

It is no surprise that soft skills, also called generic skills or non-technical skills, are the most sought after traits employers want from graduates. Numerous studies, associations, like the National Association of Colleges and Employers (NACE), and websites, like Monster.com, often list the top skills desired by employers. Those skills include but are not limited to the following. Oral Communication, Written Communication, Teamwork/Collaboration, Critical Thinking, Digital Technology, Socialization, Professionalism/Work Ethic, Self-management, Problem solving, Adaptability, Conflict resolution, & Leadership.

If these traits are so highly prized by employers, do we as marketing educators stress the importance of and/or facilitate the learning and development of these skills in our students? Studies have shown that some of these traits can be developed through class assignments (Douglas and Braunstein, 2018) (Anthony and Garner, 2016), internships (Griffin and Coelho, 2018) (Gault, et al, 2000), and through service learning (Tucker et al, 1998). This session will look at how we as marketing professors teach soft skills in our curriculum. Format: The presenters will discuss various studies that focus on soft skill development and will share their personal experiences with teaching the subjects. Additionally, session attendees will be asked to share what they, their colleagues, or their Business Programs do to facilitate learning of soft skills. Examples provided by attendees could aid the presenters with future research projects. References and further details please contact the author with “*.”

Title: Engaging Industry in Marketing Education

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The struggle to make the material we present as marketing professors relevant to industry/business practices has been well documented by the literature (Manzon, 2017; Meredith & Burkle, 2008; Hunt & Laverie, 2004). The profession has employed a number of strategic weapons to bridge the gap between theory and practice, experiential learning (Hawtrey, 2007; Frontczak, 1998) flip the classroom (Findlay-Thompson & Mombourquette, 2014; Green, 2015) cooperative learning (Schmidt, 2003; Cameron, 1998) to name a few. This special session will present methods that demonstrated success in exposing students to current challenges that they are mostly to face as they enter into their respective professions.

References and further details please contact the author with “*.”

Title: Teaching the Art and Science of Storytelling in Crafting an Authentic Brand Story

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Portland, Oregon has an impressive number of non-profits. According to the Nonprofit Association of Oregon (2017), Oregon’s nonprofit sector consists of 31,224 not for profit organizations. (“Why nonprofits are important,” 2017). As non-profits compete for distinctiveness, it is those that take the time to consider their authentic brand value that will gain a competitive advantage in the long run. In tackling these challenges, the workshop highlights the approach by which an MBA marketing class at George Fox University worked with a Portland-based film storyteller to craft an authentic brand story for a local non-profit organization, FIDGETECH (technical training for young adults with autism).

References and further details please contact the author with “*.”