

Journal of Business & Leadership: Research, Practice, and Teaching (2005-2012)

Volume 4
Number 2 *Journal of Business & Leadership*

Article 2

1-1-2008

Self-Marketing Plans: Creating Career Embedded Education & Reinforcing Marketing Concepts

Christina McCale
Regis University

Richard Delliveneri
Regis University

Lynne Montrose
Regis University

Follow this and additional works at: <https://scholars.fhsu.edu/jbl>



Part of the [Business Commons](#), and the [Education Commons](#)

Recommended Citation

McCale, Christina; Delliveneri, Richard; and Montrose, Lynne (2008) "Self-Marketing Plans: Creating Career Embedded Education & Reinforcing Marketing Concepts," *Journal of Business & Leadership: Research, Practice, and Teaching (2005-2012)*: Vol. 4: No. 2, Article 2.

DOI: 10.58809/AXCW5292

Available at: <https://scholars.fhsu.edu/jbl/vol4/iss2/2>

This Article is brought to you for free and open access by the Peer-Reviewed Journals at FHSU Scholars Repository. It has been accepted for inclusion in *Journal of Business & Leadership: Research, Practice, and Teaching (2005-2012)* by an authorized editor of FHSU Scholars Repository. For more information, please contact ScholarsRepository@fhsu.edu.

SELF-MARKETING PLANS: CREATING CAREER EMBEDDED EDUCATION & REINFORCING MARKETING CONCEPTS

Christina McCale, Regis University
Richard Delliveneri, Regis University
Lynne Montrose, Regis University

While the concept of conducting a Self-Marketing Plan as part of a principles of marketing class is not new, little research has been done to determine what, if anything, students gain from the activity – and no studies on the topic have been done at private or religious based schools. Faculty at Regis College have not only created a model for implementing such a project in the principles of marketing class, but also established a collaborative partnership with the Career Services office to provide the career development information necessary to complete the project. This research study describes the benefits students gain from the project and the skills enhanced. The research also provides an evaluation of how the project has prepared the students for career entry and how the project has reinforced course content.

INTRODUCTION

College faculty, career development counselors, even parents have heard from their college students throughout the ages: “Why do now what I can do tomorrow? A college diploma should certainly get me the marketing job I want.” The dialogue may change slightly, but the direction and tone typically remain the same. Left to their own devices, college students may not accurately anticipate the level of difficulty in the job market, thus leaving much of the work to the last minute. As a result, many of these students more than likely will not have a job upon graduation.

Faculty and career development counselors understand that job hunting is never a smooth journey. Merely having a college degree will not secure a student a job. The increasingly competitive job market complicates this matter. During good economic times, it's not uncommon for students to be able to delay beginning the job hunting process and still land a job shortly before or after graduation. However, during challenging times, such as the current economic situation, college graduates face a particularly challenging job market with many students unable to find a job, or finding work that doesn't require a degree, or finding a job not in their chosen vocation (Lynchburg News Advance, 2008). While unemployment in the general adult population is 5.7 percent as of July 2008, 9.8 percent of recent college graduates remain unemployed (Lynchburg News Advance, 2008). Perhaps the biggest shock to many marketing undergraduates is the little understood fact Taylor discusses that “a marketing degree is not required for many entry-level jobs, meaning that marketing majors must compete for them against college graduates from other fields” (2003: 97).

Additionally, employers have often stated that graduating marketing majors do not have the requisite skills to be successful, entry-level employees. In the mid-70s, Mintzberg (1976) described how education had to change to better meet the needs of business. “Greater use should be made of the powerful new skill-development techniques which are experiential and creative in nature ... Educators

need to put students into situations ... where they can practice managerial skills, not only interpersonal but also informational and decisional” (p. 53). The importance of business relevance (Porter & McKibbin, 1988), in academia, coupled with an increasingly challenging job market (McCorkle, Alexander, Reardon, & Kling, 2003) magnifies the importance for students to be prepared for the marketplace. Today, students must not only possess the requisite “discipline-related skills” (McCorkle, Alexander, Reardon, & Kling, 2003) to be successful, they must also demonstrate they have the “support skills” (McCorkle, Alexander, Reardon, & Kling, 2003) businesses demand of entry-level employees.

