

Signed, sealed, delivered: Using community-based social marketing to advance Extension communication services units in Kansas

by

Anissa M. Zagonel

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Approved by:

Major Professor  
Dr. Lauri M. Baker

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## Abstract

The purpose of this study was to enhance the K-State Research and Extension brand through community-based social marketing strategies that emphasize internal branding and sharing Extension's story. This purpose was achieved through the research objectives, hypothesis, and research question, which identified needs, barriers, and perceptions of two Extension communication services units from potential and current customers at Kansas State University. As an effect, this study provided strategic recommendations for services and clients. The research objectives, hypothesis, and research question were fulfilled through an online survey of KSRE teaching and research faculty, KSRE state specialists, KSRE county and district Extension agents, and KSRE office professionals. Previous research assessing the marketing of the two communication services units, University Printing and the KSRE Bookstore and Mail Center, has identified a confusion among employees' understanding of current marketing strategies in place, policies about how and to whom products and services can be directed toward, and each of the entities' and employees' role in the bigger mission of Extension. In addition, these communication services units hold a unique relationship with customers in a cooperative purchasing agreement, which is commonly referred to as procurement contracts or approved vendors in many university settings. For this study, community-based social marketing was used as a theoretical framework because of the limited and decreasing budget for marketing, recommended use of self-proclaimed brand ambassadors, and the specialized campus and Extension community customer base. From the findings of this research, increasing familiarity of Extension communications services units' services was selected as the CBSM end-state behavior. This study found a respondent need for service center information through email marketing ( $M = 3.88$ ,  $SD = 1.28$ ), online resources ( $M = 3.82$ ,  $SD = 1.16$ ;  $M = 2.80$ ,  $SD = 1.34$ )

and direct, personal contacts ( $M = 2.51$ ,  $SD = 1.34$ ), which was assessed on a five-point scale. Furthermore, there was a weak negative relationship,  $r = -.31$ ,  $p = \leq .000$ , between the perception of the service centers and those who felt restricted in purchasing options. Finally, respondents' perceptions of the importance of each service center in sharing the story of Extension was found, which was  $M = 3.34$ ,  $SD = 1.33$  for University Printing and  $M = 3.66$ ,  $SD = 1.26$  for the K-State Research and Extension Bookstore and Mail Center on a five-point scale. Write-in answers regarding the service centers' role in sharing Extension's story provided more understanding and context to this research objective. In the linear regression model for RO3, the dependent variable was experiences that influence customers' use of University Printing and the K-State Research and Extension Bookstore and Mail Center. The significant predictors were the K-State Research and Extension Bookstore and Mail Center's importance variable, an adjusted perception variable, a familiarity of University Printing variable, a cooperative purchasing variable, and the service centers' role in sharing Extension's story variable. In the linear regression model for RO4, the dependent variable was the service centers' role in sharing Extension's story. The significant predictors were an adjusted experiences that influence customers' use of University Printing and the K-State Research and Extension Bookstore and Mail Center variable, the K-State Research and Extension Bookstore and Mail Center's importance variable, a familiarity of the K-State Research and Extension Bookstore and Mail Center variable, and a cooperative purchasing variable. The predictors from these models informed the CBSM strategies selected and described in recommendations. Specific CBSM strategies recommended in this study were changing social norms, using social diffusion, using prompts, increasing communication, and clarifying incentives. Within these strategies, recommended themes of messages included general familiarity, acknowledging cooperative purchasing, clarifying incentives, and utilizing the

respondent-identified role of the service centers in sharing Extension's story. By implementing the recommended strategies, both communication services units could increase use of services, familiarity among customers, and enhance the KSRE brand. Future assessment of these units and other similar structures could provide improvement data, as well as a more robust picture of the KSRE organization.

Keywords: community-based social marketing, Extension communication services, internal branding, storytelling, cooperative purchasing

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## **Chapter 1 - Introduction**

The purpose of this study was to enhance the KSRE brand through community-based social marketing strategies that emphasize internal branding and sharing Extension's story. This purpose was achieved through the research objectives, hypothesis, and research question, which identified needs, barriers, and perceptions of two Extension communication services units from potential and current customers at Kansas State University. As an effect, this study provided strategic recommendations for services and clients.

After the 1914 Smith-Lever Act, the Cooperative Extension Service was formed to serve each state's land grant institution by assisting in the dissemination of scientific information to the public (Carlson, 1970). Across the nation, no two state Extension organizations are the same, and within each state Extension service, many have different models of publishing units for communications and educational needs (Anderson-Wilk, Rollins, Ginsburg, & Noel, 2013; Parker, 2004), funding structures (Teagarden, Johnson, & Graham, 1991), and services available to its constituents (Kansas State University, n.d.-a; Kansas State University, n.d.-b).

Nevertheless, all entities under state Extension brands are similar in the fact that ultimately, there are only two elements of the organization's mission that will truly and indefinitely matter: content and the method in which it is communicated. Although an exact trace of literature accounting the historical development of communications' roles in Extension work is difficult to obtain, communications duties have always been a part of an Extension specialist's or agent's role (Kern, 1978). The highly debated role of "communicator" was found in some offices across the country (Snowdon & Evans, 1991). While communicators were initially established as scribes that recorded research work being done by early agricultural scientists (Kearl, 1983), the

role evolved throughout the 1990s due to changing technologies, organizational staff structure changes, and a change in communication services functions (Donnellan & Montgomery, 2005). The early communicator role assisted Extension specialists by serving as a consultant during the planning and execution process of communicating information (Kern, 1978). At the present time, communication services entities can specialize in but are not limited to: editing, writing, graphic design, broadcasting (Boone, Meisenbach, & Tucker, 2000), photography, videography (Snowdon & Evans, 1991), printing, exhibits, public affairs, media relations, information technology (Parker, 2004), mass communication media, interpersonal communications (Kern, 1978), and social media (Kansas State University, n.d.-a).

For Extension specialists and agents, the “mix [of program content and delivery methods] are infinitely variable. It differs with audience, with content, with complexity of concepts, with the personality of the person managing the activity, with resources available, and many, many other factors” (Kern, 1978, p. 5). Roles of Extension specialists and agents have shifted since Extension’s inception (Kern, 1978), but currently, both are distributed regionally and county-wide throughout Kansas (K-State Research and Extension, n.d.-a; K-State Research and Extension, n.d.-b), and they work to provide unbiased, research-based knowledge, while also delivering educational programs to the constituents of Kansas (K-State Research and Extension, n.d.-b). These specialists and agents are charged with the task to not only disseminate research-based information but to encourage its application, which requires the audience member to make a decision about an idea (Kern, 1978). In addition to accomplishing the task of audience engagement that many subject-matter specialists and agents are not equipped to overcome because of communications deficits (Donnellan & Montgomery, 2005; Kern, 1978), Extension is

facing extensive, detrimental budget cuts; essentially, doing much more with fewer resources (Mercer, 2004; Spiegel, 2018). This variety of challenges makes state-level communication services a critical component to fulfilling the Extension mission, telling the Extension story (Donnellan & Montgomery, 2005), and the future viability of the entire organization (Spiegel, 2018). As Kern (1978) noted, content and method are key to successful programs; without communication goals embedded in programmatic goals, overall organizational objectives will not be met (Donnellan & Montgomery, 2005).

### **History of Extension Communication Services**

Through the 1914 Smith-Lever Act, Extension specialists, programs, and demonstrations brought practical hands-on teaching and useful knowledge to communities (West, Drake, & Londo, 2009). Because of this particular method of communication and instruction, a need for printed teaching materials became evident, and this need was filled in the 1928 Capper-Ketcham Act that aided in the finances of “printing and distribution of information” (Teagarden et al., 1991, p. 85). Information was made available to the public through Extension communication services units that gathered technical information from subject-matter specialists, created and edited manuscripts, and produced printed materials (Snowdon & Evans, 1991). Technology and dynamic audiences are largely attributed to the changes in Extension programs and structures (Donnellan & Montgomery, 2005; West et al., 2009), as well as inhibitors like updating costly equipment (Whiting, 1984). Studies of budgets for printing and publication production in Extension and agricultural communications offices can be dated back as far as 1984 (Whiting, 1984). Extension clients are now able to enjoy the variety of services distributing and printing

units provide such as print publications (Anderson-Wilk et al., 2013), graphic design, digital printing, bindery, mailing, and posters (Kansas State University, n.d.-d).

University Printing (UP) operates as Kansas State University's Extension printer, in addition to serving campus- and community-based clients. Formerly known as the separate entities of Printing Services and the duplicating services of Extension, UP was constructed in 2010 when Printing Services joined the duplication center in the Department of Communications and Agricultural Education (G. Nixon, personal communication, July 25, 2018). The distribution of printed materials is carried out through a closely related, yet separate entity of the K-State Research and Extension Bookstore and Mail Center (BMC). Initially, BMC was recognized for its Extension publication distribution to county offices, its browsing library, and its federal permit ability to bypass university central mail. The two units' ability to work closely as a full-service business center provides benefits for the customers and gives UP and BMC an edge compared to other providers (G. Nixon, personal communication, July 25, 2018).

From a branding and marketing perspective, the previous merge that created the all-encompassing UP brand and the current complementary operations of UP and BMC can present challenges because of the mixed brand identification among employees and organizational culture (Einwiller & Will, 2002; Zagonel, Baker, & King, in press). In addition, policies regarding how and to whom organizations may market products and services can provoke strife among internal audiences (Fay & Zavattaro, 2016; Zagonel et al., in press). Marketers and administrators of university umbrella brands should be aware of these types of policies and issues when differentiating the organization (Fay & Zavattaro, 2016; K-State Research and

Extension, 2017). According to de Chernatony (2008), umbrella brands are closely related brands in partnership. Umbrella brands are unique in identifying “inherent qualities” (p. 611) of the overarching organization they are associated with but also “differentiates [the umbrella organization] from competitors” (p. 611). Recommendations from research in communication services encourage improvements to internal branding and culture through training on the organization’s larger mission and the employee’s role in it; to assist this shift in culture, self-proclaimed brand-ambassador employees would be ideal influencers (Zagonel et al., in press).

### **Printing and Mailing Industry Background**

The diversified needs of society and new technology go hand-in-hand to produce a market for additional teaching methods of Extension specialists and agents (Teagarden et al., 1991; West et al., 2009). As a result of this particular teaching method, many state Extension services have printing and mailing services within the entity. At Kansas State University, the duplicating services entity of Extension found its place in the Department of Communications at Kansas State University. At the same time, Extension’s distribution services entity was also brought into the department as the K-State Research Bookstore and Mail Center (BMC). Throughout both units’ history, the name and internal audiences have changed. In 2010, Extension duplicating services merged with a similar on-campus service center that functioned as the university’s print shop, Printing Services (G. Nixon, personal communication, July 25, 2018). Together, duplicating services and Printing Services now operate under the merged brand of University Printing (UP), which entails a geographic distribution of the service center across campus and clients across the state (Kansas State University, n.d.-d), perplexing university policies concerning marketing and sales strategies, and internal branding confusion among employees

(Zagonel et al., in press). Although BMC is a separate entity from UP, the service centers work closely together for many clients and projects, and the uncertainty related to policies, marketing, sales, and internal branding also affects BMC employees (Zagonel et al., in press). All of these aspects have the potential to plague each organization and limit the depths of success. Upon further research into the history and overlaps of UP and BMC, there are differing opinions of roles and positions of each entity. For this research and discussion, UP and BMC will be considered as separate entities of the state Extension service at Kansas State University, unless otherwise addressed.

### **History of Duplicating and Printing Services at Kansas State University**

At Kansas State University, the duplicating services entity of Extension was an isolated entity from other similar Extension communication services and the institution's in-house print shop, Printing Services. In 1993, the separated units of information technology, Extension publishing, Extension news, Agricultural Editors Editorial office, duplicating, distribution, instructional media, radio, television, and weather were joined under the Department of Communications umbrella, which was housed in the College of Agriculture. The academics feature was not added to the department until 1995 when the first assistant professor was hired in agricultural journalism. During this time, the on-campus institution print shop was not recouping its cost and losing viability due to decreased funding and limited on-campus space. Seeing that efforts were being duplicated by two entities essentially doing the same job, Printing Services approached the Extension duplicating unit several times over the years to join forces. Eventually, Printing Services was moved off campus in 2002-2003 to a building near the Manhattan, Kansas, airport, which did not improve any facet of the service center. After careful consideration of the idea, the

Department of Communications, and now also including Agricultural Education, proposed a collaboration between the entities in an on-campus location. The two merged in 2010 and now operate under the University Printing brand. Current customers of UP remain similar to past clients of both service centers and include Extension personnel, Extension publications, students, staff, faculty, university guests, K-State Sports, etc. UP offers many different services, such as full-service graphic design, offset and digital color printing, and binding and mailing services, with customer service available in two on-campus locations. Although UP works closely with the distribution entity, BMC, both are still considered separate service center units (G. Nixon, personal communication, July 25, 2018).

The K-State Research and Extension (KSRE) BMC, previously known as Extension distribution, was added to the Department of Communications in 1993. The distribution entity's key operations were publication distribution and, the lesser known, browsing library it boasted. In addition to these duties, the distribution center was also responsible for Umberger Hall mail. Extension mail and mail for the building had its own federal permits, so it bypassed the university central mail system. The separate official mail system ended in 2013 for BMC (G. Nixon, personal communication, July 25, 2018). Today, the BMC offers over 2,000 Extension publications, promotional materials, and other items in addition to its distribution services. Through the BMC, clients are provided access to metered mail, United Parcel Service services, Federal Express services, and mail list processing and addressing (Kansas State University, n.d.-b). In the future, the BMC could expand its clients to more than KSRE by broadening its reach across campus and into other avenues of promotional materials (G. Nixon, personal communication, July 25, 2018).

Since UP and BMC are still considered separate units within the department (G. Nixon, personal communication, July 25, 2018) and work closely together on many job orders because of the service centers' ability to be a full-service operation together (Kansas State University, n.d.-c), the organizational structure and employee associations can get convoluted (Zagonel et al., in press). Another contributing factor to the complex organizational structure is due to a university-wide service being housed under a single department within a college, rather than being a stand-alone university unit that reports to the vice president (G. Nixon, personal communication, July 25, 2018). For clientele, "the simplicity of having a project printed and mailed with one contact" (Kansas State University, n.d.-c, para. 1) is a benefit and gives UP and BMC an advantage over other service providers (G. Nixon, personal communication, July 25, 2018).

### **Cooperative Purchasing in Public Sectors**

In addition to internal confusion and two closely related service centers, there also could be another misleading issue at play, according to cooperative purchasing literature (Wang & Bunn, 2004). In cooperative purchasing agreements, there is a governmental, or public, seller and a purchaser (Wang & Bunn, 2004). Oftentimes, these are known as procurement contracts or preferred vendors in university settings (KSU General Purchasing Policy, n.d.). Some scholars believe the relationship between these two parties is nothing but simple business-to-business marketing (Dobler & Burt, 1996; Kolchin, 1990; Muller, 1991; Schill, 1980; Sheth, Williams, & Hill, 1983). However, Sheth et al. (1983) says cooperative purchasing in public sectors is only similar to the private sector at a conceptual level. To label both sectors as the same disregards the dynamic occurring at the operating level of public sectors. This is an under-explored area in the



literature. Specifically at Kansas State University, there are both procurement contracts and preferred vendors to gain mutual benefit whenever possible (KSU General Purchasing Policy, n.d.).

### **Policies on Marketing and Sales of University Products and Services**

Policies regarding how institutions, service centers, and organizations can market products or services are often in place for administrators, marketers, and employees of universities (Fay & Zavattaro, 2016; Kansas State University, 2016). At Kansas State University, brands within the larger umbrella brands of the university, like UP and BMC, are seemingly restricted in marketing efforts, yet the interpretation of policies may be more inclusive of approved activities related to marketing and promotion. Because communication services, and specifically UP and BMC, serves a specialized campus and Extension community, this presents an ideal opportunity to employ a grassroots effort, such as community-based social marketing, to market services and in turn, incite a behavior change within current and potential customers (McKenzie-Mohr, 2011).

### **Community-Based Social Marketing**

Community-based social marketing (CBSM) is a tool used to promote a distinct behavior change in a group of individuals (McKenzie-Mohr, 2000; McKenzie-Mohr, 2011). The change that occurs in the specifically defined, specialized community benefits the group holistically (McKenzie-Mohr, 2011). Though CBSM entails strategic communication, it is much more than that; it is comprised of psychology principles and applied research methods (Tabanico & Schultz, 2007). Originally, the CBSM process stems from social marketing where project planners “analyze, plan, execute, and evaluate” details of the process (Andreasen, 1995, p. 7). CBSM and

social marketing are typically associated with sustainability causes (McKenzie-Mohr, 2000; McKenzie-Mohr, 2011) and non-profit causes (Singaiah & Laskar, 2015), respectively. Information overload and unconvincing mass-media messages are no longer effective for many audiences (McKenzie-Mohr, 2000). Instead, marketers should deviate attention, resources, and efforts on CBSM, an effective tool for bettering the well-being of people, groups, and communities (McKenzie-Mohr, 2000; McKenzie-Mohr, 2011; Skelly, 2005).

To begin a CBSM initiative, a “non-divisible” behavior must first be selected (McKenzie-Mohr, 2011, p. 43). Before this behavior can be chosen, adequate research into all aspects of the situation should be considered (McKenzie-Mohr, 2000). The present study will attempt to identify this behavior for stakeholders of UP and BMC and potential behaviors could be: considering UP and BMC for all printing and mailing needs, or removing forced feeling of purchase. In McKenzie-Mohr’s research (2000), this is cited as a step that is often overlooked because planners assume barriers and benefits to the behavior change are already known. The desirable behavior should be just as encouraged as the undesirable behavior is discouraged (McKenzie-Mohr, 2011). Barriers and benefits of CBSM can be revealed through literature reviews, observational studies, focus groups, survey research (McKenzie-Mohr, 2000; McKenzie-Mohr, 2011), analyses of customer feedback, or examining existing technical reports (Tabanico & Schultz, 2007). The identified barrier or barriers can be internal to the individual, external to the group, or quite different than a barrier identified for a different end-state behavior (McKenzie-Mohr, 2000). While identifying the end-state behavior desired for UP and BMC stakeholders, this study will simultaneously identify needs and barriers of use for current and potential customers of UP and BMC.

Next, marketers must determine which barriers can be overcome (McKenzie-Mohr, 2000) and select strategies that eliminate barriers and enrich benefits (McKenzie-Mohr, 2011; Tabanico & Schultz, 2007). Behavior changes are most likely to be realized with the help of interpersonal communication and a direct appeal, such as changing a social norm, incentives, reciprocity, or social proof. As always in communication, effective and persuasive strategic messages should be engaged (McKenzie-Mohr, 2011). After behaviors, barriers, benefits, and strategies have been decided, it is best to test the CBSM program in a smaller majority of the group before broad-scale implementation (McKenzie-Mohr, 2000; McKenzie-Mohr, 2011). Once a small-scale adoption rate is achieved, the program can be fully launched into the community. Evaluation of the pilot program should occur by gathering data for several benchmarks (McKenzie-Mohr, 2000). Furthermore, once fully implemented, a control group within the larger community can aid in data analysis and comparison (Tabanico & Schultz, 2007). It is imperative, in the full-community evaluation, to have direct measurement rather than self-reporting data (McKenzie-Mohr, 2000). All in all, CBSM can provide marketers with audience behavior change and data to support that claim, financial savings finessing the pilot program, and an actual, documented behavior change instead of a perceived attitude or belief conversion (Tabanico & Schultz, 2007).

### **Marketing and Branding in Higher Education and its Entities**

From 1950 to 1960, the U.S. population saw a migration of an estimated 4.6 million people that shifted from rural to urban settings; many on the move for a better educational opportunity (Kinkead, 1967). Simultaneously, universities saw a heightened student population (Higher Education Act, 1985), and consequently, universities began practicing branding and marketing

strategies by differentiating from competitors (Holland, 1958). Since this time, the educational market has grown in population of colleges and universities (NCES, 2018). Moreover, many universities are faced with budgetary and funding constraints (Higher Education Act, 1985), rising costs of operation, a competitive pricing environment (Stokes & Slatter, n.d.), and are expected to satisfy a multitude of stakeholders, with each potentially requiring a different set of needs (Levacic & Glatter, 1997). At present time, higher education enrollments and graduation rates are dropping for the sixth consecutive year (Shapiro et al., 2017), making competition among institutions greater, which means the need for increased marketing and communication is at an all-time high.

These factors only enhance the rivalrous environment of higher education and its entities and make standing out from the rest more important than ever (DeShields, Ali, & Kaynak, 2005; Stokes & Slatter, n.d.). To address these issues, promotional techniques like branding, relationship marketing, word-of-mouth marketing, and social-media marketing are commonly used by institutions (Judson, Aurand, Gorchels, & Gordon, 2009), businesses, and organizations (Libai et al., 2010). One entity enacting some of these corporate communications functions, and also a university affiliate, is Extension (Maddy & Kealy, 1998). Over the years, Extension's branding and marketing efforts have been researched and critiqued by many (Abrams, Meyers, Irani, & Baker, 2010; Blair & King, 2010; Boldt, 1988; Buchanan, 1986; Irani, Ruth, Telg, & Lundy, 2006; King & Boehlje, 2000; Maddy & Kealy, 1998; Ray, 2015; Settle, Baker, & Irani, 2014; Settle, Baker, & Stebner, 2016; Sneed, Elizer, Hastings, & Barry, 2016; Telg, Irani, Hurst, & Kistler, 2007; Verma & Burns, 1995; Warner & Christenson, 1983). In addition to adjustments and recommendations made by past researchers, the organization has adapted research focuses to

meet the more diversified needs of a migrating society while remaining relevant to the public (Kellogg, 1999; Kinkead, 1967; USDA, 2018).

## **Branding in Extension**

Discussion of branding in Extension began with Maddy and Kealy in 1998, when it was suggested to adopt a corporate communications mindset which could increase the awareness of the organization. In corporate communications, all aspects of an organization should support the brand (Maddy & Kealy, 1998). While public awareness of an organization can be low, its internal stakeholders can serve as brand ambassadors. Thus, a consistent brand identity must be present among internal stakeholders (Abrams et al., 2010). Suggestions from previous research indicate interpersonal communication between employees and the public could mitigate brand awareness issues, known as internal branding (Settle et al., 2016). Settle et al. (2016) found a difference in brand identity among employees of differing roles and responsibilities. In the specific area of printing and mailing services, there was also a difference among employees of different job status (Zagonel et al., in press).

Awareness of a brand grows, not only through the products and services the organization provides, but through consistent brand messages of the organization. There is potentially even more opportunity of growth for service-focused organizations, like land-grant institutions and associated entities, rather than a product-focused organization (Balaji & Hartline, 2001; Brady, Bourdeau, & Heskell, 2005). Abrams et al. (2010) notes that external stakeholders' awareness of the Extension brand grew once "positive attitudes were activated" (p. 9) through conversations between those serving the brand and those seemingly unaware of the brand at hand. Though

traditional branding definitions can limit the term, today, more attention is being drawn to internal brand management and how employees convey the brand through interactions (Corley, Cochran, & Comstock, 2000; Kimpakorn & Tocquer, 2010; Punjaisri & Wilson, 2007; Punjaisri, Evanchitzky, & Wilson, 2009; Settle et al., 2016). In a time when budgetary cuts are common and public programs can be forced into a defensive position, both internal and external branding and marketing strategies should be at the forefront of communicators' thinking. Peters and Franz (2012) urge Extension communicators to look deeper into storytelling, not only for marketing purposes, but as a way to discover a bigger picture appreciation for Extension work and foster a better organizational culture. The art of storytelling is commonly associated with relationship building and word-of-mouth marketing (Gilliam & Flaherty, 2015; Woodside, Sood, & Miller, 2008). Specifically in Extension, stories have been used to capture public value, meaning, and significance (Peters & Franz, 2012), dating back as far as 1935 (Shaffer, 2017). Narratives that produce stories are beneficial and work alongside brand management, which encompasses branding and internal and external brand equity (Monie & Pettersson, 2017).

While marketing and branding strategies have proven an essential part of any organization or business (Libai et al., 2010), the budget for these efforts can be an issue where funds are state- and county-level financed and supplemented through congressionally appropriated formula grants, such as Extension (USDA, 2018). Research recommends specifically reaching out to community leaders within the entity to spearhead the on-boarding of an organization's message among other traditional stakeholders (Abrams et al., 2010; King & Boehlje, 2000; Whelan, Davies, Walsh, & Bourkea, 2010). This internal branding issue can contribute to the

misalignment of human resources objectives with marketing and communication objectives of organizations (Kimpakorn & Tocquer, 2010), which is especially likely to occur in multi-faceted, geographically distributed organizations (Hinds & Mortenson, 2005). Mergers and acquisitions can also exacerbate these issues due to the multiple brands, cultures, and subsidiaries at stake in these situations (Einwiller & Will, 2002).

### **Statement of the Problem**

The Extension organization and brand as a whole faces a multitude of problems; one of which is a need for accountability to policy makers to ensure future budgetary needs and relevance (Richardson, 1999). To aid in this effort, Extension communication services are able to provide services such as “printing and distribution of information” (p. 85) for Extension specialists (Teagarden et al., 1991). Within the realm of Extension communication services, there are other issues at play. Specifically in the communication services units UP and BMC at KSRE, internal branding, employee brand identification, and marketing techniques have previously been addressed (Zagonel et al., in press). Literature notes that internal audiences can portray brand messages, identity, and values through their interactions and shape external audiences’ perceptions of the brand (de Chernatony, 2001; Powell & Dodd, 2007). Through Zagonel et al.’s (in press) findings, it was suggested that internal branding could be improved, and researchers urged for a shift in the organization’s culture through self-proclaimed brand ambassadors. This initiative aligns with the bigger picture of the present study. An equally important initiative, community-based social marketing requires a “non-divisible,” (p.43) end-state behavior to be identified (McKenzie-Mohr, 2011), which has not previously been addressed for UP and BMC but will in this study while applying CBSM tenets to Extension communication services. In

addition to discovering the end-state behavior for customers of UP and BMC, CBSM also necessitates stakeholders' needs from UP and BMC and end-state behavior barriers identified. According to McKenzie-Mohr (2000), one way to achieve this is through data collection, as needs and barriers can be different for each individual or group.

Another method of establishing customer needs and barriers is through customer feedback in survey format (Tabanico & Schultz, 2007). A previous study found UP and BMC's marketing strategies and concerns from an internal perspective (Zagonel et al., in press). By using survey research, this study will uncover the effectiveness of current UP and BMC marketing and achieve a bigger picture of potential marketing approaches. Detailing the effectiveness of marketing tactics is important to any business or organization, but especially to an organization like Extension that is increasingly asked to prove its "public value, meaning, and significance" (Peters & Franz, 2012, p. 1). Peters and Franz (2012) emphasize that stories related to a group or organization "offer a powerful and sophisticated means of learning and discovery," (p.1) which has been assessed by Zagonel et al. (in press). To gather a more holistic view of UP and BMC's stories related to Extension, current and potential customer perceptions are necessary; no research currently exists on this. Furthermore, the art of storytelling can be used to mitigate issues that could arise from organizational change and integration (Peters & Franz, 2012), something that has previously occurred in UP and BMC's history (G. Nixon, personal communication, July 25, 2018) and been noted as an unclear aspect of the organization (Zagonel et al., in press). However, connections to this has not been previously explored empirically.



The present study will fill gaps related to customers' frequency use behaviors and knowledge of UP and BMC services. With the knowledge of these customer characteristics, UP and BMC can be better able overcome policies on marketing and sales of university services (Kansas State University, 2016; Zagonel et al., in press) through the effective strategies of CBSM. These initiatives serve not only UP and BMC but the larger Extension organization as a whole, due to the increased brand awareness through internal brand ambassadors and growth of both Extension entities.

### **Purpose of Study and Research Objectives**

The purpose of this study was to enhance the KSRE brand through CBSM strategies that emphasize on internal branding and sharing Extension's story. This purpose was achieved through the research objectives, hypothesis, and research questions, which identify needs, barriers, and perceptions of two Extension communication services units from potential and current customers at Kansas State University. As an effect, this study provided strategic recommendations for services and clients. The study objectives, hypothesis, and research question were:

- **RO1:** Determine existing needs of current and potential customers' use of UP and BMC services.
- **RO2:** Determine existing barriers to current and potential customers' use of UP and BMC.
- **RO3:** Determine characteristics of experiences that influence current and potential customers' use of UP and BMC.

- **RO4:** Determine the connection of customers' perceptions of the role of UP and BMC in telling Extension's story.

Based on findings in previous research, the following hypothesis was developed:

- **H1:** Those who feel restricted in purchasing options will have a less favorable perception of UP and BMC than other current and potential customers.

To gather exploratory data, the following research question was developed:

- **RQ1:** What are the differences between Manhattan-based and off-campus Extension employees' perceptions of UP and BMC services?

This study seeks to address its objectives, hypothesis, and research question through a survey of all current and potential customers, which includes cooperative purchasers. For this study, cooperative purchasers are considered customers of UP and BMC that are in a cooperative purchasing agreement with Kansas State University. For example, a cooperative purchaser would be considered an Extension specialist or district or county Extension agent who purchases goods or services from UP and BMC to achieve mutual benefits. The customers outside of this agreement would be convenience customers with printing and mailing needs outside of Extension and university missions.

### **Definition of Key Terms**

Multiple terms and abbreviations were used in this research that may not be common knowledge.

Definitions of key terms used throughout this research include:

- **BMC** – BMC is an abbreviation for the KSRE Bookstore and Mail Center, which supports KSRE and K-State's College of Agriculture by managing and distributing an

inventory of more than 2,000 publications, promotional materials and other items, metering mail, providing United Parcel Service and Federal Express business services, and mail list processing and addressing (Kansas State University, n.d.-b).

- **Communication services** – Communication services are different entities of many state Extension services. Often, these units can be referred to by different titles, and they can encompass a multitude of services like editing, writing, graphic design, broadcasting (Boone et al., 2000), photography, videography (Snowdon & Evans, 1991), printing, exhibits, public affairs, media relations, information technology (Parker, 2004), mass communication media, interpersonal communications (Kern, 1978) and social media (KSU, n.d.-a).
- **Cooperative purchasing agreement** – A cooperative purchasing agreement is between two parties, a purchaser and a seller, where a complex, muddled dynamic can occur within the public purchase (McCue & Prier, 2008; Wang & Bunn, 2004).
- **Cooperative purchasing agreement seller** – For this study and situation at Kansas State University, the seller party will be attributed as UP and BMC.
- **Community-based social marketing** – Community-based social marketing (CBSM) is a tool used to promote a distinct behavior change in a group of individuals that are in a distinctly-defined community (McKenzie-Mohr, 2000; McKenzie-Mohr, 2011).
- **Customers** –
  - **A. cooperative purchasing agreement customers** – Cooperative purchasers are one party within a public, or governmental, approved vendor or procurement contract (KSU General Purchasing Policy, n.d.; Wang & Bunn, 2004). For the

present study, these customers will be considered Extension agents and specialists and departments on campus.

- **B. others** – Customers outside of a cooperative purchasing agreement would be considered convenience customers with printing and mailing needs. These customers do not fall under the Extension or University mission. An example of this customer would be a person making a personal order.
- **Extension** – The Smith-Lever Act created the Cooperative Extension Service (CES), commonly known as Extension. The organization is charged with disseminating science-based information, encouraging its application, and providing expertise on issues important to Kansans at the state level; these initiatives still guide the organization at the present time (Kern, 1978; KSRE, n.d.-b).
- **Extension county or district agent** – Within KSRE, “agents are professional educators who serve as a link between Kansas State University and communities across Kansas” (K-State Research and Extension, n.d.-a., para. 3).
- **Extension distribution services** – The distribution services of Extension was a separate entity of KSRE until 1993 when it merged with other separated units into the Department of Communications. The main responsibilities of distribution services were to distribute publications across the state, manage the browsing library, and distribute mail within Umberger Hall (G. Nixon, personal communication, July 25, 2018).
- **Extension duplicating services** – Duplicating services was an isolated entity of the KSRE organization. It merged with other separated Extension units under the Department of Communications umbrella in 1993, and in 2010, it then merged with the University’s in-house print shop, Printing Services. Following the second merge, a new University

Printing (UP) brand was created to encompass both organizations (G. Nixon, personal communication, July 25, 2018).

- **Extension specialists** – This is a term used to describe an expert who studies a specific, discipline-related subject matter and conducts Extension outreach on the topic. Typically, this person has studied their specialty at the doctoral level (Kern, 1978).
- **Faculty** – For the purposes of this study, faculty were defined as teaching, research, or Extension faculty.
- **KSRE** – KSRE is the acronym for K-State Research and Extension, which is used solely for internal use, according to KSRE branding guidelines (2017).
- **Printing Services** - Kansas State University’s in-house print shop that served the campus community until 2010 when the service center merged with the Extension duplicating services in the Department of Communications and Agricultural Education. Following the merge, a new University Printing (UP) brand was created to encompass both organizations (G. Nixon, personal communication, July 25, 2018).
- **Staff** – For the purposes of this study, staff were defined as district or county Extension, Manhattan-based Extension, or department staff.
- **Umbrella brand** – According to de Chernatony (2008), umbrella brands are closely-related brands in partnership. Umbrella brands are unique in that they identify “inherent qualities” (p. 611) of the overarching organization they are associated with but also “differentiates [the umbrella organization] from competitors” (p. 611). For the present study, UP and BMC will be considered separate umbrella brands of Kansas State University and KSRE.

