

UTILIZATION OF MARKETING STRATEGIES

BY WORK AND FAMILY SEMINAR

MARKETING PERSONNEL

BY

CAROL LEA HOBAUGH-MAUDLIN

Bachelor of Arts  
Southwestern College  
Winfield, Kansas  
1972

Master of Education  
Wichita State University  
Wichita, Kansas  
1978

Submitted to the Faculty of the  
Graduate College of the  
Oklahoma State University  
in partial fulfillment of  
the requirements for  
the degree of  
DOCTOR OF PHILOSOPHY  
May, 1993

OKLAHOMA STATE UNIVERSITY

UTILIZATION OF MARKETING STRATEGIES

BY WORK AND FAMILY SEMINAR

MARKETING PERSONNEL

Thesis Approved:

Beverly M. Hirschlein

Thesis Adviser

Margaret J. Callahan

David Gourmier

W. W. Wanta

Thomas C. Collins

Dean of the Graduate College

## ACKNOWLEDGMENTS

My deepest appreciation goes to Dr. Beulah Hirschlein for her guidance, enthusiasm, and encouragement throughout this research study, and I thank her for the opportunity to study under her guidance and learn from her wealth of knowledge.

To my doctoral committee, Dr. William Warde, Dr. Margaret Callsen, and Dr. David Fournier goes my sincere appreciation for their helpful suggestions, input, and encouragement. Thank you, Pat Bowen, for your word processing expertise.

I extend special thanks to those colleagues at Cowley County Community College who have encouraged me throughout my educational experiences at Oklahoma State University.

Finally, special thanks and appreciation to my husband, Don, and my children, Connie, Don, Keith, and Debbie and their families for being supportive and understanding during the years I have traveled and studied instead of playing. And to Mother and Daddy, I thank you for instilling in me the love of learning at such an early age that helped make all this possible.

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION .....	1
Statement of the Problem .....	3
Purpose of the Study .....	6
Objectives of the Study .....	7
Hypotheses of the Study .....	7
Assumptions of the Study .....	8
Limitations of the Study .....	9
Definition of Terms .....	9
Overview of the Chapters .....	12
II. REVIEW OF THE LITERATURE .....	13
Seminar Rationale .....	13
Marketing Concepts .....	17
Marketing Research .....	24
Job Description of Marketer .....	25
Planning the Marketing Process .....	26
Evaluation of the Marketing Plan .....	28
Summary of the Chapter .....	32
III. RESEARCH PROCEDURES .....	33
Research Design .....	33
Population and Sample .....	35
Instrumentation .....	36
Data Collection .....	38
Statistical Analysis of Data .....	40
Summary of the Chapter .....	43
IV. FINDINGS AND DISCUSSIONS .....	44
Questionnaire Response .....	46
Description of Respondents .....	47
Demographic Characteristics .....	47
Educational Characteristics .....	47
Service Employment Experience .....	51
Work and Family Institute Experience .....	51
Responses to Questionnaire Summarized in Frequencies and Means .....	55
Factor Analysis of Use of Marketing Strategies .....	58

Chapter	Page
Analysis of Hypotheses .....	62
Relationship Between Use of the Marketing Plan and Demographics .....	63
Relationship Between Utilization of Marketing Plan and Number of Seminars Presented .....	75
Relationship Between Number of Seminars Presented and Hours/Week in Marketing .....	81
Relationship Between Seminars Presented and Marketers' Feelings of Comfort .....	82
Relationship Between Seminars Placed and Marketers' Feelings of Competence .....	85
Summary of Findings in Relationship to the Marketing Strategies .....	90
Summary of the Chapter .....	95
 V. SUMMARY AND RECOMMENDATIONS .....	 96
Purpose and Objectives of the Study .....	96
Problem Identified for the Study .....	97
Hypotheses .....	97
Research Design .....	98
Population and Sample .....	98
Instrument .....	99
Data Collection .....	100
Analysis of Data .....	101
Discussion of Results .....	101
Recommendations .....	102
 REFERENCES .....	 107
 APPENDIXES .....	 111
Appendix A - Job Description of Marketer .....	112
Appendix B - Correspondence .....	114
Appendix C - Research Instrument .....	118
Appendix D - Additional Demographic Data .....	123
Appendix E - Summary of Frequencies and Means .....	125
Appendix F - Factor Means for Use, Comfort, and Competence .....	129
Appendix G - Oklahoma State University Institutional Review Board for Human Subjects Research Approval .....	132

## LIST OF TABLES

Table	Page
I. Frequency and Percent of Respondents by Response Category.....	40
II. Demographic Characteristics of Respondents .....	48
III. Educational Characteristics of Respondents .....	49
IV. Academic Preparation in Marketing .....	50
V. Previous Experience in Service Industry .....	51
VI. Work and Family Institute Experience .....	52
VII. Hours Per Week in Marketing .....	53
VIII. Summary of Hours Per Week Spent in Work and Family Tasks .....	55
IX. Varimax Rotated Factor One Loadings for Extent of Use of the Marketing Strategies .....	58
X. Varimax Rotated Factor Two Loadings for Extent of Use of the Marketing Strategies .....	59
XI. Varimax Rotated Factor Three Loadings for Extent of Use of the Marketing Strategies .....	59
XII. Varimax Rotated Factor Four Loadings for Extent of Use of the Marketing Strategies .....	60
XIII. Varimax Rotated Factor Five Loadings for Extent of Use of the Marketing Strategies .....	60

Table	Page
XIV. Factor Mean Scores for Extent of Use, Comfort, and Competence .....	62
XV. Summary of Significant Relationships Between Use of Marketing Strategies and Selected Demographic Variables .....	64
XVI. Summary of Significant Relationships Between Use of Marketing Strategies and Number of Seminars Presented .....	76
XVII. Summary of Significant Relationships Between Seminars Presented and Comfort with Marketing Strategies .....	82
XVIII. Summary of Significant Relationships Between Seminars Placed and Competence with Marketing Strategies .....	86
XIX. Summary of Significant Results for the Relationships Between Marketing Strategies and Selected Variables .....	91
XX. Frequency Response by State .....	124
XXI. Service Area Population of Respondents .....	124
XXII. Summary of Frequencies and Means for Marketing Strategies and Extent of Use .....	126
XXIII. Summary of Frequencies and Means for Marketing Strategies and Extent of Comfort .....	127
XXIV. Summary of Frequencies and Means for Marketing Strategies and Extent of Competence .....	128
XXV. Factor 1 Means for Use, Comfort, and Competence .....	130
XXVI. Factor 2 Means for Use, Comfort, and Competence .....	130
XXVII. Factor 3 Means for Use, Comfort, and Competence .....	131
XXVIII. Factor 4 Means for Use, Comfort, and Competence .....	131
XXIX. Factor 5 Means for Use, Comfort, and Competence .....	131

LIST OF FIGURES

Figure	Page
1. The Work and Family Institute Model for Marketing Seminars .....	18
2. Contingency Table for Use of Marketing Research by Degrees Held .....	68
3. Procedural Model for Marketing Work and Family Seminars .....	104



## CHAPTER I

### INTRODUCTION

The philosophy of the Work and Family Institute (WFI) "views a positive, productive way of life as that in which everybody's wants and needs are considered and respected" (Burns, Comeau, Jones, Melberg, & Nirenstein, 1982, p.1). It is through this philosophy that the adult vocational education system encourages business and industry to recognize and respond to the need for parent and family education programs for its employees.

The balancing of work and family is an issue critical to the future of the family. This balancing of responsibilities is also critical to business and industry where 67% of women with children and half of the women with children under six years of age work outside the home (Naisbitt & Aburdene, 1990). The American economic system is based on productivity of the employee but factors such as absenteeism, employee turnover, recruitment, and retention of productive workers are hampered by the employees' concern for adequate child care and elder care, family illness and benefits, and employee protected parental leave. Strengths present in strong families include showing appreciation for one another, spending quality time together, and

communicating with the family in a positive manner. These strengths are hard to maintain when American families have difficulty balancing their work and family responsibilities.

The mission of the Minnesota Vocational Education Work and Family Institute, hereafter known as Work and Family Institute (WFI), is to identify ways the adult vocational education system can provide educational services for business and industry. The focus of the project is to encourage the business community to recognize and respond to the need for parent and family educational programs and to utilize this system as a resource for these customized training services. The intent of the WFI program is to strengthen the family as well as the individual employee at his/her work place.

The Carl D. Perkins Vocational Education Act of 1984 identified managing home and work responsibilities as a program priority for consumer and homemaking education and provided funding for approved programs. The Kansas State Department of Education purchased the replication agreement from the Minnesota Vocational Education Work and Family Institute under the Consumer and Homemaking Education section of the Act. Hence, the Kansas Work and Family Seminar project was established in the Kansas community college system in 1986 with four sites. The program was expanded to seven sites in 1991.

Couch (1989) stated the time has come for vocational education to lead in promoting policies and programs that support working men and women as they try to balance life's dual responsibilities. Business and industry are starting to recognize this need and provide flextime working conditions, child care, and weekly seminars to help employees adjust and cope while maintaining a home life that is dedicated to workers who will produce in the work place. Vocational education recognizes the changing work place and work force in a service economy. The marketing of education involves recognizing and knowing how to best serve the potential client whether the setting is an educational institution or the work place. The McCarthy and Perreault (1984) marketing concept declared that organizations should aim its efforts at satisfying its customers. Education must apply those same efforts to serving its clientele.

#### Statement of the Problem

It can no longer be assumed that families will learn to manage parenting and personal life adjustment skills from their parents (Burns, Comeau, Craig, & Dowdy, 1988). The Minnesota Technical Institute System developed and implemented Balancing Work and Family Curriculum (1982) and Marketing Work and Family Seminars (1988) to be used in post secondary adult education. The curriculum addresses the issues of adult learners, work-family lifestyles, stress and time management, self-esteem, child care, elder

care, parenting skills, and other issues that impact upon the ability of workers to be productive in the work place and in the home while strengthening the quality of life for families. The seminars help participants understand how a family develops and thus makes it easier to put normal, but difficult, parental feelings of frustration, irritation, and guilt into perspective. These customized seminars are marketed through the employee assistance program as a fringe benefit to business and industry for their employees. Thus, they become a part of the human resource development program in business and industry.

A problem exists among Work and Family Seminar marketing personnel who feel uncomfortable and frustrated in implementing a marketing plan. Kotler and Andreasen (1987) described a first-rate marketing manager as one who has acquired the following attributes:

- (1) an ingrained appreciation of the philosophy of marketing,
- (2) a comprehensive and practical approach to solving marketing problems, and
- (3) an awareness and understanding of some of the latest tools and techniques that can be used to make effective marketing decisions in specific areas. (p. 6)

Traditionally, higher education has not accepted marketing as readily as business and industry. This reluctance to accept the marketing concept is causing problems for the marketers of the Kansas Work and Family Seminars. According to the Kansas Department of Education, too few seminars are being marketed. Marketers are not segmenting and penetrating the market. Marketers are not reaching busi-

ness/industry and selling seminars. Marketers would think a seminar, or a series of seminars, were sold when the client would decide that perhaps the time is not right to provide a seminar for the employees. It appears that marketers are unable to close the sale and obtain a signed contract. Throughout the Work and Family Institute (WFI) network marketers took personally the objection from business/industry to purchase the seminars.

Taylor (1992) stated that the sales' objection is a management problem and management should give continuous attention to this problem through all marketing divisions. It is important that marketers recognize that "overcoming objections is a normal part of the selling process, and that offering objections is a normal part of the buying process" (p. 47). One of the best ways to handle objections is to play on the strengths of the individuals. The sales objection, if handled correctly, can lead to a quick summation of the proposal and a request for the sale. Taylor states that "effectively overcoming objections takes deep thought, practice and professionalism" (p.49).

Kotler (1982) and Kotler and Andreasen (1987) stated that all organizations have marketing problems that could be alleviated by developing marketing skills.

Kotler (1982) cited several reasons why some nonprofit institutions, particularly institutions of higher education, might be reluctant to implement a different marketing function or activity. Some organizations might

feel that marketing is everybody's responsibility and that if a marketing director/manager is appointed, others in the organization will sit back and expect the marketer to solve the problems. Some institutions feel the director of public relations is responsible for all the marketing that is needed. Others feel that an advertising agency should be hired to market the institution, and lastly, some organizations feel they can not afford a marketing program. Further, Kotler (1982) stated that some organizations might be contemptuous of the idea that education has to be marketed.

Another problem of Work and Family Seminars marketing personnel is to differentiate between selling and marketing. Drucker (1974) stated:

There will always, one can assume, be need for some selling. But the aim of marketing is to make selling superfluous. The aim of marketing is to know and understand the customer so well that the product or service fits him and sells itself. Ideally, marketing should result in a customer who is ready to buy. (p. 64)

The problem seemed to be in the lack of the Work and Family Seminar marketing personnel's understanding of sound marketing principles needed in order to develop and carry out a sound marketing plan.

#### Purpose of the Study

The purpose of this study was to create a comprehensive marketing model applicable to marketing Work and Family Seminars. This model may also be useful to

small service organizations in making better decisions based on marketing concepts.

### Objectives of the Study

The objectives of this study were:

1. To determine the extent to which Work and Family Seminar personnel utilized the marketing plan developed for Work and Family Seminars.
2. To assess the relationship between marketing activities used and the number of seminars marketed and presented.
3. To assess marketers' comfort with their marketing activities.
4. To assess the competence the marketers felt with their marketing activities.

### Hypotheses of the Study

The following null hypotheses were designed for this study:

H<sub>1</sub>: There is no significant relationship between marketing personnel's use of the components of the marketing plan and selected variables: (a) marketer's age; (b) family composition; (c) academic preparation; (d) business and/or industry experience or training; and (e) hours per week in marketing responsibilities.

H<sub>2</sub>: There is no significant relationship between the extent of marketing personnel's utilization of the

marketing plan and the number of seminars presented by Work and Family instructors during a six months period.

H<sub>3</sub>: There is no significant relationship between the number of seminars marketed and presented in a six months' period and the marketers' hours per week spent in marketing.

H<sub>4</sub>: There is no significant relationship in the number of seminars placed by marketers and their feelings of comfort in the implementation of the components of the marketing plan.

H<sub>5</sub>: There is no significant relationship in the number of seminars placed by marketers and the self-perceived level of competence in the marketers' implementation of the components of the marketing plan.

#### Assumptions of the Study

This study was based on four assumptions which were as follows:

1. The respondents will understand the marketing processes and marketing terminology used in the instrument.
2. Marketing personnel utilize the marketing plan in the manual, Marketing Work and Family Seminars (1988), as the guide for marketing.
3. Marketers are presently utilizing the majority of the thirty-four marketing strategies and functions identified in the survey instrument.
4. The Work and Family Institute (WFI) marketing



personnel understand the marketing concept.

### Limitations of the Study

This study was limited in the following ways:

1. The size of the sample was limited by the number of persons who market Work and Family Seminars throughout the national network.

2. In some cases, the respondent's knowledge and/or awareness of the marketing plan and hence, the ability to respond to the questionnaire might be limited.

3. A scarcity of published research on marketing educational seminars remains, therefore, the opportunity to benefit from previous design and conclusions is limited.

### Definition of Terms

The following terms are identified as important in the understanding of this research project.

*Marketing* is the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives. Marketing depends on the target markets' wants and needs, effective pricing, communication, and distribution of goods and services (Kotler & Fox, 1985).

*Marketing research* is the planned acquisition and analysis of data for evaluating the marketing system for the purpose of improving an organization's marketing

decisions and performances (Kotler & Andreasen, 1987; Cunningham, Cunningham, & Swift, 1987).

A *model* is a set of variables and the interrelationships designed to represent some real system or process (Kotler, 1988). Models are designed by management to obtain understanding of the process and the finding of variables to make the system work better. Models provide an evaluative measure to improve the process.

The *marketing concept* is the marketing management philosophy with emphasis on achieving organizational goals in an effort to determine the needs and wants of target markets and delivering the desired satisfactions more effectively and efficiently than competitors (Kotler & Armstrong, 1989).

A *service* is "any activity or benefit that one party can offer to another that is essentially intangible and does not result in the ownership of anything. Its production may or may not be tied to a physical property" (Kotler, 1988, p. 429). *Services* are intangible and cannot be inventoried. Buyers are dependent on the honesty of the sellers. With service, performance standards are difficult to specify.

In this study, *marketing plan* denotes a written mission statement, program goals and objectives, market segmentation, marketing strategies, and evaluation of the marketing plan.

*Marketing strategies* provide a variety of options, tools, or activities used to meet the organization's goals and objectives. Kotler and Andreasen (1987) defines strategic planning as "the managerial process of developing and maintaining a strategic fit between the organization's goals and resources and its changing market opportunities" (p. 159).

For this study, *marketing personnel* are those people responsible for implementing and following a marketing plan in order to place Work and Family Seminars in business/industry.

*Evaluation* is defined as the "formal determination of the quality, effectiveness or value of a program, product, project, process, objective, or curriculum" (Worthen & Sanders, 1987, p. 22).

A *marketing audit* as defined by Kotler and Fox (1985) is:

a comprehensive, systematic, independent, and periodic examination of an institution's marketing environment, objectives, strategies, and activities with a view to determining problem areas and opportunities and recommending a plan of action to improve the institution's marketing performance. (p. 384)

The purpose of an audit is to help one improve the marketing in the specific market segment. An audit is a step-by-step assessment of the marketing process in an effort to determine factors that are critical to the effectiveness of the marketing. In essence, an audit is to the business setting what evaluation is to the educational setting.

## Overview of the Chapters

Chapter I introduces the reader to the philosophy of the Work and Family Institute which led to the development of the Work and Family Seminars program. In addition to the introduction and statement of the problem, the purpose, objectives, hypotheses, assumptions, and limitations of the study are identified. A definition of terms applicable to marketing of services concludes the chapter.

Chapter II provides a review of the literature related to seminar rationale, marketing concepts, marketing research, marketing plan and strategy, and marketing evaluation.

