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Digital Prototyping Tools
in Business Education

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Zusammenfassung

Prototyping ist für die Validierung in allen Geschäftsphasen sinnvoll. Viele Wirtschaftsstudenten und Absolventen sind jedoch derzeit nicht in der Lage, digitale Prototypen ohne die Unterstützung und Erfahrung von Designern, Entwicklern und Ingenieuren zu entwickeln. Daher zeigt dieser Beitrag, wie Rapid Prototyping in der Managementausbildung implementierbar ist, wobei der Schwerpunkt auf der eigenständigen Entwicklung und dem Test von Prototypen liegt. Verschiedene digitale Hilfsmittel werden bereitgestellt und ein exemplarischer Kursablauf beschreibt, wie Rapid Prototyping in modernen Lehrplänen von Business Schools einsetzbar ist. Als zentrale Ergebnisse zeigt die Studie den Rapid Prototyping-Ansatz als Win-Win-Situation für alle relevanten Akteure. Die Studierenden schätzen die produktive und inspirierende Arbeitsatmosphäre in Rapid Prototyping-Kursen, die Dozenten können theoretischen Input in relevante Case Studies einbringen, die Hochschul-Administration fördert den Ruf und das Profil der Institution und die Unternehmenspartner erhalten akademische Testergebnisse und gut ausgebildete (potenzielle) Mitarbeiter.

Abstract

Prototyping is useful for validation in all business phases. However, many business students and graduates are currently not skilled to develop digital prototypes without the support and experience of designers, developers and engineers. Thus, this paper aims to shed light on an approach of how business education may implement rapid prototyping, focusing on students self-contained development and testing of prototypes. Various digital supporting tools are provided and an exemplary course sequence describes how rapid prototyping is adoptable in modern curricula of business schools. As key findings, the study indicates rapid prototyping as a win-win situation for all relevant stakeholders. Students appreciate the entertaining and direct working atmosphere in rapid prototyping courses, teachers are able to deliver theoretical input imbedded into relevant cases, the administrative foster the universities' reputation and profile and company partners get academic testing results and well-educated (potential) employees.

Keywords

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1 Situation: Why Rapid Prototyping needs to be part of Business Education

Design thinking and lean startup are among the fastest spreading contemporary digital teaching methods for business schools around the globe (e.g., Beckman/Barry, 2007; Dunne/Martin, 2017; Koh et al., 2015; Oxman, 2004). Following Brown and Katz (2011), the design thinking process means learning from creative problem-solving approaches following three main steps: starting with inspiration (identifying a relevant problem to find a solution for), followed by ideation (generating, developing and testing ideas) and closing up with implementation (bringing the best idea to the market). Lean startup means evaluating entrepreneurial opportunity using a hypothesis-driven approach (Eisenmann et al., 2012). One of the central mechanisms for successfully adapting both methods, design thinking and lean startup, is rapid, easy and initial prototyping (Karjalainen, 2016; Ries 2011).

Prototyping is useful for validation in all business phases: problem-solution fit testing, product-market fit testing as well as scaling and optimizing business models (e.g., by A/B Testing). Moreover, entrepreneurs using rapid prototyping base their business design decisions on the scientific approach of hypothesis testing, yielding empirical and data-driven decisions (Maurya, 2012).

In the context of business and management education, application-oriented knowledge in prototyping and testing is fundamental for various occupational fields such as online marketing, innovation management and entrepreneurship (Costa et al., 2018). This holds especially true for digital business models based on adaptivity, adaptability and flexibility. However, rapid prototyping is quite challenging for small and medium sized enterprises as those companies usually do not have the capability to afford their own digital departments or the assistance of professional agencies.

Yet many business students and graduates are currently not skilled to develop digital prototypes without the support and experience of designers, developers and engineers. To overcome this challenge, the contribution of this paper aims to shed light on an approach of how business education may implement rapid prototyping, focusing on students self-contained development and testing of prototypes.

2   Change: How an Agile Environment fosters Rapid Prototyping

Up until recent years, creating digital prototypes for applications or websites was costly and time-consuming. This has begun to change rapidly. Currently, intuitive tools such as Chatfuel (https://chatfuel.com/), Clickfunnels (https://www.clickfunnels.com), Lead-pages (https://www.leadpages.net), HelloTars (https://hellotars.com), InVision (https://www.invisionapp.com), QuickMVP (https://quickmvp.com), Run Dexter (https://rundexter.com), Typeform (https://www.typeform.com), Wix (https://www.wix.com) – just to name a few out of many – foster the development of functional and digital prototypes in a quick and easy way. Business students do not need coding or design knowledge or skills to create prototypes.

This changing environment offers user centricity and data-driven testing for pivots as well as the optimization of new products and services (Maurya, 2012). Engaging students in those advanced prototyping processes also enables design thinking processes above and beyond mere qualitative ideation and conception phases (e.g., based on customer interviews) as they might be typically embedded in lectures. In fact, using the advanced prototyping processes empowers students to collect objective data in a quick, valid and reliable manner. Furthermore, at this early stage, students can realize B2C or B2B customer pitches for product development, decisive marketing and distribution tests (Onyemah et al., 2013).

