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AN ATTITUDINAL MODEL ON THE USE OF BOOSTER SEATS

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ABSTRACT

Many unrestrained child passengers have been killed in motor vehicle collisions. Children under 4, usually from age 4 to 8, are supposed to be sitting in a booster seat restrained by a seat belt. It is important to remember that booster seats can greatly improve protection of our children's lives when used appropriately. Toward that end, a program on child booster seat safety has been initiated in Tennessee. Specifically, Ollie's Seatbelt and Booster Seat Safety Program impacted over 55,655 children from 2,833 classrooms in 149 schools from K-4 representing 95 counties of Tennessee. Ollie Otter has already impacted over 13 percent of Tennessee's 1,156 elementary schools in its first year from August 1, 2007 through May 30, 2008. A research stream has also been started in parallel to this program. The scope of the current paper concentrates only on the following research question in this research stream. What are the attitudes of parents toward buying booster seats and what other attitudinal factors will influence this attitude? Based on a usable sample size of 414 responses, AMOS 7.0 software has been utilized to test the theory presented in the structural equation modeling. Discussion of results and future research avenues has also been provided.

INTEGRATING INTERACTIVE MEDIA INTO THE CLASSROOM: YOUTUBE RAISES THE BAR ON STUDENT PERFORMANCE

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INTRODUCTION

The power of online video sharing is evident as popular web sites like YouTube.com continue to lead the age of digital communication. Launched in December 2005, and recently acquired by Google for over $1.65 billion, YouTube users view clips more than one billion times a day (Wall Street Journal, July 9, 2008, page one). This new media/cultural phenomenon serves as a non-stop source of self-expression, entertainment, information, and collective mini-bytes of today's world. With such popularity and expansive coverage, educators are just beginning to realize how websites like YouTube can enhance learning in their classrooms. The following information outlines how a project in an advertising course benefited students' learning by integrating interactive media into the assignment.

PROMOTION/ADVERTISING

As part of a national student advertising competition sponsored by Edventure Partners, students in a promotion class at Missouri State University were challenged with the task of creating a nationally integrated public service campaign to encourage the use of public transportation by emphasizing the positive effects that riding public transportation has on the environment. With a limited budget, the need to gain national exposure, and the challenge to measure the effectiveness of the campaign,students were quick to realize the need toand benefits of using YouTube and other video-sharing sites. After six weeks of research, concept testing and final creative execution, two 15-second television spots, a video highlighting one buzz marketing event, and an original music video entitled "Love Song to Mother Nature" were completed and posted on YouTube. After two weeks of online exposure, the television videos had over 1,800 views each; the buzz marketing video clip generated 1,500 views, and the music video over 2,400 hits. It is important to note that YouTube has been designed to recognize clicks based on specific computer recognition. Therefore, a person cannot keep hitting the refresh button to increase a video's number of viewers. This is an important point from an educational perspective, since a professor may want to judge the effectiveness of the video based on the number of hits.

BENEFITS OF USING VIDEO-SHARING WEBSITES

By incorporating interactive video sharing into the project, the students experienced improved learning and performance outcomes. The benefits of integrating interactive media into the classroom included: (1) *students can express greater creative freedom*—students can communicate using videos versus traditional comfort zones like writing reports or making verbal presentations; (2) *gives students more incentive to perform at higher levels*—now, not only does the teacher and the class see your work, but potentially, hundreds of thousands of people can see it as well; (3) *it's fun*—students enjoy experimenting with alternative forms of communication; (4) *it's more engaging*—because students enjoy the process and the potential exposure, they often work harder and spend more time and effort in creating their projects; (5) *it challenges both left and right-brain activity*—forces students to exercise both logic and creativity; (6) *it teaches students about one of the most influential interactive communication tools of the century*—video-sharing websites are continuing to grow and represent an important tool that needs to be better understood and embraced; (7) *great feedback*—allows students to see the feedback from viewers all over the nation; on sites like YouTube, viewers can rate the videos using a four-star coding system as well as post comments for the creator and other users to read;(8) *allows students to measure effectiveness of work*—in addition to the rating system and posting of comments, students can also track how many people have viewed their work; (9) *gives students a sense of accomplishment*—because the work is published online, students feel that sense of pride from seeing their work published; (10) *students learn the importance of keyword searches and video descriptions*—until posting your own work online, reading about the importance of keyword searches is just that;(11)*students learn the need to promote interactive media*—students should also be encouraged to use other tactics and media to drive viewers to the video-sharing web sites (i.e., e-mail campaigns, print materials).

