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ARE NEW MARKETING PROFESSORS READY TO TEACH?

Timothy C. Johnston, Murray State University
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ABSTRACT

This research found that most early-career marketing professors surveyed (94%) had the opportunity to teach a full course and/or recitation sections while in their doctoral programs. On-the-job teacher training for doctoral students continues to be widely available, with an increased level of responsibility over courses. Only 58% of doctoral students participated in formal teacher training, including for-credit and/or non-credit programs. Only 31% of respondents participated in any for-credit teacher preparation training program. Respondents with marketing doctoral teacher training rated their preparation for teaching as "good" on average, also reported a slightly higher level of enthusiasm for teaching. Future research may consider additional questions about teacher training. What is the role of marketing doctoral teacher training outside of formal courses or programs, such as faculty mentoring? What is the role of early-career teacher training to remediate a lack of doctoral program training? Marketing doctoral teaching training has increased, to the benefit of early-career professors; yet the over 40% of professors who lack formal training suggests that there is more to be done.

INTRODUCTION

Research by Griffith (1997), Butler, Laumer & Moore (1994), Madhavaram & Laverie (2010) and others has concluded that doctoral teacher training efforts, specifically for marketing educators, are needed and have fallen short in the past. The need for marketing doctoral teaching training is important for early-career professors who wish to be successful in the profession, as well as professors in doctoral programs whose responsibility it is to train future teachers.

This paper looks at the current state of teacher training in doctoral programs as reported by recent marketing doctoral graduates who are working in the academy. We begin by discussing the methodology of the survey and describing the sample. We conclude with results of (1) the degree of teaching and teacher training encountered by professors in their doctoral programs, and (2) the professors' perceptions of their teaching preparation and performance.

METHODOLOGY

We conducted a survey to explore how recent marketing doctoral recipients (including ABDs) perceived the pedagogical training they received during their doctoral programs. The list of 500 graduates from 60 universities gleaned from Who Went Where (DocSIG, n.d.) surveys is a significant proportion of the total population of marketing doctoral graduates for the years 2006-2010.

We received usable responses from a total of 96 people, a response rate of about 19 percent. Survey respondents (n=96) were mostly male (67%) native-English speakers (67%) with mean age of 36 years. All were PhD graduates (or ABD) in years 2006 – 2010 from U.S. universities (80%) and had been working for an average of 2.9 years in tenure-track (95%) positions at U.S. universities (60%).

RESULTS

Teaching Experience

Ninety-four percent of our respondents reported having teaching and/or teaching assistantship responsibilities during their doctoral program (Table 2). This is consistent with Griffith's (1997) survey of marketing doctoral students that found 41 of 44 respondents (93%) had teaching responsibilities. In economics, McCoy & Milkman (2010) reported that 96% of respondents in a survey of recent PhD graduates had teaching and/or teaching assistantship duties.

Eighty-seven percent taught stand-alone courses (full course responsibility) during their doctoral program, with an average 4 classes per respondent. This is substantially higher than the result reported in Griffith (1997) that 75% of doctoral student respondents had full teaching responsibility in their courses. McCoy & Milkman (2010) also reported that 75% of economics PhDs taught stand-alone courses in graduate school.

Teacher Training

Thirty of the respondents (31%) responded "yes" to the question: "During your doctoral program, did you attend a graduate credit course on undergraduate teaching. Most graduate courses on undergraduate teaching awarded three semester hours of credit.

The levels of for-credit marketing doctoral teacher training found in this research were much higher than in previous studies. Griffith (1997) found that only 11% of respondents reported completing pedagogical course work. In economics, McCoy & Milkman (2010) reported that 12% of respondents in a survey of recent PhD graduates had taken a graduate credit course on undergraduate teaching.

Respondents who completed a graduate course on teaching also responded to the question: "How well did this graduate credit course prepare you for teaching?" The average response was 3.4 on a scale of one (very poorly) to five (very well). No person rated the course "very poorly."

Slightly more respondents participated in a non-credit teaching training program (34%) than in a for-credit teaching course (31%). The larger proportion of non-credit courses found was consistent with earlier results—36% in Griffith (1997)—and in the economics literature

(Walstad & Becker, 2003; McCoy & Milkman, 2010). The non-credit programs attended by our respondents averaged about 14.6 total contact hours with a minimum of 3 contact hours and a maximum of 30 contact hours.

Overall 56 of 97 respondents (58%) participated in a for-credit teaching course, a non-credit teaching course, or both. These respondents are hereafter referred to as "trained." The proportion of doctoral students who received formal teacher training was consistent with earlier results in the economics literature (Walstad & Becker, 2003). In particular, McCoy & Milkman (2010) round that 52% of respondents who taught a stand-alone course during their doctoral programs had formal teacher preparation training (for credit or noncredit).

