

Appendix A Study Measures

	Construct Validity
<p><i>Flourishing (Source: Diener et al. 2010; 7-Point Likert)</i> I lead a purposeful and meaningful life. My social relationships are supportive and rewarding. I am engaged and interested in my daily activities.</p>	Reliability = .75 Variance Extracted = .50
<p><i>Social Well-Being – Social Integration (Source Keyes 1998; 7-Point Likert)</i> You feel like you are an important part of your community. If you had something to say, you believe people in your community would listen to you. You feel close to other people in your community. You see your community as a source of comfort.</p>	Reliability = .91 Variance Extracted = .69
<p><i>Social Well-Being – Social Acceptance (Source Keyes 1998; 7-Point Likert)</i> You think that other people are unreliable. (-) You believe that people are self-centered. (-) You feel that people are not trustworthy. (-) You think people live only for themselves. (-) You believe that people are more and more dishonest these days. (-)</p>	Reliability = .85 Variance Extracted = .54
<p><i>Social Well-Being – Social Contribution (Source Keyes 1998; 7-Point Likert)</i> Your daily activities do not produce anything worthwhile for your community. You do not have the time or energy to give anything to your community. You feel that you have nothing important to contribute to society. (-)</p>	Reliability = .76 Variance Extracted = .52
<p><i>Social Well-Being – Social Actualization (Source Keyes 1998; 7-Point Likert)</i> You believe that society has stopped making progress. (-) Society is not improving for people like you. (-) You do not think social institutions like law and government make your life better. (-) For you, there is no such thing as social progress. (-)</p>	Reliability = .81 Variance Extracted = .53
<p><i>Social Well-Being – Social Coherence (Source Keyes 1998; 7-Point Likert)</i> The world is too complex for you. (-) You cannot make sense of what is going on in the world. (-)</p>	Reliability = .70 Variance Extracted = .54
<p><i>Eudaimonic Well-Being -- Factor 1 (Source: Waterman et al. 2010, Schutte et al. 2013; 7-Point Likert)</i> I believe that I have discovered who I really am. As yet, I have not figured out what to do with my life. (-) I believe that I know what I was meant to do in life.</p>	Reliability = .73 Variance Extracted = .47
<p><i>Eudaimonic Well-Being -- Factor 2 (Source: Waterman et al. 2010, Schutte et al. 2013; 7-Point Likert)</i> I feel best when I am doing something worth investing a great deal of effort in. I believe that it is important to know how what I'm doing fits with purposes worth pursuing. When engaged in activities that involve my best potentials, I have this sense of really being engaged. I find that a lot of things I do are personally expressive to me. It is important to me that I feel fulfilled by the activities that I engage in.</p>	Reliability = .80 Variance Extracted = .44
<p><i>Eudaimonic Well-Being -- Factor 3 (Source: Waterman et al. 2010, Schutte et al. 2013; 7-Point Likert)</i> Other people usually better what would be good for me than I know myself. (-) I cannot understand why some people want to work hard on the things that they do. (-) If something is really difficult, it is probably not worth doing. (-) I find it hard to get really invested in the things that I do. (-)</p>	Reliability = .59 Variance Extracted = .27
<p>Marker Variable – Textbook Ease of Purchase (Created for this Research: 5-Point Likert) Simple Easy Straightforward Convenient</p>	Reliability = .91 Variance Extracted = .72

APPROACHES TO DEVELOPING A COLLEGE COURSE ON CONSUMER SATISFACTION

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ABSTRACT

Consumer satisfaction is now constantly measured and assessed both online and in face-to-face encounters between marketers and customers. The attainment, measurement, and analysis of consumer satisfaction have grown to ubiquity in the overlapping worlds of the consumer and of the marketer, yet the topic is relatively uncovered by marketing educators in contemporary university marketing curricula. Three approaches to developing a consumer satisfaction course are presented: a stand-alone course on consumer satisfaction, a curriculum-wide integration of consumer satisfaction material, and an integration of two courses. Using this third approach, a masters-level course integrating a consumer satisfaction course with a course on social media marketing, is proposed. The structure for the course based on Richard Oliver's four-phase purchase decision model is recommended. Administrative and faculty issues are discussed.