- **UP and BMC** – UP and BMC is used when University Printing and the KSRE Bookstore and Mail Center are being considered as a whole or together.
- **UP** – UP is as an abbreviation for Kansas State University’s campus print shop, University Printing. This on-campus resource is a full-service printing, copying, and bindery production facility with two locations (Kansas State University, n.d.-d).

## Summary

Chapter one began with a brief history of the Cooperative Extension Service during a time when the evolving needs of society and technology changed the method of teaching and communication for Extension specialists and agents of today (Carlson, 1970; Snowdon & Evans, 1991). Because of these adaptations, additional entities were added to state Extension services (Teagarden et al., 1991). Specifically, this chapter highlighted the addition of the communication services duplicating and distributing units within Kansas State University’s state Extension service, KSRE (G. Nixon, personal communication, July 25, 2018). For this study, duplicating and distributing units, UP and BMC respectively, were regarded as two separate Extension communication services entities. In addition, literature related to cooperative purchasing agreements was highlighted to emphasize the potentially unclear relationship between the purchaser and seller (McCue & Prier, 2008; Wang & Bunn, 2004).

As well as perplexing external relationships, previous research assessing the marketing of UP and BMC suggested a confusion among employees’ understanding of current marketing strategies, policies about how and to whom products and services can be directed, and each of the entities’ and employees’ role in the bigger mission of Extension (Zagonel et al., in press).

Many researchers (Corley et al., 2000; Kimpakorn & Tocquer, 2010; Punjaisri & Wilson, 2007; Punjaisri et al., 2009; Settle et al., 2016) note employee-customer interactions and internal branding as a vital aspect to the success of any organization. Though policies regarding marketing appear perplexing to current internal audiences, the policies could be more inclusive than previously assessed. Zagonel et al. (in press) suggest using self-proclaimed brand ambassadors to lead efforts in an organizational culture shift that is more open to marketing the brand, products, and services through personal interactions. These strategies align with CBSM strategies that use personal interactions and direct appeals (McKenzie-Mohr, 2000). This initiative would satisfy marketing and promotional needs while also taking into account the limited and decreasing budget Extension is facing (Mercer, 2004; Spiegel, 2018). These aspects, in addition to the specifically-defined community that UP and BMC would be directing marketing toward, make this opportunity an ideal situation to use community-based social marketing (McKenzie-Mohr, 2011).

For these reasons, CBSM was the theoretical framework guiding this study and its research objectives, hypothesis, and research question. A survey was conducted to assess the needs, barriers, and perceptions of UP and BMC from potential and current customers, which includes cooperative purchasers. When these unknowns are identified, UP and BMC will be better able to market products and services to current and potential customers through strategically-chosen tactics, while strengthening relations with cooperative purchasers.

## **Chapter 2 - Literature Review**

In this chapter, literature reviewed included: the history of Extension's communication services; the history of Extension in Kansas; marketing and branding in higher education; cooperative purchasing in public sectors; promotional techniques; policies on marketing and sales of university products and services at Kansas State University; internal branding; and community-based social marketing. These topics contribute to the overall purpose of this study, which aimed to enhance the KSRE brand through CBSM strategies that emphasize internal branding and sharing Extension's story. The theoretical framework guiding this study was CBSM because of the limited available marketing budget, recommended use of self-proclaimed brand ambassadors, and the specialized campus and Extension community customer base.

### **History of Extension's Communication Services**

In its inception, land-grant institutions came from the Morrill Act of 1862 and concentrated mission efforts on rural audiences with agriculture, mechanical arts, and military tactics being the emphases (Carlson, 1970; Dunbar, 2005). Later in 1890, a second act was passed to offer the same learning opportunity to African-Americans through the addition of 1890 land-grant institutions (Comer, Campbell, & Edwards, 2006). Following the establishment of land-grant institutions, experiment stations were created across the nation by the Hatch Act of 1887, which further advanced the research initiative of what is referred to today as the tripartite mission. These experiment stations increased the level of available scientifically tested knowledge (Dunbar, 2005). While experiments were being conducted at experiment stations and knowledge was being produced at the state level, there was a need to relay the gathered information to the public. Through this need was born the Smith-Lever Act of 1914 that created the Cooperative



Extension Service with the main goal of improving the quality of rural life (Carlson, 1970) by disseminating useful and practical information (Dunbar, 2005). This initiative was carried out by providing hands-on learning through instruction and demonstrations in communities (West et al., 2009). With these specialized methods of teaching came a need for materials and ways to communicate to audiences. In 1928, the Capper-Ketcham Act was passed to provide salaries to Extension agents and for the “printing and distribution of information in connection with the same” mission (Teagarden et al., 1991, p. 85). The printing sector of communication services has not been popularly studied throughout its history. However, some of the earliest literature entails a survey regarding state Extension publication production and printing budgets within agricultural communications offices (Whiting, 1984).

What is commonly known today as Extension printing and publications was known as “publishing” in the beginning (Anderson-Wilk et al., 2013). By 1984, it was a common practice for state Extension offices to charge for certain printed publications. Nonetheless, there were still state-level anomalies of the time that either charged for all printed publications or made all publications available, free of charge (Whiting, 1984). The practice of publishing has vastly evolved over the years, largely in part to the changing demographics of society and the era of technology (West et al., 2009). Some state organizations found the purchasing of printing equipment to be daunting, yet rewarding as the initial investment could quickly be earned back and prove more efficient for clients; thus, warranting more “outside” work for the print shop and amplifying positive customer relations (Whiting, 1984).

Today's publishing services are now able to provide print publications (Anderson-Wilk et al., 2013), as well as graphic design needs, digital printing, bindery, mailing, and posters (Kansas State University, n.d.-d). Previous models of publishing systems consisted of the opportunity for regional collaborative arrangements to more wisely use resources and lessen duplication efforts during times of fiscal constrictions (Anderson-Wilk et al., 2013), though this is not the model for all state Extension groups (Kansas State University, n.d.-d).

### **History of Extension in Kansas**

The Extension service as many know it today, did not exist in Kansas until 1914 when the Smith-Lever Act was signed into law (Teagarden et al., 1991). Prior to this Act, off-campus, educational activities took place beginning in 1868. The first gathering of the Farmers' Institute was held in Wabaunsee, Kansas (KSRE, 1991). Although this movement was not officially deemed Extension work, it was funded and aided with the help of the Kansas State Agricultural College budget and faculty (Teagarden et al., 1991). The Kansas State Agricultural College was originally the Bluemont Central College until the Morrill Act of 1863, which set into motion the creation of land-grant institutions. At the present time and after several monumental name changes, the same institution is known as Kansas State University, located in Manhattan, Kansas (K-State Alumni Association, n.d.). During the 1870-90s, the time of the devoted Kansas State Agricultural College faculty was limited for the initiatives of the Institute; nevertheless, many communities saw benefits from the programs and were grateful for the collaboration (Teagarden et al., 1991). Throughout this timespan, Farmers' Institutes were frequently held all across Kansas (K-State Research and Extension, 1991).

Not long after the turn of the century, the Kansas Legislature recognized the work being done by the Farmers' Institute. The state responded to this effort by supporting Farmers' Institutes through an act that would provide county appropriations to the movement in 1903 (K-State Research and Extension, 1991). In 1905, John H. Miller was hired as the field secretary and organizer of the Farmers' Institute and the first employee. Following the single hire, in 1909 the first seven Extension specialists were hired through an authorization from the Kansas Board of Regents (Teagarden et al., 1991). Another addition added by the Board of Regents was adding a Department of Extension to the College in 1912 (K-State Research and Extension, 1991; Teagarden et al., 1991). The Department of College Extension included the Farmer's Institute and demonstrations that went along with it, Highway Engineering and Irrigation, Home Economics, and Correspondence Study (Teagarden et al., 1991). Through these hires and additions to the structure, Kansas-county citizens yearned for instruction and knowledge about scientific agriculture. This desire was appeased through, what many call today, an agent. Originating in southern and eastern states, organizations would financially support an agent to aid people in the county, while also representing the State Agricultural College and the U.S. Department of Agriculture (Teagarden et al., 1991). During the 1920s, Farmer's Institutes were succeeded by county Extension programs and county fair organizations. In the 1960s, specialists were allocated to off-campus research locations and county agent offices were created (K-State Research and Extension, 1991). At the current time, all 105 counties and its Kansas constituents are served by either county or district Extension offices (K-State Research and Extension, n.d.-a). Furthermore, the Extension network also boasts the main Kansas Agricultural Experiment Station, four regional Extension offices, five agricultural research centers, four satellite units,

four agronomy experiment fields, three horticultural centers, and four experimental fields (K-State Research and Extension, n.d.-b).

## **Marketing and Branding in Higher Education**

Research into the marketing and branding of higher, or further, education began around 1958 when product differentiation, market segmentation, promotion, and product positioning were assessed (Holland, 1958). Not long after that, Robinson and Long (1988) discussed the concept of marketing of higher education, how it should be carried out, and categorizing known literature on the subject. During the 1960s through the early 1980s, enrollment of students in higher education increased rapidly and, at the time, peaked in 1984 with a record high 12.46 million enrollees (Higher Education Act, 1985). The number of students attending colleges and universities has only grown since then. In the fall of 2017, some 20.4 million students were expected to attend institutions in the United States (NCES, 2017); however, according to National Student Clearinghouse Research Center (2017), universities have seen a shrinking enrollment for the sixth consecutive year. In addition, since the 1960s, the number of four and two year, public and private institutions has increased (NCES, 2018), which sets the stage for a competitive educational market (DeShields et al., 2005).

Higher education is made possible through governmental sources of direct appropriations, research grants and contracts, student tuition and fees, private sources, and institutional revenue and earnings (Higher Education Act, 1985). Funding for institutions has decreased, and the cost of teaching and learning tools has grown due to changing technology (DeShields et al., 2005; Stokes & Slatter, n.d.). Not only do funding structures set higher education up for potential

difficulties, the complexity of the relationships, stakeholders, and motivations do as well (Levacic & Glatter, 1997; Marcerro, n.d.).

In such an intricate situation, higher education systems have turned attention toward marketing and branding concepts to differentiate among competitors (Absher & Crawford, 1996; Emery, 1999; Fay & Zavattaro, 2016; Foskett, 2002; Gibbs, 2002; Judson et al., 2009; Waerass & Solbakk, 2009). When considering the concept of marketing higher education, institutions can be perceived as a producer of educational products and services that are exchanged (DeShields et al., 2005; Gibbs, 2002; Judson et al., 2009). This characteristic allows for marketing theoretical principles typically applied in service industries to be applied to a university or its service-focused umbrella brands (Krishnan & Hartline, 2001). Universities and colleges often wrestle with multiple brand manifestations, sometimes it is referred to as sub-brands (Zinkan, 2016) or umbrella brands (Krishnan & Hartline, 2001). It is not uncommon that within institutions there are separate units, each requiring individual needs, messages, and audiences. Although sometimes difficult to differentiate, sub-brands should be recognized as opportunities for marketing win-win situations (Zinkan, 2016). Furthermore, Fay and Zavattaro suggested (2016) university administrators be aware of this growing movement of differentiation because if it continues as predicted, administrators will more than likely be seeing policies surrounding marketing and branding.

In marketing, the four Ps focus on product, price, place, and promotion, which have made up the marketing mix and marketing plans in the U.S. since the 1960s (English, 2000). Though the opinion is not fully dissenting, Gibbs (2002) urges that the marketing of higher education be

more than the “four Ps” (p. 331); instead, it is encouraged to shift focus on the value-added educational experiences through relationship marketing (Emery, 1999). Thinking beyond the four Ps, relationship marketing places emphasis on understanding prospective students’ needs or wants, or lack thereof, and existing barriers (Foskett, 2002) rather than direct selling (Emery, 1999). The issue of ‘selling’ higher education is said to be mitigated through strategic and well-developed communication to objectively established audiences (Foskett, 2002) that attracts and maintains a desired student fit for retention (Absher & Crawford, 1996; Emery, 1999). Retention of students, or customers, should begin at the point of initial contact up to the point of graduation for the sake of efficiency related to retaining existing customers versus attracting new ones (DeShields et al., 2005). The definition of student satisfaction can elicit a multitude of different aspects for different studies and situations, such as the student-university match, expectations between a university and a student (Emery, 1999) or social adjustment of students (DeShields et al., 2005). Regardless of the combination of characteristics within the definition, the overall concept of student satisfaction through customer-oriented relationship marketing has a large factor influencing retention and completion rates (Absher & Crawford, 1996; DeShields et al., 2005; Emery, 1999), rather than the previously assumed predictor, intellectual capability (DeShields et al., 2005). Therefore, strategic marketing of a strong brand is pivotal to the success of institutions in a competitive environment. A strong, well-established institutional brand renders an image or portrayal of a university and its value and promise (Judson et al., 2009).

In service industries, which higher education has been compared to (DeShields et al., 2005; Gibbs, 2002; Judson et al., 2009), employees play a fundamental role in delivering and fulfilling the alluded to promise within a brand (Schultz, 2002). Within the means of higher education,

faculty, staff, and employees serve as the highest source for inciting this brand experience (Judson et al., 2009). Because of this, internal branding measures should be made evident to all areas of internal stakeholders, so employees may align with the brand and in turn, spur and carry out the brand promise with customers (Shultz, 2002). When internal audiences are able to relay the brand essence, only then will the brand be known to external audiences (Judson et al., 2009), which then sets the stage for the marketing of universities and university brand extensions.

In some instances, younger institutions may have difficulties establishing values and core messages, which can be attributed to differing opinions within the whole organization. Without known brand attributes, organizations may be leaving other stakeholders to share the brand story (Judson et al., 2009). Previously studied situations like this have shown “the diverging conceptions about central values and the university’s essential characteristics make a single definition of identity difficult to achieve,” (p. 458) giving the university a varying definition to each individual and unit (Waeraas & Solbakk, 2009). For some researchers and practitioners, the idea of plural identities has been noted as a concept worth pursuing (Lowrie, 2007), though these go against traditional branding strategies (Judson et al., 2009). This concept can be understood as umbrella branding, where qualities and characteristics from the parent brand are transferred to other extensions and associations (Wernerfelt, 1988). Using umbrella brands with other extension brands can enhance effectiveness of marketing and increase demand for extension brands (Erdem, 1998).

## **Cooperative Purchasing in Public Sectors**

Along with many policies regarding the marketing and selling of university services, like UP and BMC (KSU policies, 2016), there is also a complex, and previously reported as muddled, dynamic that can occur between both parties in a cooperative purchasing agreement (McCue & Prier, 2008; Wang & Bunn, 2004). Some scholars argue the relationship between public, or more easily known as governmental, purchasing organizations and sellers in a procurement contract is nothing more than a specialized area of marketing; many textbooks do not even recognize the complexities government buying entails (Wang & Bunn, 2004). In many universities, these relationships are commonly referred to as procurement contracts or approved vendors that underlying university entities may purchase “supplies, materials, equipment, goods, property, printing, services, and leases of real property” from (KSU General Purchasing Policy, n.d., para. 010). Overwhelmingly, much of the literature related to public procurement in business-to-business marketing can be explained by similar practices that occur in other sectors (Dobler & Burt, 1996; Kolchin, 1990; Muller, 1991; Schill, 1980; Sheth, Williams, & Hill, 1983). Typically, cooperative purchasing arrangements are enacted for efficiency and economic reasons (McCue & Prier, 2008). Sheth et al. (1983) disputes this notion within the public sector by saying, “these generic similarities [of public and private sector procurement contracts] exist at the conceptual or process level. They do not, however, extend to the operating level” (p. 9). McCue and Prier (2008) echo this mindset by recognizing the lack of conceptual coherence within cooperative purchasing literature and its implications. The requirements and objectives of buyers in public procurement agreements often differ from those of business-to-business buying (Wang & Bunn, 2004), due to the balancing act of satisfying many stakeholders (McCue & Prier, 2008). For successful interactions on both ends, Wang and Bunn (2004) note that if those in the



purchasing role understand the bigger-picture importance of the purchase, the purchaser will be more committed and responsive to the objectives, exchange process, outcomes, and seller's relational requests. Communication flow between purchasers and sellers in recurrent, or long-term, cooperative purchasing contracts is often minimal, even though it is generally understood by both parties that there should be mutual cooperation (Wang & Bunn, 2004).

At Kansas State University, there are procurement contracts and preferred vendors that “support and facilitate the instructional research and public service mission of the university by applying the best business practices” (KSU General Purchasing Policy, n.d., para. 010). These contracts are put into place to ensure “all procurement opportunities where mutual benefit can be obtained are achieved” (para. 010) and purchases are made “from university departments whenever feasible” (para. 020). Within the purchasing contract items, it is said to potentially become “the responsibility of the individual authorizing the purchase” (para. 050), if the pursuit of excellence and the best interests of Kansas State University are not met (Kansas State University, 2016).

### **Promotional Techniques**

Today, there are many different promotional techniques, avenues, and strategies available for organizations and businesses to implement. Relationship management is widely used among service organizations as its objective is a two-way symmetrical channel of communication to continuously grow and enhance relationships with customers. Originally, relationship management stems from a public relations agenda with distinct differences from its counterparts (Ledingham & Bruning, 2000). The nurturing of relationships with stakeholders has become a necessity in today's business climate and to fulfill an organization's mission (Baldwin, Perry, &

Moffitt, 2004). Maintaining these relationships can encompass aspects from disciplines of mass media, interpersonal communication, interorganizational behavior, social psychology, and marketing and management. The relationship management process includes analysis, strategic planning, implementation, and evaluation (Ledingham & Bruning, 2000). Relationship marketing and management principles bleed over into many other disciplines, such as cooperative purchasing (Crosby, Evans, & Cowles, 1990). Within cooperative purchasing relationships, cooperative norms can offset possibly undesirable exchange processes and behaviors (Wang & Bunn, 2004).

Taking a step back, before there is a relationship to manage with a customer, businesses must decide how to market products or services to potential customers. Word-of-mouth (WOM) marketing is common among businesses and organizations that provide a retail experience, a service, or a highly-visible good (Libai et al., 2010). WOM is defined as an informal, social method of interpersonal communication between an influencer and a receiver (Arndt, 1967). Simply put by Silverman (2001), word-of-mouth marketing is the art of “getting people to talk often, favorably, to the right people in the right way about your product” (p. 6). This communication is “assumed, by the receiver, to be independent of corporate influence” (Buttle, 1998, p. 243). Previous WOM research examines industries like hospitality and services (Libai et al., 2010), and most studies observe the phenomena from a customer-to-customer (C2C) perspective, even though WOM marketing can often occur from other effects, such as employees or other symbiotic organizations (Buttle, 1998). Oftentimes, a person considered to be an opinion leader or an influencer is chosen to promote the growth of a service or product within their network using person-to-person communication (Goldenberg, Lehmann, Shidlovski, & Barak,

2009). The success of a WOM effort is attributed to the influencer's social network size and the influencer's ability to persuade and convey necessary information (Goldenberg et al., 2006). Information can be formed into different structures depending on the desired outcome of the communication (Woodside et al., 2008); an increasingly recognized tool to build this powerful relationship is the power of storytelling (Gilliam & Flaherty, 2015). Different chronological events make up a story (Ryan, 1985), and stories often use facts and emotions to connect with the intended audience (Fog, Budtz, Munch, & Blanchette, 2010). Storytelling in Extension dates back to as early as the 1930s when community members were gathered in small groups to discuss public issues (Shaffer, 2017). These gatherings served as an invaluable way to gather critical accounts solidifying the "public value, meaning, and significance" of Extension work (Peters & Franz, 2012, p.1).

Though the core concepts of WOM marketing are tied to personal interactions, researchers were citing the transmission of personal referrals and experiences online as early as 1998 (Buttle, 1998). Now, with the help of the Internet, WOM opinions have the power to make or break brands and organizations at the push of a button (Hatch & Schultz, 2001).

In the 21st century, web-based reviews, messages, and communications are anything but ordinary. Businesses and organizations have a multitude of platforms available to make a presence in the online world. According to Mangold and Faulds (2009), examples of social-media marketing can be using social networking sites, such as Facebook, Twitter, Instagram; "creative work sharing sites," such as YouTube and Flickr (p. 358); user-sponsored blogs; and company-sponsored websites, blogs, and help sites. Social-media sites are said to be beneficial

for businesses and organizations of all sizes, whether these are small, multidimensional, non-profit, or governmental (Kaplan & Haenlein, 2010). For many scenarios, social media can serve as a tool for brands to share information with stakeholders, or customers, that the receiver would not normally have access to (White, Meyers, Doerfert, & Irlbeck, 2014). Just as relationship marketing provides personalized two-way communication (Arndt, 1967), social-media marketing permits the same unique communication online, virtually free, and with a higher level of efficiency than traditional communication methods (Kaplan & Haenlein, 2010). Along with online business-to-customer communication, social media allows for C2C communication, which can “limit the amount of control companies have over the content and dissemination of information” (Mangold & Faulds, 2009, p. 359). The ability to easily access social media and provide desired content to end-users for potential engagement commissions social-media marketing as an essential piece to navigating today’s client relationships (Gharis, Bardon, Evans, Hubbard, & Taylor, 2014). Pew Research (2018) recommends any and every business or organization should make social-media marketing a paramount objective, as recent research shows nearly two-thirds (68%) of all U.S. adults are daily Facebook users and the median American uses at least three different social-media platforms. To remain relevant and efficient, Extension could benefit from the integration of social media (Gharis et al., 2014).

Another form of digital marketing is email marketing, which has the power to be even more effective in producing returns on investment than social-media marketing (Dodson, 2016). Email marketing allows businesses to have personalized, economically-feasible communication that leads to an actionable outcome (Groves, 2009). Another benefit of email marketing is being able to increase the value of the list over time (Groves, 2009). Groves (2009) describes ways to add depth and understanding of recipients that can lead to a closer business-to-customer relationship,

as well as adapting business decisions based on responses. Personalization and informativeness of messages are complementary to email marketing messages. Solely informative messages can limit the success of email marketing, but by including content that is deemed important by the recipient, deliberation and outcome of the email improves (Sahni, Wheeler, & Chintagunta, 2018). In addition to being informative and personalized, listening to customers through email marketing is essential in fostering a relationship. When listening occurs and businesses show changes based on customer feedback, “customers will see you as someone they have a relationship with—someone who cares about their needs, appreciates their hardships, and wants to know what they think” (Groves, 2009, ch. 6 para. 10).

## **Policies on Marketing and Sales of University Products and Services at Kansas State University**

For the promotion of products and services, there are many options as previously discussed, such as social-media marketing, word-of-mouth marketing, and relationship marketing. However, for many employees in communication services, there is still a relatively gray area as to what can and cannot be done for self-promotion in a university setting (Zagonel et al., in press). As stated in Kansas State University’s Policies (2016), the sale of products or services by the institution, or its related entities, such as UP or BMC, is appropriate only if the “sale is an integral part of or reasonably related to an activity, which is essential to the fulfillment of the institution’s instructional, research, or public service missions” (para. 010). The policy is divided further into different criteria to establish supplementary, clarifying guidelines toward students, faculty, staff, university guests, and the external community. According to the policy, a university guest is

defined as a person entering the campus community for an institution mission of education, research, or public service activity and not with the intent of solely purchasing goods. Purchases by university guests should only be related to the guest's purpose or needs while on campus.

The institution may provide a product or service to students, faculty, staff, or university guests if: it is "reasonable, educationally related, or convenience needs" (para. 020); it is not commonly available to the general public; it maintains "the quality of the educational, living, or work environment" (para. 020); it is an appropriate sale of a product or service, which shall be measured in terms of convenience, quality, or quantity of service, known as availability or non-availability of the good in the community during the time of the sale; and it is advertised only in media that can be strategically targeted to the campus community or other methods which are limited to the campus.

Sales of products or services may be provided to the external community if: the good is appropriate for the sale; the sale of the good adheres to the appropriate policy on pricing; and the advertising of the good should be "reasonably related in content and cost to the product or service being sold" (para. 030). Appropriate sales are defined as being either: directly associated to the institution's mission; an enhancement to the academic, cultural, recreational, or artistic environment of the campus community; a "by-product of the institution's instruction, research, or public service activities" (para. 030); an agricultural or mineral good generated from research activities; a food service offered to the campus community; clothing, gifts, souvenirs related to the institution or a conference; or if the good is unavailable anywhere else in the community and justifiably related to the institution's mission. These policies must be abided by to fulfill an

appropriate sale to the community unless the product or service has specific state or federal authority to do so or a grant or contract with a governmental entity to do so.

Pricing on products or services sold by an institution should “generally reflect the direct and indirect costs of the [good] and should minimally reflect price in the private marketplace,” (para. 030) unless the sale of the good is a key component to satisfying the institution’s mission. Then the good may be priced at “less than full cost recovery upon approval by the institutional chief executive officer or the chief executive officer’s designee” (para. 030).

### **Internal Branding**

Employees of an organization play a crucial role in a brand’s perception among the public, or external audiences, as these internal members are the face and feel of a brand (de Chernatony, 2001; Kornberger, 2010; Settle et al., 2016; Tybout & Calkins, 2005). The focus on internal audiences began in 1977 when Kennedy conveyed the idea that only “factually-based” (p. 29) images, or reputations, of corporate companies would stand the test of time. This radical assertion gave prominence to employees and the fundamental values of the organizations rather than the typical advertising and public relations activities (Kennedy, 1977). ‘The people of a brand’ gradually became a norm in organizational branding, identity, and image considerations (Stuart, 2002).

In order to understand internal branding in an organization, it is necessary to first immerse the mind to branding of an organization in general. Many difficulties arise in this realm as researchers and organizations alike have posed the question of, ‘What exactly is the definition of

branding and internal branding?’ (Aurand et al., 2005; Boone, 2000; King & Grace, 2008; Lury, 2017; Punjaisri & Wilson, 2011). Branding, in general, is defined by Einwiller and Will (2002) as “a systematically planned and implemented process of creating and maintaining favorable images and consequently a favorable reputation of the company as a whole by sending signals to all stakeholders by managing behavior, communication, and symbolism” (p. 101). Furthermore, Lury (2017) suggests branding encompasses a long-term purpose and philosophy to form a master plan that guides marketing endeavors and sales direction; it exhibits the organization’s beliefs and transforms people into customers.

On a micro level, Punjaisri and Wilson (2011) describe internal branding as the actions carried out by an organization to ensure employees are fulfilling the brand promise and emulating brand values to customers through interactions. Increasingly, organizations are placing an importance on branding in the marketplace with an emphasis on both external and, most notably, internal audiences (Powell & Dodd, 2007). Because brand messages, identity, and values are often portrayed through personnel of an organization, the employee’s perceptions and actions should represent an accurate reflection of the organization’s mission and messages (de Chernatony, 2001; Powell & Dodd, 2007). If employees are not able to prevail with this charge, the organization should improve the brand concept among internal audiences (de Chernatony, 2001; Kornberger, 2010; Settle et al., 2016; Tybout & Calkins, 2005). The misalignment that occurs between employees and a brand is often when leadership directs an organization toward a strategic vision or course that employees do not understand, support, or find inspiration in (Hatch & Schultz, 2001). Frequently, these internal audiences are overlooked because of the focus on external stakeholders (Stuart, 2002).



With evolving audiences (Kellogg, 1999) and changing technology (DeShields et al., 2005) come different public needs from land-grant institutions and the tripartite mission (Kellogg, 1999). Although state Extension programs have been around since the 1914 Smith-Lever Act (Carlson, 1970), branding in Extension is a generally recent topic that began in 1998 (Maddy & Kealy, 1998). Maddy and Kealy discuss incorporating a corporate communications model and supporting strategies to the Extension program, with one of those supporting strategies being branding (1998). Before this time, branding and internal branding were not explicitly mentioned in the literature. However, more topics related to both branding and internal branding have been researched, discussed, and put into practice, such as leadership, engagement, and training of employees (Buchanan, 1986; Ray, 2015; Sneed et al., 2016), Extension audience analysis (Irani et al., 2006; King & Boehlje, 2000), Extension's perception among the public (Abrams et al., 2010; King & Boehlje, 2000; Settle et al., 2012; Verma & Burns, 1995; Warner & Christenson, 1983), and internal brand identity and perception (Blair & King, 2010; Boldt, 1988; Settle et al., 2014; Settle et al., 2016; Telg et al., 2007). Recently, researchers explored the perceptions of employees in a communication services unit to understand each individual's investment in the Extension brand. In this case, a majority of the employees were not invested in the brand and lacked an overall understanding of the brand (Zagonel et al., in press).

### **Community-Based Social Marketing**

Community-based social marketing (CBSM) is comprised of psychology principles and applied research methods to provoke a desired behavior change across a diversity of scenarios (Tabanico & Shultz, 2007). CBSM stems from social marketing, which has been a powerful tool for

improving the welfare of people, groups, and communities (Skelly, 2005). In social marketing, commercial marketing techniques and strategies, “analyzing, planning, [executing], and [evaluating],” (Andreasen, 1995, p. 7) are employed, similar to the principles of CBSM. While CBSM is typically associated with environmental and sustainability causes (McKenzie-Mohr, 2000; McKenzie-Mohr, 2011) and social marketing with non-profits (Singaiah & Laskar, 2015), the concepts could be applied to a variety of settings to produce a desired outcome from audiences (Tabanico & Shultz, 2007). When communicating with audiences, an increase in knowledge among intended audiences does not equal a behavior change (McKenzie-Mohr, 2011). Therefore, when looking to ignite change among a selected audience segment, CBSM can serve as an effective tool, rather than an “information-intensive campaign” (McKenzie-Mohr, 2000, p. 544; McKenzie-Mohr, 2011). To promote a behavior change, mass-media messages will no longer be sufficient due to impersonal messaging and the highly underestimated difficulty of change (McKenzie-Mohr, 2000).

CBSM is different from its counterparts because of its deliberate selection of behavior to be promoted; how it seeks to identify barriers and benefits associated with the behavior change; its calculated strategy with tools to promote and discourage said barriers and benefits with a small, or test, community; and its critical evaluation of efforts on a broad scale (McKenzie-Mohr, 2011). To begin a CBSM program, it is essential to select a behavior where the potential influence of the behavior change is known and is specific to the overall goal (McKenzie-Mohr, 2000). The behavior change must be a “non-divisible” behavior, meaning it is the final action taken for a behavior change (McKenzie-Mohr, 2011, p. 43). For example, an overall CBSM goal would be to increase use of UP and BMC among potential clients, but the explicit, end-state behavior could be to first increase familiarity and knowledge of services among current and

potential customers. When selecting the behavior, it is important to do preliminary research into the situation and keep in mind barriers that would need to be diminished and benefits to encourage the adoption (McKenzie-Mohr, 2000). An impeding barrier to the previous scenario could be unknown information about the UP ordering process, and a benefit could be the decreased cost of the purchased product. However, current research has not been conducted to determine community-identified barriers and benefits. McKenzie-Mohr indicated this is often a forgotten step in the CBSM process (2000). The discouraging of a less desirable behavior should be just as prevalent as the encouragement of the selected behavior, which is considered a key component to some of the first steps of CBSM (McKenzie-Mohr, 2011).

For marketers, there are a variety of ways to go about uncovering barriers and benefits to the adoption of the behavior change. This can be done through literature reviews, observational studies, focus groups, and survey research (McKenzie-Mohr, 2000; McKenzie-Mohr, 2011). Though surveys and focus groups could be pricey to carry out, other alternatives include analyses of customer feedback or examining existing technical reports (Tabanico & Schultz, 2007). Barriers acknowledged in these methods can be internal to the individual or external. Individuals can have multiple barriers for one behavior, and it is quite possible to have different perceived barriers for different individuals (McKenzie-Mohr, 2011). When specific, end-state behaviors are selected, only then can the “behavior specific” barriers be identified (McKenzie-Mohr, 2000, p. 547). Thus, what is keeping a client from first thinking of UP and/or BMC is more than likely vastly different from the barrier keeping the client from recommending UP and/or BMC to other potential clients. McKenzie-Mohr (2000) notes the use of statistical techniques as being a significant contributor to revealing barriers and, in turn, developing comprehensive CBSM strategies. It is also noted that social psychological research shows CBSM

program planners may be inclined to wrongly believe existing barriers are already known, so it is imperative to establish known barriers through sound research methods (McKenzie-Mohr, 2000).

The next step in CBSM is to design strategies to remove barriers and enhance the benefits (McKenzie-Mohr, 2011). By gathering exploratory information, marketers can then thoughtfully calculate and prioritize which barriers can be overcome (McKenzie-Mohr, 2000; Tabanico & Schultz, 2007). Barriers can be overcome through a variety of different ways, but social science research indicates audiences are most likely to follow through with a behavior change when there is personal contact and a direct appeal (McKenzie-Mohr, 2000). Some of the CBSM tools include a human aspect, such as commitment, social norms, social diffusion, and communication, in which the recommendation (Zagonel et al., in press) for self-proclaimed brand ambassadors could be used. Previously successful strategies enlist the use of tools such as gaining a commitment, changing a social norm, social diffusion, prompts, incentives, communication, and convenience (McKenzie-Mohr, 2011; Tabanico & Schultz, 2007). All of the strategies should include effective and strategically persuasive messages (McKenzie-Mohr, 2011), similar to the backbone of social marketing (Singaiah & Laskar, 2015). Communication to the audience must deliver the right message and most importantly, at the right time (Singaiah & Laskar, 2015). Consequently, it is not viable to only promote positive attitudes and awareness of issues, brands, or programs; there must be detailed changes to induce action in the audience (Tabanico & Schultz, 2007).

