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EDUCATION

Graduate Ph.D. in Marketing, Expected May 2009
Texas Tech University
(Proposal defended 7-26-2007, Field Interviews and Pretest stages completed, Final Data Collection Stage – 70 percent of the final data is collected)

Master of Business Administration, Marketing Emphasis, 2002
Yildiz Tech University, Istanbul, Turkey

Undergraduate Bachelor of Science in Mathematics, 1999
Bogazici University, Istanbul, Turkey

DISSERTATION (Abstract is presented in the Appendix I)

Title The Role of Alliance Market Orientation and Alliance Competence in New Product Success

Committee Shelby D. Hunt (Chair), Donna F. Davis, Roy D. Howell, and G. Tyge Payne

Status Proposal Defended, Field Interview and Pretesting Stages Completed, Collecting Data for the Final Stage

ACADEMIC EXPERIENCE (Teaching Evaluations are presented in the Appendix II)

2008 Summer II	Instructor, Introduction to Marketing, TTU
2008 Summer I	Instructor, Introduction to Marketing, TTU
2007-2008	Visiting Assistant Professor, Introduction to Marketing, TTU
2007 Summer II	Instructor, Market Promotion, TTU
2007 Summer I	Instructor, Introduction to Marketing, TTU
2007 Spring	Instructor, Introduction to Marketing, TTU
2006 Fall	Graduate Teaching Assistant, Debra A. Laverie, TTU
2005-2006	Graduate Teaching Assistant, Dale F. Duhan and Patrick Dunne, TTU
2004- 2005	Graduate Teaching Assistant, Dennis B. Arnett, TTU
2000-2004	Teaching Assistant, Istanbul Bilgi University <i>Advertising Department</i> , Istanbul, Turkey*

TEACHING INTERESTS (Teaching Philosophy is presented in the Appendix III)

Marketing Strategy, Marketing Research, International Marketing, New Product Development, Business to Business Marketing, Marketing Theory, Integrated Marketing Communications (IMC) and Macro Marketing.

RESEARCH INTERESTS (Research Philosophy is presented in the Appendix IV)

Marketing Strategy (e.g., competition, market orientation, resource advantage theory)

Innovation Management (e.g., new product development (NPD), exploration-exploitation paradox in NPD process, networks, alliances, and partnerships in innovation process)

Macro Marketing (e.g., new product alliances and related anti-trust issues, ethics, corporate social responsibility, public policy)

Marketing Education (e.g., active learning activities, team-learning, service-learning, assessment theory)

Methodology (e.g., structural equation modeling, theory testing)

* The courses that I taught in the Istanbul Bilgi University are Introduction to Advertising, Research Methods, Qualitative Consumer Research Techniques, Brand Management and Media Planning.

HONORS, AWARDS, and FELLOWSHIPS

- 2008 Winner of the AMA TechSIG Most Promising Dissertation Proposal Competition
- 2008 Winner of the Summer Dissertation Award Texas Tech University
- 2008 Wakonse South Fellow in College Teaching, Texas A&M University
- 2007 Teaching Portfolio Excellence, Texas Tech University TEACH program
- 2007 Finalist in the ISBM Doctoral Dissertation Award Competition,
- 2007 Winner of the Society for Marketing Advances (SMA) Dissertation Proposal Competition
- 2007 18th Society for Marketing Advances Doctoral Consortium Fellow, San Antonio
- 2007-2008 Rawls College of Business Graduate Scholarship
- 2007-2008 Texas Tech University TEACH fellow
- 2007 Participant of ISBM Business-to-Business Ph.D. Student Research Camp, 2007
- 2007 Texas Tech University Paul Whitfield Horn Fellow
- 2007 16th Robert Mittelstaedt Doctoral Symposium Fellow, University of Nebraska-Lincoln
- 2006 41st AMA Sheth Doctoral Consortium Fellowship, University of Maryland
- 2004-2005 Istanbul Bilgi University Teaching Assistantship Scholarship for Abroad

REFEREED PUBLICATIONS

- Wagner, Tillmann and Pelin Bicen, and Zachary R. Hall (2008) “The Dark Side of Retailing: Measuring Consumers’ Perception of Corporate Social Irresponsibility”, *International Journal of Retail and Distribution Management*, 36 (2), 124- 142.
- Bicen Pelin, and Umit Firat (2003). “Data Mining Techniques: Credit Scoring and Segmentation Analysis in the Banking Sector”, *Journal of Statistical Research*, 12, 76-88.

