

Developing Self-Marketing Skills: Are Marketing Students Prepared for the Job Search?

Denny E. McCorkle, Joe F. Alexander, James Reardon, and Nathan D. Kling

Sooner or later, most marketing and business students realize that today's job market is competitive, challenging, and requires substantial effort in order to pursue successfully. This article presents the authors' observations, job market statistics, relevant academic literature, and survey results concerning the marketing and business student job search process. The research findings guide several recommendations for developing student self-marketing and job search skills, with the perspective of teaching students to apply what they have learned in their marketing courses.

Keywords: *self-marketing; skills; job; search; students*

As marketing educators, we acknowledge ourselves to be accountable to two primary customer groups. First, we are responsible for providing well-educated and skilled employees for businesses and organizations in the employer marketplace. However, we are also responsible to a second group of customers—those students who pay tuition to our institutions to receive the education expected to prepare them for productive and successful careers. While the comparative importance of these two groups has been debated, the authors of this article take the position that both customer groups ultimately benefit from an educational program that seeks to (1) prepare students with relevant marketing knowledge and skills and (2) provide assistance and guidance to students in the job search and career preparation process.

Based on the collective marketing education experience of the authors, the following observations concerning marketing majors and their job search/career preparations are offered:

1. Procrastination is common. Many, including the better students, often wait until their last semester in school before setting aside even nominal time for job search preparations and focus.
2. Many students are attempting to balance part-time jobs and heavy course loads, and they rationalize that they are too busy to allocate the time required for adequate career research and job search preparation and effort.

3. Many students have expectations that good jobs will come to them and, as graduation comes and goes in some cases, are disappointed when the popular and preferred companies do not interview on campus or advertise in the local newspapers.
4. After the completion of specialized courses in their major, many marketing students have not chosen a career field(s) and have little knowledge of the career path they could follow and the appropriate entry-level jobs and their requirements. Even if these decisions are determined by their senior year, there is limited time for focused preparation in the form of targeted internships, clubs/association involvement, mentoring, and networking.
5. Business students, even marketing majors, rarely view the job search as an opportunity to apply what they have learned about marketing to their own job situation—what the authors refer to as “self-marketing.” For instance, many seek job interviews from a diverse group of potential employers/industries and for a diverse number of jobs but follow a mass marketing (e.g., single résumé) approach for any and all prospective employers.

The purpose of this article is threefold: (1) to examine the veracity of the above observations, (2) to review relevant academic and practitioner literature that pertains to the student job search process, and (3) to offer a number of recommendations for improving and better preparing our marketing and business students for their job search and career development.

Denny E. McCorkle is a professor of marketing in the College of Business Administration at Southwest Missouri State University, Springfield. Joe F. Alexander is dean and a professor of marketing in the Kenneth W. Monfort College of Business at the University of Northern Colorado, Greeley. James Reardon is the Wells Fargo Professor of Marketing in the Kenneth W. Monfort College of Business at the University of Northern Colorado, Greeley. Nathan D. Kling is a professor of marketing in the Kenneth W. Monfort College of Business at the University of Northern Colorado, Greeley.

Journal of Marketing Education, Vol. 25 No. 3, December 2003 196-207
DOI: 10.1177/0273475303257517
© 2003 Sage Publications

THE IMPORTANCE OF SELF-MARKETING AND DEVELOPING JOB SEARCH SKILLS

Job Search Statistics

The importance of self-marketing and developing job search skills is further magnified in today's unstable U.S. and global economies. Some recent job search statistics include the following:

1. Fewer employers are visiting college campuses. In 2001-2002, those who did had 20% fewer jobs to fill (Capell 2002). And, in 2002-2003, campus recruiters are expected to hire 3.6% fewer new graduates (Luckenbaugh and Collins 2002b).
2. By November 2001, the national unemployment rate had reached a 5-year high of 5.4%, with the pool of unemployed managers and professionals increasing 63% to 1.2 million in the past year (Dunham 2002). September 2002 figures from the Bureau of Labor Statistics (2002) indicate that the unemployment rate has increased further to 5.6%. As a result, the likelihood of recent graduates competing for jobs against more experienced applicants continues to increase.
3. Even though the average starting salaries for 2000-2001 graduates increased, more than half of the College Career Centers surveyed reported that these grads had a more difficult time finding jobs than students in the previous school year (Luckenbaugh and Collins 2001). And, in 2001-2002, starting salaries for all business majors (except actuarial) dropped from 0.6% for accounting majors to 8.8% for management information systems (MIS) majors (Luckenbaugh and Collins 2002a).

Besides fulfilling the immediate need for employment, the need for self-marketing and job search skills can continue for the rest of a student's working life as he or she changes employers, positions, and even careers. One recent study indicates that a typical employee will change careers from three to seven times during his or her lifetime (Howard 2000). Job switching, as well as career changing, makes for high levels of mobility in our society. During the past two decades, job tenure for men—that is, the number of years a man has been with his employer—has fallen. In contrast, the job tenure of women has risen slightly (U.S. Department of Labor, Bureau of Labor Statistics 2001). Furthermore, there is evidence that young men and women vary both in their mobility and how they engage in the job search itself (Keith and McWilliams 1999). No literature could be found that dealt with gender differences in behaviors related to job search preparation. However, the authors' anecdotal experiences from working with students would support the premise that female marketing students tend to be more diligent than their male counterparts in the area of job search preparation. In addition, job switching and career changing are facts that all students must be prepared to face (and that faculty members must understand to adequately prepare their students).

Skills Development

Skills have been divided into two categories: discipline-related and support skills (McCorkle et al. 1999). *Discipline-related skills* are developed with the practice of discipline-related knowledge. In marketing, this may include the skill of market planning, segmenting a market, developing a pricing strategy, or creating an advertisement, among others. Typical techniques for developing these skills include class projects, cases, internships, part-time jobs, and volunteer work. Discipline-related skills provide a strong selling point when competing for a specific job in marketing and also provide evidence of, at the least, indirect experience.

Alternatively, *support skills* are transferable across several jobs or disciplines and may include subcategories in the areas of communication, interpersonal, creativity, and decision making, among others. While these skills can be developed in the same manner as discipline-related skills, they may also be developed through courses and activities outside the marketing discipline. Any student, regardless of education level or major, may acquire and benefit from these support skills.

