



THE MARKETERS OF TOMORROW

NAP at The Marketing Management programme THUAS

Businet Conference 2019

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APPLIED SCIENCES



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**WHY NAP? WHY THIS CURRICULUM
DEVELOPMENT?**

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Changing student population

- Motivation and inspiration quickly decreases after an enthusiastic start (year 1)
- Studies are increasingly lower on the list of priorities (after work, sports,)
- Frontal teaching no longer works (has it ever?)
- Lessons scheduled for the late afternoon are pointless
- The student who has been the least active is usually the one with the most criticism



Urgency to develop a didactic approach which would have a positive effect on:


- Participation of students
- Inspiration of students
- Attitude of students
- Student experience
- And therefore also on the work pleasure and effectivity of the lecturers

Changing professional field

- Increasing signals from the workplace that the **future marketer** must especially possess (other) skills than where the focus had been before and should be able to work on an interdisciplinary basis
- A solid knowledge base has to be strengthened with the right skills in order to be prepared for the **(international)** commercial and digital playing field
- The traditional educational model of knowledge transfer – or sending – does not suit the current student or the needs of the market.

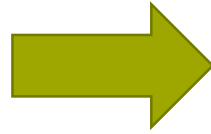
Starting points NAP-didactic

- The student has to do more *at school*. **Nearby**
- The student has to *do* more (rather than just listening or not-doing). **Active**
- The student must continuously be vocationally active. **Practically-oriented**
- Studying must have more to do with learning and forming and less with specific output. Output is no longer seen as a 1 to 1 display of learning results.

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- Students become freer (less sitting still in class, more active in a way that suits your learning process)
 - But are less free to do as they wish (the students must work on their assignments demonstrably);
 - in other words, freer with regard to form but less free with regard to effort and result.
 - The students are more independent, but there is more *own responsibility* for gaining knowledge and skills.
 - Meaningful context for learning: projects, stages and training workshops

Mindset must be developed:

We do that by focussing on professional behaviour skills in Year 1



- ✓ Interaction
- ✓ Responsibility / accountability
- ✓ Self-regulation
- ✓ Proactivity
- ✓ Explorative ability

Professional	Skill	Unprofessional
The student communicates in a way that others experience as being suitable: active, open, empathetic and/or respectful.	Verbal and non-verbal interaction	The student communicates in a way that others experience as being suitable: passive, defensive, attacking and/or disrespectful.
The student looks to their own role and contribution as an explanation for events and outcomes.	Responsibility/Accountability	The student mainly refers to the environment, circumstances and coincidence as an explanation for events and outcomes.
The student has insight into his own goals, motives and capacities and can therefore independently convert intentions into actions.	Self-regulation	The student has insufficient insight into their own goals, motives and capacities and cannot take matters into their own hands to act correctly.
The student can and will take the initiative for new tasks or goals.	Pro-activity	The student cannot or will not anticipate new tasks or goals.
The student is curious, open for new insights and can adapt his or her own convictions on the basis of new experiences.	Explorative ability	The student is not open to or does not make any effort to gain new insights, and stubbornly sticks to his own beliefs, values and norms.

What don't we do?

Large scale lectures?

Extremely full exam weeks?

Long-winded lessons?



What counts for us

Nearby

- As much learning as possible at school

Active

- You do an assignment everyday and get feedback on this each day

Practically-oriented

- As many assignments as possible from the professional field



That means:

