# USING THE SIX PRINCIPLES OF INFLUENCE TO INCREASE STUDENT INVOLVEMENT IN PROFESSIONAL ORGANIZATIONS: A RELATIONSHIP MARKETING APPROACH

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**ABSTRACT:**

*As professors we provide students the knowledge and tools in the classroom necessary to pursue effective careers. However, learning can be enhanced by active student participation in extra-curricular activities. In particular, University professional organizations can provide enormous experiential learning opportunities for students. Although there are a number of benefits of organizational participation, the numbers of students that participate are low. This article discusses the use of relational marketing theory and Cialdini's six principles of influence as a framework to increase organizational membership participation.*

## INTRODUCTION

The benefits of experiential learning have been widely discussed in the research education literature (Bobbit, Inks, Kemp, and Mayo 2000; Ives and Obenchain 2006; McCarthy and McCarthy 2006; Petkus, Jr. 2000; Rubin 2000). Some of these benefits include opportunities for students to learn about careers, develop career mentors, and build job networks (McCarthy and McCarthy 2006). In addition, Rubin (2000) argues that experiential education leads to stronger relationships between students and faculty, which can promote more interest in learning. Another benefit mentioned is that experiential education can "enhance student learning by increasing students' involvement in the learning process" (Bobbit et al. 2000, p. 16). Students involved in experiential opportunities learn by doing instead of hearing or reading (Petkus, Jr. 2000). Experiential learning provides real world opportunities for students to use the concepts they learn in the classroom (Bobbitt et al. 2000). Ives and Obenchain (2006) conclude that experiential education can improve a student's logical thinking without leading to a loss of fact-based thinking. Students learn to think and process instead of simply learning to replicate and repeat.

The demand for experiential learning opportunities has led to numerous changes in the classroom. In upper-division courses it has become commonplace to include team exercises, group projects, or service-learning projects as part of the curriculum. In addition outside the classroom, cooperative education opportunities and internships are receiving increased attention (McCarthy and McCarthy 2006). Even with the emphasis on increased active involvement learning, there is little mention of the benefits of student professional organizations (Bringle and Hatcher 1996). Although the educational value and career advancement value of student organizations are commonly discussed with students, advisers often find it difficult to recruit and keep active members (Vowels 2005). Reasons organizational advisers commonly hear from students explaining their lack of involvement include "I do not know what the organization does," "it is not clear what I will get out of it," "or I do not have time."

Through regular communication in the classroom and across the university and by actively practicing sales persuasion techniques that we teach in many of our marketing classrooms students can better understand the true benefits of participation. Although many student organizations such as fraternities and sororities, social clubs, and honor clubs provide students benefits such as improved social skills, increased chances for university involvement, and resume enhancement, this manuscript will focus on the benefits of voluntary professional organizations which provide the previous benefits in addition to offering career networking opportunities and often real world, career-related learning experience.

In particular through these professional organizations students can put into practice many of the tools they learn in the classroom and enhance their preparation for a career. For example, as members of the American Marketing Association, students can participate in case competitions and leadership training at regular conferences. In Pi Sigma Epsilon students can obtain active learning by participating in the Pro-Am Sell-A-Thon where they perform simulated sales calls with actual industry experts

or by participating in the BOSS Games where students make decisions of Chief Marketing Officers on teams in an interactive simulation against student teams from around the country. Through these programs and activities and through others like them students can get actively involved in the theoretical principles marketing educators present in the classroom. Unfortunately, other than a very small number of exceptions (Gruen, Summers, and Acito 2000; Peltier, Schibrowsky, and Kleimenhagen 1995; Peltier, Scovotti, and Pointer 2008), almost no research has examined the benefits of using marketing theory to increase the number of students involved in professional organizations.

