

SELF-MARKETING TOOLS FOR BUSINESS EDUCATORS

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ABSTRACT

Given the numerous internal and external pressures – reduction in tenure of faculty, increase in the part-time faculty, public calls for productivity and accountability of educators, students demand for faculty access and high quality education, and desire for balance in professional and personal lives – educators need to “market” themselves better than they have done in the past. Further, an educator encounters numerous professional challenges such as seeking appointment contract renewals with the university, tenure at the university, promotion to the next academic rank, and recognition at the regional, national, and international academic levels. For this purpose, in addition to continual hard work and excellent work performance, the educator engages in self-marketing to peers, colleagues, and administrators. This paper explains numerous self-marketing tools – a self-assessment sheet, a personal commercial, a self-marketing plan, an educator-in-residence proposal, a self-marketing portfolio, a curriculum vita, a brief narrative resume, and a reference listing – that can be utilized by educators to facilitate performance toward their professional goals.

INTRODUCTION

Self-marketing is about selling your own skills, strengths, knowledge, abilities, accomplishments, services and credentials to those who value and need them. It is a life-long activity, and its numerous instances include seeking a periodic allowance from parents in childhood, asking someone for a date, seeking admission to a college, obtaining an internship from a prospective employer, looking for a part-time/summer job, searching for a career-related job after graduation, looking for a marriage partner, and pursuing professional goals such as tenure and promotion (McNally and Speak 2003; Montoya and Vandehey 2003; Roffer 2002; Shepherd 2005; Spillane 2000).

Some unstructured self-marketing is usually done by educators anyway. Educators are usually expected to excel in teaching, research, and service activities. Other than the rigidity of classroom teaching hours and minimum office hours for student-counseling as required by the university, the system grants them reasonable flexibility in allocating time and effort among these activities. In addition to time management, the educators engage in marketing their own skills and credentials to obtain effective results in these activities. Illustratively, in the area of teaching, educators employ, among other things, effective communication tactics for pedagogy in the classroom to position themselves as excellent teachers in the minds of the students. To accomplish in the area of service, educators do self-marketing to develop and maintain

relationships with their administrators and colleagues so that the items on their service agenda get accepted without obstruction. In the research area, educators market their research and knowledge to numerous publication outlets and potential reviewers. Overall, the educators employ numerous self-marketing tactics in order to accomplish indirectly their professional goals of annual appointment contract renewals, tenure-seeking at the university, promotion-advancement to the higher teaching rank, and recognition at the regional, national, and international academic levels.

The purpose of this paper is to explain numerous self-marketing tools and tactics that may be utilized by a business educator to facilitate career growth and professional development, and provide tips about the implementation of those tools. It also contains samples and outlines of the tools that will serve as a quick reference for those educators who are interested in developing their own self-marketing tools. The use of self-marketing to strengthen the odds of students in the job market has already been argued and shown extensively in the literature (Cohen 1985; Golden 1988; McCorkle, Alexander, and Diriker 1992; McCorkle et al. 2003). However, this paper focuses on the application of self-marketing in the context of educators. Readers are also suggested to review some supplemental prescriptive literature that shows how educators should go about strengthening their career (Edgerton 1981; Heiberger and Vick 1992; Kronenfeld and Whicker 1997; Smart, Kelley, and Conant 2003; Sowers-Hoag and Harrison 1998).

RATIONALE

The rationale for self-marketing in the context of educators is multi-fold. The first rationale is the reduction in the evidence for tenure as its usefulness has become controversial. Tenure serves the common good by protecting academic freedom of speech (teaching) and freedom of inquiry (research) within the academic setting (AAUP 2009; Baugher 2008; Conrad and Trosch 1998; Trower 1999), and is a common practice at the nation's best institutions (Trower 1999). Contrarily, it has been argued that the academic freedom can be preserved by the First Amendment, the courts, case laws, and due process, and can even be specified in the faculty contract (Trower 1999). Also, some observers view tenure as a squandering of the privilege by many tenured faculty members – too little scholarly output, and inadequate attention to teaching and student services (Lataif 1998). For some faculty, job security for life through tenure works as a performance disincentive (Dnes and Garoupa 2005; Trower 1999).

