Exercising the Relationship Between Patient Orientation and Job Satisfaction in Health Care: Evidence from the Nursing Profession

Eric G. Harris
Richard Deurh
Shipra Paul

It is well known that the United States faces a serious nursing shortage. A number of factors have contributed to the problem including an aging nursing workforce, fewer nursing job candidates, the aging of the baby boom population, and increased nurse dissatisfaction. The current work addresses one issue that is central to the problem: nursing satisfaction/dissatisfaction. Drawing from previous research in the services marketing literature, the work introduces the "patient orientation" construct and suggests that it is a critical motivational factor that is related to nursing satisfaction. Results from an empirical study reveal that the construct is positively related to overall nursing satisfaction while controlling for external factors including pay, benefits, supervision, and reward satisfaction. Implications for healthcare managers and suggestions for future research are discussed.

KEYWORDS: Patient orientation, nursing, satisfaction/dissatisfaction, health care
Marketing Orientation in Hospitals:
Findings from a Multi-Phased Research Study
Bruce Wrenn

It is clear from numerous studies conducted over a wide variety of industries that marketing-oriented organizations perform better than those that do not adopt this business philosophy. Recent studies have confirmed this finding in healthcare organizations as well. What is now coming to light is the way in which a marketing orientation can contribute to better performance in hospitals, and the difficulties that may arise in getting recognition of that fact by non-marketers in their organization. This article reports on a multi-phased research study of the implementation of marketing-oriented behaviors in a hospital setting.

KEYWORDS: Marketing orientation, hospitals, healthcare marketing

Attitudes of Dentists and Dental Patients

Toward Advertising
Kenneth E. Clow
Robert E. Stevens
C. William McConkey
David L. Loudon

Twenty years ago, Hine, Bellizzi, and Andrews (1988) examined the attitudes of dentists and consumers toward advertising. This study re-examined those attitudes to see if significant differences still exist. Based on a sample of dentists and consumers, significant differences were found. While attitude of dentists toward advertising is not as negative as it was 20 years ago, their views still tend to lag behind that of consumers. Further, the marketing tools used by dentists today are not consistent with what is seen by consumers and what consumers view as effective. Implications of these findings are discussed.

KEYWORDS: Advertising attitudes, dentists, patients, healthcare marketing

Healthcare Marketing on the Web:
Moving Forward Toward More Interactive Practices
S. Altan Erdem

It is hard to deny the notion that the Internet has been very efficient in distributing health information to millions of individuals and has become one of the best marketing tools in healthcare. We have been witnessing so many very creative and interactive practices in this field that we can safely assert that it is now the time for e-commerce in healthcare industry. While this is true for many participants, there are also some who are concerned about using some of these new online options in the field of healthcare. Most of these concerns are derived from the questionable accuracy of the "health" information on the net. Considering the fact that the subject matter of the field is "health," we can realize that these concerns are serious and deserve an in-depth look. This paper reviews some of the recent practices in the field and provides some examples of these online

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Using a Sponsorship to Improve the Success of Blood Drive Donations
Beth Hogan
Lewis Hershey
Reed Hogan
Corley Callan

Promoting the idea of blood donation as well as the successful recruitment of blood donors represents substantial marketing challenges. For example, blood products have a shelf-life, donation is invasive, the industry is heavily regulated, and safety issues reassert the number of eligible donors. Moreover, many organizations that collect blood are non-profit services that are not equipped to make use of many of the tools of marketing and promotion. In the for-profit world, organizations are increasingly using sponsorship to enhance the effectiveness of their marketing expenditures. This paper reports on the use of a sponsorship to increase blood drive donations. The sponsorship used a standing annual holiday promotion/sponsorship/endorsement campaign conducted by a large local group of hematologists. Linkages of the sponsorship to a local blood drive resulted in increased response rates from donors and in the number of units of blood collected. Implications of the use of sponsorships for future blood drives are discussed. Keywords: Blood donation, sponsorship, promotion, healthcare marketing.

Hospital Employee Job Resourcefulness: An Empirical Study and Implications for Health Care Marketing
Eric G. Harris
Andrew B. Artis
Chris Fogliasso
David E. Fleming

In today's competitive hospital marketing environment, it is imperative that administrators ensure that their hospitals are operating as efficiently and as effectively as possible. "Doing more with less" has become a mandate for hospital administrators and employees. The current research replicates and extends previous work devoted to this topic by examining the job resourcefulness constructs in a hospital setting. Job resourcefulness, on individual-difference variable, assesses the degree to which employees are able to overcome resource constraints in the pursuit of job-related goals. The work builds upon previous work and contributes to the hospital marketing literature by examining the relationships between
FDA Direct-to-Consumer Advertising for Prescription Drugs: What Are Consumer Preferences and Response Tendencies?