WAYS TO UTILIZE INTERACTIVE MEDIA

By incorporating YouTube into the classroom, students can demonstrate their knowledge by creating and studying videos. In marketing, there are numerous opportunities to include a YouTube experience into the classroom. In a Principles of Marketing class or a Marketing Strategy class, students can be given the task of creating their own product and introducing the idea in a short online video. Selling students can also create their own product pitch to see how persuasive they can be. Students and professors can also benefit from the research implications of interactive media. With comprehensive and user-friendly site search tools, almost any topic or issue can be found within the contents of posted videos. Content as well as responses can be analyzed to help identify trends, popularity, prevalence, perceptionsand attitudes.

CONCLUSION

Professors are just beginning to see the benefits of using interactive media in classrooms. With today's technology, creating your own videos and downloading them on video-sharing websites is so easy, even marketing professors can do it. User-friendly instructions and free downloading software have made participation relatively barrier-free. Video-sharing websites like YouTube provide a challenging way for students to demonstrate their knowledge and take pride in their work. What a concept.

INTEGRATING SERVICE LEARNING INTO AN ADVERTISING/PROMOTIONS CLASSROOM

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INTRODUCTION

How does one give students a realistic view of the advertising/promotions industry, provide hands-on experience that also enhances the resume, and fulfills the public affairs mission of a university at the same time? At Missouri State University, introductory advertising/promotions students engage in a Citizenship and Service Learning Project where they serve as an agency and produce marketing research and creative for a nonprofit client.

This began several years ago as the instructor wanted to maintain more "control" over projects and integrity of research. Rather than allow teams to pick a client, a single nonprofit client is selected by the professor to serve as the recipient of the class research/work. Each student team is given the same assignment, introductory information, primary research data, and then ultimately must take that, along with other research they gather, to create their marketing solution in the form of an integrated marketing communications plan. At the end of the semester, each team "pitches" their proposal to the client. Students not only get feedback from the non profit agency, but also from the other students and instructor who are also well versed in the case.

METHODOLOGY

At the beginning of the semester, students are introduced to one another and asked to form advertising "agencies"—usually four to five individuals per team—based on the skill set they believe they need within the team. Their first assignment is a corporate identity piece—name/logo. This not only initiates them into the creative process but helps them begin to form a group identity. It is usually a shock as their initial pieces are returned to be re-thought, re-done, etc. Most have never had to, at this point; redo assignments until they actually got it right as opposed to simply getting a grade on it. It begins to dawn on them that this could be a different kid of class with different kinds of demands!

Team dynamics are discussed and the class then goes over the assignment they will be working on throughout the semester—the integrated communication plansbook and presentation they will make to the nonprofit client. Furthermore, the client visits class at about the three week mark (semester block) to discuss their expectations, elaborate on the marketing problems/issues as they see them, answer questions, etc. This visit really jumpstarts the teams as they realize they have a "real" client expecting real answers!

Students should have already begun to immerse themselves into the client's world, product, marketing problem, competition, etc. through secondary research by this time. After the client visit, however, the primary research begins. To make it more meaningful to the client and to protect the integrity of the research, this is done cooperatively with the instructor and all teams working together. Therefore, when the piece is completed, all teams are given the same primary research findings—their job, is, however, to analyze and use as they see fit. In many cases this will include a major phone or online survey. In some cases where that aren't perceived to the best type of research for the project at hand, focus groups are used instead.

It's important to note, that the service learning project is going on—mostly outside the regular classroom as traditional coursework is also covered. However, in most cases, new concepts learned are all tied back to the service learning case. During the first half of the semester students can work on the research and situation analysis aspect of their project. By about mid-term, they are ready to begin work on creative (after one more smaller preparatory creative assignment) and media aspects, as those things are covered in class. Finally promotion and public relations aspects are added as that material is covered closer to the end of the semester.