INTRODUCTION

Consumer satisfaction is a niche field in academic marketing research. There are scholars who research consumer satisfaction, broadly and deeply. These researchers advance the state of knowledge in the areas of consumer satisfaction, dissatisfaction, and complaining behavior in a larger or meta-analytical sense (e.g. Davidow, 2012; Perkins, 2012), as well as more specific yet important areas including consumer loyalty (e.g., Dick and Basu, 1994; Oliver, 1999; Curtis, Abratt, Rhoades, and Dion, 2011), regret (e.g., Iman, Dyer, and Jia, 1997; Tsiros and Mittal, 2000), and grudgeholding (Hunt and Hunt, 1990; Aron, 2001). It might be expected that

many if not all of these scholars incorporate consumer satisfaction into their classrooms.

A survey of schools represented by the authors published in the *Journal of Consumer Satisfaction, Dissatisfaction, and Complaining Behavior*, an academic journal dedicated to the study of consumer satisfaction and related topics, suggests that even at schools where the marketing faculty place a high priority on the study and dissemination of knowledge related to consumer satisfaction, courses on consumer satisfaction are not offered to its students (see Table 1, below).

Table 1: Schools represented in the Journal of Consumer Satisfaction, Dissatisfaction, and Complaining Behavior offering courses on consumer satisfaction

Schools represented in more than two JCS/D&CB articles 2004-2013 (may include multiple papers by same author)	Authorships in JCS/D&CB	Offers a course on consumer satisfaction?
Illinois State University	12	NO
Brigham Young University	6	NO
University of Southern Indiana	4	NO
University of Tennessee at Chattanooga	4	NO
Dominican University	3	NO
Florida Memorial University	2	NO
Loyola Marymount University	2	NO
New Mexico State University	2	NO
North Carolina State University	2	YES
Salem State University	2	NO

It should be noted that this table was created with a liberal definition of what might constitute a course on consumer satisfaction: the lone "yes" tally is a course called Customer Relationship Management.

The above is not meant to be an indictment of the schools listed or the many not listed but rather a call to action. Adding a course on consumer satisfaction to a marketing or business department curriculum is a daunting task. The purpose of the current study is threefold: to emphasize the importance of including a course on consumer satisfaction in marketing and business curriculum, to explore different approaches to incorporating such a course, and to share one innovative approach to introduce a course on consumer satisfaction to the curriculum of a School of Business at a small private university in the Midwestern United States.

To achieve these objectives, the need for a course based on the modern paradigm of ubiquitous measurement of satisfaction will be illustrated. Next, different strategies for building a consumer satisfaction course will be examined. Then, one particular approach to creating such a course will be offered. Finally, the outcome and the implications of this approach will be discussed.

BACKGROUND

The understanding and measurement of consumer satisfaction has never been of greater importance across industries. This observation is supported from the perspectives of both the consumer and the firm. From the business side, consumer satisfaction surveys are ever-present to the point of being invasive, found on the long receipts seemingly produced at the end of every transaction (“What Are Receipt Customer Satisfaction Surveys Good For?” 2014) and on pop-up banners that invade throughout any web-surfing session.

The only question is whether the cashier or server will directly ask their customer to complete the online survey for a chance to win a prize. Customer satisfaction cards are the norm after many purchase encounters, notably at automobile dealerships, where the salesperson may go so far as to implore a customer to check only the highest scores on the survey.

In addition to this constant condition of measuring consumer satisfaction, institutions have emerged concerning the analysis of consumer satisfaction scores. The American Consumer Satisfaction Index (ASCI), introduced to the United States in 1994 by Claes Fornell and his colleagues at The University of Michigan (Anderson and Fornell, 2000), is based on Fornell’s earlier work in Sweden. The ASCI was the first national benchmark of customer satisfaction, providing continuous comparative data on key industries’ level of satisfaction throughout the United States.

Another perspective on consumer satisfaction is called the Net Promoter Score. Developed by Frederick Reichheld (Reichheld, 2003), the Net Promoter Score demands that firms ask their customers one question: What is

the likelihood that you would recommend this company to a friend or colleague?”