The research design is presented in Chapter III. The sample, instrument, and data collection are identified. Likewise, the data gathering and statistical analysis processes are described.

Chapter IV includes a description of the demographic and biographical data of the sample in this study. The findings and trends are identified and discussed.

Chapter V provides a summary of the study along with future recommendations by the researcher.

## CHAPTER II

### REVIEW OF LITERATURE

The mission of the Work and Family Institute (WFI) is to provide educational services for organizations in the private and public sector. The project focuses on encouraging business and industry to recognize and respond to the need for personal development through parent and family educational programs. The WFI provides customized training and educational services to business and industry in an effort to strengthen the individual and the family.

#### Seminar Rationale

The private and public sectors have identified absenteeism, employee turnover, and low productivity as problems when individual workers are overwhelmed with stressful conditions in the home. WFI identified the following scenarios responsible for these conditions: increasing number of women in the work force, increasing variety of alternative family structures, changing of family roles and values, increasing life span for both men and women, increasing number of households headed by single individuals, increasing number of dependents such as young children, elderly, and handicapped in the total population,

increasing family violence, emergence of a pluralistic society, and continued technological advances (Burns, Comeau, Craig, & Dowdy, 1988).

The traditional separate worlds of family and work are becoming more closely linked. The tensions and stresses felt by families combining home life and work life are affecting the performances of workers in the work place. Workers are struggling to balance the dual roles of work and personal/family life.

It can no longer be assumed that workers will learn what they need to know about parenting and personal life management from their parents (Burns, Comeau, Craig, & Dowdy, 1988). A need exists for a comprehensive and compassionate support system that can help people by providing ways to solve the problems that come with the identified scenarios of our changing society. Due to an awareness through the media, workers are seeking available help to improve the quality of home life. Families are searching for information and assistance in an effort to become more effective parents within their limited time schedules.

Parents still feel responsible for their children, and in an increasing number, their parents, whether they are at home or at work. Work and Family Seminars help people understand how to put parental feelings of frustration and guilt into perspective. The seminars can provide early intervention in an effort to strengthen family life.

Employers, becoming more aware of the need to address their employees' personal needs, have started addressing work and family issues in their training and in-service programs. To address this need the Minnesota Vocational Educational Work and Family Institute (WFI) was established in 1980 to provide family educational services in their community service programs. The WFI became recognized nationally as "a pioneer in addressing the personal and family concerns of today's changing work force" (Burns, Comeau, Craig, & Dowdy, 1988, p. 7).

Companies are sponsoring the Work and Family Seminars at the work site in an effort to alleviate the stress of work and personal conflicts. As an example of the corporate response to work stress and conflict, corporations are starting to provide flextime working conditions, child care, and seminars through the employee assistance programs in an effort to lessen the stress involved with balancing work and family.

Instructors of Work and Family Seminars are certified as adult vocational home economics educators with expertise in human development, parenting, and family life. The seminars are designed to involve the participants through informal discussions, interactive activities, handouts, and exercises customized and developed to meet the needs of the workers as identified by a needs assessment administered to the employees. An objective of the Work and Family Seminars is to enhance the competency and sense of well-

being of employees both at work and at home. The seminars strive to help reduce job stress and anxiety associated with conflicting demands by promoting a supportive atmosphere among employees. Workers feel the seminars create a sense of goodwill toward the employer.

Marketing has been a vital concern of the Work and Family Seminar project. To assist in the marketing of this service, Burns, Comeau, Craig, and Dowdy (1988) compiled Marketing Work and Family Seminars, a marketing manual to address the needs of the marketers in the national network. A loose-leaf manual was designed as a guide for marketers of the seminars. The loose leaf format provided space for expanding the marketing activities at the individual sites.

As stated in the manual the first step in marketing seminars is identifying the clientele. Market segmentation divides the potential client by the categories of profit and nonprofit, public and private, and service and production. The WFI marketer makes contacts and follows leads identified by market segmentation. Marketing personnel are advised to establish a system of recording and filing pertinent information about potential clients. The contacts are to be recorded and filed for the marketer's future use.

*Connecting, exploring, promoting, and enabling* are steps to successful marketing as identified by Marketing Work and Family Seminars, (1988). *Connecting* creates an awareness by identifying needs of potential clients and



announces the availability of Work and Family Seminars to these clients. Identified *connecting* marketing strategies and activities include: letter of introduction; invitation to meetings such as executive breakfast/lunch; displays at trade shows and exhibit areas; presentations for organizations; informal networking; image building through media contacts; news releases; and promotional items for visibility (p.13).

Phone calls provide a method of *exploring* to discuss benefits and potential needs of clients. *Promoting* tools include marketing portfolios/sales books, flip charts, and brochures.

*Enabling* provides an opportunity for the marketer to customize a seminar or a series of seminars for the potential client. The *enabling* step is the appropriate time for the marketer to ask for and close the sale. Figure 1 summarizes the marketing suggestions recommended by the WFI.

### Marketing Concepts

The marketing concept, according to Broom, Longnecker and Moore (1983), is the performance of business activities that affect the flow of goods and services from producer to consumer to user who have purchasing power and unsatisfied needs. The traditional product marketing principles, which had been predominantly product oriented, are transferable to the marketing of services which have four major

### Marketing Work and Family Seminars

1. Identifying clientele through market segmentation.  
Follow lead, make contacts, track contacts, call back.

2. Steps to successful marketing:

**CONNECTING:** To create awareness of needs and announce availability of services.

- \* Letters of introduction
- \* Invitations to meetings/lunches
- \* Displays at exhibit areas
- \* Presentations for organizations
- \* Informal networking, i.e., business cards
- \* Media use: Radio, television, PSAs
- \* News releases
- \* Promotional items: Brochures, pencils, buttons, note pads

**EXPLORING:** To discuss benefits and potential needs of clients.

- \* Phone calls

**PROMOTING:** To describe products and services available.

- \* Set appointments to promote seminars
- \* Develop a sales book
- \* Use flip charts
- \* Summarize benefits
- \* Customize the seminars
- \* Price the seminars
- \* Provide topic lists and benefit descriptions

**ENABLING:** To customize offering to client's needs and close sale.

- \* Meet objections
- \* Close the sale
- \* Review needs assessments
- \* Facilitate the seminars
- \* Promote internally

Figure 1. The Work and Family Institute Model for Marketing Seminars

Source: Adapted from Mary D. Burns, Joan Comeau, Betty L. Craig, and Annette Dowdy, Marketing Work and Family Seminars (1988). Minnesota Vocational Education Work and Family Institute.

characteristics that affect the design of marketing programs. Services are intangible, inseparable, highly variable, and perishable. Because of these characteristics Kotler (1988) emphasized the need for evidence of the quality of the service.

The quality of services provided by the Work and Family Seminars (WFI) program will ultimately influence potential consumers more than "pushing" the program. To assure that quality attracts, the organization that decides what is important, can determine what contributes to achieving these qualities, and will recognize those achievements. Aslanian (1986) believed that higher education should attract clients who have never gone to college before by offering community service programs. Aslanian's research found that people who participated in community service programs also participated in higher education classes. Throughout the network the Work and Family Seminars' program was identified as a potential recruiting tool for the community colleges' community service programs.

Borquist (1986) stated that community colleges must improve their relationship with business and industry by providing educational programs to meet business and industry needs. Borquist specifically identified professional development seminars to be delivered in-house at virtually anytime the business or industry desires the program. Borquist feels that if the community college is

indeed serious about meeting the needs of business and industry in the service areas and exploiting their competitive advantages in the market, the "efforts to transform the college into a more businesslike organization needs to be initiated and supported starting at the college president's level" (p.21). The Work and Family Seminars are an example of the educational institution providing community service programs for business and industry.

Kotler (1982) maintained that higher education has not accepted marketing as readily as business and industry. Marketing in education has been regarded as an unprofessional activity because marketing has been considered as only promotion, advertising, and public relations (Smith, 1980). Today, marketing concepts and principles identify marketing in a broader concept. Marketing comprises all the functions of a business involved in getting goods and services from the producer to user. The goal of the marketer is to put all these components together in a way that will maximize profits for the institution providing the service (Pope, 1981).

Harper (1961) identified marketing as the new consumer-oriented profession to aid management in managing the future. Educational programs were slow to adopt marketing plans based on sound marketing principles. However, the WFI, by identifying marketing as a concern, is committed to managing the WFI as a service organization.

Knowles (1980) suggested that the marketing process is the goal setting and problem solving that educators are encouraged to follow in any program development. Needs assessments, product development, and in the WFI, program development, promotion, delivery, and evaluation are the vital steps in the development of educational programs. The national WFI provides the guidelines for this process with the individual sites responsible for implementing the process. Marketing is a vital social process with a set of activities performed by an organization that meets customer needs. Marketing provides directions for the coordinating of activities to meet these needs (McCarthy & Perreault, 1984).

Philip Kotler (1975) defined marketing as the analysis, planning, implementation, control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives. It relies heavily on designing the organization's offering in terms of the target markets' needs and desires, and on using effective pricing, communication, and distribution to inform, motivate, and service the markets. (p. 5)

Kotler indicated that of all business functions, marketing has been the last to arrive on the not-for-profit scene. Steade, Lowry, and Glos (1984) summarized Kotler's definition as the human activity directed at satisfying needs and wants through an exchange process.

The American Marketing Association (1960) defined marketing as the performance of business activities that direct the flow of goods and services from producers to

consumers and it is through customer satisfaction that the business will be profitable and survive. Continuous attention must be given to the needs of the customer.

In the old sense, marketing was pushing products but in the new sense, marketing is customer satisfaction engineering (Kotler, 1975). Modern marketing strongly views the selling, influencing, and persuading, while weakly focusing on serving and satisfying human needs. While selling and influencing are important in the marketing process, selling should follow the strategy of creating programs to satisfy customers' needs. In the marketing of services, organizations will strive to meet the social, emotional, political, and intellectual needs of the consumer through differentiated marketing while recognizing that customer needs are not obvious without formal research and analysis.

Kotler (1988) questioned whether companies act in the best interest of consumers and society by not addressing the conflicts between consumer wants, consumer interests, and long run societal welfare. Hence, he proposes the term *societal marketing concept* which states "the organization's task is to determine the needs, wants, and interests of target markets and to deliver the desired satisfaction more effectively and efficiently than competitors in a way that preserves or enhances the consumer's and the society's well being" (p.28).

Lauterborn (1990) suggested it might be time to replace the four P's of marketing (product, price, place, and promotion) with the four C's which include customer wants and needs, cost to satisfy clients, convenience to buy, and communication to work better in today's markets. Consumer sovereignty will prevail when marketing personnel apply the four C's concept to marketing functions and strategies.

Holmes (1992) reminded marketing departments that marketing will continue as an important discipline within a corporation but marketers must respond to the broader needs of consumers through public relations. Public relations, according to Holmes, differs from marketing in that public relations must become a management discipline involved at the earliest stages in the marketing strategy. Marketing must be submissive to the broader needs of public relations.

Many colleges have found marketing practices invaluable in helping educational institutions stay open. Klaurens and Dorr (1978) argued that the marketing process is not complete until the marketers have made sure their services actually do satisfy customers' wants and needs.

The literature does suggest that in our competitive society most firms have adopted the marketing concept. This concept includes satisfaction of consumer needs, coordination of all company public relations activities in

support of marketing, and achievement of organizational objectives through customer satisfaction.

### Marketing Research

Marketing research is the planned acquisition and analysis of data measuring some aspect or aspects of the marketing system for the purpose of improving the organization's marketing decisions (Kotler & Andreasen, 1987). Marketing research is the first step in the process of planning a marketing strategy (Hennessey, 1985). Marketing research allows one to assess the viability of a program, idea, or option before committing time and money to its development (Shenson, 1990). Marketing research is necessary to analyze the needs and desires of a target market in order to evaluate that market's potential. A good marketing plan can be developed from data collected in the research process. Marketing research provides the marketer with the procedures to gather and analyze information to help marketing managers make sound marketing decisions. McCarthy and Perreault (1984) identified the marketing concept as the organization's efforts to satisfy its customers at a profit. Klaurens and Dorr (1978) stated that business firms exist to satisfy their customers' wants with dependable, worthwhile services while making a reasonable profit.

Howard (1977) stated that educational institutions use a limited number of marketing research techniques. He



recommends research be more comprehensive in utilization of planning, analysis, and research techniques adapted from business marketing research to plan, promote, and deliver services. Wiener and Doescher (1991) stated that a need exists for research that will generate marketing strategies to provide a base from which to build a marketing plan. Naisbitt and Aburdene (1990) argued that one cannot change from product to service unless one completely rethinks what it is one is doing and understands what business one is really in.

Marketing research should help marketing managers make better decisions. The research should be relevant, timely, efficient, and accurate. Marketing research can lead to quality control in the service industry. According to Broom, Longnecker & Moore (1983), marketing research is the single most important managerial responsibility. Marketing research is useless unless something is done with the results.

#### Job Description of Marketer

Demand for good marketing help is greater than the supply (Burich, 1989). Management looks at marketing as organized performance of all selling functions. The task for the marketer is to know and understand the customer so well that the service fits the need and sells itself. If the marketer fails to listen to the opinions and needs of the client the customer is lost. The role of the marketer

is to listen and be able to link the needs of the client with the services offered by the marketer. Drucker (1974) noted that service institutions pay their workers by budget allocation, not by results and performance, and being budget based makes it difficult to abandon the wrong techniques. Marketing, according to Drucker, should be performance based with results of performance rather than budget allocations. In addition to being performance based, the marketing organization must have clear objectives and goals. Priorities, targets, and standards must be defined to measure the performance. A well defined marketer's job description and a written marketing plan are methods of meeting these needs. See Appendix A for the job description developed by a community college for the marketing position for Work and Family Seminars. Davidson (1988) identified the basic qualities of marketers as competent and confident with a depth of knowledge that earns the respect and trust of customers. Sensitivity, enthusiasm, maturity, and professionalism will help develop a solid relationship with clients. Marketers should make the clients look good by writing clients letters of appreciation and praise.

#### Planning the Marketing Process

Marketing and innovation are the two functions used to create a client. Marketing, according to Drucker (1974), is so basic it cannot be considered a separate function

within the business. Developing a market strategy by arranging the components of the marketing plan involves selecting a target market and developing the best marketing mix for that market. McCarthy and Perreault (1984) stated that marketing oriented organizations should recognize that not all potential clients have the same needs. As a result one must try to determine the marketing mix for each possible target market. A marketing plan provides guidance in this task. The marketing plan is a group of functions, strategies, or activities designed in such a way that all within the business can participate. Marketing is too large a task for one person. It is imperative that all within the organization consider marketing to be their responsibility. Service organizations fail because their managers are not businesslike and their objectives and results are intangible.

The literature reiterates the need for clearly stated goals and objectives. Targets, priorities, and standards must be defined to be used as a measurement of performance. Continuous evaluation of the process through market research can provide strategies, functions, and activities that work for the marketer. In this process the service marketer recognizes that the service agency is there for the customers' convenience (Drucker, 1974). Falvey (1988) stated the best place to learn how to market has always been face to face with real customers. The enthusiasm and high energy level of the marketer can make marketing

activities happen. In addition to these characteristics the literature reminds institutions that the marketing process must be planned.

Kotler (1988) described the "model bank" as the process to help marketers develop better marketing decisions. A model is a set of variables and their interrelationships designed to represent some real system or process. A logical-flow diagram that included branching and looping is the modeling process used for developing a recommended marketing plan for the Work and Family Seminars program. Branching is a result of questioning a step in the process and perhaps choosing alternate choices in that process. Looping will return the process to an earlier stage if the marketer feels the question can be better answered at a previous step. Logical-flow diagrams are used in marketing because of the clarity with which the logical process is illustrated (Kotler, 1988).

#### Evaluation of the Marketing Plan

An evaluative study is undertaken to assess the decision making processes used by a program. In this study the Work and Family Institute marketing plan was the program being evaluated. Through the evaluation process one could develop a marketing plan applicable to the WFI. Evaluation of the marketing plan is necessary to assess the marketing activities and apply some judgment as to the effectiveness, social utility, and desirability of a

product, process, or program (Best & Kahn, 1989). Careful planning rather than a crisis should be the reason for initiating a marketing plan (Gaither, 1979). Evaluating the marketing process is a continuous activity and is determined by the commitment on the part of the institution and/or the marketer of the program.

Kotler and Fox (1985) recommended a marketing audit as a measure for assessing the marketing effectiveness of the marketing organization. The marketing audit is a

comprehensive, systematic, independent, and periodic examination of an institution's marketing environment, objectives, strategies, and activities with a view to determining problem areas and opportunities and recommending a plan of action to improve the institution's marketing performance. (p. 384)

In essence, the evaluation of the marketing process will not be effective unless the problems identified in the audit are acted upon in an effort to improve the institution's marketing activities. From the marketing audit a comprehensive marketing plan can evolve.

Madaus, Scriven, and Stufflebeam (1983) contended that evaluation is a continuous, systematic process.

Stufflebeam and associates developed an evaluation model which included context, input, process, and product (CIPP) components to assess the decision making processes in evaluating programs. The CIPP model became popular in education programs and continues to be a model in popular use for program evaluations. Each component in the CIPP

model asks questions requiring specific answers, acquires relevant data, and utilizes the input in decision making.

The context component of the CIPP model, the first step, provides guidance in choosing the objectives and assigning of priorities in the process. In essence, the Work and Family Institute chooses the goals and objectives applicable to the marketing of the seminars. Accountability is based on a record of needs, opportunities, and problems specifically identified by the purpose of the program under evaluation. A needs assessment provides the data necessary to help revise the marketing plan.

Input is the second step in the CIPP model where the decision is made on appropriate program strategies. One examines the alternative strategies and decides on the chosen strategy and design to achieve the program's goals. WFI provided the preparation or in-service training for the marketers before the actual marketing process started.

Process evaluation, the third step of the CIPP model, is the continuous monitoring which includes a review of the literature to assist in examining and revising the instruments used in the evaluation process. From the process, recommendations for implementation can be made. The process includes the strategy chosen for developing the marketing plan. Accountability is measured by the recording of the actual process.