Students, outside of class, often visit the client's facility and may schedule time for more in-depth meetings with the client (providing a reasonable time to work with students in a stipulation for client's being accepted), and of course meet regularly with their team members as they work on the project. The professor also works with individual teams/team members as questions, issues come up throughout the semester.

During the last two weeks of the semester, tensions mount, as students must turn their plansbooks in before presentations begin the following week. A copy of the plansbook is reviewed by the instructor and client prior to presentations. (Even team presentation order is competitive—teams, in a review for a test, play "Who Wants to be a Media Millionaire," with the teams amassing the most points getting first pick on presentation order.

At the end of the timed presentation team members go through a question and answer period with the instructor, client, and other classmates.

OUTCOMES

This assignment, while very rigorous (most students spend 15-35 hours outside the regular classroom on this project alone), accomplishes many things. For the client, it gives them much needed marketing insights, creative ideas and a fresh perspective as new eyes have examined their issues. (In many cases the professor follows up to further assist the nonprofit agency sort through the myriad of ideas presented.) The plansbooks they have received are theirs to keep and they may use ideas suggested.

For the student, they get a resume builder, they have actually worked with a client so it can be listed as such or can be listed as a philanthropic activity as well. They experience the competitive nature of the industry and the joys and frustrations of working extensively with teammates. The level of performance goes up as they are directly accountable to their teammates and because they know they will be presenting to a real client and in front of their classmates. They also have a service learning designation on their transcript for this class and in come cases are honored for their work by the University.

For the professor, this is a much more manageable than having multiple teams choosing multiple clients. Furthermore, in many cases, primary research developed for the case, become the starting point for further academic research/study. It also serves as a way to provide service in the name of the university within the community. Ultimately after working intimately with so many major nonprofits in the area, other teaching ideas/examples arise.

This assignment has been developed and refined over many, many years. There is usually a two to three semester waiting list to be considered as a client. Final client selection is made solely by the instructor. Some of the more recognizable clients include Girl Scouts, Big Brothers Big Sisters, Junior League, Consumer Credit Counseling Service, Children's Miracle Network to name a few. Certainly smaller, more local organizations are accepted as well. Organizations have ranged from arts groups to sports groups to educational institutions, to a city, to children's advocacy groups.

ADVERTISING ETHICAL PERCEPTIONS AND BEHAVIORS: A COMPARISON OF ADVERTISING PROFESSIONALS AND STUDENTS

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ABSTRACT

In business, unethical activities not only create a negative view of the corporation but also affect corporate profitability, co-worker relationships, and employee job performance and satisfaction. As future executives and employees, the ethical views held by college students will impact advertising corporate culture. In this study, ethical perceptions and the perceived likelihood to engage in 20 unethical activities were examined from both the advertising professional and student perspectives. The relationship of gender and length of employment in advertising were also examined. Results of the study indicate that advertising professionals agree more strongly than students that ethical behavior is important in advertising. Further, students were more likely to engage in unethical advertising activities than agency personnel. It was also determined that female students held stronger ethical views than did male students. For agency personnel, the longer males were employed in advertising agencies the more important they perceived ethical behavior and the less likely they were to engage in unethical activities. This study provides insights for firms and researchers interested in assessing the ethical views of advertising professionals and students and in designing mentoring and training programs for future advertising employees.

Key Words: Advertising ethics; Ethics of advertising professionals; Ethics of students; Gender and advertising ethics; Length of employment and advertising ethics

BUILDING QUALITY INTERNAL EXCHANGE: THE ROLE OF THE ORGANIZATION AND THE INDIVIDUAL IN INTERNAL CUSTOMER ORIENTATION

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ABSTRACT

Internal customer orientation (ICO) is defined as a mindset in which internal providers of services treat current or potential users of those services as customers with whom transactional and relational exchange is sustained through behavioral or attitudinal exhibition of marketing philosophies, theories, and practices (Kilburn, 2006). The degree of internal supplier ICO is hypothesized to stem from two main sources: individual characteristics, as well as organization-controlled variables. The resulting degree of ICO, in turn, has shown positive impacts on internal customers such as improved job satisfaction, job embeddedness, as well as improved quality of relationship with internal exchange partners, thus lowering internal customer intentions to voluntarily turnover (Kilburn, 2006).

