Gerardo J. Moreira
Doctoral Candidate
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EDUCATION

The University of Texas at El Paso
Doctor of Philosophy in Business Administration with a focus in Marketing
Expected Graduation Date, May 2017

The University of Texas at El Paso
Master of Business Administration (MBA) Degree in General Management
May 2012

The University of Texas at El Paso
Bachelor of Art Degree in Business with a concentration of Marketing
December 2006

HONORS, AWARDS, AND ASSOCIATIONS

Outstanding Research Award in Marketing for the College of Business Administration, 2015
Robert Mittelstaedt Doctoral Symposium Nominated Student, 2013
American Marketing Association, 2012 - 2016
Ph.D. Project
  Marketing Doctoral Student Association (MDSA)
    Role: Secretary, August 2012- August 2013
MBA Coca-Cola Project, Won First Prize, 2011

DISSERTATION

Instilling Positive Beliefs about Organ Donation among Hispanics: An Information Processing Approach
Expected Proposal Defense: Summer 2016

Dissertation Committee: Edward Ramirez, John Hadjimarcou, and Richard Posthuma

ABSTRACT

The number of those seeking a donation in the United States continues to increase while the amount of donors is not growing at the same rate (U.S. Department of Health and Human Services [USDHHS],
The lack of donations is more prevalent within the Hispanic community due to misinformation and negative beliefs towards organ donation. Thus, it is important to understand how marketing efforts can effectively and change Hispanic individuals’ beliefs about organ donation.

Drawing on the Theory of Planned Behavior and Schema Theory, I propose that the effectiveness of health communication programs – to positively instill individuals’ beliefs about organ donation – can be increased by creating communication programs that engage individuals’ senses. I use the term sensory strength to capture the number of senses being activated (sight, hearing, and touch). I propose that sensory strength is related to message recall and belief change. According to Schema Theory, sensorial cues are batches of information that can be stored in memory, thus affecting recall. The more sensory strength involved in an experience, the more nodes of information available for recall and the higher the likelihood to affect belief structures. Thus, I hypothesize that the relationship between sensory strength and belief change is mediated by recall.

In addition, research findings in sensorial marketing suggest that the relationship between sensory strength and recall should be stronger for individuals low, rather than high, in health literacy. Low literacy individuals lack the cognitive ability to understand and interpret the information provided, hence, sensorial information allows them to recall the message. For high literacy individuals, understanding the message is relatively easier, hence, the addition of sensorial cues may lead to sensory overload. High literacy individuals may disregard additional sensorial information due to redundancy. Hence, I hypothesize that the relationship between sensory strength, recall, and beliefs will be stronger for low, rather than high, literacy individuals.

Lastly, schema theory suggests that individuals tend to simplify multiple information cues and form abstract knowledge structures. Instead of storing multiple information cues independently, individuals convert multiple pieces of information into abstract concepts. Because, the level of abstraction tends to increase over time, I hypothesize that, in the long term, recall of specific information will be higher for individuals with high rather than low literacy. High literacy individuals can incorporate specific information to existing knowledge structures. Low literacy individuals lack knowledge structures to add on. Thus, low literacy individuals will create an abstract representation of the experience. That is, low literacy individuals will not remember specific information, but will remember the event in broad terms (abstractly). Consequently, overtime, the change in belief will be stronger for high, rather than low, literacy individuals.

I plan to test my hypotheses by conducting a 3 (Sensory Strength: sight, sight + hearing, sight + hearing + touch) × 2 (Literacy: low, high), mixed design. Sensory strength will be manipulated while literacy will be measured. I will conduct the study in three phases. Phase 1 includes a questionnaire of beliefs and psychological measures prior to the experiment. Phase 2 includes the manipulation of sensory strength and a questionnaire including manipulation checks and dependent variables. Phase 3 includes a follow-up questionnaire two weeks later.

This dissertation will contribute to theory in information processing by testing the role of sensory cues in message recall and belief change. Also, this work sheds light on the interplay between individual differences and the cognitive processing of sensory cues. To practitioners, this study provides normative recommendations about how to design health interventions. Specifically, the hypothesis suggest that interventions that activate several sensory cues enable short-term recall among low health literate consumers. Also, this dissertation urges health educators to increase health literacy as literacy is essential for long-term recall and permanent belief change. Finally, this work informs advertising professionals on how to apply sensory marketing in health promotion.
RESEARCH

Research Interest

Publications

Working Papers
“Increasing Health Behaviors among Minority Groups: An Organ Donor Phenomena” (with Edward Ramirez and Fernando Jimenez) Target: Journal of Consumer Research

“Health Message Effectiveness and Understanding of the Target Audience: A Self-Determination Theory Perspective” (with Edward Ramirez) Target: Journal of Consumer Research

“Individual Sustainability: Conceptualizing Individual Well-Being” (with Edward Ramirez) Target: Journal of Consumer Research

Conference Papers
Teaching Moments, Society for Marketing Advances (SMA) Conference, 2015
“Relating to Students: Overcoming an Age Barrier”

“Health Message Effectiveness: A Self-Determination Theory Perspective to Understanding the Target Audience”

Invited Talks
Ph.D. Project November Conference Panelist
“The Ph.D. Lifecycle: the Doctoral Student”
“Ph.D. Marketing Breakout Sessions: Life as a 4th Year Student”

TEACHING

Teaching Approach
My approach to teaching involves an inviting and energetic atmosphere where students will feel safe to contribute to the class discussion. I work hard in attempt to make sure that everyone feels comfortable enough to participate by breaking down the barriers and engaging the students.