The rush to measure and influence consumer satisfaction has even led to the creation of a new job title: social media listener. That job is self-explanatory: consumer comments, posted online regarding their levels of satisfaction and dissatisfaction are monitored and in many cases responded to by a firm’s representatives. This occupation is only growing in importance: from the point of view of the consumer, levels of satisfaction and dissatisfaction are shared at a pace that can only be described as instantaneous. Consumers are sharing their levels of satisfaction, often via smart phones and mobile devices, with each other and with firms on platforms including Twitter, Facebook, and Yelp before the transaction occurs, during the experience itself, and of course, afterward.

This is a paradigm shift away from the classic textbook truism that a happy customer will tell five (or some other single-digit number) friends but an unhappy customer will tell ten (or some much larger double-digit number) friends. Thanks to an effortless and often immediate access to the Internet enjoyed by consumers and the unprecedented ease with which comments can be shared around the world, combined with consumers’ access to an array of choices from near and far, the importance of consumer satisfaction has never been greater.

So why don’t more marketing instructors teach their students more about consumer satisfaction? Amid the growing importance of the study of consumer satisfaction, concern about the preparedness of college graduates continues (Harrigan and Hulbert, 2011; Keierleber, 2014). Who better to teach a course on consumer satisfaction than faculty members who dedicate their research to a better understanding of this increasingly important area? There are already numerous conferences and publications from which this information can be disseminated. A course on consumer satisfaction would have the effect of introducing more thoroughly informed college graduates into the workplace, a group of young professionals with a greater understanding of consumer satisfaction and its increasing impact on business and consumers.

Approaches to adding a course to a school's or department's marketing curriculum can vary. The purpose of this project is to share ideas about these different approaches and then focus on one such opportunity to create a course on consumer satisfaction. Attention will then be turned to the actual creation and execution of such a course. The steps that follow may be considered part of the preliminary work in creating a proposed course to submit to a curriculum committee. The next section will offer three different approaches to creating a course in consumer satisfaction.

ALTERNATIVE WAYS TO INCORPORATE CONSUMER SATISFACTION INTO THE CURRICULUM

In developing or modifying a course for the marketing or business curriculum, several questions must be considered:

- Who is the intended audience: undergraduates or graduate students?
- What are the learning goals for the course?
- How well do faculty teaching strengths and interests align with the new course offering?
- Would this course be required to complete a major or concentration?
- Would enrollment be restricted, or could non-majors also take this course?
- How many students are expected to take this course?
- How frequently would the course be offered?
- Would the course be branded and marketed to students under its own name or would it be a "special topics" course?
- Is the course aligned with the department, college, or university mission?
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Researchers on marketing pedagogy have addressed the above questions in a number of ways (e.g., Joyce and Krentler, 1981; Stearns and Crespy 1995; Schibrowsky, 1995; Anderson, 1997; Sautter, Boberg, and Maltz, 1999) and have taken a different approaches to adding courses to their curriculum. Three approaches are presented below.

A Consumer Satisfaction Course

The first approach to adding a new course is the most straightforward one: design and offer a course dedicated to consumer satisfaction. However, the most straightforward tack may not be the best.

One obstacle to creating a course dedicated to consumer satisfaction is that there simply are not many textbooks to offer. While there are some, such as *Satisfaction* by Richard Oliver (Oliver, 2010) and *Consumer Satisfaction: Advancements in Theory, Modeling, and Empirical Findings* by Alessandro Peluso (Peluso, 2011), these books are written at a level more suitable for doctoral-level research or beyond. These books seem unlikely to be appropriate for an undergraduate course or even a masters-level course.

Another obstacle to the creation of an entire course dedicated to the topic of consumer satisfaction course is that of constrained faculty resources. Consumer satisfaction remains a niche research topic. Even if an academic researcher in the area of consumer satisfaction created such a course, it is possible that there would be nobody else to teach it.

From the administrative perspective, it is possible that restrictions in resources, space, and available credit hours would lead administrators to resist the creation of a consumer satisfaction course. The number of students in a marketing or business program might lead to low enrollment for this additional option in completing their marketing major or concentration.

A Consumer Satisfaction Component in Each Marketing Course

Another approach to including the topic of consumer satisfaction in the curriculum is to make the teaching of consumer satisfaction an integral component of other marketing courses. This addresses one issue against creating a specific course on satisfaction: the lack of textbooks. There are numerous textbooks in other fields of marketing, and many discuss consumer satisfaction at least in part, if not as an entire chapter.