Teaching Preparation and Performance

All respondents were next asked, "Overall, how well prepared for teaching were you at the completion of your doctoral program?" Again using the 5-point scale previously described (very poor to very well), the average response was 3.7. The mean response of those who had no training was 3.5, which was lower than the mean of those who had training (credit or non-credit) at 3.9 (Table 3). The difference between means was significant at the P = 0.17 level, according to a 2-tailed t-test.

We asked respondents "Please rate the level of your enthusiasm for teaching." The 5-point scale for both questions was "very enthusiastic" being a 5 and "very unenthusiastic" being a 1. The mean response was "enthusiastic to very enthusiastic" for professors who had pedagogy training in their doctoral program (4.3) and for those who did not have training (4.2).

We also asked respondents to self-report "how do your students rate you as a college/university teacher?" The 5-point scale for both questions was "very good" being a 5 and "very poor" being a 1. The mean response was "good to very good" for both professors who had pedagogy training in their doctoral program (4.4) and surprisingly higher for those who did not have training (4.5).

Respondents were asked "Please rate yourself as a college/university teacher." The mean response was "good to very good" for professors who had pedagogy training in their doctoral program (4.2) and again surprisingly higher for those who did not have training (4.4).

Perhaps the "head start" in teaching preparation enjoyed by the trained teachers diminishes during the first few years in the profession, such that early-career professors are comfortable and performing well after some time on the job. The extent of dropout bias in the data due to unsuccessful professors leaving academia and hence not responding to the survey is not known.

While the means for self-reported "student ratings" and "self-ratings" was higher for untrained teachers than for trained teachers, the differences were not statistically significant. Regarding the statistical tests, the selection of respondents to the sample, and the assignment of respondents to treatment groups, was not random. Since respondents first chose to respond to the "Who Went Where" survey, and later chose to respond to the research survey, one could speculate that a positive bias toward enthusiastic and successful academics would result.

SUMMARY

This research found that most marketing doctoral students (94%) had the opportunity to teach a full course and/or recitation sections while in their doctoral programs. Respondents reported taking full responsibility for a course in graduate school at a higher proportion (87%) than respondents to the Griffith (1997) survey (75%). On-the-job teacher training for doctoral students continues to be widely available, with an increased level of responsibility over courses.

Not all doctoral-program teachers received formal training, however. While the proportion of graduate-student teachers who received formal training has risen, it still leaves over 40% of early-career marketing professors to learn their teaching skills with on-the-job experience or informal faculty mentoring. The stress experienced by early-career marketing professors and the frustration of their students are two potential consequences of relying on on-the-job teaching training.

Only 31% of respondents participated in any for-credit teacher preparation training program. While this level shows that the integration of marketing teaching training into the doctoral program is far from universal, it is practiced to a much greater extent that the 11% of doctoral students who reported completing a pedagogy course in Griffith's (1997) study. This shows that the teaching role of the marketing professor still lacks emphasis in the academic core of marketing doctoral programs.

Respondents with marketing doctoral teacher training rated their preparation for teaching as "good" on average, whereas respondents with no formal training rated their preparation as "adequate to good." Trained teachers also reported a slightly higher level of enthusiasm for teaching, although both trained and untrained teachers rated their enthusiasm highly. One could speculate that marketing students may have benefited from the confidence and enthusiasm of the trained professors.

The availability of marketing doctoral teacher training has increased, and increasingly consists of graduate credit courses that are required by the doctoral program. Future research may consider additional questions about teacher training. What is the role of marketing doctoral teacher training outside of formal courses or programs, such as faculty mentoring? What is the role of early-career teacher training to remediate a lack of doctoral program training? What is the impact of doctoral teacher training on non-native English speakers who teach in U.S. universities? Marketing doctoral teaching training has increased, to the benefit of early-career professors; yet the over 40% of professors who are lack formal training suggests that there is more to be done.

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MEASURNG HOTEL SERVICE QUALITY PERCEPTIONS: THE DISPARITY BETWEEN COMMENT CARDS AND LODGSERV

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ABSTRACT

Service quality is an important measure for the success of a hotel. Comment cards are an attempt by hoteliers to measure the gap between actual customer perceptions and the service quality hoteliers believe they are providing. A content analysis of hotel comment cards was conducted to determine if there is disparity between hotel comment cards and the LODGSERV model developed for measuring perceived hotel quality. Findings indicate the hotel comment cards include most of the LODGSERV dimensions, with the exception of reliability. However, the content analysis suggests that hotel comment cards exercise a two-factor approach with tangibles as one dimension and the remaining LODGSERV dimensions collapsed to form a second factor.