A review of the marketing literature indicates that skill development has been the subject of numerous articles in the *Journal of Marketing Education*, *Marketing Education Review*, and the *Journal of Education for Business*, as well as conference proceedings. Arora and Stoner (1992), for example, used a sample of 50 midlevel marketing managers to assess the relative importance of skills in potential MBA hires. Their order of preference for specific skill sets was as follows: (1) communication, (2) sales, (3) analytic/statistical, (4) leader/manager/self-starter, (5) direct marketing, and (6) new product introductions. They also cited previous marketing-related (advertising) studies (e.g., Gifford and Maggord 1975) in which it was found that recruiters looked for communication skills, intelligence, and academic background, in addition to professional knowledge, personality, creativity, and imagination.

Ducoffe and Ducoffe (1990) concluded that advertising executives felt personal motivations and communication skills were most important for success. Other authors have cited employee enthusiasm and communication skills as being the most important (Gaedeke and Tootelian 1989; Gaedeke, Tootelian, and Schaffer 1983).

In addition to the above research, other researchers have examined various employment skills issues for marketing students. Typical of these studies are Boatwright and Stamps (1988), John and Needel (1989), Kelley and Gaedeke (1990), Deckinger et al. (1990), Chonko and Roberts (1996), and Celuch and Slama (1998).

Of particular note is a study by Floyd and Gordon (1998), in which the authors observed that the body of research dealing with employers' skill preferences can be organized around three methodologies: (1) having respondents make a list of attributes deemed important in the selection and evaluation of prospective employees, (2) rank ordering a

prespecified list of attributes, and/or (3) rating the importance of a prespecified attribute list. The authors further took issue with many of the previous studies for having a propensity to focus on personality-related skills (e.g., motivation, enthusiasm, initiative, ambition, leadership, entrepreneurship, and adaptability/flexibility) that get high rankings by employers (p. 104) but are skills that, they argue, universities can do little to develop in their students.

Then, Floyd and Gordon (1998) focused on skills that were amenable to improvement and for which there was literature to support their desirability to employers. The list of attributes they explored via conjoint analysis included communication skills (written and verbal), problem solving (quantitative or analytic), work experience (industry or general), and interpersonal skills. Employers, university staff, and students were asked to provide preference ratings for various levels of each of these skills in multiple job applicant scenarios.

In contrast to most previous studies, Floyd and Gordon (1998) found that problem-solving skills were the most highly valued by employers. Communication skills, work experience, and interpersonal skills—in that order—were the next most preferred. Students correctly perceived the rank ordering that employers had for these skill sets. However, when examining conjoint weight distributions rather than rankings, it was found that employers gave more weight to problem-solving skills, while students gave higher weights to communication skills—the ranks were the same, just the weight distributions within those ranks were different. Staff, on the other hand, ranked communication skills higher than problem-solving, work experience, and interpersonal skills. Researchers explained that the trade-off analysis provided by conjoint analysis allowed them to tease out the relative importance of problem-solving skills over communication skills as compared to other studies that had used either rankings or rating scores.

What is clear from the literature is that it is vital that marketing faculty members appreciate the need to build marketable and/or employable skills into their students—a goal most faculty members already support. Students must be prepared for an increasingly competitive job market at the entry level and for professional lives that will be characterized by frequent job shifts and career changes. Thus, it is incumbent on faculty to create courses that deliver not only the standard marketing content but also include behavioral learning (skills) objectives. Graeff (1998), for example, has provided guidance as to how behavioral skills objectives might be written for marketing courses. He maintains that performance behaviors are a critical component in such objectives and that they should also pertain to a visible behavior, *not* an internal state of being (e.g., to appreciate, to understand, or to comprehend). In a course where students learn self-marketing, a learning and behavioral objective related to product (self) analysis might appear as, “Identify your marketable career

skills by writing down your work-related discipline skills (knowledge/experience of subject matter pertaining to a particular job’s work tasks).” A similar behavioral learning objective statement could subsequently be written to address the area of support skills.

Job Search Skills and Protocols

The emphasis on job search proficiency or self-marketing as a skill, and more particularly as a support skill, has limited coverage in the marketing literature. According to a recent poll by one of the major Internet job-finding resources for college students, MonsterTRAK (a product of Monster.com), it was found that 91% of graduating college seniors are “concerned” and 70% are “very concerned” about job placement, while only 3% had a job lined up. While such polls are not scientific surveys, they are indicative of the challenges recent graduates are facing during the present economic downturn. As reported, “Students are finding that they need to be more proactive in their job search than in years prior” (MonsterTRAK online poll 2001, p. 1). Employers are increasingly more selective in making job offers, with students receiving approximately half the number of offers they did 1 year ago (College students’ job-hunting tactics 2001).

Separate and apart from swings in the business cycle, the issue of proactive preparation for the job market is a long-standing one. According to Kitchen (1994), “So often students are released into the market with only a hazy idea at best of how to market the most important product: themselves” (p. 4). Unfortunately, all too frequently, “it’s not the one who can do the job who necessarily gets hired. It’s the one who knows the most about getting hired” (Kaul 1992, p. 32). Understanding the job search process—how to find out about job openings; make contact with businesses; and how to effectively market one’s skills, abilities, and knowledge, as well as personal characteristics—is vital to both the short- and long-term career success of students.

There is a body of research on the job-seeking activities of college students (e.g., Ellis and Taylor 1983; Friedrich 1987; Harris, Tanner, and Knouse 1996; Steffy, Shaw, and Noe 1989). Of particular interest is a national sample of more than 11,000 college students graduating from 1,386 institutions that was conducted by Mau and Kopschke (2001). They found that, regardless of race or gender, the résumé was used by 52% of the respondents as the main method relied upon to find their job. This tool was followed, in order, by examining want ads (12.4%) and networking with “family, friends, and professor” (11.9%) (p.143). Other techniques were used to find jobs but were used by less than 10% of the graduates. Multiple search methods were often employed, and a statistically significant, positive correlation was found between the number of methods used and the number of job interviews obtained. Thus, it appears that encouraging students to use a variety of job search methods should increase their employment opportunities. Networking, in particular, though,

should be encouraged in view of advice from consultants who indicate that 75% of jobs are found this way (Kaul 1992). In addition, it is clear that teaching students to write good résumés is vital.

Different job search protocols must be developed for large prospective employers versus small ones, who provide 53% of the nation's jobs (U.S. Small Business Administration 1997). Students wanting jobs in this sector of the economy must be informed, for example, that these firms will appear in the recruiting cycle much later than large firms and will use more traditional, noncampus sources in their efforts, such as employment agencies and newspaper advertisements, among others (Barber et al. 1999).

