

ENDORSER EFFECTIVENESS THROUGH
DIRECT MAIL LITERATURE

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Scope and Method of Study: The research of this project was an attitude study of the effectiveness of endorsements in direct mail literature. The study was stimulated by a desire to evaluate the role of endorsements in direct mail literature. A mail questionnaire was the primary tool of research; however, a literature search and discussions with management also directed the research effort. The data collected were analyzed in order to answer the research questions proposed, and accept or refute the hypotheses of this study.

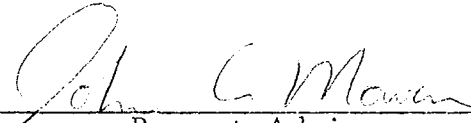
Findings and Conclusions: The results of this study indicated that endorsements embedded within direct mail brochures did not significantly affect the perceived quality of a continuing education program.

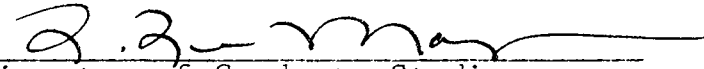
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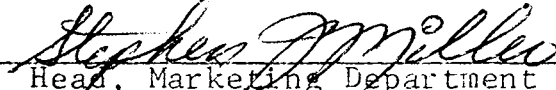
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FOREWORD

This study was undertaken as a special project for the Office of Business Extension, Oklahoma State University. The finished report has been submitted to Oklahoma State University as an M.B.A. report which will partially fulfill the requirements for the degree of Master of Business Administration.

PREFACE

The evaluation of endorsements by consumers is becoming almost commonplace in order to interpret advertising messages. Within direct mail media, advertisements which utilize endorsements are increasing yearly. Studies have indicated that endorsements could affect advertising effectiveness by altering attitudes about products or services.

The purpose of this study is to offer insights that might be used to further the field of advertising effectiveness in direct mail literature. These insights are to be gained by studying the population's perception of the quality of a direct mail continuing education brochure. The research of this study was conducted using a questionnaire mailed to a sample of licensed realtors in the State of Oklahoma.

The study was undertaken as a part of a special research project for the Office of Business Extension at Oklahoma State University. The author wishes to acknowledge the interest and assistance extended by the management of Business Extension.

I would also like to acknowledge the preparatory assistance and guidance of Dr. John C. Mowen and the professors of the Oklahoma State University College of Business Administration.

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CHAPTER I

INTRODUCTION

The purpose of this study is the evaluation of the use of endorsements in direct mail literature. Endorsements by individuals refer to an attempt by advertisers to strengthen the credibility of a distributed message about a product or service.

The research may be characterized as an attitude study pertaining to the effectiveness of endorsements in direct mail literature. Attitudes are being analyzed because they are the fundamental mediators between a person's basic psychological processes and behaviors. Attitudes of potential respondents concerning endorsements in a direct mail message partially determine the effectiveness of the communicated message (Brock, 1981).

Endorsements and product testimonials are receiving increased use by advertisers as a means to promote their respective product(s) (Friedman, Termini and Washington, 1976). Several empirical studies indicate that using any type of endorsement with a product is preferred over promoting a product without the use of endorsements or testimonials (Brock, 1981, Fireworker et al., 1977; Friedman et al., 1976). In general, the literature suggests that historically

endorsements improve the effectiveness of an advertised message. The proper utilization of endorsements enhances the perceived quality of an advertised message. Observing this phenomenon, management has begun to pay increased attention to endorsement form in hope of increasing the effectiveness of their direct mail messages.

Although endorsements have been shown to increase the effectiveness of an advertised message, some limitations have been observed. Some forms of endorsements could support the development of negative feelings toward a product, causing a "boomerang" effect of the advertiser's message intention (Berscheid, 1966).

This study focuses on the possible use of endorsements within continuing education brochures. Common within the circles of continuing education mailings, three forms of direct mail endorsements are generally observed: (1) parts of letters/statements from respondents with no identification of the author given; (2) a listing of companies which approve of a product or program; (3) entire letters/statements from respondents (full disclosure of information). This study seeks to utilize these aforementioned endorsement forms along with a control group (no endorsements) to test the perceived importance of endorsements embedded within continuing education programs. The organization utilized in this study to measure the effectiveness of these four varied endorsement forms was the Office of Business Extension, located on the campus of Oklahoma State University.

To summarize, the testing of endorsements is aimed toward developing maximum advertising effectiveness. As stated before, the primary target for this study is to ascertain the importance of endorsements in direct mail literature. Because of the nature of direct mailings, the effectiveness of this advertising technique is extremely important.

Purpose

The primary purpose of this research study was to offer suggestions relating to the use of endorsements regarding action that might be taken within the scope of developing an effective continuing education brochure. A secondary objective of the study was to offer insights as to possible program topics of future continuing education courses relating to the population tested in the study. A tertiary research objective of the field study was to add breadth to the endorsement literature regarding the effectiveness of endorsements associated with advertised messages.

To accomplish these objectives, a mailed questionnaire was distributed to 1,000 licensed realtors (both sales associates and brokers) in the State of Oklahoma. Specific questions were posed to each respondent to measure his perceived notion of program quality. The questionnaire was expected to partially accomplish the purpose by answering the following questions:

- RQ1: Can endorsements significantly affect the perceived quality of continuing education programs?
- RQ2: Which endorsement form(s) best suit the needs of continuing education programs being offered by the Office of Business Extension?
- RQ3: What program topics are of interest to realtors in the State of Oklahoma?
- RQ4: Are there any viable associations between demographic variables and program topics evaluated?

If the purpose of the study is fulfilled, it should offer revealing information to management. This information should help management to conclude one of the following: (1) Endorsements are a valuable tool which enhances the effectiveness of advertised messages in continuing education programs, or (2) endorsements are not felt to be an important component of advertised messages in continuing education programs.

Scope

The validity of the analysis for this study is highly dependent upon the attitudes of the targeted population, real estate professionals. Attitudes toward perceived quality of direct mail messages reflect not only an evaluation of the advertised message itself, but also the image of the organization responsible for the advertisement. It should be paramount then, to briefly discuss the organizational characteristics of the Office of Business Extension and the

realty population under study.

From its beginning as a one-man operation in 1953, the Office of Business Extension in the College of Business Administration at Oklahoma State University has become an important component of University Extension. Aided by its highly decentralized structure, University Extension (of which five components exist) is able to effectively segment market areas of interest, benefiting the public in many ways. Through intensive, internal coordination efforts, Business Extension is able to tailor-design extension courses which mesh with the needs of many groups germane to the ideas of continuing education. Business Extension's mission directly parallels that of University Extension, which mandates providing for the maximum opportunity to learn. If Business Extension fails to adequately provide pertinent courses of continuing education to the public, a void is created. This void is sometimes filled by other organizations--many non-academic.

Business Extension utilizes direct mailings of brochures and one-page fliers as its major communications link to the public for announcing upcoming continuing education programs. The major advantage of direct mail is that it is possible to target the program/course message directly to segments of the population which might be interested in enrolling in an offered continuing education course(s). Other organizations (many non-academic) also choose to utilize this massive coverage approach. It is evident from the large number of

organizations which use direct mailing as a communications link that each brochure or message mailed must be highly attention-getting and/or appear to mandate importance in order to pass through various screening personnel (i.e., secretaries and assistants). One method of accomplishing successful passage through screening personnel is to personalize the brochure/message, but even this technique has its limitations. Once the brochure/message reaches the intended respondent, it must still undergo further screening. Other direct mail literature may be available for comparison.

As stated in the introduction, this study was primarily concerned with the use of endorsements in improving advertising effectiveness of direct mail advertisements. Therefore, the basic emphasis is on attitudes of targeted potential respondents.

As in any study which deals with human behavior, certain limitations are inherent. Besides the errors normally associated with rating forms, such as the halo and leniency errors, individuals often fail to accurately report their motives or attitudes even when they are aware of them. Also, failure to believe the "confidential" relationship between the researcher and subject often biases the accuracy of results.

The primary method of research for the project was a mail questionnaire circulated to 1,000 licensed realtors in the State of Oklahoma. Besides these verbal (written) reports, a survey of literature and discussion with

managerial implications were included. The source of the realtor listing was the 1980 Directory of Oklahoma Licensed Real Estate Brokers and Sales Associates.

The realtors within the State of Oklahoma primarily consist of two major occupational roles -brokers and sales associates. The difference between these two roles is that a broker has successfully passed the broker's test and acquired that particular licences, while the sales associate only possesses a realtor's license. This author perceives the continuing education needs of each group to be the same as far as the new state law is concerned. This law will require all holders of an Oklahoma Realtor License to obtain 21 clock hours of continuing education courses in their field--Real Estate. This law was passed by the Oklahoma Legislature, intending to promote professionalism in the field of real estate sales. Each realtor must go through this re-accreditation process in order to maintain his realtor license.

Realtors were chosen as a test group because of their homogenous nature, as well as a general perceived need for an educational organization, such as the Office of Business Extension, to efficiently communicate with realty professionals concerning their continuing education needs. The use of a mailed questionnaire to sample the statewide realty population of Oklahoma was chosen because of research constraints. It was felt that this survey technique would provide an adequate representation of realtors in the State

of Oklahoma as a result of limitations of time and funds for this project.

Plan of Development

Including this introductory chapter, the report is presented in five chapters. Chapter II will summarize the literature that was reviewed as applicable to the purpose of this project. Methodology is discussed in Chapter III, and covers the selection of the survey questionnaire as the primary method of research for the project, the design and rationale of the questionnaire, and the statistical methods used.

Chapter IV presents the major results of the questionnaire survey and qualified inferences drawn from the findings. Finally, Chapter V presents the summary and conclusions with implications and recommendations.

CHAPTER II

LITERATURE SURVEY

Nature of the Problem

The use of endorsements in various media forms - television, radio, magazines, direct mail - has indicated that advertising effectiveness may be improved through appropriate matching of the endorser and product. Whether this statement is justified in the area of continuing education programs is unclear.

Apparent trends of increasing uses of endorsements in continuing education programs is evident upon researching the direct mailings of universities and other learning institutions. Whether or not endorsements are appropriate within direct mail continuing education brochures remains to be tested and observed.

