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Print Version　　ISSN: 2471-8858

International Journal of Business & Applied Sciences (IJBAS)

Scope and Coverage

The *International Journal of Business & Applied Sciences* (*IJBAS*) is a double-blind peer reviewed journal of Business and Applied Sciences Academy of North America (BAASANA) that provides guidance for those involved at all levels of business and applied sciences. The journal publishes research papers, the results and analysis of which will have implications or relevance to policy makers and practitioners in relevant fields. IJBAS gives priority to empirical/analytical research papers. The field of business and applied sciences is a complex one. It is influenced by the many social, technological and economic changes evident in the world today.

IJBAS publishes original papers, theory-based empirical papers, review papers, case studies, conference reports, relevant reports and news, book reviews and briefs. Commentaries on papers and reports published in the Journal are encouraged. Authors will have the opportunity to respond to the commentary on their work and those responses will be published. Special Issues devoted to important topics in business, applied sciences, and related topics, will be occasionally published.

The journal is an invaluable support to academics and researchers in the field, and to all those charged with setting policies and strategies for business and social organizations. The journal includes reviews of current literature, applied research articles, case studies and histories, as well as special and themed issues.

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Editorial

The high quality articles presented in this issue of the *International Journal of Business & Applied Sciences* (*IJBAS*) reflect the results of excellent scholarship in a diverse array of business-related studies. Papers in this issue of the Journal cover such topics as the development of models to explain global trading and information flow, a framework to analyze outward foreign direct investment from the perspective of international investment competiveness, approaches universities can use to most effectively measure student learning outcomes, an empirical analysis of customer orientation of Indian tourism entrepreneurs, and crisis intervention for child protective services workers.

I am especially proud that *IJBAS* continues to attract and publish high quality articles that are cross-disciplinary and truly have an international perspective. This issue of the Journal includes five papers focusing on a variety of topics related to business and applied sciences.

The first paper entitled 'Risk Analysis of the Chinese Outward Foreign Direct Investment from the Perspective of International Investment Competitiveness' by Kun Ma, M. Ruhul Amin, Yinan Wang, and Guoli Liang endeavors to examine the potentially troubled and risky transactions from a perspective of international investment competitiveness (IIC). In light of unprecedented growth in Chinese foreign direct investment (FDI) and risks and conflicts associated with it, this study utilizes Chinese government data to create new analytical tools such as the Revealed Investment Advantage (RIA) index, the Industrial Static Agglomeration Degree (ISAD) index, and the Industrial Dynamic Agglomeration Degree (IDAD) index. The results suggest that the industrial IIC score explains the variation of troubled investment and investment risk of Chinese OFDI. Another important finding is that the industries with a weak advantage over other countries tend to experience a higher ratio of troubled investment than the industries without a favorable IIC score. The paper offers important strategic recommendations toward reduction of risky transaction for outward FDI.

The second article by George L. De Feis, Donald Grunewald, and George N. De Feis entitled 'International Trade Theory of Hyper-Globalization and Hyper-Information Flow' proposes an interesting new trade theory that elaborates on the globalization concept and the vast information flow that exist today. Authors assert that several international trade theories that are known today were developed many years ago, and newer ones are more relevant in today's era of globalization in unprecedented information flow. The prosed theory has been developed using concepts from the barter system of trade, the theory of mercantilism and the idea of national advantage, as well as the influence of important "paradigm shifters"; the fall of Communism and the "Birth of the Internet." The end result is the conceptualization and birth of a new international trade theory, "International Trade Theory of Hyper-Globalization and Hyper-Information Flow" which suggests that trade will flow increasingly to and from a country which can best deal with changing globalization trends through the processing of relevant information, and flow decreasingly to and from a country which does not deal with globalization nor processes information efficiently. The authors suggest the proposed model might have broad applications in helping understand the new business and economic climate but note the model needs to be empirically tested.

The third article titled 'Customer Orientation of Indian Tourism Entrepreneurs: An Empirical Analysis' is a paper written by the late Dilip Roy, Kaushik Manda, and Kumkum Bagchi. This article describes the development of an executable construct that indirectly checks the customer (market) orientation in relation to entrepreneurial business enterprises related to tourism and other fields. The authors developed a framework and carried out an empirical examination of the model utilizing data from customers and entrepreneurs. This paper offers interesting insights about the importance of selecting the optimal media for tourism marketing.

The fourth article titled 'The Marketing of P.O.W.E.R.: An Innovative Approach to Student Recruitment and Performance Enhancement' is a paper by Donald Crooks, Xiaodan Dong, Cathyann Tully, and Kristen Koehler. Although the national grade point average (GPA) of university students has seen continuous growth since the 1960s (at a rate of 10% to 15%) but the scores of potential college students on the Standardized Aptitude Test (SAT) has been relatively flat. There is a troublesome gap between the educational quality of students applying for university programs (i.e., SAT scores) and the quality of work they are doing while at the university (i.e., GPA). There are concerns that the grading system used by some universities may be contributing to grade inflation and may not reflect the educational quality of student learning. To address this issue, the authors have created the Progressive Oral and Written Evaluation Ranking (P.O.W.E.R.) that can be used to measure essential business skills: the oral and written communication quality of undergraduate and MBA students. Longitudinal data from the use of the P.O.W.E.R. scale over a period of years has shown that this method has proven to be a useful complimentary tool that can be used in association with to GPA to evaluate student learning outcomes. According to authors, from an institutional perspective, the use of this measure over a period of years to gather longitudinal data can help a university objectively evaluate the success its efforts to teach students essential business skills and thus can be used to market the institution to perspective students.

The final article of this issue titled 'Crisis Intervention for Child Protective Services' by Michele Tavormina and; Laurene Clossey focuses on investigating the challenges facing workers in the child protective services field who experience significant stress at work and then to have manage the effects of stress in their personal lives. To explore these issues, the authors carried out a qualitative inquiry to ask child protective services (CPS) workers about their perceptions and experiences of crisis management and intervention, along with the emotional effects their work has on them. The paper describes how many CPS workers are not aware of crisis intervention theory and the use of crisis intervention skills even though these professionals are repeatedly exposed to crisis situations. To attempt to address this situation the authors developed a model of crisis intervention that may be useful in CPS work and then applied the model in a case study. The authors suggest that the crisis intervention framework presented in this study may have applicability across various international contexts and has the potential to mitigate the stress felt by CPS workers and thus help the children served by these programs.

I hope you will find this issue interesting and useful and the articles published in the issue will add to the current body of knowledge. *I would like to take this opportunity to thank* to everyone who submitted manuscripts for this issue. I also thank the reviewers for providing insightful and constructive feedback to authors.

Sincerely,

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Risk Analysis of the Chinese Outward Foreign Direct Investment
from the Perspective of
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Abstract

The Chinese foreign direct investment experienced unprecedented growth during the last two decades. With $118 billion of investment, China ranks 3rd following the U.S. and Japan in Outward FDI. However, with growth of foreign investment, associated risks and conflicts between the Chinese industry sectors and the recipients also continued to grow. This study attempts to analyze the troubled/risky transactions from a perspective of international investment competitiveness. By using Chinese Government data the authors create several indices as analytical tools. Revealed Investment Advantage (RIA) in combination with Industrial Static Agglomeration Degree (ISAD), and Industrial Dynamic Agglomeration Degree (IDAD) indices were computed to categorize the troubled/at risk transactions by industry sectors. Based on the analyses, the paper offers strategic suggestions toward reduction of risky transaction for Outward FDI.

Keywords: outward FDI; Revealed Investment Advantage (RIA); Industrial Static Agglomeration Degree (ISAD); Industrial Dynamic Agglomeration Degree (IDAD)

The Open Door economic policy that was initiated by Deng Xiaoping in 1978 to open up China to foreign businesses set into motion economic prosperity leading to massive economic transformation of modern China. Over the recent years, China has also become an outstanding participant on the stage of International investment. The Chinese Bureau of Business announced in January, 2016, that Chinese Outward Foreign Direct Investment (OFDI) reached to USD 118.2 billion in 2015 (Ministry of Commerce 2016). China virtually became the third biggest investing country in the world since 2012 following only the US and Japan. Commensurate with this rapid expansion of OFDI, both the degree of financial risks as well as the conflicts arising out of these investments continue to increase. Appendix 1 (column 4) shows, the annual increases in the number of troubled transactions followed by the amount of investment that is at a stake (in column 5). According to the 2015 statistics published by China Global Investment Tracker (CGIT), during 2008-2015, there were 149 troubled

projects out of the total of 1757 Chinese OFDI projects. The troubled projects thus accounted for 8.5% in terms of projects number and USD 1.3 billion or 15.8% of total volume of investment.

Sino Iron of China recently reduced billions of its investment in Australia. The Mexican government cancelled Chinese High-speed rail construction project. The Committee on Foreign Investment in the United States (CFIUS) disapproved Huawei-3Leaf System's deal (Xinhua Net, 2016). These are some typical cases which have aroused research interest on the subject matter. Political, social and economic reasons were listed and analyzed by many researchers, such as Agarwal & Feils (2007), Maliar & Sebastian (2008), Aven & Zio (2014), Fiodendji & Evlo (2015), and Sutherland (2015).

An in-depth study shows that the troubled projects are limited to certain industrial sectors. The CGIT data indicate that the troubled sectors include Energy and Mining, Transportation, Finance, Construction, IT, Manufacturing, Services and Agriculture. As reported in Appendix-2 the largest number of troubled investments has been in Energy and Mining sector (with 73 or 57.03% of all troubled investments during the period of 2008-2012). So a macro perspective on the issue of OFDI risk will not be useful, rather one should look into sector specific constraints and contingencies toward ascertaining sector specific competitive profile and their relative risk exposures.

Therefore, this article seeks to ascertain the Chinese OFDI risks from industry-specific international investment perspective. There are four sections in this article. The literature review has been done in section 1. In section 2, components of the research design including two indices were developed based on empirical analyses of available data. In section 3 the authors provide reports on each of the components of the research design including Revealed Investment Advantage (RIA), Industrial Static Agglomeration Degree (ISAD), based on CGIT updated industrial data (2008-2014). From the perspective of international investment competitiveness and industrial statistic agglomeration degree, this section also reports sector specific findings of the empirical analyses and formulates the tentative reasons for troubled investment projects toward risk assessment. In section 4, the paper proposes recommendations toward strategic OFDI decision making process to include to Industrial Dynamic Agglomeration Degree (IDAD).

1. Literature Review

The evolving literature on OFDI risks focuses on three aspects: First, several studies describe the positive and negative impacts of OFDI on the host country countries (Blomstrom & Kokko, 1997; Aitken & Harrison, 1999; Driffield & Taylor, 2000; Hanousek et al., 2011). These studies assert that the adverse impact leads to the investment troubles and greater risks of OFDI in the host country. These adverse impacts include: (1) OFDI may crowd out some local firms; (2) OFDI may yield potential risks to the physical environment of the host country; (3) it may also negatively affect the productivity of local firms; (4) it may also increase local firms' reliance on foreign capital and thereby impair the independent development of economic and technological capabilities.

Second, several studies assess the impact of political risks on OFDI. Both Pinto (2006) and Tuman (2009) use models showing how the incumbent government's partisanship affects the decision of foreign investors to invest in different sectors of Organization for Economic Co-operation and Development (OECD) countries. Based on a review of FDI performance in some Latin American and Asian countries, Emmert (2004), Oman (2007), Montero (2008) and Malesky (2008) show that in addition to fundamental factors such as market size, and GDP growth, socio-political stability and efficient legal framework have an effect on FDI inflows. Vadlamannati (2012) refers to micro economy of the U.S. especially to firms with an equity stake of 51% or higher and asserts that a lower political risk is associated with a higher proportion of investment in fixed assets; and also with higher returns on investments. He also hinted a possible variation of political risks across

different industrial sectors of Multinational Corporations (MNCs). In a recent article, Iqbal and Bai (2015) outline major political issues adversely affecting Chinese OFDI in South Asian countries.

Third, several studies reflect on the reasons behind the Chinese OFDI obstacles and risks. Some authors offer suggestions to the Chinese industrial strategy. The survey result of Economist Intelligence (2010) shows that the Chinese OFDI remains dominated by State Owned Enterprises (SOE), and the Chinese investors tend to feel unprepared for cross border acquisitions. The survey also predicted trending of the following: (i) that the demand for reciprocity between the host and the investors will increase; (ii) that the common fear of the western countries of job loss, and of the concerns for intellectual-property protection will remain acute. In addition, the survey cited a lack of effective communication between investor and recipient as a major obstacle. Wang et al. (2014) describe the following negative impacts that Chinese investors bring to the host economies: (1) limited technology transfers with job creation; (2) damages the reputation and relationship of the investors in the host country due to socially unacceptable misbehavior of the expatriate Chinese management personnel. Zhang and Liu (2015) offers suggestions that should encourage financial innovation, and, make full use of the advantages of the favorable exchange rate of RMB against the US dollar.

The evolving Chinese literature on OFDI also contributes to investment strategy and risk. Meng (2014) states that the political risk is generally higher in the resource area; and the expropriation risk is generally higher in technical areas of the Chinese OFDI. Ma (2014) points out that Chinese government should encourage industries with excess production capacity to invest outward, and discourage investment in the real estates as OFDI return in real estate is relatively lower than other areas. Wang (2013) analyzes risk tolerance of the industrial sectors and found that Chinese OFDI in IT, automobile, and finance would tend to have higher level of risk tolerance. Sheng & Cao (2015) assesses the current situation of the Chinese OFDI, and labels the Chinese investment mode as a focused resource acquisition. This author believes that such as a strategy engenders concerns in the western societies. Wei & Chen (2009) and Yang (2015) argued that under certain circumstances, China favors the strategy of pumping strategic resources into high risk countries. Therefore, OFDI risks are inherent and are unavoidable under such a strategy.

A review of the OFDI literature pertaining to Chinese investment establish the following facts: (1) Studies focus on the variables in the host countries; (2) Investment methods and strategies; (3) Studies dealt with country specific economic and political risk factors; (4) some studies mention about intensified conflicts between the host country recipients and the Chinese investor and the associated causes. However, there is no credible study done that deals with the relationship between the OFDI risks inherent in the investing industries or the sector of industries. This paper addresses the void in the literature and explores the reasons behind Chinese OFDI risks and conflicts with empirical measurements of industrial profiles created through three indices Revealed Investment Advantage index (RIA), ISAD Industrial Static Agglomeration Degree index (ISAD) and Industrial Dynamic Agglomeration Degree index (IDAD).

2. An Empirical Analysis with RIA

2.1 International Investment Competitiveness

Lu (2003) mentions investment competitiveness when he studied on the firm competitiveness. He argues for recognizing the company's international investment competitiveness (IIC) apart from the firm's capability of making external investment decisions and operating/ managing international projects. Ma (2010) while using IIC notes that it lays special emphasis on project investment and finance, technological complexity, entrepreneurship management and brand competitiveness, international trade competitiveness and marketing mix. However, Lu's study was mainly conceptual lacking an empirical depth of analysis.

2.2 Design of the Indicator-RIA

This study puts Lu's idea forward, calculates IIC indicator and attempts to assess the Chinese international investment competitiveness with quantitative analysis. The authors consider the availability of data and convenience of practices and calculates the Revealed Investment Advantage index (RIA) in the following way:

$$RIA_{ia} = (X_{ia} / X_{it})/(X_{wa}/ X_{wt})$$

In this formula, X_{ia} is the investment volume of country i in industry a; X_{wa} is the world investment volume in industry a; X_{it} and X_{wt} are the total international investment volumes of country i and the world market respectively in time period of t.

This indicator shows the comparative advantage of country i over other countries in the investment of industry during some period. Generally, if $RIA_{ia} > 1$, country i has comparatively advantage over other countries in industry a, its advantage enlarges with the bigger RIA; If $RIA_{ia} < 1$, it means that country i is comparatively disadvantage in industry a.

This indicator thus eliminates the effect of gross fluctuations of variables in a country, as well as the world market.

2.3 The Empirical Analysis on IIC with RIA

2.3.1 Data Resources

The Chinese OFDI data of each industry comes from 2014 Statistical Reports of China's OFDI. Value of OFDI flow is adopted in this article. The world investment data came from World Investment Report 2015. The total value of cross-border M&A (Mergers and Acquisitions) and that of each industry sector are used.

2.3.2 Results and Analysis

The results of calculation on IIC with RIA sorted by 2014 RIA are presented in Table 1.