Of course, one might argue that there are as many topics integrated into a marketing course as there are chapters in the textbook or class meetings during the semester, and in fact to blend consumer satisfaction into a marketing course isn't really emphasizing consumer satisfaction to any great degree. That is one disadvantage of this approach. Another concern is that while this approach would likely be more amenable to faculty members who are not experts in this area (as opposed to the first approach of creating a distinct course), there is a risk that consumer satisfaction would be neglected or taught in a less than optimal manner (Schibrowsky, 1995). In addition, there are so many topics that faculty are asked to add to any given course, in terms of content (e.g., international marketing, social media marketing, ethics, corporate social responsibility, green marketing) and assessment (e.g., assurance of learning measurements) that a shallow coverage of many topics might be coupled with faculty resistance over a perceived loss of control over their course and its delivery.

Like with the first approach, lack of familiarity with the area of consumer satisfaction might prevent faculty from incorporating this topic into the curriculum or into a particular course (Schibrowsky, 1995). There is a third option which, while not eliminating many of the barriers to teaching consumer satisfaction stated above, might prove to reduce the negative aspects while taking advantage of certain "economies of coverage" (Schibrowsky, 1995, p.34) to the advantage of all parties involved.

Integrate Consumer Satisfaction with another Marketing Course

A third approach to including greater coverage of consumer satisfaction in the marketing or business curriculum is to create a course that integrates consumer satisfaction with another relevant topic. This approach has been used in other areas and specialties within the marketing curriculum, including combining pricing with product management (Snyder and Stanley 1990; Schibrowsky, 1995), consumer behavior with marketing research (Anderson, 1997), and customer service with logistics (Sautter, *et al*,

1999). Some of the synergies created by these courses may be clear: marketing research might be presented within the context of almost any marketing course. Consumer satisfaction could also be combined with a course on marketing research or certainly consumer behavior.

A less intuitive partner for a consumer satisfaction course is the topic of social media marketing. The need for a course on social media marketing seems evident and, in the minds of many department administrators, more pressing than the need for a course on consumer satisfaction. On the other hand, the need for a course on social media marketing might be equated with the need for a course on global marketing. That is, globalization is included among the new marketing realities (Kotler and Keller, 2012), along with the influences of the Internet on marketing, including "retail transformation," "disintermediation," "consumer buying power," and "consumer information" (Kotler and Keller, 2012, pp.12-13). It could be argued that all marketing is global, and that the presence of the Internet and social media marketing is woven somehow through all marketing transactions. In this sense, there cannot be a sufficient marketing course without the integration of global marketing and social media marketing.

In this specific situation, the option to combine a course on social media marketing with a course on consumer satisfaction presented itself to the author. This was more a function of the author's desire to teach a course on consumer satisfaction combined with the imperative to offer a course on social media marketing. Yet this is more than a case of curricular serendipity. Just as several marketing topics might be considered to be easily paired with one another, as presented above, consumer satisfaction and social media marketing offer several synergistic characteristics. This can be understood in the context of the five-stage model of the buying decision process, an essential element of marketing textbooks, which serves as the basis for the following approach to the creation of a course integrating consumer satisfaction with social media marketing.

SUGGESTIONS FOR DEVELOPING AN INTEGRATED CONSUMER SATISFACTION AND SOCIAL MEDIA MARKETING COURSE

Overall Structure

The five-stage model of the buying decision process is familiar to marketing scholars and faculty as well as students. It consists of five stages as illustrated in Figure 1.

Figure 1: The five-stage buying decision process model



In this model, the purchase itself is implicit as a consequence of the purchase decision. The reality, that for a number of competitive and logistic reasons a particular purchase may not actually follow a purchase decision, is a topic for another study.

While the five-stage model is a foundational part of any Principles of Marketing course, Oliver offers a different perspective based in the realm of consumer satisfaction. In Oliver's four-phase purchase decision model (Oliver, 2010), the five buyer decision stages are reduced to four but the models can be compared, as illustrated in Table 2.