CONFERENCE PUBLICATIONS and PRESENTATIONS

- Bicen, Pelin and Robert E. McDonald (2008), “New Product Creativity and Performance: An Absorptive Capacity Explanation,” *ISBM Academic Conference 2008: Advances in B-B Marketing*. San Diego, California.
- Bicen, Pelin and Debra A. Laverie (2008), “Group- Based Assessment as a Dynamic Assessment Technique in Marketing Education,” *American Marketing Association’s Summer Marketing Educator’s Conference*. San Diego, California.

- Bicen Pelin (2007), "Balancing Exploration and Exploitation in Innovation Management: The Role of Strategic Orientations in Ambidextrous Organizations," *Society of Marketing Advances Winter Conference*. San Antonio, TX.
- Bicen, Pelin and Tillman Wagner (2007), "That Price is Low! An Attributional Approach to Price Discounts," *American Marketing Association's Winter Marketing Educator's Conference*. San Diego, California.
- Bicen, Pelin (2006) "Consumer Perceptions of Quality, Risk, and Value: A Conceptual Framework," *Academy of Marketing Science Annual Conference*. San Antonio, TX.
- Bicen Pelin (2005) "The Role of Product Familiarity in Product Evaluations under Time Constraint," *8th Annual Fordham Pricing Conference*. New York.
- Bicen Pelin and Umit Firat (2003) "Knowledge Discovery in Databases (KDD) and Data Mining: An Application of Customer Segmentation Analysis in Banking Sector." *ISS 54th Session*, Berlin, Germany.
- Bicen Pelin and Umit Firat (2003), "Data Mining Techniques: Credit Scoring and Segmentation Analysis in Banking Sector." *Turkish Statistical Institute (TSI) Statistics Research Symposium*. DIE Ankara, Turkey.
- Bicen Pelin and Umit Firat (2002), "Data Mining Techniques," *Operational Research and Industrial Engineering 23rd National Congress*, Yeditepe University, Istanbul, Turkey.

UNDER REVIEW

- Bicen, Pelin and Debra A. Laverie, "Group-Based Assessment as a Dynamic Approach to Marketing Education." Submitted to *Journal of Marketing Education (Special Issue on Assurance of Learning in Marketing Education)*

WORK IN PROGRESS

- Bicen, Pelin and Tillmann Wagner, "Have you Heard? That Price is Low! Revisiting the Affective and Behavioral Dimensions of Price Discounts." Paper is being readied for submission to the *Journal of Product and Brand Management*.
- Debra A. Laverie, Pelin Bicen, and James B Wilcox "Content Analysis of Journal of Macro Marketing: 20 Years." Status: Data Collected, Analyzing Data. Target Journal: *Journal of Macro Marketing*.
- Bicen, Pelin "Balancing Exploration and Exploitation in Innovation Management: The Role of Strategic Orientations in Ambidextrous Organizations." Status: Conceptualization. Target Journal: *Journal of the Academy of Marketing Science*.
- Bicen, Pelin and Robert E. McDonald, "New Product Creativity and Performance: An Absorptive Capacity Explanation." Status: Conceptualization. Target Journal: *Strategic Management Journal*.
- Bicen, Pelin and Dale F. Duhan, "Gray Marketing Revisited" Status: Conceptualization Target Journal: *Journal of the Academy of Marketing Science*.

PROFESSIONAL SERVICES

Reviewer: Journal

Journal of Marketing Theory and Practice (ad hoc)

Journal of International Marketing (ad hoc)

Reviewer: Conferences

2009 AMA Winter Marketing Educator's Conference, *Interorganizational Issues Track*

2008 Academy of Marketing Conference, *Non-Profit Organizations and Ethics Track*.

2008 AMA Summer Marketing Educator's Conference, *Marketing Strategy, Marketing Education, and NPD and Innovation Tracks*.