Researchers have focused on a few key skills today's business managers continually state are the most important to an entry-level employee's career success which employers say are missing from the educational landscape. The abilities most commonly valued among employers include: communication skills (Floyd & Gordon, 1998), interpersonal skills (Scott & Frontczak, 1996), and problem solving skills or critical thinking abilities (Ray & Stallard, 1994). These “support skills” (McCorkle, Alexander, Reardon, & Kling, 2003) would not typically be thought of as skills that can be enhanced by students' educational experiences. However, through carefully selected and designed experiential learning activities, such as the Self-Marketing Plan, the literature shows that students' skills can be enhanced in these areas (Bobbitt, Inks, Kemp, & Mayo, 2000).

While educators and researchers, and even parents, may understand the importance of planning one's career, the very students themselves often misunderstand its importance. As McCorkle, et al. state:

Career planning and the job search often begin during the last semester – typically at a time when maintaining the grade point average and completing the most career relevant and difficult coursework leave limited time for a coordinated

job-search effort....For many, the job search relies heavily upon on-campus interviews through college career placement services offices. Students are often very disappointed to discover that their choices through this single channel of distribution are often limited and not necessarily in career fields or with the companies they had expected. Entry level job expectations are often dramatically unrealistic (1992: 57).

Educational activities enhancing content skills or support skills do not have to be mutually exclusive. The inclusion of an experiential learning project, such as the Self-Marketing Plan, can meet the needs of several constituencies. First, it can assist faculty in educating students about the core marketing concepts being reviewed in class. Second, the project can help students develop the key skill sets that employers/researchers say are important. Lastly, it can provide the impetus for students to begin career planning, a key factor in career entry success.

To date, there is little literature about the Self-Marketing Plan, what it accomplishes, and how college students feel about completing such projects. The limited information that has been gathered is small in sample size, limited in scope in terms of types of information gathered, and limited to only public colleges/universities. More in-depth and inclusive information would benefit faculty and career development professionals by providing a clearer sense of the benefits gained from such activities, who will most likely benefit from the project, as well as best practice information about how to implement such activities. Students would also benefit from such research by experiencing a more organized, planned and deliberate process.

The inquiry for research is, then two-fold:

- Do students feel they improve their career related skills (i.e.: writing, critical thinking, communications) as they complete such a project?
- Do students feel like they benefit in terms of understanding the core marketing concepts presented in a Principles of Marketing class by applying them through the Self-Marketing Plan?

Thus, the Self-Marketing Plan was developed and included in a series of principles of marketing classes to provide students an opportunity to apply marketing concepts to the job hunting process. Further, a survey was developed to determine how students benefited from the experience in terms of employer-requested skill enhancement, career preparation and marketing content reinforcement.

LITERATURE REVIEW

Experiential Learning's Role and Relevance in Education

Experiential learning could not be more important in today's employment marketplace. While academics may successfully educate students in the academic theories of their various disciplines, they are not, according to the research, preparing business students with the skill sets needed to "hit the ground running" successfully in an entry-level job upon graduation (Lamb, Jr, Shipp, & Moncrief III, 1995). If students are lacking in specific support skill areas, Lamb, Shipp and Moncrief (1995) state that the development of these support skills should be just as important to marketing education as the acquisition of marketing knowledge. Alam echoes this sentiment through a quoted a speech by a PricewaterhouseCoopers executive who states, "[e]mployers have problems not with the knowledge content of marketing graduates, but the level of transferable skills which they possessbecause they lack the practical approach ... to understand ... the application of basic marketing concepts and principles in real life situations" (1998: 246).