In order to establish high levels of internal customer orientation, firms will implement internal marketing programs. As with any other program implementation, there will be those individuals who strongly offer their support and are strongly internally customer oriented, while others may have no reaction to the program, and still others may react negatively to the program displaying resistance or frustration with its tenants. Is this variation in ICO among employees due to their personal characteristics? Or are there actions the organization can take in order to help boost ICO in the firm? This study will examine two main sources of ICO implementation motivation: organization-controlled (decision-making centralization, integration of communication across departments, reward structure and upper-management commitment) and individual variables (customer orientation and organizational tenure) to determine the extent to which an employee's ICO can be facilitated by the organization for which they work.

Kohli and Jaworski (1990) present three main areas from which determinants of behavior stem: individual, intergroup and the organization. Past research on organizational change implementation also suggests that individual or internal factors, in addition to organizationally-controlled or external factors, contribute to the extent to which one adapts to change (Kwon and Zmud,1987). Kwon and Zmud (1987) suggest that job tenure is negatively related to an individual's adoption of change. When a formal internal marketing program is implemented inside an organization, the formal internal exchange between internal suppliers and customers is outlined by formalized communication efforts, internal market training, goal synchronization and exchange terms. More specifically, reward structure-performance alignment, decision-making centralization, and the degree of integration or horizontal communication and the

commitment demonstrated by upper-management regarding the program may significantly lead to an ICO.

Data collected from a 51 employees of a Southeast division of a medical manufacturer exhibit impact these antecedents have on how internally customer oriented employees are capable of being. Results reveal one antecedent path to employee ICO is statistically significant with a t-value >2.0: a positive link from upper-management commitment (3.61) to ICO. Therefore, internal customer orientation is primarily influenced by the commitment displayed by upper-management regarding formalized internal marketing support. Path analysis reveals that the antecedents account for approximately 34% of the variance in employee ICO. Results suggest that an employee's customer orientation, organizational tenure, the degree of organizational decision-making centralization and the supplier's perception of the reward structure do not have a significant impact on the degree to which they are internally customer oriented.

HERITAGE PRIDE AND ADVERTISING EFFECTIVENESS: THE MEXICAN CASE

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ABSTRACT

Globalization implies movement of products, services, and people around the world. Contemporary immigration, especially from Asia and Latin America, is a social phenomenon that is creating big ethnic sub-groups in the USA. Hispanics are the largest minority with more than 43 million people in 2006 with a growth rate of 24.3%; among them, almost 64% are of Mexican origin (US Census Bureau, 2008).

Heritage Pride is the sense of worth and dignity that people feel for what was inherited as members of a community. Heritage Pride has two sub domains: National Heritage Pride (NHP) is the feeling toward what people have for their national roots (i.e. the national flag or national historic monuments), and Cultural Heritage Pride (CHP) is the feeling toward the elements people inherited for belonging to a specific national culture (i.e. traditions or religion). But how does Heritage Pride evolve when people move to another country?

This paper has three purposes. First, to define the concept of Heritage Pride and to create a valid and reliable measurement instrument. Second, to identify if there are differences between Mexican nationals that live in the USA and Mexican nationals that live in Mexico in the way Heritage Pride is perceived. Finally, to compare advertising effectiveness between these two groups, when Mexican national and/or cultural elements are present in TV ads. The distinction between cultural and national elements in this paper is a big contribution to the body of knowledge in advertising effectiveness.

Results show that indeed there are differences in the way Cultural Heritage Pride is perceived. Moreover, ads containing Mexican cultural elements are more effective for Mexicans living in the USA. Findings give evidence that cultural elements in TV ads have significant effects on people that live away from their home country.