Table 1: RIA of Chinese OFDI by Industry: 2008-2014

Industrial Sectors	2008	2009	2010	2011	2012	2013	2014
Agriculture**	0.65	2.38	1.07	4.14	0.72	0.71	11.35
Mining**	0.74	1.30	0.44	0.73	1.16	2.15	1.36
Manufacturing	0.1	0.15	0.18	0.26	0.29	0.18	0.21
Infrastructure**	0.30	0.04	-0.75	0.66	0.61	0.20	0.32
Construction	1.77	0.16	0.77	3.99	5.38	3.98	4.69
Retails and Wholesales	2.47	8.78	4.72	5.01	3.83	-10.19	2.41
Transportation and Storage	1.98	1.93	2.67	1.19	1.07	1.68	1.30
Finance	1.50	2.59	0.74	0.70	1.00	0.88	0.38
Business Services	2.71	7.19	4.99	3.93	2.29	1.79	2.31
IT**	0.12	0.03	0.13	0.23	0.13	0.13	-0.17

(2014 Statistical Reports of China's OFDI, World Investment Report 2015)

*As there is no exact value of world OFDI by industry in the World Investment Report 2015, total value of cross-border M&A data and that of each industry have to be considered as the value of the world.

**Agriculture* includes: Hunting, Forestry and Fisheries; *Mining* includes: Quarrying and Petroleum; *Infrastructure* includes: Electricity, Gas and water. *IT* includes: Information and Communication

First, from RIA result of 2014, the authors can assure that China has comparative advantage over other countries in Agriculture (with RIA greater than 11); Business Services, Construction, Retails and Wholesales are more advantageous as sectors (with RIA between 2-5); The competitive advantage is weak in Mining, Transportation and Storage, Finance, Energy, and IT sectors are less advantageous relative to other countries.

2.4 The Analysis of IIC of Troubled Investments

Considering the fluctuation of RIA value of different industrial sectors in different years, a statistic feature of the troubled transactions according to RIA value in different years is shown in Table 2.

Table 2: Amounts of Troubled Transactions at Different RIA Value

RIA	0.01-0.50	0.51-1.00	1.01-1.50	1.51-2.00	2.01-2.50	2.51-3.00	3.01-3.50	3.51-4.00	4.01-4.50	Above 4.51	Sum
Amount	28	18	54	2	14	5	0	6	1	0	128
Proportion	22%	14%	41%	2%	11%	4%	0%	5%	1%	0%	100%

Data resource: Statistics according to Appendix 2

This study partitions the IIC level of troubled investments into 7 intervals according to the result of RIA, and shows the relationship between industrial proportion of troubled investment and its IIC level with the following pie chart (Chart 1).

Chart 1: Relationship between Industrial Proportion of Troubled Investment and Its IIC Level
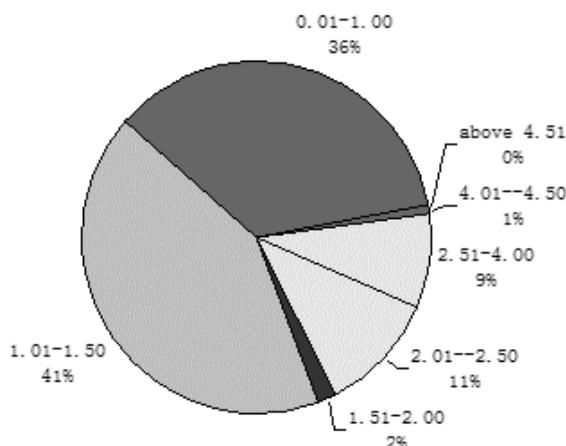

Chart 1 shows that 36% of troubled investment has IIC level lower than 1 and 41% of troubled investments have IIC level of 1-1.5. Two percent (2%) of the troubled investments have IIC level greater than 1. 51 to 2; and 11% of the troubled investment have IIC level more than 2 to 2.5. Nine percent (9%) of the troubled investments have IIC level greater than 2.51 to 4 and finally, 1% of the troubled investments have IIC score of 4.01-5. Thus it seems that lower the industry sector's IIC score, the higher the proportion of troubled investment in the industry sector, and vice versa. The industrial sectors that lack competitiveness is at a higher troubled ratio in OFDI than the industrial sectors with higher competitiveness. There is no troubled investment when the competitiveness when its RIA value is 5 or higher.

A special situation exists in the competitive industry groups, that is, the less competitive industries with weak advantage, i.e. RIA value is 1-2, made more risky investment thus yielding a higher percentage of troubled investment than the industries with RIA value 0-1. Judging from the RIA values for each year, the groups of industries with RIA values 1-2 account for 43% of the troubles transactions. Typical industry sectors are mining, transportation, and financial. During 2008-2014, the average RIA of these three industry are 1.13, 1.69 and 1.1, with less competitiveness. The troubled investment of these 3 industries account for 75% of total troubled investment.

However, the mining, transportation, and financial sectors play an important role and that their respective investment volumes are much higher than other sectors. Therefore, these sectors rank high in the Chinese OFDI portfolio. Now the research questions may be formulated in the following two propositions: P_1: Higher the investment volume, higher is the likelihood of the investment getting into trouble, and P_2: Higher investment frequency higher is the investment risk irrespective of IIC (low) scores? The authors have used Industrial Static Agglomeration Degree (ISAD) to answer this question. ISAD is used widely in the area of industrial economics to measure the situation of industrial static agglomeration in Chinese OFDI. With the help of new index (ISAD), this paper will summarize and analyze the reasons contributing to the troubled investments of Chinese OFDI in addition to IIC perspective.

3. An Empirical Analysis with the Index of Industrial Static Agglomeration Degree (ISAD)

3.1 Introduction of ISAD

ISAD of OFDI shows the proportion of one country's OFDI in one industry to its total OFDI value. It is an indicator that measures the distribution of OFDI stock in different industries.

ISAD is calculated with the following formula:

$$Si = ai / \sum_{i=1}^{n} ai$$

In the formula, Si shows the investing country's industrial static agglomeration degree of the

industry i; ai shows the OFDI stock value of the investing country in the industry i; $\sum_{i=1}^{n} ai$ shows the total OFDI stock value of this country.

3.2 The Empirical Analysis with ISAD

According to the above formula, the authors calculate Chinese ISAD of 2008-2014. The data resources are the same as that of Table 1. The industries are listed with ISAD score higher than 1, and rank them according to their respective values for 2014. The result is shown in Table 3.

Table 3: ISAD of Chinese OFDI: 2008-2014

Industries	2008	2009	2010	2011	2012	2013	2014
Business Services	29.67	29.68	30.66	33.50	33.03	29.64	36.53
Finance	19.95	18.72	17.42	15.87	18.13	17.73	15.59
Mining	12.43	16.51	14.08	15.77	14.06	16.07	14.02
Retails and Wholesale	16.23	14.52	13.24	11.56	12.82	13.27	11.66
Manufacturing	5.25	5.53	5.61	6.35	6.42	6.36	5.93
Transportation and Storage	7.89	6.77	7.31	5.95	5.49	4.88	3.93
Real Estate	2.23	2.17	2.29	2.12	1.80	2.33	2.79
Construction	1.46	1.39	1.95	1.90	2.42	2.94	2.56
Infrastructure	1.00	0.92	1.08	1.68	1.69	1.70	1.70
IT	0.91	0.80	2.65	2.25	0.91	1.12	1.40
Academic Service*	1.08	1.17	1.25	1.03	1.28	1.31	1.23
Agriculture	0.80	0.83	0.82	0.80	0.93	1.09	1.10
Other Services	0.39	0.39	1.02	0.38	0.67	1.16	1.02

Data Resource: 2015 *Statistical Reports of China's OFDI*

Academic Service includes: Academic Service & Geological Prospecting;
Other Services include: Resident, Civil and other services

The preceding data show that, in China, during 2008-2014, Business Services, Finance, Mining, Retail and Wholesale account for more than 75% of total stock value of the Chinese OFDI. The stock value proportion of first two industries came up to 52% in 2014. The data presented above show that Chinese OFDI tends to agglomerate to these four industries. From the view of growing trend, the ISAD increases obviously in Business Service, Mining, Construction and other services industry; ISAD decreases in Retails, Wholesale, Transportation and Storage; it goes up slightly in Infrastructure, Academic Service, Agriculture; the ISAD fluctuates considerably in the construction industry.

3.3 The Analysis of ISAD of Troubled Investments

This study partitions the ISAD scores of troubled investments into 4 intervals and shows the relationship between proportion of troubled investments of the industrial sectors and its ISAD level with the pie chart (Chart 2).

Chart 2: Relationship between Industrial Proportion of Troubled Investment and Its ISAD Level
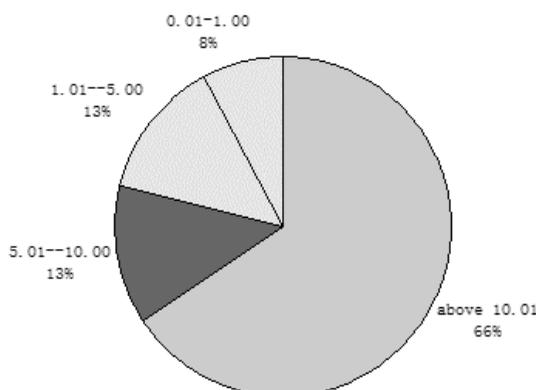
Chart 2 shows that the industries at ISAD level above 5.01 account for 79% of troubled investments; but only 8% of the troubled investments reported in the industries with ISAD level less than 1. Such percentage is lower than 8.5%, the average level of troubled Chinese Outward FDI during 2008-2014. So the ISAD level could explain the proportion of troubled investments in the industrial sectors. It could be inferred from the above pie chart that the relationship tends to be a positive association between ISAD and Investment, i.e., the higher ISAD level; the more likely it is that the investment of the industrial sector will be in trouble.

In order to test propositions P_1 and P_2 the authors put RIA and ISAD together, and contrasted them in Chart 3.

Chart 3: Relationship between Industrial Proportion of Troubled Investment, RIA and Its ISAD Level
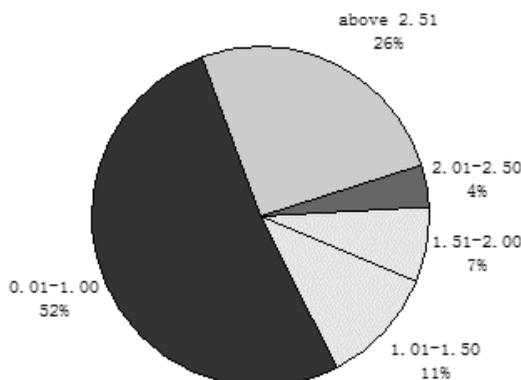
In Chart 3, the authors chose the investment with an ISAD level above 5.01 to check whether they have the different possibility of being troubled at a different RIA level. The Chart 3 gives a clear view. In the chosen industries, only 5% troubled investment happened in the industries with RIA level over 2.51. On the contrary, more than 80% troubled investment happened in the industries with RIA level lower than 2. So the authors concluded that, in the higher ISAD level industries, IIC still will indicate the level of risk with the investment.

3.4 Summary and Conclusion

Based on the aforementioned analysis, one can draw the conclusion that, the industrial IIC score explains the variation of troubled investment and investment risk of Chinese OFDI. The industrial proportion of troubled Chinese OFDI seems to be negatively associated with industrial IIC, and positively associated with its ISAD. Thus IIC plays a leading role in successful investment. One special finding of this study is that the industries with a weak advantage over other countries (i.e. RIA level is 1.01-2.00) tend to experience a higher ratio of troubled investment than the industries without a favorable IIC score. This particular conclusion explains the current Chinese OFDI scenario well.

4. Strategies and Suggestions- Based on an Empirical Analysis with the Index of Industrial Dynamic Agglomeration Degree (IDAD)

After getting the fundamental factor of Chinese OFDI industrial risks, this study tries to judge whether the industrial choice of Chinese OFDI is logical, and whether the industrial location of the Chinese OFDI helps evade the investment risk. The authors adopted the IDAD index to analyze and make appropriate judgment. On the basis of such judgment, a few strategy recommendations will be provided.

4.1 Introduction of IDAD

The index of IDAD, which is different to ISAD, reflects the industrial agglomeration and transfer of OFDI of a investing country over a period of time. It shows the direction and speed of industrial transfer more clearly. The degree of IDAD has been calculated as follows:

$$Di(0-t) = bi(0-t)/\sum_{i=1}^{n} bi(0-t)$$

In the above formula, $D_{i\ (0-t)}$ is the index of IDAD in industry i during the period 0-t; $b_{i\ (0-t)}$ is the country's OFDI growth rate in industry i during the period 0-t; $\sum_{i=1}^{n} bi(0-t)$ is the average growth rate of OFDI in the investing country during this period.

If $b_{i\ (0-t)} > 0$, it means the OFDI of industry i increases gradually, and one can say, industry i is a developing industry; if $b_{i\ (0-t)} < 0$, the authors call the industry i is a reversing industry.

When $\sum^{n} bi(0-t) > 0$ and if $D_{i\ (0-t)} > 1$, it means the investing country's OFDI agglomerate to the industry i in the period 0-t; if $D_{i\ (0-t)} < 0$, it means OFDI transfers from industry i to other industries in this period; but if $0 < D_{i\ (0-t)} < 1$, it means the OFDI in the industry i increase with the lower speed than the average growth of aggress OFDI, OFDI transfers from industry i to other industries in this period.

But when $\sum^{n} bi(0-t) < 0$, if $D_{i\ (0-t)} > 0$, it must due to $b_{i\ (0-t)} < 0$, it means, OFDI transfers out from industry i in this period; but if $b_{i\ (0-t)} > 0$ and $D_{i\ (0-t)} < 0$, it means the investing country's OFDI agglomerate to the industry i in the period. But the authors think that the situation of $\sum^{n} bi(0-t) < 0$ is so rare in the common economic situation, but it will happen in a crisis or other special circumstances.

4.2 Empirical Analysis with IDAD Index

The authors used China's 2008 – 2014 OFDI data to calculate the growth rate in each industry. On the basis of the average growth rate, the authors worked out the index of IDAD of each industry from 2009 thru 2014. The authors used the values of 2014 to rank 15 industrial sectors as shown in Table 4.

Table 4: IDAD of Chinese OFDI: 2009-2014

Industries	2009	2010	2011	2012	2013	2014
Accommodation and Catering	3.97	4.36	-1.32	0.54	-1.30	6.95
Infrastructure	13.74	2.58	2.43	0.10	-2.13	5.61
IT	-0.03	1.84	1.50	1.87	0.42	4.45
Culture and Amusement	5.71	19.71	-1.24	2.77	1.91	2.37
Real Estate	-1.12	1.61	0.63	0.07	3.15	2.36
Other Services	2.09	0.45	0.06	5.36	0.88	1.63
Business Services	5.13	1.07	-0.43	0.14	0.04	1.27
Manufacturing	-0.30	2.43	1.43	0.72	-0.56	1.17
Transportation and Storage	-0.62	3.89	-1.54	0.52	0.35	0.92
Retails and Wholesale	-0.02	0.22	1.50	0.83	0.40	0.88
Agriculture	-0.66	1.25	1.39	2.61	0.79	0.43
Finance	13.26	-0.03	-0.83	2.06	1.64	0.19
Academic service	-0.81	0.70	-0.86	3.42	0.70	-0.24
Construction	2.19	7.90	0.03	3.03	1.13	-0.78
Mining	0.77	-1.28	4.30	-0.20	2.73	-1.17
$\sum_{i=1}^{n} bi(0-i)$	0.56	0.45	0.36	0.32	0.30	0.28

Data Resource: 2014 *Statistical Reports of China's OFDI*

Based on Table 4, this study reveals the following findings. First, the average growth rate of Chinese OFDI gradually dropped from 2009 - 2014. Second, there are 9 agglomerated industries in Chinese OFDI during these 6 years. In general, most industrial sectors show growth tendencies. The Infrastructure industry grew more than tenfold over the Chinese OFDI average growth during this time period. Third, the Mining and Construction industrial sectors tend to be in the negative due in part to China's reduction in investment in these industrial sectors. Fourth, there are four industries (Transportation & Storage, Retail & Wholesale, Agriculture and Finance) with the index value between 0 and 1; this means the growth of OFDI in these industries is behind the average rate over these 6 years.

4.3 Strategies and Suggestions

Using the above research of the industrial distribution of the main deterred projects of Chinese OFDI during 2009-2015, the authors have summarized the investment situation of the industries in Table 5.