The literature points to three significant reasons why experiential learning activities like the Self-Marketing Plan are so vital to the undergraduate marketing classroom. The first is what employers expect of their new recruits. Employers highly value communication skills (Floyd & Gordon, 1998), interpersonal skills (Scott & Frontczak, 1996), and problem-solving skills or critical thinking abilities (Ray & Stallard, 1994). Each is a translatable skill that can be applied in a variety of situations and industries. Thus, faculty members ideally should align their course requirements to teach students these skills in tangible ways (Pritchard, et al., 2004).

The job climate is a second factor contributing to this project's critical nature. While jobs may have been plentiful several years ago, Pritchard, et al. (2004) point to the drastic changes in the job market ranging from the constant state of change to off-shoring and outsourcing, and the increasing complexity in the job hunt itself. Students must learn the skills necessary to market effectively themselves in an increasingly competitive job market.

The last factor contributing to the project's critical nature is the student population. Not surprising to many parents and educators, many students often wait too long to begin their job hunt process (typically their senior year). Students often excuse the lack of attention to managing their career entry due to lack of time, or the false belief that good jobs are waiting for college graduates. Students also often overestimate their entry-level expectations, and underestimate the amount of time and effort it may take to find a fulfilling job (Smith, 2004; Taylor, 2003; Clark, 2005; McCorkle, et al, 2003; McCorkle, Alexander, & Diriker, 1992).

The Self-Marketing Plan: Literature Overview

One such experiential learning activity discussed on a limited basis in the literature is the Self-Marketing Plan. Sometimes, the topic is embedded in an existing course, typically a marketing or business communications course, and takes the form of a final project, portfolio, or series of documents that supplement and complement the main course curriculum. Some examples include the Job Search Project (Noll, 1995), a final project in the Business Communications course; a "Career Planning Lab" as a component of a Managerial Communications course (May, 2005); the Resume and Professional Action Plan Preparation Program, which is embedded in the principles of finance course (Pritchard, et al., 2004); and a marketing plan for the individual student, embedded in the Principles of Marketing course (McCorkle, Alexander & Diriker, 1992; McCorkle, et al., 2003; Smith, 2004).

Assessment

The reason for this research is the growing interest, demand and focus on assessment in the academy. What students are learning? Are these academic experiences better preparing students for career entry? The Association to Advance Collegiate Schools of Business (AACSB) standards, guidelines and recommendations further supports this line of progression through their accreditation requirements encouraging faculty to find new ways of engaging students to be actively involved in their own learning, as opposed to seeing learning that is something that is done "to" them. Further the AACSB (2003) states: "Faculty members should find such approaches that are suited to their subject matter and should adopt active learning methodologies" (p.52).

The movement to outcomes assessment has pressured faculty to measure if learning is taking place and what learning has been accomplished. Assessment, "defined as any regular and systematic process by which a program faculty designs, implements, and uses valid data gather techniques for determining program effectiveness and making decisions about program conduct and improvement" (Eastman & Allen, 1999, p. 7). While information may be provided, true learning follows the public relations adage, "Perception is reality." While a student's interpretation of what they have learned may be quite different from that of the instructor's (Nicholson, Barnett & Dascher, 2005) the student's perception is no less important and can provide into the student learning process. A student's perception of not only what has been learned, but also the relevance, importance and improvement in self-efficacy/outcome expectancy can drastically color his or her interpretation of whether or not real learning and growth has taken place.

While there are many ways to measure the accomplishment of learning outcomes (Young, Klemz & Murphy, 2003), learning performance, as defined as the "students' self-assessment of their overall knowledge

gained, their skills and abilities developed, and the effort they expended in a particular class relative to other classes" (p. 131).

Student Employment

As the study was developed, the researchers focused on the independent variable of work experience and the potential effects of work experience on the research results. While attainment of a college degree may still be considered part of the American dream, what students must do now to attain that dream is considerably different from that of their parents. The proverbial part time job of waiting tables or work-study job, where a student works a few hours a week to help pay for sundries or pocket money for the weekend, however, is becoming a distant, quaint image of college student life.