If endorsements do prove to be useful aids, thereby improving the effectiveness of a direct mail brochure, then proper steps should be undertaken to collect such materials which would allow the construction of an endorsement section in a continuing education brochure. However, if endorsements prove to be an insignificant factor in improving brochure effectiveness, the printed space occupied by an endorsement section might be more efficiently utilized if other program

characteristics of the direct mailing are further highlighted.

From the viewpoint of the test organization, Business Extension maintains that it must use procedures which dictate success. One measure of success is the absolute number of course participants enrolled in extension courses offered. This study evaluates four commonly used endorsement forms of continuing education direct mailings and evaluates their effectiveness with respect to the test organization, Business Extension. Advantages of direct mail advertising which are commonly cited may be observed as follows:

1. Direct advertising can be directed to specific individuals or markets with greater control than any other medium.
2. Direct advertising can be made personal to the point of being absolutely confidential.
3. Direct advertising is a single advertiser's individual message and is not in competition with other advertising and/or editorial.
4. Direct advertising does not have space and format limitations as do other mediums of advertising.
5. Direct advertising permits greater flexibility in materials and processes of production than any other medium of advertising.
6. Direct advertising provides a means for introducing novelty and realism into the interpretation of the advertiser's story.

7. Direct advertising can be produced according to the needs of the advertiser's own immediate schedule.
8. Direct advertising can be controlled for specific jobs of research, reaching small groups, testing ideas, appeals, reactions.
9. Direct advertising can be dispatched for acute and in some cases exact timing, both as to departure of the pieces as well as their receipt.
10. Direct advertising provides more thorough means for the reader to act or buy through action devices not possible with employment of other media (Sandage and Fryburger, 1971).

Direct Mailings Defined

Direct mailings differ from other forms of advertisement in one important area. In direct mailings advertisers select specific groups to which an advertised message is distributed. This advertising technique is often successful since a direct-mailed advertisement generally concentrates its messages on a specific objective.

Even though direct mailings have the advantage of personalization, audience selectivity, and no competition within its publication, it can often lend itself to a junk mail image.

Another limiting factor of direct mailings is the upkeep or currency of the mailing list used. Generally, mailing lists are composed of names representing specific groups

which advertisers wish to contact. These lists are usually obtained by one of the following methods:

1. build your own,
 2. trade or exchange with others,
 3. rent from a broker,
 4. buy from a list house, or
 5. arrange to use expiration list of a periodical
- (Sandage and Fryburger, 1971).

The method chosen to obtain the mailing list usually closely matches the specific needs of the organization desiring the mailing list. The maintenance of mailing lists is a costly and continuously necessary task if wastage of direct mail advertising is to be kept to a minimum. The effectiveness of direct mail advertisements depends greatly on the currency and accuracy of the mailing list utilized.

Advertising Effectiveness In Direct Mail Advertising

Pride and Ferrell (1977) state that the effectiveness of advertisements is measured for a variety of reasons: (1) to determine whether a campaign accomplished its advertising objectives; (2) to evaluate the relative effectiveness of several advertisements to ascertain which copy, illustration, or layout is best; and (3) to determine the strengths and weaknesses of various media and media plans.

There are many factors which have a significant impact on the effectiveness of an advertising campaign. Along with

these factors the concept of "audience" is important in order to understand the wants and needs of target groups exposed to the advertising messages. Audience is generally considered a one-way communication applicable to a mass medium. Several types of audiences can be derived from its broad definition - radio, television, and print. These types of audiences have become important sources in measuring as well as distributing advertised messages (Bogart, 1966). However, for the purpose of this study, only print media is considered.

For years the number of letters received by newspaper and magazine editors provided crude indications of the number of readers for a publication. Top management of newspapers and magazines also claimed that circulation numbers indicated the importance of the print publication to advertisers. As a direct result, inflated circulation numbers flourished until the establishment of the Audit Bureau of Circulations in 1914 (Bogart, 1966). This board created a system of checking the true paid circulations of many magazines and newspapers, giving marketers a better understanding of the true numbers of individuals a publication reached. However, knowing just the sheer number of circulated copies proved to be an incomplete data base. Marketers wanted to know what types of individuals subscribed or purchased the printed media in which they advertised. Also, marketers desired to find out if their advertisements stood out among other advertisements within a publication.

As a direct result of these needs, two types of survey

methods evaluating advertising effectiveness soon appeared. One which received popular attention was developed by Daniel Starch (Benn, 1978). The Starch test simply measured the attention gained by a reader when an advertisement was noticed within a printed publication. Interviewers knocked on doors all across the United States asking which advertisements readers remembered seeing in a specific issue of a newspaper or magazine. Generally, one hundred respondents were surveyed for each issue.

According to Benn, this research tool proved very useful in determining the advertisement's effectiveness of gaining the readers' attention, but the Starch test did have some limitations:

1. The Starch score did not tell whether the advertisement caused the reader to feel favorably toward the product.
2. The Starch score did not tell whether it caused the reader to prefer the brand advertised (1978).

Benn (1978) also noted that high Starch scores were often achieved by advertisements which featured a large, dominating photograph, and below it a headline, short copy, and a signature in type about the size of the headline. The most efficient proven usage of the Starch test occurs when measurement of the effectiveness of image advertising campaigns is desired.

Starch tests are worth little in direct response advertising because a well written direct response advertisement usually does not appeal to a large percentage of the readers of a publication (Benn, 1978). This generalization is

somewhat true for direct mailings in the form of brochures and pamphlets. The difference is that brochures and pamphlets are generally considered to possess a higher level of attention with respect to readers since this form of advertisement contains no competitive advertisements.

Another survey method measuring the effectiveness of advertising may be classified under the category of "recall tests". Principal methods which are currently used are (1) Gallup and Robinson's Impact Post test, (2) dummy magazine test, (3) portfolio tests, (4) television recall tests, (5) association tests, and (6) knowledge or awareness tests (Sandage and Fryburger, 1971). Basically, all of these tests serve as vehicles to measure what degree of communication was achieved by the advertised message.

The difference between the recall tests mentioned and the Starch test appears to be minimal. Starch tests demand that respondents only recognize particular advertisements and/or components of an advertisement. Recall tests are more of a test of memory, requiring the respondent to recall advertisements without the aid of the advertisement itself.

With the aid of recognition and recall tests, authors have studied the effects of various components in the field of advertising. Within the print media field, factors such as the size of print, frequency of ad repetition, and design layout-content have all received attention concerning their impact on advertising effectiveness. To further elaborate on the connections between these factors and the paper topic

(endorser effectiveness), a brief overview of the factors will now be discussed.

Advertising Effectiveness -

Size of Print

The size of the advertisement affects its ability to achieve actual exposure (Bogart, 1967). There are various tradeoffs to consider when deciding which size of advertisement fits the needs of a product or service. The larger or longer the message, the more likely the reader will take the time to discover the point of the advertisement (Bogart, 1967). Generally, studies conducted on the size of print factor focused on the frequency of exposure as well as the permanency of impression (Hendon, 1973). With these studies came generalizations, one being that larger advertisements appear to mandate more importance, stimulating readers to a greater extent than smaller advertisements.

Another similar generalization was that as one increased the size of the advertising message, the permanency of impression increased approximately with the square root of the increase in area, not directly with the increase in area (Hendon, 1973). Results of studies concerning this generalization have been mixed.

Today there is no hard, fast rule as to what size advertisement an organization should utilize. Funds allocated toward product or service promotion may limit purchasing the desired amount of advertisement space. Also, in some

instances unique smaller advertisements may gain as much reader attention as their larger, more expensive counterparts.

Advertising Effectiveness - Frequency of Ad Repetition

Repetition of advertisements to gain reader attention is fairly commonplace today in advertising circles. It is not uncommon to observe the same advertisement in a publication for periods up to six months. Repetition even has origins as a basis for learning within our school systems. Generally speaking, it has been found that smaller advertisement size mandates that marketers present advertisements more frequently. There are some limitations to this statement about advertising frequency. Overexposure of product advertisements may severely hamper the effectiveness of an advertisement campaign (Krugman, 1975).

One theory on repetition by Krugman (1975) supports this statement of possible over or underexposure of product advertisements. Krugman's theory is displayed in Figure 2.1.

Krugman states that advertisers should be concerned with the exposure frequency distribution of each individual advertising campaign. According to his theory, there exists an optimum number of exposures for maximum effectiveness of an advertising campaign. In Figure 2.1, distribution B exhibits the most efficient use of repetitive advertising. Distribution A shows the outcome of an advertisement which has not been repeated a sufficient number of times while distribution

C gives a ceiling effect and represents an unnecessary exposure of the same advertisement campaign.

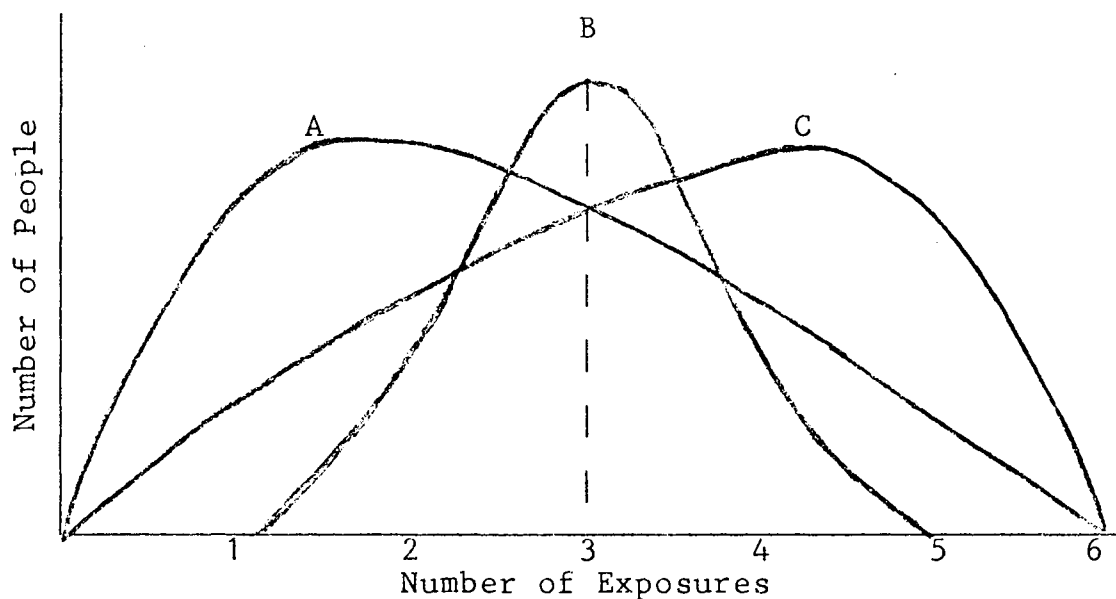


Figure 2.1. Krugman's Theory of Exposure-Frequency Distribution

Frequency of advertisements is a complicated problem to which no clear-cut solution exists. The size of the advertisement or the length of the commercial makes a difference. The character of the product or service also makes a difference. So does the type of medium--television, radio, newspapers, magazines, billboards, car cards, direct mail--and even the specific medium within each type (Benn, 1978). It has been suggested that to determine the most appropriate frequency of advertisement repetitions past pro-

duct successes should be studied carefully. If such data is not available, then the advertisement campaign should be designed to lend itself to flexible schedule changes.