Tenure has withstood assaults from legislators, taxpayers, business leaders, university administrators for over one hundred and thirty years (Chait 2005; McPherson and Shapiro 1999). Tenure has been labeled as an “alternative incentive mechanism” and considered as an attractive professional opportunity in the academic world (Chen and Lee 2009). Lately, however, the demand to eliminate tenure is greater than it has ever been (Conrad and Trosch 1998). For example, well-established procedures for tenure have been revised in North Carolina, Alabama, Illinois, Wyoming, South Dakota, California, Texas, New York, Virginia, Wisconsin, Hawaii, Colorado, Massachusetts, Georgia, Minnesota, North Dakota, Kansas, and others (Conrad and Trosch 1998). Approximately one-half of the U.S. states have been considering revisions of the current tenure policies used in the universities (Conrad and Trosch 1998).

The effort at undermining tenure is sometimes attempted through the gradual chipping away of academic freedom by hiring non-tenure-track faculty, and part-time faculty (Richardson 1999). Part-time faculty numbers have increased at four times the rate of full-time faculty since 1975. In 1999 tenured and tenure track faculty constituted only 35 percent (43% if graduate teaching assistants excluded) of all those who teach on campuses (Richardson 1999). However, this number decreased further to only 32 percent (tenured plus tenure-track) in 2005 (AAUP Fact Sheet 2009).

Tenure links the faculty member to the institution (Conrad and Trosch 1998). Seeking of tenure latently resembles the educator's *relationship marketing* initiative wherein the educator's work and efforts through effective teaching, high quality research and valuable service, assist in building mutual trust and respect as well as lasting relationships with peers and administrators.

This relationship marketing perspective also manifests in the growing importance of educators' efforts to maintain steady and stable relationships and interactions with their student-market by employing empathy, communication ease, approachability, and accessibility with students (Faranda and Clarke 2004). Job switching, rather than long-term relationships with the same employer, is an acceptable avenue to get to the top of the corporate ladder for many corporate managers, but because of the job security through tenure, job-switching has not been a dominant factor in academia. However, without tenure, more faculty members would feel forced to do self-marketing to seek higher pay, requiring matching offers for retention, etc. (Conrad and Trosch 1998).

The second rationale for self-marketing is the demand for faculty career change. The faculty career has been changing in response to some external and internal pressures. For example, public calls for productivity and accountability, student demands for faculty access and high quality education, faculty teaching workloads in research universities, and the desire for balance in personal and professional lives are all contributing to change (Gappa 1999; Smart, Kelley, and Conant 2003). Accordingly, faculty members need to “market” themselves better than they have in the past. They need to consider career planning projects such as re-specialization/re-training projects, experiential projects (faculty internships and faculty exchanges), and academic career transition projects (Edgerton 1981). In this context, the educator's self-marketing effort for career change bears a direct implication for *signaling theory* (Spence 1974a). As the market may not always have requisite information on its potential candidates, the educators' strategic use of the variety of self-marketing tools as explained below would serve as signals to the market pertaining to the educator's potential ability, willingness, involvement, efficiency, effectiveness, and commitment to serve the market's need (Spence 1974b; Stigler 1961; Stiglitz 1974).