4 days a week at school, 1 day to study for tests

Morning: transfer of knowledge and skills

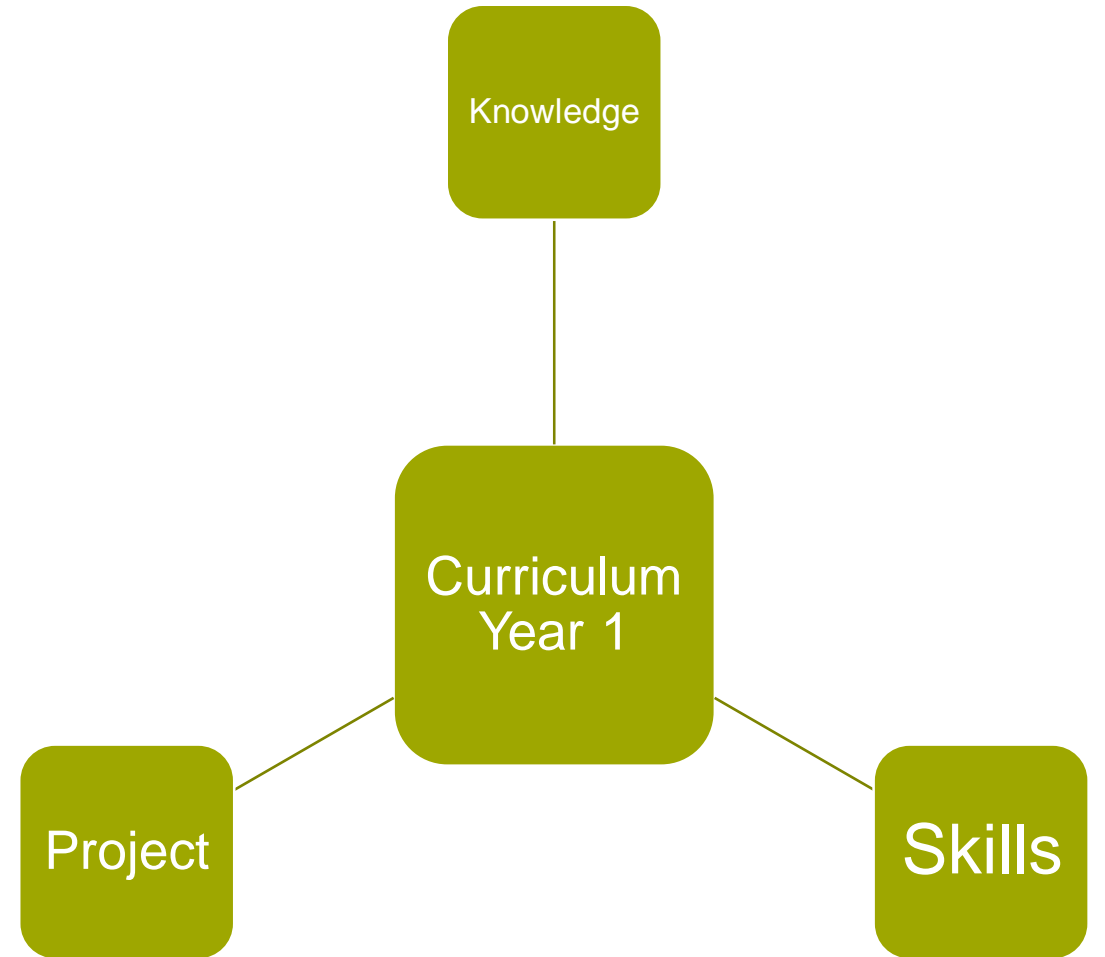
Afternoon: application of knowledge in project assignment