Advertising Effectiveness - Design

Layout--Content

Design layout is extremely important when implementing a direct mail advertisement campaign. Decisions on colors, pictures, and borders, as well as the basic written information included in a direct mail brochure, are generally made with respect to targeted readers and the image of the organization responsible for the mailing. Colors have been found to have a favorable impact on important or unique products. However, colors are not effective for all products. The use of color has been shown to have limited effects for routine products. Studies on the effectiveness of pictures and borders have revealed mixed results. While pictures rival headlines in gaining readership attention, borders appear to minimally affect the effectiveness of an advertisement brochure (Hassens and Weitz, 1980).

Print advertisements have shown increased uses of endorsements in continuing education programs. The endorsement section of a continuing education brochure is usually developed in the design layout stage while working toward the completion of the publication. Common components of typical printed continuing education brochures usually consist of six to seven sections. These sections are as follows: (1) a

headline, (2) course objective, (3) program topics--course outline, (4) instructor background information, (5) course cost and general information, (6) an endorsement section, and (7) a form for enrollment and/or additional information.

While not all of these sections appear in every continuing education brochure, a majority are used throughout the United States by universities and various business organizations.

At this point, examination of recent studies on the effectiveness of endorsements might specifically define the role of endorsements and their level of importance to advertisers.

Endorsements--As They Apply to Advertising Effectiveness

Recent studies have focused on the effects of endorsements, resulting in improved communications from different media--television, radio, newspapers, magazines, and direct mailings. In 1973, a research firm, Gallup and Robinson, studied the composition of television commercials and found that 15 percent of all advertisements contained some form of celebrity endorsement (Friedman, et al., 1976). To date, the findings, while favoring endorsements, do acknowledge that there are some limitations to the use of endorsements in advertising. Empirical evidence of print advertisements suggests that endorsements may appear in several forms and favorably affect consumer attitudes compared to messages presented with no endorsements (Brock, 1981; Friedman and

Friedman, 1979; Fireworker and Friedman, 1977; Friedman et al., 1976; Kamen et al., 1975).

Brock (1981) states that companies should utilize endorsements whenever possible. When selecting testimonial letters, Brock suggests some of the following guidelines to aid advertisers in the most appropriate selections. These guidelines appear in Table 2.1.

TABLE 2.1
GUIDELINES FOR THE EFFICIENT USAGE OF TESTIMONIALS

-
1. Make sure, first of all, that the customers' letters you select are 100% believable.
 2. Avoid letters which are too general.
 3. Use letters that sound human--not composed in English-theme manner. If they sound too smooth, chances are that many of your readers will think they are the results of your fertile imagination.
 4. If you have to select between three or four short letters of praise and one of two longer ones, go with the bigger number always. People are interested in people, and the more names you give (along with city and state but not street addresses), the more you'll impress your prospects. (Brock, 1981).
-

Brock also suggests that whenever advertisers utilize a celebrity endorser, the endorser should fit with the nature

of the product, and that testimonials should be used as either attention grabbers or backups supporting claims made in the advertisement. Other studies also suggest the use of endorsements to improve advertising effectiveness.

In 1979 Hershey Friedman and Linda Friedman sought to classify endorser effectiveness by product type. In their study three forms of endorsement widely used today in advertisements were matched with three products (vacuum cleaner, cookies, and costume jewelry). The endorsement forms analyzed were (1) the celebrity, (2) the professional (or recognized) expert, and (3) the typical consumer. Celebrity endorsers were defined as publicly recognizable figures who possessed some expertise in an area other than the product being endorsed. Professional (expert) endorsers were categorized as possessing superior knowledge in the product area that was being promoted with the advertisement. The typical consumer endorser was viewed as an ordinary person who possessed neither celebrity status nor expertise in product usage except through normal every day use. The Friedmans' hypothesis was that the consumer's evaluation of the advertisement would depend upon the particular product/endorser combination. This hypothesis was upheld to be significant. It was found that the effectiveness of the endorser type was dependent upon the type of product being endorsed. Figure 2.2 charts the results of testing the endorsement forms with the three previously mentioned products (Friedman and Friedman, 1979). From Figure 2.2 it can be observed that the celebrity

endorser possessed its highest mean with the costume jewelry product. The expert endorser's highest mean occurred for the vacuum cleaner product, and the typical consumer endorser fared best with the cookie product. It should be pointed out that the experiment did have several limitations. The study was performed under laboratory conditions where each subject saw the advertisement only once and not while leisurely leafing through a printed publication. The authors also point out the inferences drawn from this study might be viable only in printed media and further research should be undertaken in other media forms--radio, television, etc.

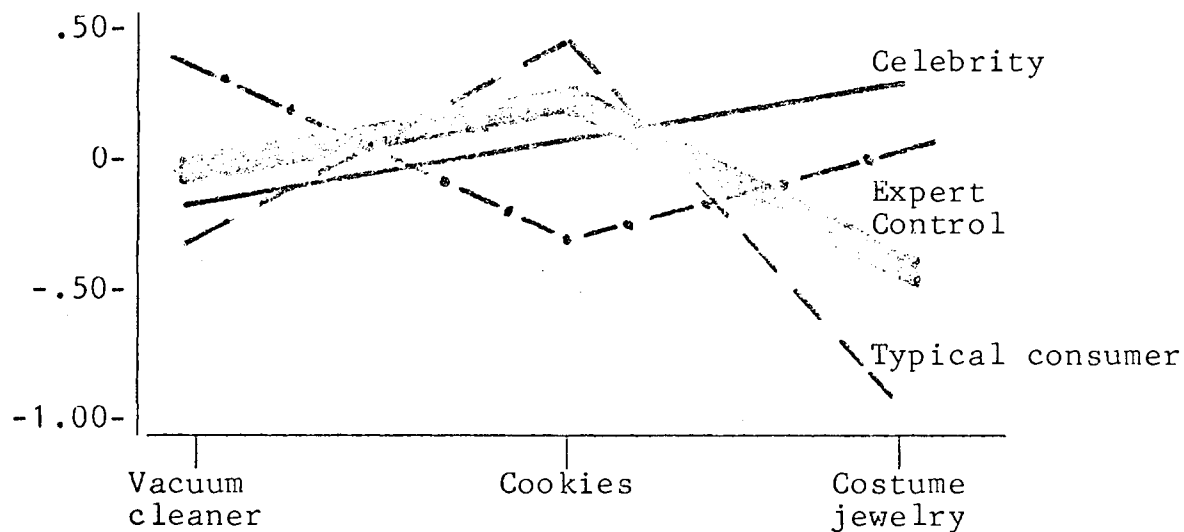


Figure 2.2. Factor Scores: Plot of Means

In 1977 Fireworker and Friedman conducted a study focusing on the effects of endorsements on product evaluation. In

this study ten interviewer groups were selected from an advanced marketing class to survey shoppers in the New York City Metropolitan area. Only one product (wine) was observed and rated by local consumers who were wine drinkers.

Actually five types of endorsements were tested in this study of which two were considered control groups. The five endorsement types tested were (1) no endorsement, (2) company endorsement, (3) typical consumer endorsement, (4) celebrity endorsement, and (5) professional expert endorsement. The testing of each endorsement condition is explained as follows: In the no endorsement condition subjects were simply asked to sample the wine and evaluate the product; in the company endorsement condition subjects who sampled the wine observed a statement purported to be directly from the company who manufactured the product; with the typical consumer endorsement, statements about the wine's quality were assigned to fictitious consumers; celebrity endorsements contained statements that were assigned to well known celebrities which were easily recognizable in the New York region; and the professional endorsements contained statements pertaining to the wine's quality by well known wine critics who possessed expertise with products of this type. Fireworker and Friedman considered the no endorsement and the company endorsement conditions to be possible control groups in this study. The results of the study on an overall attitude measure showed that the expert and celebrity endorsements were significantly different from the no endorsement condition in two of the

three tests run. The third measure was a Scheffe's test for contrasts run on the measures of overall attitude and expected price. Here testing indicated that there was a difference between using outside endorsers and a company endorsement (the control group). There was no observed endorser effect for the measure of intent to purchase which was partly attributed to the design of the study.

In a similar study in 1976, Friedman, Termini, and Washington sought to determine the effectiveness of advertisements utilizing four types of endorsement. The endorsement types analyzed were (1) the celebrity, (2) the typical consumer, (3) the professional expert, and (4) company presidents. As in previous studies reviewed in which Hershey Friedman was an author, the celebrity endorsement, typical consumer endorsement, and professional expert endorsement represented approximately the same operational definitions. The fourth endorsement tested in this 1976 study, the company president, represented the head or CEO (Chief Executive Officer) of the company whose product was being advertised. Respondents of the study were asked to evaluate the endorsed product (wine) on four measures: (1) expected selling price of the wine, (2) taste of the product, (3) intent to purchase the advertised product, and (4) the believability of the advertisement. The authors hypothesized that if any endorsement effect existed it would appear in at least one of the four measures mentioned above. The results collected from this study were mixed. For the measures of expected selling

price and believability, no significant differences were observed between endorsement types. Significant results were observed for the measures of probable taste and intent to purchase. Summarizing from the results of the discussion section of this study, the authors stated that an endorser, no matter what type, favorably affected the measures when compared to the control group of no endorsement.

