

**CAREER ADVANCEMENT OF MARKETING RESEARCH MANAGERS: THE  
ROLE OF PROFESSIONAL MARKETING EXPERIENCE**

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### **Abstract**

Marketing research is a critical marketing function, the effective management of which requires significant marketing and management competences. Typically these competences are obtained through training and education and through the acquisition of practical experience of marketing research and of other forms of marketing. The research described below examined the roles of various types of experience (i.e., of marketing research, general marketing, general management and financial analysis) in developing a person's self-perceived mastery of marketing research activities, having controlled for the effects of education and training and certain other possible influences. Self-perceived mastery of marketing research ('self-efficacy') is posited to impact directly on three career attainment variables: pay, status and self-assessed performance. A questionnaire covering relevant issues and constructs was emailed to a rented list of market research managers. The results indicated that 'mindful' self-management of experience significantly moderated the effects of all forms of experience on self-efficacy, and that self-efficacy was significantly associated with self-assessed performance, professional status and pay.

**Key words** Careers, marketing research, job experience, self-efficacy, mindfulness, training, financial knowledge.

### **Introduction and Objectives**

To obtain a job in marketing research (other than a basic entry level research assistant position) a person is normally expected to possess 'experience' of the marketing research function. Indeed, in line with the situation pertaining to marketing posts in general, substantial experience of marketing research may be deemed more important than educational qualifications among applicants for jobs in the marketing research field (cf. Bashford, 2005). It is relevant to observe in this connection that salary surveys such as those conducted by *Marketing Magazine*, *Marketing Week* and commercial employment agencies specialising in marketing placements frequently relate the average number of years of experience spent in marketing explicitly to the average salaries reported for various grades of staff. For example, *Marketing Magazine's* (2007a) 'salary snapshots' indicated that a 'typical' marketing

manager aged 38 earning a certain average salary would be expected to have between five and ten years' experience. An average marketing director aged 45 would be expected to have 15 years' experience, while an average marketing research manager aged 30 (with a degree and additional marketing qualifications) would be likely to have about seven years' experience. Marketing managers were normally required to have three or four years' experience of their particular specialist function.

The objective of the present research was to explore the contributions of past work experience to factors that might affect a marketing research (MR) manager's self-perceived performance in a new and higher level MR role. Specifically the study investigated possible links between (i) various types of marketing work experience and an individual MR manager's feelings of self-efficacy in his or her present position, and (ii) self-efficacy and pay, occupational status as an MR manager, and self-assessments of performance. It is important to observe that people subjected to exactly the *same* experience may benefit from it to quite different degrees. One reason for this could be the depth of the *mindfulness* with which a person approaches current work experiences.

### **Conceptual Framework and Literature Review**

Research on the links between experience and performance (e.g., Stuart and Abetti, 1990; Kahneman and Tversky, 2000; Geletkanycz and Black, 2001; Nerker and Roberts, 2004; Castilla, 2005; Dickmann and Harris, 2005; Haas and Hansen, 2005; Segers *et al.*, 2008) has been undertaken in the general management area and has tended to assume that experience impacts directly on job performance and pay. The present study questions this presumption and demonstrates the importance of introducing mediators and moderators in order to explain properly the relationships between experience and performance, remuneration, and occupational progression. Hence the research contributes to the overall explanation of why the duration of a person's experience frequently fails to result in enhanced occupational status and higher pay.

#### *Types of Professional Experience*

A wealth of literature has concluded that managers benefit from experience, although the returns to experience may be complex and difficult to predict (see Rerup [2005] for details of studies supporting these propositions). On-job experience allegedly raises performance

standards (Argote, 1999; Segers *et al.*, 2008) and productivity (Murphy and Welch, 1990); enhances an individual's self-confidence (Dickmann and Harris, 2005); and stimulates adaptability (Segers *et al.*, 2008) which in turn has positive spin-offs *vis-à-vis* a plethora of workplace activities (Nerkar and Roberts, 2004). Experience can provide knowledge of the aspects of a task or situation that are critically important and those that may be safely ignored; of the tasks or issues that are difficult and complex and those that are easy to complete (Kahneman and Tversky, 2000); how things need to be done; and when and where to seek advice (Stuart and Abeti, 1990). A marketer's experience may be diverse or mainly within a specialist marketing function. Rerup (2005) argued that the closer a manager's prior industry sector and functional experience to the demands of the current situation then the more likely that the individual would succeed, because the person would be able to make an *immediate* contribution. Also, according to Bowman (1999), 'executives derive confidence from implementing a familiar recipe drawn from their past experience' (p.558). On the other hand, similarity might hinder creativity and the development of new ideas by causing a person simply to replicate activities, approaches, plans, etc., that will not work in fresh environments (Rynes *et al.*, 1997; Woltz *et al.*, 2000). Three aspects of this issue need to be considered, relating to experience of (i) specific marketing functions, (ii) industry sectors, and (iii) business management in general.

#### (a) Function Specific Experience

The occupancy of previous jobs in a specific functional area (such as marketing research) that involved work activities similar in nature to those required in a more senior position might be anticipated to enhance performance in the new role to greater extents than work experience in dissimilar functions. Simms (2008) observed how marketers typically progressed by taking similar jobs (albeit at higher levels) in different organisations. However, Dokko *et al.* (2009) noted the paucity of hard empirical evidence supporting this proposition. In principle, experience of a particular marketing function should provide the individual with opportunities to nurture competencies and expertise in methods and analytical frameworks specific to the function concerned (Geletkanycz and Black, 2001). Such experience can help a person extend a previously learned technique or concept into new contexts, apply previously acquired knowledge of relevant tactics and marketing systems, and perhaps enable a manager to avoid repeating past mistakes (Rerup, 2005). Conversely, heavy functional specialisation might result in the development of non-transferable competence (Dickmann and Harris,

2005), 'a narrow mindset focused on familiar policies' (Geletkanycz and Black, 2001), and unwillingness to adapt to new situations (Castilla, 2005). All problems might be tackled according to pre-determined rules, automatically and without reflection (Dokko *et al.*, 2009). Marketers with experience of a wide range of marketing functions may be able to bring fresh perspectives to an issue, offer more creative solutions (Haas and Hansen, 2005), and be less likely to neglect functional concerns outside a narrow specialism (Gupta, 1986). They may be aware of a broad array of approaches to problems, more receptive to new ways of thinking and operating (Hayes and Abernathy, 1986) and more likely to understand ideas, information and policies connected with diverse activities.

