

**APPENDIX F: Blog Post 3**Day 15: A Day in Beijing – May 21

We woke up in Beijing! How crazy is that?? We also got an amazing hot breakfast with hot coffee. This was the first time in about 2 weeks that we had a real breakfast. To say it was delicious is kind of an understatement. As we were leaving breakfast and walking down the stairs some guy turned to us and just asked, “Are you guys American?” We were definitely not in Wuhan anymore...tourist every where and people from every where! This guy was from North Dakota and was visiting Beijing for a study abroad. We chatted for a little bit then went separate ways. We then had to meet our tour guide for the day in the lobby and met 2 other people who would be joining us. One guy was named Peter and he was originally from Indiana but has lived in Australia for the past 5 years. He was in China for 2 weeks for work. The other girl was named Cynthia and was from Mexico, also in china for 2 weeks doing business.

We then headed off to our first stop...Tiananmen Square! Check out [Tiananmen Square](#) for more details about our tour there. It was incredible! You don't realize how big it really is until you are standing in the middle of it. It is so rich in history that you don't even talk about. What we think of, as Tiananmen Square is not the same as the people who live in China. We think of the riots that happened while they think of it as a place to gather for celebrations.

After Tiananmen Square, we walked under the road to cross to the other side. We then started our journey into the Forbidden City! Read [The Forbidden City](#) for all the details about our time within the city. Again, it was a place so rich in history that we didn't really talk about. Our tour guide explained to us what the Emperor would do in within the gates and walls but never about the people who were stuck on the outside or the way they were treated. It was beautiful though! Amazing architecture and beautiful sites. Incredible...it was just incredible.

After we finished touring The Forbidden City, we headed off to the Great Wall of China! For more details about what we did and saw, check out my post [The Great Wall of China](#). I tried to cover everything there! It is still so surreal that we were even there. I figured my whole trip to China would hit me once I was able to see The Wall and it kind of did! It was so amazing! It really is hard to put into words what it was like to be there. One of the coolest parts was the way we got up and down from the top. We took a ski lift up and a toboggan down! The going up was a little scary but coming down was amazing! It only took a couple of minutes (the Wall isn't as tall or high as you would think it to be) and we were able to see some beautiful sites. It was also a lot easier on the legs after hiking up and down the Wall.

Once we were done touring we started our journey back to the hotel. On our way down we were able to stop at some of the gift shops. So awesome! We were able to get a few things to take home and it was really fun! Bartering for lower prices makes me feel terrible at times but it allows me to buy more! Kind of nice. The tour we took brought us

## AN EXPERIENCE IN CHINA

to a part of the Great Wall that isn't as popular for tourists. It was about 2 hours outside of Beijing. Our tour guide forgot to mention to us that with traffic it would take a lot longer so that was not fun. Once we got back to the hotel we tried to figure out what we would be doing for dinner. Luckily, our hotel offered a dinner buffet and we decided to just do that. It was convenient and perfect for how exhausted we were.

If you want to see Beijing in one day...don't! Give yourself way longer because there is so much to do and see. We only had the one day so what we did was perfect for us. We were able to see the 3 best places all in one day...I just wish we could have stayed a little bit longer. Our day was perfect...really it was. I can't believe I got to do it all! When we were coming here, all I could think about was that I really needed to go to the Great Wall of China. That is all I wanted to do! And I did. I will never forget this day.

-Jami-

AN EXPERIENCE IN CHINA

**APPENDIX G: Link to Blog**

<https://jamiandtaylor.wordpress.com/>