Feedback from the coach and a consult from the lecturer

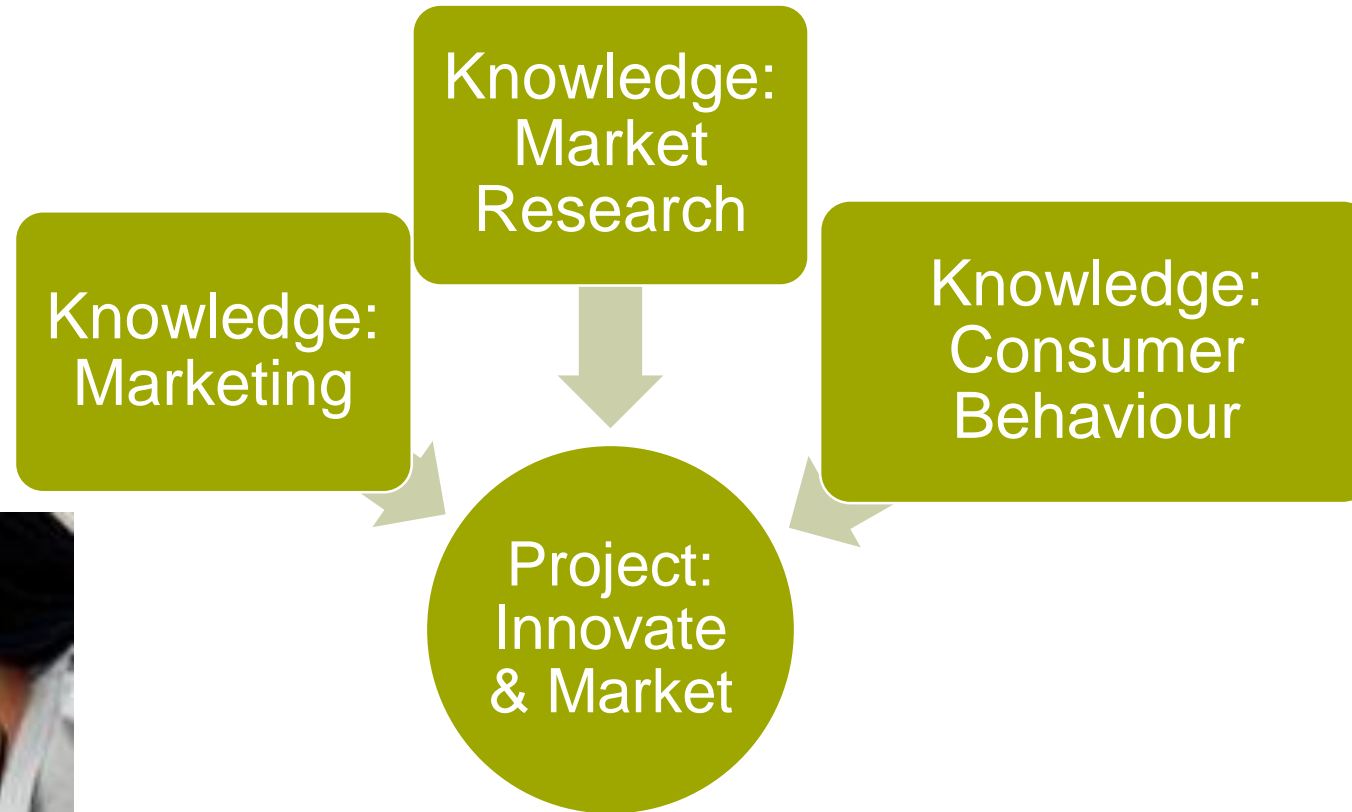
A concrete result every day



Ontdek de wereld van Commerciële Economie



Semester 1:



Semester 2:



A great deal of support & guidance

Lecturer



Coach



HARD SKILLS

SOFT SKILLS



Mentor

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Example of a schedule

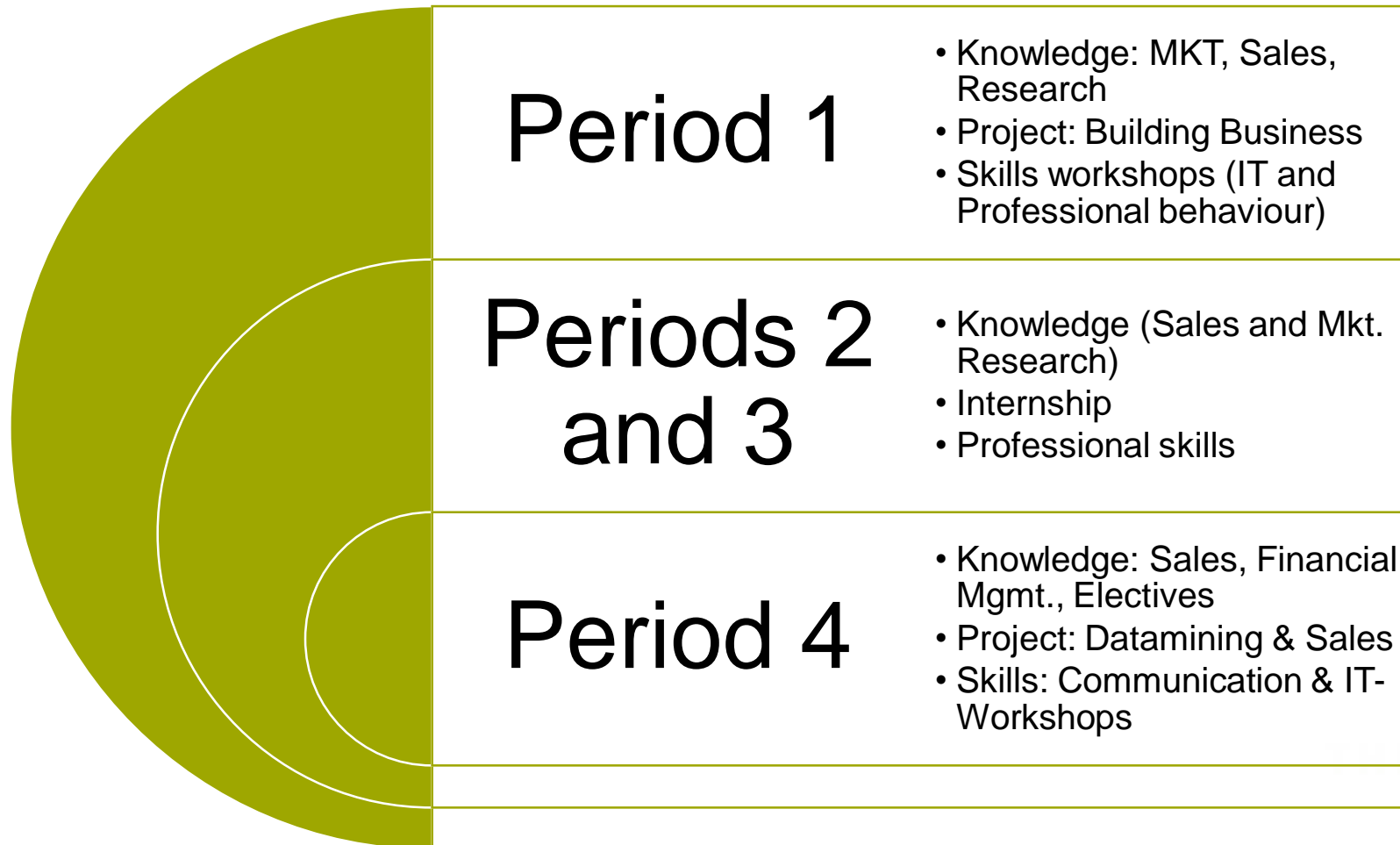
Hour	Time	Mon	Tues	Wed	Thurs	Fri
1	8:45	Cummulative	Skills - Eng	Skills - Comm	Skills - Math	Lesson-free
2	9:30	Tests	Skills- Eng	Skills - Comm	Skills - Math	Study
3	10:30			Instructie Marketing		for
4	11:15	Feedback tests	Instructie Marketing	coach/consult	Instructie Marketing	tests
5	12:15	Instruction Marketing	coach/consult	Project work	coach/consult	
6	13:00	Project work	Project work	Project work	Project work	
7	13:45	Project work	Project work	Project work	Project work	
8	14:45	coach/consult	coach/consult	coach/consult	coach/consult	
9	15:30	Project work	Projectwerk	Projectwerk	Projectwerk	
10	16:30	<i>Feedback</i>	<i>Feedback</i>	<i>Feedback</i>	<i>Feedback</i>	