Faculty members may wonder why many students do not spend as much effort in developing sound job search protocols as they do in writing term papers. For students who intellectually compare the relative benefits of each, the personal payoff of a successful job search would certainly be higher. A very recent study on business managers claimed to be the first to examine the relationship between cognitive ability and the job search process (Boudreau et al. 2001). Researchers obtained release forms that enabled them to obtain 459 respondents' Scholastic Aptitude Test (SAT) scores. Widely used as a predictor of academic success in college, the SAT is a measure of general cognitive ability. Scores were then related to job search behaviors, with the finding that those with higher cognitive abilities "searched more intensively" and that cognitive ability "explained a significant incremental variance in search, over and above situational variables" (p. 35). If this finding were to be generalized to marketing students, it should not be surprising to faculty that the brighter students in the classroom will see the merits of putting considerable effort into their job searches. Others simply need to be encouraged to do the same along these lines, just as faculty members encourage them in their standard classroom work. In the current study, grade point average was used as a surrogate for cognitive ability in its analysis of self-marketing preparation.

Job search skills are herein defined as the behaviors, techniques, and attitudes needed to successfully obtain employment. They represent a skill set area whose development has long been neglected in many college curriculums. There is, however, a body of research that faculty should be familiar with that has examined elements that can enhance students' "self-marketing" efforts in the job market. Self-marketing plan models have been proposed by Cohen (1985), Kelley and Gaedeke (1990), and Brett-Elspas (1990), among others. A comprehensive self-marketing plan for use as a class project was later developed by McCorkle, Alexander, and Diriker (1992).

Apart from a focused class project, there are many activities faculty can recommend to students to prepare them for the job search process. The literature suggests development of a marketing portfolio of projects and experiences that can

be brought to job interviews (Goldgehn 1989; Goldgehn and Soares 1986; Kimeldorf 1996; Kotler 1983; Powell and Jankovich 1998; Taylor 1990). O'Briant (2000) discussed the development of proper job-hunting etiquette (e.g., well-written cover letters, appropriate behavior for on-site interviews, proper business meal etiquette, and the use of follow-up thank-you notes).

The vast majority of our students are Internet literate, so the use of this previously nontraditional method of applying for jobs should be emphasized in addition to reminding students of the nine more traditional methods: (1) contacting employers directly, (2) public employment agencies, (3) private employment agencies, (4) friends and relatives, (5) school employment center, (6) sending résumés, (7) checking professional registers, (8) placing or answering ads, and (9) "other methods" (Kuhn and Skuterud 2000, p. 3). Students need to know how to design an electronic résumé and use job search databases (Curry 1998), as well as understand exactly how to send an e-résumé so that employers will not reject it out-of-hand for fear of an accompanying virus in an attachment (How to land a job 2000).

Students should be informed that their lack of job experience can be supplemented by internships, both domestic and international (Gault, Redington, and Schlager 2000; Toncar and Cudmore 2000), and that these can give them an important edge over the competition. Students can sell themselves in many ways, but perhaps one of the most important is the job interview. Studies (e.g., Huegli and Tschirgi 1979) have shown that metacommunication behaviors such as maintaining eye contact, a firm handshake, and appropriate business attire strongly affect recruiters' decoding of an applicant's message content (i.e., discussions of job skills and responses to questions) and positively or negatively affect selection. Unfortunately, too many students have never been coached for their interviews or have even seen a videotape of how they present themselves.

While there are other self-marketing methods to be recommended to students, a last one mentioned here is how to respond to, and deal with, rejection. Just as salespersons are trained to handle this fact of life, students must be taught that even rejection may contain opportunities. Students can be taught how to properly respond to a rejection letter in order to find out what deficiencies they have that may have led to their rejection. In addition, a thoughtful and appreciative response may provide an opportunity to impress a prospective employer so the individual gets considered for subsequent openings, if the first-choice candidate ultimately fails to take the position for which the student had originally applied (Half 1996).

RESEARCH HYPOTHESES

The authors' previously mentioned observations, statistics concerning the job market, and the related marketing litera-

ture guided the development of the following job search research hypotheses:

Hypothesis 1: Marketing majors are more prepared than other business majors to enter the job market.

Hypothesis 2: Older students are more prepared to enter the job market.

Hypothesis 3: Students with a higher grade point average (GPA) are more prepared to enter the job market.

Hypothesis 4: Women are more prepared to enter the job market.

Hypothesis 5: Students closer to graduation are more prepared to enter the job market.

Hypothesis 6: Students working more hours in an outside job are less prepared to enter the job market.

Hypothesis 7: Students with higher "job search reluctance" are less prepared to enter the job market.

Hypothesis 8: Students with higher "job search anxiety" are less prepared to enter the job market.

Hypothesis 9: Students with higher "career indecision" are less prepared to enter the job market.

RESEARCH METHOD

Sample

Data used in this article were obtained from a sample of undergraduate students at a western university. All students were given a four-page, self-administered questionnaire as a measure of their job search/career preparation. The questionnaire was given in multiple class sections of a junior-level Marketing Principles and a senior-level Management Policy capstone course. Each of these courses is required of all business students to graduate with a major in either accounting, computer information systems (CIS), finance, general business, management, or marketing.

From 208 completed questionnaires, 188 valid responses were obtained. Based on the response to a screening question, 11 were removed due to being nonbusiness majors and 9 because they were continuing professionals without a need for a job search. The sample is a good representation of upper-level business students at this university and can be described as 49% juniors (51% seniors); average age of 22; average 16 hours per week worked; average GPA of 3.09; 43% female (57% male); average 8.54 months until graduation; and majors of 14.9% accounting, 16.5% CIS, 12.2% finance, 8.5% general business, 21.8% management, 21.3% marketing, and 4.8% dual major/nonmarketing.

After completion of the survey instrument, instructions were provided to allow each student a calculation of their own job search/career preparation score, interpretation, and comparison of their score to past survey participants. In addition, a reference page of job search/career books and Web sites were recommended for additional guidance.

Variable Definitions

The survey instrument included screening, demographic, job search, and career preparation questions. Students were assured of anonymity and that the responses would be used to develop strategies and to help provide guidance and assistance to students seeking employment after graduation. The questionnaire was pretested for clarity and comprehension with other upper-division business students who were not part of the sample.

The questions concerning job search and career preparation addressed (1) sources of job search/career information; (2) entry-level job search methods such as networking, information interviews, internships, and so forth; (3) entry-level job search preparations concerning their use of career services, career objective, strengths/weaknesses, jobs/career fields, salaries, competition, geographic restrictions, industries, targeted companies, research of companies, résumés/cover letters, job interviews, references, networking, and internships/experiences; and (4) additional job search variables concerning the existence of job search reluctance, job search stress/anxiety, and career indecision. More specific variable definitions are presented in Tables 3, 4, and 5 and will be discussed later in the article.

