

## INTEGRATING MEASURES OF PERSONALITY IN MARKETING EDUCATION RESEARCH

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Measures of personality have been shown to have a significant effect on how students interact with faculty and other students in the marketing classroom. Research on personality, however, often involves different measurement instruments making comparisons between studies difficult. Each member of this panel has extensive experience with different measures of personality: Myers-Briggs Type Indicator, Social Styles measures developed by Merrill and Reid, Five Factor measures of personality, and VALS. Panel members will compare the advantages and disadvantages of these measures of personality as they are applied to different situations in the marketing classroom.

Regina Schlee will introduce the social style classifications developed by Merrill and Reid which are based on an individual's level of assertiveness and responsiveness. Her presentation will include photographs used by Merrill and Reid to identify body language of each social style. She will also present information based on her research on the effects of social style on preference for professors and team-based learning.

Christie and Louis Amato, will examine the effect of student personality on student performance in large classes. Psychological type has been related to performance in standard-size classes. Since large classes appear to be inevitable in higher education, it is important to understand how psychological type factors affect student performance in large classes and to develop pedagogical methods based on these findings to enhance student learning. In this session we will preview research findings that relate Myers-Briggs type to student preferences for multi-media and web-based learning pedagogies in the large class setting.

Dennis Clayson will focus on the effect instructor's personality on student evaluations. Does the students' perception of an instructor's personality modify the student evaluation of instruction? Studies have utilized a variety of measures of personality to investigate the relationship between perceived instructor personality and the response of students on evaluation instruments. After a brief review of the lecture and issues, a study using the Big Five Theory of Personality will be reviewed in which personality and the evaluation measures were found to be so closely related. Replacing the student evaluation of instruction with a personality inventory would make no significant changes in reliability or validity of the evaluation process. The students' perception of the instructor's personality after less than five minutes of exposure (no syllabus distributed) was significantly related to the evaluations given 16 weeks later.

Nancy Frontczak will examine the effects of a student's personality on his or her receptivity to class assignments, exercises, and exams that are meant to develop critical thinking and analytical skills. In studies of the importance of various skills for marketing graduates, critical thinking and analytical skills rank high. In studies related to critical thinking in marketing education, Frontczak and Daughtrey (2004, 2006) suggested important factors for critical thinking classes, such as letting students struggle and creating disequilibrium while encouraging more student interaction. However, based on characteristics such as personality and learning style, many students dislike a lack of structure in the classroom or any type of disequilibrium in the environment. In both the student-driven syllabus study and the student-driven experiential exam study there were students who were clearly skeptical about the whole process and preferred structure provided by the professor.