

## TEACHING CREATIVITY TO MARKETING STUDENTS: HOW WELL ARE WE DOING?

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### ABSTRACT

As calls for developing the ability of business and especially marketing students to think creatively and to develop innovative products and services have become universal, researchers in the area of creativity and creativity training have expressed concerns about how well the U.S. educational system fosters creative thinking in its students at all levels. Our research was based on samples of 147 undergraduate marketing students, 57 undergraduate students in business administration, and 226 students enrolled in an undergraduate psychology course from various U.S. universities. Possibly as a result of a greater emphasis on the importance of creativity in marketing, earlier research by McCorkle et al. (2007) found that marketing students value creativity and believe it is an important skill, although it is not perceived to be more important than writing skills, oral presentation skills, teamwork, leadership, marketing knowledge, and knowledge of business. Our findings are consistent with those of McCorkle et al. (2007) as the students in our samples place a high value on creativity. However, our findings indicate an even higher evaluation of creativity skills

than in earlier research studies. The marketing students sampled believe that creativity is rewarded with good grades in marketing classes. Conversely, they believe that quantitative skills are less important for getting good grades in marketing classes. Marketing majors also believe that the same skills that result in high grades in their marketing classes (creativity and communication skills) will be equally valued in the workplace. Most students in our samples appeared to be either very or moderately satisfied with the creativity training they had received, indicating that there appears to be more training in the area of creativity in the marketing curriculum and possibly the business curriculum than what we had anticipated. However, this training appears to be only in certain dimensions of creativity. Specific recommendations are presented to include creativity training into the marketing curriculum, focusing on the training of a greater variety of dimensions of creativity. Limitations of the present study and implications for further research are also discussed.

**References available on request**