#### (b) Experience of Particular Sectors

In marketing, stable and predictable career patterns have become the exception rather than the norm (O'Mahony and Bechky, 2006) and are now more likely than ever to involve several employing organisations. However a 2009 *Marketing Week* survey revealed however that there was 'very little' mobility between *sectors* (p.3), suggesting that 'specialist knowledge built up during a career within specific vertical industries really pays off' (p.4). Parent (2000) and Goldsmith and Veum (2002) found that US employers paid higher starting salaries to recruits with same-industry or same-sector experience, implying that employers tended to believe that prior experience gained in a specific sectoral context created knowledge that equipped a person for a higher level position within the sector concerned. In contrast, Gregory (2005) claimed that recruiters of marketing staff were increasingly looking for candidates with a range of sectors on their CVs (retail, leisure, FMCGs, etc.), because a demonstrated ability to switch from one area to another was extremely useful in a growing number of marketing roles. Experience of coping with several disparate sectors could indicate capacities to work simultaneously across several different *genres* of brands and to coordinate the activities of teams involved in different kinds of work (sales, supply chain, retail, and so on). Possibly, marketing managers hired from other sectors bring with them diverse prior experiences that translate into (i) fresh perspectives on the work of the recruiting organisation, (ii) innovation, and hence (iii) the capacity to improve a firm's marketing performance (Rao and Drazin, 2002). Previously learned templates and models can be adapted to meet new contingencies (Stuart and Abeti, 1990).

Regularly changing sectors may help a person avoid becoming imbued with work habits, cultures, vocabularies, principles and concepts that are not relevant to new sectoral contexts (Gerletkanycz and Black, 2001). Dokko *et al.* (2009) cited a number of studies that reported mixed findings concerning whether job performance improves or worsens as people change sectors, reflecting perhaps the complexity of the relationships among the variables involved. According to Rerup (2005), what mattered in this connection were the ‘dimensions of similarity’ of past experience that were most important for a new job; specifically whether experience of a sector was more or less important than experience of a particular technique.

#### (c) Experience of General Business Management

Marketers are frequently criticised for their lack of general business knowledge, especially in relation to finance (see Bennett [2009] for details of the academic and practitioner literature regarding this matter). It has been argued that marketers tend not to see the big picture (Doyle, 2000), to ignore the contributions of other parts of the organisation (Hadden and Duckworth, 2005) and to interpret their role as being more to do with tactics than strategy (Baker and Holt, 2004). Bartram (2003) concluded that marketers needed to ‘connect their thinking more with the overall objectives of the business and its stakeholders’ and to be more ‘commercial’ in outlook (p.35). Likewise, Gray (2004) suggested that marketers had to learn to act ‘as business people first and marketing experts second’ (p.32). Experience of non-marketing functions might make an individual a better overall marketing manager through giving the person useful all-round business skills (Simms, 2003), plus the capacities to appreciate how marketing (i) fits into corporate strategy and operations as a whole (Baker and Holt, 2004), and (ii) contributes to the creation of shareholder (as well as customer) value (Doyle, 2000; Fiske, 2003). The absence of such overarching business experience might impede an individual’s capacities to mature and progress as a marketing manager (McDonald, 2006; Bennett, 2009) or to relate marketing activities to broader business issues (Turner and Miller, 2007).

Experience of financial management has been said to be especially valuable for marketing staff, as many marketers allegedly lack significant and substantial knowledge of the financial aspects of business (Bennett [2009]). Marketers who have acquired (non-trivial) experience of, for example, financial marketing planning and financial control, financial modelling, financial market analysis and financial forecasting are, according to Hadden and Duckworth

(2005), better able to understand critical ‘bottom line financial considerations’ (p.30) relevant to marketing work. Knowledge and experience of financial management exposes a marketer to a whole series of metrics and issues relating to shareholder value (Ambler, 2000), accountability (Campbell, 2000), profitability and cash inflows (Doyle, 2000; McDonald, 2006), and other ‘hard’ aspects of the marketing function. A basic knowledge of finance and accountancy, according to Gregory (2005), enables a marketer to ‘add value to information by focusing on the profitability of marketing activities, breaking down costs and factoring in the margins’ (p.2). Hence a financially experienced marketer should be able to relate to and communicate effectively with other parts of an organisation and be capable of justifying marketing expenditures and programmes in ways that are meaningful to other managers (Gray, 2004; Hadden and Duckworth, 2005). This should lead to an increased level of efficacy on the part of the individual marketer and thus enable a person to occupy more senior marketing roles (Harrington, 1996; Perry, 1998; Baker and Holt, 2004; Bennett, 2009).

### **Consequences of Experience for Self-efficacy**

Experience of accomplishing occupational tasks can lead to competence (Pierce and Gardner, 2004) and feelings of ‘enactive mastery’ (Wood and Bandura, 1989 p. 370) in relation to a business function. A track record of having overcome challenging obstacles provides the individual with assurance of his or her capabilities (Appelbaum and Hare, 1996), hence enhancing professional self-esteem. Experience should generate greater self-awareness as well as self-confidence and should improve a manager’s ability to handle ambiguity and uncertainty (Borwankar and Velamuri, 2009).

#### *Self-efficacy*

The term *self-efficacy* describes the ‘conviction that one can successfully execute the behaviour required to produce successful outcomes’ (Bandura, 1977 p.126). It is an essentially *cognitive* self-judgement of an individual’s capabilities to succeed in a role, based on objective criteria as opposed to ‘affective responses towards the self’ (Bong and Clark, 1999 p.139). In a managerial context, occupational self-efficacy involves executives’ beliefs in their being able to accomplish specific managerial tasks (Lu *et al.*, 2005), to ‘execute the behaviours required for effective job performance’ (Robbins, 1993 p.586), to fulfil competently all the demands attached to a job role (Rigotti *et al.*, 2008) and, in the words of Luthans and Peterson (2002), to ‘mobilise cognitive resources and courses of action needed to



successfully execute a specific task within a given context' (p.379). The higher a manager's occupational self-efficacy the more confident is the person in his or her ability to complete work assignments (Locke *et al.*, 1984). Executives with high self-efficacy believe they can use their knowledge and skills correctly in order to attain superior work performance targets (Orpen, 1999). Linkages between work roles, self-efficiency and psychological self-identity have been examined in a number of contexts. Important examples of research areas include culture and self-construal (e.g. Zhao *et al.*, 2008); self-directedness, efficiency and extraversion (e.g., Tams, 2008); collective and individual self-efficiency and task performance in team roles (e.g. Kellett *et al.*, 2009); and self-efficiency and leadership (see Paglis, 2010). However, the investigation of connections between self-efficiency and work experience (the subject of the present study) has been less intense.

### *Impact of Experience*

Through experience, people learn how to perform more difficult tasks and this leads to greater self-efficacy (Bandura, 1977). Thus, occupational self-efficacy changes over time as a person experiences events, reflects on these events, and compares outcomes with prior expectations (Bong and Clark, 1999; Luthans and Peterson, 2002). Appelbaum and Hare (1996) observed how experience created information about a manager's capabilities and that the 'weighing, integrating and evaluation' of this information affected assessments of self-efficacy (p.35). As a manager gains task experience, so new information pertaining to the individual's capabilities becomes available (Gist and Mitchell, 1992). Accordingly, the longer the period of a person 's experience of something (e.g., a business function or an industry sector) the heavier the impact on the individual's feelings of self-efficacy in relation to (say) the function or sector concerned (Barron, 1982; Bowman, 1999; Gundlach *et al.*, 2003).