Keywords: LODGSERV; comment cards; service quality; hotel; SERVQUAL

STREAMLINING THE MANAGEMENT AND GOVERNANCE OF E-GOVERNMENT PROCESSES: A DIGITAL COLLABORATIVE APPROACH FOR DEVELOPMENT APPROVAL

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INTRODUCTION

The concept of eGovernment evolved from the domain of e-business where organizations have to collaborate electronically. Realizing the benefits of improved efficiency in delivering government services through electronic medium, the number of eGovernment projects has increased rapidly over the last decade (Weerakkody, et al. 2006). However, due to political, organizational, and technical challenges, many of the eGovernment initiatives are lagging behind expectation (United Nations Report, 2005). While similar challenges exist in private sectors, businesses have implemented Business Process Management (BPM) practices to increase agility, productivity, and operational effectiveness and now there is growing pressure from citizens and businesses for public sectors to do so since eGovernment builds on eBusiness principles (Gilge, et al. 2007). Effective delivery of e-services requires process and information systems (IS) integration, and coordination of processes between disparate organizations and stakeholders. Historically, bureaucracies associated within government organizations prevent them from being effective (Wilson, 1989). Even after the emergence of eGovernment, most of those bureaucratic processes still involve manual work and have abundant (and redundant) checkpoints. When the stakeholders in a process work as separate entities, each managing or dealing with disconnected silos of knowledge and information, it is very hard to deliver a service efficiently. Hence, the first step towards efficient delivery of services is to facilitate a transparent networked environment where governments can truly partner with other governments, businesses, citizens, and additional stakeholders (GAO, 2003). Furthermore, there are possible economic and social impacts of eGovernment in terms of cost reduction, increase in tax revenues, and control of government expenditure, transparency and corruption reduction, and effectiveness of service delivery, among other factors (Bhatnagar 2003, Stefanie & Claudio 2011). All these factors would thus help promote economic efficiency.

This research is essentially guided by the following research questions:

What are the problems in the current e-government organizations in the process of providing services that requires collaborative effort?

Which available Information Technology can solve these problems to provide citizens better service?

One of the examples of e-government services where a transparent collaboration is necessary between different stakeholders is *Development Permitting and Approval Process (DPAP)*. Depending on the project and its scope, in the different phases of the planning process a developer might interact with the different government organizations (Ohio State Development and Approval Process Report). These interactions and their implications are almost always not mutually exclusive. Hence, a particular plan may need to go back and forth between different departments and levels of the government more than one time, before it gets approved by all and returned to the developer. However, it often happens that with all the suggested modifications, the approved plan is not a feasible one for the developer himself for many reasons (e.g. financial). In other words, in that case, the whole plan approval process needs to be redone. In a complicated process like this, a transparent collaborative process that can facilitate active simultaneous access of all the stakeholders to the current state of the proposed plan can significantly enhance the effectiveness of an e- government's service delivery.

Therefore, in this project we intend to find and propose a suitable *transparent collaborative* method that will facilitate efficient e-government service delivery. We expect the outcome of the research project to be generalized enough to act as a guideline for other government processes and agencies - where a digital collaborative network needs to be implemented.

RESEARCH PURPOSE AND METHODOLOGY

The primary goal of this case study was to understand and identify the existing problems in the Development and Planning Approval Process (DPAP) which is one of the most important government services provided by a city council office. Based on a preliminary conversation with CIO of the City of Winston-Salem, we chose to examine development approval, a typical process that is complex and plagued by manual interventions, i.e. stakeholders (builders/developers, engineers, approval agencies, etc.) working in silos, leading to process inefficiencies and long delays. Using a case study approach in this research we have identified the existing problems in the DPAP on developing a digital collaborative approach to manage and govern the development approval process for local governments. Once the process management and integration issues in the development approval process have been identified, based on further research on appropriate IT strategies and technologies, we have identified a possible way to make the collaborative work more effective i.e. web2.0 technology. Based on that we have conducted case study on three IT industry's leading organizations those have implanted and adopted web2.0 technology successfully to improve different Knowledge Management, Collaboration and Customer Relationship Management activities. Based on the findings of the case study, we provided insights and recommendations to implement a new approach to improve effectiveness of a government process.

Data collection

Qualitative data was collected for our study. The principal method of our data collection was semi structured interview. In order to get an overall picture of the DPAP, we conducted focus group interviews where representatives from all the departments of Winston-Salem City office participated.

We also used the internal documents related to DPAP of those departments as our secondary data source. Couple of previous research efforts on DPAP also served as our secondary data source.