Note that there is not a one-to-one correspondence of stages to phases in comparing the two models. However, Oliver's phases are comparable to the five-stage model with an emphasis of what Oliver calls the "focus of uncertainty" (Oliver, 2010, p.266) which clarifies the relationship between the two models. That is, the focus of uncertainty at Oliver's predecision alpha phase is "desirability of alternatives," which might align with the problem recognition and information stages of the five stage model. The beta phase focus is on the desirability of chosen versus forgone alternatives (Oliver, 2010, p.266), representing movement from the alternative evaluation stage of the five stage model to the fourth, purchase decision stage. Desirability of foregone alternatives continues to be among the foci of uncertainty, along with uncertainty regarding the

performance of the chosen alternative in Oliver's gamma phase, the third stage of his model. This stage encompasses the post-purchase but prepossession and preusage timeframe, analogous to the purchase decision stage of the five-stage model. Finally, Oliver's delta phase, usage and postusage, can be compared to the post-purchase learning stage of the five stage model.

One implication of Oliver's four phase model is that consumer satisfaction is influenced at all stages of the consumer decision making process, and the pursuit of satisfaction influences behaviors at all four phases. Another implication, and of more direct application to the development of a marketing course that integrates consumer satisfaction with social media marketing, is that a model of consumer decision-making provides a relevant structure for combining these two topics. The next section will illustrate one example for the course under discussion.

Elements of an Integrated Course on Consumer Satisfaction and Social Media Marketing

The development and implementation of any college or university course must include several basic elements, including a course description and objectives, a course framework and syllabus organizing the topics, and assessment techniques. The following section describes one approach that was executed during the summer term, 2014.

The formal description for this integrated course on consumer satisfaction and social media marketing was as follows:

Two of the keys to contemporary marketing include the multi-platform, integrated environment that is social media and the demand for and measurement of consumer satisfaction. From the moment prospective consumers know of a need to be fulfilled, or are made aware of a purchase opportunity through a member of their network, until the time that the outcome of the behavior is shared with that network or the vendor, social media and customer satisfaction are intertwined. This course will explore these

Table 2
The Five Stage Buying Decision Process Model Compared to Oliver's Four Phase Model

Five Stage Model	Four Phase Model (Oliver, 2010)
Problem Recognition	Alpha: Predecision
Information Search	
Alternative Evaluation	Beta: Postdecision, prepurchase
Purchase Decision & Purchase	Gamma: Post-purchase, prepossession, postpossession, preusage
Post-Purchase Learning, Behavior	Delta: Usage, postusage

Table 3
Select Social Media Marketing Topics

Select Social Media Marketing Topics (listed alphabetically)
Blogging
Complaint/Anti-brand sites
Consumer review sites (e.g., Yelp)
Content marketing
Gameification
Google analytics
Location-based marketing
Mobile marketing
Multiplatform shopping
Paid vs. Earned vs. Owned media
Platforms (such as Etsy, Facebook, Instagram, LinkedIn, Twitter, YouTube, Pinterest)
Search engine optimization/Search engine management
Showrooming
Social Media metrics (e.g., Klout)
Viral marketing

Table 4
Select Consumer Satisfaction Topics

Select Consumer Satisfaction Topics (listed alphabetically)
American Customer Satisfaction Index
Brand communities
Brand review sites
Complaining
Cultural differences
Customer Relationship Management
Delight
Dissonance and Dissonance reduction
Engagement
Evangelists
Grudgeholding
Loyalty
Models of satisfaction
Net Promoter Score
Service recovery

relationships and what they mean for marketers, managers, and consumers.

The objectives for this course are based on a template used for many marketing courses offered by this author's institution.

Upon the successful completion of this course, each student should be able to achieve these marketing competencies:

- Describe and analyze the relationships between social media marketing and consumer satisfaction in the creation of marketing strategy, and the influence of marketing strategy on consumer and business behavior
- Analyze and synthesize marketing principals and opportunities in the contexts of consumer satisfaction and social media marketing with respect to organizational and external environments
- Evaluate marketing data, information, and knowledge regarding consumer behavior and marketing strategy decisions
- Develop and evaluate a social media marketing plan or strategy based on environmental, industry and company analyses
- Describe and defend a personal view of marketing opportunities and marketing decisions as related to a client, company, and industry of interest
- Write a coherent case analysis of a complex marketing problem
- Appreciate marketing as it applies to your chosen field/concentration/career

The course content is of great importance. Many courses, particularly those offered for the first time by a faculty member, are developed based on the chosen textbook or a sample syllabus provided by the textbook publisher. The lack of existing courses on consumer satisfaction as well as the absence of a consumer satisfaction textbook appropriate for the level of students to be taught, reduces the utility of this option.