Nile Klounfar
David Loudon
Feroza Sircor-Ramsewuk

The effect of direct-to-consumer (DTC) television advertising of prescription medications is a growing concern of the United States (U.S.) Congress, state legislatures, and the Food and Drug Administration (FDA). This research study was conducted in order to examine consumers' perceived preferences of DTC television advertisements and to influence them to seek more information about the medication and/or the medical condition. The research indicates that DTC television drug ads appear to be insufficient for consumers to make informed decisions. Their mixed perception and acceptance of the advertisements seem to influence them to seek more information from a variety of medical sources.

KEYWORDS: DTC, direct-to-consumer advertisements, reminder ads, help-seeking ads, product claim ads, consumers, prescription drug advertising

A Case Study Using a Patient Satisfaction Survey to Improve the Delivery and Effectiveness of Drug Addiction Treatment Services:

Marketing Implications and Organizational Impact

Beth Hogan
Lewis Hershey
Steven Ritchey

Drug abuse and addiction continue to negatively impact many lives in this country. The United States health care system has grappled with how to best serve this vulnerable population. Since the personal and societal costs of addiction are high, all recent iterations of the United States strategic health plans (such as Healthy People 2010) have prioritized this area for improvements. At the societal level, health care providers who care for those with addiction are challenged with shrinking insurance coverage for services, a difficult patient population, lack of treatment options, growing ranks of indigenous patients, as well as a plethora of additional management challenges. It is known that successful treatment is integrally linked with
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KEYWORDS: Patient satisfaction survey, case study, drug addiction, health care service

The “Happy End” Effect: Colonoscopies Provide Clues on Enhancing Marketing Training
C. W. Von Bergen
Barlow Scoyer
David Louden
Robert E. Stevens

With many activities, even unlikely ones such as colonoscopies, it appears that ending procedures are important and affect evaluation of the entire experience. This has been dubbed the “happy end” effect. Training specialists, while acknowledging the importance of endings (e.g., session closures, class conclusions, and workshop completion), often place greater emphasis on openings, overviews, and starters. A sample of trade publications in the training and development field, as well as professional publications was reviewed. It was found that such resources had significantly higher numbers of articles/features and pages devoted to beginning activities than to closings. A number of suggestions are offered on how closing activities could be better incorporated into training and development programs to improve them.

KEYWORDS: Marketing training, training and development, closing activities

Evolution and Acceptability of Medical Applications of RFID Implants Among Early Users of Technology
Alan D. Smith

RFID or a wireless identification technology that may be combined with microchip implants have tremendous potential today’s market. Although these implants have their advantages and disadvantages, recent improvements have allowed for implants designed for humans. Focus was given to the use of RFID tags and its effects on technology and CRM through a case study on VeriChip™, the only corporation to hold the right and the patent to the implantable chip for humans, and an empirically

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based study on working professionals to measure perceptions by early adopters of such technology. Through hypothesis-testing procedures, it was found that although some resistance to accept microchip implants was found in several applications, especially among gender, it was totally expected that healthcare and medical record keeping activities would be universally treated in a positive light and the use of authorities (namely governmental agencies) would be equally treated in a negative light by both sexes. Future trends and recommendations are presented along with statistical results collected through personal interviews.

KEYWORDS: CRM, empirical study, HIPAA (Health Insurance Portability and Accountability Act), microchip implants, personal health information, RFID, VeriChip\textsuperscript{TM}, virtual communities
The "Happy End" Effect: Colonoscopies Provide Clues on Enhancing Marketing Training