### **Consequences of Self-efficacy for Performance**

Luthans and Peterson (2002) reported that 'over 20 years of research has revealed a strong positive relationship between self-efficacy and managerial performance' (p. 379). The same conclusion was reached by studies and literature surveys completed by (among others) Robertson and Sadri (1993), Orpen (1999), Schyns and Sanders (2005), Rigotti *et al.* (2008), and Ryerson (2008). A meta analysis undertaken by Stajkovic and Luthans (1998) found that, on average, published studies have reported a 28% improvement in performance among employees with high self-efficacy. Also self-efficacy was a better predictor of performance



than job satisfaction, organisational commitment, and feedback from supervisors. Studies have shown (see Luthans and Peterson [2002]) that the higher a manager's self-efficacy the more likely that the person will 'initiate tasks, sustain effort towards task improvement, and persist when problems are encountered' (p.379). Persistence for longer periods and seeking more challenging tasks, according to (Rigotti *et al.*, 2008); 'ultimately leads to higher performance' (p.240). As managers high in self-efficacy believe that they are able to apply their skills effectively they will be more prepared to make the effort to utilise these skills in new situations (Bandura, 1977). People with high self-efficacy feel confident of their capacity to complete more complex and difficult assignments (Appelbaum and Hare, 1996), to assume greater responsibility (Orpen, 1999), and to tackle fresh jobs in different situations (Appelbaum and Hare, 1996). Luthans and Peterson (2002) reported positive connections between self-efficacy and managers' (i) 'engagement' with their work, and (ii) ratings of managerial effectiveness. Additionally, high self-efficacy has been found to relate to successful task leadership (Schyns and Sanders, 2005), higher levels of motivation, and the application of greater effort (Robbins, 1993). Highly self-efficacious people expect to succeed (Bandura, 1977) and hence are willing to 'do what is necessary' to make things happen (Orpen, 1999 p.119).

### **Self-management of Experience**

It is important to note that 'experience' is not homogenous and, critically, that people who are subjected to exactly the same experience might benefit from it to quite disparate degrees. Experience is valuable, according to Luthans and Peterson (2002), only when people *engage* with the tasks they undertake. This, Luthans and Peterson (2002) suggested, requires 'cognitive vigilance' and psychological involvement with tasks (p.378). Otherwise experience simply consists of 'effortless, automatic or robotic' task behaviour from which little is learned (p.378). Hence, experience of a business function does not *necessarily* generate a sense of mastery of the function (Quinones *et al.*, 1995), and two individuals may emerge from an identical experience with quite different levels of enhancement of their function-related knowledge and skills (Grant and Ashford, 2008).

### *Role of Mindfulness*

Bandura (1991), Mumford (1994), Brown and Ryan (2004), Baer *et al.* (2006), and others have argued that experience improves a person's occupational ability and self-confidence

when the individual exercises forethought in relation to lessons learned from experience, reflects deliberately thoughtfully on past events, and proactively seeks to improve his or her knowledge and skills in consequence of having had the experience. Certain people have been found to be better at recollecting, analysing and recognising opportunities to learn from events. Such individuals are said to use experience in 'mindful' ways (Brown and Ryan, 2004; Baer *et al.*, 2006). Mindfulness has been defined as an individual's ability to pay complete and careful attention to current experiences affecting both the person him or herself and the person's environment (Bishop *et al.*, 2004). Mindful reflection on a work experience creates awareness of the context and essence of the experience (Heuerman and Olson, 2009) and of how methods and procedures that succeeded in the past might be extrapolated from one job to another (Schenström *et al.*, 2006). Mindful marketing research executives will routinely codify the knowledge they have gained and ask themselves 'what happened and what can I learn from it?' (Heuerman and Olson, 2009). They will have a substantial capacity to recognise the significance of specific elements of an experience (Schenström *et al.*, 2006), will spot and pay close attention to relevant stimuli and mentally label them, and will modify their actions in appropriate manners (Baer *et al.* 2006) as opposed to reacting on 'automatic pilot' (Segal *et al.*, 2002 p.99). Mindfulness is characterised, according to Rerup (2005), by the 'quality of careful attention' that enables a person to minimise errors and respond effectively to new working environments (p.460). Thus a mindful individual notices more issues and processes them more diligently (Weick *et al.*, 1999) and is better able to anticipate and respond to unexpected events (Rerup, 2005). Mindful people are capable of categorising their past experience into meaningful divisions, creating fresh experience categories from ongoing situations, and appreciating and adapting to the nuances of new contexts (Langer, 1997). They reflect on 'why' as well as 'what' is happening around them within an organisation (Heuerman and Olson, 2009). In particular they will deliberately and carefully observe other people performing tasks in order to learn strategies and techniques for successful task completion (Gist and Mitchell, 1992). Mindful managers, moreover, will intentionally question their superiors about their performances on specific assignments (Ashford and Black, 1996) and seek out knowledge and contacts relating to these assignments (Grant and Ashford, 2008).

Heuerman and Olson (2009) observed that, in fact, 'most' people in organisations are not mindful due to their being overloaded with tasks and not having the time needed to pay

proper attention to the nature and content of an experience when or shortly after it occurs (p.1). In general, mindful individuals (according to Bargh and Chartrand [1999]) only constitute a minority of the population. Nevertheless, this minority supposedly enjoys a number of advantages *vis-à-vis* the capacity to benefit from work experience. Mindful employees have been found, *inter alia*, to be curious and flexible (Segal *et al.*, 2002); to use experiences imaginatively (Barrick and Mount, 1991); to be proactive (Grant and Ashford, 2008) and insightful (Baer *et al.*, 2006), anticipatory in their actions, future focused (Frese and Fay, 2001); and to ‘recognise and embrace a broader array of possibilities for action’ (Grant and Ashford, 2008 p. 16). Schenström *et al.*, (2006) argued that the enhanced self-awareness associated with mindfulness led to an increased ability to accept greater occupational responsibility, resulting in part from a mindful person’s willingness to depart from previously experienced prescriptions and routines and from his or her refusal to oversimplify contexts (see also Weick *et al.*, 1999).

Researchers have assessed mindfulness in a number of ways. Examples are the Freiburg Mindfulness Scale (Buchheld *et al.*, 2001), the Kentucky Inventory of Mindfulness Skills (Baer *et al.*, 2004) and Baer *et al.*’s (2006) ‘inventory of inventories’ of mindfulness questionnaire items. The Freiburg Scale requests respondents to state how frequently they experience certain feelings and is based on ‘personal appreciation’ research in psychotherapy. In its original form it has four dimensions: insight, openness, presence, and non-judgemental acceptance. The Kentucky Inventory also has four dimensions: observing, describing, awareness, and accepting without judgement. Respondents are asked about the strengths of their agreement or disagreement with various statements. The scale has been found to correlate highly with other measures of mindfulness. Baer *et al.*’s (2006) inventory is a synthesis of five previous scales and asks respondents their opinions of ‘what is generally true of you?’. It possesses five dimensions: reacting to inner experience, perceiving, describing, awareness, and being non-judgemental.