## PURPOSE

Peltier et al. (1995) discuss the necessity of increasing real-world learning opportunities for students. They mention the importance of providing "integrated, hands-on experience" (p. 59) and "the development of methods to cultivate entrepreneurial skills" (p. 59). Professional organizations provide the opportunity for students to apply the information and techniques presented in the classroom in a practical context. Through programs such as PSE's Pro-Am Sell-A-thon where students make simulated sales calls to actual salespeople and receive feedback on their technique, students can actually implement their classroom instruction in a life-like environment.

In addition, these organizations allow students to gain real-world experience in an environment where there is no job on the line or grade that will suffer from mistakes. Even though recruiters often mention their desires for more extracurricular activities on an applicant's resume, student organizational leaders regularly experience difficulties in recruiting and maintaining active members (Vowels 2005). Additionally Peltier et al. (1995) argue that student-faculty involvement, as gained in student professional organizational relationships, benefits the students by expediting their maturation process and providing them an integrated perspective on the many topics they learn in the classroom. They further argue these benefits will "lead to more experienced, better-prepared students with an identifiable competitive advantage in the job market" (p. 64). In addition, Peltier et al. argue that student organizations are important "for developing higher order thinking and providing practical business experience" (2008, p. 48). Furthermore, they argue that active learning experiences for professional development and applied learning experiences of theory are key components for successful career preparation.

In addition to these benefits for students, Peltier et al. (1995) argue that student organizational involvement can lead to consulting or research opportunities and higher service evaluations for the involved faculty members. Finally successful student organizations can improve departmental goals. Successful organizations will lead to increased numbers of departmental majors and lead to increased visibility in the business community (Peltier et al. 1995).

Gruen et al. (2000) argue that retention and participation are key membership goals for professional organizations. Retention has been a common focus in managing business relationships (Gustafsson, Johnson, and Roos 2005; Venetis and Ghauri 2004), but little work has examined its antecedents in professional organizations (Gruen et al. 2000). Gruen et al. (2000) further argue that continuance commitment, or an individual's self-interest in the relationship, will lead to higher levels of organizational participation. In examining business relationships, Gounaris (2005) and Gustafsson et al. (2005) both state that increased commitments (or bonding techniques) and satisfaction leads to customer retention. Recruitment must also play a crucial role in building successful student professional organizations due to regular turnover from departing students.

We argue that a successful organization should strive to provide the experiential learning benefits to additional students. Just as all students would benefit from obtaining real-world work experience related to their desired career, these organizations can provide opportunities for students to apply their classroom knowledge in real-world business situations. Through increased recruitment and active participation, members will be more satisfied with their organization experience. Ultimately higher satisfaction, commitment, and interest in the projects will lead to increased retention (Gounaris 2005; Gruen et al. 2000; Gustafsson et al. 2005). Therefore, the key short-term membership goals for a student organization should be to increase recruitment numbers and member participation.

The purpose of this paper is to examine Cialdini's (2001) principles of human influence and their relation to relationship marketing theory as a framework for increasing membership and participation in student professional organizations. Much of the relationship marketing literature has focused on improving business relationships and creating greater customer satisfaction (Wilson 1995). Similarly, Cialdini's (2001) research has been used in the context of sales force training to improve sales effectiveness. Examining the similarities between the two areas of research and building on their proven application should prove beneficial to organizational leaders trying to increase student satisfaction and increase recruitment effectiveness of professional organizations.

## RELATIONSHIP MARKETING

Research into the nature of business relationships has been plentiful over the last 20 years (Anderson and Narus 1990; Anderson and Weitz 1992; Garbarino and Johnson 1999; Gounaris 2005; Gruen et al. 2000; Gustafsson, Johnson, and Roos 2005; Heide and John 1988; Kumar, Scheer, and Steenkamp 1995; Morgan and Hunt 1994;

Moorman, Deshpande, and Zaltman 1993; Venetis and Ghauri 2004; Verhoef 2003; Wilson 1995). It has been examined in numerous contexts, but rarely in the context of improving professional organization membership (Gruen et al. 2000). It has never been examined as a theoretical basis for helping faculty members increase the membership numbers of student organizations. While faculty members will often discuss the importance of building trusting relationships and establishing commitment to and from customers, they have been reluctant to apply these same ideas to service to the university in the form of student organizational advising. By examining the role of marketing tools such as relationship marketing concepts and persuasion techniques that can be used to enhance the professional sales process, we can put into practice the ideas we teach in the classroom to improve student involvement in university organizations.