Table 5: The Comprehensive Situation of Industrial Targets and Risks of Chinese OFDI by Industry

Industrial Sectors	IIC (RIA)	Proportion in Total OFDI (ISAD)	Industry Tendency (IDAD)
Agriculture	>>2	1-5	Transferred*
Construction	>2	1-5	Agglomerated
Retails and wholesales	>2	>10	Transferred
Business services	>2	>10	Agglomerated
Mining	1-2	>10	Transferred
Transportation and Storage	1-2	1-5	Transferred
Finance	<1	>10	Transferred
Infrastructure	<1	1-5	Agglomerated
Manufacturing	<1	5-10	Weak Agglomerated
IT	<1	1-5	Agglomerated

Data Resource: 2015 Statistical Reports of China's OFDI, *World Investment Report* 2015

*Transferred investments to other industrial sectors

The authors have integrated three indices in Table 5. It shows where each industry stands on the Chinese OFDI and how generally favorable and riskier the investment. This is due to: (1) the investment in Mining, Transportation, Finance and other industries that are in trouble which shows an obvious trend. Manufacturing industry also slashed its investment and began to transfer investments into the new industries. (2) The investment in Infrastructure, IT and other industries without investment advantage (i.e. lower RIA) are found to be agglomerated. It shows that investments in these two sectors are exposed to increased risks. Chinese investors may therefore avoid targeting such industries when making investment decisions. (3) The investment in Agriculture, Retail and Wholesale industry although are most advantageous and competitive relative to other countries, but they yield lower than average growth rate. Therefore, there seems to be great potential in these industries provided Chinese government and the relevant companies strategically plan and execute such investments for greater effectiveness.

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Appendices

Appendix 1: Statistics of Troubled Investment (By Project and Volume)

Year	Total Projects	Total Volumes (millions of US Dollars)	Troubled Projects	Troubled Volumes (millions of US Dollars)	Troubled Project Percentage	Troubled Volume Percentage
2008	101	120,400	15	37,140	14.9%	30.8%
2009	156	139,930	17	36,500	10.9%	26.1%
2010	193	147,340	19	18,600	9.8%	12.6%
2011	227	155,990	23	36,730	10.1%	23.5%
2012	240	158,690	19	17,730	7.9%	11.2%
2013	258	168,000	16	17,130	6.2%	10.2%
2014	290	195,030	19	21,700	6.6%	11.1%
2015	292	213,840	21	20,150	7.2%	9.4%
Sum	1757	1,299,220	149	205,680	8.5%	15.8%

Appendix 2: Statistics of Troubled Investment (By Industry)

Industries	2008	2009	2010	2011	2012	2013	2014	Total Amount	Percentage
Mining	4	12	10	9	12	13	13	73	57.03%
Transportation and Storage	7		3	1	6	1	3	14	10.94%
Finance		2	1				1	11	8.59%
Construction	1			6				8	6.25%
IT	2	1	3			1	1	7	5.47%
Manufacturing	1	1	2	3				7	5.47%
Service				3		1	1	5	3.91%
Agriculture		1		1	1			3	2.34%
Sum	19	16	19	23	19	17	15	128	100%

International Trade Theory of Hyper-Globalization and Hyper-Information Flow Conceived

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Abstract

A new trade theory, "International Trade Theory of Hyper-Globalization and Hyper-Information Flow," has been proffered in this paper, which elaborates on the vast globalization concept and the vast information flow that exist today. Many international trade theories that are known today were developed many years ago, and newer ones are more relevant in today's era of globalization in unprecedented information flow. How was this new theory conceived? Beginning with the barter system of trade, which was around for thousands of years, this paper briefly describes the theory of mercantilism through the theory of national advantage, but then discusses the "paradigm shifters": A) "Fall of Communism" and the B) "Birth of the Internet," to which the birth of a new international trade theory is conceived: "International Trade Theory of Hyper-Globalization and Hyper-Information Flow."

Keywords*: mercantilism, absolute advantage, comparative advantage, Heckscher-Ohlin theory, Leontief paradox, product life cycle theory, new trade theory, Porter's diamond of national advantage, hyper-globalization, hyper-information flow

Introduction

Since the 1990s, with the "Fall of the Soviet Union" (i.e., communism) and "Birth of the Internet," we have lived with ever-growing globalization and with ever-increasing speed at which we must absorb (take in), digest, regurgitate, and promulgate information, which is rarely tested or fully analyzed and considered. Some people do this well, and advance; some do not. Thus, the world is not only flat (Friedman 2005) and shrinking due to globalization and significant information flow. For instance, in the aftermath of the 9-11 tragedy, details emerged which when studied were available before the 9-11 event on the Internet, but the Internet was too "crowded" with other "noise" (i.e., over-information flow) the information was never discovered. Sometimes the effects of this information flow and globalization are very positive (e.g., emerging democracies, emerging economies (e.g., BRIC countries) and sometimes the effects are very negative (e.g., offshoots of the Arab Spring, ISIS).

Throughout the course of modern history, there have been ever changing theories regarding trade between countries. International trade in particular, has been the subject of much controversy regarding the potential benefits and detriments that may come along with certain practices. This paper will present how a new trade theory was conceived and furthered, by briefly analyzing the evolution of trade theory beginning with the mid-1500s and mercantilism, progressing through the 20th Century trade theories. The proposed new theory of international trade for the 21st century is called: "International Trade Theory of Hyper-Globalization and Hyper-Information Flow."

Many trade theories exist today that were developed many years ago, and newer ones are more relevant in today's era of globalization. Beginning with the barter system of trade, which was around for thousands of years, this paper begins with the theory of mercantilism. The trade theories covered herein are as follows:

- Mercantilism
- Absolute Advantage
- Comparative Advantage
- Heckscher-Ohlin Theory (with Leontief Paradox)
- Product Life Cycle Theory
- New Trade Theory
- National Advantage (Porter's Diamond)

Each of these trade theories have pros and cons, rights and wrongs, benefits and costs, which can only be displayed when looked at over the last four- to five-hundred years. It is now the 21st century, and hence another trade theory is proposed to help explain the how and why nations trade, or maybe: How and why trading blocs trade? In either case the new trade theory proposed here is called: "International Trade Theory of Hyper-Globalization and Hyper-Information Flow." However, first this paper will explain the theories which explained international trade up until now.

All of the above theories of international trade have contributed over time to the knowledge of international trade. None were all right and none were (are) all wrong. These theories were all conceived at different points in time when trade was developing and undergoing different attributes. The theories were right for the their time, though, obviously, when we look now, may have to be tweaked or replaced by new theories as we learn more about international trade and its standing in the 21st century.

The "International Trade Theory of Hyper-Globalization and Hyper-Information Flow," which is conceptualized in this paper, is hereby proposed for study and consideration. This new theory, which must be fleshed-out with hypotheses which could be empirically tested, is hopefully a step in looking at globalism, globalization, new technology, information flow, and other external environmental factors that are prominent today. Surely, there will be more theories as time evolves, and countries either integrate (or segregate) the things which are traded, for better or worse.

Past Theories of International Trade

Mercantilism

Mercantilism began in the 1500s and lasted as a popular theory, until the late 1700s. Mercantilism was a theory whose main focus was to push for more exports and to limit imports. The purpose of mercantilism was to create a "wealthy and powerful state" (Czinkota, et al. 2009; Hill 2012). The logic behind this theory, although flawed, stated there was no such thing as a win-win solution. Trade was a "zero sum game," where one country's gain must result in the other country's loss

(Hill). This theory caused governments especially in Western Europe, to create policies that would strive to increase capital and business strength.

Absolute Advantage ("The Wealth of Nations")

Adam Smith's "The Wealth of Nations" was published in 1776 and from that point on mercantilism began to slowly fade into obscurity among developed countries. The new theory of absolute advantage was proposed in this work. Adam Smith's "The Wealth of Nations" helped lead to the end of mercantilism and the start of a new trade era. In this publication, Smith writes on a variety of topics starting with the division of labor and continuing through to his ideal role of government. Smith outlined many ideas that would help change cultural and economic norms, and lead to a new way of conducting both international and domestic business.

What was perhaps most important to economic theory, in "The Wealth of Nations" was the idea of absolute advantage. This idea was unique and revolutionized economic thinking. Smith stated that countries should produce any good that they can make more efficiently than any other country. This concept is based on the idea that different countries have different strengths and weaknesses when it comes to the production of goods (Morgan, et al., 1997; Smith 1776).

Comparative Advantage

David Ricardo developed the Theory of Comparative Advantage and published his findings in his 1817 book, "Principles of Political Economy and Taxation." Ricardo was able to answer the question of what happens when a country or entity has an absolute advantage in producing all goods. Comparative advantage states that countries should produce goods that they can manufacture most efficiently and buy the goods that they produce less efficiently (Czinkota, et al. 2009; Hill 2012; Morgan, et al., 1997; Ricardo 1817). Even if a country can produce both goods more efficiently at home, comparative advantage states that a country should only produce those goods that they produce most efficiently. This theory allows for total output to rise and benefits both countries involved.

Heckscher-Ohlin Theory

Eli Heckscher and his student, Bertil Ohlin, added a complexity to Ricardo's theory, and this rationale explained why comparative advantage occurs. Through their work Heckscher and Ohlin found that advantages resulted from "factor endowments," such as land, labor and capital (Czinkota, et al. 2009; Hill 2012; Morgan, et al., 1997). The more plentiful a resource is, the lower that resource costs. Heckscher and Ohlin predicted that a country or an entity would export goods that use locally abundant materials (Hill), and conversely, they will import goods that are not abundant locally. However, the Leontief Paradox must be cited as a contradiction of the Heckscher and Ohlin Theory. The Leontief Paradox, which shows that a country with the world's highest capital per worker, e.g., United States, has a lower capital per labor ratio in exports rather than in imports. In other words, the USA exported labor-intensive commodities and imported capital-intensive commodities, which is a contradiction of the Heckscher-Ohlin Theory, which would have predicted otherwise.

Product Life-Cycle Theory

The Product Life-Cycle Theory was introduced in 1966 by Professor Ray Vernon. This theory is much more relevant to modern times given the fact the theory calls for the production of goods to move to and from different countries. The product life-cycle for international economics is broken into three stages. The first stage is a new product is manufactured and sold only in, for example, the United States. The second stage of the life cycle is the maturing product stage. Think of the product life-cycle of a new product: introduction, growth, maturity, decline, and death. The second stage is

the time where product standards and the perfection of mass production take place. In doing things over and over again, an expertise develops and, now, "economies of scale" take hold, and this efficiency allows the product to be produced accurately, with quality, and quickly, at minimal cost, and thus allows the product to be exported internationally for sale and profit (Czinkota, et al. 2009; Hill 2012; Morgan, et al., 1997; Vernon 1966).

New Trade Theory

New Trade Theory (Krugman 1983) came about in the 1980's with a whole new way of understanding the global economy. New trade theory states that the country or the firm's ability to achieve economies of scale can be incredibly important when it comes to international trade. This theory suggests that international trade can cause the average cost of goods to drop because of the variety of goods available. International trade is beneficial to all parties involved because it helps consumers connect with economies of scale, allows them greater variety, and achieves lower, more competitive prices (Czinkota, et al. 2009; Hill 2012). New Trade Theory brings along the concept of "first mover advantage." First mover advantage is often achieved by the first few firms to enter an international industry, who, of course, face many profound risks. This first mover advantage often creates barriers to entry for future entrants and sometimes allows for many more monopolistic benefits on the international landscape for the specific industry involved.

National Advantage (Porter's Diamond)

Michael Porter published his findings on competitive advantage in his 1990 book "The Competitive Advantage of Nations." Porter is a professor of economics and strategy at the Harvard Business School. "Porter's Diamond" of international advantage aims to figure how competitive a specific nation is in the international market by using four points (Dunning 1993, Porter 1986, 1990). These points affect four different ingredients that go into the national competitive advantage. The four ingredients are: 1) Availability of resources, 2) Information used in deciding which opportunities to pursue for the company, 3) Goals of individuals in companies, and 4) Innovation and investment pressure on companies.

"Paradigm Shifters": The "Fall of the Communism" and the "Birth of the Internet"

All of the theories mentioned above thus far -- Mercantilism to National Advantage (Porter's Diamond) -- were conceived before the period that exist now: "Hyper-Globalization and Hyper-Information Flow." Now being in the 21st century, with ever-increasing issues regarding globalization and ever-increasing issues regarding information flow, a new theory is hereby conceived. In the 1990s, "there has been wide acceptance of a claim that traditional trade theories, based on comparative advantage, etc. cannot account for observed intra-industry trade," (Davis 1995, p. 204), nor can traditional trade theories account for the effect on trade, without considering hyper-globalization and hyper-information flow.

International Trade Theory of Hyper-Globalization and Hyper-Information Flow

Professor George L. De Feis and his son, George N. De Feis, began discussing with each other, then with students, and then with academic and business colleagues a new international trade theory to help explain today's way of trading. Hyper-globalization began in 1991 after the demise of the Soviet Union (communism), which resulted in a greater shift towards democracy, certainly in countries influenced by the Soviet Union, and hyper-information flow began more recently, as the Internet became publicly available in the mid-1990s and now is everywhere. Hyper-globalization has been accelerating since the end of the Cold War, as a result of the fall of communism, growth in democracy and freer speech in some countries, and market integration in some regions (European Union, North American Free Trade Area, ASEAN, Mercosur, etc.), where free market concepts

have been spread far and wide. Note, the EU, China joining the World Trade Organization, trade agreements around the world, and the Arab Spring, for instance, all began after the Cold War ended -- that 50-year war of ideologies. China, for instance, is not the same China that it was before the end of the Cold War. In the 1970s, China was well-described as Red China (i.e., communist China)

With the acceleration of communication, birth of social media, blogging, Facebooking, and cloud computing hyper-information flow has also become ubiquitous in most developed and many developing countries. Something "going viral" has a different meaning today than fifty years ago. One example is the Arab Spring, which developed rapidly due to Facebook and other social media. Hence, a new theory is proposed in this paper: "Trade Theory of Hyper-Globalization and Hyper-Information Flow."

The authors of this paper suggest that this new trade theory -- Trade Theory of Hyper-Globalization and Hyper-Information Flow - mandates the following:

> "Trade will flow increasingly to and from a country which can best deal with changing globalization trends through the processing of relevant information, and flow decreasingly to and from a country which does not deal with globalization nor processes information efficiently."

If a country is at the "cutting-edge" of these "post-2000" life givens, according to this theory, it will advance more than those that do not. Research on developing issues in and among various countries and regions needs to be done in the future to see if this trade theory will adequately explain whether more democratic free market entities will be more successful than entities that are more totalitarian and or socialist. The "International Trade Theory of Hyper-Globalization and Hyper-Information Flow" will require firms and other interested parties to pay more attention to external environmental factors that affect organizations of all kinds.

Further, in looking the general environment and the natural environment of business, there are social and cultural factors, which will grow increasingly more important. Firms will need to know whether in a particular country or cultural environment, the use of the internet and new information sources is encouraged or discouraged. Also, in some cultures, attitudes toward gender may influence where work is done, for example, women may be discouraged from using the Internet and social media; thereby, negatively affecting the attitudes toward that country. This will affect globalization and the ability of using new information sources to be able to communicate with women in such a culture. Countries where it is difficult to change one's class status may also discourage innovation in business and international trade and upward mobility.

Political and legal factors will also be important. Political democracy may ease communication and may also encourage foreign investment in business and social enterprises compared with a country where a dictator or a small junta controls the courts. Foreign investments may be more likely to be expropriated without just compensation. Lack of free speech will also impede globalization in some countries.

Economic and competitive factors may also help entities that are located in countries or regions where free enterprise is encouraged. Discriminatory taxation of foreign owned enterprises and government contracts that favor government owned enterprises over corporate enterprises or favor giving contracts to local vendors rather than allowing free global competition for all contracts, except in national security areas, may also affect globalization in a particular region or country.

Technological factors are also very important. In a globalized world, technology may favor some regions or countries over others. The presence of modern internet facilities in a particular country may encourage globalization compared with a country where the internet facilities are very limited.

Some countries and regions may benefit by an educational system that encourages education in technology such as engineering, and science or math education for its citizens. Education in business is also very important to technological advancement.

Forces involving the natural (physical) environment and its preservation and sustainability are also highly important for success in globalization in the long run future for many countries and entities. For example, allowing the building of pipelines to ship natural gas and oil may benefit the environment compared to shipping natural gas and oil by railroads or boats where there may be more spills, accidents, and incidents (e.g., terrorist action), than by using pipelines to ship oil and gas. Oil and gas may be needed to generate enough electrical energy until research and development will allow new sources of electricity such as fuel cells and more efficient solar panels to replace oil and natural gas without raising the cost of electricity. Windmills may generate some electric power, but may kill many birds which may adversely affect the beauty of our natural environment.

Summary and Conclusion

All of the above theories of international trade have contributed over time to the knowledge of international trade. None were all right and none were (are) all wrong. These theories were all conceived at different points in time when trade was developing and exuding different attributes. The theories were right for the their time, though, obviously, when we look now, may have to be tweaked or replaced by new theories as we learn more about international trade and its standing in the 21st century.