3 Implementation: Rapid Prototyping in Business Lectures

In this paper the authors tested about 45 prototyping tools (→ Table 1) using case-studies based within courses of business administration, innovation and entrepreneurship at ten business schools in Austria, Belgium, France, Germany and Monaco (e.g., Fresenius University of Applied Sciences – Department of Design/AMD, École des Ponts Business School, International University of Monaco, LIMAK – Austrian Business School, Management Center Innsbruck, Munich Business School, Solvay Business School, Technische Hochschule Nürnberg Georg Simon Ohm). After the initial screening and testing, the study intensively evaluated five tools regarding their potential for problem-solution fit tests, product-market fit tests and the scaling of business models in various contexts (B2B market vs. B2C market and product vs. service). In addition to that, the authors systematically evaluated the tools' usability via real-life test cases in cooperation with corporate partners. As an example, the authors demonstrated how rapid prototyping may be applied in the context of academic innovation management education.

Tab. 1: Overview of prototyping tools (alphabetic order)

1	Adobe XD	10	Dialogflow	19	Invision-App*	28	Quick	37	Type-
2	Axure	11	Draftium	20	Jimdo	29	Run-	38	Unbounce
3	Balsamiq	12	Elementor	21	Land-	30	Shopify	39	UX Pin
4	Bigcom-merce	13	Figma	22	Lead-	31	Site123	40	VWO
5	Botsify	14	Godaddy	23	Mail-	32	Sketch	41	Weebly
6	Botsociety	15	Google Forms	24	Many-	33	Square-	42	Wiar-
7	Canva	16	Hellotars*	25	Marvel-	34	Survey-	43	Wix*
8	Chatfuel*	17	Hubspot	26	Optimizely	35	Torch AR	44	Woocom-merce
9	Click-	18	Insta-	27	Proto.Io	36	Try-	45	Word-

Two specific user cases have been considered. First, students in various courses used the six tools for idea testing via prototypes in a concept stadium. The students took part in design thinking courses at bachelor, master or MBA-Level. In total, students worked on more than ten user cases focusing on either (1) qualitatively testing the problem-solution fit or (2) quantitatively A/B testing, working together with various types of enterprises ranging from start-ups, small and medium-sized enterprises (SME) to big company groups. Coached by the authors, the students presented the results of their data collection and analysis to companies' representatives. The process of supervision and ongoing evaluation ensures high level usage and testing of the prototyping tools due to their value, efficacy and rapidness in the design thinking process. The key results of the more intensive testing of five rapid prototyping tools, that have been identified as the most relevant and efficient ones, are summarized in Table 2.

Tab. 2: Assessment of selected prototyping tools (alphabetic order)

Rapid prototyping tool	Usability and requirements	Pricing (free trial availability)	Investment for learning	Availability of support material
Chatfuel Chatfuel allows to develop intelligent chatbots for the Facebook messenger without coding	• Excellent usability • Facebook account necessary	• Free • Pro plan: Price based on number of chatbot users	• Basics can be learned quickly • Fair amount of time is needed to get familiar with all features • Knowledge of how bots "talk" is useful	• Facebook community • Templates • Chatfuel blog
Clickfunnels The modular system allows sales funnels to be set up for the sale of various products supported by data-driven sales principles without coding and designing	• Excellent usability	• $97 to $297 per month • 14 days free trial	• Short videos for every funnel	• Facebook community • How-to video material • Templates
Hellotars Create conversational landing pages with an intuitive editor	• Excellent usability	• $99 to $499 per month • 14 days free trial	• Basic copywriting skills needed • knowledge of how bots "talk" is useful	• How-to video material • Templates
Invision-App Quickly and easily create and share clickable, interactive prototypes	• Excellent usability	• One prototype for free • Premium plan from $13 to $89 per month • No free trial	• Basic photoshop skills	• Tutorials • Templates
Wix Creates websites for free with a what-you-see-is-what-you-get editor and a lot of handy tools for SEO, e-mail, etc.	• Good usability	• Free • Premium available from 4,50 to 24,50 EUR • 14 days free trial	• knowledge about how to build a landing page is useful	• Wix Help Center • Templates

4 Use Case: Rapid Prototyping in Academic Innovation Management Education

When using the rapid prototyping method in academic context five steps are suggested (→ Figure 1). In the following, those phases are described in detail by using a real case educational setting by the authors to demonstrate how rapid prototyping might be integrated in the concrete academic environment.