### **Research Model**

The above suggests that self-efficacy *vis-à-vis* the MR function, i.e., an individual’s feelings of confidence in his or her competence and capabilities as an MR manager, will be stronger among people who mindfully self-examine their work experience as it happens. This proposition is depicted in Figure 1, where mindfulness is shown as a (positive) moderator of a

posited link between various types of experience (functional MR, sector, non-marketing, financial) and occupational self-efficacy as a marketer (MR function specific and marketing management in general). Self-efficacy is then hypothesised to exert a significant influence on a person's status as a marketing employee (see below), self-assessed quality of current performance, and level of pay having controlled for the individual's gender, education and training, geographical location, the size of an employing firm and the firm's industry sector. Figure 1 posits that a person's education and past training represents a moderator of the connection between experience and self-efficacy, because a manager's capacity to convert experience into useful skills and knowledge may depend in part on the person's educational background (Rossiter, 2001; Dickmann and Harris, 2005) and training. If an individual has a business qualification (e.g., a business degree, MBA or professional qualification), the employee's overall business knowledge might be higher than otherwise (Hitt and Tyler, 1991). Also business graduates should have been exposed to a variety of functional disciplines and, in consequence, ought to be able to develop broader perspectives when in employment. Likewise, attending short courses should improve a person's ability to benefit from experience (Bassi, 1984). Overall, managers with higher levels of education have been found to possess greater capabilities for information processing (Hambrick and Mason, 1984), to devise more creative solutions to complex problems (see Geletkanycz and Black, 2001), and to attain more senior positions within companies (see Bennett, 2009). Figure 1 hypothesises a direct connection between education and training and self-efficacy.

Appelbaum and Hare (1996) asserted the existence of a direct link between education and training and managerial self-efficiency on the grounds that the former enabled people to apply 'analytical skills' and to engage more easily in 'complex decision making' (p.34). Also, Appelbaum and Hare (1996) observed, some tasks require certain minimum levels of knowledge or skill derived from previous training or education. Robbins (1993), Robertson and Sadri (1993), and Orpen (1999) also argued the case for the presence of a positive and significant relationship between educational training and improved self-efficacy. Hence a direct as well as an indirect link is suggested.

Although a plethora of factors have the potential to impact on an individual's level of pay; three considerations (other than those additionally covered by Figure 1) are routinely reported as being especially important by published surveys of marketers' salaries (e.g., Marketing Magazine [2007a] and [2007b]), i.e., gender, firm size and location. Large companies

(especially large multinational enterprises - see Marketing Week [2009]), often have the resources to pay attractive salaries and, in Britain, there exist big differences in salary levels for marketing staff located in different regions (see for example B2B Marketing [2008]; Simply Marketing Jobs, 2009). Accordingly, firm size and location were incorporated into the model. As the above mentioned salary surveys have identified substantial disparities in average salaries for marketers in different sectors, this variable was added to Figure 1 as a potential influence on the pay of the participants. Gender has consistently been found to affect the salaries of marketing managers. Marketing Week (2009) reported an average pay gap of around £10,000 per annum between males and females in many types of marketing management position.

### **Measurement of Variables**

A questionnaire was developed covering the variables shown in Figure 1. The document began with items concerning a firm's size (number of employees), geographical location and industry sector. Seven generic categories of business sector were identified, following the practice adopted by the major salary survey consultancies in the marketing area (see for instance Marketing Week, 2009), *viz*: financial services, other services including retailing, manufacturing, information technology, healthcare, automotives and 'publishing and media'. Salary surveys of marketing jobs usually divide the UK into seven regions (for details see, for example, Simply Marketing Jobs [2009]). Binary variables were created to identify the region within which a respondent's firm was located. Items 1 to 4 of the Appendix to the paper list the questions employed to measure a participant's education and training. The next section asked the participants to state their gender and the number of years and/or months of experience they had accumulated in each of the job roles and sectors listed in the EXPERIENCE division of Figure 1. Respondents were instructed to ignore casual work experiences such as low level manual or clerical jobs or mundane jobs undertaken while a person was a student. In relation to experience of financial management, the participants were requested to include only significant and substantial experiences of financial work. Examples of what was meant by this were specified in the email accompanying the questionnaire, e.g., financial planning, forecasting, modelling, analysis, use of financial metrics. During the estimations of the model (see below), logarithmic values of the periods of experience were used as an alternative to the raw data in order to reflect possible diminishing returns to experience (Schilling *et al.*, 2003). However the employment of

logged data did not alter the pattern of the results, so only the results involving raw scores are discussed in the remainder of the paper. The respondents were asked to indicate their occupational status according to the descriptions shown in the Appendix A5. These characteristics were derived from the web pages of relevant professional bodies (the Market Research Society and the Chartered Institute of Marketing) and from job advertisements appearing in the major marketing magazines (e.g., *Marketing Week*), which typically delineate three basic levels of position, as listed in the Appendix.

Mindfulness was assessed through 12 items adapted mainly from The Freiburg Mindfulness Scale (Buchheld *et al.*, 2001), the Kentucky Inventory of Mindfulness Skills (Baer *et al.*, 2004) and Baer *et al.*'s (2006) 'inventory of inventories' of mindfulness questionnaire items. Numerous instruments have been constructed to measure mindfulness in various contexts. To create an inventory for application in the present study an initial pool of items was established by taking from these past instruments items relevant to the workplace dimension of the construct and modifying them (*via* the adaptation procedure recommended by Engelland *et al.*, 2001) for application within the current investigation. The list of items was then purified by administering them to 75 MBA students at the author's home university in order to remove excessively repetitive or outlying questions, using the steps normally recommended for this purpose (see Avkiran [1994] for details). Section B of the Appendix gives the final 12 items. Marketing self-efficacy was evaluated by a nine-item scale (created in the manner previously described *vis-à-vis* mindfulness) adapted predominantly from the inventories of Jerusalem and Schwarzer (1992), Hartline and Ferrell (1996) and Rigotti *et al.* (2008) (see the Appendix section C). The strength of an individual's self-efficacy was assessed twice: firstly in relation to the person's functional MR role; secondly *vis-à-vis* his or her work as a marketing manager in general. Bandura (1977) stressed the need to tailor the assessment of self-efficacy to the specific function(s) involved, and it is possible that high self-efficacy in respect of a particular function is not always matched by high self-efficacy concerning an individual's collateral role as a general marketing manager.

Three dependent variables were included in the model: status, pay, and self-assessed on-job performance. Wage levels are commonly used as a proxy for performance (see Dokko *et al.*, 2009) within specific industries and occupations where it is possible to make comparisons across organisations. Likewise for status related job titles accompanied by clear descriptions



of what the job described by the title actually involves (Hunt *et al.*, 1986). The Appendix sections A5 and A6 detail how pay and status were measured. The salary levels quoted were based on the 2009 *Marketing Week/Ball and Hoolahan Marketing Salary Survey* (Marketing Week, 2009). This revealed that, at the time, the national overall average salary for marketers was £43,100, with the top 50% earning an average of £51,500 and the top ten per cent earning an average of £75,000. Marketing research executives typically earned between £40,000 and £70,300. The top ten per cent of marketing research directors earned an average of £135,000.