2008 AMA Winter Marketing Educator's Conference, *Marketing Strategy Track*.

2007 AMA Summer Marketing Educator's Conference, *Innovation and Marketing Strategy Tracks*.

2007 European Association of Consumer Research (EACR) Summer Conference.

2007 Academy of Marketing Conference, *Non-Profit Organizations and Ethics Track*.

2007 Society of Consumer Psychology (SCP) Winter Conference.

2006 AMA Summer Marketing Educator's Conference, *Marketing Strategy Track*.

2005 Marketing Management Association (MMA) Summer Conference, *Marketing Strategy Track*.

Session Chair:

2009 AMA Marketing Educator's Conference, *Inter-organizational Issues Track*

Discussant:

2007 Society of Marketing Advances (SMA) Winter Conference

2007 AMA Marketing Educator's Conference, *Innovation Track*.

PROFESSIONAL AFFILIATIONS

Association of Alliance Professionals (ASAP)

Society for Marketing Advances (SMA)

Academy of Marketing Science (AMS)

American Marketing Association (AMA)

Society for Consumer Psychology (SCP)

Academy of Consumer Research (ACR)

SELECTED PROFESSIONAL EXPERIENCE

- 1999-2001 BBDO Advertising Agency, Statistical Consultant at Proximity- Direct Marketing Department, Istanbul, Turkey.
- Developed customer satisfaction survey for Nissan Inc.'s direct marketing activities and implemented the data collection procedure among old/ new Nissan customers.
 - Led the quantitative analysis of one-to-one marketing activities of Nissan (e.g., clustering analysis of Nissan customers, predictive modeling for potential customers, customer life time value analysis)
 - Developed and implemented the sweepstake promotion campaigns for Pepsi Inc. and Visa Inc.
 - Assisted the direct marketing activities of Total Oil Inc. (e.g., implementing SWOT analysis, identification of target market segments, tailoring promotion activities to potential target market segments)

REFERENCES

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APPENDIX I: DISSERTATION ABSTRACT

THE ROLE of ALLIANCE MARKET ORIENTATION and ALLIANCE COMPETENCE in NEW PRODUCT SUCCESS

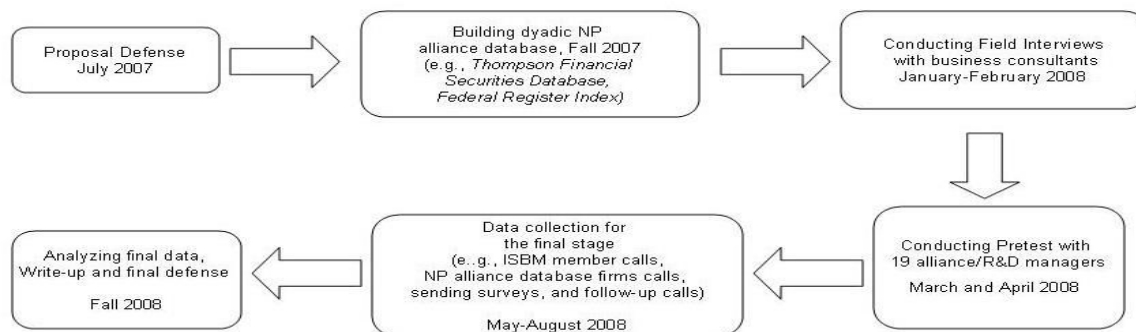
Many firms enter into business alliances and work across organizational boundaries to co-develop new products and services. However, though the use of business alliances for new product development is becoming a major business model in a wide range of industries, many of these alliances fail. Therefore, given the growing importance of managing the innovation process in an inter-organizational context, developing an integrative theory that addresses key NPD alliance issues is timely and significant.

The main objective of this study is to identify ways in which NPD alliances can be made more successful. Therefore, this study seeks to enhance marketing's understanding of NPD issues by examining the role of *inter-firm* market orientation in NPD alliances. The main motive is to define alliance market orientation and determine its antecedents and consequences in an NPD context. It is proposed that relational factors, joint alliance competence, and inter-organizational factors will lead to alliance market orientation, which is hypothesized to lead to the NPD outcomes, new product creativity and new product success.