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Customer Orientation of Indian Tourism Entrepreneurs:
An Empirical Analysis

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Abstract

Economic liberalization has limited the scope of employment in India. Thus, identifying alternative sources of employment generation, is the call of the hour. In the field of tourism, entrepreneurial activities can be worked as a panacea if it is possible to minimize failure in ventures. This is again possible if marketing activities can be executed with perfection as marketing is one of the major reasons for failure and strategically it is the most important function. Thus a simple executable construct has been proposed that indirectly checks the customer (market) orientation, and an empirical examination has been done with the help of customers and entrepreneurs (executives). Finally, implication of this work for the Indian tourism industry has been highlighted.

Keywords: Customer orientation, Indian, tourism, entrepreneur, empirical, analysis, competitor orientation

Background

In the post eighties, the Economic policies of the Governments of developing nations have induced sea changes in the structure of their respective economy (Desai, 2005). Public sector-prone economy has started to spread its wings in the arena of privatization. As a result, withdrawal of state investment in public sectors vis-à-vis decreasing scope of employment in state-owned sectors have taken place (Roy et.al, 2008). Thus, scope of private investments, either in the large-scale sector related investments or in the form of small-scale sector related investments, has emerged as a panacea for the developing economy in respect of employment problem (Roy et.al, 2008). In this context, the roles of small-scale entrepreneurial ventures, which are more employment elastic, need to be further analyzed. Future scope of employment then logically rests with the small private sector units which are more labor intensive. Normally, service sectors compared to manufacturing sectors are more labor intensive. Here, lies the role of service entrepreneurial activities to uphold the dictum "small is beautiful" from the point of view of employment generation (Zeithaml & Bitner, 2003).

Researchers have identified a number of causes behind failures of small-scale entrepreneurial ventures. Among all these causes, one of the most prominent causes is failure in functional performance of the venture (Pelham, 2000). Functional performance of small scale players may have many facets like financial performance and marketing performance. The researchers have identified poor financial performance as the cause of failure and have also related it with marketing failures (Karan, 2008; Zimmerer and Scarborough, 2005; Berryman, 1984). On the other hand, Aaker (2005) has related underutilization of resources with the entrepreneurial failure where it is mainly due to

poor customer knowledge. Thus need for customer (market) orientation is desirable highly for success of entrepreneurial ventures.

Theoretical Framework - Need for Customer (Market) Orientation

Marketing function is strategic, so it needs central focus for any organization (Roy, 1997; Ansoff, 1979; David, 2005). Therefore, for the purpose of the present research, the authors are concentrating on the marketing arena of small scale sectors, which obviously has a significant impact on financial efficiency of the organization. Further, the definition of marketing (Kotler et.al, 2003) states four important features. These are as follows:

   i)   Knowing the need-set of the targeted customer/s,
   ii)   Setting offer as per the requirement of the targeted customer/s,
   iii)   Communicating with an objective to promote offer or triggering latent need of the targeted customer/s or doing both and
   iv)   Ensuring organizational profit through satisfaction of stakeholders including customer/s.

Hollensen (2006) has also emphasized on understanding 'need' in relation to market orientation. Hence, it may be termed as customer orientation of an enterprise (Kotler, 1977). Serving the need of the customer appropriately turns into customer satisfaction (Best, 2009). Kohli & Jaworski(1990) opined that internal factors like senior manager's orientation of an organization are the antecedents to develop market orientation of the organization. Further, 'Market Orientation', associated with some external moderating variables, generates consequences like employee responses, customer responses and finally, performances of the business. Despande et.al. (1993) have related 'Organization Culture' with 'Customer Orientation' and business performance in customer perception. Similarly, Diamantopoulos & Hart (1993) have tested empirically the framework provided by Kohli & Jaworski (1990) in an executive's opinion. Narver & Slater (1990) have also measured the same by redefining market orientation with other behavioral components like 'Customer Orientation', 'Competitor Orientation' by opinion of the executives. Thus, all of these approaches may fail to compare views of the executives of the organization with its customers. Ling & Greenley (2005) and Saad et.al. (2002) have also identified significant association among internal market orientation, employee motivation and external marketing success. In another study, Charles & Cheng (2005) have examined the applicability of market orientation concept for the small scale sector. Findings of that research ensure that even for small ventures, customer orientation is necessary. Bhujan & Habib (2005) have made us understand of importance of carrying out related research in the country, varied with its level of development and value system.

Discussion on existing literature has helped us learn that though efforts have been made to measure customer orientation but still it is incomplete. Since the present research work ignores the comparative assessment of executive and customer in a single frame, the authors plan to execute this in the study. Moreover, this work has simplified the measurement and thus it is executable to even small entrepreneurs who do possess small number of manpower. Moreover, there is a need to refine the 'Customer Orientation' instrument specific to the tourism industry. In India, the tourism industry is dominated by small scale entrepreneurs and the industry is labor intensive and thus employment generating (Tribe, 1995). The authors would like to propose an instrument, which is based on the fundamental concept of marketing and examine the 'Market Orientation' via customers' set of understandings both in respect of need set and communication. This indirect approach is expected to be more fact revealing.

Hypothesis – Proposed Construct:

Since the authors propose to examine an experiential service (Zeithmal, 1981) like tourism, the aspect i.e. 'understanding/ knowing the need-set of the targeted customer/s' comes out as one of the important parameters for our study. Many entrepreneurs may prepare the right product for the right customer group, but despite that, they may fail to let the customer know about it. Woodruffe (1995) has commented that success of a marketing programme depends on selection of the right combination of media mix vis-à-vis coverage and cost. Hence, based on a third requisite, mechanism of communication i.e. selection of media-mix is another important aspect included in our study. Considering the gap identified in the existing literature, the authors have planned to apply the developed construct/ instrument on both the groups i.e. customer/s and executives. Moreover, this comparative assessment is desirable from the point of view of criticality of resource utilization, especially for a small-scale entrepreneurial venture. It is important because, executives are not supposed to deploy resources significantly more than or significantly less than the requirements of customer/s (Aaker, 2005). The authors have also extended our study to the aspects related to the response of the customer/s i.e. 'satisfaction of the customer'.

Further, to know whether executives/ entrepreneurs are really aware of the 'need set' of the customer/s, the authors have considered 'importance assigned to various reasons vis-à-vis deciding upon a tourist destination'. More specifically, the following five, literature supported (Huimin, G. & Kavanaugh R.R, 2006) reasons are considered for developing the construct/ instrument and then applied the said construct on executives and customers:

1) Natural Beauty (Lee and Tideswell, 2005; Kibicho, 2006)
2) Historical importance (Kibicho, 2006; Frochot, 2004)
3) Pilgrimage (Mishra, 2003)
4) Scope of adventure tourism (Gupta, 2003)
5) Scope of village and rural tourism (Kibicho, 2006)

On the other hand, considering whether communications made by practicing entrepreneurs have really established connection with targeted customers, the authors have proposed to use 'importance assigned to media mix' for both executives/ entrepreneurs and customers. Since focus has been given on tourism entrepreneurs, some tourism specific media vehicles have been selected (Baloglu, 2000; Dore and Crouch, 2003). These are as follows:

1) Print Media
2) Television Media
3) Tourism Directory
4) Travelogues/ Novel

Hence, it is required that perceived importance assigned by the entrepreneur in relation to the need set and the media vehicles, stated above, should match with similar benchmarks assigned by the customer on the same variables. The authors would like to compare overall views of entrepreneurs and customer groups for the purpose of reducing individual biases. By carrying out the comparative study based on aggregation principle, the authors propose to reduce the extent of error and ensure normality under large sample approximation (Anderson, 2005). Finally, for measuring the satisfaction of the customer, the authors propose to ask customers about their overall satisfaction.

Methodology – Data Collection, Selection of Sample Units and Measurement

It has been stated that the basic objective of the present research is to examine the 'Market orientation' of the tourism entrepreneurs with the help of three constructs, out of which two are reason mix and media mix as desired by entrepreneurs/ executives and compare the same with a

benchmark to be provided by the present and potential customer group. The third construct is measuring overall satisfaction of customers.

For this purpose a pre-tested nomological valid questionnaire, having high reliability under test-retest has been employed for both the groups viz., entrepreneur and customer groups (Malhotra, 2005). The procedure for selection of the respondents from both the group is based on probabilistic design (Cochran, 1977) as described in what follows. For selecting the entrepreneurs, the sampling frame has been developed by merging lists available from multiple sources like West Bengal Tourism Development Corporation, two small scale business associations for tourism in an around Kolkata, West Bengal Forest Development Corporation; district yellow pages and similar directories. Geographical coverage of the study includes Kolkata, a metro city and all the districts of 'Burdwan Division' like Burdwan, Birbhum, Howrah, Hooghly, Bankura, East Midnapore and West Midnapore. From this list, which is of size 237, approximately 25% i.e., 59 entrepreneurs/ organisations have been selected randomly by selecting three digit random-numbers from random number table. The standard questionnaire has been sent to these 59 selected entrepreneurs or their selected representatives. In some cases, when they so desired, mail questionnaire method has been replaced by personal interview. Continuous persuasion helped us generate high rate of response (83.05%)

For the purpose of selecting respondents from the customer group, multi-stage sampling frame (Cochran, 1977) has been deployed. In the first stage, Kolkata and each of the districts of the Burdwan division have been considered as separate cluster to understand and accommodate inter-cluster heterogeneity in respect of culture and economy. In the next stage, only urban areas of the districts and entire Kolkata have been listed for the purpose of selecting ultimate units. Rural areas have not been considered because in rural areas, ratio of tourist household in relation to all types of household is very low but the cost of survey in the rural areas is much higher. Further, each of the clusters has been divided into a number of blocks and one of the blocks has been selected by simple random sampling technique. Then the selected block has been divided into localities and one locality has been selected by simple random sampling technique. Chosen localities have been placed for complete enumerative survey of the tourist households. In this context, it is very much prudent to define tourist and tourist household, which is an important task for this present research. For the purpose of the present research, the term 'Tourist' has been defined by modifying the definition provided by tourist statistics (1999) of Government of India. Finally, 240 tourist households have been selected and all the heads of the families or their representatives have been requested for participating in the survey. In this process the authors could record 210 responses, generating the basic data for subsequent analysis.

Scheme of Analysis

The authors have decided to carry out data analysis based on a tree type structure using two sets of observations received from entrepreneurs and customer groups respectively. In the two observed sets of data, respondents have given their perceived opinion on each of the constructs in isolation. Therefore, the authors have calculated aggregate mean perceived preferences of both entrepreneurs and customers in relation to the constructs, already stated, to identify the gap, if any, between entrepreneurs and customers. It is intuitively understandable and also suggested by Moutinho (2000) that their mental framework is a multi-dimensional one. Therefore, it is necessary to know the dependence pattern in the dataset. This means, the authors like to check whether there is structural dependency or not. The corresponding statistical hypothesis may be framed as follows:

1) Null Hypothesis: **Observed variables are structurally independent**
2) Alternative Hypothesis: **Observed variables are structurally dependent**

If the null hypothesis is accepted the authors would like to employ univariate test procedure.

Otherwise, the authors would like to deploy multivariate analysis.

In the case of a two-population testing under multivariate set up, it is desirable to check whether the two populations are comparable in respect of variance and covariance matrices. Interpretation of test results is supposed to be more meaningful when variability is equal for both the populations. For that reason, the authors have planned to go for standardization of the data set and then test for the following hypothesis:

1) Null Hypothesis: **There is no difference in terms of co-variances of the two populations.**

2) Alternative Hypothesis: **There is difference in terms of co-variances of the two populations.**

It is important to mention that if the null hypothesis is rejected in favour of the alternative hypothesis, it becomes a special type of problem referred in the literature as Behrens-Fisher problem (Anderson, 2005). Alternatively, when null hypothesis is accepted, standard test, available under multivariate structure, may be carried out. For more specific understanding of the problem, our next task is to compare mean vectors of the 'media mix' and 'reason mix' of the two populations - entrepreneurs and customers. Related hypothesis in this regard may be described as follows:

1) Null Hypothesis: **There is no difference in terms of mean vector of the perceived importance assigned to various media mix and reason mix by the entrepreneurs and the customers.**
2) Alternative Hypothesis: **There is a difference in terms of mean vector of the perceived importance assigned to various media mix and reason mix by the entrepreneurs and the customers.**

If the null hypothesis is accepted it may be simply stated that there is no statistically significant gap between entrepreneurs and customer groups in respect of 'media mix' and 'reason mix'. On the other hand, if the third null hypothesis is rejected it may be reasonably inferred that there is a statistically significant gap between entrepreneurs and customer groups in respect of their viewing 'media mix' and 'reason mix'. Then, it may be followed up with further studies like testing of satisfaction of customers to check whether on an average entrepreneurs have less than required market orientation or not. This procedure starts from identifying proportion of customers who are satisfied. This proportion can be obtained from a survey on customer satisfaction. For sustainability of business we need a high proportion of satisfied customers. If the observed proportion of satisfied customers is greater than the corresponding desired proportion, no problem may arise in the near future. In the reverse case, the authors need to check for difference between observed and expected proportions. If it is found to be significant, the authors may have reasons to infer that on an average, entrepreneurs have less than required market orientations.

Thus the authors needed to carry out the following test:

1) Null Hypothesis: **Population proportion of satisfied customer is equal to desired value.**
2) Alternative Hypothesis: **Population proportion of satisfied customer is less than the desired value.**

However this desired value will be industry-specific.

In the next section, the authors propose to present the data-based analysis following the research scheme specified in the present section. This analysis includes determination of descriptive measures and test results with the above framed hypotheses.

Empirical Study and Results

To analyze the collected data under a multivariate framework, it is desirable to have a unit-free set up, especially for examining distances between characters. It is also important to assign equal importance to each character under study for each of the two cases under consideration. To meet these dual objectives, the authors have standardized all the variables in respect of scale by pre-multiplying the observation matrix with inverse of a diagonal matrix, diagonal elements being respective standard deviations. This non-singular transformation, operating on the chosen vector measure, results in the correlation matrix as the dispersion matrix and hence the dispersion matrix estimated from the correlated data, can play the role of a proximity matrix for all pairs of variables. However, to start with, one needs to first examine whether the entire analysis can be carried out marginally in case the variables under study are independently distributed.

A test for independence of the component of a multivariate normal vector can be developed based on likelihood ratio principle. Bartlett suggested that a non-monotonic transformation of the likelihood ratio statistic follows $\chi2$ distribution under large sample approximation (Johnson & Whichern, 2008). In view of the standardization of the variables under consideration, the test for independence can be equivalently presented as a test for equality of correlation matrix and identity matrix. This test procedure to be adopted in our analysis, addresses hypothesis 1.

The basic assumption to be made for testing for equality of two or more multivariate normal mean vectors is that the dispersion matrices of the potentially different populations are the same. It is therefore necessary to first check the tenability of equality of dispersion matrices suggested under hypothesis 2. Box's M test, based on likelihood ratio statistics is useful for the purpose. Box's test is based on $\chi2$ approximation to the sampling distribution of the monotonic transformation of the likelihood ratio statistics and the decision rule is to accept the null hypothesis of equality of dispersion matrices if the value of M statistics is small (Johnson & Whichern, 2008).

The test for equality of multivariate normal mean vectors, needed for examining hypothesis 3, can then be carried out using the principle of one way Multivariate Analysis of Variance. Wilk's lambda (λ) test statistics is the ratio of the determinant of the residual sum of square and product matrix and determinant of the total sum of squares and product matrix. Alternatively one may use Hotelling's Trace Statistics, Roy's largest root or Pillai's test Statistics (Field, 2005). Strength of analysis will get increased if all the test results converge to a set of decisions (Field, 2005).

First of all, the two sets of variables namely $(X_1, X_2, X_3, X_4, X_5)$ and (Y_1, Y_2, Y_3, Y_4) need to be defined, which are as follows.

X_1= Standardized perceived importance of 'natural beauty' as one of the reasons for selecting a tourism product.

X_2= Standardized perceived importance of 'historical importance' as one of the reasons for selecting a tourism product.

X_3= Standardized perceived importance of 'pilgrimage' as one of the reason for selecting a tourism product.

X_4= Standardized perceived importance of 'adventure tourism' as one of the reasons for selecting a tourism product.

X_5= Standardized perceived importance of 'village and rural tourism' as one of the reasons for selecting a tourism product.

Y_1=Standardized perceived importance of 'print media' as one of the vehicles of promotion vis-à-vis tourism.

Y_2= Standardized perceived importance of 'television media' as one of the vehicles of promotion vis-à-vis tourism.

Y_3= Standardized perceived importance of 'tourism directory' as one of the vehicles of promotion vis-à-vis tourism.