Riggert, Boyle, Petrosko, Ash, & Rude-Parkins (2006) state that the National Center for Educational Statistics (NCES) reports that 79% of students are employed. Fifty percent of undergraduate working students identify themselves as working to pay for their education, working typically 25 hours weekly; only 29% of students identify themselves as having jobs to enhance their resumes, working 39 hours weekly. More specifically, of the traditional aged college students, 65.5% of community college students and 51.7% of four year college students are employed. Most college students certainly have good reasons to work. Employment during college can provide good work experience that can ultimately assist the student in finding employment after college (Kalenkoski & Pabilonia, 2005). The results of these affects on students' GPA seem to still be mixed. Literature has been found relating to understanding the relationship of employed student attitudes on experiential education. However, additional understanding regarding students and the effect of work is still needed, such as: How do employed versus non-employed students respond to and benefit from client based projects? How do client based projects help both employed and unemployed students improve their skill sets or prepare them for their careers? Do students who work benefit more, less or differently from client based projects than those students who do not work? Do client based projects help those unemployed students improve their skills and prepare for their careers more effectively than those who are already working?

PROJECT IMPLEMENTATION

The following model and research was developed and implemented in the Principles of Marketing classes at Regis University, a small private university in Colorado. The Principles of Marketing class is a required class for all business majors and marketing minors. The Self-Marketing Plan was implemented in the course curriculum for several reasons:

- To put marketing theories into "marketing practice."

- To create an opportunity for students to engage in serious, active career discussions/exploration and planning, thus allowing students to adjust course schedules, seek internships/part-time job opportunities, and gain additional educational requirements needed for their chosen careers.
- To provide all business students/marketing minors the opportunity to learn resume, cover letter, networking and interviewing basics in preparation for graduation.
- To encourage all business students/marketing minors to learn practical, translatable skills such as communications, research, and critical thinking skills that are not only applicable to job hunting but also to business activities.
- To allow students a "safe" way of learning how to do a marketing plan on a "subject" they clearly understood and had access to (themselves). It was determined that allowing students to do traditional marketing plans for "live" organizations might put the students in a situation where they did not have all the knowledge and skills to be beneficial to the client.

Using the project outline originally developed by McCorkle, Alexander, and Diriker (1992), the students were provided an overview of the Self-Marketing Plan as part of the course syllabus review at the beginning of the term. Guidelines, sources and suggestions were also developed and provided by the authors to help guide the students through their research.

As the semester progressed, the instructor reminded students of upcoming activities on campus that were applicable to completing the final project as well as Career Services visits. Various individuals from Career Services and the Academic Internship Office were scheduled to come throughout the term to present information about the resources available to students, the importance of career planning, the role of internships in career preparation, resume building, and cover letter formation. These career-related activities take approximately two to three lecture periods each term. Several "work days" or "roll-up your sleeves" sessions were developed in which students could bring rough drafts of the various sections of their Self-Marketing Plans to ask procedural or development questions of the instructor. Additionally, guest "coaches" were also invited back from Career Services to meet with students, answer questions, provide guidance, direct them to additional resources, and brainstorm. Additionally, the instructor was available during office hours, additional office times by appointment, and extensively by email to answer student questions. Throughout the semester, as textbook chapters were covered, connections were drawn between the information provided in the text and how such information would be helpful and could be applied in the Self-Marketing Plan. A model, complementing the

McCorkle, Alexander and Diriker plan outline, has been developed to outline the course project, activities, timing, and participants.

THE SURVEY

Survey Development

A survey was designed to examine responses of undergraduate business students at a Regis University to understand the improvement students experienced in the areas of career preparation, soft skills enhancement, and marketing content reinforcement based upon the activities in the Self-Marketing Plan.

The survey was given to the Principles of Marketing classes from December of 2006 - through December 2008, comprised of 190 students in seven sections. The survey was given at the end of each semester the Self Marketing was implemented. Students accessed the survey electronically and no identification of the student was possible from student responses.

The survey was comprised of several items intended to assess the student's perception of how well the Self-Marketing Plan improved the students' employer requested soft skills, marketing content knowledge and career preparation. In addition to demographic data, students also answered a series of questions about paid work experience, volunteer work, and unpaid but career-related experience. Students rated their agreement/disagreement with a series of statements on a scale of 1 (strongly disagree) to 5 (strongly agree) with 3 being "neutral."