Although the quality of a manager's performance was self-reported, (see the Appendix section D), a substantial volume of research literature supports the proposition that self-assessments of this nature provide valid and reasonably reliable measures of actual achievement (for details of relevant studies see, for example, Karapetrovic and Willborn [2001] and [2002]; Perhrsson [2006]; Tari [2008]; Heidemeier and Moser [2009]). Indeed, a study completed by Frank *et al.* (1999) concluded that managers' self-assessments of their performances were more accurate predictors of performance than ratings provided by external appraisers. Moreover, self-assessments completed by questionnaire have been found to generate results comparable to self-assessments undertaken *via* other methods (see Tari, 2008). Also, according to Perhrsson (2006), attributes deemed important for financial performance are normally self-evaluated with satisfactory levels of accuracy *provided* managers fully understood what precisely they need to self-assess. The items used to measure self-assessments of performance were adapted from Abramis (1994) and Kumar *et al.* (1992) (see the Appendix section D).

## **Method**

The study was executed *via* a survey of a sample of marketing research managers. Marketing research managers were chosen for the investigation for two reasons. Firstly, the occupation has an established and generally understood hierarchy of management positions (see the Appendix), with distinct salary differences between grades. Secondly, lists of executives undertaking the function are readily available from commercial sources. The UK market research industry has grown rapidly in recent years and, according to Harrison (2008), is worth over £1.5 billion a year (the second largest research industry in the world after the USA). Careers in market research according to MRS (2009), are 'fast moving, intellectually challenging and diverse' and may be pursued across 'a wide variety of companies and



industries, from global corporations to local authorities' (p.1). A list of the opt-in email addresses of 2300 market research managers was rented from a list broking company. Three distributions of the questionnaire (with free entry to a prize raffle included as an incentive) evoked 486 replies. No statistical evidence of early response bias in the responses emerged, and replies came from a wide variety of industry sectors. As rented email lists inevitably contain a number of out-of-date addresses and since a proportion of the addresses would be of people whose actual jobs were not relevant to the study in hand, it is not possible to state precisely the percentage response rates that these numbers represent. However, assuming that around 10% of the addresses were irrelevant and taking into account the ten per cent or so of the addresses that bounced back, the response rates would appear to be in the region of 26-28%, an outcome comparable with those typically attained for repeated distributions of unsolicited email questionnaires to marketing executives. A follow-up emailing to non-respondents asking for reasons (on a check list) for non-response generated 66 replies. 'Too busy' was the most frequent response (42%) followed by 'our policy is not to complete questionnaires' (31%). This suggests the absence on non-response bias.

#### *Formation of Composite Variables and Test for Common Method Variance*

The sets of items for the three constructs addressed in the course of the study (mindfulness, marketing self-efficacy and performance) were each subjected to principal components factor analyses. Only one outlier was detected, i.e., item D (b) regarding 'congratulations by colleagues' in the performance scale. Hence the item was excluded from subsequent analysis. Otherwise unidimensional solutions emerged in all cases (see the Appendix for relevant diagnostics), with all items loading onto the first factor for a construct with a value of at least .4. Thus composite variables were created to reflect each of the three constructs.

Performance was self-assessed (see above) and, since the data on self-efficacy and mindfulness were provided by the same individuals, it was necessary to check the data for common method bias (i.e., the possible overstatement of the strengths of the relationships under investigation). As is conventional the issue was addressed *via* a joint factor analysis of the responses to all three of the constructs in question to see whether their indicators loaded onto the same factor, together with an examination of the means and standard deviations of the variables (see Lindell and Whitney, 2001). Thus the 25 items attached to the three constructs were subjected to a principal components factor analysis with varimax and oblimin rotations. In all cases multifactor solutions emerged with no single factor explaining more

than 41% of the total variation in each set of data and no migrations of items occurring that would suggest significant common method bias. Only item B (g) of the mindfulness construct migrated (to the self-efficacy factor), and just two items (C[f] and [h]) of the self-efficacy construct moved to the performance factor. None of the performance items shifted. (This relative stability of the factor structure was anticipated *a priori* given that self-efficacy concerns *feelings* whereas the performance measure involves *cognitive* assessments, and since the mindfulness items are quite different in character to the items reflecting the other two constructs.) The mean values of each of the three composites fell within the central region for the measures and standard deviations displayed a reasonably wide range of responses. Moreover the pairwise correlations among variables not theoretically connected were insignificant ( $p < .05$ ). Hence there was no evidence to suggest that the results were significantly affected by common method variance (Lindell and Whitney, 2001).

## **Findings**

On average the respondents had been in their current jobs for 3.2 years (2.6 years for the lowest grade). (A study undertaken by Curtis [1997] found that MR managers held down a specific job for an average of 2.2 years, compared with six years for other marketing specialisations.) Table 1 shows the characteristics of the sample members according to occupational status. As expected, people in higher grades had longer periods of experience than their junior colleagues. It can be seen from Table 1 that experience involving financial management accumulated as a person's career developed to higher levels. Most respondents had spent more time in sectors *other* than that in which an individual was currently employed, indicating a high degree of sectoral mobility (and hence a highly competitive job market) so far as this particular sample of marketers was concerned. The MR managers in the sample seemed to have received around four or five days of training per year. The figures presented in Table 1 are broadly similar to those reported in previous surveys of marketing managers (for details see Clark [2008]; Bennett [2009]; plus the salary surveys mentioned in previous sections). However the widespread mobility across sectors does not correspond with the finding of Marketing Week's (2009) survey that there was little intersectoral movement among marketing staff *in general*. Marketing Week (2009) observed nevertheless that sectoral differences in salary were much lower among marketing research managers in specific grades than among other specialisms, suggesting the existence of intense cross-sectoral competition for good quality staff in these fields.

### *Test of the Model*

In view of the modest sample size and the fact that most of the Figure 1 variables were not normally distributed and because binary variables and a four-item scale were included in the model, Figure 1 was estimated using the technique of partial least squares (specifically the bootstrapping procedure of the PLS Graph package version 3 ([Chin, 2001]), as PLS makes no assumptions whatsoever about the distributions of independent variables. The model was estimated twice: firstly for self-efficacy in marketing research and then for an individual's self-efficacy as a general marketing manager. Certain variables consistently failed to exert significant influences on any of the dependent variables, irrespective of the model estimated (functional self-efficacy or self-efficacy as a general marketing manager) or the configurations of the sets of other regressors used in particular estimations. The industry sectors wherein people worked did not affect their pay levels to significant extents, due presumably to the previously mentioned cross-sectoral competition for high calibre staff in the MR field and hence to a relative convergence of remuneration levels across sectors. Periods of experience spent in particular sectors failed to exert a significant influence on self-efficacy. Likewise for the period spent in an individual's position or with the current employing firm. These last variables did not correlate significantly with a respondent's level of pay (Kendall's Tau = .09 and .11 respectively); an outcome that is unsurprising perhaps given that the all-grades all-sample average period spent in a current job was just three to four years, and that most of the sample members changed sectors on a regular basis. (A survey conducted by Marketing Week [2009] noted that 40% of the marketing researchers in their sample intended changing employers in the next two to three years). Again, these results imply employment situations with high degrees of sectoral mobility where experience gained in one sector contributed as much to self-efficacy and pay as did experience acquired in another.