In 1975 Kamen, Azhare, and Kragh, upon observing the use of prominent individuals in advertising messages, decided to test the effect of a spokesman in a sponsoring role. These authors identified four common types of individuals used in advertising messages. These were (1) the testimonial, (2) the endorser, (3) the actor, and (4) the spokesman. In this study the testimonial phenomenon occurs when an individual states the superior qualities of the product which were observed through personal use of the product. The endorser phenomenon appears when an individual is merely associated with a product or brand. In some cases within the endorser phenomenon, the endorser is an expert in the field being promoted, but there are some instances where no unusual expertise is observed between the endorser and the product being advertised. Kamen et al. further stated that within the actor phenomenon the individual is only a character rendering a performance connected to a product or service. Likewise, the spokesman is an individual who represents the company or brand in an official capacity. Although the authors are quick to point out that the aforementioned phenomena are not

mutually exclusive, there are some identifying characteristics which allow their categorization. "Explicit identification of the individual is practically always made in the first two categories, but not necessarily in the second two" (Kamen et al., 1975). The results of this study showed that a spokesman can be used as an effective tool to increase the awareness of an advertisement campaign.

Briefly summarizing the results of these studies indicates that endorsements can be a valuable tool to the advertiser wishing to increase the effectiveness of his advertising campaign. However, in order to properly implement endorsements into the advertising campaign, the components of successful endorsements must be fully understood.

Components of Successful Endorsements

It has been observed in past advertisements that some advertising campaigns which utilize a form of endorsement are extremely effective in reaching the desired target audience while other similar campaigns are not as successful. This seems to indicate that specific components of endorsements may affect the overall success of endorser advertisements. Endorser components may be analyzed under the broad topic area of source effects.

Many literature reviews with endorsement applications may be applied through the subject of source effects (Sternthal et al., 1978; Simon et al., 1970; Berscheid, 1966; Dabbs, 1964; Aronson and Golden, 1962; Burnstein et al.,

1961). Results from these studies may be categorized along along the following guidelines: (1) perceived similarity of the consumer and the endorser, (2) physical attraction between the consumer and endorser, and (3) perceived consumer evaluation of the relevance of an endorser with respect to the product/service being endorsed. It is not to say, however, that these categories are mutually exclusive. Some category overlaps may and often do occur.

Simons et al. (1970) classified similarity into two groupings consisting of (1) attitudinal similarities and (2) group similarities. Attitudinal similarities purport to represent the extent that consumer-endorser attitudes are closely matched. Membership group similarities take the form of physical organizations. The conservation movement to save forest and rivers (keeping them clean and unpolluted) might be an attitude similarity shared by many consumers with an endorser (Robert Redford). Likewise, belonging to a particular political party (Democrat or Republican) could signify a group membership similarity. It has been found that a relationship between attitudinal similarities and group similarities exists. In most cases attitude similarities preceded group similarities (Simons et al., 1970). Summarizing this literature leads to the conclusion that a perceived similarity between the endorser and consumer might cause the consumer to agree with statements about a product on the basis of that perceived similarity (Mowen, 1980), thus setting up a possible favorable attitude toward a product.

Physical attraction between the consumer and endorser is also an important component of source effects. However, separation of the often confounding variables attraction and similarity have increased the difficulty of solely measuring the variable attraction. Some studies have employed Festinger's Social Comparison Process to separate these confounding variables; but even this technique has had limited success of accurately predicting more than one level of opinion change (Berscheid, 1966). Although attraction is considered a component of source effects, it has been inferred that other variables such as respect and trust are significantly more deterministic of attitudes or opinions (Simons et al., 1970).

Consumer evaluations of endorser relevance may strengthen or weaken the effectiveness of an endorser. The importance of relevance to similarity has been documented by Berscheid (1966). According to Berscheid, it appears that the combination of similarity and relevance strengthens the impact of source effects. Relevance and attraction have also been found to increase the magnitude of source effects (Baker and Churchill, 1977). Another consumer evaluation of relevance is the credibility of the endorser. Credibility has generally been defined in terms of the expertise or trustworthiness of the endorser source (Aronson and Golden, 1962). However, the expertise of an endorser is not a clear delineating area. For example, if an individual was "titled" as being an expert in a particular field, one would normally

expect that this individual's comments possessed some high credibility (Griffin, 1967). This statement holds true for many cases, but some exceptions have been found (Aronson and Golden, 1962). In their study, Aronson and Golden stated that variables such as the race of an individual (similarity) often affected the degree to which a source was viewed as being credible. The variable race had been empirically viewed both positively and negatively. If this variable was perceived to be significant, it was titled "irrelevant credibility" (Aronson and Golden, 1962). When an individual was considered an expert solely on non-biased means of evaluation, he/she was judged so by "relevant credibility" (Aronson and Golden, 1962). Although the results have been mixed, generally it has been shown that "highly trustworthy and/or expert sources produce a more positive attitude toward the position advocated than sources that are perceived as being less trustworthy and/or expert" (Sternthal et al., 1978).

Summarizing the importance of source effects to endorsement advertisements could be approached in several directions. The summation of similarity, attraction, and relevance can increase the effectiveness of endorsement advertisements. In the viewpoint of the advertiser, this would seem to necessitate the matching of an endorser to the consumer's perceived attitude, based on similarities attraction and relevance.

The Present Study

The present study was concerned with the effectiveness of endorsements within direct mailings. The reason this study was undertaken stems from findings that other researchers had discovered in earlier studies which seemed to indicate that endorsements were an effective tool for improving advertising effectiveness. Because of the increase in the use of endorsements or testimonials, this study was undertaken in hope of providing suggestions that might increase the effectiveness of endorsements in direct mailings of continuing education brochures.

Drawing from the information consolidated in sections one, two, and three of this chapter, this study was constructed to answer several hypotheses. The general hypothesis assumes that endorsements can be used to increase the advertising effectiveness of direct mail literature. This hypothesis assumes the validity of several more specific hypotheses:

1. The usage of endorsements will directly increase the perceived quality of direct mail literature.
2. The use of endorsements will increase the purchase intent of the product or service advertised.
3. The more information disclosed about the source of an endorsement, the more believable the endorsement becomes to respondents of direct mail advertisements.

To summarize, the present study suggests that the use of endorsements in direct mail advertisements may increase the effectiveness of the advertising campaign. In a direct mail setting, the result of increased effectiveness could be observed in increased sales or inquiries.

CHAPTER III

METHODOLOGY

The use of a mailed questionnaire to a sample of Oklahoma Realtors was decided upon as the primary method of gathering the data needed for the study. A copy of this questionnaire maybe found in Appendix A. Since it is felt that any mail questionnaire has some limitations in objectivity, the rationale for its use is discussed briefly.

Selection of Research Method

The three methods of research that have been most commonly used in measuring attitudes are verbal reports, analysis of fantasy, and observation of actual situations. Although it contains inherent weaknesses, the method of verbal reports has been the most widely accepted measure.

Because of its simplicity and goodness of fit to the study, the verbal report method of research was selected as an optimum technique. Thus a mailed questionnaire was sent to the respondents of this study. This method of research provided the advantage of gathering a large amount of data in a relative short time period, with a limited number of researchers.

Nature of the Population

The participants in this study were professionals in the field of real estate sales. Two specific occupations (Brokers and Sales Associates) are readily observable in the real estate field. A broker is an individual who has successfully passed the broker's test and acquired that particular license. A sales associate in the real estate field pertains to individuals who have successfully completed the realtor's exam and obtained this respective license.

Subject Identification

At the time of this study it was noted that there were over 35,000 licensed realtors within the State of Oklahoma. An exact composition ratio of the broker to sales associate was not known, however; sales associates did appear to outnumber brokers in this state. For the purpose of this study, respondents identified their occupational vocation in the demographic section of the questionnaire by marking either (1) Broker or (2) Salesman.

The manipulation of occupational vocation as well as other demographic variables allowed the comparing and contrasting of demographic variables with each endorsement treatment, thereby further breaking down the results of this study to its integral components.

Sample Size

Having determined the subjects to be sampled, the next decision that was needed was to determine the appropriate sample size for the study. The sample size was determined on the basis of the following consideration: examination of sampling tables reveal that increases in accuracy are relatively small beyond a cell size of $N=30$. Therefore, a minimum sample of thirty responses for each treatment was desired to assure maximal power of the statistical measurement used.

Past experience of mailed survey questionnaires has shown that approximately 25 percent were usually returned. According to this response rate each treatment in the experiment would require at least 120 questionnaires to be mailed. However, since the accuracy of the mailing list used in this study was not certain, 250 questionnaires were mailed for each of the 4 treatments. This precautionary measure was to ensure a cell size of at least thirty respondents in each cell.

Since the 1980 Directory of Oklahoma Licensed Real Estate Brokers and Sales Associates contained over 35,000 licensed realtors, a sampling method was developed. The sample was selected by contacting every 35th realtor beginning on page one with the first realtor listed in the directory. This procedure produced a potential sample size of 1,000 respondents (realtors). At this point the population sample was equally divided into four treatment groups with

varied levels of endorsements embedded within the brochures mailed. The result of this manipulation insured that 250 potential respondents were surveyed for each manipulated condition in the experiment.

Of the 1,000 brochures mailed, 348 were returned as expired addresses which could not be forwarded, indicating the currency of the mailing list mentioned in Chapter III. The total number of usable returned questionnaires was 112. The questionnaire return rate for this study is given in Table 3.1.

TABLE 3.1
CORRECTED RESPONSE RATE OF BROCHURE MAILINGS

COMPONENT BREAKDOWN OF TOTAL MAILING RATE	
Total questionnaires mailed	1000
Returned unforwardable addresses	348
Questionnaires available for response	652
Questionnaires returned	112
Actual return rate of questionnaire	17.17%

It was observed that the return rate for mailed questionnaires was 17.17%. Also, the response rate of each endorsement treatment varied. While a cell size of thirty respondents for each treatment was desired in this study, the response rate for each cell was considered adequate for statistical testing. A breakdown of cell sizes for each endorsement treatment is listed in Table 3.2.

TABLE 3.2
RESPONSE RATE OF MAILING BY
ENDORSEMENT TREATMENT

TREATMENT	FREQUENCY IN SAMPLE	FREQUENCY OF RETURNED OUTDATED ADDRESSES	RETURN RATE FOR EACH TREATMENT
T1 (no endorsement)	27	61	14.28%
T2 (endorsement by statement only)	30	116	22.38%
T3 (company endorsement)	32	77	18.49%
T4 (full disclosure of endorsement source)	23	91	14.46%

As observed in Table 3.2, cell sizes of each treatment group was approximately the same for each group. However, treatment four (the full disclosure of the endorsement

source) recorded a low number of respondents (23) compared to other treatments of this study.