The outcomes of relational research such as commitment (Anderson and Weitz 1992), customer retention (Gounaris 2005, Gustafsson et al. 2005; Venetis and Ghauri 2004; Verhoef 2003), and customer satisfaction (Garbarino and Johnson 1999) are clearly important to building more active involvement in student organizations. Understanding factors leading to commitment, retention, and satisfaction will increase their ability to recruit more students and obtain more participation among those students. Furthermore, by relating the more theoretical variables of relationship marketing to the applied use of Cialdini's (2001) six principles of human influence we hope to integrate the techniques we teach in our marketing courses into a framework to get more students involved in university organizations.

Wilson's research examines "an extended list or relationship variables" (1995, p. 337) in an attempt to organize the many constructs studied in relationship marketing research. In particular the variables, commitment, trust, cooperation, dependence/power, reputation, and social bonds relate to one or more of Cialdini's (2001) six principles. By examining Cialdini's (2001) principles and the relationship marketing literature it is evident that they are grounded in the same concepts. Cialdini's (2001) research uses automatic consumer responses that develop from difficult choice decisions to influence compliance with sales pitches (Chaiken and Trope 1999; Gigerenzer and Goldstein 1996; Kahneman, Slovic, and Tversky 1982). Essentially Cialdini's (2001) work examines the development of sales relationships based on automatic cues, or judgmental heuristics. Many of the relationship marketing variables work on these same psychological principles.

## SIX PRINCIPLES OF INFLUENCE

Our opinion is that leaders (e.g., faculty advisers or student leadership) of professional organizations can use relationship marketing theory and Cialdini's (2001) six

principles of influence to persuade individuals to join and participate in student organizations. A basic understanding of Cialdini's (2001) six principles of influence shows the importance of the relational literature to their effective implication. See Table 1 for a summary of the six principles of influence.

### Reciprocity

Cialdini's (2001) rule of reciprocation is built on a sense of obligation based on a previous favor or gift. Individuals feel compelled to return the goodwill provided by another. Not only does this principle work on the personal level, it can also develop through a social situation. Society may impart social sanctions and unflattering titles for anyone who violates this principle. Individuals who become known as takers and not givers may be labeled moochers, ingrates and freeloaders. Another relevant feature of this principle is the fact that it may lead to unfair exchanges. "A small initial favor can produce a sense of obligation to agree to a substantially larger return favor" (Cialdini, p. 33), or a larger gift may receive a smaller return favor (e.g., a wedding gift followed by a thank you card).

Cialdini's (2001) concept of reciprocity is similar to the relational constructs of affective commitment (Gustafsson, Johnson, and Roos 2005), cooperation (Anderson and Narus 1990), and mutual goals (Wilson 1995). Reciprocity is built through personal obligations one feels to their relationship partner. Providing favors or gifts creates personal obligations that can manifest themselves in terms of affective commitment (emotional bonds) or through cooperation to achieve mutual goals. By providing something of value, we create an emotional attachment and increase the desire to cooperate to achieve mutual goals such as successful project completion. Based on relationship marketing theory, commitment has been shown to increase relationship value and desire to maintain the relationship (Verhoef 2003), and identifying cooperation toward mutual goals and can impact partner selection and increase relationship retention (Wilson 1995).