THE RECOVERY PARADOX: THE EFFECT OF RECOVERY PERFORMANCE AND SERVICE FAILURE SEVERITY ON POST-RECOVERY CUSTOMER SATISFACTION

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ABSTRACT

Research suggests that the greater service failure severity the greater the recovery performance necessary to convert the customers' dissatisfaction into satisfaction and the more difficult it should be for the service provider to achieve full recovery (Magnini, Ford, Markowski, and Honeycutt 2007; Mattila 1999; McCollough, Berry, and Yadav 2000; Smith and Bolton 1998; Sundaram, Jurowski, and Webster 1997; Weun, Beatty, and Jones 2004). This research investigates the recovery paradox, the proposition that superior recovery can leave the customer as satisfied, if not more satisfied, than if nothing had gone wrong (McCollough and Bharadwaj 1992) by examining the impact of service failure severity and the recovery performance on post-recovery satisfaction. This research answers the call for future research investigating service failure severity (Matos, Henrique, and Rossi (2007) extending previous research on post-recovery satisfaction and the recovery paradox. Findings show that for a recovery paradox to emerge the service failure severity must be very modest and the recovery effort superior. Indeed, the relative low level of harm caused by the failure and the relatively high recovery performance necessary is surprising and indicates that the recovery paradox may be a rather limited phenomenon.

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SYSTEM OPTIMIZATION, HUMAN NATURE, CUSTOMER VALUE

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ABSTRACT

Self interest, customer value, and psychology are integrated via a systems perspective. Using a perspective based on evolutionary psychology and cultural anthropology, social responsibility, a pro-social predisposition, and an ethical foundation are shown to complement the economics of self interest in the creation of a stable social order. The basis of a pro-social model is explored as a more rational and moral model replacing the hedonistic economic model.

INTRODUCTION

"... people in organizations focus on what they have been trained to notice and on things relevant to their jobs" (Pfeffer & Salancik, 1978 p.81). Sometimes, however, training creates paradigms that function as absolutes, as limits. When one successfully performs a task in a particular manner, one implicitly assumes the elements of the process all contributed positively to success, especially if the result is obtained repeatedly. Skinner (1948) calls this superstitious learning. Particular elements of the process may have contributed nothing or in fact may have impeded its success. Temporal relationships, even success or failure, are poor indicators of causality.

Management requires understanding context and the associated set of filters. The filters illustrated here are not new by any means. They are as old as humanity. Their real strength may be that they represent a better understanding of the roots of human collaboration. Understanding the human motivational complex has long been approached through a filter of cynicism -- resulting in an understanding based on hedonism and self interest. These stories illustrate other motivations.

Two of the most important lessons for management are:

1) Human nature must be understood beyond the simplistic models of "economic man" as espoused by Smith (1776), and the "stimulus-response man" of Skinner (1958). Management has often sought to treat employees as though the only employee connection to the organization and its products was through economics and that employee motivation was a result of management's manipulations. "Management seems to assume that machines and workers are alike in that both are normally passive agents who must be stimulated by management in order to go into action. In the case of machines, management turns on the electricity. In the case of workers, money takes the place of electricity" (White, 1955 p. 3).

2) A producer has a moral commitment to those he serves. A producer has accepted the responsibility of producing a product to satisfy the needs of customers and to recognize changes as they occur in those needs and in the environment. In fact, the producer and his customers and suppliers are part of the same clan, i.e., the same team, the same environment the same system.

The traditional approach to management emphasizes internal stakeholders (shareholders, managers, employees) and focuses on providing benefits (rewards) for them. This drives an attitude of "satisficing," i.e., providing a minimally acceptable product or service that can be exchanged for the benefits desired. "Each party is expecting from the other, a condition of conflicting predispositions of protective self-interest. The exchange process often becomes a bargaining contest, a relationship that is at best "contractual" (Stahl and Bounds, 1991). This, of course, leads to differing aims between the producer and the consumer.

What's in it for me?

In 1776, Smith, a moral philosopher, published his thoughts on the interdependency of mankind. While he quite correctly identified the division of labor as the key to the continual improvement of the standard of living of mankind, he was more concerned with the moral weakness of selfishness. How can selfish human beings cooperate? How do selfish individuals produce improvements in their mutual standard of living? His solution was to suggest that if each individual seeks what is best for him/her (selfishness) the greatest total good, and therefore the greatest common good, will obtain. With surplus to exchange, commerce ensues and everyone benefits. Social organization, he believed, is a result of human selfish desires manifest as a disposition to "truck, barter, and exchange" (Smith, 1986 (1776), p. 120).