Summarizing, the quantity of sample questionnaires was assumed methodologically sufficient to be representative of the inferences to the population tested in this study.

Development and Structure of Stimulus and Questionnaire

Because no proven stimuli or questionnaires were available that would provide the data necessary to answer the research questions of this study, the stimulus and questionnaire was developed specifically for the problem at hand. After the preliminary stimulus and questionnaire was developed, the research design, limitation of results, and possibilities of inferences were discussed with management from the Office of Business Extension and others connected with the study. Upon revision of both the stimulus and questionnaire, the population of Oklahoma realtors were sampled by mailed surveys.

The package that was mailed to the population consisted of a cover letter, stimulus section (sample brochure), questionnaire, and a postage paid, self-addressed envelope. For purposes of identification and analysis, each questionnaire contained a coded value on the back of the last page of the questionnaire.

The content of the cover letter simply stated limited background information about the author of the questionnaire

and guidelines associated with the study. The stimulus section (brochure) consisted of general brochure information with four varied endorsement sections.

While the questionnaire was divided into three separate parts, the basic design of this applied research experiment was a one-way between-subjects design. In this study a between-subjects design limits each respondent to observing only one of the four endorsement treatments.

Within the stimulus section manipulation of the independent variable occurred. The independent variable manipulated was the form of endorsements found within the endorsement section of the mailed brochures. The endorsement section was constructed in a similar manner to other brochures of continuing education programs sponsored by universities across the United States. Within the stimulus section, specific components of the sample brochure--the headline, course objective, program course outline, instructor background information, course cost, and enrollment form--remained the same for all endorsement treatments. The four endorsement treatments appeared in the following manner. Treatment one was a brochure without an endorsement section. Each respondent who received this brochure evaluated the continuing education program only on the headline, course objective, program course outline, instructor background information, course cost, and enrollment form. Treatment one was designed as a control group for this experiment. Treatment two had the same sections as observed

in treatment one in addition to an endorsement section. The endorsement section consisted of three statements made by fictitious past participants of the continuing education program about program quality. This endorsement section is listed in Table 3.3.

TABLE 3.3
ENDORSEMENT SECTION FOR TREATMENT TWO

Only Statement Endorsement
PAST PARTICIPANTS COMMENTING ON OUR PROGRAM HAVE SAID . . .
Very Progressive, well planned and well executed.
Increases your professionalism and assists you in achieving better performance.
Concepts and objectives as developed in the course are excellent.

Treatment three also had an endorsement section, but the contents of this endorsement section contained a listing of companies who had previously participated in the continuing education course offered in the sample brochure. The endorsement section for treatment three is listed in Table 3.4.

TABLE 3.4
ENDORSEMENT SECTION FOR TREATMENT THREE

Company Listings Endorsement	
THE FOLLOWING COMPANIES HAVE PARTICIPATED IN PREVIOUSLY OFFERED REAL ESTATE PROFESSIONAL DEVELOPMENT PROGRAMS . . .	
Carpet Realtors	Global Realty, Inc.
Shaw Realty Co.	International Realtors of OK.
Century Realty	Home Finders, Inc.

TABLE 3.5
ENDORSEMENT SECTION FOR TREATMENT FOUR

Endorsement with Source Fully Disclosed	
PAST PARTICIPANTS COMMENTING ON OUR PROGRAM HAVE SAID . . .	
Very progressive, well planned and well executed	John Jones, Salesman Century Realty
Increases your professionalism and assists you in achieving better performance.	Harry Shaw, Broker Shaw Realty Co.
Concept and objectives as developed in the course are excellent.	Sharon Bamburger-Salesman Carpet Realtors

The last treatment in this experiment, treatment four, contained an endorsement section with full disclosure of the endorsement statement and source. Respondents who observed this treatment saw (1) the same three statements as listed in treatment two, (2) a realtor with his/her job title (broker or salesman), and (3) the company the realtor was representing. Incidentally, the companies in treatment four were chosen from the list of companies displayed in treatment three. The endorsement section for treatment four appears below in Table 3.5. For additional insight of the four sample brochure designs in the study, see the Appendix of this text.

As previously mentioned, the questionnaire was divided into three parts. Part A consisted of six questions which were designed to evaluate overall consumer attitudes of quality concerning the continuing education program observed in the stimulus section of the mailed literature. Questions one through five constitute the dependent variable (perceived quality) of this study. Question six in itself represents a global measurement of quality for comparison against questions one through five. Each of the six questions were measured on a five point bipolar adjective attitude scale. Attitudes were operationalized as the sum of scores for each characteristic. Since only one characteristic (perceived program quality) was tested, this experiment has only one attitude measure for representing the quality of the continuing education program offered in the brochure. Table 3.6 shows the model developed

to measure the dependent variable (perceived program quality). Similar models for measuring attitudes have been employed extensively in the marketing literature (Engel, Kollat, and Blackwell, 1973).

Part B of the questionnaire contained a "shopping list" of possible continuing education courses which might be offered to the population at a later date by the Office of Business Extension (the test organization). The variables or courses in part B of the questionnaire were measured by ten point scales of bipolar adjectives concerning the realty interest of enrollment in specific courses. The adjective used in this scale ranged from a low of "very unlikely" to a high evaluation of "extremely likely."

TABLE 3.6
MODEL MEASURING DEPENDENT VARIABLE
(PERCEIVED QUALITY)

Equation	Definition of Symbols
$A_b = \sum_{i=1}^n Q_{ib}$	A_b = Attitude toward brochure Q_{ib} = Evaluation of brochure with regard to characteristic i. <i>i</i> = One of the four endorsement treatments

Part C consisted of six demographic variables which were used to further aid the analysis of the data obtain from parts A and B of the questionnaire. Demographic variables have received extensive use from marketers trying to distinguish unmet needs within segments of populations. If definite unmet needs of the realty population can be determined from demographic analysis, advertisements might best be directed toward these segments.

Method of Statistical Analysis

The questionnaire collected interval and ordinal data. Parts A and B collected primarily interval data. Part C of the questionnaire collected ordinal data.

In the data analysis of parts A and B, interval scales were assumed for the attitudinal measures of perceived quality in part A and interest in enrollment in part B. Subroutines from SAS (Statistical Analysis System) were used in the data analysis. Subroutines used in this study were GLM (General Linear Model) the Frequency procedure, and Mean procedure. While similar to ANOVA (Analysis of Variance), the GLM procedure is a regression subroutine which is specifically designed to handle unbalanced data sets.

The GLM procedure was specifically implemented for analysis of data collected in part A of the questionnaire. The remaining subroutines were utilized in the study to analyze all three parts (A, B, C) of the questionnaire.

CHAPTER IV

RESULTS

The results compiled from the 112 returned questionnaires will be presented in this chapter. The order of presentation first discusses part C demographics, then part A endorsement evaluations, and subsequently part B ratings of possible course topics of the questionnaire.

Using the background and experience data provided by the questionnaire, the characteristic similarities and differences of the demographic groupings will be discussed first, followed by the evidence relevant to the research questions proposed in Chapter I.

Analysis of Demographics

Question I of part C asked respondents to identify the community in which they resided and worked. As can be readily observed in Table 4.1, 42.85% of the realtors surveyed work within the two largest metropolitan areas in Oklahoma-Tulsa and Oklahoma City. This might indicate that realty continuing education courses should be offered in one or both of these cities. Proper location of continuing education courses could increase enrollments.

TABLE 4.1
FREQUENCY OF CITY/TOWNS IN SURVEY POPULATION

City/Town	Frequency	Cumulative Frequency	Percent	Cumulative Percent
Ada	1	1	1.000	1.000
Bethany	1	2	1.000	2.000
Blackwell	1	3	1.000	3.000
Chandler	1	4	1.000	4.000
Chelsea	1	5	1.000	5.000
Cherokee	1	6	1.000	6.000
Chickasha	1	7	1.000	7.000
Claremore	1	8	1.000	8.000
Cleveland	1	9	1.000	9.000
Del City	2	11	2.000	11.000
Durant	1	12	1.000	12.000
Edmond	1	13	1.000	13.000
Elk City	1	14	1.000	14.000
Enid	2	16	2.000	16.000
Grove	1	17	1.000	17.000
Guymon	1	18	1.000	18.000
Haskell	1	19	1.000	19.000
Hollis	1	20	1.000	20.000
Jay	1	21	1.000	21.000
Lawton	1	22	1.000	22.000
Miami	1	23	1.000	23.000
Muskogee	1	24	1.000	24.000
Noble	1	25	1.000	25.000
Norman	3	28	3.000	28.000
Oklahoma City	29	57	29.000	57.000
Pauls Valley	1	58	1.000	58.000
Perry	1	59	1.000	59.000
Ponca City	3	62	3.000	62.000
Pryor	2	64	2.000	64.000
Purcell	1	65	1.000	65.000
Rush Springs	1	66	1.000	66.000
Shawnee	2	68	2.000	68.000
Stigler	2	70	2.000	70.000
Tishomingo	1	71	1.000	71.000
Tulsa	19	90	19.000	90.000
Tuttle	2	92	2.000	92.000
Wagoner	1	93	1.000	93.000
Waurika	1	94	1.000	94.000
Weatherford	1	95	1.000	95.000
Wewoka	2	97	2.000	97.000
Wilburton	2	99	2.000	99.000
Woodward	1	100	1.000	100.000
*Missing	12	--	--	--

*Survey responses not completed in Question I of part C.

Question II of part C asked respondents for identification of their occupational vocation. Results are recorded in Table 4.2.

TABLE 4.2
OCCUPATIONAL VOCATION OF SURVEY POPULATION

Occupation (Job Title)	Frequency	Percent
Broker	62	57
Salesman	46	43
*Missing	4	--

*Survey responses not completed in Question II, part C.

Table 4.2 indicates that a greater percentage of brokers--not salesmen--returned the survey questionnaire. The irony of this result is that salesmen outnumber brokers in Oklahoma almost 2 to 1. Since the realty sample was randomly sampled on a statewide basis, results should have indicated a greater response rate for the occupation of salesman. This might be a slight indication that brokers are more fully aware of the benefits of continuing education courses offered by accredited universities and learning institutions.