In addition, a composite job search/career preparation score was calculated using the 14 questions and two formative scales from above (1, 2, 3), with the response to each question weighted to reflect its contribution to job search/career preparation. These individual questions and the composite score measurement were developed and administered across a 5-year time frame with junior- and senior-level business students enrolled in a junior-level Marketing Strategy course taken by marketing, management, and general business majors.

Across five semesters and approximately 70 students per semester (two sections), the questions, their possible responses (or categories), and the response weightings were qualitatively adjusted to reflect what the instructor and several other marketing and business professors considered an expected average amount of preparation for the student job search/career. During five additional semesters, it was quantitatively confirmed that an expected composite job search/career preparation score of 90-100 represented an excellent preparation, 80-89 represented an above-average preparation, 70-79 represented an average preparation, and 0-69 represented a below-average preparation.

The recommended interpretation of the composite score results was based solely on student preparations (e.g., networking, use of placement services, career focus, résumé preparation, etc.) and does not consider the varying supply and market demand across majors (e.g., a CIS major may need less job search preparation than a marketing major). Nonetheless, a composite score is useful to provide individual students a means of comparison with other students and a measure of "where they currently are" relative to "where they

should be" concerning their job search and career preparation.

In addition to the total score, three formative scales were used to measure (1) job search reluctance, (2) job search anxiety, and (3) career indecision. Scales consisted of 10, 9, and 6 items, respectively. Last, student demographics were measured, including age, gender, major, GPA, classification, semester hours completed, months until graduation, and hours worked per week.

Functional Form

Using the total score (the composite job search/career preparation score) as a dependent variable, the hypotheses were tested using regression analysis. In accordance with the previously stated hypotheses, nine independent measures were analyzed.

RESEARCH RESULTS

Model Fit

The overall variance explained for student job search preparedness was .415. The ability of the model to explain more than 40% of the variation of the dependent variable is considered well above acceptable in the authors' opinion. An examination of other possible functional forms (e.g., natural log, quadratic, and inverse) shows no improvement in the model. The authors, therefore, feel comfortable that the relationship is approximately linear between the variables in question.

Descriptive Statistics

While not used to specifically test the hypotheses, the authors maintain that a descriptive and elementary analysis of the data does provide significant insights into students' job search methods and preparedness. Thus, the descriptive results for the dependent measure (total score) by major and classification are shown in Table 1. These descriptive data in Table 1 show that on average, both juniors and seniors across all majors have done poorly in job search and career preparation. However, as expected, their total scores improved from juniors to seniors. The junior-level marketing majors had the higher overall average total score among all business majors except for the nonmarketing dual majors. By the senior year, the overall average total score was highest among accounting, management, and the dual majors again.

HYPOTHESES RESULTS, DISCUSSION, AND IMPLICATIONS

The results of the hypotheses tests are shown in Table 2. Five of the nine hypotheses were supported. Disappointing, although not surprising, Hypothesis 1 was not supported. Marketing majors were not found to be better prepared with their job search than other business majors. It was assumed

TABLE 1
COMPOSITE JOB SEARCH/CAREER PREPARATION SCORES BY MAJOR AND CLASS STANDING

<i>Major</i>	<i>Average Score (Range) for Juniors</i>	<i>Number of Responses Juniors</i>	<i>Average Score (Range) for Seniors</i>	<i>Number of Responses Seniors</i>
Marketing	52.55 (26-90)	20	59.05 (24-81)	20
Management	48.68 (27-67)	19	59.45 (31-86)	22
Accounting	49.87 (34-64)	15	64.08 (37-95)	13
Finance	46.07 (21-71)	14	54.00 (39-83)	9
Computer information science	43.75 (23-64)	8	56.48 (33-80)	23
General business	45.45 (28-68)	11	46.00 (32-66)	5
Dual major—nonmarketing	66.40 (53-77)	5	67.00 (49-88)	4

that if marketing majors were better at understanding and the use of marketing, more of this specialized knowledge would be used in their job search.

In Tables 3 and 4, the relative scores of marketing majors on each section of the survey are examined in depth. Two important things are revealed in Table 3. First, for many of the sources used for job search/career information, a higher proportion of junior marketing majors used these sources than senior marketing majors. The most used sources for juniors included parents and/or friends, college courses and/or texts, and career-oriented Web sites. The most used sources for seniors were past and/or present employers, parents and/or friends, and career-oriented Web sites. Fifty percent or fewer of the marketing students used all other sources of job search/career information. This indicates that there is a great opportunity for use of a wider range of job search information sources to assist students in their career focus and job search planning.

Second, for actual job search methods (bottom half of Table 3), there was improvement by marketing majors from the juniors and seniors across most activities. Although less than 50% of junior marketing students used the job search activities (exception: networking with potential employers), a higher proportion of usage by senior marketing majors was found on a select few activities. Networking with potential employers, networking with professors, and job searching on company Web sites were the most used, by 75%, 70%, and 60%, respectively. These results clearly show that the majority of the sampled marketing majors used very few of these often recommended job search methods, and the few used by the majority are only used by seniors.

With regard to specific areas of job search preparation, Table 4 shows a number of areas where marketing majors need much improvement. In most areas, there is some

TABLE 2
REGRESSION RESULTS

<i>Independent Variable</i>	<i>Regression Coefficient</i>	<i>T</i>	<i>p-Value</i>	<i>Hypothesis</i>
Constant	39.721			
Marketing major (1 = marketing major)	-2.506	0.972	0.333	Hypothesis 1: No differences
Age	-1.42	2.201	0.030	Hypothesis 2: Younger students are more prepared
Cumulative grade point average (GPA)	6.090	2.257	0.026	Hypothesis 3: Students with higher GPA are more prepared
Gender (1 = male)	-4.447	1.990	0.049	Hypothesis 4: Women are more prepared
Months until graduation	-0.664	4.110	0.000	Hypothesis 5: Students closer to graduation are more prepared
Hours worked per week	0.0044	0.493	0.623	Hypothesis 6: No differences
Job search reluctance	-0.398	2.215	0.029	Hypothesis 7: Reluctance reduces preparedness
Job search anxiety/stress	-0.0077	0.437	0.663	Hypothesis 8: No differences
Career indecision	-0.676	2.907	0.004	Hypothesis 9: Career indecision reduces preparedness

improvement from the junior to senior year, with one very distressing exception—use of career services. Marketing seniors are using career services slightly less than the juniors. Based on prior feedback from senior-level students, they are often disappointed in the marketing job interviews on campus and otherwise do not consider the career services to be of much assistance. Of course, this perception needs correction as most campus career services can provide far more than the desired on-campus job interviews, such as company research sources and information; mock interviewing; and skill development seminars on résumé/cover letter writing, job interviews, and other job search techniques.