From our experiences as student organization advisers, the following reciprocity examples can be used to improve organizational recruitment. As shown in Table 2, having prospective members nominated for joining the organization or inviting them to "invitation only" events, a sense of commitment can be established. These nominations or invitations that not everyone receives, create a sense of pride for the student. They feel more valued by the organization, and in turn place more value in joining the organization. The practice of reciprocity can also create higher value for the student in the organization by having them establish their own goals and work to achieve those and the goals of the organization. Also more frequent member recognition or the use of a "buddy" program (an exchange of a small gift or favor among mem-

**TABLE 1**
**SUMMARY OF THE SIX PRINCIPLES OF INFLUENCE**

| Principle | Description |
| --- | --- |
| Reciprocity | A policy of exchanging or repaying a previous favor. Rule can trigger unfair exchanges (e.g., small favor may yield larger return) but its practice is in the best interest of all societies. |
| Commitment & Consistency | The culturally valued practice of standing by (in word and deed) a previous statement or action in an effort to exhibit stability in one's thoughts and actions. Persuasive value of commitments is most effective in the following circumstances: when they are active, public, require effort, and are viewed as internally motivated. |
| Social Proof | Looking to those around oneself to determine what to believe or how to act in a situation. Most influential: when in uncertain or ambiguous situations and when others are viewed as similar to oneself. |
| Liking | Compliance is more likely when the requester is likable; i.e., people desire to say yes to those they know and like. Attractiveness, similarity, praise, repeated cooperative contact, and association lead to liking. |
| Authority | One is more likely to comply with the requests of an authority due to society's teaching that such obedience represents correct behavior. Authority is symbolized through titles, clothing, and automobiles. |
| Scarcity | The scarcer the commodity, the more people want it. As such, people assign more value to those things that are less available. Newly scarce items and scarcities for which one competes are even more enticing thereby more influential on behavior. |

bers) can increase an individual's commitment to an organization. By enhancing co-production, the student's commitment to the organization is increased. The increased value and commitment should lead to higher satisfaction, higher participation, and increased membership retention. For a more detailed discussion of Six Principle tools that can be used to improve organizational goals see Kemp and Clark (2007).

**Commitment and Consistency**

Cialdini (2001) argues that human nature compels individuals to be consistent in their statements and behaviors. When a commitment is made to another "we will encounter personal and interpersonal pressures to behave consistently with that commitment" (Cialdini, p. 53). This consistency can then dictate future decisions based on any previous commitments made. A smaller initial commitment may grow into larger and larger commitments in an attempt to remain consistent in the actions. While this principle is built on an internalized concept, we need to exhibit similar behaviors over time, "commitments are most effective when they are active, public, effortful, and

viewed as internally motivated (uncoerced)" (Cialdini 2001, p. 96).

The concepts of consistency and commitment to a relationship partner are important in understanding how this principle relates to the relationship marketing literature. Consistency has been listed as an important component of trust (Anderson and Narus 1990; Moorman et al. 1993; Morgan and Hunt 1994). Consistent behavior leads to an increase in trust. Conversely, a lack of consistency leads to high levels of distrust in a relationship. As trust develops, satisfaction increases, and the desire to maintain the relationship also increases (Wilson 1995). Furthermore, the commitment and consistency principle relates to the construct of calculative commitment. As one party provides something beneficial to the other, commitment to the relationship grows (Gustafsson et al. 2005). Additional resource commitments in the relationship lead to a higher relationship retention (Verhoef 2003).

