



THE ORAL COMMUNICATION AND PRESENTATION COMPETENCIES ARE VITAL ASPECTS OF MARKETING EDUCATION

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Abstract:

In the current era, oral communication and presentation competencies are vital aspects of marketing education. Learners can advance their abilities as they understand needed requirements for efficient presentations, offer several team and personal presentations, and come across constant mentor response. The writers incorporate a case scenario approach to explain a methodical strategy to encourage group and personal presentations in scholar and alumnus studies that comprise presentation competency descriptors, convey an oral presentation assessment Guideline outcome with chosen expectations, and complete deliberation of the perceived strengths and weaknesses of the case scenario.

Keywords: assessment, communication, guideline, oral presentations, outcomes

1. Introduction

Tertiary institutions and academic curricula pursue to convey individualism using mission and goals which are optimally tailored to attain the educational needs of their learners. Currently, several of the goals pays attention to the advancement of abilities like leadership, printed and verbal communication, and group work. The purpose of this study is to offer a scenario linked to an individual acknowledging the program's influences to attain individualism by paying attention to the advancement of learners' oral presentation abilities. The article elucidates the inspiration behind working on oral presentations, focuses on curriculum design and course-fixed evaluation approach

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incorporated to reinforce undergraduates and graduates oral communication abilities, and rounds up with an analysis of the case scenario's conclusions.

Different research indicates that students under the marketing department have enhanced written and oral communication levels compared to other learners (Peltier & Pointer, 2008; Celsi & Wolfinbarger, 2002). These communication worries have been revealed to contribute to tension with the marketing career's claims that better communication abilities are requirements (Tailab & Marsh, 2020). Studies have given proof that managers and specialized bodies hunt for marketing candidates with improved communication abilities (Ho, 2020; Peltier & Pointer, 2008). Other reports show that oral presentation skills are vital as they make sure that students can illustrate optimal cognitive thinking and progression levels (Kumar & Balakrishnan, 2019; Rohm & Ward, 2021).

Scholars exploring communication abilities' advancements in marketing and business units are absorbed on one-class involvement or the challenge to efficient presentations like communication worries (Tailab & Marsh, 2020; Rohm & Ward, 2021). There is minimal information regarding comprehensive and consolidative works towards communication skills in transversely several lessons.

2. Methodology

A scenario should be specifically suitable once the attention is based on modern singularity and in the real and non-simulated setting (Yin, 2017). The article utilizes the case scenario methodology to evaluate how marketing courses were altered to accommodate oral communication in the different courses embodied in the program. The case examined how curriculum modification and course-embedded evaluation of learner's success were incorporated to substitute oral communication abilities' advancement. The scenario paid attention to the particular alterations made to the courses in marketing academics. The revealed information was grounded on the researcher's explanations of the syllabus deviations, and connected evaluation scorings and the conclusions from the findings were investigated to recognize the strengths and weaknesses of the syllabus modifications. The research study information content and researcher's findings offer information to ensure that leaders are familiar with the academic and evaluation approaches for the syllabus.

Over time, different facility associates incorporated learners' oral presentations in their lecture exercises. Nonetheless, no methodical program-wide goal for advancing oral communication capabilities was available. Explicitly indicated goals and learning aims encourage the accomplishment of anticipated results. Research reveals the necessity for the formation of precise goals and for clearness in indicating learning objectives to be examined (Tailab & Marsh, 2020; Peltier, Scovotti, & Pointer, 2008; Rohm, Stefl, & Ward, 2021).

To credit the interactions obtained from unified and understandable statements of purpose, the mission statement and goals of the marketing program ought to be studied

to join primary features of the institutions and business school missions. The institution came up with an established objective that aligned with the importance of a liberal arts basis, vital business familiarity, and expertise advancement, with numerous ability outcomes fixated on communication.

3. The Program

The marketing faculty communally established a strategy to attain anticipated oral communication education results, concluding to incorporate oral communication results and evaluation into three compulsory units in the marketing curriculum. The chosen units included:

- Principle of Marketing (Undergraduate),
- Business to Business Marketing (Undergraduate),
- Content marketing (Graduate).

The three units comprised one oral presentation, and typically course-embedded syllabus assessment rubrics remained utilized in examining the oral presentations. Thus, the syllabus plan outcome was the examination would methodically take place in three levels.

With the evolution of oral communication, institution affiliates fixated on three oral presentation dimensions a) shorter versus longer, b) group versus individual c) presentation of information versus promoting interaction. The plan stressed an advancement in skill progression from easier to more intricate tasks as the learners progressed from undergraduate to graduate. With wide-ranging experiences, the institution saw it fit for learners to improve the skills attained in previous courses while participating in more intricate and longer future presentations.

3.1 Implementation of the Curriculum Program

The task requirements for the courses were precisely stated during the beginning of every lecture and comprised in the opening day curriculum resources and assignment stimuli. Apart from the course and assignment resources, faculty members have disseminated homogenous school-wide descriptions and assessment rubrics connected to oral communication competencies. These rubrics and descriptors offer learners constant instructions on oral presentation needs. As a result, learners tend to be acquainted with the capability levels (novice, proficient and advanced).