Fig. 1: Phases of academic prototyping
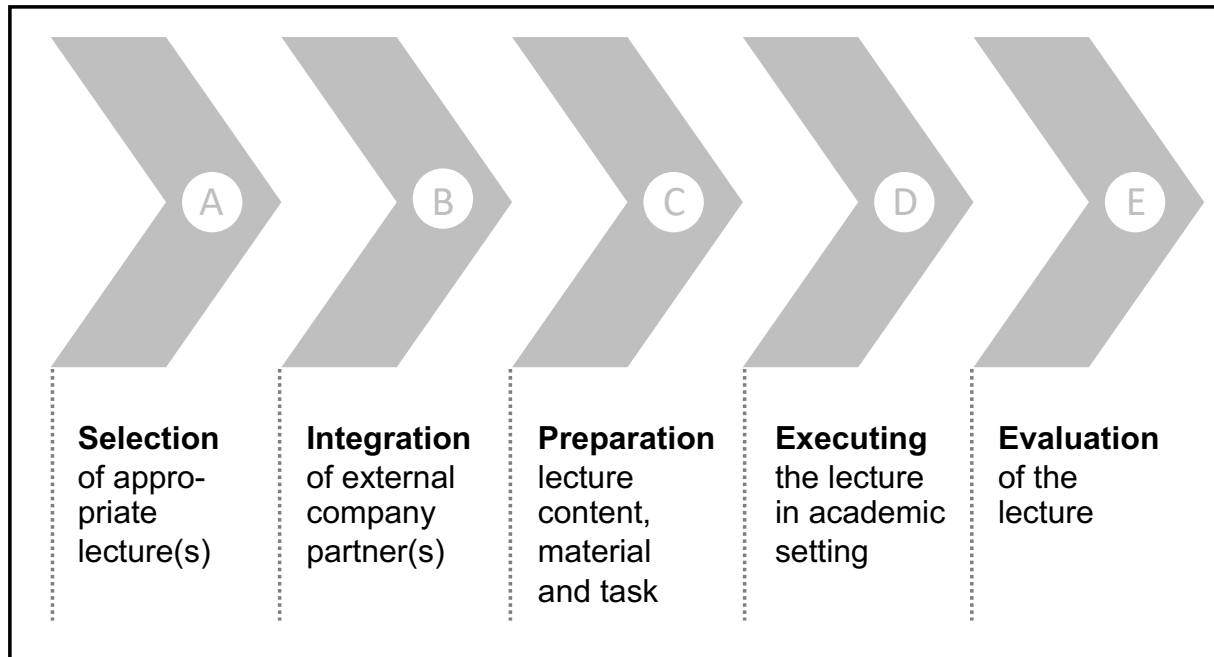
In the **selection** phase (A) the initiator(s) of the academic prototyping (e.g., lecturer, teacher) selects an appropriate lecture or course within an existing curriculum (e.g., business administration, innovation management, marketing studies). This course may be at a bachelor or master level. *Use case:* For this study the lecture "Digital Marketing & Live Communication" within the study program "Innovation & Design Management" at bachelor level was chosen.

In the (optional) **integration** phase (B) the initiator(s) must decide if an external company partner should be part of the course or if the course uses prototyping in a more conceptual phase of product development (e.g., a start-up idea from the students). Integrating a company partner often professionalizes the course from the student's perspective due to obviously transferring theory into practice. This is because they are solving a real existing problem on the one hand and they are confronted with a pitch situation in the final presentation on the other hand. Note, frequently an external company's request triggers rapid prototyping in an academic context (e.g., as a cooperation project) as practical research questions can be

tackled. *Use case:* In this case an external company partner, a FinTech Robo-Advisor start-up from the real estate sector, was part of the lecture.

In the final planning phase, the concrete **preparation** of the lecture (C) is needed to set a course agenda and to consider a theoretical basis as well as the students' task and tool introduction. *Use case:* For this study the agenda contained four main points. First, the theoretical background of A/B testing was presented as a basis for successfully designing the user experience. Second, the founder of the partner company provided an introduction of the vision and products/services to help the students understand the real live setting of the task. Third, the students got the specific course task of adapting/developing a chatbot in the users' onboarding process for each of the relevant target groups. Fourth, a short introduction to the rapid prototyping tool HelloTars (https://hellotars.com) was given.

In the **execution** phase (D), teachers, company partners and students come into action. The course preparation (C) is executed as an academic lecture in suitable lecture units. As a call to action often needs a warm up, followed by a theoretical introduction and an extensive task description, it might be recommendable to set fewer but longer lecture units (e.g., 180 minutes or more) instead of many short-time units (e.g., 90 minutes). Moreover, in case an external company partner is included, asking for their presence in just two or three units is preferred by most busy managers. *Use case:* For this study, a regular course covering two contact hours per week was organized, along with three main units that included the company partner's presence – (1) kick-off, (2) update-discussion and (3) final presentation – enhanced by working sessions, self-organized by students, in-between with an optional teacher's feedback available (→ Figure 2).