The sample frame will consist of *two-firm alliances*. Therefore, the unit of analysis is a *dyad*. To my knowledge, this dissertation is the first dyadic empirical inter-organizational NPD study. Business-to-business researchers have articulated the need to use a dyad as a unit of analysis and collect data from both sides in understanding inter-organizational NPD dynamics. Yet, to date, no one has ever undertaken such a task in inter-organizational NPD context.

This study attempts to understand the factors that influence alliances' NPD success using key informants from both sides of the relationship. The particular form of statistical analysis will depend on the final sample size. Specifically, the study will use one of two structural equation modeling (SEM) techniques: covariance structure analysis (e.g., LISREL) or partial least square (PLS) analysis.

Dissertation Progress Time Scale



APPENDIX II: TEACHING EVALUATIONS

	Intro to Marketing MKT 3350	Intro to Marketing MKT 3350	Market Promotion MKT 4351	Intro to Marketing MKT 3350	Intro to Marketing MKT 3350	Intro to Marketing MKT 3350
Semester	Spring 2007	Summer I 2007	Summer II 2007	Fall 2007	Spring 2008	
Number of students	62	12	54	85	151	
Overall, this instructor was effective	4.67	5.00	4.74	4.87	4.67	
The instructor stimulated student learning	4.74	5.00	4.78	4.91	4.75	
Overall this course was a valuable learning experience	4.64	4.91	4.74	4.89	4.50	
Overall evaluation *	4.73	5.00	4.80	4.85	4.68	Course
Student Comments						
“I think the class is going great overall because I feel like I am doing really well and actually learning something. Obviously your performance reflects my performance. If I am doing well in the class, you are doing a good job teaching”						
“She is the best first year teacher I have had. It is nice to have a professor who works hard with students to show that they care.”						
“I loved the class. She kept it interesting, so, I have learned a lot. I do not think that was possible before I took this class.”						
“You make learning about marketing so fun. I like your powerpoint presentation with great video examples. They help me remember. I really feel I can do well in this class which motivates me.”						
“Great job on preparing us for the business life. You are a wonderful teacher with a great opportunity ahead of you. All the Youtube videos were really cool and related to the class work and to the real life situations”						
“Her application of information and being able to connect with her students on an even level makes this class less stressful and more enjoyable. Hats of to her for making learning fun again.”						

* (5 point scale: 1=Low/ 5=high)

APPENDIX III: TEACHING PHILOSOPHY

“Be a guide on the side, rather than a sage on the stage”

Anonymous

Nothing expresses the core of my teaching philosophy better than the above quote: Learning is a discovery process and learners should be guided to discover on their own. I strongly believe that my main responsibility in the classroom is to be a facilitator who transforms her students from knowledge consumers to knowledge creators and interpreters. My commitment to become a facilitator during this process is reflected in my teaching in three ways: (1) the learning goals and outcomes that I set for my students in the higher order thinking level, and the assessment methods that facilitate the goal achievements, (2) the learning environment that I set for my students (specifically, the dynamic interaction among each other, and the interactive relationship between me and them), and (3) my personal improvement and professional growth as a mentor and a facilitator.

I believe that the most challenging part of being a facilitator is to set learning goals and outcomes for students. The basic question that I ask myself before I interact with my students is *how can I prepare my students for the learning they will engage in throughout their lives and works?* I believe that the learning goals that I set for my students should be compatible with the highly competitive and dynamic business world. As a marketing academician, I know that one of the requirements for firms to have success in the challenging business world is to be heavily committed to marketing. Therefore, one way to succeed is to have competent marketing professionals. As a result, I believe that I have a high responsibility to turn out marketing graduates who are liberally educated, competent, and socially responsible professionals. To meet this learning objective, for example, in the first day of the class, I give a presentation about professionalism, and I get their points of view about the presentation.