Y_4= Standardized perceived importance of 'travelogue/ novel' as one of the vehicles of promotion vis-à-vis tourism.

Here, X set of variables stands for 'reason mix' and Y set of variables stands for 'media mix'. Moreover, each of these variables can be measured both for executives and customer groups. As it is mentioned in the scheme of analysis, Table 1a and Table 1b describe the basic measures like 'Mean Vector' and 'Dispersion Matrix' for customers and entrepreneurs/ executives respectively.

Note: All of the following tables are based on the empirical results of the survey done by the authors. Therefore, source has not been mentioned.

Table 1a: Mean Vector and Dispersion Matrix for Customer vis-à-vis Reason Mix

Variables	Mean Vector	Dispersion Matrix				
		X_1	X_2	X_3	X_4	X5
X_1	4.8523	1.000	-.097	-.068	.075	-.007
X_2	2.2812	-.097	1.000	.192	-.087	-.066
X_3	1.4710	-.068	.192	1.000	-.132	-.085
X_4	1.1908	.075	-.087	-.132	1.000	.290
X_5	.8782	-.007	-.066	-.085	.290	1.000

Table 1b: Mean Vector and Dispersion Matrix for Entrepreneur vis-à-vis Reason Mix

Variables	Mean Vector	Dispersion Matrix				
		X_1	X_2	X_3	X_4	X5
X_1	7.3774	1.000	.128	.151	-.421	.038
X_2	3.0914	.128	1.000	-.016	.026	.062
X_3	2.4080	.151	-.016	1.000	-.069	.057
X_4	1.0070	-.421	.026	-.069	1.000	.450
X_5	.9505	.038	.062	.057	.450	1.000

As mentioned earlier, the authors would first like to test for independence among X_1, X_2, X_3, X_4 and X_5 for each source separately by Barlett's test of sphericity. It may be seen from Table 2 that, these variables are interdependent for both the groups i.e., customer and entrepreneur groups. To have a common approach for subsequent study the authors have pooled the two groups of data and carried out the same test of sphericity (see Table 3). The pooled data upholds the fact that the subsequent analysis should be carried out in the multivariate domain because the variables under study are

interdependent.

Table 2: Bartlett's Test of Sphericity vis-à-vis Reason Mix

	Tourism Customer	Tourism Entrepreneur
Likelihood Ratio	.000	.000
Approximate Chi-Square	34.288	25.643
Degrees of Freedom	14.000	14.000
Significant Probability Value	.002	.029
Concluding Remark	Variables are interdependent	Variables are interdependent

Table 3: Bartlett's Test of Sphericity-pooled vis-à-vis Reason Mix

	Tourism Customer and Tourism Entrepreneur-Pooled
Likelihood Ratio	.000
Approximate Chi-Square	38.721
Degrees of Freedom	14.000
Significant Probability Value	.000
Concluding Remark	Variables are interdependent

The next task is to check for equality of two dispersion matrices. Table 4 provides the Box's test result. Since the probability value is as high as .124 the authors accepted the null hypothesis that dispersion matrices are identical.

Table 4: Box's Test of Equality of Covariance Matrices vis-à-vis Reason Mix

Value for Box's M Statistic	22.294
Value for F statistic	1.428
Degrees of Freedom 1	15.000
Degrees of Freedom 2	29935.247
Significant Probability Value	.124
Concluding Remark	Covariances are equal

Thereafter, the authors have carried out the test for equality of two mean vectors (see in Table 5) arising out of two groups. All the test statistics i.e. 'Wilks' lambda', 'Hoteling trace', 'Roy's largest root' and 'Pillai Trace' indicate that there is a significant difference between the two mean vectors. Thus, the authors may conclude that there is a marked difference between the customers and entrepreneurs in respect of perceived importance assigned to different reasons for selection of tourism product.

Table 5: Multivariate Tests vis-à-vis Reason Mix

Measure for Testing	Value	F statistic	Hypothesis Degrees of Freedom	Error Degrees of Freedom	Significant Probability Value	Concluding Remarks
Wilks' Lambda	.557	62.868[a]	5.000	250.000	.000	Difference is Significant
Hotelling's Trace	.443	62.868[a]	5.000	250.000	.000	Difference is Significant
Roy's Largest Root	1.257	62.868[a]	5.000	250.000	.000	Difference is Significant
Pillai's Trace	1.257	62.868[a]	5.000	250.000	.000	Difference is Significant

In a similar way, Table 6a and Table 6b describe the basic measures like 'Mean Vector' and 'Dispersion Matrix' for customers and entrepreneurs/ executives respectively.

Table 6a: Mean Vector and Dispersion Matrix for Customer vis-à-vis Media Mix

Variables	Mean Vector	Dispersion Matrix			
		Y_1	Y_2	Y_3	Y_4
Y_1	1.7569	1	0.470	0.106	0.152
Y_2	1.6099	0.470	1	0.025	0.153
Y_3	1.4539	0.106	0.025	1	0.075
Y_4	.8926	0.152	0.153	0.075	1

As mentioned earlier the authors would first like to test for independence among Y_1, Y_2, Y_3 and Y_4 for each source separately by Barlett's statistics. It may be seen from Table 7 that, these variables are interdependent for customer group, but are nearly independent for entrepreneur group. To have a common approach for subsequent study the authors have pooled the two groups of data and carried out the same test of Sphericity (see Table 8). The pooled data confirms the fact that the subsequent analysis should be executed in the multivariate domain because the variables under study are interdependent.

Table 6b: Mean Vector and Dispersion Matrix for Entrepreneur vis-à-vis Media Mix

Variables	Mean Vector	Dispersion Matrix			
		Y_1	Y_2	Y_3	Y_4
Y_1	3.1806	1	0.223	0.000	-0.098
Y_2	2.4687	0.223	1	0.265	0.093
Y_3	2.5843	0.000	0.265	1	-.113
Y_4	.9428	-0.098	0.093	-.113	1

Table 7: Bartlett's Test of Sphericity vis-à-vis Media Mix

	Tourism Customer	Tourism Entrepreneur
Likelihood Ratio	.000	.014
Approximate Chi-Square	60.934	8.143
Degrees of Freedom	9.000	9.000
Significant Probability Value	.000	.0520
Concluding Remark	Variables are interdependent	Variables are interdependent

Table 8: Bartlett's Test of Sphericity-Pooled vis-à-vis Media Mix

	Tourism Customer and Tourism Entrepreneur-Pooled
Likelihood Ratio	.000
Approximate Chi-Square	63.418
Degrees of Freedom	9.000
Significant Probability Value	.000
Concluding Remark	Variables are interdependent

The next task is to check for equality of two dispersion matrices. Table 9 provides the Box's test result. Since the probability value is as high as 0.356 the authors accept the null hypothesis that dispersion matrices are equal.

Table 9: Box's Test of Equality of Covariance Matrices vis-à-vis Media Mix

Value for Box's M Statistic	11.382
Value for F statistic	1.102
Degrees of Freedom 1	10.000
Degrees of Freedom 2	33866.233
Significant Probability Value	.356
Concluding Remark	Covariances are equal

Lastly, the authors have applied the test for equality of two mean vectors (see Table 10) arising out of two groups. All the test statistics i.e. 'Wilks' lambda', 'Hotelling trace', 'Roy's largest root' and 'Pillai Trace' indicate that there is a significant difference between the two mean vectors. Thus one may conclude that there is a marked difference between the customers and entrepreneurs in respect of perceived importance assigned to different media mix for selection of promotion of tourism product.

Table 10: Multivariate Tests vis-à-vis Media Mix

Measure for Testing	Value	F statistic	Hypothesis Degrees of freedom	Error Degrees of freedom	Significant Probability Value.	Concluding Remarks
Wilks' lambda	.678	29.788	4.000	251.000	.000	Difference is Significant
Hotelling's Trace	.475	29.788	4.000	251.000	.000	Difference is Significant
Roy's largest root	.475	29.788	4.000	251.000	.000	Difference is Significant
Pillai's Trace	.322	29.788	4.000	251.000	.000	Difference is Significant

For testing the third aspect of the 'Market Orientation' i.e. customer satisfaction the authors have constructed a trinomial distribution of satisfied, indifferent and dissatisfied customers. Customers responded 1 to 5 on likert-type scales. Using response score of the customer, the authors have grouped them as (5, 4), 3 and (1, 2) and labeled them as *satisfied*, *indifferent* and *dissatisfied* customers respectively, under the trinomial set up. Next to that, the authors have calculated proportion of satisfied customers to total customers. The authors have also carried out the same according to income of the customers. The desired value for satisfaction proportion is selected as 0.80 that means it is desired to have at least 80% of satisfied customers in the tourism industry. Based on selected desired value, the authors have calculated standard Z statistics and compared with tabulated Z value at α=0.05. It is found

that in all the cases (see Table11) H_0 is rejected in favor of H_A. Therefore, one can conclude that tourism industry is dominated by entrepreneurs who have failed to ensure customer satisfaction. Combining all three inferences, the authors claim that tourism entrepreneurs are *not* in line with the market orientation in the true sense of the term.

Table 11: Customer Satisfaction

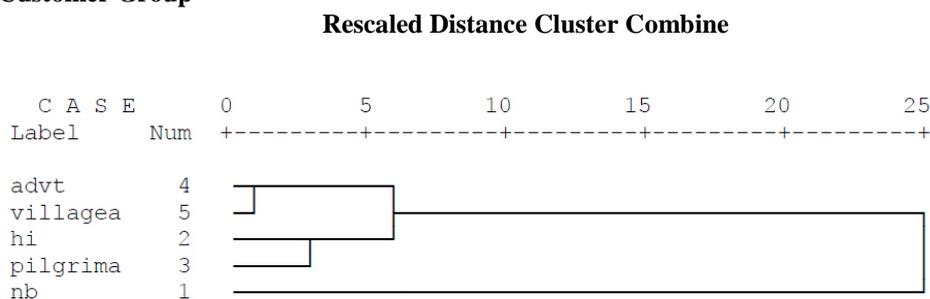|	Response score on Overall satisfaction	Income			
		Less than Rs3 Lacks /annum	Rs3-5 Lacks /annum	More than Rs3 Lacks /annum	Total
Dissatisfied	1	0	0	0	0
	2	1	2	0	3
Indifferent	3	14	25	20	59
Satisfied	4	38	52	44	134
	5	5	4	5	14
Total		58	83	69	210
Ratio of satisfied to total respondent of the category		43/58= 74.137	56/83= 67.469	49/69= 71.014	148/210= 70.476
Z value for the hypothesis H_0: P=.80 H_A: P<.80		-2.1374	-4.5647836	-3.26055	-3.4417
Tabulated Z value for α=.05		-1.6449	-1.6449	-1.6449	-1.6449
Concluding remarks		H_0 is rejected in favor of H_A	H_0 is rejected in favor of H_A	H_0 is rejected in favor of H_A	H_0 is rejected in favor of H_A

Discussion – Managerial Implications

It is very clear from the descriptive statistics cited in the previous section that entrepreneurs have over-emphasized in most of the reasons and in each of the media vehicles. Further, not ignoring interdependence among the media vehicles essential for communicating tourism consumer, it is also observed that there is a significant gap between entrepreneur and customer groups. Thus, considering both these aspects it may be logically concluded that the chance of resource wastage is

very high. Most interestingly, in spite of excess usage of resources, it has failed to secure satisfied customers. Therefore, entrepreneurs are maneuvered by both ways. On the one hand they lose resources and on the other hand they fail to earn profit. Hence, it is essential to know the root cause/s behind these one sided deviations. It may be intuitively understood that there might be difference between views of entrepreneurs and customer groups in terms of their preferences for media vehicles. Consequently, the perceived views of each group have been studied separately to highlight the viewing process of each group through proximities among the reason mix and the media mix. Naturally, cluster analysis is the ideal technique for this purpose so that one can carry out unsupervised grouping of reason mix and media mix. There are different techniques for clustering and the authors have opted for the 'Agglomerative Hierarchical Cluster Analysis' (Hair et.al, 2006) for this study.

From the resultant dendogram (see Figure 1), one can observe that entrepreneur group is having an equal order of proximity with customers in relation to reason mix. But for a given preference order, degree of closeness varies vis-à-vis reason mix on each pair of reasons between entrepreneurs and customers. These show the basic difference in the perceived orientation between the studied groups.

Figure 1: Dendogram Exhibiting Unsupervised Grouping of Perceived Importance of Customer Group

Rescaled Distance Cluster Combine

Dendogram Exhibiting Unsupervised Grouping of Perceived Importance of Entrepreneur Group

Rescaled Distance Cluster Combine Reason/Entrepreneur
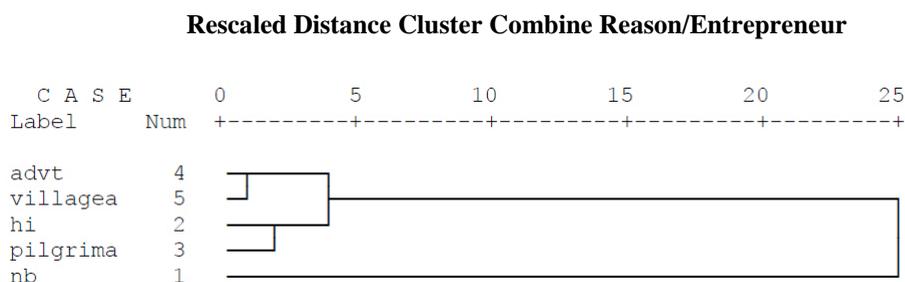
From the next dendogram (see Figure 2), one can observe that entrepreneur group has a close proximity between importance of television as a vehicle for communication and importance of tourism directory as a vehicle for communication. On the other hand, after analyzing aggregate views of customers from the corresponding dendogram, the authors have observed close proximity between importance of television as a communicating vehicle and importance of print media as a vehicle for communication. The only similarity of views lies in assigning of least importance on travelogue, mostly left isolated from the other three vehicles for communication. These show the basic difference in the perceived orientation between the studied groups.

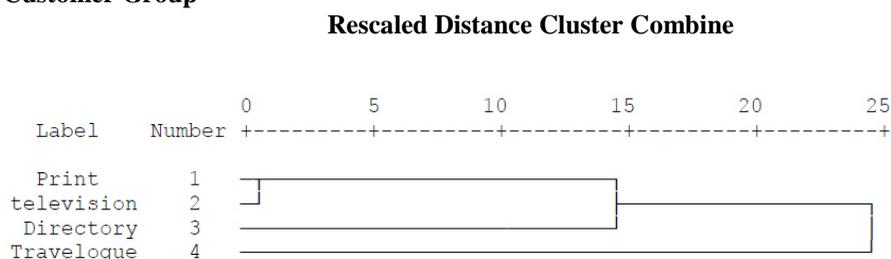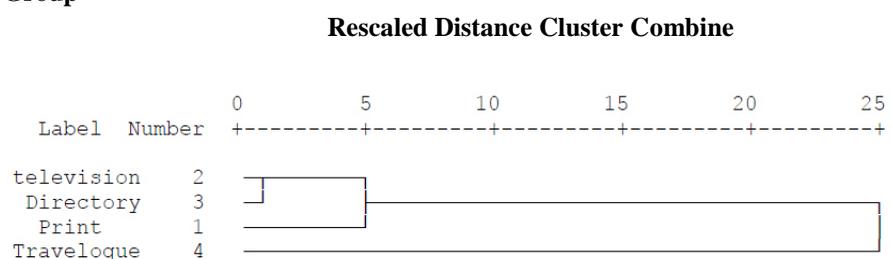**Figure 2: Dendogram Exhibiting Unsupervised Grouping of Perceived Importance of Customer Group**

Rescaled Distance Cluster Combine

```
                    0         5        10        15        20        25
    Label    Number +---------+---------+---------+---------+---------+

    Print       1    ┐
    television  2    ┘┐
    Directory   3     │
    Travelogue  4     │
```

Dendogram Exhibiting Unsupervised Grouping of Perceived Importance of Entrepreneur Group

Rescaled Distance Cluster Combine

```
                    0         5        10        15        20        25
    Label    Number +---------+---------+---------+---------+---------+

    television  2    ┐
    Directory   3    ┘┐
    Print       1     │
    Travelogue  4     │
```

It may be noted from the above analysis that, in the tourism sector, entrepreneurs have adopted a market orientation, which is exhibiting some mismatch with the expectations of the customers of this sector. This mismatch, as revealed from our study, has resulted in improper resource utilization because the operating level is not the ideal one. It has further been observed that the way of looking at the media vehicle and assignment of priorities to those media vehicles differs from the customers' way of looking at things except for the case of travelogue. Thus, the entire analyses converge to a point that highlights the need for strategic planning even for the small entrepreneurs. In addition, this planning should start from customer orientation. Though service quality has not been touched upon in our survey work, it can be safely concluded that a mismatch in customer orientation in respect of communication will definitely have its resultant effects on the service quality. Just like over-designing a product is not desirable as it utilizes more resources but offers very little additional satisfaction, over-utilization of resources for communication and providence of service may have little additional impact on the minds of the consumer. Since entrepreneurial activities induce change in the economy in a more pronounced way, it should be nurtured with utmost care and efficiency based on research findings. The authors therefore suggest specific courses of action as enlisted below for ensuring small to remain beautiful. On a regular basis:

1) Undertaking of marketing research activities
2) Consortium formation to be initiated by Government for minimization of cost for carrying out research and for information sharing
3) Installation of internal marketing drives for employees who deal with customers.