The third rationale for self-marketing is the marketing management framework that is especially applicable to business educators in general, and marketing educators in particular. The marketing educators teach their students, among other things, how to market products and services. Their students learn this skill by acquiring an understanding of the theoretical and analytical marketing management framework typically consisting of marketing environment analysis, and marketing strategy development. The business educators could easily *apply* the above marketing management framework in marketing their *own* skills and credentials for pursuing professional development at the university. For example, by practicing operational philosophies like *Kaizen* and *Total Quality Management*, the educator may strive toward continuous improvement by steadily strengthening teaching and research performance. Being involved in research activities on a regular basis forces the educator to read pertinent

subject material, remain abreast of the academic and professional literature in the field, and reproduce relevant material in research and manuscript write-ups. Doing research actively also contributes toward the educator's pedagogical capacities and effectiveness, and these in turn increase the quality and core of the educator's teaching. The *societal marketing* philosophy of self-marketing may come into play when the educator is engaged in service activities that are for the benefit of community and society in general. Within the marketing management framework, self-marketing can also be looked as a corollary of *services marketing*. For example, considering the pedagogical environment in a typical services-marketing setting, the educators' knowledge and competency in the field represents the core service structure and content component, the educator's communication and rapport with the receiving audience establishes the service deliverability component, and the prominent physical as well as the growing virtual classroom dynamic represents the servicescape component (Bitner 1992; Grace and O'Cass 2004). Another area of marketing management application in the context of self-marketing is the application of e-learning tools. In today's era of technology diffusion in the fabric of the education delivery system, educators are expected to familiarize themselves with various learning tools concentrated with the use of information technology for knowledge creation, so as to inculcate that form of pedagogy in the learning environment (Hunt, Eagle, and Kitchen 2004).

SELF-MARKETING TOOLS FOR EDUCATORS

This section discusses eight self-marketing tools which are potentially useful for educators. Those tools are self-assessment sheet, curriculum vita, brief narrative resume, personal commercial, reference listing, educator-in-residence proposal, self-marketing plan, and self-marketing portfolio. The discussion includes the nature and objectives of the tools, and where appropriate, tips for their implementation.

Self-Assessment Sheet

The product knowledge is essential for effective selling. The self-assessment sheet assists an educator to do "self-product" analysis, and enhances the educator's knowledge and understanding of the "product" that the educator is involved in selling. It includes the educator's career goals, professional strengths and abilities, skills and abilities required for the academic job, "surplus" and "deficient" skills, plan to utilize "surplus" skills, and the subsequent remedial plan of action to strengthen the educator's marketability.

An outline for the self-assessment sheet is shown by Figure 1. The career goal section of the outline should contain the educator's objectives, for example, in terms of tenure, promotion, and academic recognition. The educator needs to be concise, truthful and realistic while stating the career goal. In the next section, the educator itemizes

FIGURE 1
SELF-ASSESSMENT SHEET

Self-Assessment Sheet Educator's Name _____

- I Career Goal
- II Professional Strengths and Abilities
- III Skills and Abilities Required for:
Teaching Research Service
- IV "Surplus" Skills and Abilities (Skills and Abilities the Educator has but are Neither Needed for Teaching, nor for Research nor for Service)
- V "Deficient" Skills and Abilities
Skills and Abilities the Educator does not have but are Needed for:
Teaching Research Service
- VI Plan to Utilize "Surplus" Skills and Abilities
- VII Remedial Plan of Action for "Deficient" Skills

professional strengths and abilities which the educator has acquired through past experience, educational training, and other activities. To identify skills that are required for teaching, research and service, the educator may consult with the university administrators, doctoral advisors, and senior colleagues. Also, the educator may review the classified advertisements for teaching positions on the Internet, and in the academic newspapers, newsletters, and periodic publications of the national academic associations in the educator's area of expertise. To identify "surplus" and "deficient" skills, the educator may compare II and III as given in Figure 1. In order to develop a plan to utilize "surplus" skills, the educator may identify those activities that require the "surplus" skills, and that the educator always wanted to do but never had an opportunity to do. The remedial plan of action for "deficient" skills may include the course work that the educator wants to do at the university, the workshops in numerous skill-enhancement areas offered by the university, and professional networking activities at the regional, national and international academic levels.