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INTRODUCTION

From religious activities to sporting events endings are important. In the 1600s, William Shakespeare, commented on the importance of endings when he penned "All's Well That Ends Well" (Bloom, 1999). More recently, American essayist Henry Wads Worth Longfellow wrote that "Great is the art of beginning, but greater the art of ending" (Longfellow, 1993, p. 354). Anecdotally, how events end seems to be significant across a variety of domains. Empirically, the importance of endings was noted by Redelmeier and Kahneman (1996), along with Redelmeier, Katz, and Kahneman (2003) in a series of medical studies employing the colonoscopy, an uncomfortable medical procedure involving a camera on a tube inserted far into the rectum and moved about searching for abnormalities. Discomfort makes the process seem interminable to roost, though it takes only a few minutes. In one study 682 patients were randomly assigned to either the usual colonoscopy procedure or to one in which an extra minute was added at the end, but with the colonoscope immobile. A stationary colonoscope provides a less uncomfortable final minute than what preceded, but it still adds one additional minute of discomfort. The added minute meant, of course, that this group got more total pain than the routine group. Redelmeier and Kahneman concluded that "|memories of painful medical procedures largely reflect the intensity of pain at the worst part and at the final part of the experience" (1996, p. 5). Because the experience concluded relatively well, however, their memories of the procedure were much more positive and, surprisingly, they expressed more willingness to undergo the procedure again relative to the routine group. Kahneman, Frederickson, Schreiber, and Redelmeier (1993) observed that, "It is part of the human condition that people prefer to repeat the experiences that have left them with the most favorable memories .. ." (1993, p. 404). A key learning point suggested by this research is that individuals should take particular care with endings, for they affect memory of the entire experience (Seligman, 2002). Ross and Simonson (1991) dubbed this the "happy end" effect (p. 273).

It seems, then, that how things end is important across many situations. It is regrettable that training professionals seem to have deemphasized the importance of endings. Edmunds, Lowe, Murray, and Seymour (2002) indicated that training session closings typically garner the least attention of any component of the process. Closing activities are routinely minimized or eliminated in the interest of time or expediency. Instructors often conclude training sessions by looking at their watches and saying, "Oh, time's up! Goodbye!" This is sometimes called the "IC" approach, that is, "See the clock, see the schedule, see ya later." With such procedures, trainers miss opportunities to reinforce the recently completed training, such as helping participants consolidate what was taught and maximizing learning transfer to the workplace. Planned concluding activities can provide closure to instruction, tie up loose ends, summarize highlights, challenge participants, suggest follow-up, and facilitate transitions—all factors leading to more effective learning.

Inadequate closures also appear to be characteristic of academics. An informal survey of professors at the authors' respective institutions similarly suggested that more time and effort is spent on higher education course beginnings than endings. Professors typically use the first class period making introductions and discussing the syllabus and course objectives, topics to be covered, class format, projects, due dates, grading guidelines, exam formats, and class policies and procedures. Very little time is devoted to concluding the semester other than telling students that they wish there was more time to discuss other important issues. This observation is supported by an examination of a classic text (now in its 11th edition) addressing university teaching by well-known educator Wilbert McKeachie (McKeachie & Hofer, 2001). The authors devote an entire chapter to starting class ("Meeting a Class for the First Time"), yet offer no discussion of concluding or ending a course.

Another area in which endings may be inadequate is with many of the routine marketing experiences we encounter. For example, one may posit that existing Wal-Mart is not unlike the colonoscopy study. That is, how the experience ends is crucial to the level of satisfaction experienced with the shopping excursion. Using this example, the beginning may go well as one enters Wal-Mart and a "greeter" responds. The conclusion to the shopping situation, however, may not end on such a positive note. For example, when cashiers are unfriendly or lacking in numbers en-tailing long waits, the auto-checkout system repeatedly malfunctions, or "greeters" search your shopping cart (implying you are a thief) as you exit, the result may not be a "happy end." It seems that many retail stores may be focusing on shoppers' satisfaction during store entry, while paying far too little attention to how their shopping experience concludes. Perhaps, Wal-Mart should be focusing not on "greeters" but on "parters"
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Another area in which endings may be inadequate is with many of the routine marketing experiences we encounter. For example, one may posit that exiting Wal-Mart is not unlike the colonoscopy study. That is, how the experience ends is crucial to the level of satisfaction experienced with the shopping excursion. Using this example, the beginning may go well as one enters Wal-Mart and a "greeter" responds. The conclusion to the shopping situation, however, may not end on such a positive note. For example, when cashiers are unfriendly or lacking in numbers entailing long waits, the auto-checkout system repeatedly malfunctions, or "greeters" search your shopping cart (implying you are a thief) as you exit, the result may not be a "happy end." It seems that many retail stores may be focusing on shoppers’ satisfaction during store entry, while paying far too little attention to how their shopping experience concludes. Perhaps, Wal-Mart should be focusing not on "greeters" but on "partiers"
or "exiters." This would signify a reversal of approach for many companies, not just Wal-mart.