The product, in the case of Work and Family Seminars, is the comprehensive procedural model developed from this study. The product might suggest termination, continuation, and/or modification of the present marketing plan. Through the product phase of the CIPP evaluation model, decisions are made to modify and/or change existing marketing strategies. A follow-up is necessary to ensure the continuous monitoring of the marketing plan. The evaluation of the marketing plan is assessed by the number of seminars marketed and presented by the sites in the WFI network.

Again, the purpose of the evaluation is to take corrective action before a problem becomes too large an issue. Evaluation must be a part of the process for everyone in the program. Evaluation must be an ongoing activity and the participants in the process must feel ownership in order for the marketing process to become more effective.

Maken (1990) identified three obstacles to overcome in marketing. First, the attitude of all levels in the organization should be positive towards marketing. Marketing cannot be considered a waste of time. Second, marketing personnel tend to make the plan too complex, and third, teamwork should be evident with everyone in the program having a written plan of action. Six months of lead time is helpful in producing a workable marketing

plan. Maken emphasized the need to review and evaluate the plan once per month and make adjustments as necessary.

#### Summary of the Chapter

The review of literature includes the rationale for the Work and Family Seminars program. Marketing concepts, marketing research, job description for marketers, planning the marketing process, and evaluation of the marketing plan conclude the review of the literature.



## CHAPTER III

### RESEARCH PROCEDURES

The purposes of this study were to determine the use of a marketing plan by Work and Family Seminars' marketing personnel and to assess the relationship between the marketing plan's strategies and activities and the number of seminars actually presented. This chapter identifies the research design, population, sample, instrumentation, data collection, statistical analysis of data, and summary. From this descriptive study, a comprehensive procedural model for marketing seminars was developed.

#### Research Design

Descriptive research determines the nature and degree of existing conditions with the survey approach. According to Best and Kahn (1989) and Borg and Gall (1971), a descriptive study describes, records, analyzes, and interprets "what is". Descriptive research is concerned with the analysis of the relationships between variables and the development of generalizations, extending its conclusions beyond the sample observed (Best & Kahn, 1989). Descriptive research uses observational techniques,

interviews, and questionnaires more than other types of research (Lehmann & Mehrens, 1971).

Marketing research is an ongoing process which uses the survey and questionnaire process for data collection. Draves (1988) refers to this process as the marketer's method of talking to participants. Although the Work and Family Institute (WFI) uses evaluation questionnaires to learn what seminar participants are saying about the seminars, no research on the WFI marketing process has been conducted. This descriptive study involved comparing and contrasting in order to discover relationships between the variables. A questionnaire was the instrument chosen for obtaining data for this research study.

A descriptive research study focuses on relationships between nonmanipulated variables in their natural settings. In this study these natural settings were the Work and Family sites in the network of 21 states currently presenting seminars at the work sites of business and industry. The WFI marketers were asked to identify the extent of use of the components of the marketing plan, to assess their self-perceived extent of comfort, and self-perceived extent of competence in the use of the plan. The study identified the marketing strategies and activities used by the network in an effort to identify relationships that might exist between implementation of the marketing plan and selected variables relating to personnel demographics and marketing productivity.

The survey identified what is happening in the national network of the Work and Family Institute (WFI) and provided a foundation for recommending what is desired and what is needed to achieve the goals of the WFI. The survey results provided the basis for the development of a procedural marketing model applicable to marketing Work and Family Seminars in the community outreach programs of higher educational institutions.

#### Population and Sample

A population is a collection, or set, of individuals whose properties are to be analyzed (Johnson, 1980). A population, according to Best and Kahn (1989), is any group of individuals that have one or more characteristics in common. The sample used for this study consisted of marketers for the Work and Family Seminar. Borg and Gall (1971) stated the importance of selecting a sample of adequate size in order to produce research data that reliably approximated the data that would be obtained from the entire population. Kish (1965) identified the following advantages of using a complete census:

- (1) Data for small samples can be obtained.
  - (2) Public acceptance is easier to secure for complete data.
  - (3) Public compliance and responses may be better secured.
  - (4) Bias of coverage may be easier to check and reduce.
- (p. 18)

Smith (1991) also affirmed that a statistical population need not be large. A complete census was used for this

research study due to the limited number of the WFI marketers.

The sample of respondents has the common characteristic of being employed as marketers of Work and Family Seminars. The frame of Work and Family marketers was identified by state coordinators and/or directors from the 1990 National Work and Family Replication Roster provided by Annette Dowdy, National Network Coordinator from Minnesota.

A letter was mailed to each of the state coordinators and/or directors requesting a list of sites and marketers in the 21 states participating in the WFI network. (See Appendix B for the sample letter.) Those states identified in the network were Alaska, Arizona, Colorado, Illinois, Indiana, Iowa, Kansas, Maine, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New York, Ohio, Oregon, Utah, Virginia, Washington, West Virginia, and Wisconsin. The state coordinators or directors identified a population of 175 marketers who comprised the sample.

#### Instrumentation

The survey instrument developed for this study included input received from the American Vocational Association (AVA) Work and Family Institute Pre-Session in December, 1989. The participants provided suggestions for the implementation of the Work and Family Institute marketing plan. The first page of the instrument was the

cover letter to the sample participants identifying the purpose of this research project and instructions for returning the completed questionnaire. The second page of the instrument listed 34 marketing functions and strategies with directions for rating the respondents' extent of use, extent of comfort, and extent of competence in the use of the listed marketing functions and strategies. The respondent was asked to rate on a scale from 1 to 5, with "1" being "very low" and "5" being "very high" the extent of use, extent of comfort, and extent of competence experienced with each of the marketing functions and strategies. The marketing functions and strategies included items identified in a review of the literature and the original marketing process described in the WFI marketing manual. As a group, these items comprised a comprehensive marketing plan. Those items not specifically identified in the manual, Marketing Work and Family Seminars (1988), were telemarketing, listening to potential client, marketing video, marketer's resume included in marketing portfolio, marketing research, and evaluation of marketing plan.

The first part of the questionnaire identified the marketer's extent of use of the components of the marketing plan, their comfort in using these components, and the competence they felt in using the components of the plan. The last page identified the demographic characteristics including personal, professional, employment, and

geographic data that were appropriate for the hypotheses of this study.

A small group of experts knowledgeable in the marketing of community services reviewed the questionnaire for content validity. An additional five community college educators were asked to read and evaluate the instrument for clarity of meaning. Two of the educators were involved in marketing and three had no formal education in marketing. Suggestions given by those knowledgeable in marketing, the five educators, and the input from the marketers at the 1989 AVA Work and Family Pre-Session were used in preparing the final copy of the instrument. The final copy was then evaluated by four additional educators who were unfamiliar with the Work and Family Seminars project. See Appendix C for a copy of the instrument used to collect the data.

#### Data Collection

The questionnaire was mailed to the 175 identified marketers in May, 1991. To attract the attention of the survey participant, the mailing envelope and the return requested envelope displayed the logo of the Work and Family Institute. Survey respondents desiring results of the study were asked to return a business card with the completed survey. To maintain anonymity, business cards were immediately separated from the questionnaire and filed for follow up at a later time.

Sixty-seven completed questionnaires were received within two weeks of the first mailing. Two weeks later post cards were mailed to 108 nonrespondents resulting in 11 additional responses. Again, two weeks later a second mailing of 91 questionnaires increased the total return to 133 (76%) of the possible 175 (100%) responses which provided 72 (54%) usable responses. Forty-two did not respond to the initial contact or the second mailing. A list was compiled of those not responding. The researcher called every fourth person on the list. In most cases either the person was no longer with WFI, the questionnaire had been forwarded to the marketer, or the person contacted did not know where the instrument might presently be located. After the series of phone calls, three were received too late to include in the sample.

Sixty-one of the 133 returns were determined ineligible for the following reasons. As stated in Table I, twenty-four were improperly identified by state coordinator/directors as marketers. Nineteen were no longer offering Work and Family Seminars with funding cuts responsible for eight of these sites no longer offering the seminars. Eleven were to start marketing in 1992 and two sites offer the curriculum for college credit or continuing education units but did not actively market. Two returned incomplete responses and enclosed a message that they felt uncomfortable answering due to being both an instructor and a marketer. One of the above two responded that the

seminars were sold by reputation, therefore continuous marketing was not an issue. Three responded too late to use in the study.

TABLE I  
FREQUENCY AND PERCENT OF RESPONDENTS  
BY RESPONSE CATEGORY

N = 175

Response Status	Frequency	Percent
Responses Received	133	100
Usable	72	54
Ineligibles	61	46
Improper identification	24	
No longer in W & F	19	
Still in training	11	
Incomplete	2	
Use curriculum/do not market	2	
Arrived too late for use	3	

#### Statistical Analysis of Data

Statistics is the mathematical technique for processing data. The procedure involves the gathering, organizing, analyzing, and interpreting of data to be used to describe the characteristics of the group under study in the research process. Upon arrival each returned questionnaire was recorded on the master mailing list. The



researcher entered the data into the computer and checked data for accuracy. In the event of missing data, a period (.) was recorded to denote that the respondent failed to enter a response. The data were analyzed using the Statistical Analysis System (SAS, 1989) at Oklahoma State University.

Nonparametric data were used for this study in the counting of responses provided. According to Best and Kahn (1989) nonparametric tests are used when:

1. The nature of the population distribution from which samples are drawn is not known to be normal.
2. The variables are expressed in nominal form (classified in categories and represented by frequency counts).
3. The variables are expressed in ordinal form (ranked in order). (p. 286)

Nonparametric tests are less precise and have less power than parametric tests, and are not as likely to reject the null hypothesis when it is false (Best & Kahn, 1989).

Factor analysis looks at a large number of variables and reduces the complexity by explicating the fundamental dimensions in a set of measurements. Factor analysis is a more radical departure from the statistics associated with the experimental tradition, in that it does not accept arbitrary choices as to what are the important variables in any field. The rotation procedure of factor analysis must place the factors in such a position that they make some kind of sense with respect to the variables in the intercorrelation matrix (Guertin & Bailey, 1970). The

relatively high loadings become especially important in naming a factor. The communality estimates show the variance a dimension shares with all others in that common factor space.

Factor analysis was run on data received to determine if intercorrelations exist in the marketers' extent of use, extent of comfort, and extent of competence among the 34 marketing functions and strategies. The purpose of the factor analysis was to provide information that might be useful in revising the marketing plan.

Fisher's exact statistical test was determined an appropriate test to categorize the data in two by two contingency tables (Ary, Jacobs, & Razavich, 1985). The review of literature suggests associations between the discrete variables identified in the null hypotheses are appropriate for Fisher's exact test statistical analysis. In addition this statistical test is an exact test to determine significant probability when the sample sizes are small.

The frequency data were grouped into two by two contingency tables for tabulating responses of the variables. The Statistical Analysis System (SAS, 1989) program was used for calculating the probability values. The null hypothesis was rejected at  $<.05$  level of significance.

### Summary of the Chapter

The research procedures consisting of research design, population and sample, instrumentation, data collection, and methods of statistical analyses were identified and discussed in Chapter III. Chapter IV provides a discussion of the statistical analyses of this research study.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

The purpose of this study was to determine the use of a marketing plan by Work and Family Seminars' marketing personnel and to assess the relationship between the marketing plan's strategies and activities and the number of seminars actually marketed and presented. From data provided in this study, a comprehensive procedural model for marketing seminars was developed.

Identified marketing persons representing the Work and Family Institute (WFI) sites in the national network were surveyed by a mailed questionnaire. The sample was a complete census of the population. Responses to the questionnaire provided data identifying the extent of use of marketing strategies and functions, the self-perceived extent of comfort, and the self-perceived extent of competence felt in the use of the strategies and functions. The respondent was asked to rate the self-perceived extent of use, extent of comfort, and extent of competence in implementation and utilization of the marketing strategies and functions as identified by the researcher. The extent of use, comfort with use, and competence in use were rated on a scale from one to five with "one" indicating low extent

and "five" as high extent of use, comfort, and competence. These components, along with demographic characteristics, educational preparation, service employment, and the marketing of seminars were used to statistically test the following null hypotheses developed for this study.

H<sub>1</sub>: There is no significant relationship between marketing personnel's use of the components of the marketing plan and selected variables: (a) marketers' age; (b) family composition; (c) academic preparation; (d) business and/or industry experience or training; and (e) hours per week in marketing responsibilities.

H<sub>2</sub>: There is no significant relationship between the extent of marketing personnel's utilization of the marketing plan and the number of seminars presented by Work and Family instructors during a six months period.

H<sub>3</sub>: There is no significant relationship between the number of seminars marketed and presented in a six months' period and the marketers' hours per week spent in marketing.

H<sub>4</sub>: There is no significant relationship in the number of seminars placed by marketers and their feelings of comfort in the implementation of the components of the marketing plan.

H<sub>5</sub>: There is no significant relationship in the number of seminars placed by marketers and the self-perceived level of competence in the marketers' implementation of the components of the marketing plan.

Frequencies, percentages, and cumulative percentages were used in summarizing the nominal data. Fisher's exact test was the statistical method used to analyze the data provided by the participants used in this study. Factor analysis was used to identify the underlying structure among the 34 marketing functions and strategies.

#### Questionnaire Response

The mailing of 175 questionnaires with a return of 133 (76%) provided 72 (41%) usable questionnaires. Forty-two did not respond to the initial or second mailing. However, the researcher had no reason to generalize that the nonrespondents were any different from the respondents. As indicated in Table I, twenty-four ineligibles returned the questionnaire with the message of being improperly identified, by their respective state coordinators and/or directors, as Work and Family Institute marketers. An additional 19 responded that their respective sites were no longer offering the seminars. Eight of the 19 cited funding cuts as the reason for no longer working with WFI. An additional 11 of the respondents were in training for marketing and did not feel knowledgeable enough to complete the questionnaire. Two respondents reported their sites used the WFI curriculum as a method of providing college credit and/or continuing education units as requested by their respective service areas but the marketing used was based on "reputation" rather than marketing activities.

Two additional responses were incomplete and unusable. Three arrived after statistical tests were run. From 133 responses, 72 were used for this study.

### Description of Respondents

The participants in this study were identified by demographic characteristics, educational characteristics, service employment experience, and Work and Family Seminar experience.

#### Demographic Characteristics

Table II provides a description of the sample. Seventy-one (99%) females and one (1%) male were identified as marketers. The majority of marketers (58 or 81%) were between the ages of 36 and 55 years. Six were younger than 35 years of age and eight were over 55 years of age.

Sixty-two (86%) respondents were married and 10 (14%) were either single, divorced or widowed. Thirty-one (43%) marketers had no dependents while 41 (57%) had from one to four dependents.

#### Educational Characteristics

The educational characteristics are identified in Table III by frequency, percent, and cumulative percent. The highest level of degree and the academic majors earned by the respondents are recorded. The majority (46, 64%) of marketers reported a master's degree or higher. Five of

the 46 marketers reported an earned doctorate. Twenty-six (36%) respondents had less than a master's degree. The frequency response by state and the service area population of respondents (Tables XX and XXI) are identified in Appendix D.

TABLE II  
DEMOGRAPHIC CHARACTERISTICS OF  
RESPONDENTS

N=72

Variable	Frequency		Percent Cumulative
<b>Gender</b>			
Female	71	98.61	98.61
Male	1	1.38	99.99 <sup>a</sup>
<b>Age</b>			
Under 26	1	1.38	1.38
26-35	5	6.94	8.32
36-45	39	54.17	62.49
46-55	19	26.38	88.87
Over 55	8	11.11	99.98 <sup>a</sup>
<b>Marital Status</b>			
Single, never married	5	6.94	6.94
Married	62	86.11	93.11
Divorced	4	5.55	98.60
Widowed	1	1.39	99.99 <sup>a</sup>
<b>Dependents</b>			
0	31	43.06	43.06
1	10	13.89	56.95
2	17	23.61	80.56
3	11	15.28	95.84
4	3	4.16	100.00

<sup>a</sup>Cumulative percent does not total 100 due to rounding.



TABLE III  
EDUCATIONAL CHARACTERISTICS  
OF RESPONDENTS

N=72

Variable	Frequency	Percent	Percent Cumulative
Highest Level			
Associate	1	1.38	1.38
Bachelor's	8	11.11	12.49
Bachelor's plus	17	23.61	36.10
Master's	20	27.77	63.87
Master's +	21	29.17	93.04
Doctorate	5	6.95	99.99 <sup>a</sup>
Academic Major			
Home Economics	41	56.94	56.94
All others	31	43.05	99.99 <sup>a</sup>

<sup>a</sup>Cumulative percent does not equal 100 due to rounding.

Forty-one (57%) home economics and family studies majors were identified while the remaining 31 (43%) participants reported academic preparation in other than home economics and family studies. Seven of the other than home economics and family studies degrees were in marketing while five participants held business degrees. The nineteen remaining participants identified academic degrees in "other" consisting of education, adult education, or education administration, guidance and counseling, speech, gerontology, social work, videography, and fashion merchandising.

A summary of semester hours and continuing education units (CEUs) of academic preparation in marketing are iden-

tified on Table IV. Although employed primarily in the marketing of the seminars, 53 (74%) had less than 4 semester hours in marketing. Fourteen reported having from 4 to 12 semester hour while five marketers reported 19 or more semester hours earned.

TABLE IV  
ACADEMIC PREPARATION IN MARKETING

N=72

Variable	Frequency	Percent	Percent Cumulative
<b>Semester Hours</b>			
0-3	53	73.61	73.61
4-6	8	11.11	84.72
7-9	1	1.38	86.10
10-12	5	6.94	93.04
13-15	0	0.00	93.04
16-18	0	0.00	93.04
19+	5	6.94	100.00
<b>Continuing Education Units</b>			
0-3	22	30.55	30.55
4-6	7	9.72	40.27
7-9	9	12.50	52.77
10-12	5	6.94	59.71
13-15	10	13.88	73.59
16-18	2	2.77	76.36
19-21	8	11.11	87.47
22+	9	12.50	99.97 <sup>a</sup>

<sup>a</sup>Cumulative percent does not equal 100 due to rounding.