Therefore, the hypothesis for this project is: there are differences between employed and non-employed students and their perceived benefits from the Self-Marketing Plan in terms of benefits, skills, career preparation, and class content.

Population

The Self-Marketing Plan was tested for one semester to refine operational procedures and the proposed model. At the end of the second semester of the project's inclusion, a survey was given to each section of the Principles of Marketing class from Fall 2006-Fall 2008, comprising a total of 190 students. Of those responding to the survey, 39.2% were female, 55.6% were male, with the remaining not responding; 69.8% identified themselves as juniors, 17.4% as seniors, and 10.6% as sophomores, with the remaining not responding; 74.7% identified themselves as white/non-Hispanic, 7.9% as Hispanic, 3.2% as African American, 5.8% as Asian and 5.3% as "Other." This was not entirely representative of the student body population as the male/female ratio is 46%/54%, and the sample had a higher distribution of ethnically diverse students than the school's student body as a whole, particularly of Hispanics, African Americans and the "Other" category. The most commonly stated majors included Marketing (16.3%), Management

(4.2%), Business Administration (20.5%), Finance (10%), Accounting (10.5%), and Communication Arts (7.7%).

Work experience is high in this group of students. 92.1% of students responded they are or have been employed. The class employment ranged from 1 month to 12 years, with an average of just over three years. The range for number of hours worked is wide: 4-80 hours weekly with an average of just under 24 hours per week. Noteworthy, however, is that just over 27.5% of the respondents reported working more than 30 hours weekly.

RESULTS AND ANALYSIS

The Self-Marketing Plan's purpose is to assist students put marketing theory into practice, engage students in career exploration and discussion, learn critical skills such as resume, networking and interviewing skills for career entry, as well as such translatable skills as writing, research, and critical thinking skills that are important to any industry or career field the student may choose.

Hypothesis 1: Employment-Based differences

Hypothesis 1 proposed there would be differences between those student groups who were employed. Would employed students perceive different benefits by completing Self-Marketing Plans than their non-employed colleagues. t-tests were performed to compare the means between the two groups and to support or reject the hypotheses. Further, composite scores were calculated and an additional t-test calculated for those composite scores.

Hypothesis 1a: There are differences between how employed and non-employed students value the Self-Marketing Plan in terms of general benefits.

While the composite benefits score yielded a 4.04 for both employed and non-employed students, neither the composite score nor the individual questions' scores were statistically significant as shown in Table 1. Therefore, H1a was not supported.

Table 1: Employment/Benefits *t*-test Results

	Employed	Mean	SD
Valuable Learning Experience	Yes	4.34	.863
	No	4.15	.801
Enjoyed completing assignment	Yes	3.77	1.142
	No	3.69	1.032
Helped learn marketing strategy	Yes	4.07	.995
	No	4.31	.480
Effective means to learn strategy	Yes	4.15	.9648
	No	3.77	.5991
Rather completed marketing plan	Yes	3.22	1.4299
	No	3.08	1.0377
Assignment will influence career	Yes	3.97	1.061
	No	4.00	.816
More complete self marketing effort	Yes	4.21	.871
	No	4.54	.660
Assignment gives edge in job marketing	Yes	4.16	.911
	No	4.08	.913
Greater effort than most projects	Yes	4.39	.910
	No	4.54	.660
Recommend for future classes	Yes	4.09	1.033
	No	4.17	.577

Hypothesis 1b: There are differences between how employed and non-employed students value the Self-Marketing Plan in terms of skill enhancement.

While the composite skills score yielded a 3.78 for the employed and non-employed students, neither the composite score nor the individual questions' scores were statistically significant as shown in Table 2.