Question III of part C requested that respondents disclose their gender. The results showed that the sample population consisted of slightly more males than females. A specific breakdown as to the gender of survey respondents is listed in Table 4.3.

TABLE 4.3
GENDER OF SURVEY RESPONDENTS

Gender	Frequency	Percent
Male	61	58
Female	44	42
*Missing	7	--

*Survey responses not completed in
Question III of part C.

Question IV of part C seeks to ascertain the major age of realtors in Oklahoma. Grouping according to age brackets constructed by the author are presented in Table 4.4.

From Table 4.4 realtors appear generally to be between the ages of twenty-five to fifty-five, indicating that this survey realty population contains a wide age spectrum of working realty personnel.

TABLE 4.4
SURVEY RESULTS OF AGE GROUPS

Age Group	Frequency	Percent
25	2	2
25-35	23	21
36-45	24	22
46-55	31	29
56-65	8	7
*Missing Values	4	--

*Survey responses not fully completed in Question IV of part C.

Question V of part C makes inquiries as to who accepts responsibility for the costs of attending realty continuing education courses. The results as they appear in Table 4.5 indicate that the costs of realty continuing education is overwhelmingly absorbed by the individual and not the realty company. This may be in part to the structure of employment in the realty field. Sales associates are employed by brokers in the realty business. Most of the expenses incurred by the sales associates, such as educational programs, may be deductible business expenses pertaining to their occupational vocation.

TABLE 4.5
PAYMENT OF COST FOR CONTINUING EDUCATION COURSES

Responsible for Payment	Frequency	Percent
Self	103	95
Employer	5	5
*Missing	4	--

*Survey responses not fully completed in Question V of part C.

Question VI of part C inquires about the work experience (in years) for the realty population of Oklahoma. Table 4.6 indicates the results of question VI. Forty percent of the realty samples in this study had worked in the real estate field five year or less, possibly indicating a high turnover rate. Increased numbers could also be the result of individuals joining the realty profession. However, current economic conditions of the United States economy tend to indicate that realtors actively remain with their career in real estate for only a relatively short duration.

TABLE 4.6
YEARS OF WORK EXPERIENCE IN REAL ESTATE

Years	Frequency	Percent
0-5	43	40
6-10	27	25
11-15	17	16
16-20	13	12
21-25	1	1
Over 25	7	6
*Missing	4	--

*Survey responses not fully completed in Question VI of part C.

Evidence Relevant Research

Questions Asked

Research question one was proposed to identify attitudes of the population regarding mailed sample brochures. The results of questions one through six of part A were presented in hope of accomplishing this purpose.

R1--Can endorsements significantly affect the perceived quality of continuing education programs?

As previously mentioned in Chapter III, perceived quality was represented in this study by the summing of questions one through five of part A of the questionnaire. The sixth

question proposed to represent a global measurement of perceived program quality.

Theory states that the use of endorsements significantly improves the perceived quality of advertised messages. However, this study does not support this statement. Analyzing the data on two levels (T_1 - no endorsement vs. ($T_2 + T_3 + T_4$) - endorsement forms) group means were calculated and tested for significant difference. Results from this GLM procedure are found in Table 4.7, while the means tested may be located in Table 4.8.

TABLE 4.7

MEANS COMPARED: T_A (NO ENDORSEMENT) VS.
 T_B (ENDORSED BROCHURES)
 LEVELS = 2

	Sum of Squares	Degrees of Freedom	Mean Square	F Value	PR>F	R-Square
Between Groups	2.270	1	2.270	6.24	.6258*	.0022
Within Groups	1034.667	109	9.492			
Total	1036.937	110				

*Significant differences between populations if at the .05 level or less.

TABLE 4.8
TABLE OF MEANS
NO ENDORSEMENT BROCHURES VS. ENDORSED BROCHURES

Treatment	Frequency	Mean
T _A (No Endorsement)	27	11.33*
T _B (Remaining Three Endorsement Forms)	84	11.67

*Lowest mean score represents highest perceived quality.

Table 4.7 indicates that no significant difference was observed between the means of non-endorsed brochures and endorsed brochures in this study. Testing the global question six of part A at two levels also lends itself to the same findings. This analysis is recorded in Table 4.9, while the calculated means of the global test groups are recorded in Table 4.10 of this study.

At this point, statistical analysis indicates that endorsements offer no significant advantage over non-endorsed direct mailings. Means observed showed that non-endorsed brochures were evaluated somewhat higher than endorsed brochures.

TABLE 4.9

GENERAL LINEAR MODELS PROCEDURE - GLOBAL TEST -
 MEANS COMPARED: T_A (NO ENDORSEMENT) VS.
 T_B (ENDORSED BROCHURES) - DEPENDENT
 VARIABLE QUALITY = A6

	Sum of Squares	Degrees of Freedom	Mean Square	F Value	PR>F	R-Square
Between Groups	0.004	1	0.004	0.01	.9387*	.000055
Within Groups	65.582	109	0.602			
Total	65.586	110				

*Significant differences between populations if at the .05 level or less.

TABLE 4.10

NO ENDORSEMENT BROCHURES VS.
 ENDORSED BROCHURES

Treatment	Frequency	Mean
T _A	27	2.30*
T _B	84	2.31

*Lowest mean score represents highest quality perceived.

To further analyze the data on two levels, dimensions of quality were chosen to test for significant differences of endorser group means. These dimensions were represented by individual questions one, two, four, and five of part A. They purport to represent the following attitudes of quality:

- A1 - quality of course information
- A2 - positive feelings about the course
- A4 - quality of teaching (in terms of professionalism)
- A5 - purchase intent

Tables for these tests of significant difference are recorded in the following manner: (1) Table 4.11--A1, (2) Table 4.12--A2, (3) Table 4.13--A4, (4) Table 4.14--A5. Although some dimensions of quality possessed higher F values than other dimensions, no significant results were observed. Means of these dimensions of quality are collectively grouped in Table 4.15.

Research question II asked which endorsement form(s) best suited the needs of continuing education programs offered by the Office of Business Extension.

To answer research question two, it was necessary to compare the means of all the endorsement treatments in the study. Again, questions one through five were purported to represent perceived quality of program brochures.

The sample population was mechanically sorted into four treatment levels of endorsements by the GLM procedure. These endorsement levels were stated in Chapter III and are reviewed here for clarity. Treatment one represents a brochure

with no endorsement section and represents the control group of this study. Treatment two represents a brochure with an endorsement section (statement only). Treatment three represents a brochure with an endorsement section (company listing). Finally, treatment four represents a brochure with an endorsement section (full disclosure).

TABLE 4.11

GENERAL LINEAR MODELS PROCEDURE-DIMENSIONS OF QUALITY
 MEANS COMPARED: T_A (NO ENDORSEMENT) VS.
 T_B (ENDORSED BROCHURES) - DEPENDENT
 VARIABLE QUALITY = A1

	Sum of Squares	Degrees of Freedom	Mean Square	F Value	PR>F	R-Square
Between Groups	0.026	1	0.026	0.06	.807*	.001
Within Groups	46.894	110	0.426			
Total	46.920	111				

*Significant differences between populations if at the .05 level or less.

TABLE 4.12

GENERAL LINEAR MODELS PROCEDURE-DIMENSIONS OF QUALITY
 MEANS COMPARED: T_A (NO ENDORSEMENT) VS.
 T_B (ENDORSED BROCHURES) - DEPENDENT
 VARIABLE QUALITY = A2

	Sum of Squares	Degrees of Freedom	Mean Square	F Value	PR>F	R-Square
Between Groups	1.710	1	1.710	2.26	.1352*	.020
Within Groups	83.067	110	0.755			
Total	84.777	111				

*Significant differences between populations if at the .05 level or less.

TABLE 4.13

GENERAL LINEAR MODELS PROCEDURE-DIMENSIONS OF QUALITY
 MEANS COMPARED: T_A (NO ENDORSEMENT) VS.
 T_B (ENDORSED BROCHURES) - DEPENDENT
 VARIABLE QUALITY = A4

	Sum of Squares	Degrees of Freedom	Mean Square	F Value	PR>F	R-Square
Between Groups	0.716	1	0.716	1.42	.2364*	.013
Within Groups	55.561	110	6.515			
Total	56.277	111				

*Significant differences between populations if at the .05 level or less.

TABLE 4.14

GENERAL LINEAR MODELS PROCEDURE-DIMENSIONS OF QUALITY
 MEANS COMPARED: T_A (NO ENDORSEMENT) VS.
 T_B (ENDORSED BROCHURES) - DEPENDENT
 VARIABLE QUALITY = A5

	Sum of Squares	Degrees of Freedom	Mean Square	F Value	PR>F	R-Square
Between Groups	1.668	1	1.668	1.79	.1842*	.016
Within Groups	101.810	109	0.934			
Total	103.477	110				

*Significant differences between populations if at the .05 level or less.

TABLE 4.15

QUALITY DIMENSIONAL TABLE OF MEANS
 T_A (NO ENDORSEMENT BROCHURES)
 VS. T_B (ENDORSED BROCHURES)

Dimension	Treatment	Frequency	Mean
A-1	T _A	27	2.00*
	T _B	85	2.04
A-2	T _A	27	2.11*
	T _B	85	2.40
A-4	T _A	27	2.22
	T _B	85	2.04*
A-5	T _A	27	2.67*
	T _B	84	2.95

*Lowest mean score represents highest perceived quality for each dimension.

Results from statistical analysis showed there were no significant differences observed between the means of the four endorsement treatments when quality = $A1 + A2 + A3 + A4 + A5$, or with the global question quality = $A6$. Tables 4.16 and 4.17 represent the numeric results of these tests.

TABLE 4.16

GENERAL LINEAR MODELS PROCEDURE - MEANS COMPARED:
 TREATMENT 1 VS. TREATMENT 2 VS. TREATMENT 3
 VS. TREATMENT 4 - DEPENDENT VARIABLE:
 QUALITY = $\Sigma (A1+A2+A3+A4+A5)$

	Sum of Squares	Degrees of Freedom	Mean Square	F Value	PR>F	R-Square
Between Groups	26.644	3	8.881	0.94	0.4255*	.026
Within Groups	1010.293	107	9.442			
Total	1036.937	110				

*Significant differences between populations if at the .05 level or less.