Once the strategies and messages have been decided the CBSM program should be pilot tested in a smaller section of the community before implementing it to the overall community (McKenzie-Mohr, 2000; McKenzie-Mohr, 2011). Pilot testing is beneficial because it allows for results, or adoption, to reach a certain level before enactment on a larger scale. In this situation as well,

statistical evidence is helpful in providing confirmation of a “cost-effective and definitive pilot” (McKenzie-Mohr, 2000, p. 549). Evaluation should include gathering data at several points during the program. Moreover, if possible, broad-scale implementation should include a control group to help with data analyses (Tabanico & Schultz, 2007).

The final step of CBSM is to apply the strategies to a broad scale audience community. In addition, this step includes continuous evaluation of the program (McKenzie-Mohr, 2011). CBSM emphasizes the importance of direct measurement of the behavior in the evaluation process rather than self-reporting measurements (McKenzie-Mohr, 2000). Information gathered in the evaluation process can be used to adapt strategies and provide statistical proof of behavior changes (McKenzie-Mohr, 2011). Using CBSM can provide marketers with empirical data in most stages of the program, save funds through pilot tests and continuous monitoring, and produce actual behavior change rather than perceived change of attitudes or beliefs (Tabanico & Schultz, 2007).

### **Summary**

The purpose of this study was to enhance the KSRE brand through CBSM strategies that emphasize internal branding and sharing Extension’s story. This purpose was achieved through the research objectives, hypothesis, and research question, which identify needs, barriers, and perceptions of two Extension communication services units from potential and current customers within the Kansas State University system. As an effect, this study provided strategic recommendations for services and clients. This study was guided by the theoretical framework of CBSM because of the limited available marketing budget, recommended use of self-proclaimed brand ambassadors, and the specialized campus and Extension community customer base.

This chapter began with the history of Extension's communication services and Extension's communications gap that duplicating and distributing units filled for Extension specialists and agents (Teagarden et al., 1991). Following the historical overview of nationwide Extension communication services, the chapter discussed the history of communication services, specifically focusing on duplicating and distribution units at Kansas State University's state Extension service, KSRE. Previous research conducted with these audiences identified a confusion among many employees on the marketing of the units' products and services (Zagonel et al., in press), which leads into the following topic of marketing and branding in higher education settings. Next, the specific policies on marketing and sales of university products and services at Kansas State University were discussed. Next, the intricate and complex relationship between cooperative purchasing agreements in the public sectors was discussed (McCue & Prier, 2008; Wang & Bunn, 2004). In this study, both Extension communication services units previously referenced were considered sellers and customers were considered the purchasers (Wang & Bunn, 2004). Purchasing policies and preferred vendors specific to Kansas State University entities were described to provide detailed context to the bigger picture of cooperative purchasing in general.

Furthermore, this chapter provided literature related to promotional techniques for businesses and organizations, such as relationship management, word-of-mouth marketing, storytelling, social-media marketing, email marketing, and internal branding; all of which were relevant to the present study as the topics were cited as potential marketing avenues from UP and BMC employees in the Zagonel et al. study (in press). Moreover, this study suggested a grassroots-focused effort, such as CBSM, to market services and products and elicit a behavior change in

the specialized campus and Extension community (Zagonel et al., in press). Literature associated to CBSM was discussed and related to the current UP and BMC environment in the following section. Because the first step in the CBSM process is identifying a “non-divisible” (McKenzie-Mohr, 2011, p. 43) behavior, this study identified the behavior, while simultaneously gathering barriers and needs of current and potential UP and BMC customers to enhance the KSRE brand.

## Chapter 3 - Methodology

This chapter outlined the design of the study, sampling method, assumptions, limitations, panel of experts who reviewed the instrument, instrumentation, procedures, reliability, and data analysis. Upon the review of relevant literature and available research, a quantitative survey methods approach was selected to gather data that identified needs, barriers, and perceptions of two Extension communication services units from potential and current customers at Kansas State University, which contributed to the purpose of this study. With all of these aspects in mind, the following research objectives, hypothesis, and research question were developed:

- **RO1:** Determine existing needs of current and potential customers' use of UP and BMC services.
- **RO2:** Determine existing barriers to current and potential customers' use of UP and BMC.
- **RO3:** Determine characteristics of experiences that influence current and potential customers' use of UP and BMC.
- **RO4:** Determine the connection of customers' perceptions of the role of UP and BMC in telling Extension's story.

Based on findings in previous research, the following hypothesis was developed:

- **H1:** Those who feel restricted in purchasing options will have a less favorable perception of UP and BMC than other current and potential customers.

To gather exploratory data, the following research question was developed:

- **RQ1:** What are the differences between Manhattan-based and off-campus Extension employees' perceptions of UP and BMC services?



## **Design of the Study**

For this study, an Internet survey approach was used to gather data and determine existing needs, barriers, and perceptions of current and potential UP and BMC customers. The researcher used this method to collect a substantial amount of data that yields predetermined responses and open-ended answers. Furthermore, this method provided a close estimate of a behavior or attitude distribution within a population; thus, an efficient method for learning from a large, geographically distributed population (Dillman, Smyth, & Christian, 2009).

Suggestions made by Dillman, Smyth, and Christian (2014) were followed in the creation and implementation of this survey. The survey instrument was developed in Qualtrics survey software, version March 2019, Qualtrics, Provo, Utah, USA. It was designed to be accessible on both computer and mobile devices since respondents have become increasingly receptive to online surveys (Dillman et al., 2014). Since the order of questions plays a substantial role in responses, the survey was created in a logical order with groups of related questions (Dillman et al., 2014). During the creation of the scale for a majority of the questions, the neutral, or referred to by Dillman et al. (2009) as “no opinion” (p. 147), option was left in the middle due to survey design restrictions. Tourangeau, Couper, and Conrad (2004) found that when moving the neutral option to the end of the scale, the change shifted respondents’ perception of the visual midpoint, which changed the overall responses. Furthermore, since the survey design did not permit for extra space between the four loaded options and the neutral option, it was placed in the midpoint of the scale. To reduce respondents’ perception of conceptual difference between the scale point

descriptors, the following choices were selected: not familiar, slightly familiar, mostly familiar, and extremely familiar (Dillman et al., 2009).

## **Sampling**

Surveys were distributed through KSRE's Listservs to ensure all audiences of research faculty, teaching faculty, Extension faculty (state specialist at Manhattan campus), Extension faculty (state specialist at other campus), Extension regional specialist (Manhattan campus), Extension regional specialist (other campus), district or county Extension agent, district- or county-based Extension staff, Manhattan campus-based Extension staff, department-affiliated staff, and interns or student employees have their opinions captured. These audience groups were selected as UP and BMC serves a specifically-defined community of KSRE's personnel. To increase survey responses and ensure all audience members were reached, the survey was pertinent to each participant and associated with Kansas State University and KSRE (Dillman et al., 2014). This study used census sampling to get the most accurate representation of the population and reach as many of the target audience members as possible (Dillman et al., 2009). At the time of the study, many of the demographics of the population were unknown. However, it was known within the population there were 235 district- or county-wide Extension agents and 150 faculty and unclassified personnel. Previous research with Kansas district- or county-based Extension agents noted the population as having "all discipline areas and diverse years of experience working for [KSRE] (Ray, Baker, & Settle, 2015, p. 65). Furthermore, it was known that all members of the target audience have access to the Internet and their university email address at their office.

The research objectives, hypothesis, and research question were tested through the dependent variables of: experiences and role in story. Independent variables tested in the regression models were: cooperative purchasing, perception, UP and BMC familiarity, UP and BMC importance, UP and BMC frequency, gender, age, primary affiliation, and social technographics. See Table 3.1 for a list of all dependent and independent variables.

Table 3.1

*Dependent variables and independent variables*

Dependent variables	Independent variables
Experiences (Q14, Q16, Q19)	Cooperative purchasing (Q15_8, Q17_8)
Role in story (Q23)	Perception (Q15_1-7, Q17_1-7)
	UP and BMC familiarity (Q3.1, Q3.2, Q7, Q10)
	UP and BMC importance (Q5, Q6, Q13.1-9, Q23)
	UP and BMC frequency (Q8, Q11)
	Gender, age, primary affiliation (Q33, Q32, Q2)
	Social technographics (Q26-29)

### **Assumptions**

Overall assumptions of this study were that respondents in the population answered survey questions honestly and to the best of their ability. As prescribed by Best, Krueger, Hubbard, and Smith (2001), it was assumed that the sample is representative of the population. A predominant assumption of this study was that every potential customer is not already using UP and BMC

services, and those bound by the cooperative purchasing agreement are using UP and BMC for professional services.

## **Limitations**

Potential limitations were that this study aimed to gather a census of every member of the target population, and for the sake of time, money, and efficiency, surveys were not printed and mailed to the target population; only one method of data collection, Internet surveys, was used. Survey research may lack detail and depth of participant responses, as well as a lack of ability to ensure accurate responses (Dillman et al., 2009). In addition, Internet surveys that provide an easily accessible and available population present the issue of surveys being “ignored or avoided” by the target population (Dillman et al., 2014, p. 10). According to Dillman et al. (2014), Internet surveys can be ignored for a myriad of reasons, some of which are fear of spamming, shifting use of devices (e.g. desktop computers to smartphones), and evolving electronic communication.

Another limiting factor specific to this study is that research-focused respondents may not realize their research data they provide to the KSRE publishing unit, through their Extension appointment, is eventually printed for publications at UP. These respondents may not see the full process or outcome of their research work. They may consider themselves as working with the KSRE publishing unit, rather than working with UP and BMC. Furthermore, a limitation of this study was the response rate and the inability to understand how much of each audience group was represented in the sample.

## **Panel of Experts**

Before the survey was sent, it was reviewed by a panel of experts for face and content validity. All experts were from Kansas State University. The panel of experts included: one professor in agricultural communications and journalism with past Extension specialist experience in Iowa and also the current Communications and Agricultural Education Department Head, which houses KSRE's communication services; one associate professor in agricultural communications with a 30% research appointment and a focus on Extension branding; one associate professor in horticulture and natural resources with a 75% Extension appointment; and the current Associate Director for Extension in Kansas.

## **Instrument**

The survey instrument used to obtain data that fulfills the objectives and hypothesis of this study can be found in its entirety in Appendix A. The first page of the survey was used to achieve consent from the potential participant. Page one provided the study title, information on the study, the survey length, risks or anticipated benefits to participating in the survey, and contact information for investigators and the IRB chair contact. If the participant did not agree to participate, they were directed to the end of survey message. Only those participants that agreed to participate in the survey were directed to page two, which was the beginning of the survey questions. Those who did not agree to participate were dismissed with a thank you message.

The second page of the survey was a demographic question that asked in what way the participant was affiliated with either KSRE and/or a college at Kansas State University. Participants were asked to select all options they considered themselves to best describe

respondents affiliation(s) to KSRE. The options were research faculty, teaching faculty, Extension faculty (state specialist at Manhattan campus), Extension faculty (state specialist at other campus), Extension regional specialist (Manhattan campus), Extension regional specialist (other campus), district or county Extension agent, district- or county-based Extension staff, Manhattan campus-based Extension staff, department-affiliated staff, and interns or student employees. Since many participants could have varying appointments, once answers from the previous list were selected, participants were asked to provide the percentage of affiliation for each selection. For example, a faculty member could have a split appointment of research faculty 30% and teaching faculty 70%.

Page three of the survey included two questions related to the participant's familiarity with the two service centers and two questions related to the participant's perception of the service centers' importance. The first question of the page asked participants to provide how familiar they were with each service center. The second question asked if they had ever used services from either service center. The third question asked participants to select how important they felt UP was, and the fourth question asked participants to select the importance of BMC.

Within page four there were two questions. The first provided a brief description of University Printing. This description encompassed a short list of services provided by University Printing and the service center's locations. Following the description, participants were asked to select how familiar they were with the service center. The second question asked participants about their frequency of use for University Printing. Participants were asked to select how often they used UP for business and/or professional use and personal and/or convenience use. The answer

options included never, once a year, several times a year, once a month, and multiple times each month. After page four, a text box was provided if the participant had anything else they wanted to say about UP.

On page six, participants were provided a brief description of the K-State Research and Extension Bookstore and Mail Center. This description encompassed a short list of services and the service center's location. Following the description, participants were asked to select how familiar they were with the service center. In the second question, participants were asked to select how often they used the K-State Research and Extension Bookstore and Mail Center for business and/or professional use and personal and/or convenience use. The selection options were never, once a year, several times a year, once a month, and multiple times each month. The next page provided participants with a text box if they had anything else to say regarding the K-State Research and Extension Bookstore and Mail Center.

Page eight asked participants about the importance of individual services provided by UP and BMC, as well as characteristics of experiences and barriers that influence participants to use the service centers. The first question listed popular services provided by UP and BMC and asked participants to select how important each service was to them. The selection options were not at all important, slightly important, neutral, mostly important and extremely important. The next question provided characteristics of using the service center and asked participants to select how much each characteristic influenced their decision to use UP's services. The characteristics included the ease and convenience of the ordering process, the willingness of employees to help, the ease and convenience of the pick-up or delivery process, a quick turnaround time, the ability

to mail out a project, the quality of the final product, there is no other option to fulfill project needs, and an other option, where participants can type in responses. The selection options are not at all, a little, neutral, a lot, and a great deal. The next question provided potential barriers to use of UP's services and asked participants to select how much each barrier influenced their decision to use UP's services. The barriers included unfavorable past experiences, unaware of services offered, peers do not use their services, other preferential business, unaware of ordering process, services do not fit my needs, inconvenient for my location, and required to use their services. The selection options included not at all, a little, neutral, a lot, and a great deal.

On page nine, participants were asked the same questions regarding characteristics of using the service center and asked participants to select how much each characteristic influenced their decision to use BMC's services. Characteristics, barriers, and selection options for both questions were the same. The only difference was the service center in question.

Within page 10, participants were asked to select how often they used each service provided by either UP or BMC. Popular services listed were printing, copying, binding, large format printing (posters and banners), graphic design, ordering publications, buying promotional items and supplies, metering mail, and mail list processing and/or addressing. Selection options were never, once a year, several times a year, once a month, and multiple times a month. The second question asked participants to select how much each characteristic influenced their thoughts of UP and BMC. Characteristics included quality of product, quick turnaround time, variety of services, ease of ordering, ease of delivery or pick-up, price of services, if peers are using the



services, and preferred vendor contracts. Selection options included none at all, a little, neutral, a lot, and a great deal.

Page 11 asked questions regarding marketing preferences and provided participants with a list of channels to hear about current and additional services from both UP and BMC. Participants were asked to select how much they would prefer each channel of communication. Channel options were through social media (Facebook, Twitter, Instagram, etc.), K-State Today, K-State Research and Extension Tuesday Letter, through an email, through a newsletter, and through an in-person contact. The second question on the page provided a text box for any further thoughts on either UP and/or BMC.

On page 12 there were two questions related to storytelling. The first question provided participants with a definition of storytelling. The definition was: a method of capturing public value, meaning, and significance of work, which often uses facts and emotions to connect with the intended audience. Participants were then asked to select how important each service center was in telling the story of Extension. Selection options were not at all important, slightly important, neutral, mostly important, and extremely important. The second question provided a text box for participants to describe what role they saw UP and/or BMC playing in telling the story of Extension.

Pages 13 through 18 asked participants about their use of technology and social media through the social technographic questions. Various actions were provided to participants, and they were asked to select how often performed each action. Some actions included posting original content,

reading a blog, listening to podcasts, commenting on posts, and subscribing to a video channel. Participants were also provided with a list of social-media sites and asked which ones they have joined and created an account with.

The final page of the survey consisted of further marketing and demographic questions. In the first question, participants were asked how they learned about the services provided by UP and BMC. Options for how they learned about the services were an on-campus informational session, a training session, their department, a friend or colleague, the Kansas State University website, social media, K-State Today, K-State Research and Extension Tuesday Letter, and the current survey. The second question asked participants to provide which age category best described them, and the final question asked them to provide which gender category best described them. After answering the final question, participants were taken to a new page that stated the debriefing statement. The debriefing statement can be seen at the end of the instrument in Appendix A.

## **Procedure**

Prior to survey distribution, the study and instrument received Institutional Review Board (IRB) approval at Kansas State University (proposal number 9659) (Appendix B). The survey was pilot tested with two audience segments to ensure variables loaded correctly and there were no unforeseen issues with the instrument.

## **Pilot Test**

The first pilot test respondents were retirees from KSRE because of their knowledge of the Extension system and potential prior exposure to UP and BMC. In the first round of the pilot test, the survey was distributed to 228 potential respondents as a link in an email. The survey was sent in three waves and was introduced and explained by a credible source, which is suggested as a best practice by Dillman et al. (2009). At the closing of the survey, there were only 9 respondents, which did not yield enough respondents to run reliability on the instrument and variables. After completing this pilot test, it was concluded the retiree population may have not been the most ideal audience to pilot test with, as respondents could have been retired many years, unaware of current details of UP and BMC, not interested in the research, or not responding.

In the second pilot test, the survey was dispersed to 72 members of the Department of Communications and Agricultural Education's communications Listserv at Kansas State University. This second pilot sample was selected because of the easily accessible audience and their potential exposure and understanding of UP and BMC. In this pilot test, there were 35 respondents, which is a 48.6% response rate. The second pilot test survey was sent out in three waves and was open from March 8 to March 17, 2019. Following the pilot, adjustments were made based on instrument issues and recommendations. Specific changes made to the instrument based on the pilot include adding a "backward" button and increasing the approximate duration of the survey time from 15 minutes to 15 to 30 minutes. Furthermore, technical difficulties were fixed by converting matrix table questions that had a multiple answer, five-point Likert scale option to a single answer, five-point Likert scale questions. Those questions were related to

frequency and marketing preference. Specifically, the questions were Q8: How often do you use University Printing for business and/or professional use and personal and/or convenience use?, Q11: How often do you use the K-State Research and Extension Bookstore and Mail Center for business and/or professional use and personal and/or convenience use?, and Q20: What is your preferred channel to hear about current and additional services from University Printing and/or the K-State Research and Extension Bookstore and Mail Center?.

### **Pilot Test Reliability**

Data from the second pilot test were used to determine reliability of the scales and question type by using Cronbach’s alpha. The overall average instrument reliability was .88, and reliability on each scale and question type ranged from .81 to .95, which indicates a strong reliability and internal consistency (Cronbach, 1951). Reliability for each individual scale and question type can be seen in Table 3.2.

Table 3.2

*Reliability reported by variable*

Variable type (items measured)	Corresponding questions	<i>n</i>	Cronbach’s alpha
Familiarity (4)	Q3.1, Q3.2, Q7, Q10	34	.95
Importance (11)	Q5, Q6, Q13	34	.85
Influence (37)	Q14, Q17, Q19	33	.90
Social technographic, creator (9)	Q26.1-Q26.9	33	.81

Reliability for the familiarity questions was calculated using Q3.1: In regard to your role with K-State Research and Extension, how familiar are you with University Printing?; Q3.2: In regard to your role with K-State Research and Extension, how familiar are you with K-State Research and Extension Bookstore and Mail Center?; Q7: University Printing is Kansas State University's in-house print shop. This resource is a full-service printing, copying, and bindery production facility with two locations, 26 Umberger Hall and 52 K-State Student Union. Based on this description, how familiar are you with University Printing?; and Q10: The K-State Research and Extension Bookstore and Mail Center supports K-State Research and Extension and the College of Agriculture by managing and distributing an inventory of more than 2,000 publications, promotional materials, and other items; metering mail, providing United Parcel Service, and Federal Express business services; and mail list processing and addressing. This resource is located at 24 Umberger Hall. Based on this description, how familiar are you with the K-State Research and Extension Bookstore and Mail Center?.

Reliability for importance questions was calculated using Q5: How important is University Printing?; Q6: How important is the K-State Research and Extension Bookstore and Mail Center?; and Q13: How important is each of the following services to you that are provided by University Printing and the K-State Research and Extension Bookstore and Mail Center?. The importance question reliability should have included Q23.1 and Q23.2: For this question, consider storytelling a method of capturing public value, meaning, and significance of work. Storytelling often uses facts and emotions to connect with the intended audience. How important do you see each of the following service centers in telling the story of Extension?. However, in the pilot test, the question was set as a multiple answer, five-point Likert scale question, rather

than a single answer, five-point Likert scale question. Since there were three other importance questions with 11 items on the scale and question type were deemed reliable without Q23.1 and Q23.2.

Reliability for influence questions was calculated using Q14: Thinking about University Printing, how much does each of the following influence your decision to use its services?. The final matrix line in Q14 was “Other; please specify” and was left out of the reliability analysis as some respondents did not have an answer for this additional option. Other influence questions included Q17: Thinking about the K-State Research and Extension Bookstore and Mail Center, how much does each of the following influence your decision to use its services? and Q19: How much does each of the following influence your thoughts of University Printing and the K-State Research and Extension Bookstore and Mail Center?.

Within the social technographic questions that measured Internet use, matrix line items within each set of classification questions were averaged and labeled to create composite variables. Classifications include creator, critic, collector, spectator, and inactive. The r values of the classifications can be seen in Table 3.3.

Table 3.3

*Multicollinearity coefficients of social technographic classifications*

	Creator	Critic	Collector	Spectator
Creator	1.00	.25	.43*	.60**
Critic	.25	1.00	.40*	.36*
Collector	.43*	.40*	1.00	.49**
Spectator	.60**	.36*	.49**	1.00

\* significant at the  $p \leq .05$  level

\*\* significant at the  $p \leq .01$  level

**Study Survey Procedure and Response Rate**

The study survey was sent to 1,703 potential respondents as a link in an email through the KSRE Extension-Research Listserv. It was unknown and unattainable to identify a breakdown of specific groups of people within the Listserv. Many of the audience members on the Listserv were tangentially related to KSRE and were not the intended audience. It was also known that this Listserv could include irrelevant audiences. The researcher was able to gather specific numbers of people from only the Extension agents and faculty and unclassified personnel specific groups within KSRE. Those numbers were 235 agents and 150 faculty and unclassified personnel, and those were the type of audience members this research was looking to reach. From the survey data, there were 152 respondents with four participants who did not agree to participate and 14 respondents who did not fully finish the survey. After removing these cases, there were 134 usable respondents out of the 152 respondents. Survey completion plateaued off after the third wave, and additional time after the final wave or incorporating a fourth wave was not predicted to add a substantial amount of responses to the data. This makes the response rate

7.87% for the KSRE Extension-Research Listserv, and using only these intended audiences, the response rate would be closer to 34.8%.

According to Dillman et al.'s suggestions (2009), the instrument was sent in three waves with at least one day between each wave. Within the email, the survey was introduced and explained by a credible source, Dr. Gregg Hadley, Associate Director for KSRE. Including a recognizable source builds rapport and trust with the audiences in an effort to increase response rates (Dillman et al., 2014). The text within each wave of emails was constructed and edited to sound similar to the credible source's typical writing style. The initial email, follow-up email, and final email can be found in Appendices C, D, and E, respectively.

### **Study Survey Reliability**

Nonresponse error is the group of people who respond versus group who do not respond (Dillman, 2007). Nonresponse error and homogenous sampling were both checked within the survey sample by identifying there were respondents from every category. The survey and email wording were reviewed to ensure the instrument would measure fairly and accurately since surveys with customers can skew responses (Dillman et al., 2014). In addition, the wording in each of the three emails was slightly changed to seem personal and increase response rate (Dillman et al., 2014, p. 361). From the numbers of known KSRE agents and faculty and unclassified personnel, this survey gathered 18.7% of agents and 11.3% faculty and unclassified personnel.



Reliability was determined using Cronbach's alpha for each scale and question type to ensure internal consistency with the study survey (Cronbach, 1951). The majority of variable types were the same from the pilot test. However, additions to the reliability included all social technographic questions and preferential questions. Cronbach's alpha for the preferential questions was .55. It was concluded this question had a low reliability because it included an additional sixth point on the scale that was not supposed to be included on the survey. This could have had an influence on the reliability of the question. A frequency for Q20 will still be provided in the results. However, the results will not be used in any other tests or comparisons. Overall reliability of the instrument was .81. A reliability coefficient of .7 or higher is considered an acceptable in a social science setting, and anything less than .5 is considered unacceptable (Cronbach, 1951). Study survey reliability can be seen in Table 3.4, and computed variable reliability can be seen in Table 3.5.

Table 3.4

*Reliability reported by variable*

Variable type (items measured)	Corresponding questions	<i>n</i>	Cronbach's alpha
Familiarity (4)	Q3.1, Q3.2, Q7, Q10	134	.88
Importance (13)	Q5, Q6, Q13.1-9, Q23	134	.88
Influence (33)	Q14.1-7, Q15, Q16.3-4, Q17, Q19	134	.86
Social technographic (29)	Q26-29	134	.89
Preference	Q20	134	.55
Social technographic, classifications (4)	creator, critic, spectator, collector	134	.80

Table 3.5

*Computed variables reliability*

Computed variable	Items measured	Cronbach's alpha
UP and BMC Familiarity	4	.78
UP and BMC Importance	2	.69
UP and BMC Frequency	4	.54
Influence scale	37	.89

The social technographic questions were tested to ensure no high levels of multicollinearity.

These questions measured Internet use with matrix line items within each set of classification

questions. Line items scores were summed up and labeled to create computed variables. Classifications of computed variables include creator, critic, collector, and spectator. The  $r$  values of the classifications can be seen in Table 3.6. There were no high correlations with the classifications. All items and classifications were statistically significant at the  $p \leq .01$  level, which is important to ensure all items within the classifications are valuable, add to the variable, and are somewhat related to conduct an exploratory factor analysis.

Table 3.6

*Multicollinearity correlation coefficients of social technographic classifications*

	Creator	Critic	Collector	Spectator
Creator	1.00	.63**	.50**	.60**
Critic	.63**	1.00	.47**	.64**
Collector	.50**	.47**	1.00	.51**
Spectator	.60**	.64**	.51**	1.00

\*\* significant at the  $p \leq 01$  level

Because all items within the classifications were somewhat related, a factor analysis test was conducted to check convergent value and discriminant value (Field, 2005). In the exploratory factor analysis test, methods of extracting principal components analysis, varimax rotation method used is the most popular (Field, 2005) and was used for the present study. The extraction sum of squares was 65.39% variance, and a variance of more than 50% is deemed acceptable. Extraction communalities were .68, .69, .70, and .55 for creator and spectator, critic, and collector classifications respectively. Communalities, or factor loadings, less than .3 should reconsider if factor analysis is the proper test, and .4 is deemed important. The sampling

adequacy was assessed through a Kaiser-Meyer-Okin (KMO) test. This score can range from 0 to 1, and .5 and higher is deemed suitable (Field, 2005). KMO score for the data reported .80. Next, Bartlett's test of sphericity that provides a chi-square output was conducted. The output must be significant ( $p \leq .05$ ) for factor analysis to be suitable. The survey data output was significant at  $p \leq .000$  level. Literature states (Field, 2005) that to create a component matrix approximately 1,000 cases is necessary, which is why there is no component matrix included in this data.

## **Data Analysis**

IBM SPSS Statistics 25 was used to analyze data. Reliability for the study survey was run to ensure internal consistency using Cronbach's alpha. Descriptive statistics were used to further describe the population, in addition to the previous literature's population description and known description of the sample population. Computed variables were used to describe the sample's social technographics. Multicollinearity tests were run to be sure items within each social technographic classification were exclusive, and exploratory factor analysis tests, such as KMO, Bartlett's test of sphericity, and extraction communalities, were used to assess if factor analysis was an appropriate test of reliability and validity. Frequencies were run for each variable and question. Correlations and linear regression were used to understand the relationship between the independent variables and dependent variables. Independent t-tests were used to test for significant differences between core affiliations, genders, and Internet use classifications.

Items within questions were grouped to create independent and dependent variables in the regression models. To create the "experience" variable, which was used as the dependent

variable in the model for RO3, Q14\_1-7, Q16\_1-6, and Q19 items were averaged to create a computed experience variable. The “other” item for Q14 and Q16 were not included in the experience variable and were reported only in table form by theme. The eighth item in Q19, “preferred vendor contracts,” was also not included in the experience variable.

To create a computed “perception” variable to be tested in linear regression models, two barrier questions’ items were recoded to match all items with positive connotations. Barrier questions Q15 and Q17 were recoded from 1, 2, 3, 4, and 5 to 5, 4, 3, 2, and 1, respectively. Question items Q15\_1-7 and Q17\_1-7 were averaged to create the perception variable. The eighth item in the barrier questions 15 and 17, “I’m required to use its services,” was left out of the general perception variable and was used as a part of the cooperative purchasing variable.

The “cooperative purchasing” variable was created using items Q15\_8, Q17\_8, and Q19\_8. This variable included two items of “I’m required to use its services” and one “preferred vendor contracts.” These three items were averaged to create the cooperative purchasing variable.

The “role in story” variable was created using items Q23\_1-2. This variable included items UP’s importance in telling the story of Extension and BMC’s importance in telling the story of Extension. These two items were averaged to create the role in story variable.

To create the computed “frequency of business use” variable, both UP and BMC’s business and/or professional use were combined and averaged. These items were Q8\_1 and Q11\_1. The same was done for the “frequency of personal use” computed variable. Both UP and BMC’s

personal and/or convenience use were combined and averaged. These items were Q8\_2 and Q11\_2. The familiarity variables were created by averaging respondents' familiarity with UP without a description and with a description, which were items Q3\_1 and Q7. Familiarity for BMC was created using Q3\_2 and Q10 as an average. These variables were named "UP familiarity" and "BMC familiarity." Importance variables were created for each service center. "UP importance" used Q5 for values, and "BMC importance" used Q6 for values.

Qualitative research methods were also used in this data analysis. Glaser's (1965) constant comparative method was used to analyze write-in answers of the survey, which identified themes within responses. Responses were coded according to theme, while constantly being compared to previous themes present in the data. If there were enough responses, the responses were categorized by theme in a table.

## **Summary**

This chapter examined the methodology used in this study, which was guided by previous literature. This study used a quantitative survey methods approach to gather data that identified needs, barriers, and perceptions of two Extension communication services units from potential and current customers at Kansas State University. The research objectives, hypothesis, and research question contributed to the purpose of this study, which was to enhance the KSRE brand through CBSM strategies that emphasize internal branding and sharing Extension's story. It also used qualitative methods to examine write-in answers from respondents. Within the chapter, topics discussed were the design of the study, sampling method, assumptions, limitations, panel of experts' role, instrumentation, procedure, reliability, and data analysis.

To ensure this study gathered data that fulfilled the purpose, research objectives, hypothesis, and research question, a Qualtrics online survey was developed and reviewed by a panel of experts. The survey was pilot tested twice. First, with KSRE retirees, which did not receive enough respondents to test the reliability. Then, reliability was achieved with the second pilot test group of members of the communications Listserv in the Department of Communications and Agricultural Education at Kansas State University. Reliability for the pilot test achieved .88 of the overall instrument, and specific reliability for each individual scale and question type can be seen in Table 3.2.

Following the pilot tests, adaptations were made to the instrument. Reliability for the study survey achieved .81 for the overall instrumentation. In total, there were 134 usable respondents from the study survey and were further classified into groups that included 17 faculty, 27 specialists, 44 agents, and 45 staff. One respondent was left out of this categorization due to not fitting directly into a category. This case referred to their affiliation with KSRE or a college at Kansas State University as an “administrator.” To ensure these categories were comparable, categories of faculty and specialist were weighted in later statistical analyses and comparisons.

## Chapter 4 - Results

In this chapter, a description of the sample was given, as well as the results of RO1-4, H1, and RQ1. Results were presented by research objective, hypothesis, and research question number, and details were given to show how each objective, hypothesis, or question was addressed. Data were included in table form, and in some instances, graph form, below the corresponding research objective, hypothesis, or research question. At the end of this chapter, a summary was provided.

The purpose of this study was to enhance the KSRE brand through CBSM strategies that emphasize internal branding and sharing Extension's story. This purpose was achieved through the research objectives, hypothesis, and research question, which identify needs, barriers, and perceptions of two Extension communication services units from potential and current customers at Kansas State University. As an effect, this study provided strategic recommendations for services and clients. This study was guided by the theoretical framework of CBSM because of the limited available marketing budget, recommended use of self-proclaimed brand ambassadors, and the specialized campus and Extension community customer base. The results of this study were presented in order of the study objectives, hypothesis, and research question of:

- **RO1:** Determine existing needs of current and potential customers' use of UP and BMC services.
- **RO2:** Determine existing barriers to current and potential customers' use of UP and BMC.
- **RO3:** Determine characteristics of experiences that influence current and potential customers' use of UP and BMC.



- **RO4:** Determine the connection of customers' perceptions of the role of UP and BMC in telling Extension's story.
- **H1:** Those who feel restricted in purchasing options will have a less favorable perception of UP and BMC than other current and potential customers.
- **RQ1:** What are the differences between Manhattan-based and off-campus Extension employees' perceptions of UP and BMC services?