Another requirement for a firm to survive in the competitive environment is to hire marketing professionals who have higher order thinking and effective problem solving abilities. One of the learning objectives that I set for my students is for them to be able to solve real world marketing problems. In order to help them achieve this goal, I encourage them to put themselves in marketing managers' shoes and use “outside of the box” psychology. For instance, I provide my students several real life business scenarios throughout the semester. In each scenario, a firm needs advice on a marketing problem. I encourage each student to behave like a marketing manager and be able to defend their recommendation to the firm in a precise way. Before they start their brainstorming session, I provide them a guidance and ground rules for analyzing business cases. In assessing their work, one of

the criteria is whether the advice that they provide and the rationale behind it is creative. After they submit their folders, I provide them what the real firm's decision was about the problem at hand. Then, we compare their recommendations with the firm's actual course of action. They then see that there is more than one way to solve the same problem. The crucial point is for them to see how creative and critical in their analysis. In addition to solving in-class, real marketing case studies, I am a believer in service-learning activities and their incorporation into the class curriculum. I agree that this experiential learning activity provides opportunities for students to learn civic responsibility and develop through their active involvement in social communities.

Another challenging part of being a facilitator is to apply various assessment methods that facilitate learning objectives. I believe that meaningful assessment occurs during the course to improve learning. Therefore, one of the assessment methods that I apply in the classroom is "learn from your own mistakes." In my assessment of students' work (e.g., exam, case studies, exercises), I provide them my notes about why I don't agree with them and give them a second chance to tell me why they think in that way. I give them extra points if they are successful in explaining themselves in a self-critical way. When I first time encouraged them to write their reasoning and justification about their answers, I was pleasantly surprised to realize how re-thinking the same questions could be constructively redirected once students were given the chance to see their answers and think about them one more time. I believe that this assessment method contributes to student learning in several ways: reading and critically thinking about the questions, linking concepts and subjects in a more efficient and effective way, and gaining confidence and motivation to embark on more complex challenges. Additionally, today's business environment demands professionals who are critical, creative and independent in their thinking. One way to provide discovery and inquiry oriented learning environment is to incorporate technology in learning activities. I believe that incorporating technology (e.g., clickers, breeze meeting, and blogs) in learning and assessment methods can enhance students' educational experiences and allow them to develop higher level thinking skills.

A part of my teaching philosophy includes the learning environment that I set for my students. I believe that learning is a social process. Therefore, students become more effective thinkers and feel more confident in their potential for problem solving when they interact with each other. By initiating a team-work atmosphere, I hope to emphasize the truly collaborative and participative nature of learning. For instance, at the beginning of the semester, I encourage students to have teams they will be members of throughout the semester. Due to large class sizes, each team has 4 to 5 partners. I select the members of each team and in the selection process I pay attention to their learning styles and diversity

regarding their identities, backgrounds, and experiences. For instance, each team should have at least one female and male, and each team should represent a different aspect of business (e.g., accounting, finance, and marketing). I also encourage different ethnicities in each group because teams with cultural differences will produce a variety of perspectives. I observe that in mixed groups, the creativity level of team-based assignments is higher than the homogenous groups.

I place great importance on students' relationships with each other. Therefore, in the first day of the team gathering, I want them to get to know each other. I prepare a folder for each group and include some question papers in it. I want them to ask these questions so that they can get to know each other in an entertaining way. I also request that they to come up with ground rules for their own team (e.g., what the each member's responsibilities are, how they define their team-name, how their team is different from others). My main objective is to show them how to develop team synergy, how to manage team conflict, and how "one plus one" becomes more than two. I see myself as a facilitator in this process. I believe that my students and I are equally involved in the learning process. Therefore, I feel the need to know each of my students by name. I feel the responsibility to know them better to create a comfortable, safe, and flexible learning environment (e.g., what they like, what they do in their spare time, what their dreams are and what their unique stories are). For that purpose, I provide them an information sheet in our first class. The purpose of doing this is to break the ice between me and them early.

Finally, as Socrates said "all I know is that I know nothing." I believe that learning is two-way street. When I am teaching them how to be professional, they are teaching me how to be an effective facilitator. I am excited to learn from my mistakes. Therefore, my teaching philosophy demands the vital role of feedback and self-assessment for my continuous improvement.