Table 2: Employment/Skills t-test Results

	Employed	Mean	SD
Writing Skills	Yes	3.49	1.100
	No	3.85	.801
Critical Thinking Skills	Yes	3.79	1.046
	No	3.92	.641
Information Technology Use	Yes	3.71	1.153
	No	3.85	.801
Communications Skills	Yes	3.76	1.059
	No	3.54	.877
Project Management Skills	Yes	4.03	1.053
	No	3.62	1.193

Hypothesis 1c: There are differences between how employed and non-employed students value the Self-Marketing Plan in terms of career preparation.

As previously described, a t-test was conducted to determine if there were differences between the test groups as well as a composite score to measure said differences.

While the composite career preparation score yielded a 4.18 for employed students and a 4.12 for non-employed students, neither the composite score nor the individual questions' scores were statistically significant as shown in Table 3. Therefore, H1c was not supported.

Table 3: Employment/Career Preparation t-test Results

	Employed	Mean	SD
Learned about myself	Yes	4.05	.999
	No	4.00	.816
Set Career Goals	Yes	4.22	.926
	No	4.08	.760
Begun thinking about career earlier	Yes	4.28	.916
	No	4.23	.725
Increased industry knowledge	Yes	4.24	.893
	No	3.92	1.038
Increased company knowledge	Yes	4.27	.894
	No	4.23	.832
Increased salary knowledge	Yes	4.23	.876
	No	4.23	.725
Have edge in career by completing	Yes	4.21	.869
	No	4.08	.760
Increased occupation knowledge	Yes	4.25	.848
	No	4.23	.832
More confident in marketing knowledge	Yes	4.26	.831
	No	4.08	.862
More marketable to employers	Yes	4.13	.974
	No	4.23	.832
Good example of skill sets	Yes	4.13	.965
	No	4.15	.689
Proud to show future employers	Yes	3.91	1.144
	No	4.00	.816

Hypothesis 1d: There are differences between how employed and non-employed students value the Self-Marketing Plan in terms of marketing course content reinforcement.

A t-test was conducted to determine if there were differences between the test groups as well as a composite score to measure said differences. While the composite marketing course content score yielded a 4.19 for employed and a 4.21 for non-employed students, neither the composite

score nor the individual questions' scores were statistically supported.
significant as shown in Table 4. Therefore, H1d was not

Table 4: Employment/Marketing Content t-test Results

	Employed	Mean	SD
SWOT	Yes	4.26	.886
	No	4.38	.650
Target Marketing	Yes	4.28	.809
	No	4.31	.751
Positioning	Yes	4.22	.841
	No	4.15	.689
Product Concepts	Yes	4.14	.942
	No	3.92	.760
Pricing Concepts	Yes	4.14	.929
	No	4.23	.725
Place Concepts	Yes	4.17	.863
	No	4.08	.862
Marketing Concepts	Yes	4.27	.901
	No	4.38	.650
Segmentation	Yes	4.19	.828
	No	4.15	.801
Marketing Strategy	Yes	4.31	.884
	No	4.38	.650
Developing Marketing Plans	Yes	4.29	.893
	No	4.46	.519
Integrated Marketing Communications	Yes	4.14	.898
	No	4.15	.801
Marketing's Role in Organization	Yes	4.18	.907
	No	4.08	.641
Marketing's Relationship with Other Departments	Yes	4.13	.956
	No	4.15	.801
Ethical Issues	Yes	3.92	1.056
	No	4.15	.987

Hypothesis Results

None of the hypothesis t-test results, either at the individual question level or the composite scores, were statistically significant, meaning that it appears from a

statistical perspective that both employed and non-employed students derive similarly significant value from completing the Self-Marketing Plan.

Table 5: Hypothesis Results/Employment

Hypothesis	Dependent Variable	Results
1a	Benefits	Not Supported
1b	Skills	Not Supported
1c	Career Preparation	Not Supported
1d	Marketing Content	Not Supported

CONCLUSIONS AND RECOMMENDATIONS

While none of the hypotheses were entirely supported, based on the mean scores, clearly students are deriving perceived benefits from the experience. The very lack of differences between the employed and non-employed students may indicate the very ubiquitous beneficial nature

of the Self-Marketing Plan itself: that all students, regardless of previous work history can and do benefit from the Self-Marketing Plan. This is significant in the instructional design of the project, then, in terms of including the project within the curricula. While some might assume that such activities might be more (or less) beneficial to students with (or

without) work experience, the data demonstrates that such an activity can benefit all students, regardless of the amount of work experience. Therefore instructors may have more confidence in developing such projects or including such projects in similar classes with similar demographic groups as represented here.