TABLE 4.17

GENERAL LINEAR MODELS PROCEDURE - GLOBAL TEST
 MEANS COMPARED: TREATMENT 1 VS. TREATMENT 2
 VS. TREATMENT 3 VS. TREATMENT 4 -
 DEPENDENT VARIABLE: QUALITY = A6

	Sum of Squares	Degrees of Freedom	Mean Square	F Value	PR>F	R-Square
Between Groups	3.076	3	1.025	1.75	0.1586*	.0469
Within Groups	62.510	107	0.584			
Total	65.586	110				

*Significant differences between populations if at the .05 level or less.

Though the means of each endorsement group were not viewed as being significantly different, they are compared at this time to observe if a particular endorsement form (or forms) was more favorably evaluated by the realty population. Tables 4.18 and 4.19 reflect the mean data in this study where perceived quality was calculated at four endorsement levels.

TABLE 4.18
FOUR ENDORSEMENT TREATMENT LEVELS
QUALITY = Σ (A1+A2+A3+A4+A5)

Treatment	Frequency	Mean
Treatment One (no endorsement)	27	11.333
Treatment Two (endorsed by statement only)	30	11.067*
Treatment Three (endorsed by company listing)	31	11.667
Treatment Four (endorsed by full disclosure of source)	23	12.435

*Lowest perceived score represents highest perceived quality.

TABLE 4.19
TABLE OF MEANS - FOUR ENDORSEMENT TREATMENT LEVELS -
GLOBAL TEST - QUALITY = GLOBAL QUESTION A6

Treatment	Frequency	Mean
Treatment One (no endorsement)	27	2.296
Treatment Two (endorsed by statement only)	30	2.133*
Treatment Three (endorsed by company listing)	31	2.258
Treatment Four (endorsed by full disclosure of source)	23	2.609

*Lowest perceived score represents highest perceived quality.

Both Tables 4.18 and 4.19 indicate that the endorsement treatment evaluated highest by the realty sample population was Treatment 2 (endorsement by statement only). Similar findings of non-significance were also found where the dimensions of quality were measured as discussed in the section of research question one. For this reason, those tables are not included within this text.

Research question three asked what program topics were of interest to the realtors in the State of Oklahoma. To answer research question three, part B of the questionnaire was analyzed. Means and sum scores of program topics were compared to discuss the courses which were evaluated highest by realtors in Oklahoma.

Upon analysis of the data, possible groupings were discernible for the rating of realty courses. Data were grouped into three levels and can be located in Table 4.20. Levels of courses indicate which course offerings might be considered over remaining program topics.

Statistically, when means of course topics were compared, no significant differences were observed. Therefore, data were analyzed in a rank order based on total points each realty course received in this study. Results in Table 4.20 indicate that courses in group one received the highest sum rankings of the thirteen courses offered in part B of the questionnaire. Group two received the second highest rankings, while group three was composed of courses ranked lowest by the realtors in Oklahoma. The primary group of realty

courses rated by the sample population might be (1) Investments Analysis - A Tax Perspective, (2) Sources of Funds - Creative Planning, and (3) Recent Changes in Real Estate Law.

Secondary realty courses might be (1) Appraisal - Industrial and Residential, (2) Mortgage Basics/Finance, (3) Estate Planning, (4) The Psychology of Buying and Selling, and (5) Real Estate Law - Listing Agreements and Sales Contracts. Final groupings of realty courses might be (1) Personal Selling, (2) Communications in Real Estates, (3) Sales Management, (4) Market Analysis, and (5) Real Estate Advertising.

Research question four asks if there were any viable associations between demographic variables and program topics evaluated. To answer this question, composite means were calculated for each level of the demographics in the study. The formula used in obtaining these means is listed below:

$$\text{Composite Mean} = \Sigma \frac{B_n}{n},$$

where B_n = mean of realty course evaluation, and

n = number of realty courses evaluated.

As a result, brokers evaluated the program courses in part B of the questionnaire higher than the sales associates of this study. Also, females in the sample populations evaluated the courses higher than males. All remaining demographic variables failed to indicate any trend when crossed with the program course topics of part B in the questionnaire. Table 4.21 gives a summary of the calculated composite program means analyzed at each demographic level.

Also, a two-way GLM multi-factor analysis was executed to determine if any main effects from demographic variables would alter previous findings of no significant differences between endorsement firms. The demographic variables analyzed were (1) occupational vocation, (2) gender of respondent, and (3) years of work experience. The resulting data output indicated that there was no significant main effects within this study due to the demographic variables tested.

TABLE 4.20
RANK ORDER OF REALTY COURSES

Realty Course	Frequency	Mean	Standard Error of Mean	Sum*
<u>Primary Course Topics</u>				
Investment Analysis-A Tax Perspective	112	7.232	.251	810
Sources of Funds-Creative Planning	111	7.225	.258	802
Recent Changes in Real Estate Law	112	7.071	.240	792
<u>Secondary Course Topics</u>				
Appraisal-Industrial and Residential	111	6.595	.294	732
Mortgage Basics/Finance	111	6.369	.277	707
Estate Planning	111	6.081	.281	675
The Psychology of Buying and Selling	111	6.081	.281	675
Real Estate Law-Listing Agreements and Sales Contracts	111	5.874	.267	652
<u>Tertiary Course Topics</u>				
Personal Selling	111	5.459	.284	606
Communications in Real Estate	110	5.400	.272	594
Sales Management	111	5.396	.282	599
Market Analysis	110	5.155	.267	567
Real Estate Advertising	111	5.144	.253	571

*Total score of all brochures for each course topic.

TABLE 4.21
COMPOSITE REALTY COURSE MEANS
BY DEMOGRAPHIC LEVELS

Demographic Variable	Level	Sum	Mean
1. Vocational Occupation	Broker	80.464087	6.189545
	Salesman	79.116890	6.085914
2. Gender	Male	79.188520	6.091424
	Female	81.326735	6.255902
3. Age of Respondent	Under 25	98.000000	7.538461
	25-35	78.913037	6.070233
	36-45	77.556155	5.965858
	46-55	81.07388	6.236799
	56-65	81.039473	6.233805
	Over 65	74.50000	5.730769
4. Pays for Course	Self	79.501801	6.11550
	Employer	90.100	6.93070
5. Years of Work Experience	0-5	83.428566	6.417582
	6-10	76.860394	5.912338
	11-15	82.6466	6.3574
	16-20	69.505404	5.346569
	21-25	53.0000	4.676923
	Over 25	82.285707	6.329669

CHAPTER V

SUMMARY AND IMPLICATIONS

Overview of Previous Chapters in Light of Results

The research of this project was by nature an attitude study on the effectiveness of endorsements through direct mail literature. Attitudes were studied because they were believed to be the fundamental mediators between a person's basic psychological processes and reactions.

The purpose of this study was to offer insights to continuing education management concerning the impact of endorsements on advertising effectiveness and to suggest means by which advertising effectiveness might be improved. To accomplish this purpose, a set of research questions and a questionnaire were composed. The mail questionnaire was the primary tool of research. However, a literature search also directed the research effort.

Because advertising effectiveness has been a topic of discussion in recent literature, some of this literature was reviewed to offer a current perspective and focus on the role of endorsement forms in direct mailings.

Literature suggested that the use of endorsements could improve the effectiveness of an advertising campaign. Building

upon this literature, a set of hypotheses was proposed. These hypotheses supported the proposition that endorsements may increase the perceived quality of direct mailings, thereby improving advertising effectiveness.

The population of the study was defined as licensed brokers and sales associate professionals in the field of Real Estate Sales. This population was limited to the State of Oklahoma, and the mailing list was derived from the 1980 Directory of Oklahoma Licensed Real Estate Brokers and Sales Associates. Of the 1,000 questionnaires mailed, 112 were returned and identified as the sample. Returned questionnaires as a result of expired addresses totaled 348. The sample returned, therefore, was 17 percent of the population. These returns were considered methodologically significant to make statistical inferences about the population.

Because no proven questionnaires were available that would provide the data necessary to answer the research questions of this study, the questionnaire used was developed specifically for the problem at hand. Based on discussions with Business Extension management and others, the questionnaire was revised into final draft.

In order to statistically analyse the findings, computations were in the form of means, sums, and percentages. Tests of significance were performed on the means of endorser treatments. Means, sums, and percentages were used for comparison of demographic and course topic variables. It was felt that the data presented would answer the research questions and confirm or refute the hypotheses of this study.

Conclusions To Be Drawn From Results

Analysis of demographic variables in the sample population provided few unexpected results. However, one result did prove extremely interesting. Of the sample population, 40 percent of the realtors had worked in the real estate field five years or less. This seems to indicate a high attrition rate within the realty profession.

Results on endorsements in direct mailings did not support the hypothesis stated at the end of Chapter II. Testing of the means for each endorsement treatment showed that the population tested did not perceive endorsements as being equated with continuing education program quality. This study indicated that endorsements were not perceived as an aid to improve advertising effectiveness. Reasons for these results might be that the use of stationary with a university letterhead could have been an overwhelming endorsement in itself. Also, consumers might compare several program attributes, such as price of the program, instructor information, location, course topic, etc., along with the endorsement section when deciding on whether or not to enroll in a continuing education program.

Ranking of possible course topics provided insight as to possible realty courses the Office of Business Extension might offer in the future. While these courses are not the only topics the realty population could be offered, it was felt that the "shopping list" of course topics presented a wide spectrum of realty topics, and the results obtained represented an accurate indicator of the intention of realtors to enroll in

each respective course topic.

Implications

If these results are generalizable to other populations of working professionals, then marketing practitioners need not be concerned about constructing endorsement sections within a continuing education brochure. In such a case, this space might be more efficiently used if additional information were included about other attributes of the continuing education programs.

Future research might focus on several program attributes of a continuing education course. A ranking of these program attributes might provide further insight as to the importance of endorsement sections in continuing education program brochures. Also, additional research might seek information concerning the accuracy of mailing lists for various working professional (realtors, accountants, etc.). From this study, data would seem to indicate that practicing realtors might be more effectively contacted if brochures were sent directly to real estate companies rather than each real estate individual's home address.