When managing student organizations, establishing trust and commitment among members has a beneficial effect. When an individual makes an initial commitment in the form of time or effort commitment to a professional organization, they will feel more "at stake" in the organi-

**TABLE 2**
**EXAMPLE OF THE SIX PRINCIPLES OF INFLUENCE IN PRACTICE**

| Principle | Recruitment Examples | Participation Examples |
|---|---|---|
| Reciprocity | ◆ Membership nominations<br>◆ "Free sample" – Invitation only events | ◆ More frequent member recognition<br>◆ "Buddy" program |
| Commitment & Consistency | ◆ Classroom recruitment speeches | ◆ Individual goal setting<br>◆ Student involvement in planning |
| Social Proof | ◆ Students recruiting friends<br>◆ "Member-get-a-member" contests<br>◆ Recruitment table tools<br>  ◆ Dress the part<br>  ◆ Provide visuals of activities | ◆ Idea exchange with similar groups<br>◆ Public praise |
| Liking | ◆ Appropriate attire<br>◆ Recruitment speeches to like people<br>◆ Desirable travel opportunities | ◆ Member notebooks<br>◆ Group retreats<br>◆ Team building activities |
| Authority | ◆ Faculty promotion of organization<br>◆ Alumni involvement | ◆ Officer training programs<br>◆ Proper attire at membership events<br>◆ Requirements for officer positions |
| Scarcity | ◆ Membership criteria<br>◆ Rigorous joining process | ◆ Coveted awards<br>◆ Unique activities and programs<br>◆ Known speakers |

zation. Once commitment is established, the group has a responsibility to create an environment that builds trust. By promoting consistent activities and ensuring a friendly environment for all participants, member participation and retention will increase. Conducting classroom recruitment speeches will promote a sense of commitment. Students may associate organizational membership with the success of those who are willing to speak to the class for recruiting and they may strive for the same success. By having students set their own personal membership goals, we promote consistent actions. Students that have identified specific goals will work harder to reach those goals and will be more consistent in the organizational behaviors. In addition, by allowing individual members to participate in organizational goal setting and planning, a sense of commitment and trust will be greater. This increased time involvement and organizational participation will lead to an increased desire for trust for each individual, due to increased risk of lost time and efforts. They will feel more at stake in the organization because they had a hand in planning; therefore, they will likely participate more to ensure organizational success in meeting their own goals.

**Social Proof**

Cialdini's (2001) principle of social proof states that we often observe the behaviors of others to help us make decisions. A large majority of individuals are imitators rather than initiators, and therefore make decisions only after observing the behaviors and consequences of those around them. Cialdini (2001) further argues that this principle is particularly impactful in situations of high uncertainty when there is substantial risk involved, or when individuals are able to follow the examples of people they feel are similar to them. To best maximize the benefits of social proof in the university setting, we need to demonstrate the gains made by other students that non-member students may have in class or see daily.

Social proof is very similar to the relational concept of reputation. Fiske and Taylor (1991) argue that reputation is particularly useful in uncertain situations. In the absence of the ability to make a sound decision, individuals look for ways to reduce cognitive search costs. As a relationship develops, partners are more guided by trust and commitment. However, in the uncertain situation of choosing a relational partner other means must substitute

for the lack of relational knowledge. For students with time constraints and limited knowledge of the benefits of organizational membership, social proof can help alleviate their concerns. Reputation helps in this knowledge acquisition when building relationships (Politis 2005). Reputation provides an initial means to assess trust in the relationship partner.

Student professional organizations can benefit from the use of social proof by being highly visible. This will reduce perceived risk among potential recruits. By providing evidence, such as students wearing clothes with organizational emblems, students discussing organizational activities with others, displaying organizational promotional materials regularly in classroom buildings, or organizations participating in campus activities like intramural sports or social activities, organizational member recruitment will be enhanced. Specific tools that can be used are "member-get-a-member" contests to generate excitement among the membership and those being recruited. By having active members pursue classmates and their friends, positive word of mouth, increased reputation, and trust in the organization will grow. In addition, regular member praise at organizational meetings will increase member involvement, and likely cause others to strive for the same recognition and rewards. Students will work harder to achieve the same recognition over time or to achieve the recognition they see other students receive.

