

Empowering Students' Skill Sets through Experiential and Cross-Pollination Projects (ABSTRACT ONLY)

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Abstract

Business leaders suggest that college graduates need certain skill sets to be successful in business, (Weisser, Renzulli, & Leonhardt, 2016). Researchers have lauded cross-pollination of workers to be great sources of creativity and student satisfaction as suggested by (Hansen & Birkinshaw 2007). Other research has indicated that the empowerment of students creates student' self-efficacy and meaning in their projects (Conger & Kanungo, 1988; Thomas & Velthouse, 1990; Sigler & Pearson, 2000; and Spreitzer, 2007).

To better prepare students for the business world after graduation this student empowerment, experiential, and cross-pollination projects were implemented within the Marketing and Advertising classes of Schreiner University, during 2014. This report highlights the second cycle of cross-pollination projects (Fall 2014), which involved traditional discipline-related classes [Marketing and Advertising]. In this cross-pollination project, seven teams from a Principles of Marketing Class developed and administered an on-campus survey of the Freshmen Class regarding attitudes toward their recent college selection process. Upon completion of the survey, the Marketing Teams compiled the collected data and provided a final Marketing Research Report to four teams from the Advertising class. Using the Marketing Research Report, the Advertising Teams developed and formally presented four unique Advertising Campaigns designed to increase the University's appeal to the 2015 class of graduating seniors, to a panel of university administrators. Completing the cross –pollination process, prior to presenting to the administrative panel, the Advertising Class presented their respective plans to the Marketing Class for critique and evaluation.

The comments of the students involved and a panel of evaluators, taken from university administrators are included in this observational study. Observational evidence suggests that these student' empowered, cross-pollinated projects lead not only to higher student satisfaction but also higher performance, as stated by administrators.