Twenty-two (31%) respondents had less than four CEUs in marketing while 9 (13%) had more than 22 clock hours. The range of clock hours for the latter 9 respondents was from 22 to 70 clock hours of formal marketing preparation.

Service Employment Experience

Table V summarizes the service employment experience of responding marketers. Thirteen (18%) marketers reported no previous experience while 23 (32%) reported one to three years, and an additional 22 (31%) had 10 or more years experience in service employment. Previous job titles included educators, sales associates, extension agents, community service program directors, social service/workers, counselors, and a corporate vice president.

TABLE V  
PREVIOUS EXPERIENCE IN SERVICE INDUSTRY

N=72

Variable	Frequency	Percent	Percent Cumulative
Number of Years			
NONE	13	18.05	18.05
1-3	23	31.94	49.99
4-6	7	9.72	59.71
7-9	7	9.72	69.43
10+	22	30.55	99.98 <sup>a</sup>

<sup>a</sup>Cumulative percent does not equal 100 due to rounding.

Work and Family Institute Experience.

According to Table VI, 16 (22%) marketers reported less than one year experience in the Work and Family Insti-

tute (WFI) while 52 (77%) had been with WFI from one to seven years. Only four marketers (6%) had been employed with WFI for more than seven years.

TABLE VI  
WORK AND FAMILY INSTITUTE EXPERIENCE

N=72

Variable	Frequency	Percent	Percent Cumulative
Years			
Less than 1	16	22.22	22.22
1-2	29	40.27	62.49
3-4	13	18.05	80.54
5-6	10	13.88	94.42
7-8	2	2.77	97.19
9+	2	2.77	99.96 <sup>a</sup>

<sup>a</sup>Cumulative percent does not equal 100 due to rounding.

The questionnaire asked marketers to indicate the number of hours per week spent in the marketing of the Work and Family Seminars as well as hours instructing and/or other responsibilities. Five marketers (7%) said they did not spend any time in formal marketing activities as seminars were available on demand with the reputation of the quality of seminars as the only marketing activity responsible for marketing at the respective sites. Nine respondents (13%) spent one hour per week in marketing while 14 respondents (19%) said they marketed for two hours per week. Eight respondents (11%) spent five hours in

marketing while nine (13%) reported ten hours per week in marketing activities. Fifty-five marketers (73%) reported marketing less than ten hours per week. Refer to Table VII for a summary of frequency, percent and cumulative percent for hours per week spent in marketing activities by the 72 participants of this study.

TABLE VII  
HOURS PER WEEK IN MARKETING

N=72

Variable	Frequency	Percent	Percent Cumulative
Hours: 0 <sup>a</sup>	5	6.94	6.94
1	9	12.50	19.44
2	14	19.44	38.88
3	5	6.94	45.82
4	5	6.94	52.76
5	8	11.11	63.87
6	5	6.94	70.81
7	1	1.38	72.19
8	3	4.16	76.35
10	9	12.50	88.85
12	1	1.38	90.23
15	2	2.77	93.00
17	1	1.38	94.38
19	1	1.38	95.76
20	2	2.77	98.53
25	1	1.38	99.91 <sup>b</sup>

<sup>a</sup>Seminars sold by reputation only.

<sup>b</sup>Cumulative percent does not equal 100 due to rounding.

The range of hours per week in formal marketing activities was from zero to 25 hours with one at 25 hours and

two marketing 20 hours per week. The average number of hours per week spent marketing by the 72 respondents was 5.64 hours. Participants stated the amount of time presenting seminars per week was 3.63 hours with 9.41 hours per week in other duties consisting of preparation time, administrative work, and report writing. Nine of the 72 marketers worked 40 hours per week. Although being employed full time, 63 or 88% of the respondents were employed part-time in the Work and Family Seminars Institute in addition to other unrelated responsibilities at the place of employment. One marketer, who also was identified as an administrator, worked at the place of employment 60 hours per week.

The total hours worked per week by 72 Work and Family marketers was 1,345 hours for an mean of 18.68 hours per week. (Refer to Table VIII.) However, only 406 of the total hours worked were spent in marketing while instruction consumed 261 hours and other duties consumed the remaining 678 hours.

The number of seminars marketed and presented in the six months period was 1,316 by 61 marketers for an average of 21.57 seminars per marketer within the reporting period. Eleven responded that no seminars were placed in the last six months period.

TABLE VIII  
SUMMARY OF HOURS PER WEEK SPENT  
IN WORK AND FAMILY TASKS

N = 72

Task	Total Hours	Average Hours
Marketing	406	5.64
Instruction	261	3.63
Other	678	9.42
Total	1345	18.69

Responses to Questionnaire Summarized  
in Frequencies and Means

Part I of the questionnaire requested responses regarding how much participants used each of the thirty-four marketing strategies, how comfortable they felt in the use of each of the strategies, and how competent they felt in the use of each of the strategies. The form of response was a five-point Likert-type scale where "1" was associated with low use and "5" was associated with high use. Tables XXII, XXIII and XXIV in Appendix E present the frequencies and means for the marketers' responses.

A visual analysis of the data in Tables XXII, XXIII and XXIV indicates that the respondents did utilize the entire range of available responses. The visual analysis also helps to describe what is actually happening as mar-

keters implement strategies included in the WFI marketing plan as well as other marketing strategies not included in the WFI plan. Means for the individual strategies indicate that informal presentations (3.90), descriptive brochures (4.24), person to person interviews (3.83), listening to client (4.18), and facilitating the seminars (4.00) were most often used while slide/tape presentations (1.88), regularly scheduled advertisements (1.89), computer data bank (1.49), marketing video (1.63), and marketer's resume in portfolio (1.76) were least often used.

A description of the comfort respondents felt in the use of the marketing strategies presents a similar story in regard to the strategies used most often. Again, these strategies utilized most often as indicated by their respective mean scores were informal presentations (4.36), descriptive brochures (4.30), person to person interviews (4.07), listening to client (4.35), and facilitating the seminars (4.31).

The least amount of comfort, as indicated by mean scores, was experienced in the use of formal presentation with sales book (2.54), drop in/cold calling (2.33), computer data bank (1.89), telemarketing (2.19), marketing video (2.36), marketer's resume in portfolio (2.51), and marketing research (2.53).

A description of the competence participants felt in the use of the marketing strategies presents a very similar response with the same marketing strategies being identi-



fied as high use, high comfort in use, and high competence in use. Competence means scores for informal presentations (4.34), descriptive brochures (4.28), person to person interviews (4.13), listening to client (4.32), and facilitating seminars (4.39) clustered in a narrow range from 4.13 to 4.39, a finding very similar to the range of the means found for comfort with selected strategies. The least amount of competence was associated with the use of the computer data bank (1.87) and telemarketing (2.30).

While one might expect the use, comfort, and competence means to be very similar for individual strategies, means did vary for some strategies. For example, the written marketing plan, invitations to breakfasts/lunches, slide/tape presentations, media use, news releases, regularly scheduled advertisements, exhibits at shows/malls, marketing video, resume in portfolio, and signing the contract with the client produced lower means in the use of the marketing than in the comfort and competence expressed in using the marketing strategies. However, the differences noted when examining the factor means for use, for comfort, and for competence did not vary more than .57 with the exception of a difference of .93 in Factor Four. When means for a single strategy did vary considerably, the finding calls attention to a deviation worthy of special attention in planning program revisions and/or continuing education for marketers.

Factor Analysis of Use of Marketing  
Strategies

The purpose of factor analysis was to determine the underlying structure of the items included in the marketing plan and reduce the number of variables to be used in the procedural model for the marketing of Work and Family Seminars. The varimax rotation method provided a orthogonal matrix to analyze the variables for the extent of use. Tables IX, X, XI, XII, and XIII list the items and their factor loadings as determined by the varimax rotations.

TABLE IX  
VARIMAX ROTATED FACTOR 1 LOADINGS FOR  
EXTENT OF USE OF THE MARKETING  
STRATEGIES

Item	Factor Loading
Written mission and goals	.680
Written marketing plan	.728
Regularly scheduled ads	.530
Internal marketing	.507
Marketing portfolio	.410
Daily plan/marketing	.665
Marketing research	.567
Continuous monitoring	.708
Evaluation of marketing	.709

TABLE X  
 VARIMAX ROTATED FACTOR 2 LOADINGS FOR  
 EXTENT OF USE OF THE MARKETING  
 STRATEGIES

Item	Factor Loading
Letters of orientation	.583
Formal presentations	.552
Descriptive brochures	.641
Meeting objections	.732
Closing the sale	.640
Signing the contract	.591
Pricing with formula	.805

TABLE XI  
 VARIMAX ROTATED FACTOR 3 LOADINGS FOR  
 EXTENT OF USE OF MARKETING STRATEGIES

Item	Factor Loading
Informal presentations	.666
Exhibits/Tradeshows/Malls	.718
Advisory committee input	.463
Person to person interview	.493
Listening to clients	.576
Testimonials from clients	.444
Needs assessments	.496
Facilitating seminars	.666

TABLE XII

VARIMAX ROTATED FACTOR 4 LOADINGS FOR  
EXTENT OF USE OF MARKETING STRATEGIES

Item	Factor Loading
Invitations to breakfast	.518
Slide/Tape presentation	.630
Media use	.576
News releases	.614
Computer databank	.670
Marketing video	.446

TABLE XIII

VARIMAX ROTATED FACTOR 5 LOADINGS FOR  
EXTENT OF USE OF MARKETING STRATEGIES

Item	Factor Loading
Telemarketing	.760
Telephone log book	.639
Marketer's resume/portfolio	.511

The variables identified by Factor One in regard to use were written mission and goals, written marketing plan, regularly scheduled advertisements, internal marketing after the sale, marketing portfolio, daily marketing plan, marketing research, continuous monitoring of marketing, and evaluation of the marketing plan. The mean for factor one was 2.55.

Factor Two identified letters of orientation, formal presentation with sales book, descriptive brochures, meeting clients' objections, closing the sale, signing the contract, and the pricing of the seminar. The dimensions identified are person to person contacts with those who are considering purchasing the seminars. The factor two mean was 3.06.

The marketing functions and strategies that produced a correlation in Factor Three were informal presentations, exhibits at trade shows/malls, advisory committee input, person to person interviews, listening to potential clients, testimonials from clients, needs assessments, and facilitating the seminars. The mean score was 3.47.

Factor Four included invitations to breakfasts/lunches, slide/tape presentations, media use, news releases, computer assisted data bank, and a marketing video. Factor four identified the impersonal approach to marketing. Factor four provided the lowest factor mean (2.06) score in regard to extent of use of the Work and Family Institute marketing strategies.

Factor Five was composed of telemarketing, telephone log book, and marketer's resume in the portfolio which provided a factor mean score of 2.11.

Refer to Table XIV for a summary of factor mean scores of use and the means scores for extent of comfort and competence in regard to the marketing strategies identified in each of the five factors. Refer to Appendix F to view

the use, comfort, and competence mean scores for the items in each of the five factors as determined by the factor analysis procedure.

TABLE XIV  
 FACTOR MEAN SCORES FOR EXTENT OF USE,  
 COMFORT AND COMPETENCE

N = 72<sup>a</sup>

Factor	Use Mean	Comfort Mean	Competence Mean
Factor 1	2.49	3.02	3.06
Factor 2	3.06	3.28	3.38
Factor 3	3.47	3.91	3.98
Factor 4	2.06	2.91	2.99
Factor 5	2.11	2.53	2.61

<sup>a</sup>Total may not equal 72 due to missing data.

#### Analysis of Hypotheses

Five hypotheses were tested in an effort to determine relationships that might exist among the variables. The Statistical Analysis System (SAS) was used to compute the Fisher's exact test. The null hypotheses were rejected when the probability was equal to or less than a .05 level of significance.

## Relationship Between Use of the Marketing Plan and Demographics

Hypothesis one stated there is no significant relationship between marketing personnel's use of the components of the marketing plan and selected variables. The variables tested with the use of the marketing strategies were marketer's age, family composition, academic preparation, business and industry experience, and hours per week in marketing activities. Table XV provides a summary of significant relationships between the use of the marketing strategies and selected variables and the probability values as determined by Fisher's exact test.

Thirty-four marketing functions and strategies were statistically tested in relationship to selected variables. The respondents indicated from a low extent to a high extent of use for each of the marketing functions and strategies. For each test throughout the study, data were organized into two by two contingency tables. Response at levels "1", "2", and "3" were classified as low, while responses at levels "4" and "5" were classified as high.

Age. For analysis, the ages of the participants were classified with the younger marketers being those less than 45 years of age and the older group as those 46 years and older. There were 45 younger participants and 27 older marketers identified in this study. As indicated by Table XV, four of the 34 marketing functions and strategies were

TABLE XV

SUMMARY OF SIGNIFICANT RELATIONSHIPS  
BETWEEN USE OF MARKETING  
STRATEGIES AND SELECTED  
DEMOGRAPHIC VARIABLES

N = 72

Variable Function/Strategy	p
<hr/>	
Age	
Written marketing plan	.00004
Media use	.00485
News releases	.011
Evaluation of marketing plan	.035
<hr/>	
Marital Status	
Resume in portfolio	.027
<hr/>	
Dependents	
Written mission and goals	.027
<hr/>	
Major Academic Preparation	
Descriptive brochures	.032
Advisory committee input	.030
Marketing Research	.023
<hr/>	
Semester Hours	
News releases	.028
Pricing with formula	.008
<hr/>	
Continuing Education Units (CEUs)	
Pricing with formula	.008
<hr/>	
Previous Service Experience	
Written marketing plan	.006
<hr/>	
Years of Work and Family Employment	
Slide/tape presentation	.034
Marketing portfolio	.035
Signing contract	.036
<hr/>	
Hours/Week Marketing	
Booths/display trade shows	.020
Person to person interview	.039
Listening to client	.016
Meeting clients' objections	.015
Closing the sale	.0003
Signing contract w/client	.042
Continuous monitoring	.036



significantly related to age. Those were written marketing plan, media use, news releases, and evaluation of marketing plan.

Ninety-one percent (40) of the younger respondents were identified as low users of a *written marketing plan*. In contrast the majority (15 or 56%) of the older marketers were identified as high users of this marketing strategy. Fisher's exact test provided a probability value equal to .00004.

*Media use* consisted of radio, television, and public service announcements. The younger age group identified 39 (54%) respondents indicating low use of this marketing activity. Likewise, the majority, 15 of the 27 in the older age group reported low use of the media. Only 18 (25%) of total participants indicated greater use of radio, television, and public service announcement media. A significant relationship existed with  $p = .00485$ .

However, the majority (56%) of the older participants were among the higher users of *news releases* while 34 (76%) of the younger marketers reported low use of this marketing strategy. This marketing strategy was significant with  $p = .011$ . One might assume that past experiences in using news releases had been positive for those age 46 and older.

Seventy-one percent of the respondents indicated a low extent of use in *evaluating the marketing plan*. Of the low users, 36 were in the younger age group. Only 12 of the 21 indicating higher use were in the over 45 age group.

Significance was determined with  $p = .035$ . This is opposite of what one would expect when the majority of responses are from home economics and related majors whose pre-professional and graduate curricula have emphasized evaluation as an integral part of program planning and implementation.

Marital Status. Sixty-two (86%) of the marketers were married. Ten (14%) were unmarried. Low use of the *marketer's resume* being included in the marketing portfolio was noted across both groups. Fisher's exact test calculated  $p = .027$ . However, the unmarried high users were four times more likely than the married participants to use this marketing activity. The low use of this activity in general might be associated with the concept that the quality of the program being marketed rather than marketer's credentials tends to account for more sales.

Dependents. As indicated in Table II thirty-one participants reported having no dependents. The only significant finding related to dependents and the use of the marketing plan was in the use of a *written mission and goals* ( $p = .027$ ). The majority (73%) of people with one or more dependents identified themselves as low users of this marketing function or strategy while the majority (55%) of marketers with no dependents reported high use of the written mission and goals. One could speculate that

individuals without dependents may have more time to fully implement the various activities of the marketing plan.

Highest Degree. There were no marketing strategies or functions identified as significant at  $<.05$  in relationship to the highest degree held by the participant.

Major Academic Preparation. Descriptive brochures ( $p = .032$ ), advisory committee input ( $p = .030$ ), and marketing research ( $p = .023$ ) were the variables determined as significant in relationship to the major degree held by the respondents. Forty-one (57%) participants declared home economics and/or family studies while 31 (43%) held various majors other than home economics/family studies.

Fifty-nine (82%) of the participants indicated a higher use of *descriptive brochures*. Twenty-nine in the higher use category were marketers with academic preparation in disciplines other than home economics. The home economics and family studies participants were responsible for 11 (85%) of the lower users of descriptive brochures while 29 (94%) of those other than home economics used descriptive brochures to a higher extent. Conversely, only 2 or 6% of the persons having degrees other than home economics were lower users of descriptive brochures which certainly distinguished them as being in an extreme minority.

Twenty-two (31%) of the participants with other than home economics/family studies degrees indicated low use of

*advisory committee input*. In contrast 54% of home economics and family studies respondents were higher users of advisory committee input. However, this 54% of home economics and related degree holders were not as high as anticipated because home economics programs and more specifically, vocational home economics programs are dependent upon advisory committee input.

As indicated in Figure 2, sixty (83%) of the total marketers reported low use of *marketing research* while twelve reported high. Nine of the 12 participants

LOW	22 (30.56%)	38 (52.78%)	60 (83.33%)
USE OF MARKETING RESEARCH			
HIGH	9 (12.50%)	3 (4.17%)	12 (16.67%)
	31 (43.06%)	41 (56.94%)	72 (100.00%)
	OTHER DEGREES	HOME ECONOMICS/ FAMILY STUDIES	

Figure 2. Contingency Table for Use of Marketing Research by Degrees Held

reporting high use of marketing research were those with degrees in disciplines other than home economics/family studies. To the contrary, 63% or 38 respondents in the low use category were home economics/family studies degree

holders. This was not an anticipated response as successful marketing is dependent upon research. Marketing research is necessary to understand marketing problems. Nonprofit organizations increasingly find they do need marketing research.