Homo Sapiens is a social animal. Working in collaboration, toward a common objective, much more accurately defines the human condition than greed. Working together – cooperating -- is a prerequisite to the division of labor Hirshleifer (1977).

Aim

An organization must have an aim (other than self love). An organization's effectiveness, by whatever measure, must derive from its interaction with its environment. The basis of this interaction should follow directly from the organization's aim. A system must be managed with an aim (Deming, 1993). The aim is an essential component for every organization. An organization's aim is an ethical commitment to do something for someone – better in some way than they could do it for themselves. The aim must be externally focused and it must be couched in terms of doing something for the customer, i.e., "all functions of a business must understand customers and their needs, and translate that understanding into well-coordinated strategies that create value and satisfaction for those customers" (Stahl and Bounds, 1991 p. 567).

Customer Sacrifice

Producers must recognize the sacrifices made by customers in exchange for the product. These will include the purchase price, the inconvenience of going to the vendor, the difficulties of dealing with sales people, the loss of perceived control when outsourcing instead of making, the uneasiness associated with changing to an unproved source, etc. All customer sacrifices must be understood and minimized in an ongoing effort to provide best net value to our customers.

Synergy

Synergy must exist throughout the system; i.e., the sacrifices required must be less than the perceived gain, measured for the entire system. As Pfeffer and Salancik said, "The key to organizational survival is the ability to acquire and maintain resources. ... Organizations must transact with other elements in their environment to acquire needed resources, ..." (Pfeffer and Salancik, 1978 p. 2). While Pfeffer & Salancik's focus (1978) would seem to be more traditional, more contractual than "provisioning," the relationship or reciprocity model espoused here focuses on the creation of value for customers as the only imperative. The more a supplier is able to become a part of its customers' system (and to make the customer a part of the supplier's system) the more its survival and success is assured. The more producers are able to focus on the creation of value for customers, on satisfying customer needs with a minimum of customer sacrifice, the more likely they are to survive, and to thrive. The more producers focus on taking care of the goose, and in fact, the less they focus on getting the golden egg, the more likely their system will be to prosper. The less we "demand" of the world in return for our services and the more we focus on "provisioning," the more we and our entire system will benefit.

This is, of course, the genesis of the open systems model of organizations. Benedict defined synergy as "social-institutional conditions which fuse selfishness and unselfishness, by arranging it so that when I pursue selfish gratifications, I automatically help others, and when I try to be altruistic, I automatically reward and gratify myself also, i.e., when the dichotomy or polar opposition between selfishness and altruism is resolved and transcended" (Maslow and Honigmann, 1970). If sufficient synergy is not obtained, the system must be re-engineered or it will die.

Social Exchange

Blau (1964) combined similar concepts into the development of social exchange theory. Blau in effect created a relationship continuum ranging from close kin on one end to complete strangers on the other. Blau saw exchange and cooperation as occurring quite differently along the continuum, following the relationship differences. Exchanges within family or close clan relationships are characterized by trust and willing cooperation -- the reciprocal altruism described by Trivers (1971). It is generally expected that if each individual cooperates, i.e., acts altruistically, all will benefit. On the other end of the scale, exchange is characterized by close accounting and negotiated contractual equivalencies. This end of the scale is characterized by skepticism and formality. Altruism is then the basis of ethical and moral codes (Lieberman, 1991). Altruism and skepticism (distrust) together form the basis for moral action and analysis.

Reciprocal altruism manifests itself as prosocial behavior. Organizational citizenship behaviors are, after all, selfless acts that, when reciprocated, forge and maintain cooperative structure. As Smith, Organ & Near (1983) put it, “Citizenship behavior may represent just one manifestation of a broader disposition toward prosocial behavior” (p. 656).

An experiment

Individuals, regardless of our prehistoric psychological heritage, will act largely according to their own best interest. The logic of the group is, however, still very strong. John von Neuman, created game theory based on the assumption that people will always act rationally, i.e., based on the logic of self interest. In an informal experiment to test this premise (Poundstone, 1993) von Neumann asked a secretary to type a manuscript and offered to pay her $75. Because he claimed to need the manuscript ASAP, he offered an additional $25 if she could recruit another secretary to help in the project. The real objective was to see how she would divide the money.