Firm size was insignificant as a predictor of level of pay: smaller firms were just as likely to reward their marketing research managers to the same extents as larger enterprises (a further indication of an intensely competitive job market). (Marketing Magazine [2007a] found that salary depended more on the size of the *budget* controlled by a person than on the number of employees in the firm.) Neither education nor amount of training received significantly moderated the link hypothesised in Figure 1 between experience and self-efficacy. The

effects of work experience on self-efficacy were basically similar for individuals of all levels of education and training. It is relevant to note in this connection that the sample members were generally well-qualified educationally, with more than 80% possessing a degree level qualification. (This figure is in line with current recruitment patterns in the marketing profession as a whole - see the above mentioned salary surveys and Bennett [2009] for further information.) Experience of non-marketing functions (such as human resource management, operations management, etc.) did not impact significantly on either functional marketing self-efficacy or on self-efficacy as a general marketing manager. Nor did experience of this type exert any direct significant influences on pay, status as a marketer or self-assessed performance in a marketing position. Regressors that clearly did not influence any of the dependent variables were removed from the analysis and the model was then re-estimated.

### *Main Effects*

Table 2 presents the results for the main effects on pay, occupational status and self-evaluated performance for the estimated model that used functional self-efficacy as the mediating variable. Consistent with the outcomes to all previous surveys of the pay levels and grades of marketing staff, gender and geographical location exerted highly significant influences. Exceptional on-job performance, unsurprisingly, was also associated with higher pay and status. In parallel with the findings of previous investigations (see Bennett [2009]), education level affected pay, due largely to premiums obtained by individuals with masters' degrees. Marketing Magazine's (2007b) 'salary snapshots' found considerable differences in average pay between individuals with masters' degrees and those with undergraduate degree level or professional (e.g., Chartered Institute of Marketing) qualifications. This (2007) survey revealed that people with sub-degree level qualifications earned substantially less but were concentrated in lower grades. In the present study, the amounts of training received (both function specific and general marketing management) were also positively associated with status and pay. This was anticipated *a priori* given that the occupants of senior posts will often have had more time in which to receive training. Self-efficacy was a highly significant determinant of pay, status and self-assessed performance.

Length of experience in the same function had a significant influence on the level of pay ( $p=.05$ ) due presumably to the receipt of automatic increments and cost of living increases. However there were no significant direct impacts of other types of experience on grade or on-

job performance. Dokko *et al.* (2009) reviewed a substantial body of literature that reported insignificant or even negative connections between prior work experience and performance, *in the absence of increased knowledge and skill attributable to experience*. Their own study found a significantly negative relationship between experience and performance once they had controlled for other influences. Long periods of experience that fail to enhance a person's performance could be associated, Dokko *et al.* (2009) continued, with behavioural and cognitive rigidities that detract from performance, with inability to learn, and with boredom and burnout. The results of the current investigation also suggest that experience without improved self-efficacy in a role does not, of itself, generate better performance or lead to promotion. Table 2 additionally shows the outcomes to the estimation of the model using self-efficacy as a general marketing manager as the mediating variable.

### *Influences on Self-efficacy*

Table 3 shows the significant influences on self-efficacy as a functional MR specialist. This increased substantially with respect to the amounts of both function specific and general marketing training received, though not with respect to level of general education. Self-efficacy was higher the longer the person had spent undertaking (i) marketing research, (ii) different marketing functions, and (iii) marketing and non-marketing work involving finance. On average the respondents reported that between five and ten per cent of their previous work had involved significant and substantial elements of financial management (range zero to 85%); with a majority (52%) stating that the amount was less than five per cent. However, individuals with larger amounts of experience of financial management clearly possessed higher levels of marketing self-efficacy. Thus, although length of experience of non-marketing functions did not significantly affect a person's self-efficacy as a marketer, the proportion of this experience that involved financial management most certainly did. Financial knowledge and experience *in general* had the effect of enhancing an individual's self-belief in his or her mastery of the *marketing* discipline. Experience of non-marketing functions (e.g. human resources or production) did not of itself contribute significantly to a person's self-efficacy as a marketer, only when the experience had a substantial financial content. Mindfulness significantly moderated in a positive direction all four of the experience variables. Thus the degree of *mindfulness* with which a person's experience was self-managed contributed a great deal to the usefulness of the experience (especially experience of

financial management) for improving performance and for obtaining higher status and better paid jobs. (Correlations between the moderators and the raw data on experience durations were below .5 in all cases; well under the threshold at which multicollinearity might bias results in regression analysis with interaction terms - see Aiken and West [1991].)

Table 3 also gives the results for the impacts of the significant determinants of a person's self-efficacy as a general marketing manager. The pattern of the results was the same as for the previous case. However the influence of training in general marketing management was (perhaps predictably) much stronger when self-efficacy as a general marketing manager was employed as the mediating variable.

## **Discussion**

The relationship between self-efficacy and the performance variable was positive, substantial and significant, corroborating the findings of numerous prior studies concerning this matter and indicating therefore that measures designed to enhance an MR manager's self-efficacy are likely to be worthwhile. Company performance management systems need to recognise this well-researched fact. Experience of marketing work impacted positively on self-efficacy, but experience *of itself* did not have significant direct effects on status or self-assessed performance. Rather, self-efficacy played a critical mediating role in the relationship. Experience improved a person's feelings of mastery over the MR function, and this in turn related positively and significantly to higher pay, status and self-assessed performance. The more mindfully a manager had reflected upon (and hence learned from) his or her experience the greater the impact of experience on self-efficacy. These findings contribute substantially to current knowledge concerning the configuration of linkages between work experience and performance. They outline a framework upon which individual managers can base their career development decisions, especially in relation to obtaining certain types of skills. On the theoretical level the outcomes show the mechanisms whereby self-efficacy can be *activated* through the influences of specific antecedent variables.