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APPENDIX



Oklahoma State University

BUSINESS EXTENSION

STILLWATER, OKLAHOMA 74078
215 COLLEGE OF BUSINESS ADMINISTRATION
(405) 624-5208

Dear Respondent:

I am a graduate student at Oklahoma State University in the process of completing the requirements of the Masters of Business Administration degree (MBA). One aspect of the degree is the completion of an original research report. The attached materials represent part of the research which I am conducting. Your completion of the questionnaire pertaining to Real Estate Professionals will substantially help me to finish the MBA paper required for graduation.

The directions to the study are quite simple. First, read the sample brochure. It gives the details of a fictitious real estate program designed to fulfill a portion of the new requirements for reaccreditation. Try to evaluate the brochure as though you had received it and were considering whether or not to attend. Next, answer the questions on the second page. These questions attempt to ascertain your reactions to the brochure. Finally, answer the questions on the final page which assess your thoughts about the type of program which you would like to see developed.

Upon completion of the questions, please insert all of the material into the postage paid, self-addressed envelope and place it in the mail. Your prompt attention to the questionnaire is appreciated.

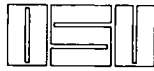
Thank you very much for your assistance.

Sincerely,

Mark A. Talkington

MAT/gp

Attachment



SAMPLE

75

Oklahoma State University

BUSINESS EXTENSION

announcing a seminar on

STILLWATER, OKLAHOMA 74078
215 COLLEGE OF BUSINESS ADMINISTRATION
(405) 624-5208

REAL ESTATE LAW AND CONTRACTUAL AGREEMENTS

designed for brokers and salespersons

The Professional Development Center for OSU's College of Business Administration, in conjunction with the Oklahoma Real Estate Commission, is conducting a special realty course.

COURSE OBJECTIVE

This course is designed to provide participants with a thorough understanding of the basic elements of standard contract forms being used in Real Estate throughout Oklahoma.

WHO MAY ENROLL IN THIS COURSE

Any realty professional who has successfully passed the Oklahoma Real Estate Examination and wishes to partially fulfill his/her continuing education requirements of 21 approved credit hours.

PROGRAM TOPICS

- I. Introduction and Overview
- II. Definition and Development of Contractual Agreements
- III. Oklahoma Law and Real Estate - Intermix and Overlay
- IV. Listing Agreements -
 - A) Types B) Purpose C) Elements
 - D) Legal Responsibility - License Law
- V. Real Estate Sales Contract
 - A) Binding Contract Elements
 - B) Statute of Frauds
 - C) Building a Sales Contract - Elements and Content
 - D) Contract Types
- VI. Review

COURSE INSTRUCTOR

W. B. "Bill" Ward, native of Oklahoma and a graduate of the College of Education, Oklahoma State University. Bill has engaged in the teaching and practice of real estate for twenty years. In 1977, Bill was named Realtor of Oklahoma by the Oklahoma Real Estate Commission.

FEE: \$80

CONTINUING EDUCATION HOURS: 6

DATE, TIME, AND LOCATION: August 4, 1981, 9:00 a.m. - 4:00 p.m.; Room 124, College of Business Administration; Oklahoma State University; Stillwater, OK.
REGISTER EARLY: Class size for this session is limited to 50.

Clip & Mail

REGISTRATION FORM/REAL ESTATE LAW

NAME

PHONE

COMPANY

ADDRESS

Course fee of \$80.00 should accompany registration form. Make check payable to OSU and return along with the registration form to the address below. Call 405-624-5208 for additional information. Reserve your space early for this course--enrollment is limited.

OSU BUSINESS EXTENSION
215 College of Business Administration
Oklahoma State University, Stillwater, OK 74078

Business Extension
215 College of Business Administration
Oklahoma State University
Stillwater, Oklahoma 74078

PAST PARTICIPANTS COMMENTING ON OUR PROGRAM HAVE SAID

Very progressive, well planned and well executed.

Increases your professionalism and assists you in achieving better performance.

Concepts and objectives as developed in the course are excellent.

COURSE INSTRUCTOR

W. B. "Bill" Ward, native of Oklahoma and a graduate of the College of Education, Oklahoma State University. Bill has engaged in the teaching and practice of real estate for twenty years. In 1977, Bill was named Realtor of Oklahoma by the Oklahoma Real Estate Commission.

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OSU BUSINESS EXTENSION
215 College of Business Administration
Oklahoma State University, Stillwater, OK 74078

Business Extension
215 College of Business Administration
Oklahoma State University
Stillwater, Oklahoma 74078

THE FOLLOWING COMPANIES HAVE PARTICIPATED IN PREVIOUSLY OFFERED REAL ESTATE PROFESSIONAL DEVELOPMENT PROGRAMS

*Carpet Realtors
Shaw Realty Co.
Century Realty*

*Global Realty, Inc.
International Realtors of Oklahoma
Home Finders, Inc.*

COURSE INSTRUCTOR

W. B. "Bill" Ward, native of Oklahoma and a graduate of the College of Education, Oklahoma State University. Bill has engaged in the teaching and practice of real estate for twenty years. In 1977, Bill was named Realtor of Oklahoma by the Oklahoma Real Estate Commission.

FEE: \$80

CONTINUING EDUCATION HOURS: 6

DATE, TIME, AND LOCATION: August 4, 1981, 9:00 a.m. - 4:00 p.m.; Room 124, College of Business Administration; Oklahoma State University; Stillwater, OK.
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NAME

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OSU BUSINESS EXTENSION
215 College of Business Administration
Oklahoma State University, Stillwater, OK 74078

Business Extension
215 College of Business Administration
Oklahoma State University
Stillwater, OK 74078

PAST PARTICIPANTS COMMENTING ON OUR PROGRAM HAVE SAID

Very progressive, well planned and well executed.

John Jones, Salesman
Century Realty

Increases your professionalism and assists you in achieving better performance.

Harry Shaw-Broker
Shaw Realty Co.

Concepts and objectives as developed in the course are excellent.

Sharon Bamburger-Salesman
Carpet Realtors

COURSE INSTRUCTOR

W. B. "Bill" Ward, native of Oklahoma and a graduate of the College of Education, Oklahoma State University. Bill has engaged in the teaching and practice of real estate for twenty years. In 1977, Bill was named Realtor of Oklahoma by the Oklahoma Real Estate Commission.

FEE: \$80

CONTINUING EDUCATION HOURS: 6

DATE, TIME, AND LOCATION: August 4, 1981, 9:00 a.m. - 4:00 p.m.; Room 124, College of Business Administration; Oklahoma State University; Stillwater, OK.
REGISTER EARLY: Class size for this session is limited to 50.

Clip & Mail

REGISTRATION FORM/REAL ESTATE LAW

NAME _____

PHONE _____

COMPANY _____

ADDRESS _____

Course fee of \$80.00 should accompany registration form. Make check payable to OSU and return along with the registration form to the address below. Call 405-624-5208 for additional information. Reserve your space early for this course--enrollment is limited.

OSU BUSINESS EXTENSION
215 College of Business Administration
Oklahoma State University, Stillwater, OK 74078

Business Extension
215 College of Business Administration
Oklahoma State University
Stillwater, Oklahoma 74078

I. Please answer the questions below by circling a number corresponding to your response:

1) This realty course appears to be informative.

1	2	3	4	5
<u>strongly</u> agree	<u>agree</u>	<u>uncertain</u>	<u>disagree</u>	<u>strongly</u> disagree

2) In general, I feel really positive about the course.

1	2	3	4	5
<u>strongly</u> agree	<u>agree</u>	<u>uncertain</u>	<u>disagree</u>	<u>strongly</u> disagree

3) I believe the course would be taught in a highly informative manner.

1	2	3	4	5
<u>strongly</u> agree	<u>agree</u>	<u>uncertain</u>	<u>disagree</u>	<u>strongly</u> disagree

4) I believe the course instructor will be professional.

1	2	3	4	5
<u>strongly</u> agree	<u>agree</u>	<u>uncertain</u>	<u>disagree</u>	<u>strongly</u> disagree

5) Given the opportunity I would enroll in this course.

1	2	3	4	5
<hr/> strongly agree	<hr/> agree	<hr/> uncertain	<hr/> disagree	<hr/> strongly disagree

6) Overall I think this program is of high quality.

1	2	3	4	5
<u>strongly</u> agree	<u>agree</u>	<u>uncertain</u>	<u>disagree</u>	<u>strongly</u> disagree

II. Suppose that OSU offered a series of mini-courses on various real estate topics. Circle the scale point that best represents your intention of attending each of the courses if they were to be offered.

1) Mortgage Basics/Finance

1 2 3 4 5 6 7 8 9 10
Very Extremely
Unlikely Likely

12) Sources of Funds - Creative Planning

1	2	3	4	5	6	7	8	9	10
Very									Extremely
Unlikely									Likely

13) The Psychology of Buying and Selling

1	2	3	4	5	6	7	8	9	10
Very									Extremely
Unlikely									Likely

III. Demographics

1) City/Town _____

2) Occupational Role: 1 Broker 2 Salesman3) Sex 1 Male 2 Female

4) Age	less than 25	<u>1</u>	46-55	<u>4</u>
	25-35	<u>2</u>	56-65	<u>5</u>
	36-45	<u>3</u>	over 65	<u>6</u>

5) Who pays for attending continuing education programs.

<u>1</u>	Self
<u>2</u>	Employer

6) Years of work experience in real estate.

0-5	<u>1</u>	16-20	<u>4</u>
6-10	<u>2</u>	21-25	<u>5</u>
11-15	<u>3</u>	over 25	<u>6</u>

Thank you very much for taking time to answer these questions.
Please mail the questionnaire as soon as you can using the
enclosed postage-paid envelope.

VITA

Mark Allen Talkington

Candidate for the Degree of

Master of Business Administration

Report: ENDORSER EFFECTIVENESS THROUGH DIRECT MAIL
LITERATURE

Major Field: BUSINESS ADMINISTRATION

Biographical:

Personal Data: Born in Stillwater, Oklahoma, August 30, 1957, the son of Mr. and Mrs. N. Dale Talkington.

Education: Graduated from Stillwater High School, Stillwater, Oklahoma, in May, 1975; received the Bachelor of Science degree from Oklahoma State University in 1979 with a major in Radiation and Nuclear Technology; complete requirements for the Master of Business Administration degree at Oklahoma State University in December, 1981.

Professional Experience: Graduate Assistant, Oklahoma State University, September, 1980, to July, 1981.