**Fig. 2: Impressions from an exemplary rapid prototyping session**
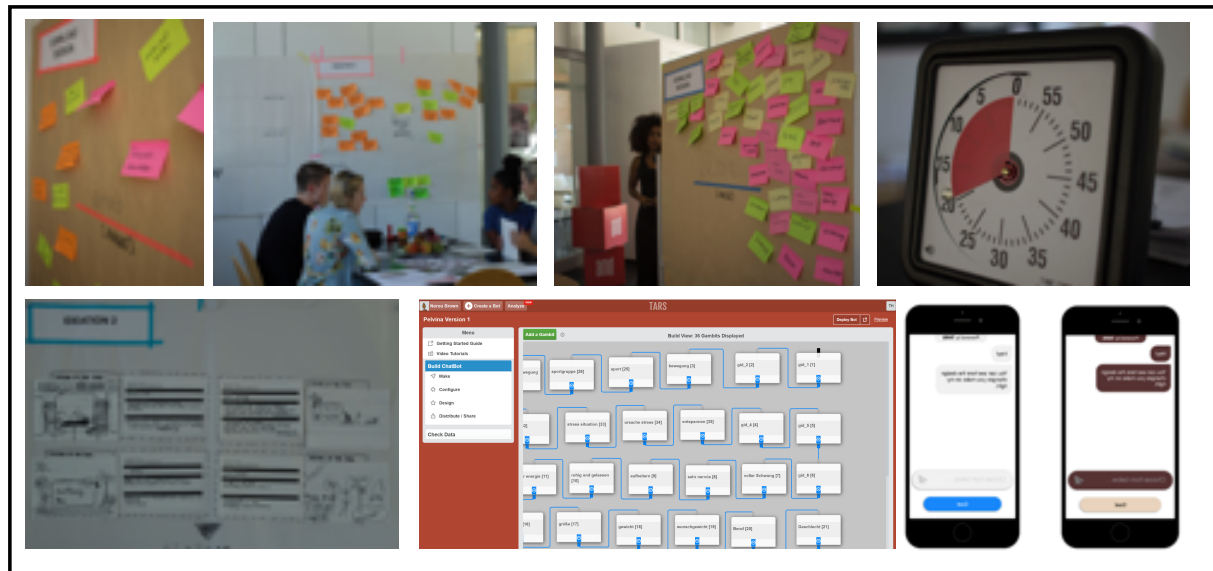
Finally, in the **evaluation** phase (E) the stakeholders of rapid prototyping in academic context provide feedback on the course experience. Stakeholders' feedback might be asked on a rather meta level using questions such as: "What did you like about the course?" or "What would you suggest to improve for the next time?". Otherwise, also (semi-)structured feedback focusing on relevant aspects such as learning effect, teamwork experience, working atmosphere, personal outcome, etc. is possible. In any case, appreciating the participants impressions and feedback means learning and improving rapid prototyping for the next time. *Use case:* For this study, an open feedback discussion at the end of the course was chosen. As rapid prototyping was used for the first time in academic education, our intention was to obtain in-depth feedback by all participants, which emerged in a (qualitative) final discussion shedding light on the participant's experience and their fundamental reasons for evaluation.

5   Key Learnings: Enriching Business Education through Rapid Prototyping Tools

To get a holistic view on the evaluation of the relevant prototyping tools, four perspectives need to be considered: the student's, teacher's, university's and company partner's (→ Figure 3). Therefore, various educational assessments were chosen (Duval-Couetin, 2013),

such as observation and questioning, university generated course evaluations as well as peer feedback and knowledge sharing among professors.