### **Description of the Sample**

The study survey was sent to 1,703 potential respondents as a link in an email through the KSRE Extension-Research Listserv. It was unknown and unattainable to identify a breakdown of specific groups of people within the Listserv. Many of the audience members on the Listserv were tangentially related to KSRE and were not the intended audience. It was also known that this Listserv could include irrelevant audiences, such as recipients that had changed institutions. The researcher was able to gather specific numbers of people from only the Extension agents and faculty and unclassified personnel specific groups within KSRE. Those numbers were 235 agents and 150 faculty and unclassified personnel, and those were the type of audience members this research was looking to reach. From the survey data, there were 152 respondents with four participants who did not agree to participate and 14 respondents who did not fully finish the survey. After removing these cases, there were 134 usable respondents out of the 152 respondents. This makes the response rate 7.87% for the KSRE Extension-Research Listserv, and using only these intended audiences, the response rate would be closer to 34.8%. In the sample, there were 19 (14.2%) research faculty, 11 (8.2%) teaching faculty, 24 (17.9%) Extension faculty (state specialist at Manhattan campus), 5 (3.8%) Extension faculty (state

specialist at other campus), 3 (2.2%) Extension regional specialist (Manhattan campus), 2 (1.5) Extension regional specialist (other campus), 46 (34.3%) district or county Extension agent, 24 (17.2%) district- or county-based Extension staff, 10 (7.5%) Manhattan campus-based Extension staff, 10 (7.5%) department-affiliated staff, 2 (1.5) interns or student employees, and 2 (1.5%) other. The total number of affiliations provided by respondents were 158. Respondents were asked to provide the percentage for each affiliation. For example, a faculty member could have a split appointment of research faculty 30% and teaching faculty 70%. Frequency Table 4.1 was constructed with all respondents' affiliation(s).

Using the percentages provided by the recipient of each affiliation they selected, respondents were further categorized into four categories, faculty, specialists, agents, and staff. This was done to make the groups within the 134 person sample more comparable. All respondents but one "other" category were able to fit within another category, bringing the core affiliation cases to 133. This was a respondent who felt their affiliation with KSRE or a college at Kansas State University was as an administrator. The researcher did not feel there was an appropriate category for this case and chose to leave it out of the core affiliation variable. In addition, one case of "off-campus Extension staff," was initially included in the "other" category, but the research chose to include this case in the "staff" category. Furthermore, a respondent who was initially in the "other" category as a SNAP Education specialist was changed into the "specialist" category. Finally, there was one case where the respondent did not include the percentage for each affiliation. This respondent was both a research faculty and off-campus state specialist. The researcher chose to categorize this case in the category of faculty, due to the lesser responses in "faculty" category. The groups of faculty and specialists within the affiliation variable were

weighted to allow for mean comparisons between groups. In group comparisons, faculty responses were weighted by 1.96, specialists by 1.23, agents by .76, and staff by .74. The frequency of distribution for core affiliations can be seen in Table 4.2, as well as unweighted group frequencies.

Table 4.1

*Types of affiliation with KSRE and/or a college at Kansas State University*

All affiliations	<i>n</i> = 158	%
District or county Extension agent	46	34.3
Extension faculty (state specialist at Manhattan campus)	24	17.9
District- or county-based Extension staff	24	17.9
Research faculty	19	14.2
Teaching faculty	11	8.2
Manhattan campus-based Extension staff	10	7.5
Department-affiliated staff	10	7.5
Extension faculty (state specialist at other campus)	5	3.7
Extension regional specialist (Manhattan campus)	3	2.2
Extension regional specialist (other campus)	2	1.5
Intern or student employee	2	1.5
Other	2	1.5

Note: respondents could have more than one affiliation.

Table 4.2

*Categorized type of affiliation*

Core affiliations	<i>n</i> = 133	%
Staff	45	33.6
Agent	44	32.8
Specialist	27	20.1
Faculty	17	12.7

Within the sample, there were 49 (36.6%) males, 85 (63.4%) females, and no self identified respondents as seen in Table 4.3. Ages of the sample can be seen in Table 4.4. The ages ranged from 25 to 65+, and there were no 18-24 year olds, 26 (19.4%) 25-34 year olds, 25 (18.7%) 35-44 year olds, 22 (16.4%) 45-54 year olds, 50 (37.3%) 55-64 year olds, and 11 (8.2%) 65+ year olds.

Table 4.3

*Gender of respondents*

Gender type	<i>n</i>	%
Male	49	36.6
Female	85	63.4
Self identified	-	-

Table 4.4

*Age of respondents*

Age categories	<i>n</i>	%
55-64	50	37.3
25-34	26	19.4
35-44	25	18.7
45-54	22	16.4
65+	11	8.2
18-24	-	-

**RO1: Determine existing needs of current and potential customers’ use of UP and BMC services.**

To determine the existing needs of current and potential customers’ use of UP and the BMC, participants were asked questions about marketing and their use, frequency, and importance of services provided by UP and BMC.

In a matrix table, participants were asked to select how much they prefer an individual marketing channel for UP and BMC’s marketing and communication, which were social media, K-State Today, K-State Research and Extension Tuesday Letter, email, newsletter, and in-person contact. Selection options were do not prefer, slightly prefer, neutral, mostly prefer, and prefer a great deal. Frequencies can be seen for preference of each specific type of marketing channel in Table 4.5 Means and standard deviations for each marketing channel can be seen in Table 4.6.

Table 4.5

*Preference to specific marketing channels*

Type of marketing channel	Do not prefer		Slightly prefer		Neutral		Mostly prefer		Prefer a great deal	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Social media	75	56.0	14	10.4	34	25.4	7	5.2	4	3.0
K-State Today	37	27.6	14	10.4	33	24.6	39	29.1	11	8.2
KSRE Tuesday Letter	9	6.7	12	9.0	14	10.4	58	43.3	41	30.6
Email	11	8.2	13	9.7	12	9.0	43	32.1	55	41.0
Newsletter	54	40.3	11	8.2	44	32.8	20	14.9	5	3.7
In-person contact	48	35.8	13	9.7	41	30.6	21	15.7	11	8.2

Table 4.6

*Means and standard deviations for preference of each specific marketing channel*

Type of marketing channel	<i>M</i>	<i>SD</i>
Email	3.88	1.28
KSRE Tuesday Letter	3.82	1.16
K-State Today	2.80	1.34
In-person contact	2.51	1.34
Newsletter	2.34	1.25
Social media	1.89	1.14

Note: This was a five-point scale, with one being “Do not prefer at all” and five being “Prefer a great deal.”

In addition, participants were given a text box option for any additional comments regarding the marketing and communications of UP and/or BMC. There were 29 additional comments

provided by respondents. Minor themes found within those comments can be seen in Table 4.7. Themes were established by using Glaser's (1965) constant comparative method, which determines major themes within the data while constantly comparing to previously established themes.

Table 4.7

*Additional comments about marketing and communications of UP and/or BMC*

Theme	Description of theme	<i>n</i>
Thankful	Appreciative of valuable services and assets at their disposal	9
Barriers	Time, money, distance, employee knowledge, unaware of services	7
Communication	About publications, form changes, ordering changes, structure changes	6
Unaware of benefits	Assistance on seeing how using services would be efficient	4
Pass it on	Person said they did not directly use it, but it would be helpful to know details of services to pass it on	4
Local office use	Rather fulfill needs in local office to save time, money, and resources	4
Support	Support of programs in the form on marketing help and financial grants to print	4
Level of knowledge	Little to no knowledge about UP and BMC and services, slow learning system	3
Simple and timely	Ordering process, billing, invoice, etc.	3
People	Helpful, knowledgeable staff	1

Regarding marketing, participants were asked to select how they learned of UP and BMC. Options for how they learned of each service center included through an on-campus informational session, through a training session, through my department, through a friend or colleague, through the Kansas State University website, through social media, through K-State Today, through K-State Research and Extension Tuesday Letter, through this survey, and other. See Table 4.8 for frequencies of each option for both service centers.

Table 4.8

*Frequencies of previous exposure to University Printing and the K-State Research and Extension Bookstore and Mail Center*

Type of previous marketing exposure	UP		BMC	
	<i>n</i>	%	<i>n</i>	%
On-campus informational session	44	32.8	49	36.6
Through a training session	37	27.6	45	33.6
Through my department	71	54.0	75	56.0
Through a friend or colleague	54	40.3	58	43.3
Through the Kansas State University website	33	24.6	35	26.1
Through social media	3	2.2	7	5.2
Through K-State Today	23	17.2	21	15.7
Through KSRE Tuesday Letter	42	31.3	61	45.5
Through this survey	29	21.6	27	20.1
Other	9	6.7	8	6.0

Note: Respondents could select more than one answer.



To gather participants' use of UP and BMC, they were asked, in a matrix table, "Have you used services from University Printing and K-State Research and Extension Bookstore and Mail Center?". The response options were yes and no to determine if the participant had prior experience(s) with either of the service centers. Participants were also asked to select how often they used UP and/or BMC for business/professional use and personal/convenience use. Results for business and/or professional use can be seen in Table 4.9, personal and/or convenience in Table 4.10, means and standard deviations of both service centers' business and personal use in Table 4.11, and both results for UP and BMC in graphic form in Figure 4.1. Response options were never, once a year, several times a year, once a month, and multiple times each month. Means and standard deviations are included in Table 4.12. Significant differences between core affiliations can be seen in Table 4.12.

Table 4.9

*Businesses and/or professional use of both University Printing and the K-State Research and Extension Bookstore and Mail Center*

Category of frequency	UP		BMC	
	<i>n</i>	%	<i>n</i>	%
Never	24	17.9	15	11.2
Once a year	42	31.3	12	9.0
Several times a year	49	36.6	52	38.8
Once a month	11	8.2	25	18.7
Multiple times a month	8	6.0	29	21.6

Table 4.10

*Personal and/or convenience use of both University Printing and the K-State Research and Extension Bookstore and Mail Center*

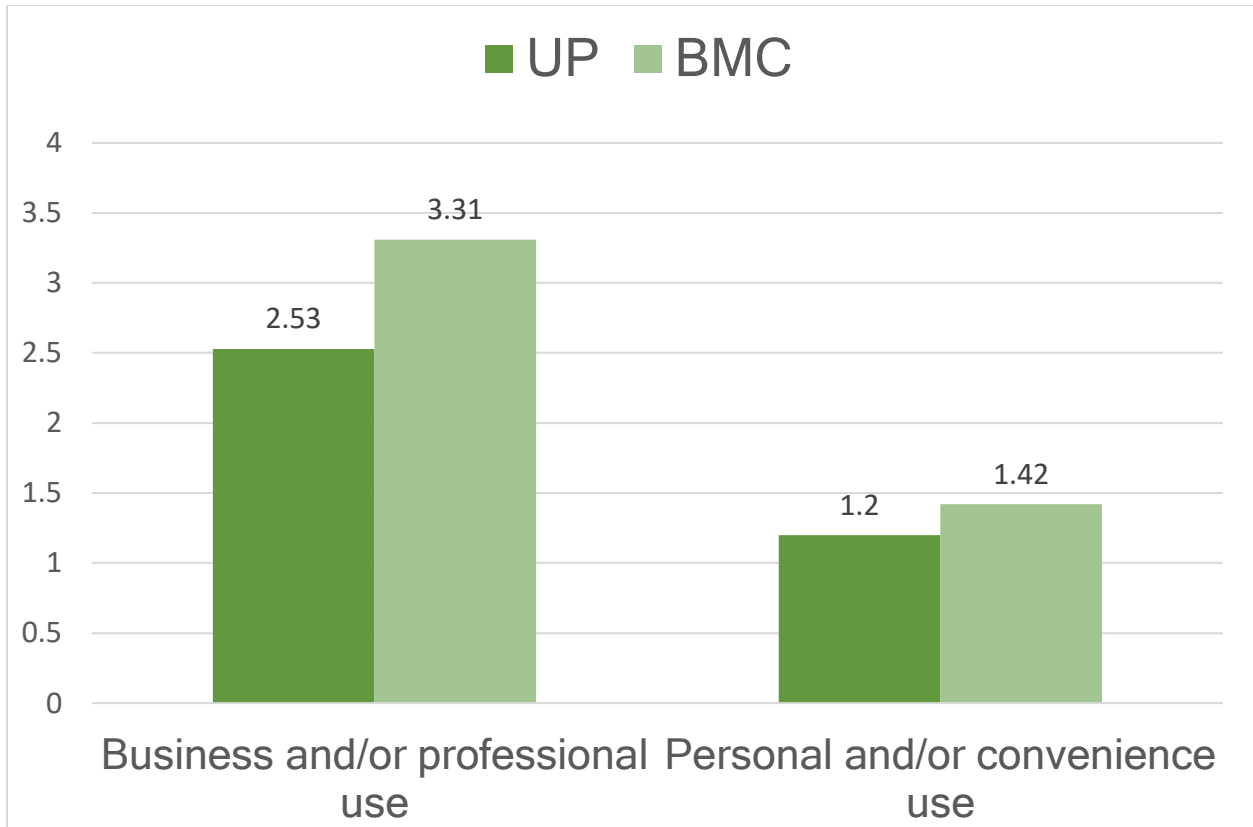
Category of frequency	UP		BMC	
	<i>n</i>	%	<i>n</i>	%
Never	116	86.6	103	76.9
Once a year	10	7.5	10	7.5
Several times a year	7	5.2	17	12.7
Once a month	1	.7	-	-
Multiple times a month	-	-	3	2.2

Table 4.11

*Means and standard deviations for business and personal use of University Printing and the K-State Research and Extension Bookstore and Mail Center*

Type of use	UP ( <i>n</i> =134)		BMC ( <i>n</i> =133)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Business and/or professional use	2.53	1.07	3.31	1.23
Personal and/or convenience use	1.20	.56	1.42*	.88

\* Significant differences at the  $p \leq .001$  level between faculty and specialists, faculty and staff, specialists and agents, and agents and staff



*Figure 4.1* Means for both University Printing and the K-State Research and Extension Bookstore and Mail Center business and/or professional use and personal and/or convenience use  
 Note: This question was asked on a five-point scale, but the graph was enlarged to show detail.

Table 4.12

*Means and standard deviations for core affiliations with significant differences for personal and/or convenience use of the K-State Research and Extension Bookstore and Mail Center*

	Faculty		Specialists		Agents		Staff	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
BMC personal and/or convenience use	1.12	.478	1.70	1.10	1.21	.52	1.56	1.06

The final frequency question of this objective asked the participants, “How often do you use each of the following services?”. Services included printing, copying, binding, large format printing (posters and banners), graphic design, ordering publications, buying promotional items and supplies, metering mail, and mail list processing and/or addressing. Selection options were never, once a year, several times a year, once a month, and multiple times a month. Results of respondents’ frequency of use by specific service can be seen in Table 4.13. Means and standard deviations for each specific services’ frequency can be seen in Table 4.14. Significant differences for frequency of use for specific services between core affiliations can be seen in Table 4.15.

Table 4.13

*Frequency of use by specific service*

Service type	Never		Once a year		Several times a year		Once a month		Multiple times a month	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Printing	34	25.4	45	33.6	38	28.4	11	8.2	6	4.5
Copying	88	65.7	18	13.4	18	13.4	5	3.7	5	3.7
Binding	94	70.1	29	21.6	11	8.2	-	-	-	-
Large format printing	59	44.0	51	38.1	24	17.9	-	-	-	-
Graphic design	84	62.7	33	24.6	15	11.2	-	-	2	1.5
Ordering publications	27	20.1	18	13.4	53	39.6	22	16.4	14	10.4
Buying promotional items	34	25.4	33	24.6	52	38.8	13	9.7	2	1.5
Metering mail	102	76.1	7	5.2	9	6.7	7	5.2	9	6.7
Mail list processing	115	85.8	7	5.2	6	4.5	5	3.7	1	.7

Table 4.14

*Means and standard deviations reported by use of University Printing and the K-State Research and Extension Bookstore and Mail Center specific services*

Service type	<i>M</i>	<i>SD</i>
Ordering publications	2.84	1.23
Buying promotional items	2.37*	1.02
Printing	2.33	1.08
Large format printing	1.74	.75
Copying	1.66*	1.08
Metering mail	1.61*	1.23
Graphic design	1.53*	.81
Binding	1.38	.64
Mail list processing	1.28*	.78

\* significant at the  $p \leq .001$  level for copying: faculty and specialists, faculty and staff, and agents and staff; graphic design: faculty and specialists, faculty and agents, and faculty and staff; buying promotional items: faculty and specialists and faculty and staff; mail list processing: faculty and specialists, faculty and agents, and faculty and staff; and metering mail: faculty and staff, specialists and agents, and agents and staff.

Table 4.15

*Means and standard deviations for core affiliations with significant differences among use of specific services*

	Faculty		Specialists		Agents		Staff	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Copying	1.29	.58	1.96	1.22	1.41	.76	1.87	1.33
Graphic design	1.12	.48	1.96	.81	3.50	1.05	1.47	.97
Buying promotional items	1.12	.48	2.19	.73	-	-	2.33	1.07
Metering mail	1.35	.85	1.70	1.26	1.18	.66	2.09	1.57
Mail list processing	1.00	.00	1.37	.92	1.18	.66	1.44	.92

Participants were then asked to select how important individual services were to them. Individual services were printing, copying, binding, large format printing (posters and banners), graphic design, ordering publications, buying promotional items and supplies, metering mail, and mail list processing and/or addressing. Selection options were not at all important, slightly important, neutral, mostly important, and extremely important. See Table 4.16 for frequencies for each service, and mean and standard deviations for each service importance in Table 4.17. Core affiliations with a significantly different means can be seen in Table 4.18.

Table 4.16

*Importance of specific services for both University Printing and the K-State Research and Extension Bookstore and Mail Center*

Service type	Not at all important		Slightly important		Neutral		Mostly important		Extremely important	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Printing	9	6.7	14	10.4	26	19.4	38	28.4	47	35.1
Copying	34	25.4	18	13.4	40	29.9	24	17.9	18	13.4
Binding	32	23.9	23	17.2	40	29.9	22	16.4	17	12.7
Large format printing	19	14.2	13	9.7	27	20.1	48	35.8	27	20.1
Graphic design	21	15.7	17	12.7	43	32.1	33	24.6	20	14.9
Ordering publications	11	8.2	7	5.2	19	14.2	37	27.6	60	44.8
Buying promotional items	14	10.4	14	10.4	26	19.4	35	26.1	45	33.6
Metering mail	55	41	13	9.7	37	27.6	14	10.4	15	11.2
Mail list processing	57	42.5	14	10.4	45	33.6	7	5.2	11	8.2



Table 4.17

*Means and standard deviations for importance of each University Printing and the K-State Research and Extension Bookstore and Mail Center service*

Service type	<i>M</i>	<i>SD</i>
Printing	3.75	1.23
Copying	2.81	1.36
Binding	2.77	1.33
Large format printing	3.38	1.30
Graphic design	3.10	1.26
Ordering publications	3.96*	1.24
Buying promotional items	3.62*	1.33
Metering mail	2.41	1.4
Mail list processing	2.26*	1.29

\* significant at the  $p \leq .001$  level for ordering publications: agents and staff; buying promotional items: agents and staff and specialists and staff; and mail list processing: faculty and specialists.

Note: This question was a five-point scale with one being “Not at all important” and five being “Extremely important.”

Table 4.18

*Means and standard deviations for core affiliations with significant differences among importance of specific services*

	Faculty		Specialists		Agents		Staff	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Ordering publications	-	-	-	-	4.41	.79	3.89	1.44
Buying promotional items	-	-	3.59	.97	4.23	.99	3.58	1.49
Mail list processing	1.88	.91	2.67	1.56	-	-	-	-

**RO2: Determine existing barriers to current and potential customers’ use of UP and BMC.**

In order to determine barriers to current and potential customers’ use of UP and BMC, participants were asked questions regarding familiarity with UP and BMC and specific barrier characteristics that would influence their decision to use the services. Participants were asked through a matrix table, “How familiar are you with University Printing and the K-State Research and Extension Bookstore and Mail Center?”. Selection options were not at all familiar, slightly familiar, neutral, mostly familiar, and extremely familiar. In another question, participants were provided with a description of UP, and again, asked their familiarity with the service center. The same question was asked again, but participants were instead provided with a description of BMC and asked to select their familiarity with the service center. Selection options were the same for both description questions and used the previous familiarity scale. Frequencies for familiarity without a description can be seen in Table 4.19, with a description in Table 4.20, and means and standard deviations for without and with description of both service centers can be

seen in Table 4.21. Table 4.22 highlights the means and standard deviations of core affiliations with significant differences between familiarity of UP and BMC. Familiarity for both UP and BMC with and without a description can be seen in graph form in Figure 4.2.

Table 4.19

*Familiarity of University Printing and the K-State Research and Extension Bookstore and Mail Center without a description*

	Not familiar		Slightly familiar		Neutral		Mostly familiar		Extremely familiar	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
UP	8	6.0	39	29.1	12	9.0	50	37.3	25	18.7
BMC	10	7.5	21	15.7	7	5.2	56	41.8	40	29.9

Table 4.20

*Familiarity of University Printing and the K-State Research and Extension Bookstore and Mail Center with description*

	Not familiar		Slightly familiar		Neutral		Mostly familiar		Extremely familiar	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
UP	7	5.2	24	17.9	20	14.9	57	42.5	26	19.4
BMC	9	6.7	13	9.7	9	6.7	49	36.6	54	40.3

Table 4.21

*Means and standard deviations of University Printing and the K-State Research and Extension Bookstore and Mail Center's familiarity, both with and without a description*

Service center, with or without description	<i>M</i>	<i>SD</i>
BMC (with description)	3.94*	1.21
BMC (without description)	3.71	1.26
UP (with description)	3.53*	1.15
UP (without description)	3.34	1.24

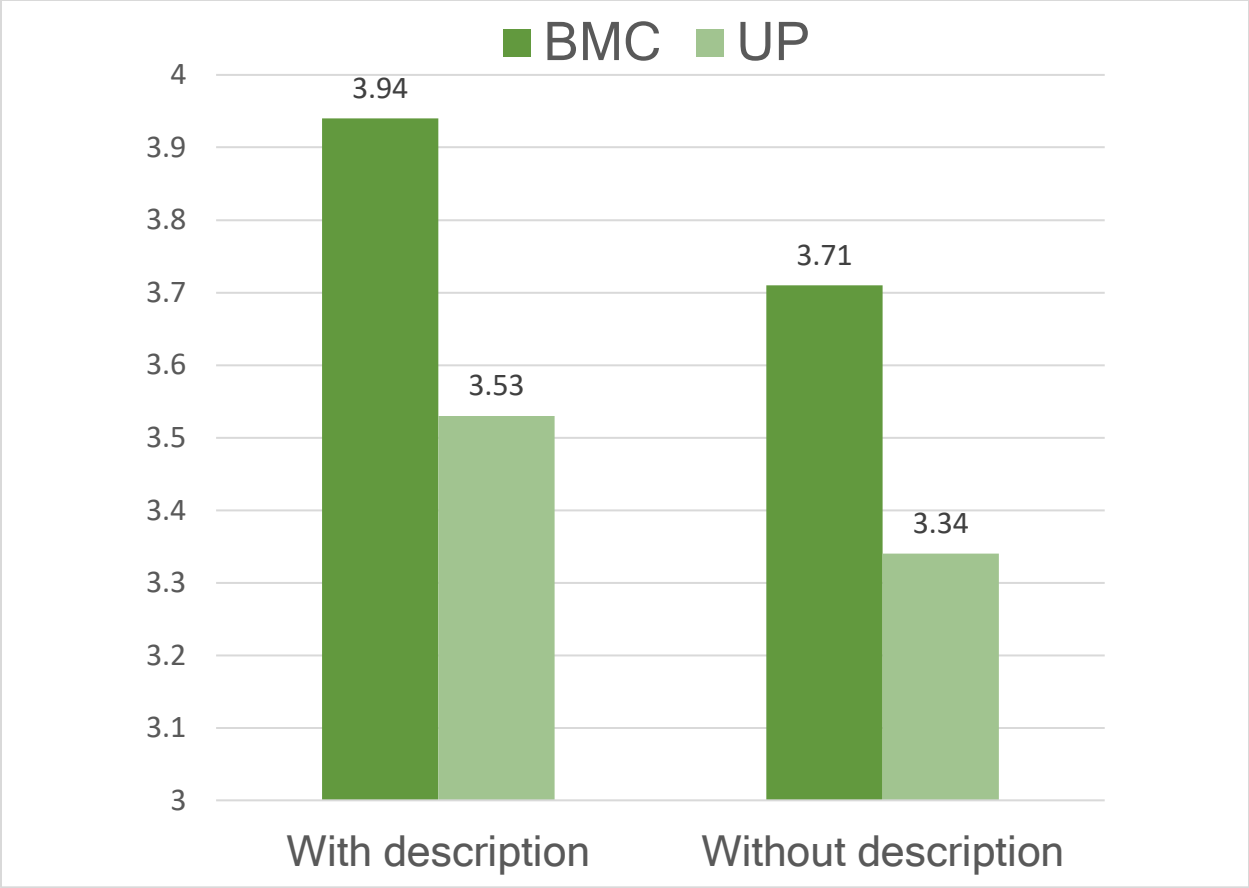
\* significant at the  $p \leq .000$  level between faculty and agents

Note: The scale for this question was a five-point scale with one being "Not familiar" and five being "Extremely familiar."

Table 4.22

*Means and standard deviations for significant differences of familiarity of University Printing and the K-State Research and Extension Bookstore and Mail Center between core affiliations*

	Faculty		Specialists		Agents		Staff	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
UP (with description)	2.65	1.25	-	-	3.48	1.01	-	-
BMC (with description)	2.53	1.35	-	-	4.39	.76	-	-



*Figure 4.2* Means of familiarity for both University Printing and the K-State Research and Extension Bookstore and Mail Center with and without description

Note: This question was asked on a five-point scale, but the graph was enlarged to show detail.

Participants were also provided with a list of specific characteristics, that were deemed barriers to use, and asked to select how much each characteristic would influence their decision to use the services of UP and BMC, in two separate questions. In sentence form, characteristics were, “I’ve had unfavorable experiences in the past”, “I am unaware of services offered”, “My peers do not use its services”, “I already have another business that I prefer”, “I am unaware of the ordering process”, “The services do not fit my needs”, “It is inconvenient for my location”, and “I am required to use its services”. Selection options for each characteristic were not at all, a little,

neutral, a lot, and a great deal. Level of influence for specific barriers of UP can be seen in Table 4.23, BMC in 4.24, and means and standard deviations of both UP and BMC in 4.25. Core affiliations with significant differences of specific barriers can be seen in Table 4.26. Specific barrier means can be seen in graph form for both UP and BMC in Figure 4.3.

Table 4.23

*Frequencies of level of influence for specific barriers to use of University Printing*

Barrier	Not at all		A little		Neutral		A lot		A great deal	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Unfavorable past experiences	74	55.2	9	6.7	32	23.9	12	9.0	7	5.2
Unaware of services	34	25.4	35	26.1	38	28.4	14	10.5	13	9.7
Peers do not use services	59	44.0	15	11.2	48	35.8	10	7.5	2	1.5
Other preferential business	68	50.7	16	11.9	38	28.4	9	6.7	3	2.2
Unaware of ordering process	56	41.8	23	17.2	34	25.4	9	6.7	12	9.0
Services do not fit needs	58	43.3	15	11.2	47	35.1	12	9.0	2	1.5
Inconvenient location	55	41.0	14	10.4	24	17.9	22	16.4	19	14.2
Required to use services	66	49.3	8	6.0	41	30.6	8	6.0	11	8.2

Table 4.24

*Frequencies of level of influence for specific barriers to use of the K-State Research and Extension Bookstore and Mail Center*

Barrier	Not at all		A little		Neutral		A lot		A great deal	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Unfavorable past experiences	96	71.6	8	6.0	19	14.2	8	6.0	3	2.2
Unaware of services	64	47.8	29	21.6	27	20.1	6	4.5	8	6.0
Peers do not use services	84	62.7	14	10.4	34	25.4	1	.7	1	.7
Other preferential business	96	71.6	8	6.0	24	17.9	5	3.7	1	.7
Unaware of ordering process	83	61.9	16	11.9	21	15.7	6	4.5	8	6.0
Services do not fit needs	85	63.4	7	5.2	35	26.1	6	4.5	1	.7
Inconvenient location	66	49.3	19	14.2	25	18.7	17	12.7	7	5.2
Required to use services	72	53.7	6	4.5	35	26.1	11	8.2	10	7.5

Table 4.25

*Means and standard deviations for the levels of influence of specific barriers to use of University Printing and the K-State Research and Extension Bookstore and Mail Center*

Barrier	UP		BMC	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Unfavorable past experiences	2.02	1.08	1.16*	1.08
Unaware of services	2.53	1.25	1.99	1.19
Peers do not use services	2.11	1.11	1.66*	.93
Other preferential business	1.98	1.13	1.56	.96
Unaware of ordering process	2.24	1.31	1.81	1.21
Services do not fit needs	2.14	1.13	1.74	1.04
Inconvenient location	2.52	1.51	2.10	1.29
Required to use services	2.18	1.33	2.11	1.34

\* significant at the  $p \leq .001$  level for unfavorable past experiences: faculty and specialist and peers do not use services: faculty and specialist and faculty and staff

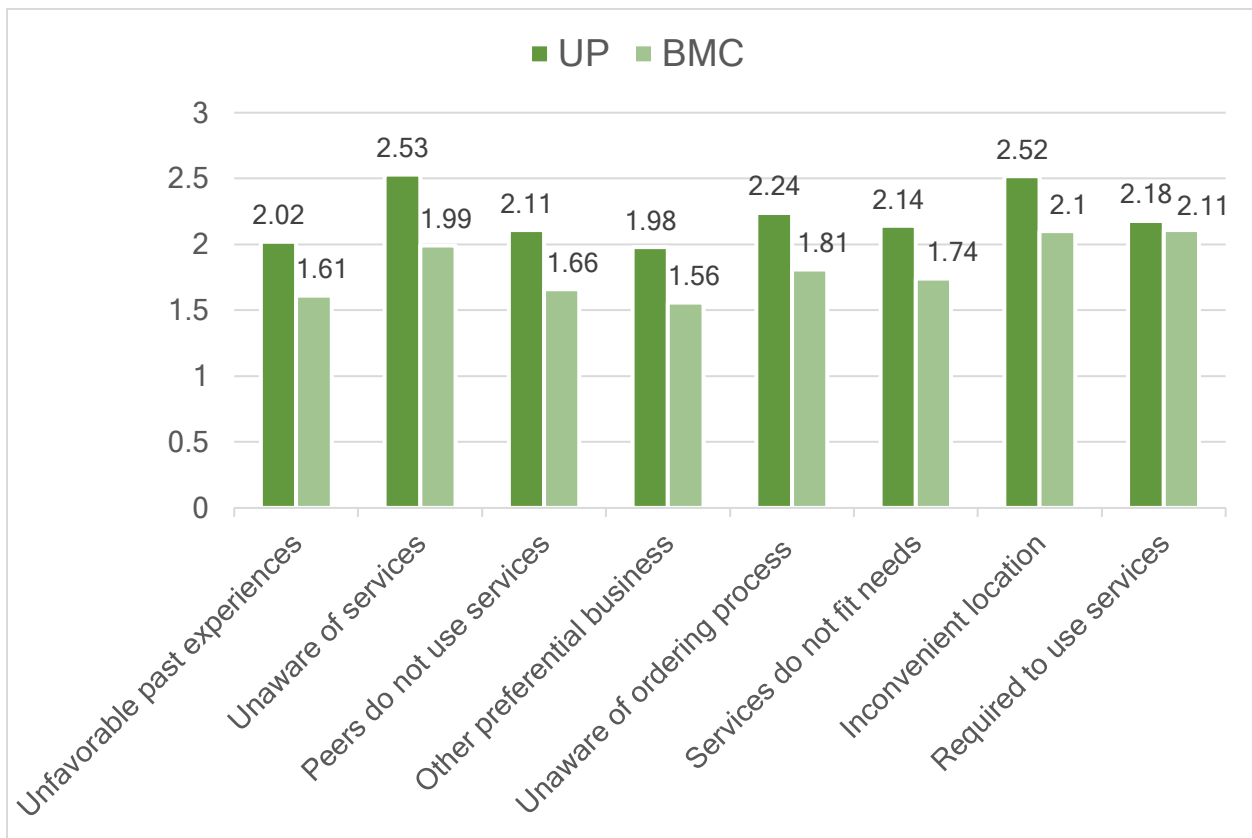
Note: The scale for this question was a five-point scale with one being “Not at all influential” and five being “A great deal of influence.”



Table 4.26

*Means and standard deviations for core affiliations with significant differences of specific barriers of the K-State Research and Extension Bookstore and Mail Center use*

	Faculty		Specialists		Agents		Staff	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Unfavorable past experiences	2.00	1.35	1.41	.84	-	-	-	-
Peers do not use services	2.12	1.10	1.59	.79	-	-	1.60	.87



*Figure 4.3 Means for specific barriers to use for University Printing and the K-State Research and Extension Bookstore and Mail Center*

Note: This question was asked on a five-point scale, but the graph was enlarged to show detail.

**RO3: Determine characteristics of experiences that influence current and potential customers' use of UP and BMC.**

In order to determine characteristics of experiences that influence current and potential customers' use of UP and BMC, participants were asked questions about how much a characteristic would influence them to use both UP and BMC separately and then together.

These characteristics are related to product or service, ordering, process, price, delivery or pick up, and peer habits. In addition, respondents were asked about their Internet use and frequency of specific actions on the Internet through social technographic questions.

Respondents were asked to think solely about UP and on a matrix table, they were asked to select how much each of the following characteristics influenced their decision to use UP's services.

Characteristics participants were asked to rate included "The ease and convenience of the ordering process", "The willingness of employees to help me", "The ease and convenience of the pick-up or delivery process", "A quick turnaround time", "The ability to mail out my project", "The quality of the final product", "There is no other option that can fulfill my project needs", and "Other; please specify". Selection options included not at all, a little, neutral, a lot, and a great deal. Specific characteristics and its frequencies for UP can be found in Table 4.27.

Additional write-in characteristics from respondents were grouped into themes. The themes for write-in characteristics can be found in Table 4.28.