Curriculum Vita, Narrative Resume, Personal Commercial, and Reference Listing

A curriculum vita, written in the bullet form, is a very commonly used self-marketing tool in the academic arena. It describes, in details, an educator's academic qualifications, teaching and industry experience, publication record, administrative and consulting experience, and awards and distinctions. The curriculum vita can be used by the educator to (a) obtain a job interview with a prospective university, (b) serve as the educator's personal advertisement, and an extension of the educator's personality, (c) influence the university's decision for extending renewable contract, tenure and promotion to the educator, (d) impact the university's decision to grant a sabbatical leave, and research release/contract to the educator, and

(e) identify and assess the educator's abilities and accomplishments.

As the educator progresses in career, the curriculum vita becomes excessively long. Accordingly, it may be time consuming for its reader to trace the relevant information from the curriculum vita. One solution is a one-page narrative resume which allows the reader to focus on the educator's most important credentials and professional accomplishments. It should contain a few "image-building" statements about the educator's professional areas – teaching, research, and service activities. The narrative resume can be used (a) by a third party for the educator's introduction in front of an audience, when the educator is a guest speaker or an award recipient, and (b) by the educator for obtaining consulting assignments with industry professionals. It can also serve as the educator's personal advertisement.

Radio and TV commercials are used by marketers to promote their products. They essentially describe the benefits and attributes of products in a 30-second monologue. A commercial can also be used in the context of self-marketing. Three major components of an educator's personal commercial may include the educator's (a) current position or job title, (b) academic specialization (for example, marketing), and (c) specific/related skills (market research, selling, advertising, etc.). The emphasis in each personal commercial depends upon an educator's strengths and the listener's perceived need (Ormont, year unknown). For example, an assistant professor with recent Ph.D. might want to stress the doctoral research, while a senior full professor might emphasize the teaching and publication record. See the example of a personal commercial in Figure 2. It conveys the positive image of Dr. John Smith (a hypothetical educator) in all three areas of teaching, research and service. This example has a general focus with an emphasis on the overall accomplishments of the educator. However, it is possible to make a teaching-oriented personal commercial, or a research-oriented per-

**FIGURE 2
PERSONAL COMMERCIAL**

Personal Commercial John Smith

My name is John Smith. I earned my doctorate from the University of XYZ, and I am currently a full professor of marketing and international business at the University of ABC. I also serve as the college-wide graduate coordinator. My research publications are in the areas of DEF and RST. I have consulted with a leading global advertising agency. I have received numerous departmental, college-wide, and university-level awards for my exemplary commitment to teaching excellence and experiential education. When can I set up a personal interview to tell you more about me?

[Other illustrative closing lines: It is a pleasure to meet with you today. Or, I will be calling you soon to request a personal interview so that we can discuss how my credentials may fit your needs.]

sonal commercial, or a consulting-oriented personal commercial – thus, with a primary focus on one area only. In any case, the length of a personal commercial should not exceed six or seven sentences, so that it may be used in about 30 to 45 seconds.

A good personal commercial is both informative and persuasive. It gets the listener's attention if it is prepared thoughtfully, and spoken well. It may be used to capture attention at the time of professional, social or organizational meetings (networking). It can also be used as part of an Internet class where the educator and students interact only through e-mail, chat rooms, etc. In addition, it can be displayed on the educator's own website.

If an educator has developed good professional references over time, the educator utilize them as a separate self-marketing tool. The reference listing is such a tool. It contains a list of previous employers, peers, administrators, and community members who serve as the educator's references. It shows all of the educator's references' names, titles, organizations they are employed with, and their addresses and phone numbers. Also, it contains the educator's specific skills and abilities that are known to each reference. The educator should send a copy of the listing to all references for their ready-reference. The information contained in the reference listing makes the work of the human resource manager much easier, who does the reference check.