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The Marketing of P.O.W.E.R.
An Innovative Approach to
Student Recruitment and Performance Enhancement

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Abstract

According to historical data, the national GPA (Grade Point Average) has shown a continuous growth since the 1960's, at a rate of about 10% to 15%, while the base of SAT does not suggest the same pattern. It indicates that the grading system of universities has contributed to such inflation for whatever reasons. The compromised inflated GPA offers no contribution to urge educators to increase education quality. Business education requires stringent and robust training on critical thinking, oral presentation and written expression. However, these skills can hardly be evaluated by just GPA, particularly the inflated GPA, which may even cause students to have the illusion that their performance is better than what it actually is. Our school has developed an evaluation scale – Progressive Oral and Written Evaluation Ranking (P.O.W.E.R.) used to measure these three important skills required in business professions for both undergraduate and graduate students. The longitudinal data showed that this method has proven to be a great evaluation tool complimentary to GPA. More importantly, the authors believe this measurement can be used to demonstrate our dedication towards business education, and suggests great marketing implications on student recruitment. For marketing events, the scale and results can be used to promote the program, as it shows our effort to perfect the evaluation system, particularly in the three key skills required in the industry. Besides, the historical data suggested the trajectory of students' improvement on these skills, which indicates a robust training for our MBA students. Further, any other disciplines that require the skills of critical thinking, oral presentation and written expression can adapt this scale for their use as well.

Keywords

P.O.W.E.R., Progressive Oral Written Evaluation Ranking, Rubrics, Tools for Measurement

Introduction

Education in the United States has become an issue of consternation as the US continues to fall behind the results of other developed countries and that shortfall has accelerated over the past decade. According to the 2010 Organization of Economic Cooperation and Development (OECD),

study from *The Economist*, in 2000, the United States had an average performance score of 500, roughly the average of all countries surveyed, and the United States ranked 10th behind the following nations.

- Finland
- Canada
- Australia
- Netherlands
- Japan
- Germany
- Sweden
- Britain
- France (*Transforming Britain's schools*, 2010)

At the same time, the United States ranked number 1 overall in the earnings benefit from degree level education (*Transforming Britain's schools*, 2010). In a world where education clearly leads to financial benefits, it is ironic that the United States would not lead by example from the very beginnings of the education cycle. While one sees slippage in the lower levels of our education system in math and sciences, there is now evidence of declining SAT scores within the past five years. Through the early 1990's and 2000's, average scores were actually rising (*Ventura County Star*, 2009) before they began drifting lower. First, the test has been changed and there are larger and more diverse groups of students taking these exams. Secondly, the pool of students wanting to attend college has grown steadily and our educational system has become more and more strained. In an attempt to "leave no child behind," many students are pushed through the system and arrive at higher grades unable to grasp any successful levels of comprehension. By far, the skills most mentioned often by employers are the ability to listen, write and speak effectively. Successful communication is critical in business (Hansen & Hansen, 2010).

What is the most important skill that we would like to bestow on our students in an effort to prepare them to be successful in an ever more competitive economic environment? The authors have come to some basic conclusions, all revolving around three specific and all important qualities. Educators need to strive to extend knowledge and training in the areas of critical thinking and the basic foundations of written and oral skills. In business today and indeed in a recent article in *Fortune* magazine, many Fortune 500 CEO's were bemoaning the lack of these imperative skill sets among recent college graduates. This research will delve into the changing academic environment without attempting to reason why some data are trending the way they are other than to say we have become creatures of a quest for mediocrity. No longer are the prepared rewarded as they should be, our society has taken on a "participatory view" which, while idealistic, does not promote healthy discovery or competitiveness. Educators, however, tend now to reward everyone for "participating" so as to not offend those who are unable to compete or choose not to put forth the effort.

Curriculum changes and training advances in business communication have provided students and practitioners with the opportunity to develop and improve communication skills. Despite these changes, research continues to demonstrate that communication apprehension can injuriously impede skills attainment. Yet, the measurement properties of instruments used to measure oral and writing apprehension have received limited attention (Maes, Weldy & Icenogle, 2003). There is a belief here that this lack of advocating for controlled competition leads to more apprehension when these individuals are subjected to more stressful conditions, as they most certainly will be within the confines of the business community. While supposedly protecting our children from youthful stresses, we impede their normal growth patterns to thrive in the real world. Not being prepared leads to frustration, failure and even personally imposed social stigma.

There has been a ratcheting up of GPA over the past few decades that do not compliment SAT (Scholastics Aptitude Test) scores over the same time period. From 1991-2007 there has been an overall increase in GPA of 9.4%, consistent across all types of schools public or private. All Schools in the study showed average increases from 2.92 to 3.11, public schools 2.85 to 3.01 and private schools from 3.09 to 3.30 (*Grade inflation at American colleges,* 2010*)*. Are these results indicative of an overall increase in the ability of our students as evidenced by SAT scores over the same time period, not exactly? Average SAT scores, for all participants was 500 for verbal and 501 for math in 1992 and 508 for verbal and 520 for math in 2005 an increase of less than 1.5% for verbal and less than 4% for math [Infoplease.com]. However, if present trends continue, only limited by perfect 4.0 GPAs, we will continue to see a growing discrepancy between the potential and the fruition. Are our students becoming more astute throughout their college years or are our ranks of academia less inclined to give a student a more realistic if lower grade? Has this come about by professors hoping to please their students or administrations attempting to maintain high retention levels, one does not know? Countless studies and surveys, employers, graduate students, academicians and others continue to list oral and written communication among the most critical skills needed by business students today (Hynes & Bhatia,1996; Maes, Weldy, & Icenogle,1997; Plutsky, 1996; Wardrope, 2002). AACSB International (The Association to Advance Collegiate Schools of Business) (2004) continues to recognize the importance of communication skills in its latest standards. Not surprisingly, Wardrope (2002) found that a communication course was required at 76% of the institutions surveyed. The authors will not debate the value of communication skills but need to delve into the effectiveness of delivery and ability of the students to acquire better and more dominant skills.

Longer term trends show the following results which add to the credibility and corresponding confusion of the direction of SAT scores and GPA, a true juxtaposition. In the 1930's, the average GPA at American colleges and Universities was about 2.35, a number that corresponds with data compiled by W. Perry in 1943. By the 1950's, the average GPA was about 2.52. GPA took off in the 1960's with grades at private schools rising faster than those in public schools, receded throughout into the 1970's, and began to rise again in the 1980's at a rate of about 0.10 to 0.15 in GPA per decade to the present. The grade inflation that began in the 1980's has yet to end (*Grade inflation at American colleges,* 2010). It is commonly accepted that business students need effective communication skills to be successful professionals. Consequently, many universities have instituted curriculum and pedagogy changes to provide students with the opportunity to develop those skills. Common changes include opportunities for group work, oral presentations, writing assignments, as well as critical thinking and unstructured problem solving (Bline, Lowe, Meixer, & Nouri, 2003). However, research in communication and psychology demonstrates that apprehension affects skills attainment and performance (Bennett & Rhodes, 1988; Bourhis & Allen, 1992; Daly 1978; Freimuth, 1976; McCroskey, 1984). The intent of this study is not to solve this riddle, but to propose a way to better prepare our students and establish a metric by which to measure this improvement and aid in remediation where needed. The proposal to be discussed will revolve around two separate rubrics, extensive videotaping of all oral presentations and critical evaluation by peers and professor. The students will be able to hear the positive and critical responses of their peers and in return learn to accept this criticism as valid improvement incentives. The students will be provided with copies of their own presentations so they may ascertain those areas that need the most improvement.

As the authors believe that the P.O.W.E.R. scale can facilitate the evaluation system in business education, being equipped with this tool allows the students to be graded based on skills in demand. That being said, the authors shall be able to present this tool at student recruitment events to show our dedication toward the students' practical skill improvement. The longitudinal study results over the past 6 years showed that the college has achieved steady growth on student performance in both oral and written skills. The assessment results have proved this evaluation scale to be successful.

The authors also encourage any other disciplines which require these skills to try our scale in their educational practice.

Figure 1: Recent GPA Trends Nationwide
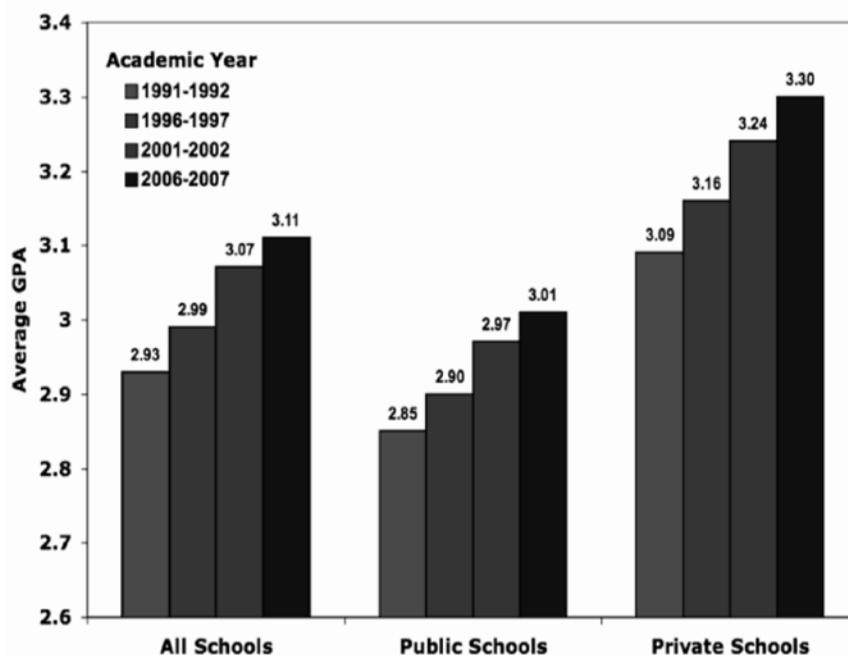
Source: www.gradeinflation.com

Table 1: Average SAT Scores, 1980–2014

	Verbal Score			Mathematical Score		
Year	Male	Female	Total	Male	Female	Total
1980	506	498	502	515	473	492
1984	511	498	504	518	478	497
1988	512	499	505	521	483	501
1990	505	496	500	521	483	501
1992	504	496	500	521	484	501
1994	501	497	499	523	487	504
1996	507	503	505	527	492	508
1998	509	502	505	531	496	512
2000	507	504	505	533	498	514
2002	507	502	504	534	500	516
2004	512	504	508	537	501	518
2005	513	505	508	538	504	520
2006	505	502	503	536	502	518
2007	503	500	501	532	499	514
2008	502	499	500	532	499	514
2009	502	497	499	533	498	514
2010	502	498	500	533	499	515
2011	500	495	497	531	500	514
2012	498	493	496	532	499	514
2013	499	494	496	531	499	514

Source: http://www.erikthered.com/tutor/historical-average-SAT-scores.pdf

Table 2: SAT Reasoning Test Scores, 2013

Self-Identified as	Reading	Math	Writing
American Indian or Alaskan Native	480	486	461
Asian, Asian-American, or Pacific Islander	521	597	527
Black or African-American	431	429	418
Mexican or Mexican-American	449	464	442
Puerto Rican	456	453	445
Other Hispanic, Latino, or Latin American	450	453	445
White	527	534	515
Other	492	519	490
No Response	448	508	453
Total	496	514	488
Male	499	531	514
Female	494	499	493

Source: http://media.collegeboard.com/digitalServices/pdf/research/2013/Tot

Figure 2: SAT Score vs. GPA
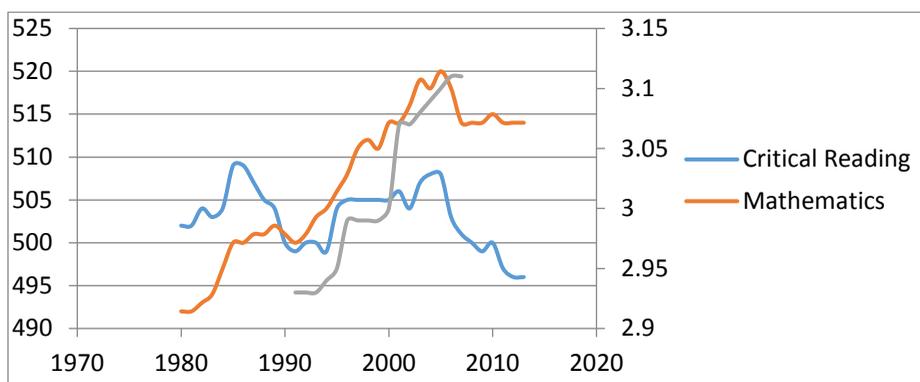
2. P.O.W.E.R

The authors propose to initiate a system wherein professors and institutions can make students aware of how they will be graded and measured. The first attempt to achieve this requires the development and refinement of rubrics in order for results to be tabulated for further evaluation on which points need to be focused and improved upon. Any successful study begins with the ability to listen to many people and absorb input from various sources. The constituents in our study are not the students, but the audience of intended potential future employers. The authors canvassed numerous business leaders from among Wagner College's Business Advisory Council and gleaned all results refining and condensing to the most readily replied 10 points to measure. The director of the college's writing center then refined the topics and categories further to simplify the process keeping it simple and riveting. The result was a 10 point rubric which was presented to the students at the beginning of the semester so they can arm themselves with the knowledge of what is expected of them and the weighting of the scale. This rubric acts as a guide for them as they move forward from

research to thought process to the writing of a paper. The College follows the APA Style format which is the most readily accepted style in the professional business community. Each paper is then graded by the professor with accompanying remarks to help the student improve. The rubric is returned to the student with his/her paper for further reflection by the student and private counseling if appropriate. These scores, on a scale of 1-10, are then recorded to develop a P.O.W.E.R. ranking that is combined with a similar Oral Rubric to reside with and complement the GPA score. The oral rubric, in like manner, was developed with input from more than 100 business leaders and is distributed to the students at the beginning of each semester. The Oral rubric will contain extensive critical review by the professor and again a private consultation can be ordered to remedy and alter behavioral traits. Once the authors have compiled the raw data from the Oral rubric, the college will construct the Oral Evaluation Score (O.E.S) as well. The written work will result in the construction of the Writing Evaluation Score (W.E.S.). By isolating these two scores the college will be able to ascertain irregularities between the two. Both are kept in isolation, and then compared and combined to arrive at a comprehensive Oral/Written metric in two of the most important aspects of professional development and success. Video recording was added to cement in the students mind what other people are seeing and hearing. This immediate feedback and then ensuing self-study of the rubrics add to the tools the student has at his/her disposal to better hone his/her oral and writing skills. This allows the college's educators to track both the program and students on an individual basis to better assess the success of a program and make alterations on the fly. Trends are very important and the data points will provide assessment metrics for accreditation purposes. It is also the intent to measure success of P.O.W.E.R. against GPA data to determine the complement or distance between the two in an effort to provide an ongoing implementation of new skill set activities.