Fig. 3: Four stakeholders in academic prototyping
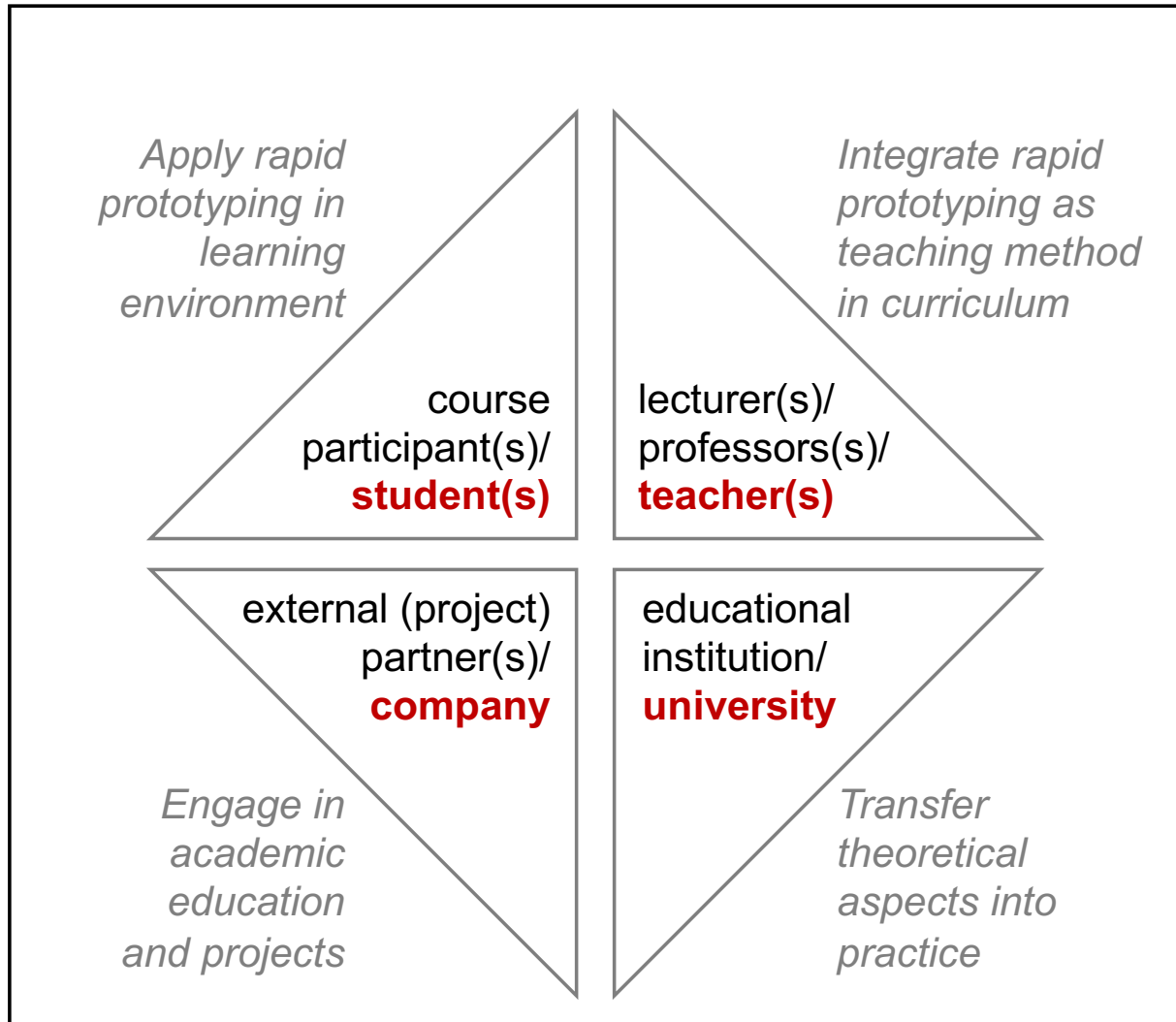
5.1 Key Learnings from the Students' Perspective

Students were asked to evaluate the use of rapid prototyping tools in academic education by both quantitative rating and qualitative written/verbal comments. Overall, the students' feedback was consistently positive concerning the learning effect and the fun factor. As the exemplary quotes below illustrate, the students liked the realistic setting and valued the perceived self-efficacy: In just two or three hours, course participants were able to create digital products (e.g., websites, chatbots, click-dummies) as well as test and iteratively improve them.

"I really liked this kind of course work. Usually we learn more theoretically by just reading books and listening to the professor's explanations. This time we also heard the theoretical input but were then able to try it and see what works and what doesn't. Now I know what this theoretical input means in reality." (Leander, 25 years, Innovation and Design Management, BA)

"First, it did sound quite complicated to rapidly prototype a chatbot. But while doing so, I realized how easy it was and that I can do it. By the way, it also was fun working in this course. I would love to have more of those projects during my studies." (Franziska, 20 years, Innovation and Design Management, BA)

Those findings go conform with previous studies (e.g., Huber et al., 2016), showing that integrating design thinking methods and rapid prototyping in academic education engages students to learn more about customer development, problem-solving, product-solution fits and useful iteration steps. Moreover, the method fosters students' social skills, such as creativity, convergent modes of thinking, resilience and teamwork.

5.2 Key Learnings from the Teachers' Perspective

The teachers' motive to integrate rapid prototyping as a new teaching method is driven by the goal of creating an inspiring learning atmosphere and improving the student's motivation, focus and group dynamic. The main objective is to connect both, academic (theoretical) foundation (e.g., introducing data-driven research methods) and (practical) companies' needs (e.g., interactive and rapid product improvement). Teacher's feedback on prototyping sessions shows their course's perception as both based on facts, as the students learn to use empirical hypothesis intuitively by exercising A/B testing, and closely connected to real life problems, which is often ensured by embedding (external) company partners or students' ideas for start-ups.

"It was great seeing the students grow. After a short theoretical introduction, they were able to work in groups creating ideas, discussing concepts and developing prototypes presentable to potential customers. And the best part was learning from the customer's reaction. Students immediately got valuable feedback from the crowd and additionally from the company partner involved in the project. In fact, I am sure this prompt and realistic feedback motivates students to work further on those issues. In our course one idea even developed into a startup concept." (Professor of Marketing and Innovation Management)

Following prior agreement with course participants and company partners, teachers were able to integrate applied research projects by using rapid prototyping in an academic context leading to publications (source is not indicated due to author's identification). The effort required to learn the tools' handling is low due to its user-orientation and intuitive usability. Depending on the tool, about 30 to 60 minutes should be enough to start using it in a rapid prototyping process. A student assessment validated this length of time, showing results of 20 to 60 minutes for learning to work with a rapid prototyping tool (Schreiner, 2018). In that way, the prototyping process meets modern teaching requirements by going beyond "understanding, knowing and talking" and engaging the students' "using, applying, and acting" (Neck/Green, 2011, p. 57).