In summary, I plan to achieve my objectives by encouraging my students to be active participants, socially responsible, and mutually respectful learners. I believe that an open-minded, safe, warm, and collaborative learning environment motivates and encourages students to express their thoughts without hesitation, and be creative in their thought process. I believe that these activities help train students to think critically not only about marketing but also about the world around them.

I am excited and enthusiastic about continuously discovering new ways of encouraging student learning and critical thinking in a challenging class environment. In this process, *I aim to be a guide on the side rather than a sage on the stage.*

APPENDIX IV: RESEARCH PHILOSOPHY

Jones Salk once said that scientists never have an idea of what they might accomplish; all they do is to pursue a question and see where it leads. As far as my research philosophy is concerned, the research questions that I ask attempt to explain, predict, and understand interesting and challenging marketing phenomena in B-to-B marketing, marketing and society, and marketing research. Given that I am eager to become a researcher in the area of marketing, *what are the specific research issues that interest me, why do I think that these issues are important to me, how do these research areas contribute to the field of marketing, and what specific research projects are aimed at the specific research issues?* This essay aims to answer these questions.

Current and Future Research Questions in B-to-B marketing

B-to-B marketing is a vast and growing field in marketing. The confluence of globalization, the growing importance of knowledge flows, and the changing management of firms have an impact on how business is done and products are traded. This complex system motivates firms to find answers to the question of what capabilities they need to overcome the critical challenges they encounter. In this frame, my B-to-B research interests lie in three areas: (1) intra-organizational new product development procedures, (2) the role of networks, alliances, and partnerships in the innovation process, and (3) the role of market orientation in inter-organizational relationships.

First, in today's changing and increasingly uncertain, nonlinear, and complex business environment, it is reasonable to think that sustained competitive advantage depends significantly on developing new products, services, and processes. When the financial results of radical innovations are taken into account, the questions of (1) *What are the underlying factors that promote developing successful new products, services, and/or processes that organizations face in challenging business environment?* and (2) *Why only some firms surface as having achieved benchmark innovation performance?* motivate me to focus my research on effective innovation management in organizations. These research interests have resulted in two working papers. The first working paper investigates the roles of strategic orientations and ambidextrous management style in resolving the exploration and exploitation innovation paradox. This working paper was presented at the 2007 Society of Marketing Advances' Winter Conference. We intend to submit the completed manuscript to the *Journal of the Academy of Marketing Science*. For the second working paper, my co-author, Dr. Bob McDonald and I are exploring the role of absorptive capacity in firms' new product creativity and success. This working paper will be presented at the 2008 ISBM Academic Conference. The intended target for this paper is the *Strategic Management Journal*.

Second, many marketing scholars maintain that the exchange relationship is the primary subject matter and the focal point of marketing science. The exchange based paradigm has informed many inquiries in the domain of inter-organizational relationships, one of which is networks and strategic alliances. Network capital that firms build into their linkages with other organizations is a key factor in 21st century economy. Many organizations enter into networks and strategic business alliances to quicken the pace of innovation, overcome budgetary constraints, share risks, and gain access to resources. Although it is well accepted that networks and strategic partnerships are essential to bring new products to market and introduce new process and technologies for their creation and delivery, there is a paucity of research in understanding the dynamics for effective innovation management in strategic alliances. Therefore, one of the questions that I aim to investigate is the following: *Which inter-organizational factors help new product alliance partners gain strategic advantages over competing dyads?* In my dissertation, a part of my model attempts to answer this question.

Finally, during almost two decades a movement toward thinking of marketing as an organization-wide process rather than a function has dominated both the marketing discipline and marketing practice. A profound manifestation of this change can be found in the market orientation literature. In general terms, market orientation has been discussed as a major prerequisite for being able to create, measure, and deliver superior customer value, which in turn is regarded as a major determinant of sustainable competitive advantage. New product development efforts have been discussed as the generation, dissemination, and utilization of information. Therefore, it would seem relevant to consider the market orientation of organizations to predict the performance of their new product development efforts. Much of the research in the market orientation literature has focused on the relationship between market orientation and innovation, and has mainly found support for such relationship. However, marketing research on market orientation has largely concentrated on various *intra-organizational* aspects of market orientation. Therefore, the questions that interest me, given the importance of market oriented behaviors of organizations in effective innovation management, are (1) *Can a new product alliance be market oriented?* (2) *If so, How?* (3) *What are the possible antecedents, consequences, and measures of a business strategy of inter-organizational market orientation in the context of new product development?* The main intended contribution of my dissertation is to seek answers to these questions. The potential target for my dissertation paper is the *Journal of Marketing*.