On the other hand, there are numerous courses on social media marketing and several textbooks in this area, including *Social Media Marketing: A Strategic Approach* by Barker, Barker, Bormann, and Neher (2012) and *Social Media Marketing* by Tuten and Solomon (2012).

Several identified courses focusing on social media marketing (but without the integration of consumer satisfaction) use books more likely to be found among those on a business books best-seller list, that is, the popular press. At the time of this writing, examples of these books include *Socialnomics: How Social Media Transforms the Way We Live and Do Business* by Eric Qualman (2013), *The Thank You Economy* by Gary Vaynerchuck (2011), and *The New Rules of Marketing and PR* by David Meerman Scott (2013). The books selected for any course generally are up to the instructor of that course, perhaps with input from colleagues or department administration.

In this situation, there is an absence of precedent and of publisher templates. Therefore, the decision to create a syllabus based on the integration of the familiar five-stage buyer decision making model and Oliver's four phase model provides a structure for the slotting of the various social media and consumer satisfaction topics. These will be described in more detail below.

Organization of Course Topics

One of the motivations for the current project is to address the lack of consumer satisfaction courses offered in marketing curriculum. Social media marketing courses, on the other hand, are already found in university curricula. This makes the selection of which social media topics to include in the course under discussion one made from a position of abundant choices. A partial list of these topics is included in Table 3.

Many of the consumer satisfaction-related topics have already been mentioned above and can be readily found in the pages of journals such as the *Journal of Consumer Satisfaction, Dissatisfaction, and Complaining Behavior* and are presented in Table 4.

Many of the areas listed in Tables 3 and 4 are clearly integral to both consumer satisfaction and social media marketing, such as consumer review sites. These and the remaining topics might be integrated into a course syllabus using the structure provided by Oliver's four phase model, presented alongside the more familiar five-stage buyer decision model in

Table 5
Proposed Structure of the Consumer Satisfaction Course

Five Stage Model	Four Phase Model (Oliver, 2010)	Possible CSD Topics	Possible SMM Topics
Problem Recognition	Alpha: Predecision		Google Analytics Location-based marketing
Information Search		Brand review sites Brand communities	Consumer review sites
Alternative Evaluation	Beta: Postdecision, prepurchase	Loyalty	Content marketing Showrooming
Purchase Decision & Purchase	Gamma: Postpurchase, prepossession and postpossession, preusage	Dissonance/Dissonance reduction	Gameification Mobile marketing Multiplatform shopping
Post-Purchase Learning, Behavior	Delta: usage, post-usage	American Customer Satisfaction Index Complaining Delight Engagement Net PromoterScore Service Recovery	Blogging Complaint/Anti-brand sites Consumer Review sites

Assessment

It has been written that the purpose of marketing is to sell stuff (Zyman, 1999) and social media marketing is no exception. The students in this integration of consumer satisfaction and social media marketing will be evaluated based on several criteria, including their ability to use social media marketing to sell a particular book written by a faculty colleague of the author. This book is on the topic of operations management and strategy. A book that is plainly not about marketing was selected intentionally, to avoid confusion about the purpose of the books for this class.

In this course, students will be divided into project teams, and each team will be asked to generate book sales and measure levels of consumer satisfaction by means of metrics including the book author's Facebook and LinkedIn activity and feedback as well as Klout scores throughout the accelerated summer semester.

Other grading criteria include more typical measures such as:

- Attendance and class participation
- A written creative brief based on student meetings with the author

- Weekly reports chronicling our client's online activity and feedback
- A social media marketing plan
- A final presentation

LIMITATIONS AND FUTURE RESEARCH

The integration of a course on consumer satisfaction with one on social media marketing is in itself an aggressive approach to teaching either topic, let alone both. It is important for the students' sake that the teacher of an integrated course avoid the phenomenon known as "course and a half," in which an instructor might be tempted to add course material until the demands of the course grow to substantially more than the typical course workload. Given the goals of this course, the instructor must be aware of, and avoid this, occurrence.