Semester Hours. News releases ( $p = .028$ ) and pricing with formula ( $p = .008$ ) were the two activities within the marketing plan that were significantly related to the participants' semester hours earned in marketing. Seventy-four percent (53) of the marketers had earned less than four semester hours in marketing and of these, 38 were low users of news releases. Eleven of nineteen marketers, with four or more semester hours in marketing, were higher users of news releases.

Fifty-three percent of the survey participants expressed low use of pricing with a formula. The high use categories represented 34 marketers with 20 of them having earned less than four semester hours in marketing.

Continuing Education Units (CEUs). Pricing with a formula was the only variable of significance relating to acquiring clock hours or continuing education units (CEUs) in marketing instruction. Thirty-eight marketers reported acquiring less than 10 CEUs while 34 marketers reported earning 10 or more CEUs in marketing. However, nine of the 34 reported attending more than 21 clock hours on marketing. One respondent had experienced 70 CEUs in

marketing while six others reporting 30 or more clock hours. From the findings that 34 participants earned 10 or more CEUs in marketing, it seems evident that there is a perception that seminars, courses, or clock hours in marketing enhance one's marketing ability.

The significance of the variable, *pricing with a formula*, is indicated with the probability equal to .008. Twenty-six of those marketers with less than 10 CEUs of marketing instruction were low users of this activity while twenty-two marketers with 10 or more CEUs indicated high use of this activity.

Previous Service Work. The respondents were asked to identify previous service work experience which was statistically tested with the use of the 34 marketing strategies. The only variable of significance was the use of a written marketing plan ( $p = .006$ ). As indicated in Table V, 13 marketers had no previous experience, 23 had from one to three years experience, and 36 had worked in the service sector four or more years.

Fifty-two marketers were low users of a *written marketing plan* with 31 of the low users having worked less than four years in service work. Only four, with less than four years experience, indicated high use of the *written marketing plan*. The low use of a written marketing plan indicates an apparent lack of a clear plan for the marketing of the seminars.

Work and Family Employment. As shown in Table VI, 45 (63%) of the marketers were employed by the network less than three years. The greatest frequency (29) of participants had been in the network from one to two years. Four marketers indicated more than six years experience in marketing the seminars.

Ninety-three percent of marketers employed less than three years indicated low use of the *slide/tape marketing presentation* with  $p = .034$ . In contrast seven marketers with more than three years experience were using slide/tape presentations to a higher extent of use.

The majority of marketers, 51 of 71%, expressed low use of a *marketing portfolio* with  $p = .035$ . However, 50% of the total sample participants indicating lower use were employed less than three years with WFI. Twelve in the higher use category indicated more than three years experience in the network.

The relationship between *signing the contract* and the number of years of employment with WFI was significant with  $p = .036$ . Thirty-five, with less than three years employment, responded as lower users of this function compared to the higher user/greater years of employment having an observed frequency of 13 participants. This may be a contributing factor to low numbers of seminars being presented after the marketing. One would expect a contract to be signed. Hence, with no signed contract the business firm might not feel obligated for the actual presenting of

the seminar. This was an identified concern with one of the states participating in this study. Concerns were expressed that seminars were marketed, informally contracted but never presented.

Hours per Week in Marketing. According to Table VIII marketers worked an average of 18.69 hours per week with only 5.64 hours in marketing activities. Although the respondents reported working at marketing activities an average of 5.64 hours per marketer, 55 reported marketing less than 10 hours per week. Only 17 reported marketing 10 or more hours per week.

A significant relationship exists between the *hours per week spent in marketing* and the use of the following marketing strategies. Those variables significant at  $p < .05$  were the marketing exhibits at trade shows and/or malls ( $p = .020$ ), person to person interviews ( $p = .039$ ), listening to the client ( $p = .016$ ), meeting clients objections ( $p = .015$ ), closing the sale ( $p = .0003$ ), signing the contract ( $p = .042$ ), and the continuous monitoring of marketing activities ( $p = .036$ ).

The use of *marketing exhibits at trade shows and/or malls* resulted in the lower the number of hours spent in marketing the lower the extent of use of the marketing activity observed. Forty-five (63%) participants, represented in the less than 10 hours worked and low use category, indicated a conservative attitude in time available and time usage. Eight of the 17 individuals



reported marketing 10 or more hours per week with high use of this activity. Significance was determined with  $p = .020$ .

The majority of respondents, 55 or 76%, working less than 10 hours per week, identified 32 higher users of *person to person interviews*. In contrast the 17 participants marketing 10 or more hours per week identified 15 who used *person to person interviews* to a higher extent of use. A probability equal to .039 was determined by Fisher's exact test.

*Listening to the client* was significant in this study only in relationship to the hours per week spent in marketing activities ( $p = .016$ ). All of the lower use participants, 14 (20%), were those marketing less than 10 hours per week while the remaining participants, 57 (80%), indicated higher use of *listening to clients*. Seventeen of these 57 participants marketed more than 10 hours per week. Again, *listening* is identified as extremely important in an effort to determine the clients' needs.

A majority of 41 marketers, working less than 10 hours weekly, reported low use in *meeting clients' objections* while 23 (32%) of total marketers indicated higher use in *meeting clients' objections*. Ten of these 23 identified as high users worked more than 10 hours per week. Probability of significance was equal to .015.

*Closing the sale* was significantly related to the number of hours spent in marketing per week ( $p = .0003$ ).

Sixty-two percent indicated lower use in closing the sale. Fourteen marketers, marketing less than 10 hours per week, and 17, marketing more than 10 hours per week, reported higher use of closing the sale. The trend that can be identified is those who market more than 10 hours per week are much more likely to experience closing the sale.

*Signing the contract* as a part of closing the sale was also found to be significantly related to the hours of marketing activity ( $p = .042$ ). Forty-nine marketers indicated lower use while 23 indicated higher use of signing the contract. Forty-one who indicated low use, spent less than 10 hours per week in marketing activities. The remaining eight in the low use category reported spending more than 10 hours per week in marketing. Fourteen of the participants indicating higher use of this activity reported spending less than 10 hours per week in marketing activities. This might indicate that a formal written contract is perhaps not the most used method for finalizing the sale.

A majority of 47 (65%) participants, working less than 10 hours per week in marketing, indicated low use of *continuous monitoring of the marketing activities* while only seven participants, marketing more than 10 hours per week, indicated high use of this important marketing strategy. This might be an indication that those working more hours per week are aware of what is required to be successful and the monitoring might be an unconscious part

of that marketing process. Probability of significance was .036.

Hypothesis one stated there is no significant relationship between marketing personnel's use of the components of the marketing plan (marketing functions and strategies) and selected variables. The significant relationships as determined with  $p < .05$  are identified in Table XV. Hypothesis one was rejected only for those variables and marketing strategies identified in Table XV.

Relationship Between Utilization of  
Marketing Plan and Number of Seminars  
Presented

Hypothesis two states there is no significant relationship between the extent of marketing personnel's utilization of the marketing plan and the number of seminars presented by Work and Family instructors during a six month period. As indicated by Table XVI ten strategies were significantly related to the number of seminars presented. Written mission and goals and marketing portfolios were significant at  $p < .001$ . Advisory committee input, needs assessment, and facilitating seminars were significant at  $p < .01$ . The marketing strategies determined significant ( $p < .05$ ) are as follows: regularly scheduled advertisements; booths and exhibits at trade shows and/or malls; internal marketing after the sale; a daily plan for marketing; and evaluation of the marketing plan.

TABLE XVI

SUMMARY OF SIGNIFICANT RELATIONSHIPS  
BETWEEN USE OF MARKETING STRATEGIES  
AND NUMBER OF SEMINARS PRESENTED

Function/Strategy	p
Written mission/goals	.001
Scheduled advertisements	.037
Booths/displays trade shows	.036
Advisory committee input	.004
Internal marketing/sale	.022
Marketing portfolio	.0004
Needs assessment	.004
Daily plan for marketing	.016
Facilitating seminars	.007
Evaluation of mktg plan	.022

The range of seminars presented during the six months period was from zero placed by eleven marketers to 157 seminars placed by one marketer. In contrast, 61 marketers were responsible for marketing and placing 1,316 seminars. Fifty marketers, marketing fewer than 20 seminars, marketed and presented 245 seminars for an average of 4.9 seminars per marketer. In contrast 22 marketers, marketing more than 20 seminars, were responsible for 1,071 seminars marketed and presented in the six months reporting period. The average number of seminars marketed and presented by the 22 marketers was 48.68 seminars.

The use of *written missions and goals* was significantly related to the number of seminars presented at  $p = .001$ . Thirty-seven of the 50 participants marketing fewer than 20 seminars indicated low use of written mission

and goals while 15 (68%), marketing more than 20 seminars, indicated higher use of this marketing strategy. Only 13 of those marketing less than 20 seminars indicated a high use of written mission and goals. In contrast, seven of the 22 participants marketing the greater number of seminars indicated low use of this strategy. The 37 low user participants, with fewer than 20 seminars marketed, appear to have a low commitment to the Work and Family job responsibility while the high users, those marketing 20 or more seminars, are highly committed to their responsibilities as marketers.

Sixty (83.33%) respondents indicated a low use of *regularly scheduled advertisements* while only 12 indicated higher use of this activity. Fifteen (22%) of the low users were among the marketers responsible for more than 20 seminars in the reporting period. Of those placing 20 or more seminars, seven (9.7%) reported using regularly scheduled advertisements to a higher extent of use. This strategy was significant with  $p = .037$ .

The use of *booths and displays at trade shows and malls* was significantly related to the seminars marketed with only 17 participants indicating high use ( $p = .036$ ). Nine of the 17 were marketers placing more than 20 seminars while eight placed less than 20. The lower use of the activity represented 55 (76%) of the respondents with only 14 marketing the greater number of seminars.

Thirty-five participants, marketing fewer than 20

seminars, indicating a low use of *advisory committee input* were representative of 49% of the respondents. The participants marketing more than 20 seminars identified 15 high users and 7 low users of this marketing activity. Probability was equal to .004.

Significance of *internal marketing* was noted with  $p = .022$ . Fifty-one (71%) of the marketers indicated lower use of internal marketing after the sale. The 22 marketers, responsible for placing 20 or more seminars, were equally divided between low use and high use of this strategy. One might suggest that lower use of this strategy could contribute to the fewer number of seminars being marketed and presented by the 50 participants who were marketing less than 20 seminars in the six months period. Internal marketing after the sale should not be neglected. If the marketer wants to make repeat sales to that business or industry, participation at the initial seminar is extremely important.

A very significant relationship ( $p = .0004$ ) was indicated between the use of a *marketing portfolio* and the seminars placed. Fifty-one represented the lower use category with nine of these placing more than 20 seminars. Twenty-one identified higher use of a marketing portfolio. Thirteen of those 21 were responsible for placing more than 20 seminars in the reporting period. The marketers used this portfolio as a guide in the presentations to the prospective clients. One could assume that the formal

presentation to the potential client would be strengthened by the use of the marketing portfolio. A marketing portfolio customized to a potential client should greatly enhance the marketing process.

The significance of the relationship between a *needs assessment* and the seminars marketed was indicated with  $p = .004$ . A majority of participants (40, 56%) indicated higher use of this activity with 22 marketers, placing less than 20 seminars, and 18, placing more than 20 seminars, in the reporting period. Of the 32 indicating lower use of needs assessments, only four were those marketers responsible for placing more than 20 seminars in the study. The needs assessment activity of participants marketing the higher number of seminars seems to support the theory that using a needs assessment in seminar planning provides a content focus and gives the marketer contextual ideas for future seminars presentations.

Fifty-nine of the marketers (82%) identified low use of a *daily plan for marketing* with  $p = .016$ . The lower use category, those marketing fewer than 20 seminars, identified 45 or 63% of the total participants. The higher use of a daily plan by 13 participants represents five marketing less than 20 and eight marketing more than 20 seminars in the reporting period. The higher users apparently felt that a daily plan of activities provided a marketing strategy that helped them become successful marketers. One might assume the daily plan is used by

participants who are more committed to time management strategies.

The marketing strategy, identified as *facilitating the seminar*, was utilized at a higher level by 54 (75%) of the participants. Eighteen (25%) of the participants reported a low use of this strategy. Only one of the eighteen low user participants, indicating facilitating the seminars to a lower extent, was in the category of marketing more than 20 seminars. Thirty-three, marketing fewer than 20 seminars, and 21, placing 20 or more, facilitate the seminars to a higher extent than the low users of this strategy. This indicates the need of providing service after the sale. One might expect these marketers also feel comfortable in facilitating. With  $p = .007$ , a significant relationship was found between the number of seminars placed and facilitating the seminars.

A majority (40 or 80%) of those marketing less than 20 seminars indicated low use of *evaluating the marketing plan*. Of the 22 participants, marketing more than 20 seminars, 11 marketers reported lower use and 11 reported higher use of this marketing function. Clearly, the low use of this strategy was associated with a fewer number of seminars marketed ( $p = .022$ ). One would expect a higher number of respondents identifying with a higher extent of use of evaluation as evaluation is an integral function of the marketing plan.

The marketing strategies and functions significant in



relationship to the number of seminars presented are shown on Table XVI. Hypothesis two stated there is no significant relationship between extent of marketing personnel's utilization of the marketing plan and the number of seminars presented by Work and Family instructors during a six months period. However, ten of the 34 strategies were found to be significant with  $p < .05$ . While it is assumed that some of the 34 strategies might be significant due to chance alone it is highly unlikely that ten such relationships would be found by chance. Therefore, based on Fisher's exact test hypothesis two was rejected for the variables and marketing strategies identified in Table XVI.

Relationship Between Number of Seminars  
Presented and Hours/Week in Marketing

Hypothesis three states there is no significant relationship between the number of seminars marketed and presented in a six months' period and the marketers' hours per week spent in marketing. Using Fisher's exact test to determine if a relationship existed between the number of hours per week spent marketing and the number of seminars marketed provided a probability value equal to .365. The range of time devoted to marketing was from zero to 25 hours per week. The number of seminars presented ranged from zero to 157 seminars marketed and presented in the six months reporting period. Fifty participants were each

responsible for marketing fewer than 20 seminars while 22 participants each marketed 20 or more seminars in the reporting period. An expected association between the number of seminars marketed and the hours spent in marketing was not substantiated. Therefore, with  $p > .05$ , hypothesis three was not rejected.

Relationship Between Seminars Presented  
and Marketers' Feelings of Comfort

Hypothesis four states there is no significant relationship in the number of seminars placed by marketers and their feelings of comfort in the implementation of the components of the marketing plan. As stated in Table XVII five variables were significant in the relationship between the number of seminars placed by marketers and their

TABLE XVII

SUMMARY OF SIGNIFICANT RELATIONSHIPS  
BETWEEN SEMINARS PRESENTED AND  
COMFORT WITH MARKETING  
STRATEGIES

N = 72

Strategy/Function	p
Written mission/goals	.020
Formal presentation	.003
Advisory committee	.018
Telephone log book	.037
Marketing portfolio	.015

feelings of comfort in implementing the components of the marketing plan. Fifty participants were marketing fewer than 20 seminars in the six months period while 22 participants marketed from 20 to 157 seminars in this same period.

Of the 50 marketers who placed fewer than 20 seminars, 26 of this group felt a higher degree of comfort in the use of *written mission and goals* while 24 felt a lower degree of comfort. Only four of the marketers placing more than 20 seminars in the reporting period expressed lower feelings of comfort with written marketing mission/goals while 18 felt higher feelings of comfort with written mission and goals. The relationship between comfort with written mission and goals and number of seminars marketed was significant at  $p = .020$ . The trend appears to be that greater comfort with written mission and goals was definitely associated with a higher number of seminars placed.

A total of 51 respondents expressed a lower extent of comfort in making *formal presentations* to prospective clients. Only 10 of the 51 participants reporting a lower level of comfort placed more than 20 seminars, while 41 placed fewer than 20 seminars in the six months reporting period. In contrast, twelve placing more than 20 seminars, reported making formal presentations with a higher degree of comfort. Lower comfort with formal presentations was

associated with lower number of seminars placed. The probability value was equal to .003.

The 50 respondents, marketing fewer than 20 seminars, were equally divided between a low extent and a high extent of comfort in utilizing *advisory committee input*. Of the 22 participants placing more than 20 seminars in the reporting period, 18 reported a higher level of comfort and only four reported a lower extent of comfort when utilizing advisory input. A significant relationship was indicated with  $p = .018$ . The greater the comfort level with using advisory committee input the greater the number of seminars being placed by the sample in this study.

Thirty-six (50%) of the respondents used the *telephone log* with a lower level of comfort while placing fewer than 20 seminars. Of those placing more than 20 seminars, 12 (17%) indicated using this marketing strategy with a higher level of comfort, while 10 respondents reported a lower level of comfort. Again, low comfort with the strategy was associated with a lower number of seminars placed. The relationship between comfort with use of the telephone log and the number of seminars placed was significant with  $p = .037$ .

Thirty-seven of the 50 marketers who placed less than 20 seminars, reported using the *marketing portfolio* with a lower extent of comfort. In contrast, 13 of the participants declaring a higher extent of comfort were placing more than 20 seminars compared to the nine

expressing a lower level of comfort but marketing more than 20 seminars in the six months reporting period. A significant relationship between lower comfort and a lower number of seminars placed was again noted ( $p = .015$ ).

Hypothesis four stated there is no significant relationship in the number of seminars placed by marketers and their feelings of comfort in the implementation of the components of the marketing plan. As indicated in Table XVII five marketing strategies were determined to be significantly related to the number of seminars placed and the marketers' feelings of comfort in using the 34 marketing strategies and functions ( $p < .05$ ). Hypothesis four was rejected only for the five marketing strategies identified in Table XVII.