## *Implications*

It follows from the above that MR managers who aspire to progress to better paid and/or higher level positions should consciously deliberate on their experiences in mindful manners and acknowledge that experience *of itself* is not sufficient for career advancement. Training

programmes for MR managers should incorporate components designed to encourage the mindful contemplation of work experience and offer practical advice on how such contemplation might be executed. The results of the study indicated that, in general, the better trained an individual the more likely that the person would be well-paid, have a higher-status job, and report superior job performance. Training also had positive pay-offs for self-efficacy and this in turn had beneficial consequences *vis-à-vis* the dependent variables. The findings substantiate the proposition (well-established in both the practitioner and the academic literature in the field - see above) that the career prospects of marketers who possess knowledge and experience of financial analysis are greatly enhanced. Financial knowledge impacted significantly on a manager's overall self-efficacy, presumably by making the person feel more comfortable with strategic issues. Marketers who aspire to progress to higher positions need to accept this reality and hence seek actively to acquire knowledge and experience of financial management. In-house management development programmes should also be cognisant of the importance of training in financial matters for equipping participants for higher level positions. The outcomes to the present study suggest that financial knowledge and experience of financial modelling, analysing financial data, preparing financial reports, etc., contributed much a manager's sense of mastery of his or her marketing role, both as a functional specialist and as a general marketing manager.

#### *Limitations and Further Research*

A number of limitations apply to the investigation. Less than a majority of the sampling frame filled in the questionnaire, although the response rate achieved was in line with those typically attained for 'cold' unsolicited email questionnaire distributions to rented lists of addresses. It was not possible to obtain objective measures of the respondents' performances, and information on degrees of mindfulness and self-efficacy was self-reported. However the ranges of values returned for these composites were sufficiently wide to indicate that the participants' self-assessments were reasonably accurate, and there was no statistical evidence of common method bias. (Self-reporting of marketing research data is common place and there is much evidence to suggest that such self-reports are reasonably accurate). Another limitation of the study was the impossibility (within the confines of an already crowded questionnaire) of exploring in detail the components of the participants' total remuneration packages in terms of basic salary, bonuses, company healthcare, special pension benefits, incentive gifts, share options, etc. It seems reasonable to suppose nevertheless that the



members of this particular sample would know the meaning of the term 'total remuneration'. A plethora of factors influence the pay and status of a marketing manager; the present study could only incorporate a subset of potentially relevant variables. Future research might usefully combine the main constructs employed by the present study with other configurations of variables, and also to replicate the study in other functional areas.

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## APPENDIX: QUESTIONNAIRE ITEMS

### A. General

1. On completing my education my highest level of qualification was:  
GCSE/A-levels or equivalent/undergraduate degree or equivalent/Masters degree/PhD.
2. I do/do not have a business degree or professional qualification.
3. During my career I have attended the following number of days of training in or marketing research:  
Less than 5; 6 - 10; 11 - 20; 21 - 30; 31 - 50; 51 - 100; more than 101.
4. During my career I have attended the following number of days of training in general marketing management:  
Less than 5; 6 - 10; 11 - 20; 21 - 30; 31 - 50; 51 - 100; more than 101.
5. Which of the following best describes your current position?

#### *Level 1: Basic*

Examples of job titles include market research executive, marketing research analyst.  
Typical duties: data analysis and interpretation, interviewing, supporting a team, gathering intelligence, applying methodologies, executing projects.

#### *Level 2: Middle management*

Examples of job titles include market research manager, senior market analyst.

Typical duties: deciding research methodologies, managing a team, planning and initiating projects, account management, supervising and appraising market research executives, managing research budgets.

*Level 3: Senior management*

Examples of job titles include market research director, head of research.

Typical duties: strategic decision making, new business development, supervising and appraising market research managers, liaising with top management and key stakeholders at the highest levels, managing major research budgets.

6. Please tick the option that represents your current total remuneration package (excluding necessary work related expenses such as car allowance).

Below £28; £29k to £38k; £39k to £48k; £49k to £58k; £59k to £68k; £69k to £78k; £79k to £100k; £101k to £120k; £121k to £150k; more than £151k.

7. Please state the number of years/months of your experience of the following (ignoring low level manual or clerical jobs or mundane jobs undertaken while you were a student).

(i) Marketing research.

Approximately what percentage of the totality of your marketing research experience involved significant financial management activities? (As defined in the covering email - see the main text.)

Less than 5%; 6% - 10%; 11% - 20%; 21% - 30%; etc. to 100%.

(ii) Other marketing functions.

Approximately what percentage of the totality of your experience of other full time jobs in other marketing functions (i.e., jobs not concerned with marketing research) involved significant financial management activities?

(iii) Jobs in non-marketing functions.

Approximately what percentage of the totality of your experience of full time jobs in non-marketing functions (e.g., production, human resources, general management) involved significant financial management activities?

8. For how many years/months have you been in your current job?

9. During your entire career, how many years/months have you spent in (i) the industry sector in which you are currently employed, (ii) other industry sectors?

**B. Mindfulness** (Lambda = 8.1. Cronbach's alpha = .9)

Four point scale (as recommended by Baer *et al.*, 2006): 4 = very often or always true, 3 = sometimes true, 2 = rarely true, 1 = never or very rarely true.

(a) I analyse my mistakes and successes at work.

(b) I rush through work activities without being really attentive to them (reverse scored).

(c) I pay very close attention to my experiences on the way to completing a task.

- (d) At work I 'run on automatic' without much awareness of what I'm doing or experiencing.
- (e) I pay close attention to what lies behind my current actions at work.
- (f) I make judgement about whether my work experiences have been good or bad.
- (g) At work I miss important things through not paying attention or through thinking about something else (reverse scored).
- (h) I analyse my feelings about issues at work without getting lost in them.
- (i) I pay extremely close attention to what is currently going on around me at work.
- (j) When I undertake tasks at work my mind wanders off and I am easily distracted (reverse scored).
- (k) At work I can describe in considerable detail what I am doing at any given point.
- (l) I pay attention to how my moods and emotions affect my thoughts and behaviour at work.

### **C. Self-efficacy**

Lambda (marketing researcher functional) = 7.2. Cronbach's alpha = .91. Lambda (general marketing management) = 6.9. Cronbach's alpha = .87.

Five point scale: 5 = strongly agree, 1 = strongly disagree.

- (a) I know I can always solve difficult MR management problems if I try hard enough.
- (b) I feel confident that my MR management knowledge, skills and abilities equal or exceed those of other MR managers at my level of seniority.
- (c) I am confident I can deal efficiently with unexpected events or problems arising in relation to my work in MR management.
- (d) Confronted with an MR management problem I am confident that I will usually be able to find several different solutions.
- (e) I believe I can easily accomplish my MR management goals and targets.
- (f) I can remain calm when facing difficulties in my work in MR management because I know I can rely on my ability to cope.
- (g) I feel I am fully prepared for most of the demands of my current job as an MR manager.
- (h) I usually know the right things to do in an MR management situation.
- (i) I am self-confident that I can usually handle whatever MR management issues come my way.

The above was repeated but using the term 'general marketing management' instead of 'marketing research'.

### **D. Performance** (Lambda = 3.9. Cronbach's alpha = .92.)

Five point agree/disagree scale.

- (a) Appraisals of my work have placed me at the top end of the rating scale used by my company.
- (b) My colleagues frequently congratulate me on the quality of my work.
- (c) My association with my current employer has been a highly successful one.
- (d) If I had to assess my own performance over the last year I would give myself a high rating.

(e) Over the last year my superiors have complained about my performance (reverse scored).