To ensure consistency and reliability, structured interview guide was used for all interviews. The interview guide included several open format questions. Those questions were distributed among the participants of the focus group interview at least 24 hours prior to the interview session so that they could be well prepared.

Even though similar protocol was used while collecting data from the organizations that are using web2.0 technology successfully, instead of using focus group interviews we opted for a personal interview as a focus group was not necessary to understand the use of web2.0 technology within an organization. All interviews were recorded, and all sessions were transcribed before the data was analyzed. The interviews were combined with observation and a review of council documentation, which allowed the researchers to verify and validate the finding through triangulation (Yin, 1994)

The Identified Problems from Case study are:

It depends-lots of tacit knowledge within each department

One of the major problems in the process of DPAP is that there are lots of conditions based on which it is decided that what process does a particular application have to go through.. But clearly, there is a lack of understanding of the overall process among all the involved departments and the people working in different aspects of the approval process, let alone the understanding of the citizens who are applying for approval.

Lack of Transparency between departments

In the DPAP quite a few departments are involved; including but not limited to Planning, Inspection, Utility, and Engineering. Depending upon location of piece of land, the type of construction and other factors, involvement of department(s) is decided. A development plan has to be approved by all the involved parties in order to get the final approval for a development plan. Consensus becomes hard to attain because of lack of collaboration and transparency among different departments.

Lack of Transparency between City Office and Citizens

Lack of transparency that exists within the organization gets extended to the citizens as well. Because of aforementioned "It depends" and "Transparency" problem, it becomes very difficult for an applicant to know what needs to be done for his application.

Redundancy in the process and information

Different departments in a city office are part of the DPAP. Even within the same department sometimes there is more than one party involved in the process. Therefore, it requires the application (including the plan) submitted by the applicant to be distributed among all the involved entities. All the involved departments work in such silos that the same set of data on an application is entered in several systems. There are situations when the same data on a single project have been entered in as many as 16 different systems.

POSSIBLE SOLUTION USING WEB 2.0 TECHNOLOGY

Based on case study conducted on three organizations who are using web2.0 technology, we have identified three web2.0 technology successfully (wiki, blog, RSS feeds), in particular those which can be used in DPAP to resolve the problems identified in the current approach.

Use of the identified web2.0 technologies in Organizations

From our case study on organizations **I,B** and **C,** we have found that that they are using similar technology like Wiki, Blog and RSS feeds in different combinations in order to resolve the issues and problems which are very similar to the problems we have identified in DPAP. Hence, it is our assertion that similar sort of web2.0 technology based solution would be applicable in the domain of DPAP as well.

Table 1: Potential Solution

Tasks to address the identified problems	Proposed Solution	Example of Organizations it using successfully
Coordination of different tasks associated with DPAP and related Documents Sharing	Project management tool Like Microsoft Share Point that has web2.0 features like Wiki	I
Creating a repository of Tacit Knowledge regarding DPAP for internal use	Private Wiki	I, B, C
Creating a repository of Tacit Knowledge regarding DPAP for external use	Public Wiki	I, B, C
Getting rid of redundant Information and providing up to date documents of an approval application	Private Wiki	B
Getting to know the concerns of the citizens and communicating with them	Blog	I
Providing up to date status to the different departments involved in the DPAP and to the applicants	*RSS feed*	I

CONCLUSION

In the current state of e-government, lack of digital collaborative network is one of the major obstacles in the way of providing more efficient services to the citizens and businesses. The suggested collaborative approach in this paper is for a specific local government process. Nevertheless, we believe that the outcome of the research project is generalized enough to act as guideline for other government processes and agencies; wherever a digital collaborative network needs to be implemented.

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SALESLPERSON PERFORMANCE: EXPLORING THE ROLES OF ROLE AMBIGUITY, AUTONOMY AND SELF-EFFICACY

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ABSTRACT

Salespeople are often placed in the unenviable position of being responsible for both sales productivity and customer satisfaction. The purpose of this research is to determine whether there are salesperson traits/behaviors which will lead to both sales results and customer satisfaction. The study evaluated salesperson levels of role ambiguity, autonomy and self-efficacy to determine whether these characteristics were positively related to sales performance, customer satisfaction and customer-orientation levels. The results indicate that each of these variables were positively and significantly related to salesperson performance, customer satisfaction and customer-orientation. These findings lead to the development of specific implications and managerial recommendations and suggestions for further research.

ETHICS AND MARKETING

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ABSTRACT

In the current paper we examine the importance of ethics in marketing in Asian, African, and European cultures. We use empirical data showing that there are large ethical differences between cultures and countries and these differences result in differences in income as compared with the cost of living.

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