In Table 4, some problem areas for junior and senior marketing majors are also revealed. For juniors, improved preparation is especially needed concerning career focus, and specifically, with knowledge of jobs and/or career fields, geographic location, and companies offering desired job opportunities. Juniors also need more guidance on the importance of obtaining career-relevant references. For seniors, their greatest need also concerns focus—geographic and company, and career-relevant references. In summary, a closer look at the levels of use for each type of job search preparation reveals that even senior marketing majors, on average, still have much room for improvement with their job search and career preparation.

Returning to the regression results concerning the hypotheses (Table 2), additional insight about the job search is provided. Hypothesis 2 was not supported. Older students were not found to be more prepared. In fact, the opposite was found to be statistically significant. The authors have no explanation for this unusual result, other than that older students may have felt that they already have a job/career focus and see less need to search a variety of information sources or use a variety of job search methods, activities that would result in a higher composite score. Note: through use of a screening question, any student who had already accepted a job offer, started a job, or planned to continue with an existing job was removed from the sample.

Hypothesis 3 was supported. Students with a higher GPA were found to be more prepared than others. As mentioned in the literature review, those with higher SAT scores performed a more extensive job search (Boudreau et al. 2001). Also, those who best know and understand their marketing, both marketing and other business majors, are the more likely to use it and make the connection between marketing and the job search.

Hypothesis 4 was supported. Women were found to be more prepared than men. Again, literature was previously mentioned as indicating differences in job search activities between men and women (Keith and McWilliams 1999).

Hypothesis 5 was supported. According to the composite job search score, those closer to graduation were, overall, better prepared. Obviously, after the typical declaration of a major during the junior year, the more time one has for preparation for a job/career, the more likely he or she will do so.

Hypothesis 6 was not supported. No differences were found concerning the number of hours worked per week. It was assumed that those who worked excessive hours would find less time to prepare for their job search. Perhaps those who work more hours are also likely to better manage the time that they have for job search preparation.

Concerning the psychological variables, Hypotheses 7 and 9 were supported, while Hypothesis 8 was not supported. These particular results are better understood through a closer examination of Table 5. Using multi-item scales, the authors were trying to identify psychological reasons for the often-observed lack of job search preparation by marketing majors.

A review of the average scores in Table 5 does indicate a moderate overall level of reluctance, stress/anxiety, and career indecision by both marketing and other business majors. The ranges of these scores also indicate that some students have high levels on these measures. With the minor exception of career indecision, there is also an increase of these measures between juniors and seniors. It makes sense that career indecision should decrease in the senior year when more focused courses become part of the major.

TABLE 3
PERCENTAGE OF STUDENTS PARTICIPATING IN
JOB SEARCH ACTIVITIES (in percentages)

<i>Sources of Job Search/Career Information (check all that apply)</i>	<i>Junior Marketing Major</i>	<i>Junior Business Major</i>	<i>Senior Marketing Major</i>	<i>Senior Business Major</i>
Academic adviser	40	37	35	27
College alumni	20	14	30	26
Career services	25	16	10	26
Past and/or present employers	50	48	70	48
Information interviews	15	12	15	20
Seminar on interviewing	35	16	30	27
Library	45	41	45	30
Other sources	20	11	0.5	1
Seminar on job search techniques	20	17	0.5	15
Parents and/or friends	85	79	70	78
Professor—other than adviser	35	28	55	47
Seminar on résumé writing	40	27	50	43
Student club or organization	50	25	45	41
College courses and/or textbooks	65	79	55	66
Trade or professional club or association	10	1	15	18
Career-oriented Web sites	60	52	80	71

As to the specific hypotheses, job search reluctance and career indecision were found to reduce the student's overall job search/career preparation score. No differences were found with regard to the connection between job search preparation and job search stress/anxiety, perhaps indicating that a certain level of stress and anxiety will always remain with the job search process, regardless of the amount of preparation.

RECOMMENDATIONS AND CONCLUSIONS

Even though the results are only potentially representative of business students for one College of Business from one university, similar observations, as stated earlier and tested as hypotheses in this study, are often repeated by professors from other universities. This leads the authors to some proposed suggestions for dealing with the self-marketing problem. Our recommendations include the following.

Begin Self-Marketing Instruction Early

The teaching of self-marketing as a job search skill should begin early. The obvious starting point is the Principles of Marketing course. For many business students, this course may be their only exposure to marketing, and specifically, to marketing as a job search skill. For marketing majors, both

TABLE 3 (continued)

<i>Entry-Level Job Search Methods (check all that apply)</i>	<i>Junior Marketing Major</i>	<i>Junior Business Major</i>	<i>Senior Marketing Major</i>	<i>Senior Business Major</i>
Network with career-relevant potential employers	63	63	75	71
Network with career-relevant professionals	26	45	55	43
Network with career-relevant professors	42	33	70	60
Network at career-relevant college club/association	42	33	55	47
Network at professional club/association	37	25	35	25
Obtained an adviser/mentor in chosen career field	16	24	50	31
Conducted an information interview in chosen career field	21	15	25	30
Shadowed a professional in chosen career field	21	21	25	24
Career-relevant internship	16	15	40	34
Career-relevant job (part-time/full-time, summer)	37	40	35	40
Posted résumé on Web	11	17	35	40
Used job search Web sites to identify job openings in chosen career field	32	29	55	49
Used company Web sites to identify job openings in chosen career field	16	16	60	50

a. The Business Major columns represent all other business majors besides marketing.

current and prospective, the Principles of Marketing course provides an early opportunity to explore potential career paths, to choose the most appropriate follow-up marketing courses and projects, and to identify targeted internships and networking opportunities.

There are several suggestions for this use of the Principles of Marketing course. One, most Principles of Marketing textbooks and/or their related Web sites contain an appendix about careers in marketing. A presentation, assignment, guest speakers, and/or exam questions can direct the focus of careers in marketing for all business students. In addition, the undecided majors are given valuable guidance and information, and even the nonmarketing majors may be encouraged to pursue similar job search information for their desired majors.