Thinking along the same lines as Adam Smith, he concluded she would have two options: 1) give her helper the full $25, or 2) split the $25 with her helper. In either case the $75 was hers from the beginning and should not have entered the considerations. What she did came as a complete surprise: she split the $100 50/50 with her helper. Would not the selfish individual of Adam Smith have claimed a more generous portion? The logic of the group prevailed. The imperative to treat peers as equals is more powerful than economic incentives. It is difficult to defect against one's group.

The logic of the group sometimes extends well beyond the group itself. Heroics, sacrifices, and acts of 'altruism' only make sense when interpreted in terms of the benefits to the whole group (Trivers, 1971; Kohn, 1990).

The open system model suggests that synergy is not something to be found only within the strict boundaries of an organization but rather is something that must be found in our relationships with our suppliers and our customers. It becomes the task of management to optimize the whole, to carefully construct relationships in such a manner as to remove incentives for individuals, or elements, to act against the whole, to create synergy by structuring organizations to facilitate the natural tendency to collaborate and to minimize or eliminate those situations where an individual has the temptation or even the opportunity to act against the interests of the group.

People

We must develop a better understanding of people; as academics we must include models based on more complete understandings of psychology. For far too long Adam Smith's notion that we are all born (and taught) to be selfish has predominated in our business and organizational relationships. "If any assumption drives our culture ... it is the belief that all problems can be solved if only we find a big enough carrot to dangle in front of people" (Kohn, 1992, p. 236).

A Chronology

Perhaps 300,000 years ago, using only rudimentary stone tools, Homo sapiens' diet included large animals –horses, wildebeest, and rhino. How is it that primitive man, using stone tools, could successfully hunt large animals? Teamwork wasn't only learned, it was bred in! Evolution prepared humans to live as social animals because that's what it took to survive. Millions of years of evolution had brought them together to survive.

Thirty thousand years ago mankind developed improved tools and weapons and, for perhaps the first time, had some likelihood of surviving without the group. This was also at the time of cave art. Truly, this must have been the freedom that allowed the individual to emerge (Solso, 2003). For all our adulation of the individual, we must keep in mind that without the group to identify with and to be separate from, the individual could not exist. Without the group, individualism is meaningless.

Affiliation

The need to belong is fundamental. The connection must be to the group and to the purpose, not simply a naked cash nexus. Of course it is a saw that cuts both ways. Understanding that an organization is dependent on its customers is not so hard to swallow; but if the system truly has synergy, the organization and its customers must understand that they are dependent upon each other, part of a system. If a supplier is a part of a system, any change to the supplier will affect the total system. If the supplier becomes more efficient, the whole system must benefit. On the other hand, if the supplier becomes financially weakened, or goes broke and must be replaced, the whole system suffers.

Management must begin with the purpose of the organization. Leadership and direction are about purpose. It is our purpose that impels us to continue our work to satisfying our customers' needs. "To be truly market driven, a company's marketing strategy has to be developed, enthusiastically accepted, and actively implemented by the entire organization" (Stahl and Bounds, 1991 p. 569). It is the purpose and its accomplishment, however, that drives all strategy and makes a viable organization.

Management must be based on an understanding of people applied both inside and outside the formal organization -- across the entire system. Relationships must be built throughout the system that will help all to see their inter-connectedness and the benefits that accrue to all by virtue of collaboration.

Cognizant that individuals will sometimes act in out of self interest, organizational design must limit the opportunities to defect against the group and foster alignment of individual and group objectives.

Management must be carried out through structures that enhance collaboration and membership throughout the entire system, structures that allow people to take pride in the work they do for others, structures that provide each individual more in benefits than he/she sacrifices (synergy).