#### Relationship Between Seminars Placed and Marketers' Feelings of Competence

Hypothesis five states there is no significant relationship in the number of seminars placed by marketers and the self-perceived level of competence in the marketers' implementation of the components of the marketing plan. Table XVIII presents the six marketing strategies for which the self-perceived extent of competence of the marketers was significantly related to the number of seminars presented in the six months period. Fifty participants reported marketing less than 20 seminars while 22 reported marketing more than 20 seminars in the

six months reporting period.

Thirty-two percent (23) of the respondents indicated a low self-perceived extent of competence in using *written mission and goals* while sixty-eight percent (49) of the respondents expressed a higher level of competence in the use of this marketing strategy. Thirty of those placing

TABLE XVIII

SUMMARY OF SIGNIFICANT RELATIONSHIPS  
BETWEEN SEMINARS PLACED AND  
COMPETENCE WITH MARKETING  
STRATEGIES

Variable	p
Written mission/goals	.031
Formal presentation	.003
Advisory input	.007
Telephone log	.006
Internal marketing	.010
Marketing portfolio	.008

fewer than 20 seminars, and 19 of the 22 marketing more than 20 seminars, indicated a higher level of competence in using written mission and goals. Both categories, as designated by the number of seminars placed, were represented with the majority of marketers feeling a higher level of competence in using written mission and goals as a marketing strategy. However, a much larger proportion of those who marketed the greater number of seminars felt a

higher extent of competence in the use of a written marketing plan. One might assume that written mission and goals gives direction to the marketing and hence, the marketer is more successful in placing seminars as indicated by the number of seminars marketed and placed. The competence felt in use of written mission and goals was significantly related to the number of seminars placed with  $p = .031$ .

Forty-five (63%) of the participants reported feeling a lower extent of competence in making *formal presentations* while marketing the seminars. Only 27 (38%) marketers expressed a greater feeling of competence in this activity. Thirty-seven of the 50 participants who reported marketing fewer than 20 seminars in the six months period indicated a lower feeling of competence, while 14 of the 22 marketing more than 20 seminars, indicated a higher level of competency in formal presentations made during the marketing process. Those 22 participants, eight of which expressed a lower level and 14 a higher level of competence, were each placing more than 20 seminars in the six months reporting period. Again, a greater proportion of those marketing a greater number of seminars felt a higher extent of competence with formal marketing presentations with the level of significance indicated by  $p = .003$ . A higher extent of competence felt by the participants is reflected in their ability to be successful in placing a greater number of seminars.

The 50 participants who placed fewer than 20 seminars were equally divided in number in respect to the level of competence experienced by the availability of the advisory committee input. Only three of the participants, marketing more than 20 seminars, expressed a low competence level while 19 expressed a higher extent of competence while placing the greater number of seminars in the reporting period. With the  $p = .007$  it appears that competence in utilizing advisory input is highly important to success in marketing seminars.

Forty-seven (65%) marketers expressed a lower extent of competence and 25 a higher extent of competence in using the telephone log for records of contacts by phone. A slightly greater number (13) of participants indicated feeling a higher level of competence while placing more than 20 seminars in the reporting period. Nine of those expressing a lower level of competence were also marketing more than 20 seminars while 12 marketers with higher feelings of competence were identified as placing fewer than 20 seminars. The level of significance for the self perceived level of competence with use of a telephone log was  $p = .006$ .

Internal marketing after the sale was indicated at a lower feeling of competence by 40 (56%) of the marketers while 32 (44%) expressed a higher level of competence. Only 15 of 32 expressing a higher level were placing more than 20 seminars. In contrast, seven of the 40 expressing



a low extent of competence were placing more than 20 seminars. Those participants who placed the greater number of seminars were two times more likely to feel higher levels of competence with internal marketing while the opposite was true for those placing fewer seminars. The design and posting of seminars internally could easily be enhanced by using a computer to design flyers for internal distribution. Competence with internal marketing after the sale was significantly related to the number of seminars placed at  $p = .01$ .

The use of a *marketing portfolio* in relationship to number of seminars placed and the extent of competence felt was significant with  $p = .008$ . Fifty-seven percent (41) of the marketers felt a lower extent of competence in using this marketing strategy. Forty-three percent (31) expressed a higher extent of competence with 16 participants marketing fewer than 20 seminars and 15 marketing more than 20 seminars in the reporting period. The participants marketing more than 20 seminars resulted in double the number of participants in the higher extent of competency than in the lower extent of competency. Again, those participants who feel a higher level of competency in the use of the marketing activity tend to be responsible for placing more seminars.

Hypothesis five stated there is no significant relationship in the number of seminars placed by marketers and the self-perceived level of competence in the marketers

implementation of the components of the marketing plan. Table XVIII lists six variables that were significant at  $p < .05$ . Based on Fisher's exact test, hypothesis five was rejected only for the marketing strategies and functions identified in Table XVIII.

#### Summary of Findings in Relationship to the Marketing Strategies

A summary of significant results for the relationship between marketing strategies and the selected variables is provided in Table XIX. The range of significant findings indicated for the 34 marketing strategies and functions is from zero to four. The functions and strategies that produced no significant relationships with the variables were letters of orientation, breakfast and/or lunch invitations, informal presentations, cold calling, computer data bank with business/industry information, telemarketing, marketing video, and testimonials from clients.

The marketing strategies and functions that were identified with the greatest frequency of significance were written mission and goals, advisory committee input, and the marketing portfolio which were identified as significant in relationship to four variables. Significant to the written mission and goals were the following: (1) dependents; (2) number of seminars; (3) extent of comfort; and (4) extent of competence.

TABLE XIX  
SUMMARY OF SIGNIFICANT RESULTS FOR THE  
RELATIONSHIPS BETWEEN MARKETING  
STRATEGIES AND SELECTED  
VARIABLES<sup>a</sup>

Marketing Functions & Strategies	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTAL
1. Written mission and goals .....			X							X	X	X		4
2. Written marketing plan .....		X						X						2
3. Letters of orientation .....														0
4. Invitations to breakfasts/lunches .....														0
5. Informal presentations .....														0
6. Slide/tape presentation .....								X						1
7. Formal presentation w/sales book .....											X	X		2
8. Media use: Radio, TV, PSA .....		X												1
9. News releases .....		X				X								2
10. Regularly scheduled advertisements .....										X				1
11. Booths/displays at trade shows/malls .....										X	X			2
12. Descriptive brochures .....				X										1
13. Drop in/cold calling .....														0
14. Computer data bank with B/I data .....														0
15. Advisory committee input .....					X					X	X	X		4
16. Telemarketing .....														0
17. Telephone log book .....											X	X		2
18. Person to person interview .....									X					1
19. Listening to client .....									X					1
20. Internal marketing after sale .....										X		X		2
21. Marketing video .....														0
22. Marketing portfolio .....								X		X	X	X		4
23. Marketer's resume in portfolio .....			X											1
24. Testimonials from clients .....														0
25. Needs assessment for seminar .....									X					1
26. Daily plan for mktg activities .....									X					1
27. Meeting clients' objections .....								X						1
28. Closing the sale .....								X						1
29. Signing contract w/client .....								X	X					2
30. Facilitating seminars .....										X				1
31. Marketing research .....				X										1
32. Continuous monitoring of mktg .....										X				1
33. Evaluation of mktg plan .....			X							X				2
34. Pricing with formula .....						X	X							2
<b>Totals:</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>7</b>	<b>10</b>	<b>5</b>	<b>6</b>	

<sup>a</sup>LEGEND:

1 = age  
2 = marital status  
3 = dependents  
4 = highest degree  
5 = major/academic

6 = semester hours  
7 = clock hours  
8 = service work  
9 = W & F employment  
10 = hours/week/marketing

11 = number of seminars  
12 = comfort  
13 = competence

Advisory committee input was significant in relationship to (1) major academic degree held by the marketer, (2) the number of seminars marketed and placed in the six months reporting period, (3) the level of comfort, and (4) the level of competence felt by the marketer in the utilization of the marketing strategies.

The marketing portfolio was significant by the following variables: (1) Work and Family Institute employment; (2) number of seminars marketed and placed in the reporting period; (3) level of comfort; and (4) level of competence.

Use of a written marketing plan, a formal presentation with a sales book, regularly scheduled news releases, booths/display exhibits at trade shows/malls, telephone log book, internal marketing after the sale, signing contract with the client, evaluation of the marketing plan, and pricing with a formula were each identified as significant with probability equal to or less than .05 for two variables.

From an examination of Table XIX, one notes that the background variables most often related to marketing strategies were hour per week spent in marketing and number of seminars placed. While hypothesis three regarding a direct relationship between the number of seminars placed and the hours per week spent in marketing was not found to be significant, it becomes especially important to examine whether or not there is an overlap in the marketing

strategies found to be significant for each of the previously mentioned background variables. In fact, there was only one such overlap, i.e., booths/displays at trade shows/malls. Since most of the strategies significantly associated with hours per week spent in marketing were not significantly related to the number of seminars marketed one might further examine the utility of strategies that were not significantly related to the number of seminars presented. Those strategies most closely related to seminars placed might be emphasized more in marketing training and development.

The respondents, placing fewer than 20 seminars, indicated a significantly lower extent of use of written mission and goals, regularly scheduled ads, booths and exhibits at trade shows/malls, advisory committee input, marketing portfolio, daily marketing plan, and evaluation of marketing. In contrast, those participants placing more than 20 seminars, used to a greater extent a written mission and goals, advisory committee input, marketing portfolio, needs assessment, and facilitating the seminars.

Those marketers spending less than 10 hours per week in marketing strategies tended to use person to person interviews and listening to clients to a higher extent than the other marketing strategies. Again, the majority indicated a lower extent of use of booths/displays, meeting objections, closing the sale, signing the contract, and continuous monitoring of marketing. In contrast, those

participants who indicated working in marketing more than 10 hours per week indicated a higher extent of use of the person to person interview, listening to clients, meeting objections, closing the sale, and signing the contract. The identification of these marketing strategies that seem to be effective in placing a greater number of seminars might provide the sites with suggestions for in-service training.

The marketing strategies that were significantly related to extent of comfort and extent of competence were written mission and goals, advisory committee input, marketing portfolio, telephone log, and formal presentations with a sales book. This, too, might provide suggestions for topics to be included in the training of new WFI personnel as well as in-service training for those in the network.

See Tables XV, XVI, XVII, and XVIII for the probability values yielded by Fisher's exact test. Refer to Appendix E for frequencies and means for the 34 marketing strategies and extent of use, extent of comfort, and extent of competence.

In this study, a total 476 Fisher's exact tests were conducted in order to test five hypotheses. Forty-four or 9% were found to be significant with  $p < .05$ . When conducting this number of tests, one would expect some significance due to chance alone. Therefore, the significant relationships found are cautiously regarded

especially in instances where a background variable was significant for only two or fewer of the marketing strategies. This evaluation study has served the function of calling into question some marketing strategies for which significant results were never found. However, additional research is advised where background variables were found to be most important in relationship to the marketing strategies that seem most closely associated with productivity in regard to the number of seminars marketed and presented.

#### Summary of the Chapter

Chapter IV presents the findings of this study. A description of the respondents identifies the demographic and educational characteristics of the participants. The service work experience as well as Work and Family Institute experience is described. Tables list those variables as significant in relationship to the hypotheses as determined by Fisher's exact test. A factor analysis was also run to determine the intercorrelations of the marketing strategies.

Chapter V presents an overview of the study along with the researcher's conclusions and recommendations.

## CHAPTER V

### SUMMARY AND RECOMMENDATIONS

This chapter summarizes the research study. The purpose and objectives, problem, hypotheses, research design, population and sample, the instrument, data collection, and analysis of the data are summarized. In addition to the summary, recommendations are discussed.

#### Purposes and Objectives of the Study

The purpose of this study was to create a comprehensive marketing model applicable to marketing Work and Family Seminars. The developed model may serve as a guide for the marketing of Work and Family Seminars as well as being useful to small service organizations in making better decisions in marketing activities.

The objectives of this study were to: (1) determine the extent to which Work and Family Seminar personnel utilized the marketing plan developed for Work and Family Seminars; (2) assess the relationship between marketing strategies used and the number of seminars marketed and presented; (3) assess marketers' comfort with the marketing strategies; and (4) assess the competence the marketers felt with using the marketing strategies.



### Problem Identified for the Study

The identified problem for this study was a reported lack of Work and Family Seminar marketing personnel's understanding of the marketing principles and procedures needed in order to develop and carry out an effective marketing plan. Marketing personnel expressed feeling uncomfortable and frustrated in trying to implement the marketing plan suggested in the WFI marketing materials.

### Hypotheses

The following null hypotheses were designed for this study:

H<sub>1</sub>: There is no significant relationship between marketing personnel's use of the components of the marketing plan and selected variables: (a) marketer's age; (b) family composition; (c) academic preparation; (d) business and/or industry experience or training; and (e) hours per week in marketing responsibilities.

H<sub>2</sub>: There is no significant relationship between the extent of marketing personnel's utilization of the marketing plan and the number of seminars presented by Work and Family instructors during a six months period.

H<sub>3</sub>: There is no significant relationship between the number of seminars marketed and presented in a six months' period and the marketers' hours per week spent in marketing.

H<sub>4</sub>: There is no significant relationship in the

number of seminars placed by marketers and their feelings of comfort in the implementation of the components of the marketing plan.

H<sub>5</sub>: There is no significant relationship in the number of seminars placed by marketers and the self-perceived level of competence in the marketers' implementation of the components of the marketing plan.

### Research Design

A descriptive research design was used in this study to describe, interpret, and evaluate what was happening throughout the national network in the marketing of Work and Family Seminars. A questionnaire was designed to determine the use of marketing strategies and to determine the extent of comfort and extent of competence felt in the use of the marketing strategies. This study identified the marketing strategies used by the network in an effort to identify relationships that might exist between implementation of marketing strategies and selected variables relating to personnel demographics and marketing productivity.

### Population and Sample

The respondents comprised a census of the marketers in the Work and Family Institute. A census was used because of the limited number of identified marketers. One hundred-seventy-five questionnaires were mailed with 133 (76%) returned. Sixty-one were determined ineligible for the

study due to being improperly identified as marketers, no longer offering Work and Family Seminars due to funding cuts and/or other unidentified reasons. In addition, eleven sites had not started marketing due to lack of training, two sites used curriculum for college credit, and two others were not comfortable enough in marketing to respond. Eleven sites did not formally market as the seminars were sold on reputation only. Seventy-two participants were properly identified for this study.

#### Instrument

The instrument developed for this study was a four page document consisting of a cover letter to the participants explaining the purpose of the study and a Likert scale questionnaire to assess the extent of use, extent of comfort, and extent of competence in using the 34 marketing strategies. Demographic and educational characteristics, service employment, and Work and Family Institute experiences were identified.

The cover letter stated how the sample was identified. Participants were assured confidentiality in regard to their participation. As a token of appreciation for returning the questionnaire, the respondents were offered a summary of the results. Those interested were asked to return a business card which was filed separately for later follow up.

Part I of the questionnaire was a rating scale to

assess the extent of use, the extent of comfort, and the extent of competence felt using the 34 marketing strategies and functions identified by the WFI marketing manual and by the review of the literature.

Part II requested background information describing personal, educational, professional, employment, and geographic data.

#### Data Collection

The instrument was mailed to 175 marketers from a listing compiled from information provided by the respective State Supervisor/Directors. The participant was asked to return the questionnaire by May 13, 1991. At that time, 108 reminder postcards were mailed to nonrespondents which provided 17 additional responses. On June 8 the questionnaire, returned requested envelope, and a hand written note were mailed to those who had not responded. Initial and follow-up requests yielded 133 responses.

Sixty-one responses were classified as ineligible for the following reasons: improperly identified as marketers (24), no longer offering Work and Family Seminars (19), had not started marketing yet (11), did not formally market (2), incomplete and could not reach by phone (2), and received after the statistical tests were run (3). Seventy-two questionnaires were used for this study.

## Analysis of Data

Frequencies, percentages, and means were computed as relevant for each item in the questionnaire. The factor analysis procedure was conducted to determine the underlying structure of the items included in the marketing plan and reduce the number of variables to be used in the procedural model for the marketing of Work and Family Seminars.

In order to test the hypotheses, data were organized into contingency tables (2 X 2) wherein high and low levels of marketing strategy use, comfort, and competence were examined in relationship to selected background variables. The Fisher's exact test was applied to the nominal data in the contingency tables. The Statistical Analysis System (SAS) computer program was used to compute the data analysis.

## Discussion of Results

The summary of significant results for the relationship between the marketing strategies and background variables are identified in Table XIX. The variables identified most frequently for their relationship to the marketing strategies were age, hours per week spent in marketing activities, number of seminars marketed and presented, and the comfort and the competence one felt in the use of the marketing strategies.

Findings of greatest significance revealed that 50 Work and Family Seminars marketers were responsible for

placing a total of 245 seminars in the reporting period for an average of 4.9 seminars per marketer. In contrast, 22 marketers placed 1,071 seminars with an average of 48.64 seminars per marketer. The marketing strategies and functions most often related to background variables were the use of a written mission and goals and use of a marketing portfolio. The number of seminars presented was significantly related to ten of the marketing functions/strategies. They are as follows: written mission and goals; regularly scheduled advertisements; booths and displays at trade shows/malls; advisory committee input; internal marketing after the sale; marketing portfolio; needs assessments; daily plan of marketing activities; facilitating the seminars; and continuous monitoring of the marketing activities.

Eight of the marketing strategies/functions not significantly related to any of the background variables were as follows: letters of orientation; invitations to breakfasts/lunches; informal presentations; drop in/cold calling; computer databank; telemarketing; marketing video; and testimonials from clients.

#### Recommendations

A revised procedural model for marketing Work and Family Seminars was developed based on the findings of this evaluation study. The researcher recommends several adjustments in the marketing model currently used in the Work

and Family Institute. The model includes a written mission statement along with goals and objectives for the marketing of the seminars. Marketing strategies deleted from the original plan included invitations to information meetings and items with logos. The benefits/needs assessment replaced the benefits analysis and benefits to clients strategies identified as the exploring components.

Promoting strategies included oral presentations with a marketing portfolio which is customized to the market segment being explored.