TABLE 4
SCALE SCORES OF JOB SEARCH PREPARATION BY CLASS/MAJOR

	<i>Junior Marketing Major</i>	<i>Junior Business Major</i>	<i>Senior Marketing Major</i>	<i>Senior Business Major</i>
<i>Entry-Level Job Search Preparations</i>				
Use of career services—5 levels	3.53 (71)	3.30 (66)	3.05 (61)	3.57 (71)
Career objective—4 levels	2.47 (62)	2.34 (59)	2.45 (61)	2.43 (61)
Comparative strengths, weaknesses, and skills—4 levels	2.42 (61)	2.23 (56)	2.65 (66)	2.72 (68)
Knowledge of jobs/career fields—4 levels	2.32 (58)	2.29 (57)	2.75 (69)	2.59 (65)
Familiarity with starting salaries—3 levels	1.79 (60)	1.85 (62)	2.15 (72)	2.17 (72)
Knowledge of competition—3 levels	2.21 (74)	2.07 (69)	2.00 (67)	2.04 (68)
Geographic focus for job search—3 levels	1.53 (51)	1.74 (58)	1.75 (58)	1.95 (65)
Industry focus for job search—3 levels	1.79 (60)	1.70 (57)	1.85 (62)	1.89 (63)
Company focus for job search—5 levels	2.42 (48)	2.30 (46)	2.45 (49)	2.66 (53)
Company research—4 levels	2.89 (72)	2.92 (73)	3.10 (78)	3.30 (83)
Experiences in chosen career field—4 levels	2.21 (55)	2.23 (56)	2.85 (71)	2.84 (71)
Cover letter/résumé—4 levels	2.42 (61)	2.42 (61)	2.95 (74)	3.00 (75)
Job interview preparation—4 levels	2.21 (55)	2.11 (53)	2.40 (60)	2.45 (61)
Career-relevant references—4 levels	1.79 (45)	2.08 (52)	2.30 (58)	2.21 (55)

a. For ease of comparison, scale scores are also presented as a percentage in parentheses.

b. The Business Major columns represent all other business majors besides marketing.

TABLE 5
**ADDITIONAL JOB SEARCH VARIABLES BY CLASS/MAJOR: SCALE SCORES,^a
STANDARD DEVIATIONS, AND RANGE OF NORMED VALUES**

<i>Additional Job Search Variables</i>	<i>Junior Marketing Major</i>			<i>Junior Business Major</i>			<i>Senior Marketing Major</i>			<i>Senior Business Major</i>		
	<i>Scale Score</i>	<i>SD</i>	<i>Range of Normed Values</i>	<i>Scale Score</i>	<i>SD</i>	<i>Range of Normed Values</i>	<i>Scale Score</i>	<i>SD</i>	<i>Range of Normed Values</i>	<i>Scale Score</i>	<i>SD</i>	<i>Range of Normed Values</i>
Job search reluctance— formative scale of 10 Likert-type items	4.93	0.79	3.56-6.22	4.65	0.95	1.89-7.00	4.64	0.917	2.56-6.00	4.77	0.88	3.00-7.00
Job search stress/anxiety— formative scale of 9 Likert-type items	4.76	1.07	2.63-7.00	4.74	1.08	1.63-6.75	4.40	1.13	2.13-6.75	4.73	1.07	2.36-7.00
Career indecision—formative scale of 6 Likert-type items	4.98	1.04	3.40-6.60	4.72	1.16	2.60-7.00	5.03	0.95	3.00-7.00	4.83	1.15	2.20-7.00

a. Scale scores are normed to a 7-point Likert-type scale for ease of comparison from 1 (*strongly agree*) to 7 (*strongly disagree*).

b. The Business Major columns represent all other business majors besides marketing.

Second, and more specific toward development of job search skills, a Self-Marketing Plan project as proposed by McCorkle, Alexander, and Diriker (1992) could be assigned to the Principles of Marketing class. This project requires that students define their existing knowledge and skills, choose a career field and entry-level job, choose a targeted group of companies or industry, and decide on their positioning and marketing mix strategies, including a targeted cover letter and résumé. The benefits of this are that the students are required to begin their career research and define a career focus and better understand what they need to do for preparation before graduation. The students will better realize the need to seek out a variety of job search/career information sources for defining their career focus and use a variety of job search

methods to increase their success in the job market. Since the projects are individual, larger Principles of Marketing classes can simplify the project requirements by requiring one-paragraph statements of major marketing plan strategies accompanied with an example of a supporting cover letter and résumé.

Strengthen Ties with Career Services

Marketing departments (and other business school departments) should strengthen their ties with their university's career services. Unfortunately, at many universities, students and faculty look more to their campus career services for job interviews and not for career preparation and development of job search skills. Most business schools would likely be

appalled to find the proportion of their students who fully use the career development resources at their career services offices. Besides seminars for the basic job search skills of cover letter/résumé writing and job interviewing, most career services offices offer career counseling/examination; job interview role-playing; and shadowing, mentor, and internship and networking opportunities, among many other valuable services.

The primary difficulty for university career services offices is that they deal with a diverse number of majors from anthropology to zoology and all business majors in between. This makes it difficult for them to handle the more specific needs of marketing or other business majors. For example, an education major might differ from a marketing or business major in his or her choice of résumé style (i.e., chronological versus combination/skills based) or other job search methods (i.e., teacher job fairs versus networking with business professionals). Also, career services advisers/counselors may not have marketing/business education or experience and thus lack the proper perspective for a more marketing-oriented job search.

The authors have several past experiences for improving the working relationship between the business school and career services offices. First, Southwest Missouri State University, the largest university among the coauthors, is fortunate to have a separate career services satellite office housed and dedicated to the business school. By nature of increased visibility, this location immediately increases the focus of career development and job search for business majors among faculty and students. Although career services staff members do not always have business backgrounds, their daily and constant interaction with business faculty and students quickly brings newer staff up-to-speed with the business school's specialized and focused needs.

Second, the marketing department at Southwest Missouri State University's College of Business joins with career services to cosponsor an annual Business Career Day for the marketing, management, and finance majors (note: the CIS and accounting departments hold their own career days). This career day involves all members of the marketing department faculty; marketing graduate students; and with heavy emphasis on, and use of, marketing alumni for 1-hour seminars on careers, career development, and job search. Also, in 2002, alumni and college recruiters from more than 50 companies paid \$250 for the opportunity to set up booths/exhibits for 1 day of networking and recruiting for interns and full-time employment. Besides providing job opportunities for those nearer graduations, the younger students benefit also, as many of the marketing classes are canceled for the day with assignments to attend the seminars and network with the alumni and recruiters.

Third, marketing faculty members should work with their career services seminar instructors to develop more marketing and business-focused seminars on cover letters and

résumés, job interviewing, career planning and decision making, networking, and obtaining internships. Another coauthor's College of Business has done this with some success, and their curriculum committee is even considering a focused skills development course as a core requirement for all business majors. The consideration is for a 1-credit course for sophomores with focus on careers in business, proper career choice, and preparation for a business major, and another 1-hour credit course for seniors with focus on job search skills and finding their first job.