Educator-in-Residence Proposal

An educator-in-residence proposal is consistent with a primary initiative of the AACSB, the major accreditation body of management education, to enhance relationships between industry and business schools (AACSB 1992). To comply with this initiative, numerous business schools invest resources in strengthening the industry experience of their educators (Beatty et al. 1996). One such mechanism that some of the business schools have set up is a structured educator-in-residence program (also known as the faculty internship program) whereby the educator works for a limited time in a business organization (e.g., Gibson 2001). In this program, the resident-educator's responsibilities typically include working on short-term projects, reviewing and evaluating the organizational procedures and processes, critiquing/developing the organization's education and training programs, working with management on specific issues, writing research reports, and just observing various activities of the organization. A balance in the resident-educator's activities is important. One is expected to focus on learning at the organization site as an educator as well as on performing for the organization as an employee (Lantos 1994; Peacock 2005).

In case the university has not set up a structured educator-in-residence program, the educator may have to invest own efforts to seek an educator-in-residence expe-

rience. The educator-in-residence proposal facilitates such an experience. The proposal includes the educator's learning plan at the organization. Its components include the resident-educator's specific objectives to be pursued at the organization, intended procedures to accomplish those objectives, and mutual benefits from the program. It gives both the educator and organization an opportunity to match the educator's intended goals with organizational needs, and to adjust their mutual expectations accordingly. Thus, it develops an explicit understanding between the two parties about the learning plan and expected outcomes. See Figure 3 for a sample of the educator-in-residence proposal.

Like numerous universities, some big corporations also have an educator-in-residence program (State Farm Insurance, McCann-Erickson, Advertising Educational Foundation, Walt Disney, IBM, and Microsoft) in place, and are usually ready to consider the recruitment of resident-educators.

An educator-residency can be done with as little as one-day to three-days to one-week involvement, or with as much as three-weeks to three-months to one-year involvement. No matter what the duration, an educator-in-residence program will work only if it is mutually beneficial, and an educator-in-residence proposal should reflect this point. From the viewpoint of an educator, it should be possible to do the educator-residency during the spring break, summer break, or Christmas break. As an educator typically teaches on alternate days in a week, the residency can also be done on the other non-teaching days during a semester. For a short-duration residency ranging from a one-session to three-day involvement, an educator is typically available throughout the year.

An educator-in-residence proposal is usually sent to a human resource manager or a senior management official. It should be mailed along with a cover letter, brief narrative resume, detailed curriculum vita, and reference listing. The cover letter should contain a brief introduction about the educator, the university's educator-in-residence program, benefits of the program, and commitment of the university's resources including the time of the educator. It may be co-signed by the dean of the educator.

Self-Marketing Plan

An educator may apply the traditional marketing management framework (Kotler and Keller 2008) to develop a life-long strategic self-marketing plan primarily addressing the long-term and short-term issues relating to the educator's career growth and change (see Magee 1991 for an alternate *systems approach* to self-marketing). The self-marketing plan prepares the educator to stay current in the job market, and enables the educator to think through the possible future professional challenges.

Consult Figure 4 for a self-marketing plan outline for an educator. Some of the thoughts therein are derived

FIGURE 3
EDUCATOR-IN-RESIDENCE PROPOSAL

Educator-in-Residence Proposal
John Smith, Ph.D.

Background

- ◆ I am a professor of marketing and the internship director at the University of ZZZ.
- ◆ My academic specialization includes international business, export marketing, Internet marketing and experiential education.
- ◆ I am available for the educator-in-residence (the faculty internship) program on a regular basis throughout the year.
- ◆ I am available for the duration of three hours, one day, three days, one week, three weeks, one month, or three months. Accordingly, the specific objectives of the program and its benefits may vary but the general objectives are stated below.

Objectives

- ◆ Develop a closer interaction between your organization and the university.
- ◆ Engage in problem-solving situations along with the organization's management teams.
- ◆ Strengthen your student internship program in terms of both quantity and quality.
- ◆ Explore the possibility of setting up a structured student internship program for consecutive summers for the high potential students from the university.
- ◆ Set up a structured educator-in-residence program with your organization for our other educators at the university.
- ◆ Observe numerous activities of the organization, and whenever appropriate, provide fresh perspectives on issues at hand.
- ◆ Be involved in short-term projects that are available at, and are of importance to, the organization in my areas of specialization, namely, international marketing and Internet marketing.