Teaching Experience

The University of Texas at El Paso

Instructor:
Spring 2013: MKT 3300 – Principles to Marketing
Evaluation Results: 4.94/5.00  
Summer 2013: MKT 3300 – Principles to Marketing  
Evaluation Results: 5.00/5.00  
Fall 2013: MKT 3302 – Consumer Behavior  
Evaluation Results: 5.00/5.00  
Spring 2014: MKT 4391 – Sales and Services Marketing  
Evaluation Results: 4.89/5.00  
Summer 2014: MKT 3302 – Consumer Behavior  
Evaluation Results: 4.89/5.00  
Fall 2014: BUSN 1301 – Introduction to Global Business  
Evaluation Results: 4.96/5.00  
Spring 2015: MKT 3302 – Consumer Behavior  
Evaluation Results: 4.97/5.00  
Summer 2015: MKT 3302 – Consumer Behavior  
Evaluation Results: 4.94/5.00  
Fall 2015: MKT 3300 – Principles to Marketing  
Evaluation Results: 4.75/5.00  
Spring 2016: MKT 3300 – Principles to Marketing  
Evaluation Results: 4.93  
Summer 2016: MKT 3320 – Consumer Behavior  
Evaluation Results: TBA  

Direct Comments from Students on my Teaching  

1. He explains the material in a relate-able manner. He also engages the class, which makes the class enjoyable. Great professor.  
2. Would recommend class to other students.  
3. Worth the tuition money.  
4. Amazing teacher! Makes the content so easy to understand. He is always willing to help out and explain any doubts you might have. One of the best teachers I’ve had the past 2 years that I’ve been in UTEP.  
5. Amazing instructor, always enthusiastic and lively. Taught his material with dynamic and interesting lessons.  
6. He is very knowledgeable instructor with an interest in getting you to interact and actively participate in his class. Easy going attitude but with a strong work ethic. Enjoyed his class, would take another class with him.  
7. Mr. Moreira was an excellent professor. I am about to be a senior here at UTEP, and out of all the classes I have taken, this is by far the one class where I have furthered my knowledge the most. Mr. Moreira made me reassured my love for my major. I am going to highly recommend him to my fellow marketing majors. I would also like to see him teach more marketing courses.
1. Excellent Professor, well going and knowledgeable.

2. Excellent teacher, had so much fun in this class, the teacher made it fun to learn and participate. I learned a lot in this class.

3. Great teacher!!!! super motivated and encouraged me to participate in class at all times. Thanks for your effort Mr. Moreira I learned alot in your class.

4. Mr. Moreira is an awesome instructor, very recommended!

5. He made class really fun and current with today's media.

6. He made the he class very relevant and interesting would highly recommend.

7. Mr. Moreira is an excellent professor, He is a great person! And everyone should take a course with him.

8. He's a great instructor. He excels past a lot of the professors I've had here at UTEP. He seems to actually care! Its refreshing!

9. Good professor, enjoyed his class and takes the time to know his students.

10. Titus was the bombdizzle.

11. My Instructor is a great teacher who knew what he was talking about and explained everything very well. Answered questions of students.

12. The professor has a great way of entertaining and making his class attractive and fun for his students. He provides and pass the information along clearly. And makes the students learn the information by providing videos and examples students can relate to.

13. Professor Moreira's class is well structured, paced, and organized.

14. I especially liked that he stressed that learning at this level should be taken extremely seriously as this will follow us through our careers. Heartfelt concerns for our learning and a willingness to be there for us this students. I was extremely happy.

15. Great class and great professor.

16. One of the few teachers that engages the students really well through his teaching methods!

1. Very good at making information easy to understand and to see how learning this is applicable to real life and within a business.

2. Excellent professor.

3. Great PhD student/professor! He is genuinely cares about who and what he teaches. I look forward to future classes with Mr. Moreira. We need more professors like him!

4. Wonderful lectures, organization and outside information provided by the instructor. Overall, one of the best instructors I had in my business courses.

5. Great professor, and great activities.

6. Professor did an amazing job teaching and getting students involved in discussions. Very interesting class.

7. I think more marketing classes should be like this one which required on hand projects, group work and class discussion. Thank you.

8. Great professor! Knows his stuff, and keeps class very interesting. I will definitely look to see if he teaches other courses.

9. Professor Moreira is easily one of the best professors I have had at UTEP. Class was engaging and fun. His style of teaching actually made me look forward to his class. His open and engaging style trickles down to the students and, in turn, makes the class very enjoyable. Excellent professor!

10. I enjoyed the class lecture and time given to voice relevant opinions.
CAREER EXPERIENCE

UTEPA MBA Consultants
   Juvenile Justice Center, January 2012- March 2012
   Coca-Cola, October 2011- February 2012
   Helen of Troy, May 2011- September 2011

Wells Fargo Bank, N.A.
   Credit Analyst, International Business Banking Group, November 2006- June 2009
   Banker, June 2009- September 2010
   Teller, September 2010- September 2011

Texas Realtor

KNOWN LANGUAGES

English (fluent)
Spanish (fluent)
Portuguese (fluent)