Table 4.27

*Frequencies for the influence of specific characteristics to the use of University Printing*

Specific characteristic	Not at all		A little		Neutral		A lot		A great deal	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Order ease/convenience	8	6.0	14	10.4	25	18.7	46	34.3	41	30.6
Willingness of employees	8	6.0	3	2.2	31	23.1	41	30.6	51	38.1
Pick-up ease/convenience	11	8.2	6	4.5	31	23.1	47	35.1	39	29.1
A quick turnaround time	8	6.0	4	3.0	29	21.6	42	31.3	51	38.1
Ability to mail out project	28	20.9	11	8.2	53	39.6	21	15.7	21	15.7
Quality of final project	5	3.7	3	2.2	19	14.2	42	31.3	65	48.5
No one else to fulfill project	30	22.4	12	9.0	68	50.7	16	11.9	8	6.0

Table 4.28

*Additional write-in characteristics that influence the use of University Printing*

“Other; please specify” responses	<i>n</i>
Price and cost transparency	5
Communication and fairness during process	5
Required to use	3
Quality	2
Support local economy	1

Respondents were asked the same question with the same responses but to think solely about BMC. On a matrix table, they were asked to select how much each of the following characteristics influenced their decision to use BMC’s services. The same characteristics and

selection options were used. Frequencies for specific characteristics can be seen in Table 4.29. Additional write-in characteristics from respondents were grouped into themes. Those themes and level of influence for each write-in characteristic can be found in Table 4.30. Means and standard deviations for both UP and BMC’s specific characteristics level of influence can be seen in Table 4.31. Core affiliations with significant differences of influence to specific characteristics can be seen in Table 4.32. Means for both UP and BMC influential characteristics can be seen in graph form in Figure 4.4.

Table 4.29

*Frequencies for influence of specific characteristics to the use of the K-State Research and Extension Bookstore and Mail Center*

Specific characteristic ( <i>n</i> )	Not at all		A little		Neutral		A lot		A great deal	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Order ease/convenience (133)	8	6.0	6	4.5	17	12.7	52	38.8	50	37.3
Willingness of employees (133)	8	6.0	7	5.2	17	12.7	40	29.9	61	45.5
Pick-up ease/convenience (134)	10	7.5	8	6.0	19	14.2	47	35.1	50	37.3
A quick turnaround time (134)	8	6.0	7	5.2	17	12.7	50	37.3	52	38.8
Quality of final project (133)	8	4.5	6	4.5	16	11.9	43	32.1	62	46.3
No one else to fulfill project (134)	34	25.4	13	9.7	40	29.9	22	16.4	24	17.9

Table 4.30

*Additional write-in characteristics that influence use of the K-State Research and Extension Bookstore and Mail Center*

“Other; please specify” responses	<i>n</i>
Convenience and price	3
Communication and fairness during process	2
No other place to do project	1
Someone else takes care of this	1

Table 4.31

*Means and standard deviations for influence of specific characteristics to the use of University Printing and the K-State Research and Extension Bookstore and Mail Center*

Specific characteristic	UP		BMC	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Order ease/convenience	3.73	1.18	3.98	1.11
Willingness of employees	3.93	1.12	4.05*	1.16
Pick-up ease/convenience	3.72	1.17	3.89	1.19
A quick turnaround time	3.93	1.12	3.98	1.13
Ability to mail out project	2.97	1.31	-	-
Quality of final project	4.19	1.01	4.12*	1.08
No one else to fulfill project	2.70	1.12	2.92	1.42

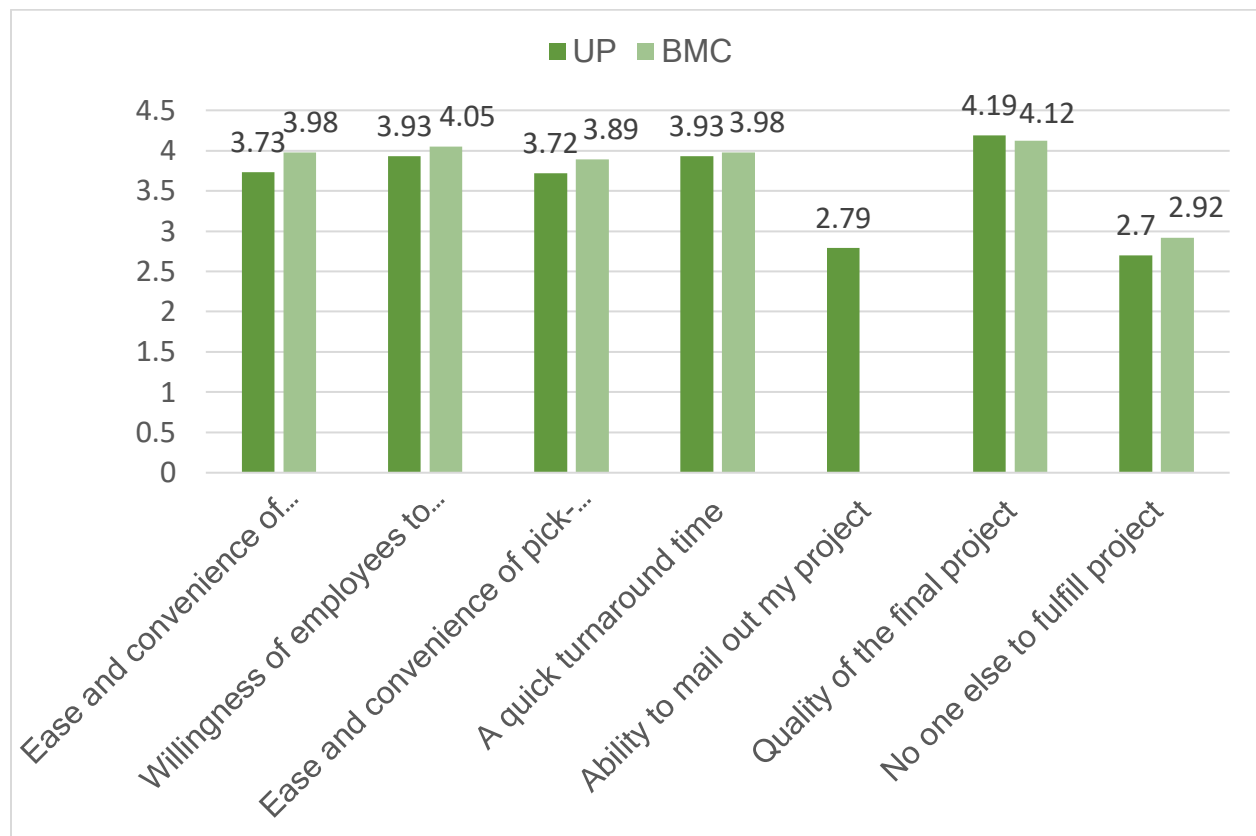
\* significant at the  $p \leq .001$  level for willingness of employees: faculty and agents and quality of final product: faculty and agents.

Note: This question was a five-point scale question with one being “Not at all influential” and five being “A great deal of influence.”

Table 4.32

*Means and standard deviations for core affiliations with significant differences of influence for specific characteristics of the K-State Research and Extension Bookstore and Mail Center*

	Faculty		Specialists		Agents		Staff	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Willingness of employees	3.53	1.48	-	-	4.12	.85	-	-
Quality of final project	3.71	1.47	-	-	4.30	.67	-	-



*Figure 4.4 Means for characteristics that influence use of both University Printing and the K-State Research and Extension Bookstore and Mail Center*

Note: This question was asked on a five-point scale, but the graph was enlarged to show detail.

A third question was asked to determine experiences that influenced customers' behavior, which was, "How much of each of the following influence your thoughts of UP and BMC?".

Characteristics included "The quality of the product", "A quick turnaround time", "A variety of services", "The ease of ordering", "The ease of delivery or pick up", "The price of services", "If my peers are using the services", and "Preferred vendor contracts". Selection options included none at all, a little, neutral, a lot, and a great deal. The frequencies for each characteristic and level of influence can be seen in Table 4.33. Means and standard deviations for each item of the question can be found in Table 4.34, and core affiliations with significant differences of influence to specific characteristics of UP and BMC can be found in Table 4.35. Means for each characteristic can be seen in graph form in Figure 4.5.

Table 4.33

*Influence of specific characteristics to the use of both University Printing and the K-State Research and Extension Bookstore and Mail Center together*

Specific characteristic	Not at all		A little		Neutral		A lot		A great deal	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Quality of product	9	6.7	6	4.5	14	10.4	53	39.6	52	38.8
Quick turnaround time	8	6.0	5	3.7	14	10.4	54	40.3	54	39.6
Variety of services	12	9.0	4	3.0	31	23.1	50	37.3	37	27.6
Ease of ordering	7	5.2	5	3.7	20	14.9	50	37.3	52	38.8
Ease of pick-up or delivery	12	9.0	3	2.2	20	14.9	49	36.6	50	37.3
Price of the services	12	9.0	7	5.2	29	21.6	37	27.6	49	36.6
If my peers are using the services	61	45.5	15	11.2	42	31.3	9	6.7	7	5.2
Preferred vendor contracts	52	38.8	8	6.0	50	37.3	13	6.7	11	8.2

Table 4.34

*Means and standard deviations for influence of specific characteristics to the use of University Printing and the K-State Research and Extension Bookstore and Mail Center together*

Specific characteristic	<i>M</i>	<i>SD</i>
Quick turnaround time	4.04	1.09
Ease of ordering	4.01*	1.08
Quality of product	3.99*	1.13
Ease of pick-up or delivery	3.91	1.19
Variety of services	3.72	1.17
Price of the services	3.78	1.25
Preferred vendor contracts	2.43	1.31
If my peers are using the services	2.15	1.22

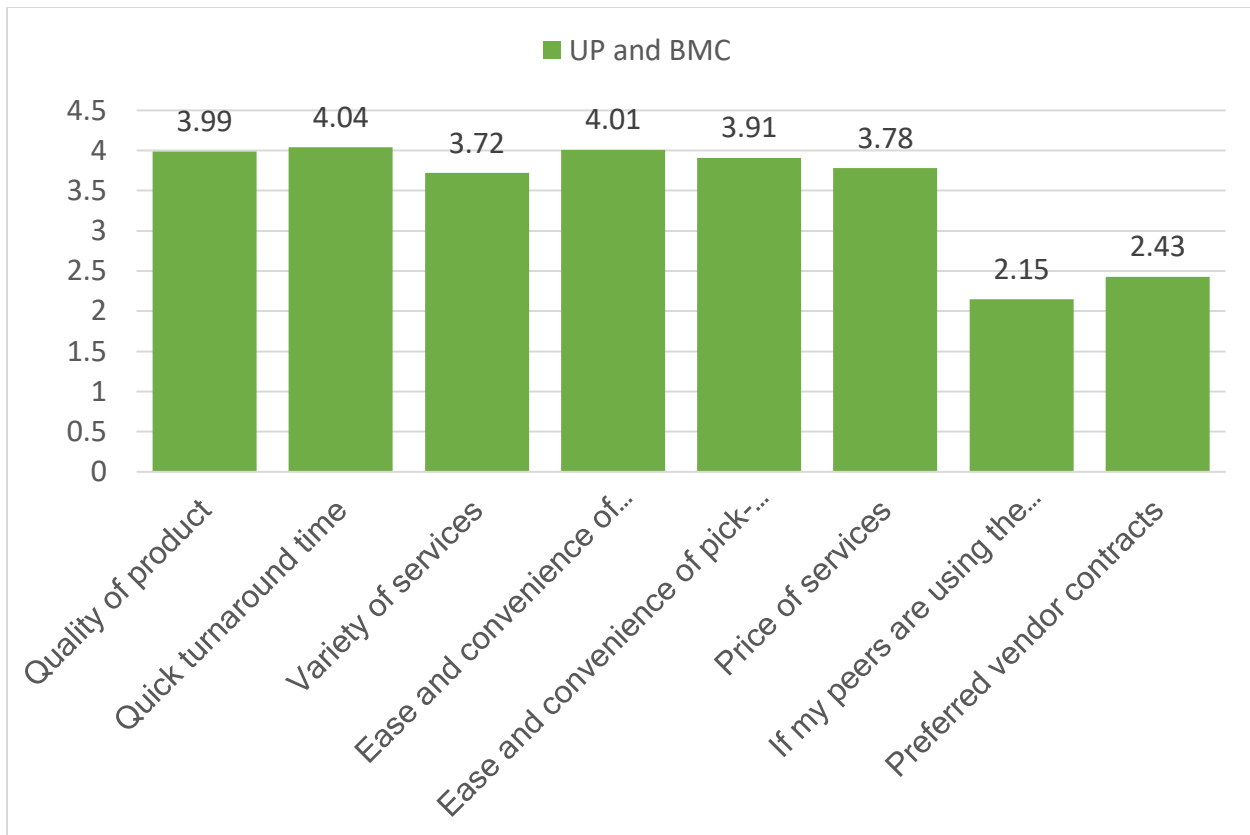
\* significant at  $p \leq .001$  level for quality of product: faculty and specialists and ease of ordering: faculty and specialists and faculty and agents.

Table 4.35

*Means and standard deviations for core affiliations with significant differences of influence to specific characteristics of University Printing and the K-State Research and Extension Bookstore and Mail Center use together*

	Faculty		Specialists		Agents		Staff	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Quality of product	3.53	1.52	4.04	.98	-	-	-	-
Ease of ordering	3.24	1.54	4.07	.95	4.14	.86	-	-





*Figure 4.5* Means of influential characteristics of University Printing and the K-State Research and Extension Bookstore and Mail Center use together

Note: This question was asked on a five-point scale, but the graph was enlarged to show detail.

To further determine characteristics of experiences that influenced current and potential customers' use of UP and BMC, respondents' write-in comments from both UP and BMC were included in this research objective. Respondents were provided a text box and given the option to provide any further comments about UP and BMC, separately. Responses were coded for themes and are presented in table form. See Table 4.36 and Table 4.37 for UP and BMC, respectively.

Table 4.36

*General additional comments about University Printing*

Theme	Description of theme	<i>n</i>
Barriers to use	Unaware of services, location, timeliness, cost issues	28
People	Knowledgeable, helpful, kind	19
Minimal exposure	Little to no knowledge of UP and minimal use of services	12
Product	Responsive about orders, fast service, great quality	8
Changing times	Outsourcing versus UP, local in office, convenience, costly, space	7
Misconceptions	Contract for use, unaware of personal use	4

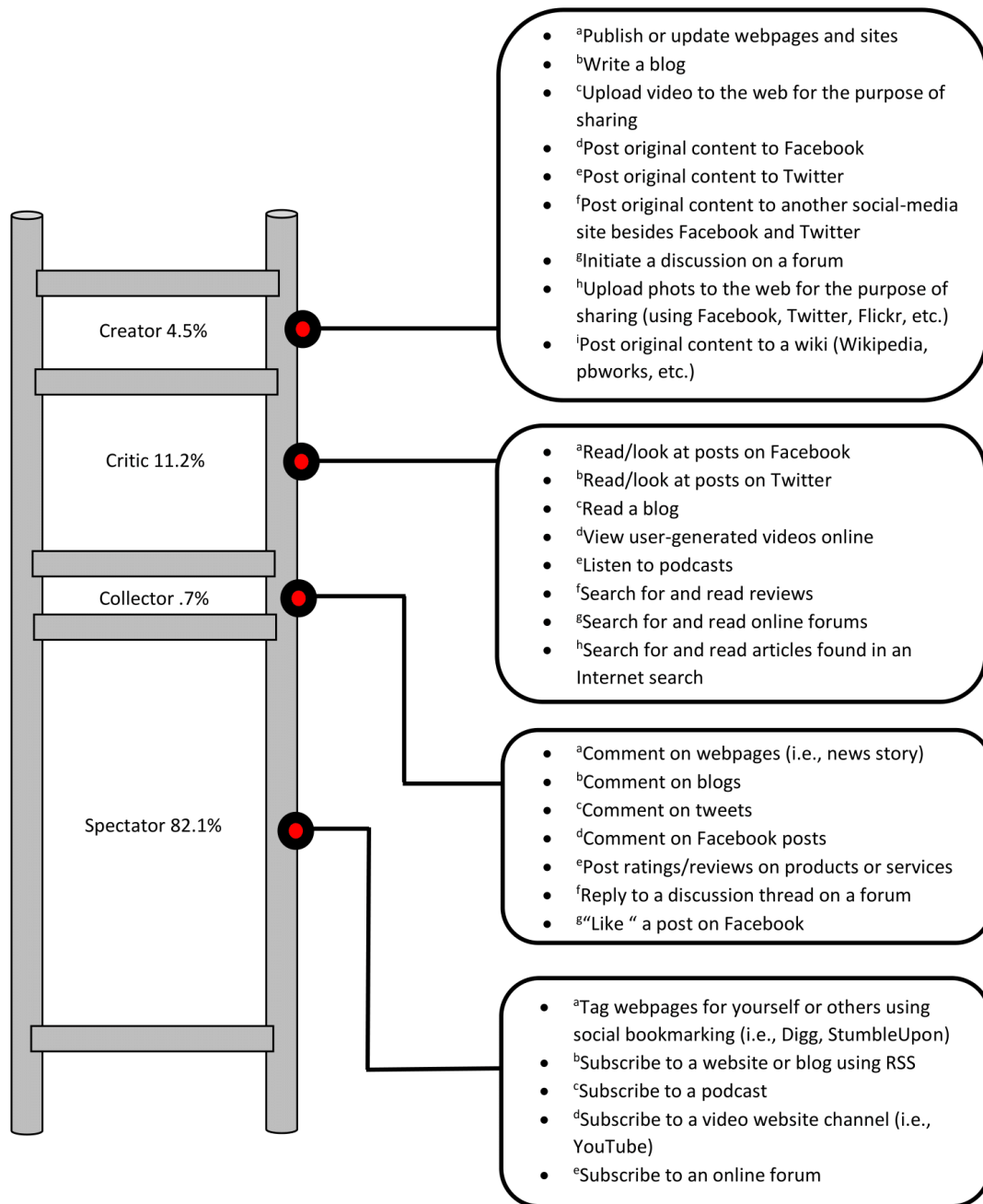
Table 4.37

*General additional comments about the K-State Research and Extension Bookstore and Mail Center*

Theme	Description of theme	<i>n</i>
People	Accommodating, helpful, friendly	20
Product	Nice resource, helpful to programs, cost, prompt, promotional items, comparisons	14
Specific needs	Search function for resources, adjusted design and formatting, notified of publication changes, additions, and annual reports, pre-paid postage, and account is too strenuous	8
Changing times	Less use than previously, other alternatives, do not see value, adjust expectations, decreased space for library	7
Locations	Difficult physical location, multiple locations, better online search location tool, customer friendly online location	6
Misconceptions	Unaware of personal use opportunities	3

Social technographics, or Internet use and habits, of respondents were also used in determining characteristics that influence current and potential customers' end-state behavior. Social technographics is a form of demographics that identifies Internet use and Internet habits, then classifies respondents according to how they use social technologies (Li & Bernoff, 2011). In the sample, the respondents' social technographics data reported were 6 (4.5%) creators, 15 (11.2%) critics, 1 (.7%) collector, and 110 (82.1%) spectators, equaling 132 total respondents. There were two cases left out of the categorization because one case had a tie for critic and spectator and one case had a three-way tie of critic, collector, and spectator. These two cases were not added into

the ladder of Internet use, seen in Figure 4.6. To create the ladder of Internet use among the sample, respondents were categorized into four classifications. Since there were varying amounts of items in each social technographic question (Q26-29), the respondents' score from each question type was averaged from all item scores in the question, and the highest average among all four questions was used to categorize them. See Figure 4.6 for specific characteristics of each classification and what percent of this sample was in each level.



*Figure 4.6* Social technographic habits grouped into a ladder of Internet use with study respondents' percentages

Inactives do none of the above listed activities. There were no inactive respondents in this sample. The ladder of Internet use and social technographic questions that identify Internet use activity of respondents were adapted from Forrester Research, Inc (2009). To see specific

frequencies for each item within the classifications, see corresponding superscript letter in classification tables below. Creator is Table 4.38, critic is Table 4.39, collector is Table 4.40, and spectator is Table 4.41. For each classification, there were  $n = 133$ .

Table 4.38

*Frequencies, means, and standard deviations for creator classification*

(M, SD)	Never		≤1 year		Several/ Year		1/month		2-3/ month		1/week		2-3/week		Daily	
	<i>f</i>	(%)	<i>f</i>	(%)	<i>f</i>	(%)	<i>f</i>	(%)	<i>f</i>	(%)	<i>f</i>	(%)	<i>f</i>	(%)	<i>f</i>	(%)
a (3.40, 2.17)	42	(31.3)	14	(10.4)	18	(13.8)	12	(9.2)	22	(16.8)	8	(6.3)	13	(10.0)	3	(2.2)
b (1.38, .975)	110	(82.4)	9	(6.9)	8	(6.3)	1	(1.1)	2	(1.9)	2	(1.5)	-	-	-	-
c (2.43, 1.55)	52	(39.2)	21	(15.4)	37	(27.9)	9	(6.5)	8	(5.8)	3	(2.6)	3	(2.0)	1	(.6)
d (3.84, 2.19)	34	(25.7)	8	(5.8)	19	(14.0)	15	(11.3)	22	(16.4)	19	(14.4)	12	(8.9)	5	(3.5)
e (2.05, 1.84)	92	(69.4)	3	(2.6)	14	(10.2)	4	(3.0)	7	(5.6)	7	(5.4)	4	(3.0)	1	(.9)
f (1.98, 1.74)	92	(69.1)	9	(6.5)	10	(7.8)	2	(1.7)	8	(6.1)	10	(7.2)	1	(1.1)	1	(.6)
g (1.52, 1.16)	99	(74.4)	16	(11.9)	12	(9.1)	2	(1.7)	-	-	2	(1.5)	1	(.9)	1	(.6)
h (3.77, 2.15)	34	(25.4)	9	(7.0)	21	(15.8)	10	(7.3)	25	(19.0)	20	(14.7)	11	(8.6)	3	(2.2)
i (1.09, .389)	125	(94.1)	3	(2.6)	4	(3.3)	-	-	-	-	-	-	-	-	-	-

Table 4.39

*Frequencies, means, and standard deviations for spectator classification*

(M, SD)	Never	≤1 year	Several/ Year	1/month	2-3/ month	1/week	2-3/week	Daily
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)
a (6.26, 2.52)	15 (11.4)	3 (2.1)	9 (6.5)	5 (4.1)	6 (4.4)	8 (6.3)	10 (7.2)	77 (57.9)
b (3.07, 2.82)	78 (58.8)	3 (2.6)	8 (5.9)	3 (2.0)	7 (5.2)	2 (1.9)	12 (8.7)	20 (14.9)
c (3.23, 1.96)	38 (28.6)	16 (11.9)	24 (17.9)	20 (15.3)	13 (9.5)	14 (10.2)	8 (5.8)	1 (.9)
d (4.39, 1.92)	13 (9.7)	7 (5.2)	27 (20.1)	22 (16.4)	26 (19.8)	18 (13.2)	14 (10.2)	7 (5.4)
e (3.06, 1.95)	42 (31.5)	15 (11.6)	28 (21.4)	16 (11.8)	17 (13.0)	5 (3.7)	5 (3.8)	4 (3.3)
f (4.44, 1.97)	13 (9.5)	11 (8.4)	21 (15.4)	19 (14.0)	32 (24.1)	17 (12.8)	11 (8.2)	10 (7.6)
g (2.84, 1.76)	39 (29.5)	27 (20.5)	26 (19.5)	17 (12.5)	11 (8.2)	9 (6.7)	1 (.9)	3 (2.3)
h (6.12, 2.0)	5 (4.1)	3 (2.0)	11 (8.2)	6 (4.9)	18 (13.4)	17 (12.6)	28 (21.0)	45 (33.8)

Table 4.40

*Frequencies, means, and standard deviation for critic classification*

(M, SD)	Never	≤1 year	Several/ Year	1/month	2-3/ month	1/week	2-3/week	Daily
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)
a (2.03, 1.61)	79 (59.3)	19 (14.1)	14 (10.4)	6 (4.7)	9 (7.0)	3 (2.2)	1 (1.1)	1 (1.1)
b (1.47, .94)	100 (75)	15 (11.1)	11 (8.4)	5 (3.5)	3 (2.0)	-	-	-
c (1.79, 1.56)	98 (73.8)	6 (4.4)	9 (6.7)	7 (5.6)	8 (5.7)	2 (1.5)	1 (1.1)	1 (1.1)
d (4.34, 2.46)	29 (21.5)	11 (8.2)	13 (9.4)	13 (9.6)	22 (16.9)	12 (9.1)	16 (11.9)	18 (13.4)
e (2.04, 1.36)	68 (51.2)	26 (19.3)	19 (14.0)	10 (7.2)	8 (6.3)	3 (2.0)	-	-
f (1.77, 1.33)	89 (67.1)	14 (10.6)	13 (9.9)	8 (5.8)	6 (4.6)	2 (1.5)	1 (.6)	-
g (5.49, 2.71)	24 (17.9)	5 (4.1)	9 (6.9)	5 (3.5)	9 (6.7)	10 (7.5)	24 (17.9)	47 (35.6)



Table 4.41

*Frequencies, means, and standard deviation for collector classification*

(M, SD)	Never	≤1 year	Several/ Year	1/month	2-3/ month	1/week	2-3/week	Daily
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)
a (1.68, 1.64)	106 (79.9)	6 (4.5)	6 (4.6)	3 (2.6)	2 (1.5)	3 (2.2)	4 (3.2)	2 (1.5)
b (1.37, .78)	103 (77.5)	16 (11.7)	10 (7.6)	3 (2.6)	1 (.6)	-	-	-
c (1.69, 1.24)	89 (67.1)	14 (10.2)	21 (15.8)	6 (4.7)	1 (.6)	-	1 (.6)	1 (1.1)
d (1.75, 1.29)	89 (66.9)	12 (9.1)	17 (12.8)	10 (7.5)	3 (2.0)	1 (.6)	1 (.6)	1 (.6)
e (1.36, .728)	100 (75.1)	20 (15.2)	12 (9.1)	-	-	1 (.6)	-	-

In addition to categorizing respondents into classifications on a ladder of Internet use, the distribution of scores were provided in box and whiskers form to show how the total sample is distributed in each social technographic classification, which can be seen in Figure 4.7.

Furthermore, Figure 4.8 shows the number of creators, spectators, critics, and collectors within each core affiliation. The darker the shade of green, the higher the classification is on the ladder of Internet use.

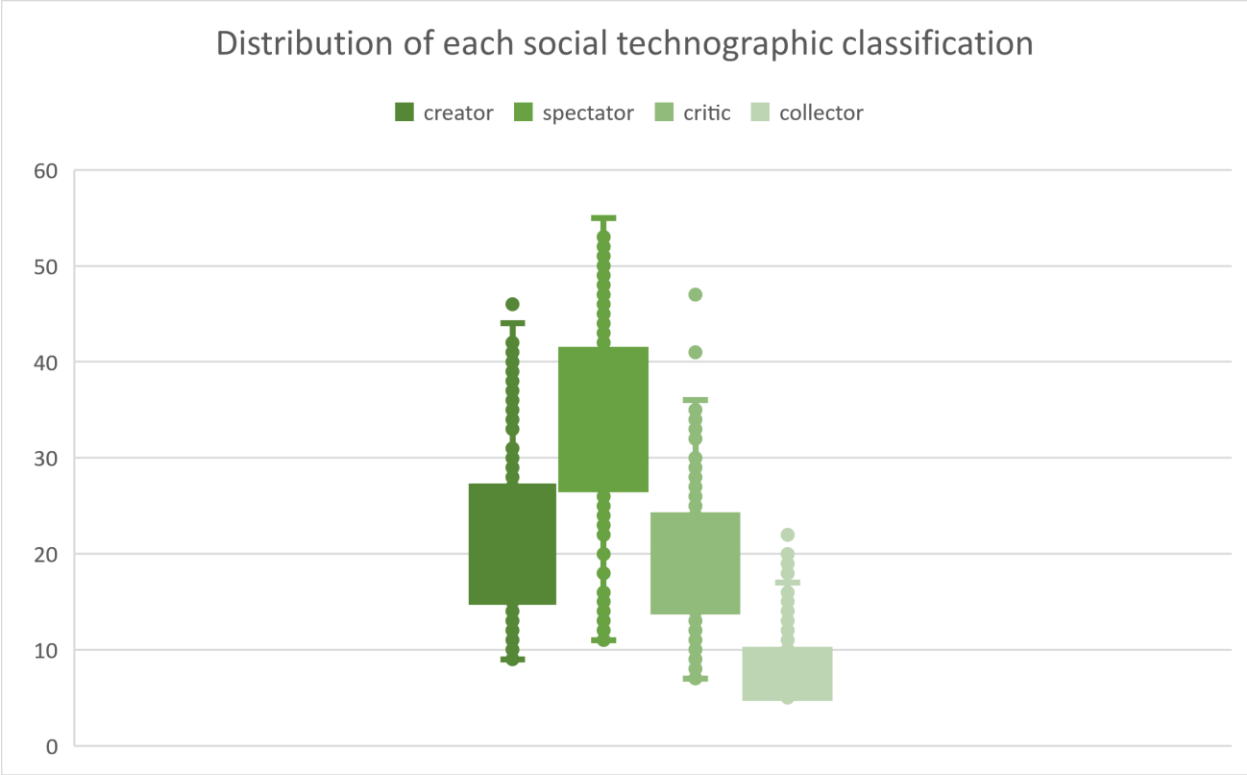


Figure 4.7 Distribution of each social technographic classification among the sample

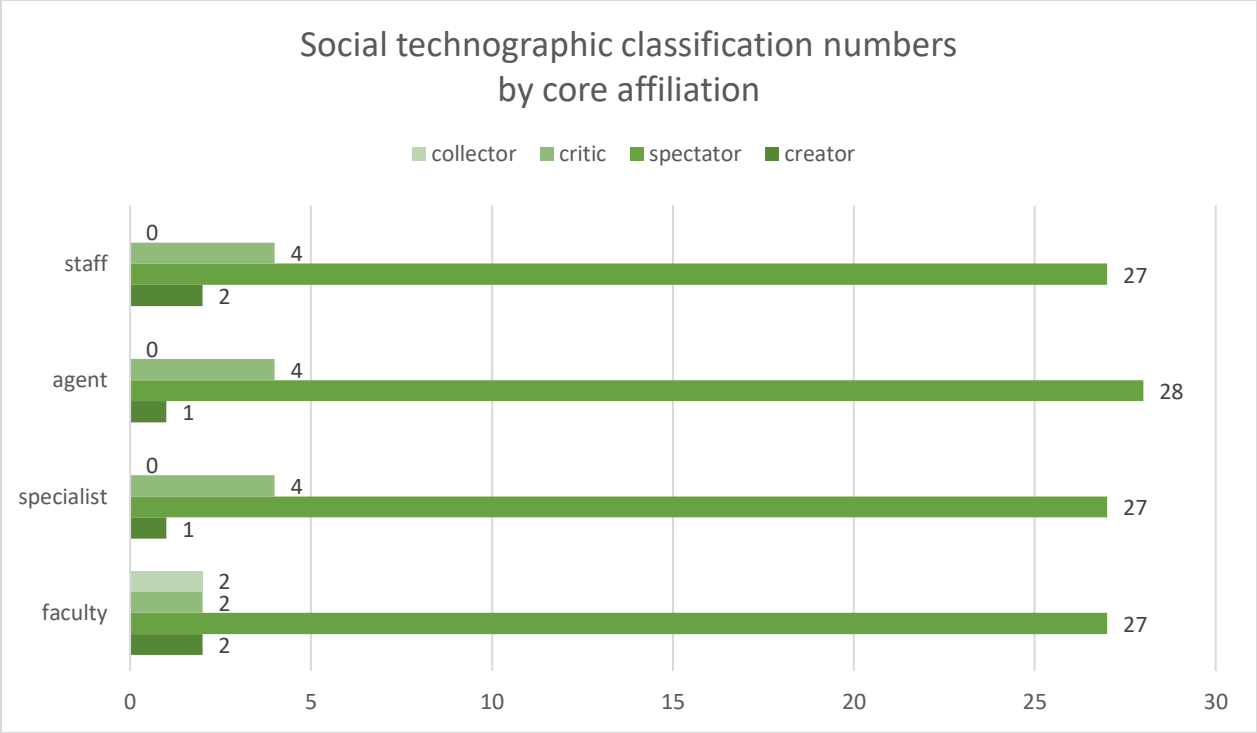


Figure 4.8 Number respondents in each social technographic classification within each core affiliation

Respondents were asked to provide a “yes” or “no” to whether they had joined specific social-media accounts. There were  $n = 133$ , and these frequencies can be seen in Table 4.42. One item within the social technographic questions asked respondents to provide any other social-media platforms they have joined and created accounts for. The additional write-in answers included Instagram ( $n = 12$ ), LinkedIn ( $n = 4$ ), Snapchat ( $n = 4$ ), Pinterest ( $n = 3$ ), and each with one response, Tanner Brigade, Research Gate, Auctions, Marco Polo, GroupMe, and Stitcher.