In an effort to improve this evaluation tool, the authors have used the assessment results from the past 6 years from 2009-2014 to support our argument. In the period of 2009-2010, the college struggled with consistency throughout all courses and for all faculty members. The results may not be the actual reflection of the students' performances, but the authors worked out protocols to standardize the grading. The results did show a pattern of growth in written and oral skills at both undergraduate and graduate levels.
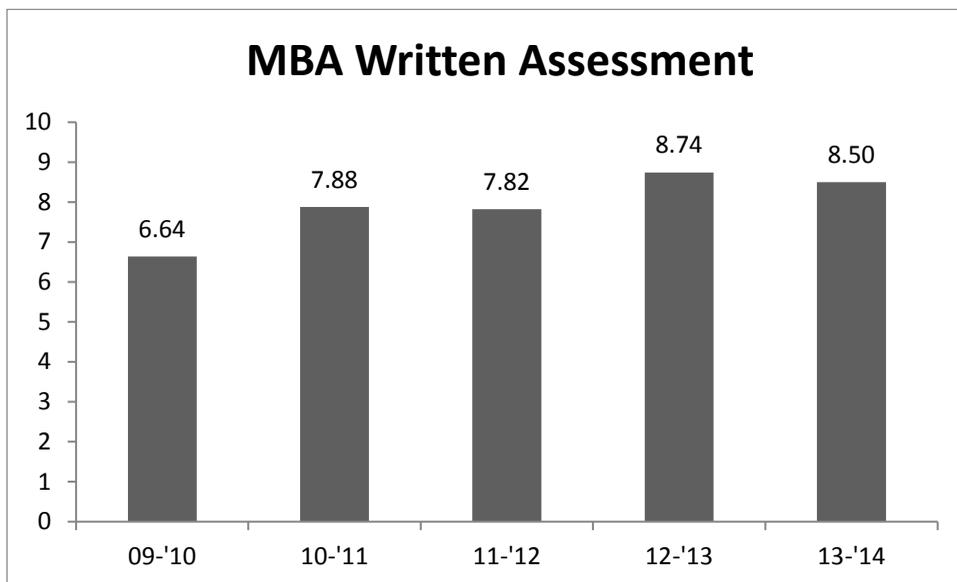
Figure 3: Undergraduate Writing Rubrics have a Scale of 1-5
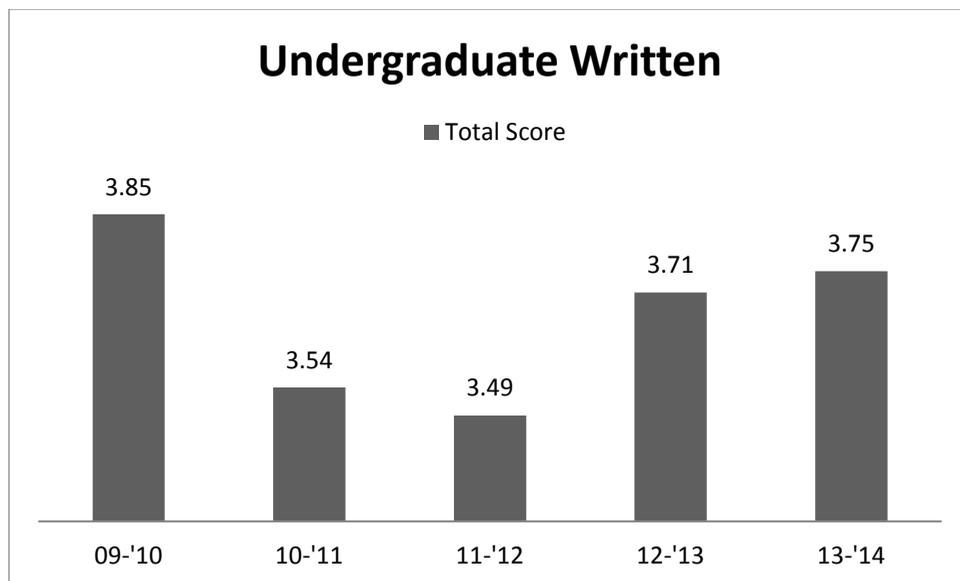
Figure 4: Undergraduate Oral Rubrics have a Scale of 1-10

Undergraduate Oral

■ Total Score

09-'10	10-'11	11-'12	12-'13	13-'14
8.76	8.38	8.45	9.21	8.57
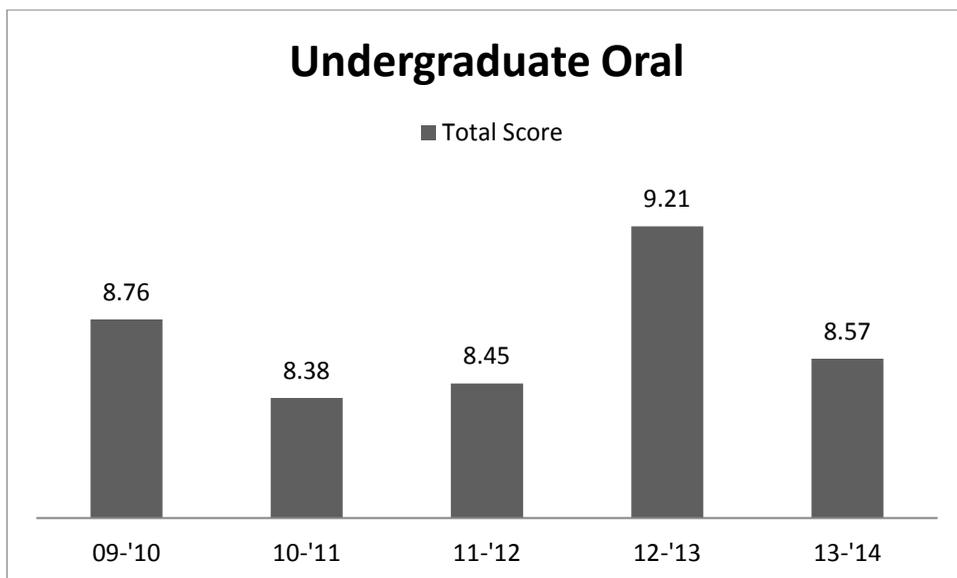
Figure 5: MBA Writing Rubrics have a Scale of 1-10

MBA Written Assessment

09-'10	10-'11	11-'12	12-'13	13-'14
6.64	7.88	7.82	8.74	8.50

Figure 6: MBA Oral Rubrics have a Scale of 1-10
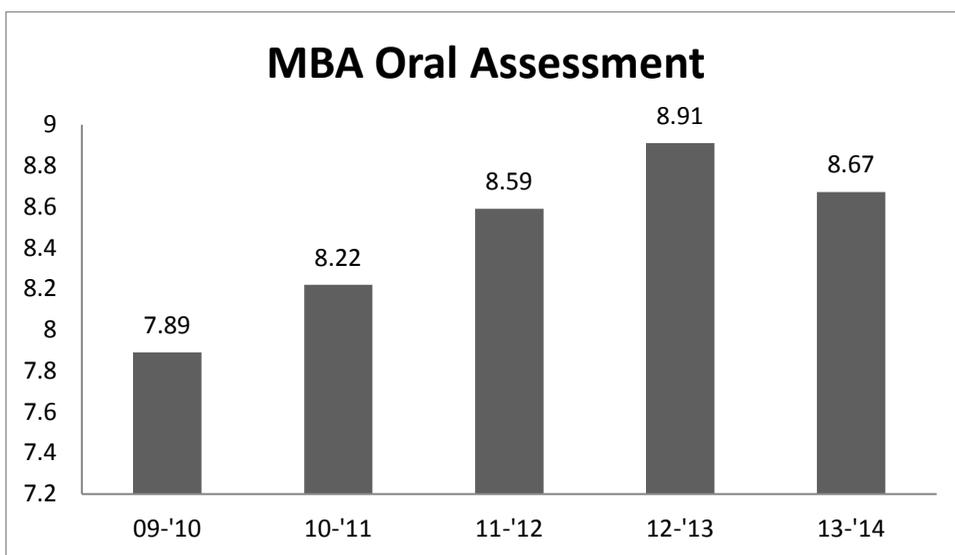
3. Summary

This study was intentionally kept short to reflect an executive summary format as students learn to come to grips with shortcomings and attack them in a straightforward manner. Evaluation and grading of all Oral and Written Presentations will be on a competitive skill basis with the intent of rewarding effort, focus, intensity and adaptability in the form of dominant improvement. When the students embark upon their chosen careers, they will have but one chance to make that favorable first impression---just one. By structuring a challenging, yet supportive environment, the college strives and hopes to produce a better prepared student with an instilled sense of confidence. With the longitudinal study, the authors further proved that this method can enhance students' abilities to directly apply their academic knowledge in the real world. The improvement on speaking and written will definitely make the students more competent in the job market.

Another important contribution of this study resides in the rubrics' marketing implications on student recruitment. As the authors argued, the function of GPA on evaluating students' oral and written skills has been weakened; this grading method sufficiently complemented the regular grading system. Students would like to be graded on something they will use in the future. Pragmatically, the utilization of this rubric urges students to particularly develop skills required for business professionals. At recruitment events, the college can present its rubric, the assessment data results and skills sought by employers to students and parents. The seamless integration between our educational service and the industry needs signals our dedication to making students successful in the job market. Beyond that, the tool also indicates our compulsiveness to deliver a quality educational service.

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Crisis Intervention for Child Protective Services Workers

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Abstract
Crisis in the field of child welfare is ubiquitous. A qualitative inquiry into the work of child protective services (CPS) workers was conducted to explore their perceptions and experiences of crisis and crisis intervention, along with the emotional effects their work has on them. The results of that inquiry were extensive and have been reported by us in other publications. This paper focuses on the study's finding that workers in the field perceived crisis as deeply interwoven into the fabric of their everyday CPS work. Yet, in spite of this ever-present nature of crisis, none of the workers reported an awareness of crisis intervention theory and purposeful use of crisis intervention skills. This paper reviews our findings on CPS's experience of crisis and then presents a model of crisis intervention that can be useful in child protective services work. The model is illustrated through a case application. This crisis intervention framework should have applicability across various international contexts since the nature of assisting abused children and the psychological sequelae of abuse are universal. The use of an application that addresses the issues CPS workers experience may help to mitigate much of the well-documented stress of the work and improve outcomes for the children served.

Introduction

The abuse of children is a global problem (Van Soest, 1997) which is addressed by many countries' child welfare and protection systems. Systems for the protection of children are international phenomena with commonalities and differences (Lewis, et al., 2004; Guidi, 2014; Benbenishty, et al., 2015). Workers in all these systems deal with the traumatic circumstance of child maltreatment while often facing critical public controversy and scrutiny (Ayre, 2001). Workers in the field of child welfare and child protection should fully understand and respond skillfully to the crises and tremendous trauma endured by the children and families they serve and seek to protect. Crisis and trauma are omnipresent in the field of child welfare, but research is scant. This paper will briefly describe results of the first author's research on the experience of child protective services (CPS) workers regarding their perceptions of crisis and crisis intervention, and then propose a crisis intervention model that may be helpful to international workers in child welfare practice. A case example will illustrate the use of the model in practice.

Crisis in the Child Welfare Field

The nature of crisis in child welfare work was described in 1994 by the United States Department of Health and Human Services (USDHHS) in a publication that was updated in 2003. The earlier publication notes the two types of crises that workers in the field encounter: acute and chronic (USDHHS, 1994). Acute crisis refers to sudden events that affect generally well-functioning families, while chronic crisis refers to a pattern of persistent problems endured by families with overall poor psychosocial functioning. Zell (2006) found that 34% of child welfare caseworkers studied reported dealing with crises on a daily basis. In addition to having to confront emergent situations, the work of child welfare and protective service workers is well documented to be

traumatic. CPS workers endure burnout and vicarious traumatization (Horwitz, 1996; Pryce, 2007). They are first responders, similar to emergency room staff, fire and rescue workers. The effects of trauma on first responders are well-documented (Figley, 2002; Urasano et al, 2006; Van der Kolk, 2006; Graef & Hill, 2000). However, there is sparse literature focused on CPS workers' perception of crisis, their particular experience of what constitutes crisis and how they respond professionally. Therefore, Tavormina (2009) undertook a qualitative study of CPS workers' perception of crisis and their understanding of how they intervened in the face of it.

Overview of Research Method and Results

Since little is known about coping with crisis from the experience of CPS workers themselves, a qualitative methodology was chosen. Tavormina and Clossey (2015) reviewed the research process. Two public child welfare agencies in a rural region of the United States were approached and permission to interview CPS workers was granted. The agencies were important for the research because they were the primary public agencies in the region responsible to receive and investigate allegations of abuse. CPS workers who agreed to be part of the study were interviewed in a private and confidential location. A total of 12 respondents were recruited. Respondents were interviewed about their perception of crisis, how they dealt with it professionally, and its personal impact. The interviews were taped and transcribed. Each transcript was analyzed for meaning and categorized according to developing patterns that appeared to emerge.

The results illustrate four themes: perception of what constitutes crisis; perception of responding to crisis; emotional effects of compassion fatigue; and effects on workers' energy and resources. The first theme describes how CPS workers define crisis in their work. Workers noted that crisis encompassed family turmoil and parental instability, lack of basic needs being met, substance abuse, domestic violence, caretaker impairment, risks to children, the impact of child abuse and neglect, the process of removing a child, troubled teens, and suicide threats by parents and/or children. These events were labeled "biopsychosocial breakdown" to describe the broad nature of crises workers encountered.

The second theme described workers' responses. Workers described trying to protect and assess often simultaneously, trying to de-escalate situations, investigate allegations, minimize the disruption of child placement, build a cooperative and respectful working relationship, and stay positive. Importantly, none of the workers identified using a specific crisis intervention model, nor did any demonstrate a clear knowledge of crisis intervention theory or skills. Instead, they described using intuition and experiential knowledge. The remaining two themes described the emotional effects on workers, including compassion fatigue and secondary trauma, and changes in workers' energy levels.

These results explicated the experiences of CPS workers and noted that formal crisis intervention knowledge is a needed skill set. Crisis laden work takes an emotional toll and affects worker retention. Research demonstrates how important training and professional development is to the retention of workers in the field of child welfare (Scannapieco & Connell-Carrick, 2007; Child Welfare League of America, 2002). In this paper, the authors describe a crisis intervention model that can be applied to child protective services work.

Crisis Intervention in Child Protective Services Work

Understanding the Effects of Abuse on Children

Lisa, age 6, was sexually abused by her mother. Lisa's brother was also sexually abused. When asked to talk about her feelings, she stated, "We didn't have anything to do. It was boring. There

was nothing to do at night. We just went to bed and my mom went with us because she had nothing better to do." (Sexual Molestation)

> Amanda, age 13, was sexually abused by her step-father. A sexually explicit note to her step-father was discovered by her mother who reported the abuse to child protective services. Amanda testified against her step-father in criminal court which resulted in him going to jail. Subsequently she reports feeling forced to admit to the sexual abuse and states that she still feels loyalty to her abuser. She angrily recounts, "He was better to me than my mom. He took me places, bought me stuff, and cared about me. I didn't mind what he did. I felt like a grown-up. He didn't treat me like I was a dumb kid to be bossed around. He even bought me cigarettes and let me drink beer." (Sexual Molestation and Vaginal Penetration)

> Rob, age 9, lives with his maternal aunt after his mother abandoned him and his younger sister. He was physically abused by his aunt who slammed his fingers between desk drawers for lying about finishing his homework. He stated, "Please don't take me away. I gotta help take care of my little sister. It was my fault. I am bad. I'm always lying and making trouble for Aunt Mimi. " (Physical Abuse with Three Broken Fingers)

The preceding vignettes illustrate the perspective of child abuse victims. These children struggle to make sense out of what occurred and often will minimize the abuse and maintain a positive internalization of their abuser(s). It is common that an abused child's typical emotional needs are not met. Children will often retain the belief in their caretakers' love and blame themselves, which helps them deny the abuse. The absence of appropriate nurturance and the trauma of abuse can hinder a child from internalizing a firm sense of positive self-worth and contribute to self-blame for their maltreatment (Beebe & Lachman, 1988; Winnicott, 1953, 1958).

Abused children suffer damage neurodevelopmentally and endure delays in speech, academic abilities, and motor skills (Crosson-Tower, 2010). They have trouble with affect, often suffer symptoms of hypervigilance, have problems trusting, struggle to play appropriately and evidence destructive behaviors (Crosson-Tower, 2010). Abused and neglected children have difficulty recognizing facial emotional expression and as a result are impaired in their capacity to respond to social cues appropriately (Pollak, Cicchetti, Hornung & Reed, 2000). The effects of single and multiple types of maltreatment result in difficulties over the life span that are cumulative and that differ by type of abuse (Arata, Langhinrichsen-Rohling, Bowers, & O'Farrill-Swails, 2005). The experience of physical abuse results in problems with anger and sense of worthlessness. Sexual abuse leads to problems in life with suicidal thoughts and/or attempts, along with promiscuity, while emotional abuse results in problems with depression and low self-esteem (Arata, et al, 2005).

Maltreated children may display a variety of dissociative disorders that can be conceptualized as a developmental interruption in their capacity to integrate their identity and manage their emotions (Weber, 2008). The DSM V describes dissociative disorders as "characterized by a disruption of and/or discontinuity in the normal integration of consciousness, memory, identity, emotion, perception, body representation, motor control and behavior. Dissociative symptoms can potentially disrupt every area of psychological functioning." (p. 291). Weber (2008) describes the types of dissociative symptoms that children and adolescents may display: inconsistent consciousness, autobiographical forgetfulness, fluctuating moods, belief in imaginary friend, and a sense of disconnection from body sensations and sense of self (depersonalization and derealization).