## Liking

The principle of liking states that individuals are more likely to be influenced or agree with someone he or she likes. While personal relationships certainly may lead to liking, this principle can exist without a developed relationship. Cialdini (2001) claims there are five different contributors to the likeability of another individual: attractiveness, similarity, praise, repeated cooperative contact, and association. Initially, people are more likely to gravitate to others who are perceived as physically attractive. Additionally, liking can grow as a result of finding similarities between one another, or through praise given to another. Also, liking develops over time through repeated contact in a cooperative working environment, as opposed to a competitive working environment. Lastly, people tend to like those others that they have some association with like graduating from the same school or living in the same town.

Many of Cialdini's (2001) liking concepts are often mentioned in the trust-commitment marketing literature. In fact, liking has been mentioned as a dimension of trust (Young 2006). Similar to reputation creation, in new business situations, we may look for cues to further justify our decisions. Concepts of similarities between companies and associations between individuals may be used as signals of trust early in the relationship. In addition, the principle of liking is similar to the relational concept of

social bonds. Social bonds help individuals to "develop strong personal relationships that tend to hold a relationship together" (Wilson 1995, p. 339). Goei, Lindsey, Boster, Skalski, and Bowman (2003) found that liking has a significant effect on obligation and compliance. Also, by creating positive business relationships liking for the business partner is developed, which ultimately leads to higher levels of trust and commitment to the relationship.

Student organizations can benefit from the principle of liking by providing students additional cues during recruitment drives. In an uncertain situation, a student may avoid getting involved. By having actual student members discuss their experiences with their classmates at recruitment activities or in classroom presentations, potential recruits are able to identify with those already involved and become more comfortable with the prospect of being a member. Since these prospective members are presented with people they know or even are friends with, an uncertain prospective member will rely on the concepts of similarity and association (I sit next to that person in my retailing class) to feel more comfortable joining themselves. In addition it is important while recruiting new members that those doing the recruiting need to dress the part. Professional attire will create a sense of accomplishment and authority or clothes with organizational emblems will create a sense of unity or association. Providing interesting activities and travel opportunities to students will increase their interest and excitement in organizational activities. In addition, student organizations need to practice an effective use of praise to promote membership participation and retention. Even newer members can recognize the achievements of others and the positive outcome of their efforts when regular praise is provided. This will lead them to strive to reach their own goals. Other tools such as conducting group retreats and using team building activities will help to create a sense of association among the membership and increase participation.

## Authority

Cialdini's (2001) principle of authority states that people are taught by society to obey those individuals perceived as legitimate "authorities" due to their high levels of knowledge, wisdom, or power. This principle expects individuals will take a shortcut to decision-making by deferring to the judgment to an authority (e.g., "the *doctor* said to . . ."). Educators often benefit from the principle of authority. Titles or degrees conferred on the professors establish authority in the classroom. Also, the principle of authority is the guiding philosophy behind bringing professional speakers into the classroom. Individuals that have established successful careers provide evidence of prescribed behaviors. Educators can improve professional organizations they advice by seeking endorsements from perceived authorities. By bringing es-

tablished speakers in for organization functions, or working with well-known companies, organizational leaders are improving the reputation of the organization.

Basic relational principles behind the principle of authority are the concepts of power and dependence. Relationship partners accept dependence on the other party because of some benefit derived in the relationship. That benefit is often in the form of partner expertise or proprietary resources (Kumar et al. 1995). Manufacturers establish relationships with distributors and retailers due to the distributor's ability to efficiently move products and the retailer's ability to attract customers and sell products. This specialization influences partner selection and relationship retention. Power is created by possessing something the business partner is in need of to improve their business.

Student organizations can benefit by providing credible "experts" to demonstrate the advantages of membership. By having faculty members, organizational leaders, or distinguished alumni make announcements in class, prospective students will begin to consider whether membership is an important step for their career development. Also, by having organizational leaders (faculty or students) set good examples of organizational participation and behaviors, other members will be encouraged to behave similarly. It is important for faculty advisers to show enthusiasm and interest in the organizations themselves. When an authority figure is willing to put effort into organization, student members see the example and feel more compelled to put forth effort. Finally, making organizational leaders meet requirements or participate in training will help those leaders make better decisions, but it will also lead other members to more likely follow their lead due to their higher authority level. In addition it will increase the student's dependence on the organization because they will desire to demonstrate their acquired expertise and "payback" the organization for its efforts in improving the student's skills.