Table 4.42

*Social media accounts joined*

Social media type	“Yes”		
	<i>n</i>	%	( <i>M, SD</i> )
Facebook	116	87.1	(1.13, .34)
Twitter	60	45.3	(1.55, .50)
YouTube	57	43.0	(1.57, .50)
Google +	50	37.4	(1.63, .49)
Blogging websites	21	15.8	(1.84, .37)
Social media management	17	12.4	(1.88, .33)
Social bookmarking	8	5.7	(1.94, .23)

Note: This question was a yes or no selection

The beginning regression model for RO3 included UP importance, BMC importance, role in story, perception, cooperative purchasing, frequency of personal use, frequency of business use, UP familiarity, BMC familiarity, age, gender, and primary affiliation. The adjusted  $r^2$  for the beginning model was .59. In the above order, the slopes were .03, .38, .16, -.30, .12, .02, .08, .18, .06, .01, .07, and .12. Significant variables at the  $p \leq .001$  level were BMC importance and perception. The only significant variable at the  $p \leq .01$  level was role in story. Significant variables at the  $p \leq .05$  level were cooperative purchasing and UP familiarity. To further adapt the model, the computed perception variable was removed from the model and specific perception items were individually tested in place of the computed perception variable to identify significant items within the computed perception variable. The significant items within the perception variable included: Q15\_3 significant at the  $p \leq .05$  level, UP my peers do not use its

services,  $b = .05$ ; Q17\_7 significant at the  $p \leq .05$  level, BMC inconvenient for my location,  $b = .07$ ; Q17\_4 significant at the  $p \leq .05$  level, BMC I already have another business I prefer,  $b = .01$ ; Q17\_1 significant at the  $p \leq .01$  level, BMC I have had unfavorable past experiences,  $b = -.07$ ; Q17\_2 significant at the  $p \leq .001$  level, BMC unaware of services offered,  $b = -.18$ ; Q17\_2 significant at the  $p \leq .001$  level, BMC my peers do not use its services,  $b = .05$ ; Q17\_5 significant at the  $p \leq .001$  level, BMC I am unaware of the ordering process,  $b = .001$ ; and Q17\_6 significant at the  $p \leq .001$  level, BMC the services do not fit my needs,  $b = .13$ . These items were used to compute an “adjusted perception variable,” which was used in the final model of the regression analysis. All four social technographic classifications were tested in the regression model, and none were found to be significant. Therefore, no social technographic classifications were used in the final regression model. The adjusted  $r^2$  for the final model was .62, and Field (2005) classifies effect size of models with an adjusted  $r^2$  of .5 or more a large effect size of explaining the variance. This model included variables BMC importance ( $b = .47$ ), adjusted perception ( $b = -.33$ ), UP familiarity ( $b = .25$ ), cooperative purchasing ( $b = .12$ ), and role in story ( $b = .12$ ). Slopes and significances for the final model can be seen in Table 4.43.

Table 4.43

*Slopes and significances for variables used in the final regression model of characteristics of experiences that influence customers' use of University Printing and the K-State Research and Extension Bookstore and Mail Center*

Variable	<i>b</i>	Significant at $p \leq$
BMC importance	.47	.001
Adjusted perception	-.33	.001
UP familiarity	.25	.001
Cooperative purchasing	.12	.01
Role in story	.12	.01

**RO4: Determine the connection of customers' perceptions of the role of UP and BMC in telling Extension's story.**

To determine the connection of customers' perceptions of the role of UP and BMC in telling Extension's story, questions related to general importance of UP and BMC and importance in telling Extension's story were asked. Participants were asked to select how important they felt UP was. Selection options were not at all important, slightly important, neutral, mostly important, and extremely important. Participants were then asked the same question but about BMC. Selection options were the same. Frequencies of general importance, means, and standard deviations of UP and BMC can be seen in Table 4.44. Significant differences of general importance of UP and BMC between core affiliations can be seen in Table 4.45.

Table 4.44

*General importance of University Printing and the K-State Research and Extension Bookstore and Mail Center*

Service center ( <i>M</i> , <i>SD</i> )	Not at all important		Slightly important		Neutral		Mostly important		Extremely important	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
UP (4.82, 1.0)	2	1.5	10	7.9	37	27.7	45	33.7	39	29.3
BMC (4.19, .94)*	2	1.5	5	3.9	21	15.7	43	32.3	62	46.6

\* significant at the  $p \leq .001$  level for BMC between agents and staff

Note: This question was a five-point scale with one being “Not at all important” and five being “Extremely important.”

Table 4.45

*Means and standard deviations for classifications with significant differences of the general importance of the K-State Research and Extension Bookstore and Mail Center*

	Faculty		Specialists		Agents		Staff	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
BMC importance	-	-	-	-	4.61	.54	4.29	.87

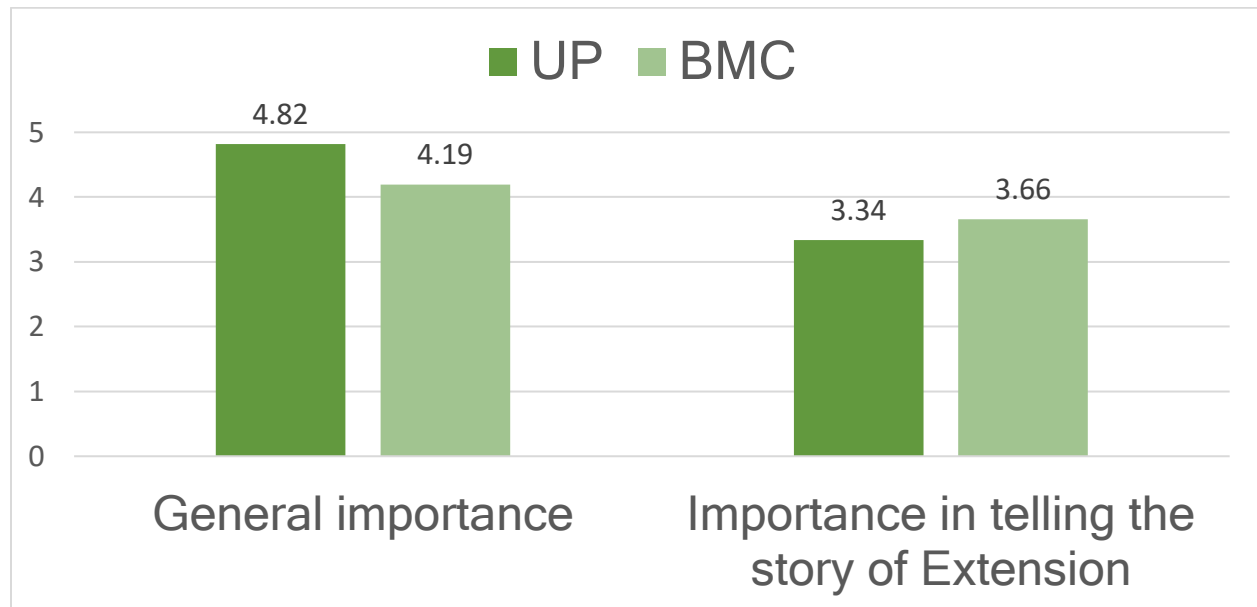
Another question respondents were asked through a matrix table was, “How important is each of the following service centers in telling Extension’s story?”. Selection options for each service center were not at all important, slightly important, neutral, mostly important, and extremely important. Each service centers’ level of importance in telling Extension’s story can be seen in Table 4.46, as well as mean and standard deviations for each. Figure 4.9 shows general importance and importance in telling Extension’s story for both service centers.

Table 4.46

*Importance of University Printing and the K-State Research and Extension Bookstore and Mail Center in telling the story of Extension*

Service center ( <i>M, SD</i> )	Not at all important		Slightly important		Neutral		Mostly important		Extremely important	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
UP (3.34, 1.33)	19	14.2	16	11.9	28	20.9	42	31.3	29	21.6
BMC (3.66, 1.26)	11	8.2	15	11.2	39	19.4	39	29.1	43	32.1

Note: This question was a five-point scale with one being “Not at all important” and five being “Extremely important.”



*Figure 4.9* Means for general importance and importance in telling the story of Extension for University Printing and the K-State Research and Extension Bookstore and Mail Center

Note: This question was asked on a five-point scale.

To further assess respondents’ perceptions about UP and BMC’s role in telling the story of Extension, respondents were presented with a write-in question asking, “What role do you see University Printing and/or the K-State Research and Extension Bookstore and Mail Center



playing in telling the story of Extension?”. Answers were constantly compared to previous answers and grouped into themes using Glaser’s (1965) constant comparative method. There were 63 additional write-in responses. Themes, descriptions of the themes, and frequencies can be seen in Table 4.47.

Table 4.47

*Write-in answers for University Printing and the K-State Research and Extension’s Bookstore and Mail Center’s role in telling the story of Extension*

Theme	Description of theme	<i>n</i>
Providing assistance	Reports, publications, materials, mailings, graphics, etc.	38
Helping tell story	UP and BMC give others the tools to tell story	31
Specific needs	Consistent branding, creative story writing, attention grabbers, brand recognition, best practices for marketing and storytelling, public relations for Extension	7
No role	Did not see role in telling story	7
Increase awareness	More people should know about the resources, increased brand awareness, more public relations work	5
Changing times	Decreased print more, differing audience needs	4

To determine the connection of customers’ perceptions of the role of UP and BMC in telling Extension’s story, a linear regression test was conducted. The dependent variable in the model was the computed variable role in story. The “role in story” variable was created using items Q23\_1-2. This variable includes items UP’s importance in telling the story of Extension and

BMC's importance in telling the story of Extension. These two items were averaged to create the role in story variable.

The beginning regression model included the variables: UP importance, BMC importance, UP familiarity, BMC familiarity, cooperative purchasing, frequency of personal use, frequency of business use, gender, age, affiliation, and experience. The beginning adjusted  $r^2$  was .307. In the above order, the slopes were .07, .52, .16, -.38, -.15, .17, -.18, .18, .10, -.03, and .40. The only significant variable at the  $p \leq .05$  level was cooperative purchasing. Significant variables at the  $p \leq .001$  level were BMC importance, BMC familiarity, and experience. To further adapt the model, the computed experience variable was removed from the model and specific experience items were individually tested in place of the computed experience variable to identify significant items within the computed experience variable. The significant items with the experience variable included: Q16\_5 significant at the  $p \leq .05$  level, BMC quality of the final product,  $b = .24$ ; Q14\_1 significant at the  $p \leq .01$  level, UP ease and convenience of ordering process,  $b = .20$ ; Q19\_1 significant at the  $p \leq .01$  level, UP and BMC quality of final product,  $b = .26$ ; Q19\_5 significant at the  $p \leq .01$  level, UP and BMC ease of delivery or pick-up,  $b = .20$ ; Q14\_6 significant at the  $p \leq .001$  level, UP quality of final product,  $b = .33$ ; and Q19\_3 significant at the  $p \leq .001$  level, UP and BMC variety of services,  $b = .28$ . These items were used to compute an "adjusted experience variable," which was used in the final model of the regression analysis. The adjusted  $r^2$  for the final model was .31, and Field (2005) classifies effect size of models with an adjusted  $r^2$  of .3 a medium effect size of explaining the variance. This model included variables adjusted experience ( $b = .51$ ), BMC importance ( $b = .48$ ), BMC

familiarity ( $b = -.35$ ), and cooperative purchasing ( $b = -.17$ ). Slopes and significances for the final model can be seen in Table 4.48.

Table 4.48

*Slopes and significances for variables used in final regression model of determining the connection of customers' perception of the role of University Printing and the K-State Research and Extension's Bookstore and Mail Center in telling Extension's story*

Variable	$b$	Significant at $p \leq$
Adjusted experience	.51	.001
BMC importance	.48	.001
BMC familiarity	-.35	.001
Cooperative purchasing	-.17	.05

**H1: Those who feel restricted in purchasing options will have a less favorable perception of UP and BMC than other current and potential customers.**

To determine if respondents who felt restricted in purchasing options had a less favorable perception of UP and BMC, the cooperative purchasing and perception variable were tested through a one-tailed Pearson's correlation table. Pearson's correlation coefficient was  $-.31$  and was significant at  $p \leq .000$  level. This correlation included 133 cases, and according to Evans (1996) is considered a weak relationship. The null hypothesis was rejected.

Items within the computed cooperative purchasing variable included: Q15\_8, Q17\_8, and Q19\_8. The two items of "I'm required to use its services" were assessed separately for UP and BMC and one "preferred vendor contracts" item. These three items were averaged to create the

computed cooperative purchasing variable. The perception variable was recoded and created by using question items Q15\_1-7 and Q17\_1-7 as an average.

**RQ1: What are the differences between Manhattan-based and off-campus Extension employees' perceptions of UP and BMC services?**

To explore if there were differences between Manhattan-based and off-campus Extension employees, descriptive statistics were ran for computed variables and individual barriers to use of UP and BMC. Means and standard deviations for computed variables can be seen in Table 4.49. In the data, cases ( $n = 111$ ) were sorted by Manhattan-based location ( $f = 47, 42.4\%$ ) and off-campus based location ( $f = 64, 57.6\%$ ). There were 22 cases left out of the data analysis due to not being able to truly know if the respondent was Manhattan-based or off-campus. This data analysis also solely focused on Extension faculty, Extension regional specialists, district or county agents, and staff members.

Table 4.49

*Means and standard deviations for computed variables of Manhattan-based and off-campus based University Printing and the K-State Research and Extension Bookstore and Mail Center customers*

Variable	Manhattan-based ( <i>n</i> = 47)		Off-campus		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>n</i>
UP familiarity	3.73	1.07	3.42	1.00	64
BMC familiarity	3.85	1.15	4.09	.87	64
Frequency of business use	3.08	1.04	2.99	.79	63
Frequency of personal use	1.57*	.83	1.19*	.43	63
Role in telling Extension's story	3.47	1.23	3.54	1.07	64
Cooperative purchasing	2.57	1.11	2.14	.97	64
Experience	3.67	.77	3.71	.622	61
Perception	4.04	.71	4.01	.69	64

\* Significant differences at the  $p \leq .000$  level between Manhattan-based and off-campus based customers

## Summary

This chapter contained the results of a quantitative research methods study that aimed to determine existing needs and barriers of current and potential customers use of UP and BMC. Furthermore, the survey determined the characteristics of experiences that influence current and potential customers and gathered respondents' perception of UP and BMC's role in telling the story of Extension. Results were also provided for H1, where it was hypothesized that those who

felt restricted in purchasing options would have a less favorable perception of UP and BMC.

Lastly, results from the exploratory RQ1 were presented.

In addition to providing results from survey questions, Chapter 4 reported respondent answers from write-in questions that allowed for further comments about UP, BMC, UP and BMC's communication and/or marketing, other barriers to use of UP and BMC, and UP and BMC's role in telling the story of Extension.

## Chapter 5 - Conclusions, Discussion, and Recommendations

In this chapter, conclusions were made about the data, and further interpretations were discussed and if applicable, related back to previous literature. The purpose of this study was to enhance the KSRE brand through CBSM strategies that emphasize internal branding and sharing Extension's story. This purpose was achieved through the research objectives, hypothesis, and research question, which identify needs, barriers, and perceptions of two Extension communication services units from potential and current customers at Kansas State University. As an effect, this study provided strategic recommendations for services and clients. This study was guided by the theoretical framework of CBSM because of the limited available marketing budget, recommended use of self-proclaimed brand ambassadors, and the specialized campus and Extension community customer base. The results of this study were used to identify an end-state behavior for customers of UP and BMC, while simultaneously identifying needs and barriers of using UP and BMC. Conclusions and discussions were presented in order of research objectives, hypothesis, and research question, which were:

- **RO1:** Determine existing needs of current and potential customers' use of UP and BMC services.
- **RO2:** Determine existing barriers to current and potential customers' use of UP and BMC.
- **RO3:** Determine characteristics of experiences that influence current and potential customers' end-state behavior.
- **RO4:** Determine the connection of customers' perceptions of the role of UP and BMC in telling Extension's story.

- **H1:** Those who feel restricted in purchasing options will have a less favorable perception of UP and BMC than other current and potential customers.
- **RQ1:** What are the differences between Manhattan-based and off-campus Extension employees' perceptions of UP and BMC services?

Following conclusions and discussions, recommendations were made for research, theory, and practice based on the findings in this study.

## **Conclusions and Discussion**

### **RO1: Determine existing needs of current and potential customers' use of UP and BMC services.**

To determine needs of current and potential customers' use of UP and BMC, respondents were asked about marketing preferences, type of use, frequency, and importance. Overwhelmingly, respondents did not prefer social media ( $M = 1.89, SD = 1.14$ ) for future UP and BMC marketing and communication. The highest marketing channel preferred was email, with a mean of 3.88 and  $SD$  of 1.28 on a five-point scale. The mean score for an in-person contact was 2.51,  $SD = 1.34$ , which internal audiences had previously defined as a wanted method of communication from UP and BMC (Zagonel et al., in press). Although the in-person contact mean score was above the halfway marker on the five-point scale, it was not close to its higher counterpart, email marketing ( $M = 3.88, SD = 1.28$ ). This difference was significant at the  $p \leq .000$  level. The lowest preference for a marketing channel was social media,  $M = 1.89, SD = 1.14$ . Email marketing can provide businesses an opportunity to increase personalized, economically feasible communication that can lead to an actionable outcome (Grove, 2009). Including a personal touch



in emails also follows social science research that indicates when personal contact and a direct appeal is present, behavior change, or an action, is more likely to take place (McKenzie-Mohr, 2000).

To further assess marketing needs, a write-in question regarding marketing and communication was available. From these answers, respondents felt there was a need for a simple and timely ordering process and billing (simple and timely theme,  $n = 3$ ; barriers related to simplicity and timeliness  $n = 4$ ; combined for a  $n = 7$ ). When respondents in the faculty group were working with UP and/or BMC, respondents felt the invoicing process should also include them, even though their respective department was then managing the invoice. This aligns with another theme in the write-in answers from respondents. With  $n = 4$  respondents indicating they did not directly use UP and/or BMC, it would be helpful to know details of services and projects, so they were able to pass it on to students and others who many need or want to use the services. Respondents who felt this way were faculty members, who advise graduate students, district or county agents who have office professionals, and staff members in larger departments with multiple people who are responsible for placing orders. Respondents also felt it necessary and helpful to know about new and/or changed publications, removed publications, ordering changes, form changes, and structure changes, as some respondents were unaware of current and past structure and relationships of KSRE entities. Although not entirely UP and BMC's responsibility, respondents felt it was important for those producing publications to be cognizant of formatting for ease of printing and cost.

The majority of respondents learned of UP and BMC through their department, UP ( $n = 71$ ), BMC ( $n = 75$ ), and secondly through a friend or colleague, UP ( $n = 54$ ), BMC ( $n = 58$ ). This is a promising finding for employing a community-based social marketing strategy because social norms and social diffusion are both tools that can be used to promote a behavior change within a community (McKenzie-Mohr, 2011). Both of these tools involve a human aspect and could be encouraged and increased through the use of friends and colleagues.

Since previous research with internal members of UP and BMC revealed an unclear picture of promotional and marketing techniques and limitations (Zagonel et al., in press) and technology can create dynamic needs for the printing services of Extension services (DeShields et al., 2005), to fully assess the needs of current and potential customers, it is important to specifically assess which type of use, business and/or professional or personal and/or convenience, respondents used, how often respondents used each type of use, and respondents' frequency and need of importance for individual services. The highest level of business and/or professional use for respondents was several times a year for both UP and BMC. This is also reflected in the means of both service centers, UP  $M = 2.53$ ,  $SD = 1.07$  and BMC  $M = 3.31$ ,  $SD = 1.23$ . The majority of respondents did not use UP or BMC for personal and/or convenience use, and this is reflected in the much lower means of use. This could mean respondents are unaware of the availability to use UP and BMC for personal and/or convenience needs, and in general, unaware of the abilities and services of UP and BMC. Respondents' average personal and/or convenience use for UP was  $M = 1.20$ ,  $SD = .56$  and BMC  $M = 1.42$ ,  $SD = .88$  on a five-point scale. There were significant differences at the  $p \leq .001$  level of personal and/or convenience use for BMC between faculty and specialist, faculty and staff, specialists and agents, and agents and staff. These differences

could be attributed to a generally higher use of BMC for personal and/or convenience use. The highest reported services were ordering publications  $M = 2.84$ ,  $SD = 1.23$  and buying promotional items  $M = 2.37$ ,  $SD = 1.02$ . This question was also a five-point scale. In buying promotional items, there were significant differences at the  $p \leq .001$  level between faculty and specialist and faculty and staff. Respondents' frequency of use also closely aligned with respondents' reported importance of services. The service with the highest importance was ordering publications,  $M = 3.62$ ,  $SD = 1.24$ , and the third highest importance was buying promotional items,  $M = 3.62$ ,  $SD = 1.33$ . For a CBSM plan, a potential starting point could focus on familiarity and knowledge of current and potential customers' needs, which were business and/or professional use, as this was the most frequently reported type of use.

## **RO2: Determine existing barriers to current and potential customers' use of UP and BMC.**

To determine current and potential customers' barriers to the use of UP and BMC's services, respondents were asked to provide their familiarity of UP and BMC and how much a particular barrier influences their use. To fully encompass all internal individual barriers and external barriers, respondents were also provided with multiple opportunities to provide write-in answers.

Respondents were first asked to identify how familiar they were with each service center individually without a descriptor. Secondly, respondents were asked to identify how familiar they were with each service center with a description of the service center was provided. There was a slight increase in familiarity with a description versus no description. Respondents could have a lack of recognition of the specific names of UP and BMC. This could mean the sample

was still unsure about their familiarity with the service center and had minimal previous exposure to service centers, which was reflected in some of the write in answers ( $n = 3$  in communication and/or marketing themes; further comments regarding UP, specifically unfamiliarity  $n = 6$ ). Without the description means were  $M = 3.34$ ,  $SD = 1.24$  for UP and  $M = 3.71$ ,  $SD = 1.26$  for BMC. With a description, means were  $M = 3.53$ ,  $SD = 1.15$  for UP and  $M = 3.94$ ,  $SD = 1.21$  for BMC. These means were significantly different at the  $p \leq .001$  level.

Through write in answers, participants provided answers, but stated they were unsure if they were considering the correct service center. There was a significant difference of both UP and BMC's familiarity with a description at the  $p \leq .000$  level between faculty and agents. For UP, faculty had  $M = 2.65$ ,  $SD = 1.25$ , and agents had  $M = 3.48$ ,  $SD = 1.01$ . For BMC, faculty had  $M = 2.44$ ,  $SD = 1.24$ , and agents had  $M = 4.24$ ,  $SD = .75$ . This could be attributed to the fact that many agents are using BMC's service more through ordering publications and other actions versus faculty who could be working through other facets, such as the KSRE publishing unit or their respective department. This could also mean faculty have less need for printing and mailing without an Extension appointment. Since McKenzie-Mohr (2000) cites identifying barriers is often a forgotten step in the CBSM process. It should not be discounted that this barrier needs to be minimized, through an increase in knowledge and familiarity, just as much as any behavior should be encouraged.

There were eight barriers per service center presented to respondents in this survey, which totaled 16 barriers in all. Fourteen of the 16 influential barriers' means were below 2.5 on a five-point scale, except UP unaware of services and UP inconvenient location. Many of the higher scored barriers were related to being unaware of services and the ordering process. The top four

highest scored barriers out of eight in the question for UP were unaware of services ( $M = 2.53$ ,  $SD = 1.25$ ), inconvenient location ( $M = 2.52$ ,  $SD = 1.51$ ), unaware of ordering process ( $M = 2.24$ ,  $SD = 1.31$ ), and required to use services ( $M = 2.18$ ,  $SD = 1.33$ ). The top four highest scored barriers out of eight in the question for BMC were required to use services ( $M = 2.11$ ,  $SD = 1.34$ ), inconvenient location ( $M = 2.10$ ,  $SD = 1.29$ ), unaware of services ( $M = 1.99$ ,  $SD = 1.19$ ), and unaware of ordering process ( $M = 1.81$ ,  $SD = 1.21$ ). The inconvenient location barrier could also be attributed to a lack of knowledge of UP and BMC's services, as delivery and mailing is an option for receiving projects and online ordering is available.

### **RO3: Determine characteristics of experiences that influence current and potential customers' use of UP and BMC.**

To ensure current customers continue and potential customers are more inclined to first use UP and BMC's services, specific characteristics were provided to assess which ones were most influential to respondents. Nearly all characteristics reported were above the 2.5 score on a five-point scale of influence, but the most influential aspects for UP were quality of the final product ( $M = 4.19$ ,  $SD = 1.01$ ), a quick turnaround time ( $M = 3.93$ ,  $SD = 1.12$ ), willingness of employees to help me ( $M = 3.93$ ,  $SD = 1.12$ ), and ease and convenience of ordering ( $M = 3.73$ ,  $SD = 1.18$ ). The most influential aspects for BMC were quality of final product ( $M = 4.12$ ,  $SD = 1.08$ ), willingness of employees to help ( $M = 4.05$ ,  $SD = 1.16$ ), ease and convenience of ordering ( $M = 3.98$ ,  $SD = 1.11$ ), and a quick turnaround time ( $M = 3.98$ ,  $SD = 1.13$ ). For the willingness of employees to help me characteristic, there was a significant difference between faculty ( $M = 3.53$ ,  $SD = 1.48$ ) and agents ( $M = 4.12$ ,  $SD = .85$ ) at the  $p \leq .000$  level. For the quality of the final

product characteristic, there was a significant difference between faculty ( $M = 3.71, SD = 1.47$ ) and agents ( $M = 4.30, SD = .67$ ) at the  $p \leq .000$  level. When UP and BMC influential qualities were assessed together, the top four out of eight characteristics were a quick turnaround time ( $M = 4.04, SD = 1.09$ ), ease and convenience of ordering ( $M = 4.01, SD = 1.08$ ), quality of product ( $M = 3.99, SD = 1.13$ ), and ease and convenience of pick-up or delivery ( $M = 3.91, SD = 1.19$ ). The ease and convenience of ordering received a 4.01 mean score ( $SD = 1.08$ ) on a five-point scale and has a lot of influence in customers' choice to use UP and BMC. This characteristic also had a significant difference at the  $p \leq .000$  level between both faculty ( $M = 3.24, SD = 1.54$ ) and specialists ( $M = 4.07, SD = .95$ ) and faculty ( $M = 3.24, SD = 1.54$ ) and agents ( $M = 4.14, SD = .86$ ). The quality of product characteristic also had significant differences between faculty ( $M = 3.53, SD = 1.52$ ) and specialists ( $M = 4.04, SD = .98$ ) at the  $p \leq .001$  level. Since these are important aspects to customers, and it is known from the barriers determined by this survey, the knowledge gap between employees and current and potential customers could be a profoundly deterring factor to many. Internal branding literature describes the role of employees as "creating and maintaining favorable images and consequently a favorable reputation of the company as a whole by sending signals to all stakeholders by managing behavior, communication, and symbolism (Einwiller & Will, 2002, p. 101). Zagonel et al. (in press) found there were some self-proclaimed brand ambassadors who could fulfill this mission for UP and BMC, while also assisting in bridging the information gap found between customers and the service centers.

Additional write-in answers provided more insight into specific aspects of experiences that could influence customers that was not provided in the matrix style questions. The most common theme reported for UP was a description of self-identified barriers to use,  $n = 28$ . The most

common theme for BMC was about the people of BMC. Many comments reported accommodating, helpful, and friendly service. Perhaps this could be attributed to more people interacting directly with BMC since it is a more specialized service versus UP, where you could find more information from alternative sources.

The social technographics of respondents also were considered when testing for differences between groups in the sample and their experience. The majority of respondents in this sample were classified as a spectator and critic on the ladder of Internet use, which could provide context for this community's online habits. Through the Internet use questions, respondents were classified into different levels of the Internet use ladder depending on Internet use and Internet habits (Li & Bernoff, 2011). This population is highly active online, as spectators read blogs, listen to podcasts, watch video from other users, read online forums, read customer ratings and reviews, and read tweets. Critics post ratings and reviews of products or services, comment on someone else's blog, contribute to online forums, and contribute to and edit articles in a wiki. The final regression model that predicted experience did not include social technographics because it did not contribute to the overall model enough, and therefore, was left out. The final model found BMC importance ( $b = .47$ ), UP familiarity ( $b = .25$ ), cooperative purchasing ( $b = .12$ ), UP and BMC's role in telling Extension's story ( $b = .12$ ), and an adjusted perception variable ( $b = -.33$ ) were all significant in predicting experience. BMC importance, UP familiarity, and adjusted perception were all significant at the  $p \leq .001$  level. Cooperative purchasing and UP and BMC's role in telling Extension's story were significant at the  $p \leq .01$  level. The biggest predictor in this model was BMC importance. The final adjusted  $r^2$  for this model was .62, which constitutes a large effect size of explaining the variance (Field, 2005)

meaning these elements explain 62% of the variance in experience. This model concludes there are characteristics of a customer's experience that can be increased to use UP and BMC's services. It is important to follow the paper trail this model provides, so UP and BMC can capitalize on increasing use of its services.

**RO4: Determine the connection of customers' perceptions of the role of UP and BMC in telling Extension's story.**

Since previous research found internal audience members of UP and BMC did not see themselves as a part of telling the story of Extension or the bigger mission of Extension (Zagonel et al., in press), the question was posed to this sample that is external to UP and BMC, yet still internal to Extension. The mean score of importance in telling Extension's story for UP was 3.34,  $SD = 1.33$  and BMC's mean was 3.66,  $SD = 1.26$ . The regression model for this objective included BMC importance ( $b = .48$ ), cooperative purchasing ( $b = -.17$ ), BMC familiarity ( $b = -.35$ ), and an adjusted experience variable ( $b = .51$ ) as predictors in the final model. All variables were significant in predicting UP and BMC's role in telling Extension's story. BMC importance, BMC familiarity, and the adjusted experience variable were all significant at the  $p \leq .001$  level. Cooperative purchasing was significant at the  $p \leq .01$  level. The final adjusted  $r^2$  for this model was .31, meaning the variables in the model explain 31% of the variance in the role of sharing Extension's story.



**H1: Those who feel restricted in purchasing options will have a less favorable perception of UP and BMC than other current and potential customers.**

A one-tailed Pearson's correlation table was run and showed those who felt restricted in purchasing options had a less favorable perception of UP and BMC. The coefficient was  $-.31$  and significant at the  $p \leq .000$  level. According to Evans (1996), a Pearson's correlation table with a  $.3$  to  $.4$  coefficient is considered a weak relationship. Although it is a weak relationship, it is still present in the minds of current and potential customers and should be addressed. Furthermore, this theme was also identified throughout write-in answers prior to participants being specifically asked in the survey. In many university settings, cooperative purchasing relationships are often called procurement contracts or approved vendors. It is continually being shown that cooperative purchasing agreements exhibit more complexities than a normal buying and selling relationship (Wang & Bunn, 2004). According to past literature (McCue & Prier, 2008; Wang & Bunn, 2004), these relationships can entail unclear dynamics between two parties, and on a small level, this aspect is no different for the cooperative purchasing agreement in this study. While this hypothesis held true in this study and was a prevalent theme in the data, it is important to note other elements were more impactful in decisions and barriers to the use of UP and BMC's services.

**RQ1: What are the differences between Manhattan-based and off-campus Extension employees' perceptions of UP and BMC services?**

To explore if there were differences between Manhattan-based and off-campus Extension employees, independent t-tests were ran to compare means. There were significant differences between Manhattan-based and off-campus based employees' frequency of personal use of UP (*M*

= 1.57,  $SD = .83$ ) and BMC ( $M = 1.19$ ,  $SD = .43$ ). This difference was significant at the  $p \leq .000$  level. This could be attributed to a lack of familiarity or knowledge of services and opportunities with UP and BMC, as well as location driven needs. In addition, as write-in answers contributed, respondents may want to support their local business rather than UP and BMC.

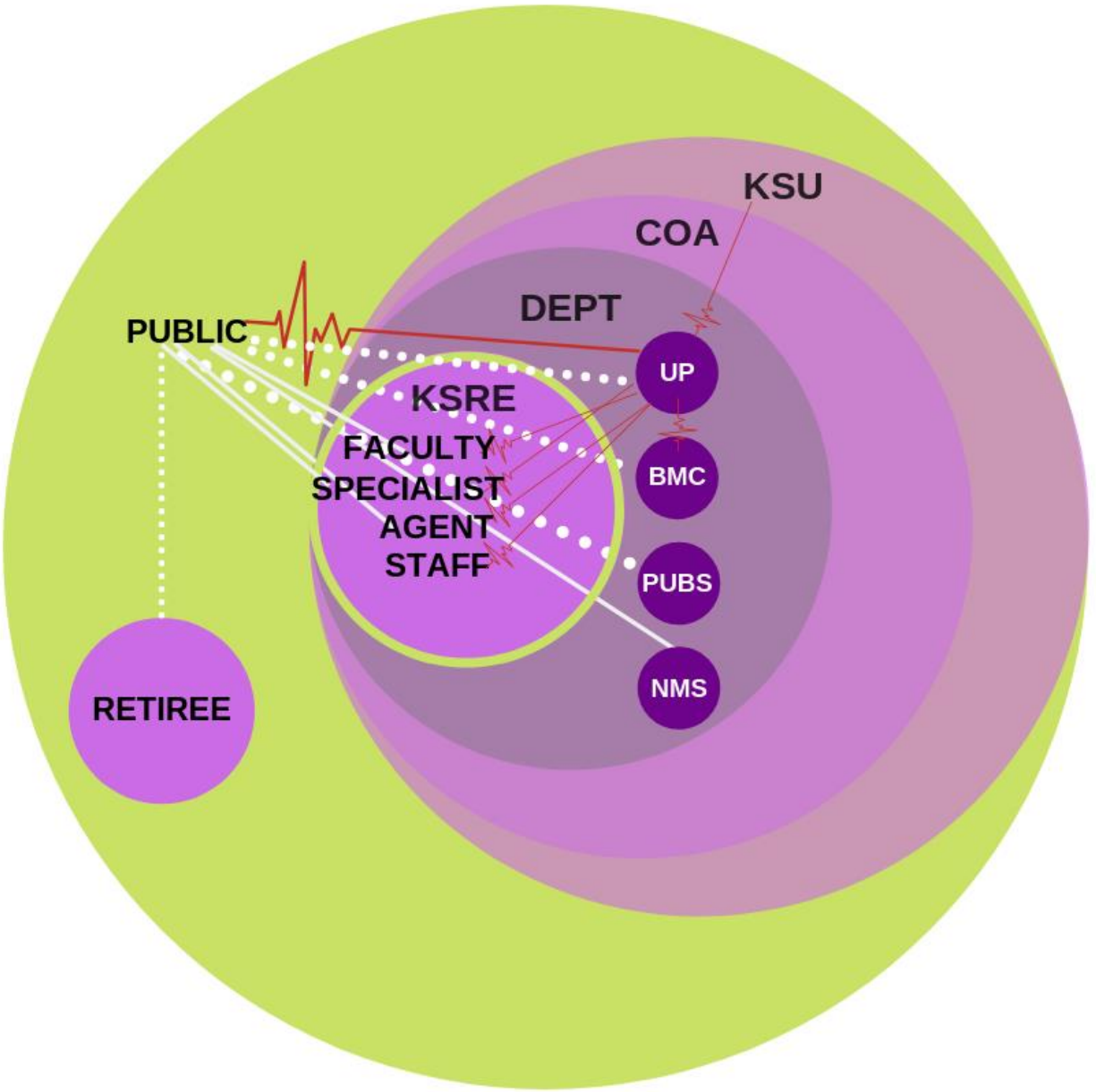
## **Recommendations**

This study generated recommendations for research and added to literature in the areas of branding for KSRE, KSRE history, Extension communication services, applying CBSM to a non-environmental cause, and cooperative purchasing at universities. Additional recommendations for practice, both generally and specifically, emerged when analyzing the data. These recommendations were grouped by research and practice.