Strengthen Ties with Professional Clubs/Associations

Marketing departments (and other business school departments) should strengthen their connections with college and professional clubs/associations. The earlier and more intense exposure to business professionals is likely to increase student career planning and preparation. Besides the use of guest speakers and executive professors in the classroom, increased activity with marketing and business-oriented college clubs and local and national professional associations provide numerous benefits, such as (1) increased focus on marketing/business careers and the need for preparation; (2) the setting of more realistic entry-level job expectations; and (3) more targeted opportunities for networking, mentors, shadowing, internships, nonprofit volunteerism, guest speakers, and full-time jobs.

Again, the authors' observations, experiences, and conversations with colleagues at other universities indicate an appalling percentage of marketing/business majors who find or make the time to attend or participate in campus business-oriented clubs such as a marketing club (e.g., American Marketing Association [AMA], Pi Sigma Epsilon [PSE], and the American Advertising Federation [AAF]). Even fewer attend or participate in local or national professional associations, where the opportunities for real-world business interaction are magnified greatly.

Of course, the primary problem is lack of time for the student to attend or participate, as many declare classes, part-time jobs, and other more social interactions and/or relationships as most important. The authors feel that the biggest problem lies with perceived importance of these clubs and/or associations, with witness to average and B students finding great job opportunities from club participation and A+ students without this club participation who struggle for their first job offer. Students do not always know what is best for them and their career.

To encourage and increase the student marketing club membership and participation, the authors have tried everything from having the club officers make sales pitches for membership in almost all of the marketing classes at the beginning of each semester to offering free pizza and soda at the first meeting of each semester. A more controversial result of departmental brainstorming sessions was to require mem-

bership of all marketing majors, thus providing supporting funds for improved operations and, it is to be hoped, even increased participation as some will want to get their money's worth.

To encourage and increase attendance and participation with local and national professional associations is a bit more difficult. In smaller college towns, appropriate organizations may not exist. In some instances, professional organizations may neither desire nor promote student attendance (i.e., offer no reduced student membership or meeting fees). In addition, many students are reluctant to attend professional meetings unless accompanied by a professor or several other students. Nonetheless, several of the authors have regularly participated in these professional organizations and encouraged/invited their better students to do so, too. Although few of those students who have participated, most have immediately found success with internships, part-time jobs, and even full-time employment. Also, all have improved in their social interaction, professional behavior, and networking skills.

In conclusion, the student job search is a precarious one. It is the authors' position that as marketing educators, our responsibilities extend beyond that of developing marketing knowledge and skills. We should also assist students with self-marketing/job search skill development. Otherwise, good students can get bad jobs. And this does not reflect positively on the Department of Marketing, the College of Business, or the university.

LIMITATIONS OF THE STUDY AND RECOMMENDATIONS FOR FURTHER RESEARCH

The sample from this study was limited to 188 junior- and senior-level business students from a single business school. Although considered representative of that business school's population, care should be taken in generalizing the findings concerning job search skills and preparation to all marketing and business students. Additional research is needed with samples representing students from (1) multiple universities rather than one, (2) geographic areas or job markets other than West, (3) urban rather than suburban/rural campuses, and/or (4) private rather than public universities to validate and extend these findings.

In addition, further investigations could consider an expanded focus on the quality of various career preparation activities. For example, instead of assessing whether or not a given student met with and discussed his or her career search with an academic adviser or used the library as a resource, depth of understanding could be improved by focusing on the quality of such interactions.

And finally, more research is needed to validate the actual success of the measured self-marketing strategies, skills, and methods. Follow-up measures could be taken after graduates have actually used their self-marketing skills and job search

preparations to determine the relative effectiveness of their efforts. While assumptions are made about the importance and success of self-marketing strategies such as networking and internships, there is no existing marketing literature to validate this or to determine if such strategies or combination of strategies are more important than other qualifications such as grade point and completion of specialized courses and in marketing. Or, in other words, is "who you know" equal or more important than "what you know?" Or, is "what you can do" equal or more important than "what you know?"

REFERENCES

- Arora, Raj, and Charles Stoner. 1992. The importance of skills of M.B.A. students. *Journal of Marketing Education* 14 (2): 2-9.
- Barber, Alison E., Michael J. Wesson, Quinetta M. Roberson, and M. Susan Taylor. 1999. A tale of two job markets: Organizational size and its effects on hiring practices and job search behavior. *Personnel Psychology* 52 (4): 841-67.
- Boatwright, E. W., and Miriam B. Stamps. 1988. Employers' importance ratings of student characteristics: A conjoint analysis approach. *Journal of Marketing Education* 10 (2): 2-9.
- Boudreau, John W., Wendy R. Boswell, Timothy A. Judge, and Robert D. Bretz Jr. 2001. Personality and cognitive ability as predictors of job search among employed managers. *Personnel Psychology* 54 (1): 25-50.
- Brett-Elsapas, Janis. 1990. Self-marketing for career success. *Public Relations Journal* 46 (3): 31-32.
- Bureau of Labor Statistics. *Employment situation summary*. 2002. <http://www.bls.gov/news.release/empsit.nr0.htm>.
- Capell, Perri. 2002. Seniors in the job market can expect high hurdles. *College Journal from the Wall Street Journal*. <http://www.collegejournal.com/jobhunting/searchstrategies/20011001-capell.html>.
- Celuch, Kevin, and Mark Slama. 1998. Critical thinking as an integrated theme for teaching lifelong learning skills in marketing. *Marketing Education Review* 80 (3): 1-12.
- Chonko, Lawrence B., and James A. Roberts. 1996. An innovative introduction to business course: Marketing the skills that marketing majors (and others) will need for success. *Marketing Education Review* 6 (3): 53-76.
- Cohen, William. 1985. A tentative model for student self-marketing. In *1985 AMA Educators Conference Proceedings*, edited by Robert F. Lusch, Gary Ford, Gary Frazier, Roy Howell, Charles Ingene, Michael Reilly, and Ronald Stumpf, 110-13. Chicago: American Marketing Association.
- College students' job-hunting tactics change with the economy. 2001. *HR Focus* 78 (7): 9.
- Curry, Jerome. 1998. Tapping the Internet's job search resources. *Business Communication Quarterly* 61 (2): 100-104.
- Deckinger, E. L., Jame M. Brink, Herbert Katzenstein, and Louis H. Primavera. 1990. How can advertising teachers better prepare students for entry-level advertising agency jobs? *Journal of Advertising Research* 29 (6): 37-46.
- Ducoffe, Robert H., and Sandra J. Ducoffe. 1990. Tips from top advertising executives: Implication for advertising education. *Journal of Marketing Education* 12 (1): 52-58.
- Dunham, Kemba J. 2002. Once-hot job market has quickly cooled. *College Journal from the Wall Street Journal*. <http://www.collegejournal.com/jobhunting/searchstrategies/20011120-dunham.html>.
- Ellis, R. A., and M. S. Taylor. 1983. Role of self-esteem within the job search process. *Journal of Applied Psychology* 68:632-40.
- Floyd, Callum J., and Mary Ellen Gordon. 1998. What skills are most important? A comparison of employer, student and staff perceptions. *Journal of Marketing Education* 20 (2): 103-9.