The components of the enabling include the following: listening, interacting, and facing objections; addressing the needs assessment; offering the contract and closing the sale; promoting the seminars internally; and facilitating the delivery of the seminar at the presentation site.

Marketing research and continuous evaluation of the marketing strategies are identified as an integral part of the procedural model. Each of the components of this newly revised marketing model are interconnected with the other components. The model is designed to address those marketing strategies that appear to make a difference in the successful marketing and placing of the seminars. See Figure 3 for the newly revised model.

Finally, the researcher recommends that marketing research should continue in the marketing of the Work and Family Seminars to determine effective strategies and functions for the sites in the national network. The timing of

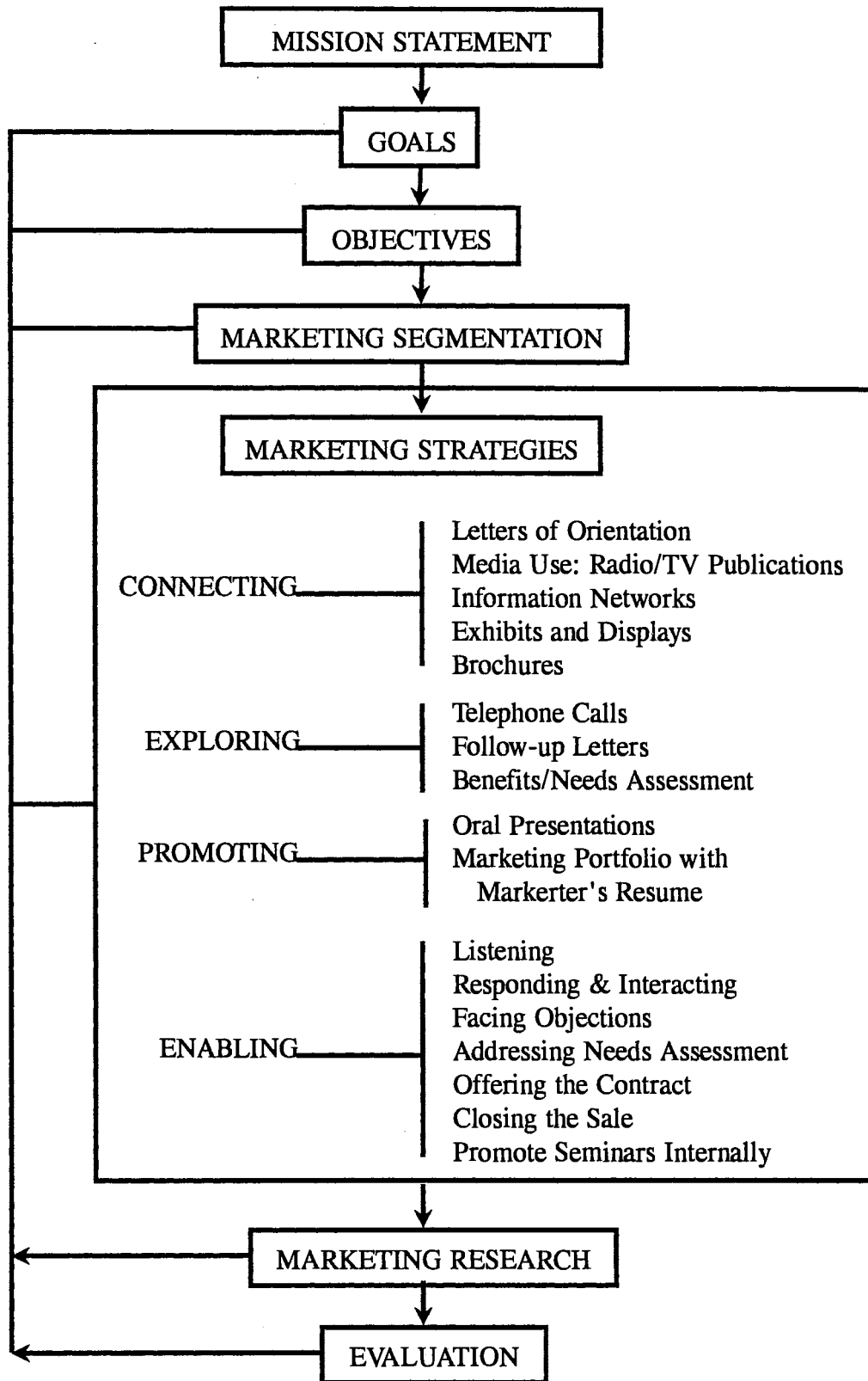


Figure 3. Model for Marketing Work & Family Seminars



mailing the instrument to the sample should be changed to coincide with the educational institutions academic terms.

On the basis of the findings of this study and on the review of the literature the recommendations for the marketing of Work and Family Seminars programs include the following:

1. Each site should implement the use of a written marketing plan. Work and Family personnel should exhibit an awareness of the marketing mission, goals, and objectives of the local Work and Family Program.
2. The sites should continue to use advisory committee input.
3. Marketing principles should be emphasized for in-service training programs. In-service topics to be considered should include self-esteem to help build confidence, comfort, and competence in the use of marketing strategies. Likewise, interpersonal skills, effective presentation strategies, journalism skills, and methods of internally promoting the seminars should be emphasized.
4. A marketing research plan should be implemented and utilized continuously in an effort to assess and evaluate the marketing process.
5. Each site should be committed to individualizing a marketing plan for the marketing personnel.
6. A marketing portfolio should be developed by

customizing the plan to the different segments of the marketing environment.

7. The researcher recommends that persons hired specifically as Work and Family marketers have academic preparation in marketing. If one does not have a marketing background the newly hired marketer should be encouraged to attend seminars, workshop, or college courses in marketing immediately following employment.
8. In addition, it is recommended that the marketers be employed on a full-time rather than a part-time basis. Those who market more than ten hours per week are more likely to close the sale.

Research should continue in the marketing of Work and Family Seminars to determine effective strategies and functions for the sites in the network. Continuous evaluation of marketing research needs to be a process for each WFI site to determine the effectiveness in the utilization of the marketing strategies presently used. The research could improve the model developed for the network.

Marketing is of utmost importance to the survival of the Work and Family Seminars program. Budget cuts were evident in the responses from participants in this study. The Work and Family Seminars should adopt sound marketing principles in an effort to be self-supporting through the placing of seminars. The potential for growth is limited only by the lack of marketing by the marketing personnel.

## REFERENCES

- American Marketing Association. (1960). Marketing definitions: A glossary on marketing terms. New York: Author.
- Ary, D., Jacobs, L.C., & Razavich, A. (1985). Introduction to research in education. New York: Holt, Rinehart, & Winston.
- Aslanian, C.B. (1986). Mainstreaming of adults on American campuses. Community Services Catalyst, 16(3), 6-10.
- Best, J.W., & Kahn, J.V. (1989). Research in education. Englewood Cliffs, NJ: Prentice-Hall.
- Borg, W.R., & Gall, M.D. (1971). Educational research. New York: McKay.
- Borquist, B. (1986). The community college approach to serving business and industry. Community Services Catalyst, 16(4), 19-21.
- Broom, H.N., Longnecker, J.G., & Moore, C.W. (1983). Small business management. Cincinnati: South-Western.
- Burich, L. (1989). Marketing scientists become objects of desire. Adweeks Marketing Week, 30(43), 32.
- Burns, M.D., Comeau, J., Craig, B.C., & Dowdy, A. (1988). Marketing work and family seminars. St. Paul, MN: Minnesota Technical Institute System.
- Burns, M.D., Comeau, J., Jones, M.H., Melberg, V.M., & Nirenstein, C.R. (1982). Balancing work and family, Volumes I & II. White Bear Lake, MN: Minnesota Vocational Education Institute.
- Couch, S. (1989). Career and family: The modern worker's balancing act. Vocational Education Journal, 64(6), 24-27.
- Cunningham, W.H., Cunningham, C.N., & Swift, C.M. (1987). Marketing: A managerial Approach. Cincinnati: South-Western.

- Davidson, J.P. (1988). Marketing on a shoestring. New York: John Wiley.
- Dowdy, A. (1989). National work and family replication roster. White Bear, MN.
- Draves, W.A. (1988). High response surveys. Manhattan, KS: Learning Resources Network.
- Drucker, P.F. (1974). Management: Tasks, responsibilities, practices. New York: Harper & Row.
- Falvey, J. (1988). The old college try. Sales & Marketing Management. 140(7), 44-48.
- Gaither, G.H. (1979). Some tools and techniques of market research for students. New Directions for Institutional Research. 21, 31-47.
- Guertin, W.H., & Bailey, Jr., J.P. (1970). Introduction to modern factor analysis. Ann Arbor, MI: Edwards Brothers.
- Harper, Jr., M. (1961). A new profession to aid management. Journal of Marketing, 1,(1), 11-13.
- Hennessey, H.D. (1985). Corporate marketing techniques for small colleges. The Journal of College Admissions, 107, 15-19.
- Holmes, P. (1992). 1991 and the death of marketing. Inside PR, 11,(9), 5-7.
- Howard, J.A. (1977). Consumer behavior: application of theory. New York: McGraw-Hill.
- Johnson, R. (1980). Elementary statistics. North Scituate, MA: Duxbury Press.
- Kish, L. (1965). Survey sampling. New York: John Wiley.
- Klaurens, M.K., & Dorr, E.L. (1978). The economics of marketing. New York: McGraw-Hill.
- Knowles, M.S. (1980). The modern practice of adult education: From pedagogy to andragogy. Chicago: Follett.
- Kotler, P. (1975). Marketing for non-profit organizations. Englewood Cliffs, NJ: Prentice-Hall.
- Kotler, P. (1982). Marketing for nonprofit institutions. Englewood Cliffs, NJ: Prentice-Hall.

- Kotler, P. (1988). Marketing management: Analysis, planning, implementation and control. Englewood Cliffs, NJ: Prentice-Hall.
- Kotler, P., & Andreasen, A.R. (1987). Strategic marketing for non-profit organizations. Englewood Cliffs, NJ: Prentice-Hall.
- Kotler, P., & Armstrong, G. (1989). Principles of marketing. Englewood Cliffs, NJ: Prentice-Hall.
- Kotler, P., & Fox, K.F.A. (1985). Strategic marketing for educational institutions. Englewood Cliffs, NJ: Prentice-Hall.
- Lauterborn, B. (1990). New marketing litany. Advertising Age, 61(41).
- Lehmann, I.J., & Mehrens, W.A. (1971). Educational research. New York: Holt, Rinehart & Winston.
- Madaus, G.F., Scriven, M.S., & Stufflebeam, D.L. (1983). Evaluation models: Viewpoints on educational and human services evaluation. Boston: Kluwer-Nijhoff.
- Maken, J. (1990). Building a usable marketing plan. Adult & Continuing Education Today, 20(12), 1-2.
- McCarthy, E.J., & Perreault, Jr., W.D. (1984). Basic marketing. Homewood, IL: Irwin.
- Naisbitt, J., & Aburdene, P. (1990). Megatrends 2000: Ten new directions for the 1990's. New York: William Morrow.
- Pope, J.L. (1981). Practical marketing research. New York: AMACOM.
- Shenson, H.L. (1990). How to develop and promote successful seminars and workshops. New York: Wiley.
- Smith, G. (1991). Statistical reasoning. Boston: Allyn & Bacon.
- Smith, W.C. (1980). Marketing: A controllable tool for education administrators. Lifelong Learning: The Adult Years, 3, 8-10.
- Statistical Analysis System (1989). Cary, NC: SAS Institute.
- Stead, R.D., Lowry, J.R., & Glos, R.E. (1984). Business: Its nature and environment. Cincinnati: South-Western.

Taylor, B. (1992, March/April). Overcome prospects' objections. Sales and Marketing Strategies & News, 2(2), 47-49.

Wiener, J.L., & Doescher, T.A. (1991). A framework for promoting cooperation. Journal of Marketing, 55(2), 39-48.

Worthen, B.R., & Sanders, J.R. (1987). Educational evaluation: Alternative approaches and practical guidelines. White Plains, NY: Longman.

**APPENDIXES**

**APPENDIX A**

**JOB DESCRIPTION OF MARKETER**



JOB DESCRIPTION: Work and Family Marketer

DEPARTMENT: Continuing Education

Basic Purpose: Make service area aware of the program,  
sell seminars, design Work and Family  
Programs, and assist instructors.

Duties and Responsibilities:

1. Familiarize self with seminar material
2. Learn marketing strategies
3. Learn sales techniques
4. Gather names of business and organizations in service area
5. Determine which organizations could be receptive to Work and Family
6. Develop a mail list for service area
7. Determine what types of seminars certain types of organizations would need
8. Compose letters explaining Work and Family
9. Telemarket Work and Family Seminars
10. Visit with prospective clients at the business site
11. Develop survey questionnaires if necessary
12. Determine customer needs
13. Schedule seminar (time, place, instructor)
14. Create flyers announcing seminars
15. Help create generic brochures
16. Attend community meetings to get leads
17. Write letters offering to speak at meetings
18. Speak at community meetings to give information about Work and Family Seminars
19. Attend community meetings to network
20. Call other marketers in the state to determine leads
21. Write publicity news releases for newsletters and newspapers
22. Set up Work and Family Seminars as part of off campus continuing education
23. Help instructor with specific program design
24. Help instructor with equipment/handouts before seminar
25. Introduce instructor to business
26. Listen to employee comments during seminar to determine future needs
27. Make follow-up calls after seminars
28. Make follow-up calls to determine if further training/seminars needed
29. Review evaluations to get leads
30. Network with service organizations like area chambers, professional organizations, Kiwanis, etc.
31. Attend Work and Family meetings to network
32. Attend marketing seminars to learn new techniques
33. Present new marketing ideas at W & F meetings

Organizational Relationship - This person reports to the Director of Continuing Education and Work and Family Coordinator at Cowley County Community College.

Last Revised: November 1, 1990

**APPENDIX B**  
**CORRESPONDENCE**



## Kansas Balancing Work and Family Project

Sponsored by Vocational Education, Kansas State Department of Education

November 9, 1990

Carolyn Drugge  
University of Maine-Farmington  
32 Ricker Hall  
Farmington, ME 04438

Dear Carolyn:

You have been identified as either a Coordinator or State Supervisor involved in the Work and Family Institute.

I am in the process of a research project involving the marketing of the Work and Family Seminars. My plan is to mail the questionnaire in late November. Will you send me the names and addresses of those involved as marketers and/or instructor/marketers from your state or area? A stamped envelope is enclosed for your convenience.

I certainly appreciate your help in compiling the mailing for this study. Thank you for your time and effort.

Sincerely,

Carol Hobaugh-Maudlin

**HELP!**

Have you received the Work and Family Marketing questionnaire?

Please take a few minutes to complete and mail it back as soon as possible!

Remember, your response is important & appreciated.

Thanks!

Carol Hobaug Maudlin

*C M*



June 8, 1991

**Kansas Balancing Work and Family Project**

Sponsored by Vocational Education, Kansas State Department of Education

Dear Marketer:

Please take a few minutes to complete the enclosed questionnaire on Marketing functions and strategies used in marketing Work & Family Seminars.

If you are not a marketer of the seminars, please make a note of that fact and return the survey.

Thanks so much for your assistance. The returned surveys have provided interesting and useful data. For your copy please include your business card. Thanks!

Employers and Families ... A Partnership in Productivity

Carol Hobaugh-Maudlin

**APPENDIX C**

**RESEARCH INSTRUMENT**



## Kansas Balancing Work and Family Project

Sponsored by Vocational Education, Kansas State Department of Education

April 30, 1991

Dear Work and Family Marketer:

You have been identified by either the National Work and Family Institute Coordinator, your State Supervisor or your local Work and Family Coordinator as a marketer of Work and Family Seminars.

In November, I requested names of marketers to participate in a Work and Family Network research project designed to assess the marketing activities by your local Work & Family Institute. Will you take approximately 15 minutes to complete the enclosed questionnaire, check to see that no answer has been inadvertently missed, and return it in the enclosed self-addressed envelope by May 13?

Your response, which will be held in confidence, will provide information to be used for marketing research only. If you are interested in the results of the study, please include a business card with the completed questionnaire. Results will be mailed to you in August.

We appreciate your timely response. Thank you for your assistance and cooperation.

Sincerely,

*Carol Hobaugh-Maudlin*

Carol Hobaugh-Maudlin  
Doctoral Candidate  
Oklahoma State University

*Beulah Hirschlein*

Beulah Hirschlein, PhD  
Professor, Family Relations  
Child Development  
Oklahoma State University

## PART I: MARKETING FUNCTIONS AND STRATEGIES SURVEY

## DIRECTIONS:

Please rate on a scale from 1 to 5 your Extent of Use, your Extent of Comfort, and your Extent of Competence for each of the following marketing functions and strategies. Circle your response for each item in each of the three scales where 1 = very low, 2 = low, 3 = moderate, 4 = high, and 5 = very high.

MARKETING FUNCTIONS AND STRATEGIES	EXTENT OF USE				
	LO				HI
1. Written mission and goals.....	1	2	3	4	5
2. Written marketing plan.....	1	2	3	4	5
3. Letters of orientation: single/multiple mailings.....	1	2	3	4	5
4. Invitations to executive breakfasts/lunches.....	1	2	3	4	5
5. Informal presentations.....	1	2	3	4	5
6. Slide/tape presentations.....	1	2	3	4	5
7. Formal presentation with salesbook.....	1	2	3	4	5
8. Media use: radio, television, PSAs.....	1	2	3	4	5
9. News releases.....	1	2	3	4	5
10. Regularly scheduled advertisements.....	1	2	3	4	5
11. Booths/displays at trade shows, malls.....	1	2	3	4	5
12. Descriptive brochures.....	1	2	3	4	5
13. Drop in or cold calling.....	1	2	3	4	5
14. Computer assisted databank with B/I data.....	1	2	3	4	5
15. Advisory committee input.....	1	2	3	4	5
16. Telemarketing.....	1	2	3	4	5
17. Telephone log book.....	1	2	3	4	5
18. Person to person interview contact.....	1	2	3	4	5
19. Listening to potential client.....	1	2	3	4	5
20. Internal marketing after seminar sold.....	1	2	3	4	5
21. Marketing video.....	1	2	3	4	5
22. Marketing portfolio.....	1	2	3	4	5
23. Marketer's resume included in portfolio.....	1	2	3	4	5
24. Testimonials from satisfied clients.....	1	2	3	4	5
25. Needs assessment for client's seminar.....	1	2	3	4	5
26. Daily plan for marketing activities.....	1	2	3	4	5
27. Meeting or facing clients' objections.....	1	2	3	4	5
28. Closing the sale.....	1	2	3	4	5
29. Signing a contract with client.....	1	2	3	4	5
30. Facilitating seminar delivery.....	1	2	3	4	5
31. Marketing research.....	1	2	3	4	5
32. Continuous monitoring of marketing.....	1	2	3	4	5
33. Evaluation of marketing plan.....	1	2	3	4	5
34. Pricing seminar using a predetermined formula.....	1	2	3	4	5





## PART II: BACKGROUND INFORMATION

Please check as many as apply to describe your personal, professional, employment, and geographic data.