The above effects most likely develop as a result of the impact of failed and/or inconsistent attachment on the child's neurobiological development. The damage occurs through altering the neurobiology and the body's stress response, thereby affecting overall neurodevelopment (Yates, 2007; Applegate, 2000 & 2005). Yates (2007) explains that the stress response involves the limbic-hypothalamic-pituitary-adrenal (L-HPA) and the norepinephrine-sympathetic-adrenal-medullary

(NE-SAM) system. These systems release chemicals (cortisol, norepinephrine and epinephrine) associated with stress into the body. The release of norepinephrine and epinephrine into the bloodstream elevates heart rate and blood pressure to get the body ready for fight or flight (Yates, 2007). These chemical processes are activated in response to maltreatment with resultant effects on neurodevelopmental processes that manifest as some of the behaviors described above.

The children depicted in the vignettes above show signs of such problems. Most apparent are the cognitive distortions the children experience in attempts to preserve their image of their primary attachment object. Anything a CPS worker can do at the time of initial contact to begin to mitigate these effects is crucial. Times of crisis present moments when clients are often most amenable to change. Understanding the crisis-laden nature of child protective services work and how to handle crises can go a long way towards placing a child on a path of recovery.

A Model of Crisis Intervention

In 2005, Collins and Collins published their model of crisis intervention, which attempts to correct for the limits they found in existing crisis intervention theories and models. Limits identified include: lack of a model that could provide guidance for both single session and ongoing crisis counseling, lack of holistic attention to both individual and environment, and a framework suitable for a variety of different crisis situations.

Collins and Collins (2005) articulate a developmental-ecological approach to crisis. This framework is well suited to social work, which is the discipline best equipped to work in child welfare protective positions. This approach is holistic in attention to both individual and environment and provides a framework for short and long-term work that can guide intervention for various types of crises. Collins and Collins (2005) recommend that appropriate attention to the individual affected by crisis includes complete understanding of developmental theory. "Crisis interventionists must be attuned to the unique developmental meanings and impact of crisis events" (Collins & Collins, 2005, p. 21). Workers must also be trained to comprehend the social environment, or ecology, in which the crisis client is embedded. Ecological theory uses the metaphor of ecology to conceptualize the dynamic interplay between living organisms and their environment, thereby alerting social work practitioners to be aware of the individuals *in the context of* their social and cultural situations (Collins & Collins, 2005). It is imperative to realize that the individual and social environment are intertwined in a complex manner and that individual clients cannot be fully understood separate from that social "ecology."

Appropriate assessment is critical to effective crisis intervention. Collins and Collins (2005) specify that workers must assess client affect, behavior, cognition, development and ecosystem. Once thorough understanding of the client in crisis is established, the worker may choose a single session approach or long term approach. CPS workers often have a very short time frame in which to respond. The goals of a single session intervention are: to make sure the client is safe, establish psychological stability and short term mastery of the crisis, as well as to connect the client with suitable resources (Collins & Collins, 2005). The worker will engage in the following six steps:

1. Supportively and empathetically join with the client.
2. Intervene to create safety, stabilize, de-escalate, and handle immediate needs.
3. Explore and assess dimensions of crisis event and crisis reactions, encouraging ventilation.
4. Examine alternatives and develop options.

5. Assist the client to mobilize personal and social resources and connect with community resources as needed.
6. Anticipate the future and arrange follow-up. (Collins & Collins, 2005, p. 48 – p. 56.)

Application: Case Example

Tavormina (2005) illustrated the application of the above framework to child welfare in a chapter of Collins and Collins' book, *Crisis Intervention: A Developmental Ecological Approach*. The approach articulated a model that can help CPS workers respond to the crises they cope with as an ongoing part of their work. A case will be presented and the steps of a single session crisis intervention will be demonstrated. As noted in the research, CPS workers find almost everything in their daily investigative work to be crisis-laden. The Collins and Collins (2005) model could be illustrated using any of the biopsychosocial breakdowns that constitute the kinds of crises workers reported in the research Tavormina (2009) conducted. The crises reported by CPS workers (Tavormina, 2009; Tavormina and Clossey, 2015) included: substance abusing parents, domestic violence, impaired caretakers, suicide threats, family turmoil, the abuse and/or neglect of children, the impact and aftermath of the abuse and/or neglect, and the removal of a child from a home. The case described below will focus on the crisis of abuse disclosure and subsequent removal of the child from the home. The Collins and Collins (2005) model is applied to the case to illustrate the use of this crisis intervention model.

The Case

A child protective service agency received a referral from a local elementary school guidance counselor who reported suspected childhood sexual abuse of one of her students, Casey, age 9. That morning, Casey confided to the guidance counselor that her father "does bad things to me and I'm not supposed to tell what he does." A caseworker from child protective services was immediately sent to the school to investigate the referral. Casey was initially shy when talking with the caseworker. She became more verbal and cooperative as the interview progressed and then she finally disclosed to the CPS worker the details of being severely sexually abused by the father "for as long as I can remember." She stated that her mother "didn't believe" or "didn't care" that it was happening. The caseworker decided to take emergency protective custody of the child and arranged to coordinate these efforts with the police.

When the worker and Casey arrived at the agency, Casey refused to get out of the car, became agitated, began kicking the back of the seat, and started screaming that she wanted to go home. The worker arranged for a crisis counselor, with a specialty in working with children who have been sexually traumatized and could be involved in foster care, to talk to Casey.

The crisis counselor arrived in the parking lot of child protective services and requested to speak with Casey alone in order not to further overwhelm or agitate her. The crisis counselor walked slowly up to the side of the car and stood about six feet from the passenger rear window and bent down to see Casey sitting in the back seat staring straight ahead appearing not to notice anyone. Her eyes looked red from crying and her hair was disheveled. Her affect was blunt and she appeared to be dazed.

The goals for crisis counseling following the disclosure of child sexual abuse included the following; 1) seek to help Casey increase her capacity for self-soothing and regaining appropriate behavioral controls; 2) strive to be a safe person that Casey could trust with her feeling of loss, sadness, and anger etc.; and 3) be truthful and honest with Casey regarding the necessity for her to be removed from her home. Ongoing assessment would seek to gauge her risk to self or others. It would be important to help Casey feel a sense of control and choice whenever possible to increase appropriate self-power and choice.

Process Recording of Intervention

CW: (speaking slowly and loudly because Casey is in the car) Hi, Casey. My name is Michele. (waving hello) I want you to know that I am not going to come any closer to the car unless you tell me I can. I was hoping we could talk about why you do not want to get out of the car.

Casey: I want to go home and they won't take me! (There is the sound of Casey kicking the seat. She still has not looked at the counselor but she now appeared angry.)

CW: It sounds like not being able to go home is really making you mad. I bet if the back of the seat could talk it would say " She's really, --really, --really, mad – I should know –I've been getting kicked by her for over an hour!"(said in a painful voice, in a kind tone, with a slight smile). What do you think the seat would say?

Casey: (pause) It would say "take her home and everything will be okay." It would say (pause) " You should have shut up and not told!" (Casey looks at the seat and talks to it.)

CW: Why would the seat not want you to tell? (sounding very curious and perplexed)

Casey: Because telling –telling is going to put me in foster care – I don't want to go there! (She gives the seat a slight kick and looks briefly at the counselor.)

CW: I am really confused now. Could you roll down the window a bit so I could hear you better? (Casey rolls the window down half-way.) Thank you. You know, I thought I heard you say that you thought telling about what happened is making you think you might have to stay with another family for now? (sounding genuinely confused)

Casey: Yeah. (sounding sarcastic) He said if I told I'd get in trouble and have to go to foster care. I thought I was going to talk to the police and he'd get in trouble. (pause) They just lied to me to get me in the car and take me away! (Eye contact with counselor is improving.)

CW: (looking very surprised) Oh, now I think I get it. (pause) Let me know if I got this right, okay? You think you're being punished for telling and that if you go into foster care it means you are in trouble. I can see why you would be mad about that. I would be mad too if they put children in foster care to punish them! Is that you think?

Casey: I told what happened and now they said I might be going into foster care.

CW: But you didn't do anything wrong by telling. Telling was a brave thing to do and it was the right thing to do. I am really proud of you and very glad that you told. Going to stay with another family even if it is foster care is meant to keep you safe to make sure no one hurts you like that anymore. Does that make sense?

Casey: No! (starts to cry) I want him to get in trouble. (pause) HE NEVER GETS IN TROUBLE. I ALWAYS GET IN TROUBLE!

CW: What he did was something grown-ups should get in trouble for doing to a child. It's against the law and that's why the caseworker wants the police to know. She was not lying to you about the police knowing about what happened to you. You are not in trouble for telling but things will change now in order to keep you safe from harm. (pause) Do you understand you are not in trouble?

Casey: Yes (a "yes" that sounds tentative and not confident). But, I don't want to go to foster care. I wish I did not tell – then I could go home. (appearing sad) He should get in trouble too. (This contradicts her understanding that she is not in trouble.)

CW: This is a very confusing time – you're going to feel a lot of different feelings about telling. (pause) Even if it feels like you're in trouble, I want you to know that if you must go to a different home for now it is not meant to punish you.

Casey: Why can't I just go home. (Casey begins sobbing and holding her head in her hands.)

CW: I hear that you very much want to go home – but I have to tell you the truth even if you don't want it to be true. The truth is that even if you stay in the car the caseworker will not take you home right now.

Casey: (Softly sobbing and hiding her face, Casey says nothing but the counselor allows a long pause to give Casey time to emote her feelings.)

CW: This may be the hardest thing you have ever had to do. (pause) That's what makes you so brave for telling this secret – so other people can help make it stop. Children should not have to make abuse stop all by themselves. Do you know that none of this is your fault?

Casey: (pause) I did not want it to happen – I tried to make it stop because it was bad. (pause) What he did was a bad thing.

CW: What he did was very, very wrong for a grown up to do to a child. Children just can't make it stop all by themselves. They need the help of some adults to make it stop and keep them safe. Right now, part of being safe is that you have a safe place to live right now. What do you think that means?

Casey: (hesitates and looks at CW) I might not be able to go home right now. I don't want to stay away long. I want to go to my same school. I want to go and stay with my Grandmamma. I want to see my brothers and sisters tonight.

CW: Wow, you have great questions! I like that you have some ideas about what you want right now. I cannot answer all of those questions but I would like to help you tell more people what you want and see if we can make a plan to find you the safest and most comfortable place to be right now. Oh, I brought some juice for us to drink. I thought you might be thirsty so I brought an apple juice and an orange juice. Would you like one?

Casey: I'll take the apple juice.

CW: Ummm. I need your help here. I told you when we first met that I wouldn't come any closer to the car without your permission. My arms aren't long enough to hand you the drink. Do you think it would be okay if I sat in the car with you so we can talk more. We could keep talking and have some juice together.

Casey: Okay

CW: Where would you like me to sit?

Casey: Over here (pointing to the other side of the back seat)

CW: (gets in car and smiles pleasantly at Casey) Boy, I'm glad you let me come in and sit down. I really appreciate that because my legs were getting tired and numb. Are you feeling tired? (handing the apple juice to Casey)

Casey: Yes (pauses to sip her juice). Today looked like it was going to be good. (pause) I got a B on a math quiz – that's good for me cause I mostly get D's in everything. (pause) Today turned out to be the worst day of my life.

CW: Really? (said in a surprised tone) I can see why today may be like no other day you ever had. It does seem like it will be a really, really hard day but in the end it could turn out to be a really, really good day for you. (pause) I don't know if that will make sense to you now.

Casey: You mean –cause I told – don't you?

CW: (smiling proudly at Casey) Exactly! A lot of times it's really hard to tell when something wrong is happening … the bigger the right thing….the harder it can be. (pause) I want you to know that telling what happened was the rightest (pausing for effect), bestest (pause), goodest (pause), bravest (pause), wonderfulest (pause) thing you could do! (smile)

Casey: (smiling proudly) Think so?

CW: Oh, yes – What do you think?

Casey: I think – what he did was bad. He is not supposed to do --that. (starting to look sad) He just wouldn't stop. (looks away outside the window)

CW: Casey, (pause) people who do that to children are wrong and almost never "just stop" – even if they know it is wrong. It may not be fair that you were the one who had to tell – but somebody had to tell to make it stop. That's what makes you so brave. That is something that is usually hard to tell? What was it like for you?

Casey: I did not know I was going to tell but it slipped out. I didn't even know – know – I was going to tell. I don't think I could have – if I thought about it.

CW: So how did you end up telling?

Casey: It just kinda came out – when I was in guidance. (referring to the guidance office) Ms. Smith is so nice. It's easy to talk to her. It just came out. (pause) I can't believe I really told.

CW: You did the right thing in telling. (said with emphasis) Are you surprised you really told the secret?

Casey: Yeah. I guess things will be different now.

CW: Yes, they will. How do you think things will change?

Casey: I –I'm not sure.

CW: I'm not sure either but I think we need to talk about it more with the people who work to keep children safe. The woman who met you at the school – the lady that you told about

being hurt after you told the guidance counselor- she is a child helper – and she is waiting to talk more with you. She works inside the building right here. I think it would be good idea to go inside and speak with her about what can or what could happen now. It would be great too if you would tell her about what you would like right now. I don't think anyone knows all the answers to all the questions but asking them all is fine. It is the perfect time to ask lots of questions and tell people how you feel now. You may not get everything you want but at least you will know the answers and you can ask all the questions you want.

Casey: Okay, I can do that. (small smile) I like to ask questions. (small laugh)

CW: Sounds like a good plan. Also, if you are hungry you can ask for something to eat to go with the drink I brought.

Casey: Humm… I want to wait until I get some answers so I can celebrate the good answers with pizza! (laughter from both)

Crisis Worker's Assessment of Single Session Crisis Intervention Case Synopsis: Affect, Behavior, Cognition, Development, Ecosystem.

The initial assessment of Casey's affect indicted that she was experiencing shock and confusion, a common byproduct of a traumatic disclosure. The enormity of her disclosure of sexual abuse and the realization that the caseworker would not let her go home until safety could be assessed felt punitive to Casey. When the crisis worker initially met Casey her affect could be referred to as blunt, stunted, or bland, but during the course of the crisis intervention it became evident that Casey was attempting to numb expectable overwhelming feelings of anger, sadness, confusion, and self-blame.

Casey's behavior clearly communicated that she: 1) was displeased about not immediately going home; 2) felt angry and was seeking a way to express her disagreement about what was happening to her; 3) was desirous of regaining a feeling of control and choice; and 4) had the strength and fortitude to "make a stand" against another perceived violation. Her refusal to get out of the car needed to be respected. This indicated that she wanted her desires to be noticed and had empowered herself to express her feelings even if she rejected what was expected of her and rebelled against authority. These same personal qualities enabled her to survive sexual trauma and led to her eventual disclosure of the abuse.

Casey's cognitive perception of why she could be placed in foster care was distorted and false. She thought she was being lied to and deceived about why she was going to the protective services office. Since childhood sexual abuse violates a child physically, emotionally, and cognitively, it is important not to assume that the child perceives reality in the same manner as it is being presented by others. Casey had distorted facts about foster care presented to her by her father and based her actions on these perceptions.

Developmentally, Casey needed to have information presented to her in a clear manner that she could easily understand. An empathetic adult was more likely to be heard because the adult was not monopolizing the conversation or discounting her perspective. The adult must earn the right to be heard by the child through active listening and compassion. Children typically have fairly predictable and constant daily routines and function within the context of their familiar environments. Even abuse can become familiar and routine for children. Casey was struggling to find a way to comfort and soothe herself in a situation that was foreign to her developmental experience. Obviously Casey recognized that foster care would entail drastic changes in her environment, including the loss of many people, places, and things that were important and valuable to her, even if only temporarily. The crisis counselor needed to be respectful of the loss and change

of ecosystem that foster care would entail and seek to find ways to ease this transition, like helping Casey to get favorite objects to take with her.

Discussion and Conclusions

Tavormina's (2009) in-depth qualitative study of the experience of child welfare workers demonstrates workers' subjective sense of continually dealing with crisis on the job and responding in ways that are experientially and intuitively rooted. Yet, the experience of crisis does affect these workers emotionally (Tavormina, 2009; Tavormina & Clossey, 2015), which in turn impacts the risk of worker turnover. One recommendation commonly made to retain workers is to increase their sense of competency. To do this, the authors propose a crisis intervention model that can be used by child welfare protective services workers. The model described was applied to the crisis of child disclosure of abuse and removal, but it can be used for the many crises child protective services workers face routinely. This model can be taught to CPS workers to increase competency. It is important to address the development of training modules using the model and studying the efficacy of the training and practice outcomes.

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