References available on request

THE EMPIRICAL STUDY OF FIRM SPECIFIC ADVANTAGE, GLOBAL BRANDING, PRODUCT DIVERSITY AND PERFORMANCE

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ABSTRACT

The global branding strategy is likely the most popular corporate strategy for growth and survival in Taiwan. The main contribution of this study is to redefine multinationality company to capture the local effect. More specifically, new empirical tests are conducted of the relationships between firm-specific-advantages (FSAs), global branding, product diversity, and firm-level performance. First, this study examines the research construct of a firm's FSAs (including firm size, knowledge, marketing ability, and industry type), and explores whether the firm indeed exercises each of these FSAs based on its characteristics. First, the results show that FSAs in knowledge (as represented by R&D and marketing) and service sector type are best exploited within the home-region. In contrast, the FSA firm size is better exploited by global firms. Second, a service firm tends to be home-region oriented or tends to have a higher level of global branding than a manufacturing firm. Finally, the results show that most firms do not exercise the FSA in knowledge based on its geographic reach. Second, this study examines the effect of a firm's level of global branding strategy on its performance. The form of the relationship is explored. The results show that there exists a strong positive relationship between a firm's level of global branding strategy and its performance. That is, a firm tends to perform better when it has its sales when implementing global branding strategy. Finally, this study examines the relationships between product diversity and performance of 155 MNCs based on mail survey from 2006-2007 in Taiwan. The analysis integrates three main theories, namely the resource-based view, transaction costs, and organization learning theory. A model of these hypothesized relationships is proposed and tested. Panel regression are used to test the hypotheses. The models measuring a firm's performance by return on assets and sales per employee show that at high levels of small levels of product diversity can generate greater performance to a firm but excessive levels of product diversity may hurt a firm's performance, and that greater levels of global branding strategy tend to enhance the impact of product diversity on performance. The objective of research is to examine the durability of the relationships posed in previous research by identifying whether the relationships obtained over time. The dynamic marketing strategy model developed in this study may be followed up by other researchers, either directly in testing hypothesised relationships or as a basis for developing refined and extended marketing strategy models.

A NEW APPROACH WITH MARKET SURVEY AND FUZZY STATISTICAL ANALYSIS IN THE E-BUSINESS CONTEXT

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ABSTRACT

In the management science literature there is no uniform opinion about appropriate performance measures in the E- business area because different fields of study have different research questions and purpose. Industry and company related performance indicators enhance the E-business valuation process by providing a broader, more encompassing view of overall corporate health and a better understanding of improvement opportunity areas within a company. New methodologies are required to integrate the financial and non-financial performance indicators with the typical information used. This requires a "re-think" of the standard performance process and the exploration and application of other statistical methods and analytical techniques in the E-business area. A fuzzy model with fuzzy variables was developed and is used to approximate relationships. It is expected to show an improvement in the performance measures. For the social science field perception measurement is done by the survey or questionnaire with fuzzy to seek for people's consensus. While most questionnaires design as well as its answers is set up with a binary logic state in the traditional market research methods, that is people record the answers with a single value state instead of the multiple values or fuzzy numbers state. To investigate the population, people's opinions or the complexity of a subjective event more accurately, it is highly recommend to calculate the information based on the new performance measurement approach should be more reasonable. In this research we will provide the definitions of fuzzy mode, fuzzy median as well as investigate their related term. These statistical parameters can be quickly computed from a set of data and its basic information has been widely employed in many academic areas. Each statistics has its special application. However, traditional statistics are reflecting the result from a two-valued logic world. Fuzzy statistics provides a powerful research tool. Fuzzy set theory applications are extended to traditional statistical inferences and methods in performance measures. Fuzzy statistical analysis grows as a new discipline from the necessity to deal with vague samples and imprecise information caused by human thought in certain environments in the E-business area. In this research I made an attempt to link the gap between the binary logic based on multiple choice survey with a more complicated yet precise fuzzy membership function assessment, such as fuzzy mode, fuzzy median and fuzzy weight etc. These soft computing methods will make the corresponding fuzzy techniques more practical and reasonable in the future study of management science. There are illustrated examples demonstrated to explain how to find the fuzzy mode and fuzzy median, and how to use the results to help people making performance measurement in the E-business area. The expected research results is that fuzzy logic model structure was revised and *new results generated. This insights gained from this research can be applied in major disciplines such as accounting, marketing and finance, engineering and strategic management.*

Key words : E-business, Performance measurement, Fuzzy samples analysis, Membership function, Fuzzy mode, Fuzzy median, Soft computing, Fuzzy logic