- Friedrich, J. R. 1987. Perceived control and decision making in a job hunting context. *Basic and Applied Social Psychology* 8:163-76.
- Gaedeke, Ralph M., and Dennis H. Tootelian. 1989. Employee's rate enthusiasm and communication as top job skills. *Marketing News* 23 (March 27): 14.
- Gaedeke, Ralph M., Dennis H. Tootelian, and Burton F. Schaffer. 1983. Employers want a motivated communicators for entry-level marketing positions: Survey. *Marketing News* 17 (August 5): 1.
- Gault, Jack, John Redington, and Tammy Schlager. 2000. Undergraduate business internships and career success: Are they related? *Journal of Marketing Education* 22 (1): 45-53.
- Gifford, John B., and John P. Maggord. 1975. Top agency executives' attitudes toward academic preparation for careers in the advertising profession in 1975. *Journal of Advertising* 4:9-16.
- Goldgehn, Leslie A. 1989. Student placement: The challenge of helping our undergraduate marketing students prepare for the job marketplace and their careers in marketing. *Journal of Marketing Education* 11 (3): 78-82.
- Goldgehn, Leslie A., and Eric Soares. 1986. Student marketing portfolios: Professionalizing our discipline and integrating our curriculum. *Journal of Marketing Education* 8 (2): 14-17.
- Graeff, Timothy R. 1998. Writing behavioral learning objectives for marketing courses: Meeting the challenge of AACSB outcomes assessment. *Marketing Education Review* 8 (1): 13-24.
- Half, Robert. 1996. Should I respond to a rejection letter. *Management Accounting* 77:12-13.
- Harris, E. W., J. R. Tanner, and S. B. Knouse. 1996. Employment of recent university business graduates: Do age, gender, and minority status make a difference? *Journal of Employment Counseling* 33 (3): 121-28.
- How to land a job using the Web. *R&D Magazine* 42 (4): E25-E26.
- Howard, Maria. 2000. Happily married to the company: In an era of job hopping, some workers still never leave. *The Richmond Times Dispatch*, July 31, 2000, Metro business, D-14.
- Huegeli, Jon M., and Harvey D. Tschirgi. 1979. Preparing the student for the initial job interview: Skills and methods. *ABCA Bulletin* 42 (4): 10-13.
- John, Joby, and Mark Needel. 1989. Entry-level marketing research recruits: What do recruiters need? *Journal of Marketing Education* 11 (1): 68-73.
- Kaul, Pamela A. 1992. Getting the job. *Association Management* 44 (11): 32-38, 93-94.
- Keith, Kristen, and Abigail McWilliams. 1999. The returns to mobility and job search by gender. *Industrial and Labor Relations Review* 52 (3): 460-77.
- Kelley, Craig A., and Ralph M. Gaedeke. 1990. Student and employer evaluations of hiring criteria for entry-level marketing positions. *Journal of Marketing Education* 12 (3): 64-71.
- Kimeldorf, Martin. 1996. Using job search portfolios in an uncertain labour market. *Career Development International* 1 (5): 51-55.
- Kitchen, Philip J. 1994. Self-marketing is easily taught, but hard to learn. *Marketing News* 28 (18): 4, 35.
- Kuhn, Peter, and Mikal Skuterud. 2000. Job search methods: Internet versus traditional. *Monthly Labor Review* 123 (10): 3-11.
- Kotler, Philip. 1983. Educators must professionalize marketing. *Marketing News* 5:16-17.
- Luckenbaugh, Camille, and Mimi Collins. 2001. Salary offers rose for class of 2001, but finding a job got harder. *Press Room, National Association of Colleges and Employers*. [cited 28 November 2001]. <http://www.naceweb.org/press/display.asp?year=2001&prid=111>.
- . 2002a. College class of 2002 saw fierce competition, lower starting salaries. *Press Room, National Association of Colleges and Employers*. [cited 23 October 2002]. <http://www.naceweb.org/press/display.asp?year=2002&prid=164>.
- . 2002b. Employers expect to hire fewer new college grads this year. *Press Room, National Association of Colleges and Employers*. [cited 23 October 2002]. <http://www.naceweb.org/press/display.asp?year=2002&prid=163>.
- Mau, Wei-cheng, and Amy Kopischke. 2001. Job search methods, job search outcomes, and job satisfaction of college graduates: A comparison of race and sex. *Journal of Employment Counseling* 38 (3): 141-49.
- McCorkle, Denny E., Joe F. Alexander, and Memo F. Diriker. 1992. Developing self-marketing skills for student career success. *Journal of Marketing Education* 13:57-67.
- McCorkle, Denny E., James Reardon, Joe F. Alexander, Nathan D. Kling, Robert C. Harris, and R. Vish Iyer. 1999. Undergraduate marketing students, group projects, and teamwork: The good, the bad, and the ugly? *Journal of Marketing Education* 21 (2): 106-17.
- MonsterTRAK Online Poll: 91 Percent of college students concerned about finding a job. 2001. In Business Wire file [Lexis/Nexis]. Cited December 2001, pp. 1-2. <http://www.certmag.com/common/newscenter/newsdisplay.cfm?id=751>.
- O'Briant, Erin. 2000. Job-hunting etiquette. *HIE Solutions* 32 (5): 28-32.
- Powell, Karen S., and Jackie L. Jankovich. 1998. Student portfolios: A tool to enhance the traditional job search. *Business Communication Quarterly* 61 (4): 72-79.
- Steffy, B. D., K. N. Shaw, and A. W. Noe. 1989. Antecedents and consequences of job search behaviors. *Journal of Vocational Behavior* 35:254-69.
- Taylor, Ruth L. 1990. The marketing portfolio: On advising students for job interviews. *Journal of Marketing Education* 12 (2): 32-36.
- Toncar, Mark F., and Brian V. Cudmore. 2000. The overseas internship experience. *Journal of Marketing Education* 22 (1): 54-66.
- U.S. Department of Labor. Bureau of Labor Statistics. 2001. Monthly labor review: The editor's desk. <http://www.bls.gov/opub/tcd/2001/junc/wk4/art05.htm>.
- U.S. Small Business Administration. 1997. The facts about small business, 1997. Office of Economic Research within the Office of Advocacy. <http://www.sba.gov/ADVO/stats/fact1.html>.