Tasks/Procedures

- ◆ Develop a case study about a specific managerial issue in your organization, for my classroom teaching.
- ◆ Contact middle-to-top level managerial employees in your organization to assess if any of them are willing to serve as guest speakers in our classes, and if so, identify the areas of their presentations.
- ◆ Attend, and where appropriate, participate in the management-level meetings of the organization.
- ◆ Provide presentations to the management about how to attract students from our university for career-oriented summer jobs and internships at the organization.
- ◆ Make a presentation about the detailed self-marketing professional training that most of our students complete before approaching the employers for internship opportunities.
- ◆ Do unstructured interviews of the middle-to-top level managerial employees to understand the nature and challenges of their profession.
- ◆ Analyze and strengthen the current international and Internet marketing strategies of the organization.

Benefits to the Organization

- ◆ Assistance toward specific projects in the areas of domestic marketing, international marketing, and Internet marketing.
- ◆ Fresh perspectives of an "outsider" with an unbiased viewpoint on relevant issues for the organization.
- ◆ A strengthened student internship program, and a structured faculty internship program.

Benefits to the University

- ◆ Stronger classroom teaching by the educator, containing real examples from an organization.
- ◆ Stronger relationship with an organization, as expected by the AACSB.
- ◆ The possibility of joint research on a relevant topic between the educator and an organizational member.

Educator's Qualifications

- ◆ Summarize academic qualifications, industry and consulting experience, and relevant scholarly accomplishments. A listing of the educator's skills could also be included.

FIGURE 4
SELF-MARKETING PLAN

Self-Marketing Plan

◆ **Long-Term Mission**

The educator decides professional goals for the next ten to twenty years.

◆ **Strategic Routes**

To accomplish the long-term mission, the illustrative strategic routes include the completion of Ph.D., determination about the research agenda and types of publication outlets, commitment about the extent of time and effort to be spent on scholarly activities, determination about the extent and type of service activities, and decision about the extent of consulting activities.

◆ **Annual Objectives**

The educator sets annual goals for the next three years based upon the market situation analysis and the educator's best current or potential fit. Ideally, the objectives should contribute toward the educator's long-term mission.

◆ **Professional Strengths/Weaknesses**

The educator summarizes own qualifications (education, work experience, extracurricular activities, and awards), marketable career skills (core skills such as computer, direct marketing, advertising, and market research; support skills such as leadership, written communication, and interpersonal skills), and personal characteristics (self-motivated, hard-working, and personable). The educator also identifies professional weaknesses in the above areas.

◆ **Environmental Opportunities and Threats**

The educator explores general and specific career directions in the area of academics, is constantly aware of promising employment opportunities in the other universities, analyzes the impact of the daily work tasks upon the educator's professional goals (contract renewals, tenure and promotion), compares the educator's salary with competitive salaries offered at the other similar universities, and analyzes the impact of technological, political and economic changes upon the educator's career.

◆ **Competition Analysis**

At the time of entry-level career exploration, the educator describes the ideal candidate for a teaching job, and compares the educator with the ideal candidate. The educator also does self-comparison with the other job-seekers in the similar situation. Later in the career, the educator identifies and compares various universities for which the educator can potentially work.

◆ **Self-Marketing Information System**

The educator decides different modes of collecting professional information. For example, the educator identifies the newspapers, magazines and journals that the educator will read or subscribe to, the professional associations that the educator will join, and the other ways that the educator will use to identify people for networking.

◆ **Self-Target Market**

While looking for a teaching position, the educator identifies a group of similar universities (based upon geographic location, size, reputation, etc.) toward which the educator directs self-positioning and self-marketing mix (self-product, self-price, self-distribution, self-promotion). Later in the career, the educator focuses the self-marketing strategy on the classroom students, advisee, peers involved in the evaluation of the educator's performance (evaluation, tenure and promotion committees' members), department chairperson, dean, community members for whom the educator provides services, and audiences at the academic conferences.