Current and Future Research Questions in Marketing and Society

An examination of my previous questions indicated in this essay reveals that they take a profit/micro/positive perspective of Hunt's² (1976) three dichotomies model of marketing. My macro-marketing related research questions focus on the interests of society with regard to marketing activities of new product alliances. These research questions take a profit/macro/positive perspective. Marketing scholars have long debated the effects of intra-industry, cooperative activities of organizations on social welfare. Some have claimed that social welfare increases as a result of the information exchange between firms. In contrast, others have argued that competitive rivalry does not always lead to a maximization of social welfare, and it may be harmful to both society and consumer well-being. The main research questions that interest me related to these arguments are the following: (1) *How do market oriented new product alliances influence social welfare?* Given the widespread attention concerning the effects of market oriented behaviors of organizations on society, it seems relevant to question the same relationship in the new product alliance context. (2) *Does innovation primarily cause social changes or do social and economic changes primarily create demand for innovation and technological change?* Given the lack of empirical work investigating such causal direction, these questions can lead to many interesting and stimulating research regarding the relationship between innovation and its social impact.

In another macro-marketing related working paper, my co-author, Dr. Dale Duhan and I investigate the changes in gray market practices. We attempt to build our examination on Dr. Duhan's 1988 the Journal of Marketing paper and investigate the two-decade changes in this area. Our examination focuses on both the legal and societal aspects of gray marketing activities in the world. The intended target for this paper is the *Journal of the Academy of Marketing Science*.

Current and Future Research Questions in Marketing Education

I regard myself as one of those teachers who love learners, learning, and the teaching life. I strongly believe that teaching is one of the most profoundly intellectually challenging aspects of my job as a scholar. As a marketing scholar, I approach teaching and effective student learning as a research phenomenon, and thereby, include it in my research agenda. I am a strong believer in what is often referred to as Scholarship of Teaching and Learning.

In the complex business world, I believe the idea that marketing students should be able to define and creatively solve problems, to efficiently and effectively work in teams, and to provide and receive critical feedback. Therefore, my research questions focus on how to create a learning environment

² Hunt, Shelby D. (1976), "The Nature and Scope of Marketing," *Journal of Marketing*, 40 (3), p. 17-28.

which bolsters students' confidence, enhances their competences, provides them autonomy, and equips them with self-regulatory strategies. This research interest has resulted in a conference manuscript which will be presented at the 2008 AMA Summer Educators' conference. This paper is currently under review in *Journal of Marketing Education*. In this research project, my co-author, Dr. Debra Laverie and I have empirically examined students' involvement in the assessment process. Based on the dynamic assessment literature, we have proposed a new pedagogical tool called Group Based Assessment (GBA). The basic components of this tool constitute in-class team learning, feedback process, and peer-assessment. We found that GBA procedure, as an active learning and assessment technique, assists students to boost their intrinsic motivation, feel autonomous, use deep and meta learning strategies in their study, increase their perceived competence, and be task-mastery oriented.

Conclusion

In conclusion, I believe that the purpose of marketing research is to increase scientific understanding through a systematized and structured way to explain, predict, and understand marketing related phenomena. My position as a marketing scientist aligns nicely with the view of Paul Meehl who suggests that "there is a difference between the world and my view of it, the business of science is to get my view in harmony with the way the world is to the extent that is possible."

Marketing is full of challenging, interesting, and stimulating research questions, and as a marketing scientist I definitely want to be a part of this adventurous/exciting domain. In the final analysis, only these questions matter when I look ahead: How can I best contribute to advancing marketing knowledge? What will be the impact of that knowledge on marketing stakeholders? And how much fun will I have in this learning process?