Consider the myriad concluding interactions and experiences customers may have and the fact that so many of these result in being little more than poorly executed afterthoughts. Corporate thinking may go something like this: "The customer has been able to easily obtain all of this great, low-priced merchandise in our store; how important can the cashier be to their obtaining a bargain?" Or, "The customer has had a wonderful time staying in our hotel; how important can the billing, checkout, or valet parking be to their week-long experience?" Or, perhaps, "The patient has been treated wonderfully and professionally during their hospital stay; how important could the checkout process be in the scheme of things?" The obvious answer to all of these questions is, "Very important!" If one wants consumers to have a happy ending to their marketing interactions.

**PURPOSE OF THE STUDY**

To assess the perceived importance that endings may have in one small but important sector—the training industry—an examination was conducted of the way in which representative training and development books treat the value of the "happy end." This research was designed to be a pilot study of the extent to which representative training literature emphasizes the notion. If professional training and development writers do not emphasize endings, then there may be a good reason why few focus on them in the marketplace. If, on the other hand, training and development writers emphasize good endings, then perhaps this is simply not being translated into appropriate action by those doing or receiving training.

There are many publications available to help training and development professionals with the teaching and learning process. Given the importance of both beginning and ending activities, one might expect both to be equally represented in this literature. However, based on the experiences of the authors in both business and academic arenas, it seems that trainers spend more time on, and are more concerned with, opening activities. Hence, the purpose of the study was to review a sample of training and development texts to determine if there are differences between the number of beginning and ending techniques described. More specifically, the following two hypotheses were tested:

**METHOD**

A total of 76 training and development trade books were examined for inclusion of both introductory and ending techniques. The research sample was a convenience sample and texts were acquired by seminar instructors and Internet research. An online search was conducted at Amazon (www.amazon.com), Barnes and Noble (www.barnesandnoble.com), Pfeiffer (www.pfeiffer.com), the Academy of Human Resource Development (www.ahrd.org/publications/index.html), and the American Society for Training and Development (www.astd.org/index.html) with key words "ice breakers," "training openers," "training closers," "opening activities," "closing activities," "opening techniques," "closing techniques," and other combinations of these words. Additionally, the authors included training materials from Pfeiffer (2004) published as part of its Annuals series. Many human resource development practitioners recognize this series as a valuable collection of practical materials for trainers and learning facilitators that have been published for more than 30 years. A major focus of the series is on experiential learning activities that have been helpful in training and developing professionals. Excluded from the search were books and exercises addressing topics of training evaluation and transfer of training. It was felt that such topics, while somewhat related to closing activities, were sufficiently different and independent of seminar or workshop ending actions. Also, excluded from this analysis were the more academically oriented training and development texts. These were excluded because such texts do not typically address details like opening and closing techniques (e.g., Gilley & Eggland, 2002; Noe, 2002; Wesley & Latham, 1991).

The content of each source was scrutinized identifying and tallying activities that were categorized as either beginning or ending techniques. For the vast majority of techniques (96%) the intended use was readily identified by the authors, making clear categorization of openers or closers. In the few instances where there was some need for researcher
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RESULTS

There were 489 opening exercises and 180 closing activities in the sample texts. The average number of opening activities/exercises was 6.7 (SD = 12.5) and the average number of closing exercises was 2.5 (SD = 7.9). A one-tailed, paired-sample t-test revealed a significant difference (t(75) = 2.78, p < .005).

There were 1,277 pages devoted to opening activities and 434 pages that addressed closing exercises. The average number of pages devoted to opening activities/exercises was 17.5 (SD = 34.3) and the average number of pages addressing closing exercises was 6.0 (SD = 18.0). Again, a one-tailed paired-sample t-test revealed a significant difference (t(75) = 2.76, p < .005).

DISCUSSION

Both research hypotheses were supported, in that there were significantly more openers and pages devoted to openers in the sample training texts. Indeed, there were many more beginning techniques covered than closing techniques. The sample revealed that there were 272% more opening activities than closing activities and 294% more pages directed to opening exercises relative to closing ones!

One reason for these results may be some difficulty in selecting and performing closing activities. Lack of allotted time may be one reason but another might be that there actually are more ways to begin training experiences than ending them. Another reason for the results might be the faulty assumption that all the important activities have already been completed. In overlooking endings, writers may fail to recognize that end of training can be a time to recap and reinforce the highlights of what happened, crystallize learning, and encourage participants to take action. Endings of workshops need not only bring a sense of completion, but also signal the commencement of a phase when participants begin to apply what they learned. For example, Pike (1989) states that closings allow for affirmation and celebration, action planning, and tying things together.