5.3 Key Learnings from the Universities' Perspective

Academic education evolves towards satisfying both the students' (searching for up to date knowledge) and companies' (searching for well-educated employees) desires by connecting experimental and cognitive learning (Burgess, 2012). Thus, entertaining formats offering a high-level learning factor are required. However, for universities the costs resulting from rapid prototyping in academic projects might be challenging. While numerous of the tools tested in this study are free of charge or offer Freemium price models, for the usage of some

tools a payment is required. Mostly, the tools amount to an overall cost of about 30 to 50 Euros per month. However, the positive stakeholders' feedback and project results demonstrate the tools benefits, convincing most universities to invest. For them, a highly relevant aspect is to train their students in digital competences to meet future job requirements and ensure the transfer of knowledge.

"Finding new methods in working and teaching is highly relevant and important for us as a university. I am impressed that the use of rapid prototyping shows results within a short time while students are having fun learning. I think the investment in the tools needed for these sessions is an investment in the future – ours and the future of our students!" (Dean of a university)

Modern teaching methods in marketing and entrepreneurship education at both, the course as well as the program level, are highly relevant for university administrations. Administrators need to care about academic and accreditation standards fulfilling the university's mission visibly within the campus and in the companies' environment. Furthermore, faculty members need to ensure that learnings are valuable for students and recognized by peers, such as potential internship partners and further opportunity fields (Duval-Couetil, 2013). In other words, a positive assessment fosters the university's reputation.

5.4 Key Learnings from the Company Partners' Perspective

Company partners that were involved into an academic prototyping project evaluated the results mostly as positive. This is mirrored not only in their request for follow-up projects but also in their demand for a stronger cooperation (e.g., obtaining research funding). Moreover, companies provided job opportunities for students or even created jobs for an extended prototyping process. The feedback of small businesses as well as big business companies was explicitly positive on average. While for digital startups the student's results were quite

relevant, an intensive briefing and coaching of the students was often challenging due to the limited (time) resources of startups.

"I really enjoyed the fresh ideas students came up with. Those aspects are quite useful for us as a startup to learn more about the next consumer generation. Actually, one of the course participants was offered an internship. We are looking forward to seeing his development. Nonetheless, for me it was challenging sometimes to find the time for the project because of my daily business schedule. (Co-founder of a FinTech startup)

From the startup scene's perspective, introducing modern teaching methods, such as rapid prototyping, fosters the students' intention to engage in further entrepreneurial behavior (Fayolle et al., 2006) and strengthens the overall entrepreneur and startup spirit.

5.5 Outlook for Academic Rapid Prototyping

Through this systematic evaluation the study derives key learnings of academic prototyping for four stakeholder perspectives: Students', teachers', university administrations' and corporate partners'. As an overall result, the study highlights that rapid prototyping is a useful tool in academic education. While students appreciate the engaging and motivating lecture style, teachers and university administrations can employ up-to-date methods and content by offering innovative, action-based teaching methods and combining theoretical knowledge with corporate and student needs. Finally, integrating external corporate partners offers interesting insights for both sides (academic and practice), learning from each other and ensuring a transfer of knowledge.

A systematic comparison of existing rapid prototyping tools enables a specific recommendation for use in academic education in various disciplines such as innovation, digitalization, entrepreneurship and marketing. Students will learn contemporary and relevant prototyping tools. Those tools and competences are additionally directly relevant for entry-level

jobs, as prototyping is becoming a widespread business practice for obtaining efficient stakeholder feedback. Furthermore, the results are also highly relevant for corporate partners, such as startup hubs, incubators and accelerators. Positive project experience in testing rapid prototyping in academic education might lead to its permanent integration in curricular courses, in order to meet current digital developments such as conversational commerce, voice integration and artificial intelligence.