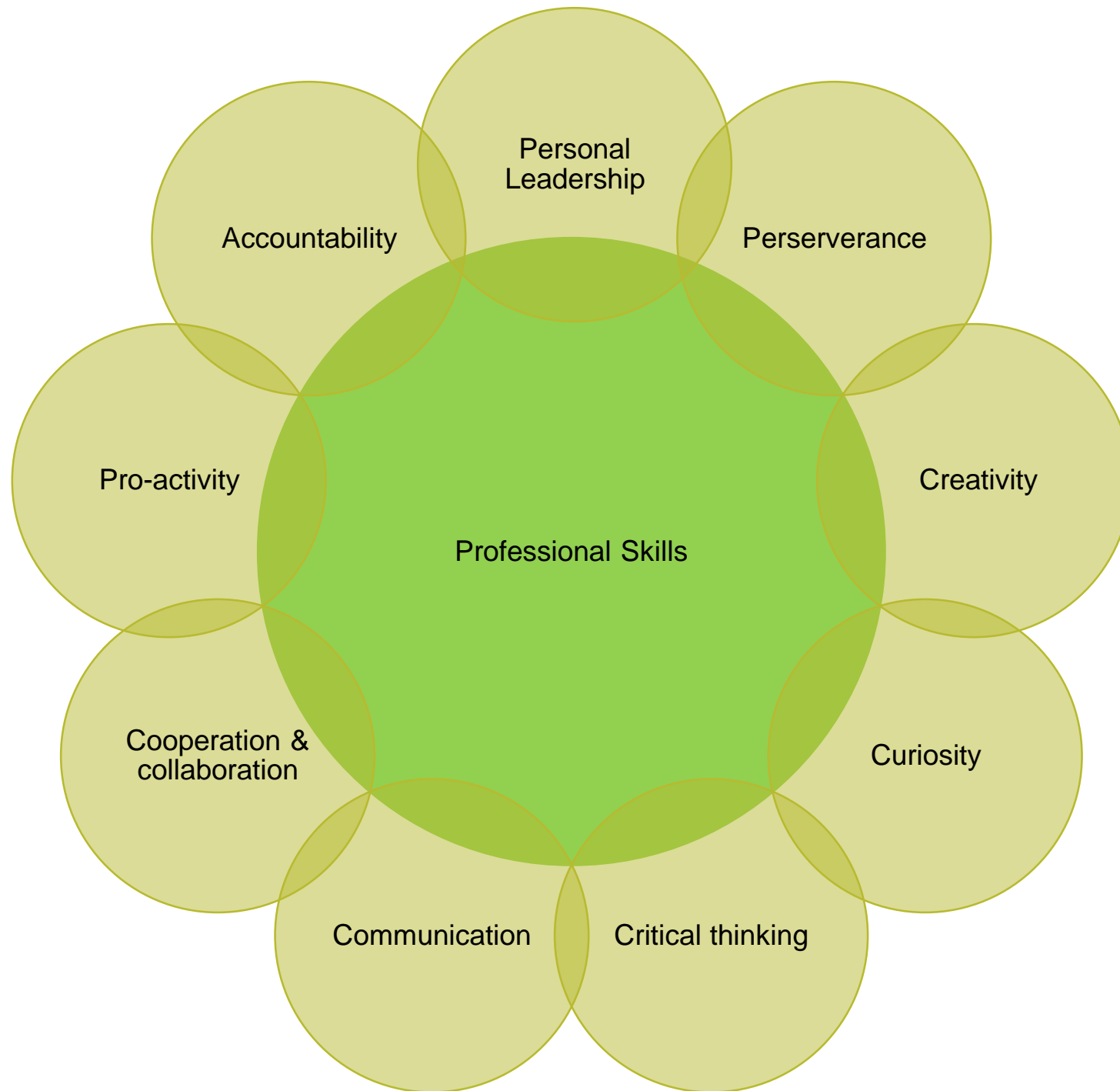


Attendance:

- Students are expected to be in attendance (just like employers expect employees to be at work).
- The coach monitors the attendance of the student for all of their activities.
- The teachers are responsible for noting the attendance in Teams (incl. for the consults)
- The reason for not being in attendance is not relevant – if you are not here we cannot assess your performance

Year 2: Continuation of assessment of professional skills





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**CURRICULUM EVALUATION BY
STUDENTS**

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Research method

- Qualitative research, focus groups
- 2 measurements: February and June 2019
- 3 + 2 focus groups with respectively 28 and 14 1st year students
 - 6 students have been trained in international competencies during previous education (*big difference with non-trained students!*)
- 45 minutes per focus group

Main outcomes: 21st century skills in general

- Extremely high self-scores (=normal)

"I got a good understanding of other cultures from home, I am Flemish and I speak several languages. Also through my internship abroad."

"I grew up in a mixed environment, I'm half Moroccan. I've learned that you should look at the individual instead of the culture he's coming from."

Detecting professional behaviour skills

- The students were very capable to detect where and when in the curriculum they had to work on the skills: group work, day assignments, meetings, consults

“There were a lot of things that had to be sorted out by ourselves.”
(Pro-activity)

Interaction was in all projects, we had a lot of meetings.”
(Interaction)

Development professional behaviour skills

- Measurement 1:
 - Not trained during previous education:
 - Very satisfied
 - However: preference for a REAL training
 - Previously trained students:
 - Irritation

“We only had two short lectures, but that is not a real training. It had to come naturally.”

“The coaches kept talking about it again and again, it became childish.”

Development professional behaviour skills

- Measurement 2:
 - Merely self training; coaches' attention weakened →
 - Dissatisfaction, irritation
 - Emergence of 'free riding'
 - Nevertheless: students improved on the skills since start curriculum

"I've absolutely grown with regard to the skills, but not only because of what I learned at school. I'm one year older now, I'm more mature."

Importance professional behaviour skills

- All students find the PB-skills very important: necessary in order to be a good employee; employers ask for them
- Still something to learn:
 - Thinking out-of-the-box
 - Giving & asking for feedback
 - Self-reflection

“You are able to improve yourself, when you know what you can do with feedback.”



Overall judgment 1st year curriculum

- Overall: very positive
- But:
 - Too much focus on knowledge/theory
 - Pragmatical aspect is underexposed: no REAL PB-skills training, no company visits, hardly any (cheap) study trips abroad
 - Assignments: too easy, students want to be more triggered
 - Focus on PB-skills should be continued in semester 2



Effect on studying/internship abroad

- Training in 21st century skills seems to have a positive effect on how students look at studying/doing an internship abroad
- No effect on interest in working abroad after graduation (maybe too far away in the future?)

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