### **Research**

Recommendations for future research include further exploration into the KSRE retiree population and engagement with KSRE. This group was selected as a pilot test group for the survey because of their previous experience with KSRE. However, from the few responses received from the pilot, the population was unaware of structural changes and resources of KSRE. Many other areas and audiences related to general Extension have been studied including external communication (Ray, 2015), agents and educators (Rohling, 2016), stakeholders (Abrams et al., 2010), employees (Settle et al., 2014; Settle et al., 2016), and board leaders (Ray et al., 2015). Retirees should be included in these focus areas because they too still play a part in the overall mission of Extension through their insight, experience, and roles as citizens in the state. In addition, the feeling of a brand, its identity, and its values are often gathered by external

members through the people of the business or organization (de Chernatony, 2001; Powell & Dodd, 2007). Retirees could be considered an external audience to KSRE, but when proving your public worth is a constant battle, communication between all audience groups, retired or not, should be enlisted. In the case of Extension, a retiree could still be a brand ambassador willing to champion the brand through interactions with others. This group is also a part of a convoluted realm within the structure of Extension and can be seen in Figure 5.1. This figure demonstrates the complex structure of Extension in relation to other communication services' units, the Department of Communications and Agricultural Education, the College of Agriculture, Kansas State University, the public, and sectors within the public. This figure can serve as brief structure map that includes relations between the entities. The graphic also illustrates that customers, like faculty, specialists, agents, and staff, are considered external audiences to UP and BMC's communications and marketing, but the customers are still technically an internal audience to the KSRE brand. An output of the present study is the additional of the word mixternal. Because of this unique concept, the term "mixternal" was used to describe the audience relationship between an entity and its stakeholders where both are a part of the larger brand.



*Figure 5.1* Structural overview and relationships of KSRE that highlight mixternal and unclear relationships

Figure 5.1 showcases the complexities of the structure and its entities' relationships. The green represents the public. Purple shaded areas are entities associated with Kansas State University. The KSRE retiree population is shaded purple within the green public, as they are a part of the

general public but could still associate with the university brand. The purple KSRE bubble is outlined in green to show the mixternal relationship between UP and BMC and KSRE faculty, specialists, agents, and staff. White dotted lines represent entities and its employees that could be representing the Extension brand to the public. Solid white lines represent entities and its employees who are more than likely already sharing Extension's story and representing the Extension brand to the public as a part of their role in the organization. Red zig-zagged lines represent an unclear relationship between two entities and its employees.

In this study, importance of UP and BMC's role in telling Extension's story was identified through a scalar question. Respondents were also able to provide specific comments regarding UP and BMC's role in telling Extension's story that produced an array of viewpoints. In a time when Extension and public dollars are constantly being critiqued and in question (Spiegel, 2018), it is vital that all members of an organization are on board with the mission, values, and importance of an organization, as members and sectors are the 'face and feeling of a brand' (de Chernatony, 2001; Settle et al., 2016; Tybout & Calkins, 2005). One method of relaying these facts and emotions is through storytelling (Fog et al., 2010). Stories, and word-of-mouth marketing in general, have the power to make or break brands and organizations (Hatch & Schultz, 2001).

In some of the write-in answers, there were respondents who felt a service center did not need or see a role for UP and BMC in telling the story of Extension. This external perception of "just printing" is equivalent to the internal perception of many UP and BMC employees as assessed by Zagonel et al. (in press). More qualitative research should be done to focus on the perceptions of

specific organizational units' role in the mission of Extension and storytelling as a method of capturing unit value. This study still leaves gaps within the reach and full potential of UP and BMC. Assessment should be done with Kansas State University departments to create a benchmark and improvements to the on-campus community. Gathering these data points could also provide a solid foundation for the need of the service centers and its importance to the function of the university as a whole. More specifically, this study should be replicated with other Extension units and service centers at Kansas State University and other states to gather a more robust picture of KSRE, Kansas State University, and Extension as a whole. This study should be replicated and adjusted in the future to assess if progress was made and the end-state behavior is more prevalent, as this study provides a benchmark and recommendations. In addition, this study should be repeated at other land-grant institutions where Extension communication services units are present.

Although this research focused solely on two Extension communication services units, university settings potentially have many procurement contracts or approved vendors from which underlying entities can purchase. Future research should explore the attitudes of purchasers in other sectors, assess how the process is handled, and examine ways other entities combat the feeling of restriction in purchasing options. Additionally, there should be research assessing customers' intent to use the communication services units, as this research was unable to measure that variable due to other research objectives adding to the survey length.

Furthermore, in the RO4, there was a significant difference between agents ( $M = 4.61$ ,  $SD = .540$ ) and staff ( $M = 4.29$ ,  $SD = .873$ ) and the general importance of BMC. This could be

attributed to different training or differing roles within KSRE, but more exploration with each group could uncover more understanding of why this difference exists and the level of employee buy-in to the brand.

Research should also been done in the area of message testing with this audience. This study presents example messages in the recommendations, but more messages could be developed and tested with a smaller sector of the community. Within the study, intent to use and familiarity could be assessed.

Finally, a web usability assessment should be conducted of UP and BMC's online presence, as this was mentioned in write-in answers and could be contributing to unfamiliarity and confusion in customers. Respondents' social technographic responses indicate comfort with web use and are likely exploring online information prior to purchase. This could help similar assessments of UP and BMC's customers in the future and could help guide future research into online resources of UP and BMC.

## **Literature**

Through this research, more information is now known about the intricacies of cooperative purchasing in one state cooperative Extension organization. This area is underexplored at the current time, as much of the cooperative purchasing literature pertained to general government buying and less about university preferred vendor contracts. This research also confirms there is a feeling of restriction within cooperative purchasing in KSRE, which could be reassessed in the future for building more literature.

Moreover, this research adds to the further understanding of Extension communication services, Extension branding, storytelling, and KSRE history. This research can provide knowledge to other Extension communication services units in Kansas, as well as at other land-grant institutions. It specifically provides recommendations to increase brand familiarity and awareness that can be replicated in other focus areas and universities. In addition, this research builds literature known about storytelling, specifically with people in 'behind-the-curtain' roles. As for internal branding, this study confirms branding literature that states internal perceptions can exude outward to audiences, as the lack of need for contribution to the overall mission of Extension and sharing Extension's story appeared in internal and mixternal audiences. This study documents the history of communication services units at KSRE, Department of Communications and Agricultural Education, University Printing, and the KSRE Bookstore and Mail Center.

The recommendations for practice from this research should be carried out and later measured to add to CBSM literature with a non-sustainability and non-environmental topic. More specific research could be conducted qualitatively to build depth of understanding barriers within this specifically-defined community. Future research should work to build literature for CBSM in other areas, as well as potentially linking CBSM to social marketing.

## **Practice**

In CBSM, strategic psychological principles and applied research methods are used to elicit a desired behavior change in a specifically-defined community (Tabanico & Schultz, 2007). Once



a deliberate behavior change and barriers have been assessed, benefits associated with the behavior should be assessed (McKenzie-Mohr, 2000), so barriers can be eliminated and benefits can be highlighted. Important aspects of CBSM are the research that goes into the plan and the evaluation that occurs throughout and the end of the plan (McKenzie-Mohr, 2011). This study aimed to provide more insight to the community in question, more information on the general situation, and a selection of an end-state behavior. The end-state behavior should be a non-divisible, measurable, and attainable behavior (McKenzie-Mohr, 2000). Based on the findings from this data, an achievable behavior for the community would be to increase familiarity and knowledge of the services of both UP and BMC and the service centers in general. This study provides a benchmark of familiarity of UP and BMC services, and this could be evaluated to assess progress on a regular basis.

Tools that can be used to carry out CBSM plans are commitments, social norms, social diffusion, prompts, communication, incentives, and convenience. When identifying tools to use in CBSM plans, it is important to select tools specifically based on the behavior, barriers, and benefits of your community. Some of the CBSM tools include a human aspect, such as commitment, social norms, social diffusion, and communication, in which the recommendation (Zagonel et al., in press) for self-proclaimed brand ambassadors could be used. Barriers can be overcome through a variety of different ways, but social science research indicates audiences are most likely to follow through with a behavior change when there is personal contact and a direct appeal (McKenzie-Mohr, 2000). The first tool on McKenzie-Mohr's (2000, 2007) list is commitment, which involves getting people to commit to one particular action that could transform into larger behavior changes. Commitment can be obtained in a multitude of ways. Specific commitments

are through verbal, group, or public pledges and the foot-in-the-door technique. For UP and BMC, pledges could be helpful in making information known across the board, as well as the foot-in-the-door technique. By having people commit to one action, such as having people learn more about one service, the individual is more likely to choose future actions within the same theme.

The second tool available is to change the social norm of the community because people adopt the habits of others. Social norms must be known at the time of the decision. For example, from what is known about UP and BMC customers from this research, using social norms as a first tool in the CBSM plan could be ineffective as many of the respondents were unaware of services. At the current time, trying to change the social norm could be less successful because customers would not have all the information to make the “normal” decision. However, in the future, this tool could be used, perhaps when another assessment on customer familiarity and knowledge is reassessed and has grown. One method of increasing knowledge among customers could be to use brand ambassadors, which was identified by Zagonel et al. (in press). The ‘people of a brand’ have become commonplace in much of the internal branding literature (de Chernatony, 2001; Kornberger, 2010; Powell & Dodd, 2007; Punjaisri & Wilson, 2011; Stuart, 2002; Tybout & Calkins, 2005) and could also serve in bridging the gap between customers and the service centers.

Once customers have been informed and are familiar with the service centers, using social diffusion could be effective in how quickly and widespread a behavior change occurs. Social diffusion heavily relies on visibility and durability, such as posting a sign or note of the action

individuals are doing. In UP and BMC's case, this could be posting signage, like a magnet or pricing sheet, in an area where other potential customers could see it. Participants identified a lack of knowledge of pricing and services, so this could be two-fold. This may not be the best choice for all UP and BMC customers, but if there could be multiple people potentially ordering or working with UP and/or BMC in one office, this could be helpful in getting more people within a certain office or department on board. In addition, informing new audiences could occur at new faculty orientation, similar to the presence of UP and BMC at new Extension agent training.

Social diffusion is closely related to prompts in terms of visual representation of the behaviors. Prompts serve as reminders to people in the behavior to take, and the prompt must be easily understood and clearly displayed. If possible, the prompt should be placed close to where the action will take place. This tool can be thought of as a reminder to do an action we are already predisposed to do. For UP and BMC, this seems like an easy tool to use as they have the resources and methods for producing signs, magnets, notepads, posters, flyers, and more. Since a barrier for many UP and BMC customers was being unaware of services and familiarity of the business, notepads could be made and distributed to all current and potential customers. On these prompting notepads could be contact information and a quick checklist of specific aspects to think about when placing a job order with UP and/or BMC. These pieces of information could be in lighter text to still leave room on the notepad for notes without making a letter-size notepad.

The next tool is communication, and communication should also be considered in every tool and contact with customers. McKenzie-Mohr (2000) cites it is important to research and understand

the behaviors and attitudes of your audience, or customers in this case, before developing messages. During the message creation, it is imperative that messages and call-to-actions are personal, engaging, and concise. Messaging should highlight what is lost by neglecting to act versus the benefits, or savings, by acting. When framing messages like this, it is important to provide your audience the next step to take. In addition, general communication should be consistent throughout all mediums, online and print. Furthermore, as seen in the data from respondents, online resources like the Kansas State University website were (UP  $n = 33$ , BMC  $n = 35$ ) selected as how they previously learned of UP and/or BMC, so websites and online resources should be updated to reflect the current service centers. In preparation for this study, it was noted that areas of the websites currently refer to older names, configurations, or acronyms. Another way to minimize the barrier of unawareness would be to make pricing itemizations available to customers, which could also be done in print pieces and in online resources, like websites and emails. It is important to make information known to the audience instead of them searching for the answer, as this can lead to frustration and less motivation to follow through with the behavior. For UP and BMC, both service centers are producing specialized goods that the majority of customers are not knowledgeable about. This produces a need for UP and BMC to overcome the knowledge gap between the employees and meet the customers at their information level. A specific practice to do this could be to use the preferred methods of communication from respondents of this study.

Incentives are another tool that can be used in CBSM plans to motivate the adoption of new behaviors. This tool can be used to reward positive actions because punishments for non-conforming behavior do not lead to the intended outcome (McKenzie-Mohr, 2000). Incentives

should be well thought out and planned for long term as taking away rewards can lead to less motivation to the behavior. Although this may not be the best strategy for UP and BMC since incentives should have longevity, it should be made clear to current and potential customers if they are getting a deal or discount using UP and/or BMC versus using another service center. If UP and BMC were to use a short-term incentive, an appropriate one would be to have current or potential customers tour the facilities of UP and BMC. Those who participated in the tour could receive a discounted printing or mailing job as an incentive. In addition, the tour could serve as a tool to increase familiarity of the locations, services, and overall process of services. A potential message to address the savings aspect could be, “Quality and savings in every print.” This message highlights quality, which was found as an important aspect to customers, and simultaneously addresses any savings or resources saved by using UP. An example message for BMC that highlights any money or resources saved could be, “Reaching more using less.” This example message also incorporates the theme found within write-in answers of RO4, which was UP and BMC helps others tell the story of Extension.

The final tool used in CBSM plans is convenience and making the less desirable behavior less convenient. This can be possible through changing peoples’ perception or increasing familiarity with the desirable action. Once tools have been selected that will lessen barriers, the strategy should be pilot tested within one or more smaller sector of the community and evaluated to ensure a behavior has been changed. In the case of UP and BMC, the behavior is being more familiar and knowledgeable with both service centers and its respective services. By measuring this among a couple of smaller sectors of the larger community, it can be assessed if the pilot was successful.

A minor theme throughout this research and its data was cooperative purchasing and having current and potential customers feeling restricted in their purchasing options. Wang and Bunn (2004) cite that it is recommended to address this problem by helping those in the purchasing role understand the importance of their purchase in the bigger picture. Through this, purchasers will be more inclined and responsive to the objectives, exchange process, outcomes, and seller's requests. In addition to increasing knowledge of UP and BMC among customers, this should be an additional theme addressed when selecting CBSM tools. It is typical that communication between purchasers and sellers in long-term cooperative purchasing agreements is negligible because it is known by both parties there should be a mutual cooperation. By pushing the envelope of traditional, minimal communication and connecting the purchaser with the meaning of their support, UP and BMC could overcome the stigma that customers are required to use their services. As recommended by CBSM tools (McKenzie-Mohr, 2000), concise and personalized messages can be helpful in communicating with audiences to inhibit behavior changes. UP and BMC could construct a message specifically targeted for those who fall under the cooperative purchasing agreement that negates the contract mindset. An example message could be "University Printing – use it because you want to, not because you have to." Another example message that incorporates a theme found within the write-in answers of RO4 could be, "Printing for you and yours." This message emphasizes UP and BMC's role as a resource that helps others fulfill the mission of Extension.

Social technographic questions and classifications can be used to direct specific, useful resources to audience members based on their Internet use and Internet habits (Li & Bernoff, 2011). While

social media is not an appropriate channel as identified by this audience, this audience was comfortable with web use and had a high level of social technographic skills. Thus, they are likely seeking resources online pre and post purchasing. It could be beneficial to make certain aspects clear online like costs, discounts, pricing structure, services available, turnaround time, and online ordering instructions and options. To further eliminate the barrier of inconvenient locations, it could be helpful to make mail and shipping options clear online as well.

Furthermore, it is recommended the KSRE List serv be updated to a more usable format for business, departmental, and research use. Within that, it is also recommended the list be pruned for recipients that have changed institutions or positions, include descriptive information regarding recipients' role, and be accessible among department members. This would provide better system for research and business purposes.

## **Summary**

In this chapter, conclusions were made about the data, and further interpretations were discussed and if applicable, related back to previous literature. Following conclusions and discussions of the research objectives, hypothesis, and research question, recommendations for research, theory, and practice were made. The purpose of this study was to enhance the KSRE brand through CBSM strategies that emphasize internal branding and sharing Extension's story. This purpose was achieved through the research objectives, hypothesis, and research question, which identify needs, barriers, and perceptions of two Extension communication services units from potential and current customers at Kansas State University. As an effect, this study provided strategic recommendations for services and clients. This study was guided by the theoretical framework of

CBSM because of the limited available marketing budget, recommended use of self-proclaimed brand ambassadors, and the specialized campus and Extension community customer base. The results of this study were used to identify an end-state behavior for customers of UP and BMC, which was to increase familiarity and knowledge of service centers and its services. Simultaneously, this study identified needs and barriers to use of UP and BMC.



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## Appendix A - Survey Instrument

# University Printing & K-State Research and Extension Bookstore and Mail Center Survey

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### Start of Block: Introduction demographics

**Q1 PROJECT TITLE:** Signed, sealed, delivered: Understanding Extension communication services customer needs for the advancement of the Extension brand in Kansas

**PROJECT APPROVAL DATE:** February 22, 2019

**EXPIRATION DATE:**

**LENGTH OF STUDY:** 15-30 minutes

**PRINCIPAL INVESTIGATOR/CO-INVESTIGATOR(S):** Dr. Lauri Baker and Anissa Zagonel

**CONTACT DETAILS FOR PROBLEMS/QUESTIONS:** Anissa Zagonel, azagonel@ksu.edu

**IRB CHAIR CONTACT INFORMATION:** Rick Scheidt, Chair, Committee on Research Involving Human Subjects, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224

**PROJECT SPONSOR:** N.A

**PURPOSE OF THE RESEARCH:** The purpose of this survey research study is to identify potential and current customer needs, barriers, and perceptions of two K-State Research and Extension communication services units at Kansas State University.

**PROCEDURES OR METHODS TO BE USED:** Research will be conducted through an online survey created in Qualtrics.

**ALTERNATIVE PROCEDURES OR TREATMENTS, IF ANY, THAT MIGHT BE**

**ADVANTAGEOUS TO SUBJECT:** N.A

**RISKS OR DISCOMFORTS ANTICIPATED:** There are no anticipated risks to participating in this study.

**BENEFITS ANTICIPATED:** Employees could benefit from the enhancement of the K-State Research and Extension brand, increased business, and job responsibility.

**EXTENT OF CONFIDENTIALITY:** The subject's responses will be kept confidential to the extent provided by law. The survey participants' name and personal information will be

anonymous. Only descriptive data will be used to describe the population in the research conclusions.

**IS COMPENSATION OR MEDICAL TREATMENT AVAILABLE IF INJURY OCCURS: N.A.**

**PARENTAL APPROVAL FOR MINORS: N.A.**

Do you agree to participate?

Yes

No

*Skip To: Q2 If Q1 = Yes*

*Skip To: End of Survey If Q1 = No*

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Q2 In what way are you affiliated with <strong>K-State Research and Extension and/or a college at Kansas State University? If you are affiliated under multiple categories, please provide the percentage of affiliation in each category.

- Research faculty \_\_\_\_\_
- Teaching faculty \_\_\_\_\_
- Extension faculty (state specialist; Manhattan campus) \_\_\_\_\_
- Extension faculty (state specialist; other campus) \_\_\_\_\_
- Extension regional specialist (Manhattan campus) \_\_\_\_\_
- Extension regional specialist (other campus) \_\_\_\_\_
- District or county Extension agent \_\_\_\_\_
- District- or county-based Extension staff \_\_\_\_\_
- Manhattan campus-based Extension staff \_\_\_\_\_
- Department-affiliated staff \_\_\_\_\_
- Intern or student employee \_\_\_\_\_
- Other; please specify \_\_\_\_\_

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Page Break \_\_\_\_\_

Q3 In regard to your role with K-State Research and Extension, how familiar are you with each of the following service centers on Kansas State University's campus?

	Not familiar at all	Slightly familiar	Neutral	Mostly familiar	Extremely familiar
University Printing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K-State Research and Extension Bookstore and Mail Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4 Have you used services from either of the following?

	Yes	No
University Printing	<input type="radio"/>	<input type="radio"/>
K-State Research and Extension Bookstore and Mail Center	<input type="radio"/>	<input type="radio"/>

Q5 How important is University Printing?

- Not at all important
  - Slightly important
  - Neutral
  - Mostly important
  - Extremely important
- 

Q6 How important is the K-State Research and Extension Bookstore and Mail Center?

- Not important
- Slightly important
- Neutral
- Mostly important
- Extremely important

End of Block: Introduction demographics

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Start of Block: UP

Q7 University Printing is Kansas State University's in-house print shop. This resource is a full-service printing, copying, and bindery production facility with two locations, 26 Umberger Hall and 52 K-State Student Union.

Based on this description, how familiar are you with University Printing?

- Not familiar at all
  - Slightly familiar
  - Neutral
  - Mostly familiar
  - Extremely familiar
- 

Q8 How often do you use University Printing for...

	Never	Once a year	Several times a year	Once a month	Multiple times each month
business and/or professional use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
personal and/or convenience use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Page Break

Q9 Is there anything else you would like to say about University Printing?

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End of Block: UP

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Start of Block: BMC

Q10 The K-State Research and Extension Bookstore and Mail Center supports K-State Research and Extension and the College of Agriculture by managing and distributing an inventory of more than 2,000 publications, promotional materials, and other items; metering mail, providing United Parcel Service, and Federal Express business services; and mail list processing and addressing. This resource is located at 24 Umberger Hall.

Based on this description, how familiar are you with the K-State Research and Extension Bookstore and Mail Center?

- Not familiar at all
  - Slightly familiar
  - Neutral
  - Mostly familiar
  - Extremely familiar
-



Q11 How often do you use the K-State Research and Extension Bookstore and Mail Center for...

	Never	Once a year	Several times a year	Once a month	Multiple times a month
business and/or professional use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
personal and/or convenience use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Page Break

Q12 Is there anything else you would like to say about the K-State Research and Extension Bookstore and Mail Center?

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End of Block: BMC

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Start of Block: Value (both); Barriers 1. UP

Q13 How important is each of the following services to you that are provided by University Printing and the K-State Research and Extension Bookstore and Mail Center?

	Not at all important	Slightly important	Neutral	Mostly important	Extremely important
Printing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Binding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Large format printing (posters and banners)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graphic design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ordering publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buying promotional items and supplies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Metering mail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mail list processing and/or addressing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 Thinking about University Printing, how much does each of the following influence your decision to use its services?

	Not at all	A little	Neutral	A lot	A great deal
The ease and convenience of the ordering process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The willingness of employees to help me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ease and convenience of the pick-up or delivery process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A quick turnaround time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ability to mail out my project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of the final product	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is no other option that can fulfill my project needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other; please specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q15 Thinking about University Printing, how much does each of the following influence your decision to use its services?

	Not at all	A little	Neutral	A lot	A great deal
I've had unfavorable experiences in the past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am unaware of services offered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My peers do not use its services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I already have another business that I prefer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am unaware of the ordering process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The services do not fit my needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is inconvenient for my location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm required to use its services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Value (both); Barriers 1. UP

Start of Block: Barriers 2 (BMC)

Q16 Thinking about the K-State Research and Extension Bookstore and Mail Center, how much does each of the following influence your decision to use its services?

	Not at all	A little	Neutral	A lot	A great deal
The ease and convenience of the ordering process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The willingness of employees to help me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ease and convenience of the pick-up or delivery process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A quick turnaround time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of the final product	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is no other option that can fulfill my project needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other; please specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17 Thinking about the K-State Research and Extension Bookstore and Mail Center, how much does each of the following influence your decision to use its services?

	Not at all	A little	Neutral	A lot	A great deal
I've had unfavorable experiences in the past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am unaware of services offered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My peers don't use its services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I already have another business that I prefer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am unaware of the ordering process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The services do not fit my needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is inconvenient for my location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm required to use its services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Barriers 2 (BMC)

Start of Block: Frequency UPBMC; Future use of UPBMC

Q18 How often do you use each of the following services provided by University Printing and the K-State Research and Extension Bookstore and Mail Center?

	Never	Once a year	Several times a year	Once a month	Multiple times a month
Printing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Binding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Large format printing (posters and banners)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graphic design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ordering publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buying promotional items and supplies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Metering mail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mail list processing and/or addressing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q19 How much does each of the following influence your thoughts of University Printing and the K-State Research and Extension Bookstore and Mail Center?

	None at all	A little	Neutral	A lot	A great deal
The quality of the product	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A quick turnaround time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A variety of services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ease of ordering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ease of delivery or pick-up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The price of services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If my peers are using the services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preferred vendor contracts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Frequency UPBMC; Future use of UPBMC

Start of Block: marketing

Q20 What is your preferred channel to hear about current and additional services from University Printing and the K-State Research and Extension Bookstore and Mail Center?

	Do not prefer	Slightly prefer	Neutral	Mostly prefer	Prefer a great deal
Through social media (Facebook, Twitter, Instagram, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K-State Today	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K-State Research and Extension Tuesday Letter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Through an email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Through a newsletter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Through an in-person contact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21 Is there anything else you would like to say about the marketing and communications of University Printing and/or the K-State Research and Extension Bookstore and Mail Center?

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End of Block: marketing

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Start of Block: Storytelling

Q22 In the next series of questions, you will be asked about storytelling.

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Q23 For this question, consider storytelling a method of capturing public value, meaning, and significance of work. Storytelling often uses facts and emotions to connect with the intended audience.

How important do you see each of the following service centers in telling the story of Extension?

	Not at all important	Slightly important	Neutral	Mostly important	Extremely important
University Printing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K-State Research and Extension Bookstore and Mail Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q24 What role do you see University Printing and/or the K-State Research and Extension Bookstore and Mail Center playing in telling the story of Extension?

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End of Block: Storytelling

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**Start of Block: Internet use**

Q25 In the next series of questions, you will be asked about technology and social-media use.

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Page Break

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Q26 On the Internet, approximately how often do you...

	Never	Once a Year or Less	Several Times a Year	Once a Month	2-3 Times a Month	Once a Week	2-3 Times a Week	Daily
Publish or update your own Web page/site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write a blog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upload videos to the web for the purpose of sharing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post original content to Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post original content to Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post original content to another social-media site besides Facebook or Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiate a discussion on a forum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Upload photos to the web for the purpose of sharing (using Facebook, Twitter, Flickr, etc.)

Post original content to a wiki (Wikipedia, pbworks, etc.)

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Page Break

Q27 On the Internet, approximately how often do you...

	Never	Once a Year or Less	Several Times a Year	Once a Month	2-3 Times a Month	Once a Week	2-3 Times a Week	Daily
Read/look at posts on Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read/look at posts on Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read a blog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
View user-generated videos online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen to podcasts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Search for and read reviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Search for and read online forums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Search for and read articles found in an internet search	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break



Q28 On the Internet, approximately how often do you...

	Never	Once a Year or Less	Several Times a Year	Once a Month	2-3 Times a Month	Once a Week	2-3 Times a Week	Daily
Comment on webpages (i.e., news story)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comment on blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comment on tweets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comment on Facebook posts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post ratings/reviews on products or services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reply to a discussion thread on a forum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"Like" a post on Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q29 On the Internet, approximately how often do you...

	Never	Once a Year or Less	Several Times a Year	Once a Month	2-3 Times a Month	Once a Week	2-3 Times a Week	Daily
Tag webpages for yourself or others using social bookmarking (i.e., Digg, StumbleUpon)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subscribe to a website or blog using RSS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subscribe to a podcast	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subscribe to a video website channel (i.e., YouTube Channel)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subscribe to an online forum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q30 Which of the following social-media sites have you joined and created an account?

	Yes	No
Google + (Plus)	<input type="radio"/>	<input type="radio"/>
Twitter	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>
YouTube	<input type="radio"/>	<input type="radio"/>
Blogging Website (i.e., Wordpress, Blogger)	<input type="radio"/>	<input type="radio"/>
Social Bookmarking (i.e., Digg, StumbleUpon, Delicious)	<input type="radio"/>	<input type="radio"/>
Social media management tool (i.e., HootSuite, Tweetdeck, etc.)	<input type="radio"/>	<input type="radio"/>
Other(s)	<input type="radio"/>	<input type="radio"/>

End of Block: Internet use

Start of Block: End demographics

Q31 How did you learn about the services provided by University Printing and the K-State Research and Extension Bookstore? Please check all that apply.

	Through an on-campus informational session	Through a training session	Through my department	Through a friend or colleague	Through the Kansas State University website	Through social media	K-State Today	K-State Research and Extension Tuesday Letter	This survey	Other
University Printing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K-State Research and Extension Bookstore and Mail Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q32 Which age category best describes you?

- 18 - 24
- 25 - 34
- 35 - 44
- 45 - 54
- 55 - 64
- 65+

Q33 Which gender category best describes you?

- Male
- Female
- Self identified

End of Block: End demographics

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## Appendix B - Institutional Review Board Approval



University Research Compliance Office

TO: Dr. Lauri Baker  
Communications and Agricultural Education  
307 Umberger Hall

Proposal Number: 9659

FROM: Rick Scheidt, Chair   
Committee on Research Involving Human Subjects

DATE: 02/26/2019

RE: Proposal Entitled, "Signed, sealed, delivered: Understanding Extension communication services customer needs for the advancement of the Extension brand in Kansas"

The Committee on Research Involving Human Subjects / Institutional Review Board (IRB) for Kansas State University has reviewed the proposal identified above and has determined that it is EXEMPT from further IRB review. This exemption applies only to the proposal - as written - and currently on file with the IRB. Any change potentially affecting human subjects must be approved by the IRB prior to implementation and may disqualify the proposal from exemption.

Based upon information provided to the IRB, this activity is exempt under the criteria set forth in the Federal Policy for the Protection of Human Subjects, **45 CFR §46.101, paragraph b, category: 2, subsection: ii.**

Certain research is exempt from the requirements of HHS/OHRP regulations. A determination that research is exempt does not imply that investigators have no ethical responsibilities to subjects in such research; it means only that the regulatory requirements related to IRB review, informed consent, and assurance of compliance do not apply to the research.

Any unanticipated problems involving risk to subjects or to others must be reported immediately to the Chair of the Committee on Research Involving Human Subjects, the University Research Compliance Office, and if the subjects are KSU students, to the Director of the Student Health Center.



## Committee for Research Involving Human Subjects (IRB) Application for Approval Form

Please send your completed application to [comply@k-state.edu](mailto:comply@k-state.edu)

### INSTRUCTIONS

**Be sure to save the application PDF to your computer before you begin completing the form. You may not be able to save your changes if you edit this form in a web browser.**

The KSU IRB is required by law to ensure that all research involving human subjects is adequately reviewed for specific information and is approved prior to inception of any proposed activity. Consequently, it is important that you answer all questions accurately. If you need help or have questions about how to complete this application, please call the Research Compliance Office at 532-3224, or e-mail us at [comply@ksu.edu](mailto:comply@ksu.edu).

Please provide the requested information in the outlined text boxes. The text boxes are designed to accommodate responses within the body of the application. As you type your answers, the text boxes will expand where appropriate and as needed. After completion send your application by e-mail to [comply@k-state.edu](mailto:comply@k-state.edu).

You may sign this form using a digital signature. **DO NOT** sign the form until it has been completed. You cannot edit the form entries once the form has been digitally signed. If you are making revisions to a previously signed form, right-click the digital signature and select Clear to remove the signature (this can only be done by the person who originally digitally signed the form).

Forms that have not been signed will not be accepted.