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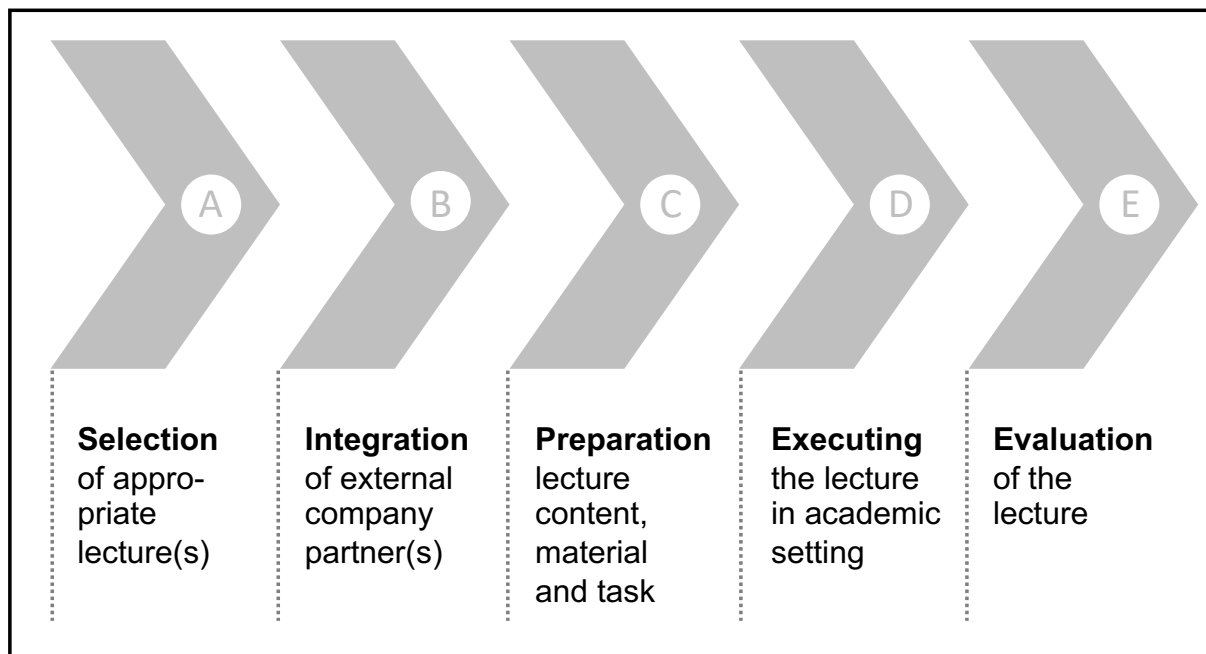
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Design Thinking und Lean Startup als moderne Lehrmethoden verbreiten sich rasant in Business Schools auf der ganzen Welt. Ein zentraler Mechanismus zur erfolgreichen Anwendung beider Ansätze ist das schnelle, einfache und iterative Erstellen von Prototypen. Rapid Prototyping eignet sich für die Validierung in allen Geschäftsphasen: Problem-Lösungs-Fit-Test, Produkt-Markt-Fit-Test sowie während der Skalierung und Optimierung von Geschäftsmodellen (z.B. durch A/B-Testing). Darüber hinaus stützt Rapid Prototyping unternehmerisches Handeln auf das wissenschaftliche Prinzip: Es ermöglicht Entscheidungen auf Basis von Hypothesentests und agiert damit empirisch und datengesteuert. Im Rahmen der Wirtschafts- und Managementausbildung ist anwendungsorientiertes Wissen im Bereich Prototyping und Testing für verschiedene Berufsfelder, wie Online-Marketing, Innovationsmanagement und Entrepreneurship, von grundlegender Bedeutung. Dies gilt insbesondere für digitale Geschäftsmodelle, die auf Adaptivität, Anpassungsfähigkeit und Flexibilität basieren. Rapid Prototyping ist eine große Herausforderung unter anderem für kleine und mittlere Unternehmen, da diese Unternehmen in der Regel nicht in der Lage sind, sich ihre eigenen digitalen Abteilungen oder die Unterstützung durch professionelle Agenturen zu leisten. Umso wichtiger ist es, geeignete Mitarbeiter mit entsprechendem Know-how zu rekrutieren. Derzeit sind viele Wirtschaftsstudierende und Absolventen jedoch (noch) nicht in der Lage, digitale Prototypen ohne die Unterstützung und Erfahrung von Designern, Entwicklern und Ingenieuren zu entwickeln. Um diese Herausforderung zu bewältigen, zeigt dieser Beitrag einen fünf-Phasen-Ansatz, wie die Managementausbildung Rapid Prototyping implementieren kann.

A **Auswahl** einer geeigneten Lehrveranstaltung

B **Integration** externer Unternehmens-/ Kooperations-Partner

C **Vorbereitung** der Lehrveranstaltung (Abstimmung Inhalt, Ablauf)