Then perhaps the most important consideration, then, is what the instructor wishes to accomplish. All four key areas, general benefits, career preparation, employment-related skill enhancement, and marketing content reinforcement were accomplished. Therefore, if faculty members are looking to improve their students' preparation for career entry at the same time reinforcing marketing content, the Self-Marketing Plan could be a strong experiential activity for them to include.

The Self-Marketing Plan can be a useful tool for faculty to help reinforce key marketing concepts. A well-developed project outline and proposed model are good starting points for faculty who would like to include the Self-Marketing Plan in their courses. However special note should be taken of the following issues:

- *Faculty must closely coordinate with Career Services and Academic Internship staff.* Plan early and repeated visits that support the activities the students will be completing, including demonstrating how to complete such activities as business/industry research, locate salary data. Publicize appropriate Career Services workshops that also support classroom requirements, such as networking and resume writing sessions and employer panels designed to help students understand their "target market."
- *Intentionally connect textbook content to the project.* Use in-class discussions in appropriate sections to support the final project and make the connection to the core concepts of marketing, such as segmentation, targeting, positioning, strategy, and promotions.
- *Determine desired goals.* In addition to marketing content, faculty can impart other skills such as time management, writing and research skills, depending on the faculty's planned goals or objectives.
- *Reinforce what students are learning.* Students often do not understand why time management or "simple" communication skills such as interviewing are important in the workplace. They often do not understand why the ability to research salary data or information about an industry could serve them later in their early careers. Faculty must help students connect the dots between the classroom and future requisite business skills.

Lesson learned: Students may grumble while doing the Self-Marketing Plan. They might not entirely understand why they have to do it, other than for a grade, or the value it will

bring to them later. Such wisdom or insights may just take time.

REFERENCES

- Alam, I. 1998. An experiential learning approach to undergraduate marketing education. **American Marketing Association Conference Proceedings**, 9: 246-255.
- Association to Advance Collegiate Schools of Business (AACSB) International. 2003. Eligibility procedures and standards for business accreditation. St. Louis, MO: **AACSB International**. Retrieved Feb 27, 2008 from <http://www.aacsb.edu/accreditation/standards.asp>.
- Bobbitt, L. M., Inks, S.A., Kemp, K.J. & Mayo, D.T. 2000. Integrating marketing courses to enhance team-based experiential learning. **Journal of Marketing Education**, 22: 15-24.
- Clark, T. 2005. The business profession: a mandatory, noncredit, co-curricular career preparation program for undergraduate business majors. **Business Communication Quarterly**, 68: 271-289.
- Eastman, J., & Allen, R. 1999. Assessing a marketing program: One department's journey. **Marketing Education Review**, 9(2) 7-14.
- Floyd, C.J., & Gordon, M.E. 1998. What skills are important? A comparison of employer, student and staff perceptions. **Journal of Marketing Education**, 20: 103-109.
- Kalenkoski, C., & Pabilonia, S. 2005. Parental transfers, student achievement and the labor supply of college students (BLS Working Paper 387). Washington, DC: U.S. Government Printing Office.
- Lamb, Jr, C. W., Shipp, S. H., & Moncrief III, W. C. 1995. Integrating skills and content knowledge into the marketing curriculum. **Journal of Marketing Education**, 17: 10-19.
- Lynchburg News Advance. 2008, August 11. Slowed economy means tough job market for recent college grads. Retrieved October 21, 2008, from **Lynchburg News Advance** Web site: http://www.newsadvance.com/lna/business/local/article/slowed_economy_means_tough_job_market_for_recent_college_grads/7294/
- May, G. 2005. Incorporating a career planning lab into a managerial communications course. **Business Communication Quarterly**, 68: 345-357.
- McCorkle, D. E., Alexander, J. F., & Diriker, M. F. 1992. Developing self-marketing skills for student career success. **Journal of Marketing Education**, 14: 57-67.