*Additional material is requested with this application. Be sure to provide electronic copies of the following documents (if applicable) and submit them to [comply@k-state.edu](mailto:comply@k-state.edu) along with your application:*

- Consent Form (see *Administrative Information, IX. Informed Consent A.*)
- Sponsor's grant application or contract as submitted to the funding agency. (See *Administrative Information*)
- Surveys, instruments, etc used for data collection (see *V. Design and Procedures C.* and *X. Project Information P.*)
- Debriefing statement to be utilized (see *IX. Informed Consent E.*)

**FAILURE TO PROVIDE ALL INFORMATION REQUESTED MAY LEAD  
TO A DELAY IN PROCESSING YOUR REQUEST.**

**Please proof read and check spelling BEFORE submitting the form.  
To use Acrobat spelling check, press F7 or select EDIT, CHECK SPELLING**

**PLEASE CONTINUE TO THE NEXT PAGE  
TO BEGIN COMPLETING THE FORM**

**ADMINISTRATIVE INFORMATION:**

Title of Project/Course: Signed, sealed, delivered: Understanding Extension communication services customer needs for the advancement of the Extension brand in Kansas

Type of Application:  New / Renewal  Revision (to a pending new application)  
(check one box)  Modification to an existing approved application #:

Principal Investigator Details: (must be a KSU faculty member):

Name:  Degree/Title:

Department:  Campus Phone:

Campus Address:

E-mail:  Fax #:

Responsible Graduate Student: (Person to contact for questions/problems with the form):

Name:  Campus Phone:

E-mail:

Does this project involve any collaborators not part of the faculty/staff at KSU? (projects with non-KSU collaborators may require additional coordination and approvals):

No  Yes

Project Classification (Is this project part of one of the following?):

Thesis  Dissertation  Faculty Research

Other:

**Note: Class Projects should use the short form application for class projects.**

Copy of the Consent Form:  Copy will be submitted to comply@ksu.edu with this application  Consent form not used

Funding Source:  Federal  State  Internal  Other

Funding Agency: Please give name of Funding Agency. (You will also need to provide a copy of the sponsor's grant application or contract as submitted to the funding agency. Submit documents to comply@ksu.edu with your application.)

Based upon criteria found in 45 CFR 46 – and the overview of projects that may qualify for exemption explained at <http://www.hhs.gov/ohrp/policy/checklists/decisioncharts.html>, I believe that my project using human subjects should be determined by the IRB to be exempt from IRB review:

No  Yes (If yes, please provide the category of "Exemption" in the space below)

**Exempt Projects:** 45 CFR 46 identifies six categories of research involving human subjects that may be exempt from IRB review. The categories for exemption are listed here: <http://www.hhs.gov/ohrp/policy/checklists/decisioncharts.html#c2> If you believe that your project qualifies for exemption, please indicate which exemption category applies (1-6). Please remember that only the IRB can make the final determination whether a project is exempt from IRB review, or not.

Exemption Category:

**MODIFICATION:**

**Is this a modification of an approved protocol?**  No  Yes **If yes, please comply with the following:**

If you are requesting a modification or a change to an IRB approved protocol, please provide a concise description of all of the changes that you are proposing in the following block. Additionally, please highlight or bold the proposed changes in the body of the protocol where appropriate, so that it is clearly discernible to the IRB reviewers what and where the proposed changes are. This will greatly help the committee and facilitate the review.



- I. **NON-TECHNICAL SYNOPSIS** (Please provide a brief narrative description of proposal. This should typically be less than 75 words and be easily understood by nonscientists):

The purpose of this survey research study is to identify potential and current customer needs, barriers, and perceptions of two K-State Research and Extension communication services units at Kansas State University. Through this study and its findings, the Extension brand will be enhanced through increased effectiveness of marketing and a bigger picture of potential marketing approaches will be achieved.

- II. **BACKGROUND** (concise narrative review of the literature and basis for the study):

After the 1914 Smith-Lever Act, the Cooperative Extension Service was formed to serve each state university by assisting in the dissemination of scientific information to the public. At Kansas State University, this is known as K-State Research and Extension. Within this organization, there are multiple communication services units providing assistance to the Extension service to fulfill the mission of Extension. Communication services can focus on many different areas of dispersing information, such as editing, writing, videography, broadcasting, printing, distribution services, social media, and many more. The two areas of focus for this study are printing and distribution services, which are both vitally important to the process of spreading the research-based knowledge to the Kansas public. Previous Extension branding literature shows Extension employees are invested in the brand they represent; however, the population of communication services is an anomaly at K-State Research and Extension. Past research has shown employees are not invested and do not identify with the Extension brand, which could unknowingly be embedding a negative perspective to external audiences. By using a community-based social marketing (CBSM) strategy, internal brand ambassadors could change a specific behavior among a specifically-defined community to benefit the group holistically. As an example, the specific behavior change, often referred to as an end-state behavior, for this specifically-defined community could be to think first of K-State Research and Extension's printing and distribution services over any other competitors. This end-state behavior is often selected after further research is done into external audiences and an attainable behavior has been identified. The specifically-defined community in this research would be anyone who would or could potentially work with the state Extension service with matters of printing and distributing research. The group that would benefit holistically would be: internal audiences (communication services employees), as they would have more business and job responsibility; external audiences (current and potential customers of communication services), as they would be more aware of the printing and distribution services available to them; and the state Extension service as a whole due to the increase of general brand improvement and awareness. To begin a CBSM initiative, needs, barriers, and an end-state behavior must be identified. This information can be gathered through many different ways, but a common strategy is through survey research of the external audiences.

- III. **PROJECT/STUDY DESCRIPTION**

(Please provide a concise narrative description of the proposed activity in terms that will allow the IRB or other interested parties to clearly understand what it is that you propose to do that involves human subjects. This description must be in enough detail so that IRB members can make an informed decision about the proposal).

A survey will be used, so the researcher can reap a substantial amount of data through predetermined responses and open-ended answers. Surveys will be distributed through the K-State Research and Extension's list of email addresses for Extension specialists and agents through Kansas State University's list of campus

community email addresses. The survey will be sent in three waves with at least three days between each wave. Following the survey completion, data will be statistically analyzed to describe the population and understand the relationship between the independent and dependent variables. With this information, researchers will be able to advance the K-State Research and Extension brand through both of the communication services units.

**IV. OBJECTIVE**

(Briefly state the objective of the research – what you hope to learn from the study).

The purpose of this study is to: determine existing needs of current and potential customers' use of two K-State Research and Extension communication services units; determine existing barriers of current and potential customers' use of the two communication services units; determine characteristics of employee experiences that influence current and potential customers' end-state behavior; and determine the connection of customers' perceptions of the role of the communication services units in telling Extension's story. All of these objectives contribute to the overall goal of enhancing the K-State Research and Extension brand.

**V. DESIGN AND PROCEDURES** (succinctly outline formal plan for study)

**A.** List all sites where this research will be conducted:

Research will be conducted through an online survey created in Qualtrics.

**B.** Variables to be studied: Dependent variables: End-state behavior for current and potential customers and perceptions of the two K-State Research and Extension communication services units. Independent variables: needs of communication services' customers, barriers to using communication services, previous experience(s) with communication services, current or potential customers' knowledge of services for professional and/or convenience needs, frequency of current or potential customers' use of communication services, and demographics of current and potential customers.

**C.** Data collection methods: (surveys, instruments, etc - **copies must be submitted to comply@k-state.edu**).

Data will be collected through an online survey in Qualtrics. The instrument will be sent with the IRB application.

**D.** List any factors that might lead to a subject dropping out or withdrawing from a study. These might include, but are not limited to emotional or physical stress, pain, inconvenience, etc.

N.A.

**E.** List all biological samples taken: (if any)

N.A.

Describe storage and disposition of biological samples: (How long will samples be kept, will samples be used for other purposes, how will samples be destroyed)

N.A.

Will whole genome sequencing be used:

- No  
 Yes

**F.** Debriefing procedures for participants:

Thank you for taking time out of your day to share your opinions. Your participation is greatly appreciated and has provided valuable insight into this topic. As a reminder, all of your responses will be kept confidential and no personally identifiable information will be associated with your responses in any reports of this data. If you have any questions about this project, please contact Dr. Lauri M. Baker at 785-532-1140 or lbaker@ksu.edu or Anissa Zagonel at azagonel@ksu.edu. Thank you again for participating in this research interview.

**VI. RESEARCH SUBJECTS:**

**A.** Source:

The source of participants will be retrieved from Listservs provided by K-State Research and Extension.

**B.** Number: (provide a brief rationale for your sample size)

The study will use census sampling with aims of gathering the most accurate representation of the total population.

**C.** Inclusion criteria: (List any unique qualifiers desirable for research subject participation)

Inclusion criteria would be that they have experience or could potentially have experience with K-State Research and Extension printing and distribution services.

**D.** Exclusion criteria: (list any unique disqualifiers for research subject participation)

N.A.

**E.** Recruitment procedures:

How will subjects be identified?

Subjects will be selected for potential participation in the survey by being included on Listservs provided by K-State Research and Extension. In the study, participants will be anonymous. Only descriptive data will be used to describe the population.

How will subjects be recruited (advertisement, associates, etc.) ?

Subjects will be recruited through email Listservs where a reliable, noteworthy source will distribute the survey. This person will be well-known among the study population to build rapport and trust in the participants.

How will subjects be enrolled?

Subjects will be presented with general information on the study (background information, approximate time to take the survey, contacts for research information, etc.). Then, they will be given the option to participate in the survey research. If they choose yes, the survey will continue. If they choose no, they will be thanked for their consideration. Participants will be informed that they can un-enroll in the survey at any point in time.

Describe any follow-up recruitment procedures: (reminder emails, mailings, etc.)

Follow-up recruitment messages will be sent to potential participants after each time the survey link is distributed through the Listservs. This reminder email will thank them for their consideration of the survey, a brief description of the research, and the link to participate in the survey. This follow-up email will be sent out following the initial informational email asking them to participate, which will be sent in three waves with at least three days in between each wave.

**VII. RISK - PROTECTION - BENEFITS:** The answers for the three questions below are central to human subjects research. You must demonstrate a reasonable balance between anticipated risks to research participants, protection strategies, and anticipated benefits to participants or others.

**A. Risk for Subjects:** (check all that apply)

- Exposure to infectious diseases  
 Use of confidential records  
 Exposure to radiation

- Manipulation of psychological or social variables such as sensory deprivation, social isolation, psychological stressors
- Examining for personal or sensitive information in surveys or interviews
- Presentation of materials which subjects might consider sensitive, offensive, threatening, or degrading
- Invasion of privacy of subject or family
- Social or economic risk
- Risk associated with exercise or physical exertion
- Legal risk
- Review of medical records
- Review of criminal records
- HIV/AIDS or other STD's
- Employment/occupational risk
- Others – Please explain below (Indirect risks, risk to individuals who are not the primary subjects):

**B. Minimizing Risk:** (Describe specific measures used to minimize or protect subjects from anticipated risks.)

There are no anticipated risks to participating in this study, and there is no penalty or loss for withdrawing from this research.

**C. Benefits:** (Describe any reasonably expected benefits for research participants, a class of participants, or to society as a whole.)

Employees could benefit from the enhancement of the K-State Research and Extension brand, increased business, and job responsibility.

**D. More than Minimal Risk?** In your opinion, does the research involve more than minimal risk to subjects? (“Minimal risk” means that “the risks of harm anticipated in the proposed research are not greater, considering probability and magnitude, than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.”)

- Yes                       No

**VIII. CONFIDENTIALITY:** Confidentiality is the formal treatment of information that an individual has disclosed to you in a relationship of trust and with the expectation that it will not be divulged to others without permission in ways that are inconsistent with the understanding of the original disclosure. Consequently, it is your responsibility to protect information that you gather from human research subjects in a way that is consistent with your agreement with the volunteer and with their expectations.

**A)** Explain the type of data that will be collected (electronic, hard copy, video, specimens, etc.):

Data that will be collected will be their perceptions, needs, and barriers. These will be in the form of answers to questions.

**B)** Explain where the data will be stores:

No identifying information, such as emails or names, will be collected with the data. This data will be stored on a private external hard drive in a locked box in an office.

**C)** Explain the time frame of the data storage, to include how data will be destroyed:

The data will be destroyed upon completion of data analyzation for this study. Data will be destroyed by removing all records of the survey from the external hard drive it was kept on.

D) Explain who will have access to the data, and privacy/security provisions (password protection, encryption, etc.):

Only the graduate student and the PI will have access to the data. Data will be secured on a private external hard drive in a locked box in an office.

**IX. INFORMED CONSENT:** Informed consent is a critical component of human subjects research - it is your responsibility to make sure that any potential subject knows exactly what the project that you are planning is about, and what his/her potential role is. (There may be projects where some forms of “deception” of the subject is necessary for the execution of the study, but it must be carefully justified to and approved by the IRB). A schematic for determining when a waiver or alteration of informed consent may be considered by the IRB is found at <http://www.hhs.gov/ohrp/policy/checklists/decisioncharts.html#c10>

Even if your proposed activity does qualify for a waiver of informed consent, you must still provide potential participants with basic information that informs them of their rights as subjects, i.e. explanation that the project is research and the purpose of the research, length of study, study procedures, debriefing issues to include anticipated benefits, study and administrative contact information, confidentiality strategy, and the fact that participation is entirely voluntary and can be terminated at any time without penalty, etc. Even if your potential subjects are completely anonymous, you are obliged to provide them (and the IRB) with basic information about your project. See informed consent example on the URCO website. It is a federal requirement to maintain informed consent forms for 3 years after the study completion.

**Answer the following questions about the informed consent procedures.**

Yes  No **A.** Are you using a written informed consent form? If “yes,” include a copy with this application. If “no” see B.

Yes  No **B.** In accordance with guidance in 45 CFR 46, I am requesting a waiver or alteration of informed consent elements (see section VIII above). If “yes,” provide a basis and/or justification for your request.

Yes  No **C.** Are you using the online Consent Form Template provided by the URCO? If “no,” does your Informed Consent document have all the minimum required elements of informed consent found in the Consent Form Template? (Please explain)

Yes  No **D.** Are your research subjects anonymous? If they are anonymous, you will not have access to any information that will allow you to determine the identity of the research subjects in your study, or to link research data to a specific individual in any way. Anonymity is a powerful protection for potential research subjects. (An anonymous subject is one whose identity is unknown even to the researcher, or the data or information collected cannot be linked in any way to a specific person).

- Yes     No    **E.** Are subjects debriefed about the purposes, consequences, and benefits of the research? Debriefing refers to a mechanism for informing the research subjects of the results or conclusions, after the data is collected and analyzed, and the study is over. (If “no” explain why.) **Copy of debriefing statement to be utilized should be submitted to comply@k-state.edu with your application.**

Thank you for taking time out of your day to share your opinions. Your participation is greatly appreciated and has provided valuable insight into this topic. As a reminder, all of your responses will be kept confidential and no personally identifiable information will be associated with your responses in any reports of this data. If you have any questions about this project, please contact Dr. Lauri M. Baker at (785) 532-1140 or lbaker@ksu.edu or Anissa Zagonel at (620) 238-1025 or azagonel@ksu.edu. Thank you again for participating in this research survey.

**F. Describe the Informed Consent Process:**

Who is obtaining the consent? (i.e. Principle Investigator, Graduate Student, etc.)

Graduate student

When and where will consent be obtained?

Consent will be obtained online before subjects agree to participate in the survey.

If assent (for minors) is required, please describe who will obtain the assent? (Assent means a child's affirmative agreement to participate in research)

N.A.

If assent (for minors) is required, when and where will assent be obtained?

N.A.

How will consent be obtained from non-English speaking participants? (a translated written form, orally, identify the name and qualifications of the individual providing the translation)

N.A.

**Informed Consent Checklist**

Items	YES	NO	N/A
Does the title appear at the top of the consent/assent form?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the consent/assent form written toward the subject?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there a statement that explains that the study is <i>research</i> ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there a statement that explains the <i>purpose</i> of the research?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the procedures to be followed explained clearly and adequately?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the consent document describe <i>risks or discomforts</i> to subjects as a result of participating in the research?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the consent/assent form written in the <i>native language</i> of the potential subject?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are participants compensated?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If the subjects' identity is known to the PI, does the form detail how confidentiality of records will be maintained?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Is contact information for both the PI and the URCO/IRB office included?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the consent document indicate to the participant that he/she can withdraw at any time from the project without penalty or loss of benefit?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there probable circumstances which would require the PI to terminate a subject's participation regardless of his or her consent?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

A statement that identifiers might be removed from the identifiable private information or identifiable biospecimens and that, after such removal, the information or biospecimens could be used for future research studies or distributed to another investigator for future research studies without additional informed consent	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A statement that the subject's information or biospecimens collected as part of the research, even if identifiers are removed, will not be used or distributed for future research studies.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A statement that biospecimens (even after identifiers are removed) may (or may not) be used for commercial profit, and whether subjects will or will not share in the profit.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A statement that clinically relevant research results will or will not be provided to subjects. .	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A statement indicating whether or not the research project will or will not include whole genome sequencing. .	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Is the consent document written in lay language (Recommended 8th grade level)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**X. PROJECT INFORMATION:** (If you answer Yes to any of the questions below, you should explain them in one of the paragraphs above)

- Yes  No A. Deception of subjects? If "YES" explain why this is necessary.
- Yes  No B. Shock or other forms of punishment
- Yes  No C. Sexually explicit materials or sexual experience
- Yes  No D. Sexual orientation
- Yes  No E. Sexual abuse
- Yes  No F. Handling of money or other valuable commodities
- Yes  No G. Extraction or use of blood, other bodily fluids, or tissues (if "yes", you must comply with facility and handling protections detailed in the 5th Edition of the Biosafety in Biomedical Laboratories (BMBL))
- Yes  No H. Questions about any kind of illegal or illicit activity
- Yes  No I. Questions about protected health information as defined by HIPAA
- Yes  No J. Purposeful creation of anxiety
- Yes  No K. Any procedure that might be viewed as invasion of privacy
- Yes  No L. Physical exercise or stress
- Yes  No M. Administration of substances (food, drugs, etc.) to subjects
- Yes  No N. Any procedure that might place subjects at risk
- Yes  No O. Will there be any use of Radioactive materials and/or use of Radioactive producing machines
- Yes  No P. Any form of potential abuse; i.e., psychological, physical, sexual
- Yes  No Q. Is there potential for the data from this project to be published in a journal, presented at a conference, etc?
- Yes  No R. Use of surveys or questionnaires for data collection. **Copies should be submitted to comply@k-state.edu with your application.**
- Yes  No S. Is this a Clinical Trial? (one or more human subjects are prospectively assigned to one or more interventions (which may include placebo or other control) to evaluate the effects of the interventions on biomedical or behavioral health-related outcomes.)

**XI. SUBJECT INFORMATION:** (If you answer yes to any of the questions below, you should explain them in one of the paragraphs above)

- Yes  No a. Under 18 years of age (these subjects require parental or guardian consent)
- Yes  No b. Over 65 years of age
- Yes  No c. Minorities as target population
- Yes  No d. Physically or mentally disabled
- Yes  No e. Economically or educationally disadvantaged
- Yes  No f. Unable to provide their own legal informed consent
- Yes  No g. Pregnant females as target population
- Yes  No h. Victims
- Yes  No i. Subjects in institutions (e.g., prisons, nursing homes, halfway houses)
- Yes  No j. Are subjects likely to be vulnerable to coercion or undue influence
- Yes  No k. Is this international research? If yes, provide details as to if OHRP regulations apply in or near the area you intend to conduct research or if you have contacted individuals for applicable regulations to human subject research.
- Yes  No l. Are research subjects in this activity recruited from university classes or volunteer pools? If so, do you have a reasonable alternative(s) to participation as a research subject in your project, i.e., another activity such as writing or reading that would serve to protect students from unfair pressure or coercion to participate in this project? If you answered this question "Yes," explain any alternatives options for class credit for potential human subject volunteers in your study. (It is also important to remember that: Students must be free to choose not to participate in research that they have signed up for at any time without penalty. Communication of their decision can be conveyed in any manner, to include simply not showing up for the research.)
- Yes  No m. Is audio from the subjects recorded? If yes, how do you plan to protect the recorded information and mitigate any additional risks?
- Yes  No n. Are research subjects' images being recorded (video taped, digitally recorded, photographed)? If yes, how do you plan to protect the recorded information and mitigate any additional risks?

**XII. FDA ACTIVITIES:** Answer the following questions about potential FDA regulated activities:

- Yes  No a. Is this a Clinical Trial?
- Yes  No b. Are you using an FDA approved drug/device/diagnostic test?
- Yes  No c. Does this activity involve the use of FDA-Regulated products? (biological products, color additives, food additives, human drugs, etc.)
- Yes  No d. Has the protocol been submitted to the FDA, or are there plans to submit it to the FDA?
- Yes  No e. Have you submitted an FDA form 3454 or 3455 (conflict of interest)?

**XIII. CONFLICT OF INTEREST:** Concerns have been growing that financial interests in research may threaten the safety and rights of human research subjects. Financial interests are not in them selves prohibited and may well be appropriate and legitimate. Not all financial interests cause Conflict of Interest (COI) or harm to human subjects. However, to the extent that financial interests may affect the welfare of human subjects in research, IRB's, institutions, and investigators must consider what actions regarding financial interests may be necessary to protect human subjects. Please answer the following questions:

- Yes  No a. Do you or the institution have any proprietary interest in a potential product of this research, including patents, trademarks, copyrights, or licensing agreements?
- Yes  No b. Do you have an equity interest in the research sponsor (publicly held or a non-publicly held company)?



- Yes  No c. Do you receive significant payments of other sorts, eg., grants, equipment, retainers for consultation and/or honoraria from the sponsor of this research?
- Yes  No d. Do you receive payment per participant or incentive payments?
- e. If you answered **yes** to any of the above questions, please provide adequate explanatory information so the IRB can assess any potential COI indicated above.

**XIV. PROJECT COLLABORATORS:**

- A. KSU Collaborators:** List anyone affiliated with KSU who is collecting or analyzing data: (list all collaborators on the project, including co-principal investigators, undergraduate and graduate students).

Name:	Department:	Campus Phone:	Campus E-mail:
Dr. Lauri M. Baker	Communications and Agricultural Education	(785) 532-1140	lmbake@ksu.edu
Anissa Zagonel	Communications and Agricultural Education	(620) 238-1025	azagonel@ksu.edu

- B. Non-KSU Collaborators:** List all collaborators on your human subjects research project not affiliated with KSU in the spaces below. KSU has negotiated an Assurance with the Office for Human Research Protections (OHRP), the federal office responsible for oversight of research involving human subjects.

Name:	Organization:	Phone:	Institutional E-mail:

- C. Does your non-KSU collaborator's organization have an Assurance with OHRP?** (for Federalwide Assurance listings of other institutions, please reference the OHRP website under Assurance Information at: <http://ohrp.cit.nih.gov/search>).

Yes  No If yes, Collaborator's FWA #

**Is your non-KSU collaborator's IRB reviewing this proposal?**

Yes  No If yes, IRB approval #

**Describe the non-KSU collaborator's role in the research activity.**

**XV. IRB Training:**

- A. **The URCO must have a copy of the Unaffiliated Investigator Agreement on file for each non-KSU collaborator who is not covered by their own IRB and assurance with OHRP.** When research involving human subjects includes collaborators who are not employees or agents of KSU the activities of those unaffiliated individuals may be covered under the KSU Assurance only in accordance with a formal, written agreement of commitment to relevant human subject protection policies and IRB oversight. The Unaffiliated Investigators Agreement can be found and downloaded at <http://www.k-state.edu/research/comply/irb/forms>

**Online Training**

**\*TRAINING REQUIREMENTS HAVE RECENTLY CHANGED\***

**The IRB has mandatory training requirements prior to protocol approval. Training is now offered through the Collaborative Institutional Training Initiative (CITI) Program. Instructions for registration and access to training are on the URCO website <http://www.k-state.edu/research/comply/>.**

**Use the check boxes below to select the training courses that apply to this application. If you have any questions about training, contact URCO at [comply@ksu.edu](mailto:comply@ksu.edu), or (785) 532-3224.**

**Mandatory Training**

**Required for all Principal Investigators, research staff and students**

- Responsible Conduct of Research
- IRB core modules (IRB Researchers and personnel on IRB protocols)

**Required (Provost-mandated) for all full-time K-State employees**

- Export Compliance

**Required procedure-specific training (check all that apply to this protocol):**

- International Research       Research in Public Elementary and Secondary Schools       Research with Children
- Research with Prisoners       Internet Research       Vulnerable Subjects - Research Involving Workers/Employees
- Research with Subjects with Physical Disabilities and Impairments       Illegal Activities or Undocument Status in Human Research
- Gender and Sexuality Diversity in Human Research       Research with human blood, body fluids, or tissues
- Research with Older Adults

**All new personnel or personnel with expired training are required to register for CITI and take the new training requirements. If you previously completed online IRB modules, your training status will remain current until it expires. URCO will verify training from the previous system as well as the new system prior to approval of any protocol.**

## INVESTIGATOR ASSURANCE FOR RESEARCH INVOLVING HUMAN SUBJECTS

(Print this page separately because it requires a signature by the PI.)

P.I. Name: Dr. Lauri M. Baker

Title of Project: Signed, sealed, delivered: Understanding Extension communication services customer needs for the advancement of the Extension brand in Kansas

**XVI. ASSURANCES:** As the Principal Investigator on this protocol, I provide assurances for the following:

- A. **Research Involving Human Subjects:** This project will be performed in the manner described in this proposal, and in accordance with the Federalwide Assurance FWA00000865 approved for Kansas State University available at <http://www.hhs.gov/ohrp/assurances/forms/filasurt.html>, applicable laws, regulations, and guidelines. Any proposed deviation or modification from the procedures detailed herein must be submitted to the IRB, and be approved by the Committee for Research Involving Human Subjects (IRB) prior to implementation.
- B. **Training:** I assure that all personnel working with human subjects described in this protocol are technically competent for the role described for them, and have completed the required IRB training accessed via the URCO website at: <http://www.k-state.edu/research/comply/irb/training>. I understand that no proposals will receive final IRB approval until the URCO has documentation of completion of training by all appropriate personnel.
- C. **Extramural Funding:** If funded by an extramural source, I assure that this application accurately reflects all procedures involving human subjects as described in the grant/contract proposal to the funding agency. I also assure that I will notify the IRB/URCO, the KSU PreAward Services, and the funding/contract entity if there are modifications or changes made to the protocol after the initial submission to the funding agency.
- D. **Study Duration:** I understand that it is the responsibility of the Committee for Research Involving Human Subjects (IRB) to perform continuing reviews of human subjects research as necessary. I also understand that as continuing reviews are conducted, it is my responsibility to provide timely and accurate review or update information when requested, to include notification of the IRB/URCO when my study is changed or completed.
- E. **Conflict of Interest:** I assure that I have accurately described (in this application) any potential Conflict of Interest that my collaborators, the University, or I may have in association with this proposed research activity.
- F. **Adverse Event Reporting:** I assure that I will promptly report to the IRB / URCO any unanticipated problems involving risks to subjects or others that involve the protocol as approved. Unanticipated or Adverse Event Form is located on the URCO website at: <http://www.k-state.edu/research/comply/irb/forms>. In the case of a serious event, the Unanticipated or Adverse Events Form may follow a phone call or email contact with the URCO.
- G. **Accuracy:** I assure that the information herein provided to the Committee for Human Subjects Research is to the best of my knowledge complete and accurate.

You may sign this form using a digital signature. DO NOT sign the form until it has been completed.

You cannot edit the form entries once the form has been digitally signed. If you are making revisions to a previously signed form, right-click the digital signature and select Clear to remove the signature (this can only be done by the person who originally digitally signed the form). Forms that have not been signed will not be accepted.

P.I. Signature: Dr. Lauri M. Baker

Digitally signed by Dr. Lauri M. Baker  
Date: 2019.02.18 12:18:40 -06'00'

Date:

## Appendix C - Survey Initial Email

Good Afternoon,

A graduate student working toward a master's degree in agricultural education and communication in the Department of Communications and Agricultural Education is conducting research on two K-State Research and Extension communication services units at Kansas State University. The research study aims to identify potential and current customer needs, barriers, and perceptions of University Printing and the K-State Research and Extension Bookstore and Mail Center.

If you decided to take part in this study, you will be asked to select an answer from a multiple choice list in an online survey format. The survey will take approximately 15-30 minutes. Your answers will be anonymous and no personally identifiable information will be asked. If you have already participated in the pilot survey, please do not participate in this survey.

There are no anticipated risks to participate in this study, and you may withdraw from the study at any time without penalty. To participate in the study, please click the following link:

[https://kstate.qualtrics.com/jfe/form/SV\\_8kxFTTh7E8M6T9c1](https://kstate.qualtrics.com/jfe/form/SV_8kxFTTh7E8M6T9c1).

The researchers of this project know your time is valuable, and they appreciate your assistance with this research. The results of this research will be used to further each Extension communication services unit and enhance the overall brand of Extension. The researchers thank you in advance for supporting the study.

The principle investigator for this study is Dr. Lauri M. Baker. Her contact information is (785) 532-1140 or [lbaker@ksu.edu](mailto:lbaker@ksu.edu). The contact for the institutional review board is Rick Scheidt. His contact information is (785) 532-3224 or [rscheidt@ksu.edu](mailto:rscheidt@ksu.edu).

If you have any further questions about the study, please contact Anissa Zagonel at (620) 238-1025 or [azagonel@ksu.edu](mailto:azagonel@ksu.edu).

Thank you for your participation!

Gregg

Gregg Hadley, PhD.  
Director for Extension  
K-State Research and Extension  
123 Umberger Hall  
1612 Claflin Road  
Manhattan, Kansas 66506  
[ghadley@ksu.edu](mailto:ghadley@ksu.edu)  
785-532-5820  
785-532-6290 fax

## Appendix D - Survey Follow-Up Email

Hello,

Earlier this week a survey link was sent out about a graduate student working toward a master's degree in agricultural education and communication in the Department of Communications and Agricultural Education. The graduate student is conducting research on two K-State Research and Extension communication services units at Kansas State University, and the research study aims to identify potential and current customer needs, barriers, and perceptions of University Printing and the K-State Research and Extension Bookstore and Mail Center.

**If you have already completed the online survey or participated in the pilot survey, please accept the researchers' sincere appreciation and thanks.** If not, please complete it at your earliest convenience. The survey will take approximately 15-30 minutes. Your answers will be anonymous and no personally identifiable information will be asked.

There are no anticipated risks to participate in this study, and you may withdraw from the study at any time without penalty. If you have not completed the survey or need to finish an incomplete survey, please follow the link below to participate:

[https://kstate.qualtrics.com/jfe/form/SV\\_8kxFTh7E8M6T9c1](https://kstate.qualtrics.com/jfe/form/SV_8kxFTh7E8M6T9c1)

The researchers of this project know your time is valuable, and they appreciate your assistance with this research. The results of this research will be used to further each Extension communication services unit and enhance the overall brand of Extension. The researchers thank you in advance for supporting the study.

The principle investigator for this study is Dr. Lauri M. Baker. Her contact information is (785) 532-1140 or [lbaker@ksu.edu](mailto:lbaker@ksu.edu). The contact for the institutional review board is Rick Scheidt. His contact information is (785) 532-3224 or [rscheidt@ksu.edu](mailto:rscheidt@ksu.edu).

If you have any further questions about the study, please contact Anissa Zagonel at (620) 238-1025 or [azagonel@ksu.edu](mailto:azagonel@ksu.edu).

Gregg

Gregg Hadley, PhD.  
Director for Extension  
K-State Research and Extension  
123 Umberger Hall  
1612 Claflin Road  
Manhattan, Kansas 66506  
[ghadley@ksu.edu](mailto:ghadley@ksu.edu)  
785-532-5820  
785-532-6290 fax

## Appendix E - Survey Final Email

Good morning,

About a week ago, a survey link was sent to you regarding a graduate student working toward a master's degree in agricultural education and communication in the Department of Communications and Agricultural Education. The graduate student is conducting research on two K-State Research and Extension communication services units at Kansas State University, and the research study aims to identify potential and current customer needs, barriers, and perceptions of University Printing and the K-State Research and Extension Bookstore and Mail Center.

**If you have already completed the online survey or participated in the pilot survey, please accept the researchers' sincere appreciation and thanks.** If not, please complete it at your earliest convenience. The survey will take approximately 15-30 minutes. Your answers will be anonymous and no personally identifiable information will be asked.

There are no anticipated risks to participate in this study, and you may withdraw from the study at any time without penalty. This survey is drawing to a close, and this is the last email reminder we will be sending. If you have not completed the survey or need to finish an incomplete survey, please follow the link below to participate:

[https://kstate.qualtrics.com/jfe/form/SV\\_8kxFTTh7E8M6T9c1](https://kstate.qualtrics.com/jfe/form/SV_8kxFTTh7E8M6T9c1)

The researchers of this project know your time is valuable, and they appreciate your assistance with this research. The results of this research will be used to further each Extension communication services unit and enhance the overall brand of Extension. The researchers thank you in advance for supporting the study.

The principle investigator for this study is Dr. Lauri M. Baker. Her contact information is (785) 532-1140 or [lbaker@ksu.edu](mailto:lbaker@ksu.edu). The contact for the institutional review board is Rick Scheidt. His contact information is (785) 532-3224 or [rscheidt@ksu.edu](mailto:rscheidt@ksu.edu).



If you have any further questions about the study, please contact Anissa Zagonel at (620) 238-1025 or [azagonel@ksu.edu](mailto:azagonel@ksu.edu).

Gregg

Gregg Hadley, PhD.  
Director for Extension  
K-State Research and Extension  
123 Umberger Hall  
1612 Claflin Road  
Manhattan, Kansas 66506  
[ghadley@ksu.edu](mailto:ghadley@ksu.edu)  
785-532-5820  
785-532-6290 fax