FIGURE 4 (CONTINUED)
SELF-MARKETING PLAN

Self-Marketing Plan

◆ **Self-Positioning Strategy**

The educator identifies how the self-target market should perceive the educator's qualifications and accomplishments in relation to the competition.

◆ **Self-Product**

The educator summarizes the marketable career skills, and personal characteristics that the university receives from the educator, or will receive by hiring the educator for the teaching job. The educator's skills and characteristics go into the knowledge-products that the educator sells in the form of classroom teaching, research activities, committee service, and counseling hours with students. The educator decides the self-product development strategy, that is, identifies means and efforts for further self-development for purposes of strengthening the positioning and performance aspects. These efforts include pursuing further education, attending skills-related workshops, developing projects for a sabbatical leave, seeking visiting professor assignments in other universities, pursuing educator-in-residence programs with businesses, making research presentations in academic conferences, publishing research findings, performing services to students and the university, and attempting leadership assignments in the professional associations.

◆ **Self-Price**

The educator identifies the expected earnings (salary and benefits) in exchange for the self-product offering (marketable career skills, and personal characteristics). The educator calculates the total of the educator's current salary and benefits from the university. If less than the market rate, the educator identifies the strategy to fill the gap. The self-price components include the current/future academic year salary, summer and overload contracts, retirement benefit, leave without pay, sick leave, personal leave, sabbatical leave, life insurance, health insurance, disability insurance, etc.

◆ **Self-Distribution**

At the time of seeking an entry-level teaching position, the educator moves through the channel of potential employment that leads to appointment contact with a hiring decision-maker of a university, for example, (a) from the educator (applicant) to the dean of the hiring university, (b) from the educator to the department chair to the dean, (c) from the educator to a professional association to the department chair to the dean, and (d) from the educator to the recruitment committee to the department chair to the dean. The educator considers the geographic climate of the hiring university as it has implications for the educator's living style in the long-run. (This factor is important because moving to another job and location primarily because of geographic reasons becomes rather challenging as the educator advances in career.) The "place" aspects of the educator's self-marketing strategy include the campus classrooms where the educator teaches, the campus office where the educator advises students, the other campus facilities where the educator meets for the committee work, and the home office where the educator may prepare lectures and conduct research.

◆ **Self-Promotion**

The educator develops numerous self-advertising items including curriculum vita, brief narrative resume, personal commercial, professional portfolio, and reference listing. The educator invests money in professional attire, spends time on networking at the academic conferences, and develops professional contacts. The self-promotion tools that build the educator's image include articles and stories about the educator's teaching and research accomplishments in the university newspapers and newsletters, the educator's efforts to be personable with students, and the educator's awards and commendations.

◆ **Self-Marketing Evaluation and Self-Quality Control**

The educator periodically assesses the extent to which the educator's self-marketing efforts have met their short-term objectives, and whether or not any additional and revised self-marketing strategies are needed. The educator further identifies ideas and action-oriented thoughts about the educator's life-long commitment to continue to update and develop professional skills.

from the self-marketing plan framework for a student as stated by McCorkle, Alexander and Diriker (1992). As the development of a self-marketing plan requires brainstorming, numerous attempts and iterations may be necessary to first develop parts of the plan, and then the whole plan.

The educator needs to be objective and honest while assessing own strengths and weaknesses. Further, the educator should ensure that the long-term mission and annual objectives call for taking a full advantage of the educator's strengths. Also, the educator should ensure that the weaknesses do not obstruct the long-term mission. If so, then either the mission may be changed, or the weaknesses need to be overcome.