- McCorkle, D.E. Alexander, J.F., Reardon, J. & Kling, N.D. 2003. Developing self-marketing skills: are marketing students prepared for the job search? **Journal of Marketing Education**, 25: 196-207.
- Mintzberg, H. 1976. Planning on the left side and managing on the right. **Harvard Business Review**, 54: 49-53.
- Nicholson, C., Barnett, S., & Dascher, P. 2005. Curriculum assessment in marketing programs: Current status and examination of AACSB core standards at the program level. **Marketing Education Review** 15(2) 13-26.
- Noll, C. 1995. Collaborating with the career planning and placement center in the job-search project. **Business Communication Quarterly**, 58: 53-55.
- Porter, L.W., & McKibbin, L.E. 1988. **Business education and development: Drift or thrust into the 21st century**. New York: McGraw-Hill.
- Pritchard, R., Potter, G., Damminger, J., & Wiggins, B. 2004. Implementing a course-embedded resume and professional employment action plan preparation program for college of business juniors. **Journal of Education for Business**, 79: 348-353.
- Ray, C.M & Stallard, J.J. 1994. Criteria for business graduates' employment: human resource managers' perceptions. **Journal of Education for Business**, 69: 140-145.
- Riggert, S., Boyle, M., Petrosko, J., Ash, D., & Rude-Parkins, C. 2006. Student employment and higher education: Empiricism and contradiction. **Review of Educational Research**, 76(1), 63-92.
- Scott, J.D. & Frontczak, N.T. 1996. Ad executives grade new grads: The final exam that counts. **Journal of Advertising Research**, 36: 40-47.
- Smith, K. 2004. Implementing the "Marketing You" project in large sections of principles of marketing. **Journal of Marketing Education**, 26: 123-136.
- Taylor, K. 2003. Marketing yourself in the competitive job market: an innovative course preparing undergraduates for marketing careers. **Journal of Marketing Education**, 25: 97-107.
- Young, M., Klemz, B., & Murphy, W. 2003. Enhancing learning outcomes: The effects of instructional technology, learning styles, instructional methods and student behavior. **Journal of Marketing Education**, 25(2) 130-142.

Chris McCale is an instructor of marketing and lead marketing faculty at Regis University, Denver, Colorado. She has an MA in Organizational Leadership from Gonzaga University, graduate course work in Marketing from the University of Colorado at Denver, and is currently pursuing her doctorate in Marketing (ABD). Her current research interests are in the field of experiential education and marketing education – specifically how we as educators can best prepare undergraduates for the “real world.” She has presented her findings at the Marketing Educators’ Association, National Society of Experiential Education and Colleagues in Jesuit Business annual conferences.

Richard Delliveneri is the Director of Career Services and an affiliate faculty member in the Division of Business at Regis University. He has a Juris Doctor from Loyola Law School in Los Angeles, California and a Post-Master’s Certificate in Career Development from John F. Kennedy University in Pleasant Hill, California. Finding ways to partner with faculty to integrate career development into the collegiate curriculum has been a keen interest of his since beginning his work in higher education more than five years ago. His career in higher education followed more than 26 years in law practice in both the private and public sectors.

Lynne Montrose is the director of Academic Internships at Regis University. A leader in the field of Experiential Education for the past twenty years, Lynne is currently the Vice President of the Board of Directors of the National Society for Experiential Education (NSEE). She has directed a wide range of experiential education programs at Regis including Academic Internships, Service Learning, Study Abroad, and the President’s Leadership Program. Her expertise is in writing, presenting, and creating workshops about deriving credible, academic learning from off campus educational experiences. A member of the Regis University President’s Diversity task force from 1997-2005, she was named Inroads Educator of the Year 2004-2005, and the Daniels Fund College Coach of the Year in 2005 for her work coaching minority youth aiming for college.