CONCLUSION

In the 1970s, there was a television commercial for Fabergé shampoo which was noteworthy for its observation about the impact of consumer satisfaction: when somebody enjoys their experience with a product, they will tell two friends, who will then tell two more friends, and

so on. Of course, the notion of expressing one’s level of consumer satisfaction or dissatisfaction by telling two friends is quaint by contemporary standards, even with the assumption that each friend will tell two more friends, increasing one’s influence exponentially. While the fundamentals of consumers expressing their level of satisfaction through word of mouth communication is essentially unchanged since that time, as a method of marketing communication it is more important than ever (Bechwati and Nasr, 2011; Lang and Hyde, 2013) and the sharing of consumer satisfaction and dissatisfaction has experienced a seismic shift thanks to social media.

The purpose of this article is to recognize this growing impact of consumer

satisfaction on the ways that consumers and marketers behave and communicate, and the importance of offering a marketing course to address this new reality. Contemporary marketing cannot be discussed without recognition of the importance of consumer satisfaction and of the role played by social media marketing. In terms of communication, reporting, and measurement, consumer satisfaction and social media marketing are bound together. The course presented in this article is meant to address this paradigm.

Table 7
Actual Schedule for the Integrated Consumer Satisfaction/Social Media Marketing Course

Topic	DATE	Class notes
1. Course Planning & Our Client	Mon 6/30	<ul style="list-style-type: none"> • Course organization and planning • Social media marketing overview • Create and discuss social media usage diary • Prepare for client meeting
	Weds 7/2	
2. Problem Recognition	Mon 7/7	<ul style="list-style-type: none"> • First client meeting • Lecture on Problem Recognition • Presentation on Facebook
	Weds 7/9	
3. Information Search	Mon 7/14	<ul style="list-style-type: none"> • Industry speaker • Faculty speaker on ethics • Lecture on Information Search • Presentation on LinkedIn
	Weds 7/16	
4. Alternative Evaluation	Mon 7/21	<ul style="list-style-type: none"> • Industry speaker SEO/SEM • Lecture on Alternative Evaluation • Presentation on YouTube
	Weds 7/23	
5. Purchase Decision & Purchase	Mon 7/28	<ul style="list-style-type: none"> • Industry speaker on social media strategy • Interactive session on ethics • Lecture on Purchase Decision; abandonment • Presentation on Twitter
	Weds 7/30	
6. Post-Purchase Learning	Mon 8/4	<ul style="list-style-type: none"> • Industry speaker on competition, start-ups • Lecture on Post-Purchase learning; engagement • Presentation on Pinterest
	Weds 8/6	
7. Put it all together: Client Presentation	Mon 8/11	<ul style="list-style-type: none"> • Industry speaker on loyalty • Final presentation to client
	Weds 8/13	

At this writing, several marketing or business departments offer courses on social media marketing but courses on consumer satisfaction are scarce and difficult to find. This article offers a framework for incorporating consumer satisfaction into a marketing department or business school curriculum. Three possible approaches can be considered: A stand-alone course on consumer satisfaction, the purposive inclusion of consumer satisfaction into existing marketing courses, and finally the integration of a consumer satisfaction with another course, one that might be more readily accepted into the marketing curriculum. It is this third approach that is being brought to reality, to be offered during the summer semester, 2014. The success of this approach will be monitored throughout the semester in which the course is taught and beyond, in preparation for a similar course that will be offered to undergraduates the following spring term.

POSTSCRIPT

The combined course on consumer satisfaction and social media marketing, officially called Special Topics in Marketing: Social Media Marketing, ran from June 29th through August 13th, 2014. The class of nine MBA students met two evenings per week for seven weeks, for up to three hours per meeting.

The class evolved rapidly from the start. The course schedule that was ultimately used is presented in Table 7, below. The class was hands-on in nature, with learning in social media marketing achieved through the actual development and execution of a social media marketing plan on behalf of the class client, supplemented with lecture on consumer satisfaction topics and guest lecturers from industry experts discussing social media issues and experiences.

The needs of the client, originally conceived as being centered around selling a book on operations management, quickly grew not only to include, but to focus on, the needs of the author and his partners' consulting firm. This firm, formed in 2001, provides consulting in the area of operations and supply chain management.

