

INTERACTIVE TOOLS OF THE TRADE: EXPERIENTIAL EXERCISES TO ENHANCE TEACHING MARKETING

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ABSTRACT

Today's marketing educator functions in a dynamic environment. The subjects matter is changing rapidly. The students are changing as well.

Given this dynamism, teaching marketing requires continuous improvement and experimentation with fresh approaches. This proposed session consists of a panel of instructors who have over 150 years of combined experience but who continue to incorporate innovative approaches into the classroom. They recognize the need not only to experiment but that today's students benefit from interactive approaches and "learning by doing".

The tools they developed can be used across a variety of marketing classes like international marketing, marketing strategy, consumer behavior, sales management. Several of the panelists focus on teaching International Marketing and how to grapple with explaining cross-cultural differences to their classes. This is a particularly difficult concept because most students despite their varied ethnicity have little experience traveling abroad. They share exercises that have worked to broaden cross-cultural understanding. Others share how to utilize students as mentors thus increasing their ability to learn from each other.

In "Innovative Use of Group Dynamics in the Classroom," Dr. Hopkins discusses variations she used in the use of groups. In the course of ten weeks in the classroom, her students were assigned to three different groups to accomplish three different tasks. She shares her successes, failures and strategies for improvement.

In "Requiring Cross-Cultural Communication Utilizing New Media," Dr. Roxas describes a project she assigns students, using e-mail and the internet to communicate with students in another country. The main purpose is to force American students to try to communicate and cooperate with students from another culture, experience the trials and tribulations of differing terminology, time zones, sense of time, and priorities between cross-cultural partners.

In "Cross Cultural Show and Tell," Dr. Czepiec describes her experience of assigning students the task of teaching the international marketing class

something about a culture. She provides examples of the kinds of presentations her students developed. A team of students was required to demonstrate some activity that would teach the class about the culture of the country from which it came. The activity had to involve the rest of the class. Activities included teaching the students Latin dances; cook cactus; and prepare Vietnamese tea.

In "Revisiting The Case Method," Dr. Stauble shares his unique perspectives on the use of the case method. He first requires students to visit facilities engaged in international trade and to interact with decision makers. Students are exposed to the particular mind-set necessary for role-playing using the case method. He will describe how he requires the use of indicators to tie-in students' conclusions as well as the use of technology to provide a degree of currency in case analyses.

In "Actions Speak Louder Than Words," Dr. Barsellotti discusses an exercise she uses to teach students about cultural values. She starts with the students' American values and how they reflect those in their behavior. She then applies that to her discussion of cross-cultural value systems.

In "Organizing Student Run Trade Shows," Dr. Schaffer presents a class project in which an international marketing class puts on a trade show for marketing strategy class. Each student in the International Marketing class is assigned a country for which they prepare a trade show "exhibit" as if they were working for the country's economic development agency. Each student in the Marketing Strategy class must prepare a marketing plan for a product. They are expected to get their information from the trade show.

In "Using Student Mentors To Teach Sales Management," Mr. Taylor develops a new method for teaching sales management. It utilizes student teaching assistants to act as advisors to the project teams in the sales management class. The students are given the responsibility for revising the team project based on their interaction with students involved in the project. The students are thus better able to understand the role of teams in the sales/sales management process.