D **Umsetzung** der Lehrveranstaltung

E **Evaluation** der Lehrveranstaltung
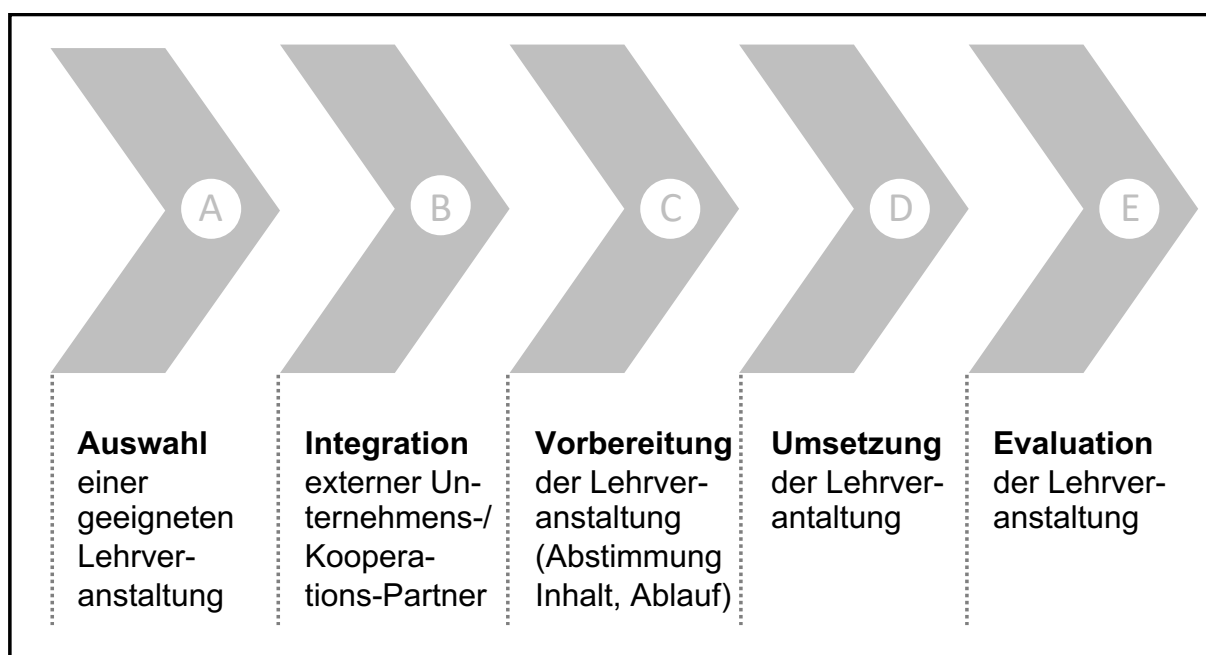
Design Thinking and Lean Startup as modern teaching methods are spreading rapidly in business schools all over the world. A central mechanism for the successful application of both approaches is the fast, simple and iterative creation of prototypes. Rapid prototyping is suitable for validation in all business phases: Problem solution fit test, product market fit test as well as for scaling and optimization of business models (e.g. by A/B testing). In addition, rapid prototyping is based on the scientific principle: it enables decisions to be made on the basis of hypothesis tests and thus acts empirically and data-controlled. Within the framework of business and management training, application-oriented knowledge in the field of prototyping and testing is of fundamental importance for various professional fields, such as online marketing, innovation management and entrepreneurship. This is especially true for digital business models based on adaptivity, adaptability and flexibility. Rapid prototyping is a big challenge for small and medium sized companies, among others, as these companies are usually not able to afford their own digital departments or the support of professional agencies. Thus, it is quite important to recruit suitable employees with the appropriate know-how. However, many business students and graduates are not (yet) able to develop digital prototypes without the support and experience of designers, developers and engineers. To meet this challenge, this paper shows a five-phases approach to how management education can implement rapid prototyping.

A

Selection
of appropriate lecture(s)

B

Integration
of external company partner(s)

C

Preparation
lecture content, material and task

D

Executing
the lecture in academic setting

E

Evaluation
of the lecture

Vom Nischentrend zum Lebensstil:

Der Einfluss des Lebensgefühls auf das Konsumentenverhalten

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Über das Buch

Cocooning, Neo-Nomadismus, Minimalismus, Slow Living, Precycling und Freecycling – das sind sechs unkonventionelle Lebensstile, die sich derzeit stark ausbreiten. Das Buch zeigt, wie diese Lebensstile das Verhalten von Verbrauchern beeinflussen und welche Relevanz dies für Unternehmen hat. Jedem Lebensstil widmet die Autorin ein eigenes Kapitel und zeigt darin die grundlegenden Verhaltensmotive der Konsumenten auf. Leser erfahren, welches spezifische Lebensgefühl dem jeweiligen Lebensstil zugrunde liegt und welche Entwicklungen sich daraus künftig ergeben können. Schließlich werden die Auswirkungen des Lebensstils für die Handlungsoptionen von Unternehmen dargelegt und darüber hinaus konkrete Marketingstrategien vorgeschlagen. Jedes Kapitel des Buchs schließt mit einem Resümee und fasst die zentralen Aspekte zusammen. Daher ist es als wissenschaftlich fundierte Orientierungs- und Argumentationshilfe geeignet, um sich etwa auf Gespräche mit Kunden, Auftraggebern oder Vorgesetzten vorzubereiten. Katharina Klug wendet sich mit ihrem Buch an Marketingfachkräfte in Unternehmen und Agenturen, die Konsumenten bereits aus einer lebensstilzentrierten Perspektive betrachten oder sich mit dem Thema unkonventioneller Lebensstile vertraut machen möchten. Studierenden bietet dieses Buch einen fundierten Überblick zur Kundensegmentierung aus der Lebensstilperspektive mit einem ersten einfachen Zugang zu wissenschaftlichen Studien. Sie erhalten einen anwendungsbezogenen Einblick in den aktuellen Forschungsstand und lernen, wissenschaftliche Erkenntnisse in konkrete (Marketing-)Aktivitäten zu überführen. Nicht zuletzt kann das Buch Dozenten als Grundlage dienen, wenn sie das Thema aktuelle Consumer Movements und Lifestyles innerhalb einer Lehrveranstaltungsreihe einführen möchten.

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