Self-Marketing Portfolio

A self-marketing portfolio, packaged attractively in a three-ring binder, is a detailed description and documentation of the educator's qualifications, skills, accomplishments, and personality. The portfolio may have four major sections: academic credentials and awards, teaching excellence, scholarly contribution, and service performance. It should contain the best examples of the educator's work (focus on quality, and not quantity) and be arranged logically with the most important strengths highlighted in its beginning parts. The portfolio contains evidence for all the facts stated and "claims" made in the curriculum vita. The educator shares its contents with the prospective employers or consulting clients at the time of an interview. The portfolio is typically used to gain a partial "control" over the interview thereby reducing the interview anxiety and gaining competitive edge (Taylor 1990). It creates an opportunity to attract attention of the interviewer toward the educator's credentials and accomplishments. The portfolio can also be used by an educator to provide evidence to the university's evaluation, tenure and promotion committees for the educator's professional accomplishments in the areas of teaching, research and service.

The three-ring notebook binder adds content flexibility to the portfolio, that is, it allows the educator to add and remove items, and change their sequence. Further, it secures the material inside the portfolio. The table of contents in the beginning of the portfolio with appropriate sections, and the identification-tabs on the right-side edges of the pages—facilitate the portfolio's fast review by its reader. The portfolio should be structured in such a way that, if necessary, an interviewer/reader should be in a position to review its major portions in just a few minutes. For example, a one-line narrative either on top or bottom of each page of the portfolio summarizes the page content, and helps the reader to grasp the contents and purpose of the whole page without spending a lot of time on reading it. To preserve for a longer time, the portfolio-

contents may be placed in a plastic encasing, or they may be laminated.

Content-wise, the portfolio may include numerous items—the educator's self-marketing tools as discussed in this paper; the letters of recommendation from the educator's past professors, the university administrators, and the community; the academic transcripts; the samples of the educator's best scholarly and service projects; and, the evidence from students, peers and administrators about the educator's teaching performance. It may contain a bullet inventory-list of the educator's skills along with their respective sources such as work experience, social and community roles, etc. The portfolio may contain a listing of the educator's major academic courses, and the respective learning activities performed in those courses as well as the respective skills and abilities acquired from those courses.

The educator may take the portfolio to a senior colleague for a practice interview and ask for feedback. As there is only one original portfolio, the educator should never leave it with an interviewer. Further, a copy of its every document should be kept in a safe place. The educator may mention at the end of the curriculum vita that the portfolio is available at the time of interview.

CONCLUDING REMARKS

Hiring faculty is a challenge in the field of business administration and marketing; a problem due to shortage of doctoral trained candidates, and exacerbated by the imperfect match between jobs and candidates (Basil and Basil 2008). The self-marketing tools explained in this paper can greatly assist in candidates doing a self-evaluation and screening process to ascertain the extent of their homogeneity with the requirements of the institution which they plan to target for potential employment and/or retention. The self-assessment sheet can help the educator assess surplus and deficient skills through a detailed noting of the educator's professional strengths and weaknesses, and the educator's judgment of how to match these with the opportunities and threats posed by the external environment. The self-marketing plan can tailor the elements of the educator's self-marketing mix to the requirements of the potential employer, and the personal commercial can accordingly effectively communicate that message to the intended target market.

This paper provided, in details, suggestions for developing an educator's self-marketing package. Some of the tools discussed (curriculum vita, narrative-resume, portfolio, and reference listing) are used by educators commonly, whereas the other tools (a personal commercial, self-marketing plan, self-assessment sheet, and educator-in-residence proposal) are used less frequently. A personal commercial summarizes an educator's marketable accomplishments into one paragraph. The brief nar-

rative resume does the same by summarizing accomplishments in one page. In the case of the curriculum vita, there is no limit to the number of pages that can be used for describing the educator's accomplishments. A portfolio contains documentation regarding accomplishments, again in numerous pages.

The self-marketing tools, as described here, provide the educator an opportunity to package credentials, and

plan for the career growth systematically. However, the future researchers may (a) identify empirically the extent of effectiveness of the self-marketing tools in general, and (b) assess the role of self-marketing tools as opposed to the role of other factors—the educator's high levels of professional commitment, hard work, and ability to deal with the institutional politics successfully – in the educator's real career growth.

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