1. Male\_\_\_, Female\_\_\_.
2. Age: Under 26\_\_\_, 26-35\_\_\_, 36-45\_\_\_, 46-55\_\_\_, Over 55\_\_\_.
3. Marital Status and Dependents: Single, never married\_\_\_, Married\_\_\_, Separated\_\_\_, Divorced\_\_\_, Widowed\_\_\_.  
Number of dependents\_\_\_.
4. Highest Level of Education: Associate Degree\_\_\_, Bachelor's Degree\_\_\_, Bachelor's plus graduate hours\_\_\_, Master's Degree\_\_\_, Master's plus\_\_\_, Other, please specify\_\_\_\_\_.
5. Major Academic Preparation in: (Check all that apply) Marketing\_\_\_, Business\_\_\_, Home Economics\_\_\_, Family Studies\_\_\_, Other, please specify\_\_\_\_\_  
Specify credit hours earned in academic marketing courses and continuing education units (CEUs) earned in noncredit seminars, workshops, and training in marketing:  
Semester credit hours in marketing: 0-3\_\_\_, 4-6\_\_\_, 7-9\_\_\_, 10-12\_\_\_, 13-15\_\_\_, 16-18\_\_\_, 19 plus\_\_\_.  
CEUs (Clock hours) in seminars, workshops, and training: 0-3\_\_\_, 4-6\_\_\_, 7-9\_\_\_, 10-12\_\_\_, 13-15\_\_\_, 16-18\_\_\_, 19-21\_\_\_, 22+ (please specify number)\_\_\_\_\_.
6. Previous experience working in service oriented businesses before becoming a Work and Family (W & F) Marketer: None\_\_\_, 1-3 yrs\_\_\_, 4-6 yrs\_\_\_, 7-9 yrs\_\_\_, 10 or more yrs\_\_\_.  
Previous Job Title:\_\_\_\_\_.
7. Number of years employed with marketing responsibilities for W & F Seminars: Less than one year\_\_\_, 1-2 years\_\_\_, 3-4 years\_\_\_, 5-6 years\_\_\_, 7-8 years\_\_\_, 9+ years\_\_\_.
8. Work and Family responsibilities: Instructor\_\_\_, Marketer\_\_\_, Instructor/Marketer\_\_\_.
9. Marketer's salary plan is:  
Full-time salary only\_\_\_, Full-time commission only\_\_\_, Full-time salary plus commission\_\_\_, Part-time salary only\_\_\_, Part-time commission only\_\_\_, Part-time salary plus commission\_\_\_.
10. Average number of hours per week worked in the Work and Family Institute. Please specify average number of hours per week:\_\_\_hours.  
Average hours in marketing:\_\_\_\_\_hours.  
Average hours in instructing:\_\_\_\_\_hours.  
Average hours in other responsibilities:\_\_\_\_\_hours.  
Please specify tasks:\_\_\_\_\_.
11. Total number of seminars scheduled and presented by your unit in the last six months: Please specify number:\_\_\_\_\_.
12. In which state is your Work and Family Institute located?\_\_\_\_\_.
13. Population of service area where W & F Seminars are marketed:  
Under 25,000\_\_\_\_\_  
25,001-50,000\_\_\_\_\_  
50,001-99,999\_\_\_\_\_  
100,000-249,999\_\_\_\_\_  
250,000-499,999\_\_\_\_\_  
500,000-1,000,000\_\_\_\_\_  
Over 1,000,000\_\_\_\_\_.

THANK YOU!

APPENDIX D

ADDITIONAL DEMOGRAPHIC DATA

TABLE XX  
FREQUENCY RESPONSE BY STATE

N = 72

State	Frequency	Percent	Cumulative Percent
Alaska	1	1.38	1.38
Arizona	2	2.77	4.15
Colorado	1	1.38	5.53
Iowa	5	6.94	12.47
Indiana	7	9.72	22.19
Kansas	6	8.33	30.52
Minnesota	15	20.83	51.35
Missouri	6	8.33	59.68
Mississippi	1	1.38	61.06
Nebraska	3	4.17	65.23
Nevada	1	1.38	66.61
Ohio	7	9.72	76.33
Oregon	9	12.50	88.83
Utah	1	1.38	90.21
Virginia	2	2.77	92.98
Wisconsin	5	6.94	99.92 <sup>a</sup>

<sup>a</sup>Total does not equal 100 due to rounding.

TABLE XXI  
SERVICE AREA POPULATION OF RESPONDENTS

N = 72

Population	Frequency	Percent	Cumulative Percent
UNDER 25,000	12	16.66	16.66
25,001-50,000	15	20.83	37.49
50,001-99,999	16	22.22	59.71
100,000-249,000	12	16.66	76.37
250,000-499,999	5	6.94	83.31
500,000-1,000,000	6	8.33	91.64
OVER 1,000,000	6	8.33	99.97 <sup>a</sup>

<sup>a</sup>Total does not equal 100 due to rounding.

**APPENDIX E**

**SUMMARY OF FREQUENCIES AND MEANS**

TABLE XXII

SUMMARY OF FREQUENCIES AND MEANS FOR  
MARKETING STRATEGIES AND  
EXTENT OF USE

N = 72<sup>a</sup>

Marketing Functions & Strategies	1	2	3	4	5	Mean
1. Written mission and goals	10	11	23	13	15	3.17
2. Written marketing plan	17	22	13	13	6	2.56
3. Letters of orientation	14	12	16	8	22	3.17
4. Invitations to breakfasts/lunches	37	11	13	4	7	2.07
5. Informal presentations	1	7	18	18	28	3.90
6. Slide/tape presentation	40	15	7	6	10	1.88
7. Formal presentation w/sales book	28	16	13	7	8	2.32
8. Media use: Radio, TV, PSA	32	9	13	8	10	2.38
9. News releases	18	8	20	14	12	2.91
10. Regularly scheduled advertisements	44	12	4	4	8	1.89
11. Booths/displays at trade shows/malls	27	18	9	14	3	2.27
12. Descriptive brochures	5	1	7	18	41	4.24
13. Drop in/cold calling	38	10	13	5	6	2.04
14. Computer data bank with B/I data	53	8	6	1	3	1.49
15. Advisory committee input	18	8	15	9	21	3.10
16. Telemarketing	38	7	10	9	6	2.11
17. Telephone log book	28	11	15	8	10	2.46
18. Person to person interview	6	5	14	17	30	3.83
19. Listening to client	3	4	7	20	37	4.18
20. Internal marketing after sale	18	13	20	14	7	2.71
21. Marketing video	44	15	10	2	1	1.63
22. Marketing portfolio	21	14	16	12	9	2.64
23. Marketer's resume in portfolio	47	8	7	7	3	1.76
24. Testimonials from clients	13	17	11	18	13	3.01
25. Needs assessment for seminar	10	10	12	16	24	3.47
26. Daily plan for mktg activities	30	16	13	9	4	2.18
27. Meeting clients' objections	12	13	23	13	10	2.94
28. Closing the sale	13	11	20	16	11	3.01
29. Signing contract w/client	22	11	16	13	10	2.69
30. Facilitating seminars	7	5	6	17	37	4.00
31. Marketing research	27	19	14	6	6	2.24
32. Continuous monitoring of mktg	23	15	19	8	7	2.46
33. Evaluation of mktg plan	20	13	18	16	5	2.63
34. Pricing with formula	19	6	13	20	14	3.06

<sup>a</sup>Total does not always equal 72 due to missing data.

TABLE XXIII

SUMMARY OF FREQUENCIES AND MEANS FOR  
MARKETING STRATEGIES AND EXTENT OF  
COMFORT

N = 72<sup>a</sup>

Marketing Functions & Strategies	1	2	3	4	5	Mean
1. Written mission and goals	5	4	19	18	26	3.78
2. Written marketing plan	10	11	23	16	11	3.10
3. Letters of orientation	11	2	17	16	11	3.61
4. Invitations to breakfasts/lunches	15	6	19	19	13	3.13
5. Informal presentations	2	1	7	21	41	4.36
6. Slide/tape presentation	17	6	16	16	17	3.14
7. Formal presentation w/sales book	23	16	12	13	8	2.54
8. Media use: Radio, TV, PSA	15	3	19	20	14	3.21
9. News releases	7	2	17	28	18	3.67
10. Regularly scheduled advertisements	24	5	14	13	16	2.89
11. Booths/displays at trade shows/malls	12	7	15	18	20	3.38
12. Descriptive brochures	4	1	7	17	43	4.30
13. Drop in/cold calling	30	10	15	12	5	2.33
14. Computer data bank with B/I data	41	11	9	6	4	1.89
15. Advisory committee input	12	4	12	15	28	3.61
16. Telemarketing	34	8	15	7	6	2.19
17. Telephone log book	20	7	19	13	13	2.89
18. Person to person interview	5	1	11	22	33	4.07
19. Listening to client	3	1	6	19	42	4.35
20. Internal marketing after sale	10	9	21	21	11	3.19
21. Marketing video	32	5	17	13	5	2.36
22. Marketing portfolio	14	6	26	16	10	3.03
23. Marketer's resume in portfolio	29	7	14	14	8	2.51
24. Testimonials from clients	10	8	12	22	20	3.47
25. Needs assessment for seminar	5	7	11	18	31	3.88
26. Daily plan for mktg activities	22	6	18	14	12	2.83
27. Meeting clients' objections	10	8	29	14	10	3.08
28. Closing the sale	14	6	21	19	11	3.10
29. Signing contract w/client	15	6	19	18	14	3.14
30. Facilitating seminars	3	3	4	21	41	4.31
31. Marketing research	20	14	24	8	6	2.53
32. Continuous monitoring of mktg	17	11	20	13	11	2.86
33. Evaluation of mktg plan	16	11	18	16	11	2.93
34. Pricing with formula	16	8	11	20	17	3.19

<sup>a</sup>Total does not always equal 72 due to missing data.

TABLE XXIV

SUMMARY OF FREQUENCIES AND MEANS FOR  
MARKETING STRATEGIES AND EXTENT OF  
COMPETENCE

N = 72<sup>a</sup>

Marketing Functions & Strategies	1	2	3	4	5	Mean
1. Written mission and goals	3	0	20	27	22	3.90
2. Written marketing plan	10	8	20	23	9	3.19
3. Letters of orientation	9	5	12	20	26	3.68
4. Invitations to breakfasts/lunches	15	5	14	19	19	3.31
5. Informal presentations	2	2	7	19	42	4.34
6. Slide/tape presentation	13	6	9	24	20	3.44
7. Formal presentation w/sales book	18	10	17	18	9	2.86
8. Media use: Radio, TV, PSA	12	7	18	22	12	3.21
9. News releases	8	2	16	28	18	3.64
10. Regularly scheduled advertisements	19	5	15	18	15	3.07
11. Booths/displays at trade shows/malls	9	5	17	17	24	3.58
12. Descriptive brochures	4	0	8	20	40	4.28
13. Drop in/cold calling	20	10	23	13	6	2.65
14. Computer data bank with B/I data	41	9	10	8	2	1.87
15. Advisory committee input	11	3	13	14	30	3.70
16. Telemarketing	33	5	17	8	7	2.30
17. Telephone log book	20	7	20	13	12	2.86
18. Person to person interview	4	2	11	19	36	4.13
19. Listening to client	3	1	6	21	40	4.32
20. Internal marketing after sale	9	10	21	24	8	3.17
21. Marketing video	29	4	21	12	6	2.47
22. Marketing portfolio	13	6	22	19	12	3.15
23. Marketer's resume in portfolio	27	4	17	14	10	2.67
24. Testimonials from clients	9	5	12	25	21	3.61
25. Needs assessment for seminar	7	6	8	17	34	3.90
26. Daily plan for mktg activities	22	4	21	14	11	2.83
27. Meeting clients' objections	9	4	27	20	11	3.28
28. Closing the sale	14	5	24	19	9	3.06
29. Signing contract w/client	14	5	21	18	14	3.18
30. Facilitating seminars	3	2	3	20	44	4.39
31. Marketing research	21	15	19	10	7	2.54
32. Continuous monitoring of mktg	18	9	22	10	13	2.88
33. Evaluation of mktg plan	17	11	19	16	9	2.85
34. Pricing with formula	15	8	8	24	17	3.28

<sup>a</sup>Total does not always equal 72 due to missing data.



**APPENDIX F**

**FACTOR MEANS FOR USE, COMFORT  
AND COMPETENCE**

TABLE XXV  
 FACTOR 1 MEANS FOR USE, COMFORT  
 AND COMPETENCE

Item	Use	Comfort	Competence
1	3.17	3.78	3.90
2	2.56	3.10	3.19
10	1.89	2.89	3.07
20	2.71	3.19	3.17
22	2.64	3.03	2.47
26	2.18	2.83	2.83
31	2.24	2.53	2.54
32	2.46	2.86	2.88
33	2.63	2.93	2.85

TABLE XXVI  
 FACTOR 2 MEANS FOR USE, COMFORT  
 AND COMPETENCE

Item	Use	Comfort	Competence
3	3.17	3.61	3.68
7	2.32	2.54	2.86
12	4.24	4.30	4.28
27	2.94	3.08	3.28
28	3.01	3.10	3.06
29	2.69	3.14	3.18
34	3.06	3.19	3.28

TABLE XXVII  
 FACTOR 3 MEANS FOR USE, COMFORT  
 AND COMPETENCE

Item	Use	Comfort	Competence
5	3.90	4.36	4.34
11	2.27	3.38	3.58
15	3.10	3.61	3.70
18	3.83	4.07	4.13
19	4.18	4.35	4.32
24	3.01	3.47	3.61
25	3.47	3.88	3.90
30	4.00	4.31	4.39

TABLE XXVIII  
 FACTOR 4 MEANS FOR USE, COMFORT  
 AND COMPETENCE

Item	Use	Comfort	Competence
4	2.07	3.13	3.31
6	1.88	3.14	3.44
8	2.38	3.21	3.21
9	2.91	3.67	3.64
14	1.49	1.89	1.87
21	1.63	2.36	2.47

TABLE XXIX  
 FACTOR 5 MEANS FOR USE, COMFORT  
 AND COMPETENCE

Item	Use	Comfort	Competence
16	2.11	2.19	2.30
17	2.46	2.89	2.86
23	1.76	2.51	2.67

APPENDIX G

OKLAHOMA STATE UNIVERSITY INSTITUTIONAL  
REVIEW BOARD FOR HUMAN SUBJECTS  
RESEARCH APPROVAL

OKLAHOMA STATE UNIVERSITY  
 INSTITUTIONAL REVIEW BOARD  
 FOR HUMAN SUBJECTS RESEARCH

Proposal Title: Utilization of Marketing Strategies by Work and  
Family Seminar Marketing Personnel

Principal Investigator: Beulah Hirschlein/Carol Hobauqh-Maudlin

Date: April 10, 1991 IRB # HE-91-023

-----  
 This application has been reviewed by the IRB and

Processed as: Exempt  Expedite  Full Board Review

Renewal or Continuation

Approval Status Recommended by Reviewer(s):

Approved

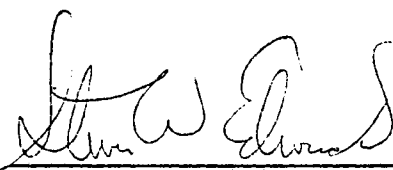
Deferred for Revision

Approved with Provision

Disapproved

Approval status subject to review by full Institutional Review Board at  
 next meeting, 2nd and 4th Thursday of each month.

-----  
 Comments, Modifications/Conditions for Approval or Reason for Deferral or  
 Disapproval:

Signature:   
 Chair of Institutional Review Board

Date: April 10, 1991

VITA

Carol Lea Hobbaugh-Maudlin  
Candidate for the Degree of  
Doctor of Philosophy

Thesis: UTILIZATION OF MARKETING STRATEGIES BY WORK AND  
FAMILY SEMINAR MARKETING PERSONNEL

Major Field: Home Economics

Biographical:

Personal Data: Born in Conway Springs, Kansas, April  
28, 1937, daughter of Lawrence E. and Euvela L.  
Ervin.

Education: Graduated from South Haven High  
School, South Haven, Kansas, May, 1955; received  
Bachelor of Arts Degree in Home Economics from  
Southwestern College, Winfield, Kansas, May,  
1972; received Master of Education Degree in  
Curriculum and Instruction from The Wichita State  
University, May, 1978; completed requirements for  
the Doctor of Philosophy Degree in Home  
Economics, Oklahoma State University, May, 1993.

Professional Experience: Home Economics and Social  
Science Instructor, 1972-present; Division Chair,  
1991-present; Coordinator of Work and Family  
Seminars, 1986-present; Kansas Work and Family  
In-Service Assistant Director, 1988-Present;  
Coordinator of Evening Program, 1985-1990; Cowley  
County Community College, Arkansas City, Kansas.

Professional Affiliations: American Home Economics  
Association, Kansas Home Economics Association,  
American Vocational Association, Kansas  
Vocational Association, American Association of  
University Women, The Delta Kappa Gamma Society  
International.