Nine students were randomly assigned to two project teams and produced weekly social media marketing activity reports. These reports included notes on what the teams themselves did to promote the client, the teams' plans and requests for approval of their next week's activities, and their recommendations for actions that the firm's executives themselves might take. Results of past week's activities, including reports on postings on LinkedIn, Facebook, Twitter, and the client's website, and KPI such as comments, views, and likes, were included. The client was an active participant in several class meetings as was one of his business partners, making several presentations to the class.

The course presented many challenges as faced by the students, the client, and the instructor. One such challenge was the clients' inexperience with social media marketing. While the client company and its leaders are successful consultants in the manufacturing field, they were unfamiliar with the execution of social media such as LinkedIn, Twitter, and YouTube, beyond simply having an account. They were also resistant to some of the modern approaches to marketing that are part of the social media environment, including the need for a steady, if not daily, presence. Even more troubling, and something the author has experienced with many in-class clients, is resistance to the need relinquish some control over the conversation conducted online. In particular, one member of the client team did not want to invite or allow responses to posts on LinkedIn or their blog because such comments might come from unhappy clients or competing consultants. Students addressed this concern by emphasizing the informative content of consumer complaining behavior, sharing examples of best practices in addressing complaints and negative comments, and stressing the importance of building a supportive online community.

Another challenge was that students began the course at varying levels of familiarity with social media marketing. All nine of the students had LinkedIn accounts (even though most were relatively inactive on that platform), eight had Twitter accounts, and only seven had Facebook

accounts. More importantly, all but one of the students, despite familiarity with these platforms, were passive consumers of these media (including YouTube) and customers of companies that advertised on these media, but were unfamiliar with the creation of marketing content and the marketing strategy implications and potential of social media marketing. The instructor addressed this deficit through several class activities:

- Online diary: Students were required to monitor and then discuss their online and social media behavior over the course of two days, to better understand the distinctions between passive consumption of social media and the marketing activity that is occurring online
- Guest speakers shared their backgrounds and experiences. The speakers included a social media consultant, a regional marketing director for a “daily deal” company, a sales representative for a customer relationship management consultant, and a University director of marketing communications.
- Students worked in pairs to research and share “platform presentations.” The platforms were LinkedIn, Facebook, Twitter, YouTube, blogging, and Pinterest. For this exercise, students were asked to discuss:
 - Overview and history of the platform
 - Usage, demographics, psychographics, and trends among users
 - Activities that are conducted on the platform (e.g., sharing of articles, posting of job opportunities or resumes, video presentations or demonstrations)
 - Best practices among businesses operating on this platform
 - Recommendations to our client on their use of this platform

The instructor had to adjust the syllabus to account for the demands of the client as well as the relative inexperience of the client and the students. For example, the instructor collaborated with a colleague to create a shared experience on the topic of business ethics. The nine students in Social Media Marketing teamed

up with eight students taking the University’s Business Law course to develop a three-hour workshop on ethics in marketing and social media marketing. Additional emphasis was also given to more contemporary issues that arise from the integration of social media and consumer satisfaction and dissatisfaction, including consumer engagement, consumer evangelism, abandoned shopping carts, and service recovery.

Perhaps the biggest challenge was finding an appropriate textbook. The instructor originally chose to use *Social Media Marketing* by Tracy Tuten and Michael Solomon (2012) as the textbook for the social media marketing elements of this course. However, roughly a month before the beginning of the summer course the instructor was notified by the manager of the University book store that the book was out of print. Despite the recent publication date, a book that was no longer in print, hardly seemed to fit the needs of a course on social media marketing. Instead, *Social Media Marketing: A Strategic Approach* by Barker, Barker, Bormann, and Neher (2012) was selected for this course. Given the rapidly changing social media environment, any reading material or class activities concerning social media marketing must be frequently reevaluated and updated to maintain relevance.

The instructor is now preparing an undergraduate level course, also called Special Topics in Marketing: Social Media Marketing. The intention remains to emphasize the natural, logical connection between social media marketing and consumer satisfaction and dissatisfaction. The lessons learned from the summer course will be integral to the creation of this next class, which will meet beginning in January, 2015.

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