FIGURE 1. THE MODEL

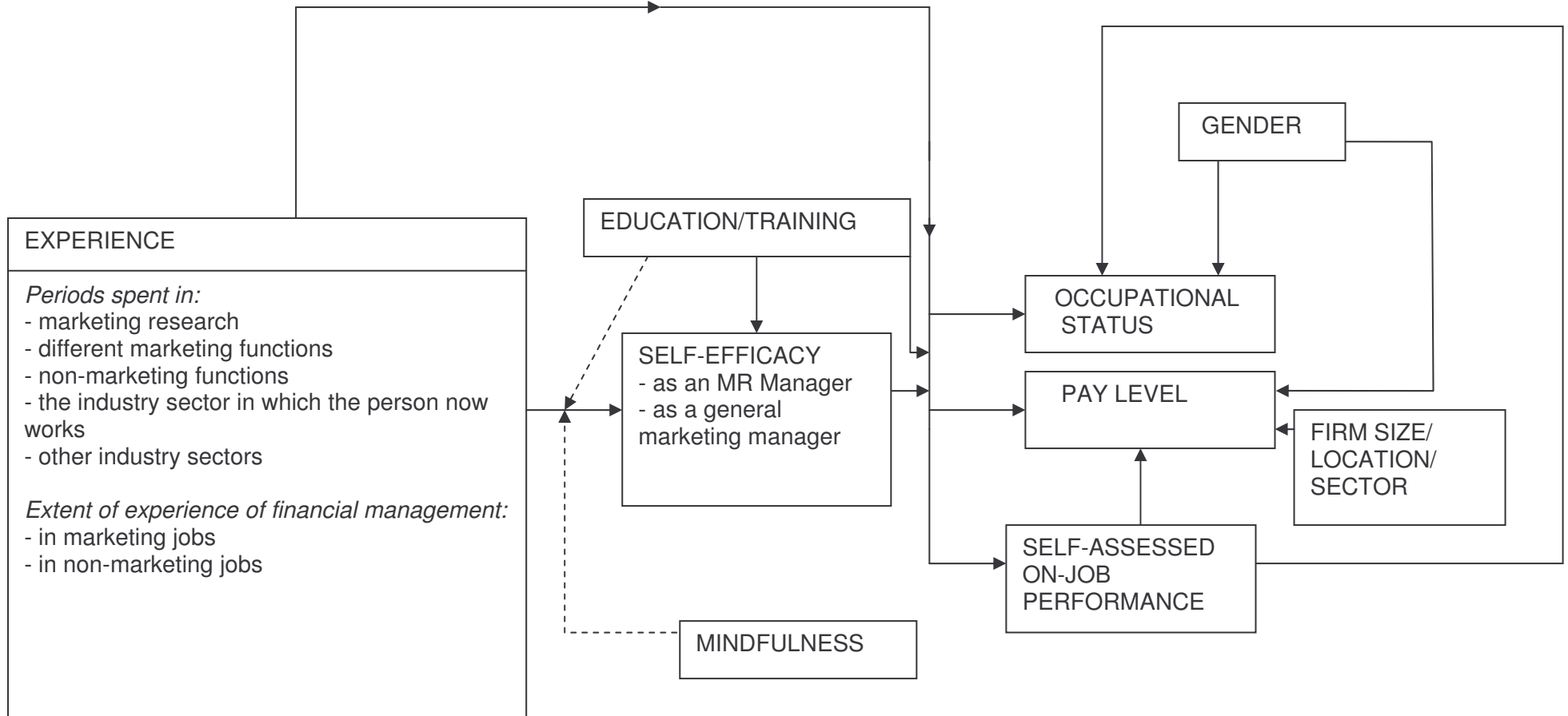


TABLE 1. THE RESPONDENTS

	Director Level	Middle Manager	Basic Level
	N=75	N=201	N=210
Average age (years)	42	36	33
Has a master's level qualification	10%	14%	10%
Has a degree level qualification	84%	85%	88%
Has a business degree or professional qualification	36%	30%	35%
Average number of days of training in a specific marketing function or general marketing management	80	65	38
Average number of years experience of:			
- the MR function	12	9	8
- other marketing functions	5	4	3
- non-marketing functions	4	2	1
- the industry sector in which the person was currently employed	7	6	6
- other industry sectors	14	11	9
Average percentage of experience that involved financial management:			
- in marketing jobs	7%	8%	5%
- in non-marketing jobs	14%	9%	7%
Percentage that were female	15%	38%	47%
Median number of employees	812	771	858

TABLE 2. MAIN EFFECTS ON PAY, STATUS AND SELF-ASSESSED PERFORMANCE

- A. MODEL FOR MR FUNCTIONAL SELF-EFFICACY  
 B. MODEL FOR GENERAL MARKETING MANAGEMENT

T-values in parentheses. All coefficients are significant at the .05 level or below.

	A			B		
	Pay	Status	Self-assessed Performance	Pay	Status	Self-assessed Performance
Gender	.41 (4.94)	.26 (2.98)	.47 (7.07)	.47 (7.07)	.31 (3.33)	
Location	.30 (4.77)		.39 (6.05)	.39 (6.05)		
Self-assessed performance	.35 (3.96)		.36 (4.13)	.36 (4.13)	.35 (4.13)	
Self-efficacy	.32 (3.88)	.31 (3.98)	.33 (4.10)	.33 (4.10)	.28 (3.82)	.34 (4.17)
Educational level	.25 (2.92)		.33 (4.02)	.33 (4.02)	.29 (3.96)	
Training received (number of days):						
- MR function specific	.23 (2.11)	.30 (3.11)	.29 (3.14)	.29 (3.14)	.26 (3.03)	.29 (3.07)
- general marketing management	.25 (3.55)	.31 (3.08)	.21 (2.22)	.21 (2.22)	.26 (3.11)	.25 (3.16)
Duration of experience in the same function as current job	.20 (2.01)		.25 (3.11)	.25 (3.11)		



TABLE 3. DETERMINANTS OF SELF-EFFICACY

- A. FUNCTIONAL MR  
 B. AS A GENERAL MARKETING MANAGER

T-values in parentheses. All coefficients are significant at the .05 level or below.

	A	B
Training received (number of days):		
- MR function specific	.41 (5.33)	.35 (4.64)
- general marketing management	.39 (5.01)	.49 (8.01)
Durations of experience of:		
A. Same function as current job	.49 (6.67)	.46 (5.02)
B. Other marketing functions	.35 (5.55)	.40 (4.00)
C. Percentage of marketing experience that involved financial management	.28 (4.91)	.30 (3.88)
D. Percentage of non-marketing experience that involved financial management	.30 (5.00)	.28 (3.87)
Moderating influences:		
Mindfulness times A	.19 (7.02)	.08 (2.92)
Mindfulness times B	.13 (6.05)	.08 (2.31)
Mindfulness times C	.11 (4.49)	.07 (2.74)
Mindfulness times D	.10 (4.49)	.10 (2.68)