### Scarcity

The principle of scarcity states that people view opportunities as more valuable when those opportunities are less available. The principle influences the perceptions of quality of opportunities and leads to a change in the evaluation of information. Scarcity is a shortcut cue that the less available options are of higher quality than those options that are more available. When opportunities become less accessible, people perceive a loss of their freedom of choice. "According to psychological reactance theory, we respond to the loss of freedoms by wanting to have them (along with the goods and services connected to them) more than before" (Cialdini 2001, p. 231). The scarcity principle also impacts the way information is evaluated. "Research indicates that the act of

limiting access to a message causes individuals to want to receive it more and to become more favorable to it" (Cialdini 2001, p. 231). People place more value on messages that are perceived as containing *exclusive* information (Brock 1968; Cialdini 2001; Fromkin and Brock 1972; Knishinsky 1982).

Like authority, scarcity is also related to the concepts of power and dependence. Dependence on a relationship partner can increase due to a lack of alternatives (Heide and John 1988). Wilson (1995) argues that as the number of alternate partners decrease, relationship dependence increases. While scarcity may influence partner selection due to limited choices, it can also impact the desire to maintain the relationship. If a relationship is considered beneficial compared to the alternatives (other relationships or no relationship), organizations will choose to maintain the connection. In short, in the absence of other business partner choices, companies will put more effort forth in protecting the potential relationships that exist.

Professional student organizations employ the scarcity principle by providing membership tests or by stressing the exclusivity of the opportunities, such as professional contacts, offered by the group to enhance membership goals. By making an organization a little more difficult to join or by establishing criteria or tests for joining, prospective members develop a stronger sense of urgency. By establishing recruited periods and deadlines, students will feel a need to act quickly. They will likely pursue the organization as opposed to the organization pursuing them. Again, unique programming, special awards, and recognized speakers, members will increase their involvement to reach higher goals, to participate in interesting activities, or to meet important speakers. Students can easily identify their increased career preparation knowledge when presented with opportunities to meet successful industry leaders.

### SUMMARY

The recent emphasis on experiential learning increases the value of student professional organizations for improving student development. Highly valuable educational opportunities for students are provided through organizational activities which expose students to actual business situations. Increased involvement with the business community and experience with real world business situations can only improve a student's readiness to obtain a job and perform effectively. Through simulated real world programs and involvement in activities that provide significant hands-on learning such as case competitions, the Pro-Am Sell-A-Thon, and BOSS Games student learning will be enhanced. In addition, students benefit from organizational involvement due to the recruiters' appreciation of extracurricular activities. Organizations that practice the six principles can benefit from a more participa-

tive membership and can benefit their students by providing a more thorough understanding of the basic underpinnings of human persuasion.

As evident by the comparison to relationship marketing literature, Cialdini's (2001) principles of influence are not new concepts in the marketing world, but using them as a condensed, practical guide can improve professional organizations' leaders recruiting, membership participation, and membership retention. These principles from behavioral psychology blend well with the very ideas and concepts taught in marketing such as trust, commitment, power, and dependence. The unique application of these concepts to professional organizations will not only help to increase student involvement in these organizations but will also provide additional student learning experiences through their participation in organizations.

We understand that these principles are not the only tools that can be used to enhance organizational membership goals, but we hope to expand the discussion to benefit all concerned. While we have personally used many of these principles in our own experience as faculty advisers, we suggest further empirical research of these tools to determine their relative effectiveness. We hope this article provides a framework to further test the impact of some of these theories and tools.

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