Closure is also essential to the change process (e.g., behavior or attitude) as desired by most training programs. It implies "a sense of harmonious completion," wherein, tension with past events is reduced or removed and balance and equilibrium are restored (Albert, 1983). As Jick (1953, p. 197) stated, "disengaging from the past is critical to awakening to a new reality." Certainly, Spanish explorer Hernando Cortez understood this when he landed in Mexico in 1519 and proceeded to burn his own ships, marking a life changing ending (we cannot go back) and a beginning (onward to victory). Closure, therefore, involves both a letting go of what no longer works and a continuation of what does. Albert (1983, 1984), for example, proposed that closure activities include summaries, justifications for termination, expressions of positive sentiments, and discussions of continuity in which things are related to a larger context that is not ending. Bridges (1980) proposed that closure conversations focus on relate to, and support disengagement, disidentification, and disorientation. Despite their apparent differences in focus, what appears to be common to each approach for closure is some form of acknowledgment conveyed in assertions, expressions, and declarations (Ford & Ford, 1995).

Acknowledgment also can involve celebration of the actions and results that foster accomplishment of change (Richards & Engel, 1980). Celebration is more than rewards; it connotes ceremony, acclaim, and festivity that honors individuals, groups, events, and achievements (DeForest, 1980). Things to celebrate are the stages of change, successes, losses and failures, people, and events. Conversations for closure acknowledge accomplishments, allowing people to complete their parts with respect to the issue of change and to move on (Albert, 1983; Bridges, 1980).

It is clear that ending procedures are important to training experiences, but this study suggests that they may be underrepresented and underemphasized in practitioner-oriented training texts. However, these results are from a limited sample of training materials, which may be the greatest weakness of the study. Future research might investigate if the discrepancy discovered extends to a broader sample of materials. Also, a temporal analysis might find that the ratio of beginning to closing techniques has changed over time. It could be useful to explore if there are systematic differences between openings and closings for various segments of the training industry. And finally, a comparison of training manual content and actual training experiences might suggest more use of formal endings than the printed materials lead one to expect.
Closure is also essential to the change process (e.g., behavior or attitude) as desired by most training programs. It implies "a sense of harmonious completion," whereby, tension with past events is reduced or removed and balance and equilibrium are restored (Albert, 1983). As Jick (1993, p. 197) stated, "disengaging from the past is critical to awakening to a new reality." Certainly, Spanish explorer Hernando Cortez understood this when he landed in Mexico in 1519 and proceeded to burn his own ships, marking a life changing ending (we cannot go back) and a beginning (forward to victory).

Closure, therefore, involves both a letting go of what no longer works and a continuation of what does. Albert (1983, 1984), for example, proposed that closure activities include summaries, justifications for termination, expressions of positive sentiments, and discussions of continuity in which things are related to a larger context that is not ending. Bridges (1980) proposed that closure conversations focus on, relate to, and support disengagement, disidentification, disenchantment, and disorientation. Despite their apparent differences in focus, what appears to be common to each approach for closure is some form of acknowledgment conveyed in assertions, expressions, and declarations (Ford & Ford, 1995).

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CONCLUSION

It appears that society gives more attention to beginnings (e.g., bar mitzvahs, marriages, inaugurations, baby showers, college matriculations, and the ritual laying of the first cornerstone of a new building) than to endings. The data from this study appear to extend this cultural value into the training and development arena. However, it is felt that training and development professionals can significantly enhance training experiences if they spend time not only thinking about how a course begins but also by considering how such a development event should end. Detailed activities addressing some of these points are available in several practitioner-oriented training books (e.g., Pike & Solen, 1997, 2002) that highlight the importance of closings.

Finally, not only should training professionals pay attention to endings but they should structure their programs such that the sequences of experiences improve over time. Preferences for improving sequences have been demonstrated in many domains, such as monetary payments (Loewenstein & Siechman, 1991), life experiences such as vacations (Loewenstein & Prelec, 1993), TV advertisements (Baumgartner, Sujan, & Padgett, 1997), pain (Arizley & Carmon, 2000), discomfort (Arizley & Zauberman, 2000), Kahneman, Frederickson, Schreiber, & Redelmeier, 1993), medical outcomes and treatments (Chapman, 2000, Redelmeier & Kahneman, 1996), gambling (Ross & Simonson, 1991), and academic performance (Hsee & Abelson, 1991).

NOTE


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