All students were prospected to harmonize the room's environment and the presentation medium. Also, the use of technology like PowerPoint, tapes, the internet was highly emphasized, and communication with the audience was also expected.

3.2 Principles of Marketing (Undergraduate Sophomores)

In the second sophomore level, all students were given a chance to show efficient cooperation and oral communication capabilities by finishing examinations and oral demonstrations. They were allocated to a team and offered the duty of investment

analysts and requested to finish a comprehensive investigation of the achievements of a specific company. The teams used written reports and oral presentations to communicate their given investigations. In addition, every student was given a three-to-five time capsule to offer their findings and thoughts.

The task's prospects were conveyed to the learners using a detailed prompt. Alongside the stimulus, each student got a standardized school description of the oral presentation competency handout and an interrelated evaluation resource. The task gave the students initial contact with the business school's oral communication goals and assessment rubrics.

3.3 Business to Business Marketing (Undergraduate Seniors)

In the course, a fifteen-to-twenty-minute individual presentation on several information technology students was required from every student. In addition, an obligatory written project from the previous business to business marketing class unified the oral presentation. Additional time was given for a question-answer segment, and course mates were endorsed to raise any inquiries.

Every listener completed assessment rubrics for the presentation, and they recognized the strengths and weaknesses of the presentation. Besides, the presentation was filmed, and every student conducted a self-examination (Tailab & Marsh, 2020). Subsequently, the submission of the self-assessment scorings, a typed conclusion of the audience's responses, and evaluation were offered to the presenter.

3.4 Content Marketing (Graduate Level)

In the basic course, graduate marketing scholars remained prospected to engage their listeners to reinforce examination and comprehension of difficult subjects and problems. In addition, learners had the platform to direct group and individual class debates. These chances stressed better-level oral presentation competencies like eye contact when analyzing listeners' responses and encouraging communication with them.

During group collaboration which mainly comprised three, students examined an instance, organized a debate plot, consulted with the professor, and directed the debate. This form of presentation needed both presentation and discussion management competencies. A group tactic was incorporated for case presentation because of the difficulty of the entire assignment. Distinctively, every student was required to manage a debate connected to an expert article. The students wrote down discussion queries and an exercise that also elucidated the article's subject. To better the discussion plan, the professor offers guidance on how they were supposed to pose their questions with respect to Bloom's Taxonomy.

4. Assessment of Oral Presentations

The Association to Advance Collegiate Schools of Business (AACSB, 2008) Assurance of Learning Standard 16 recognized, graduate programs ought to indicate education

objectives and illustrate the accomplishment of the objectives. The AACSB offers an explanatory direction connected to learners' education, indicating that course-embedded evaluations are important when compulsory courses analytically predispose learners to experiences tailored to yield graduates with particular mission-centered skills or expertise. This direction motivated the institution at the scenario scheme to establish a course-embedded oral presentation assessment rubric.

For the courses, students' success was measured using the oral presentation rubric to evaluate the competencies. A criterion was revealed and acted as a guide for lecturers in scoring scholar achievement (Celsi & Wolfinbarger, 2002) related to the faculty's oral-competency descriptors. To deliver comments, the professors score each presentation using the 3-point Likert scale, which varied between 1-novice, 2-proficient, and 3-advanced. As indicated earlier, oral presentations in the business-to-business marketing course were documented using videos. Additionally, the incorporation of learners' self-examination of the recordings has been utilized in school training conferences to improve interrater dependability.

5. Closing the Loop

The faculty professors tutoring a unit with recognizable oral presentation results were to business-specific student evaluation scores to the business school's assurance of learning committee. They survey information gathering, analyses the information, and accounts for the conclusion to the school of business and marketing program.

The assessment rubric ratings attained in the initial oral presentation during the Principles of Marketing course acted as a foundation of success metrics. In addition, they were utilized for contrasts with forthcoming assessment students' ratings. Since learners' achievement is evaluated in advanced courses, faculty members investigate information to evaluate any improvement in students' presentation skills (Kumar & Balakrishnan, 2019; Karagozoglu, 2017). A score of 2, which is proficiency, is mainly targeted at the end of an undergraduate degree.

Moving on to the senior-level Business to Business Marketing course, learners prospect have a great capability in presentations. The goal is even more than that two for every oral presentation competency when a student progresses to the graduate program. To be more specific, graduates ought to score between proficient and advanced. For all-level learners, the professor organizes a description that indicates the scores and assessments of students as per the prospected levels. Chosen guidelines and films are analyzed to guarantee uniformity during the incorporation of the assessment rubric.

6. Results

Chosen results are shown in Table 2. As prospected, the sophomore-level learners showed novice performance on their oral communication skills. The assessment outcomes show that significant progression may take place in every skill between

sophomore and senior units. Learners finish different extra group-based presentations in principal business courses and an extra marketing course within the interim span. The communication tasks in the units are tailored to enable the advancement of presentation skills. When learners taking marketing are almost done with their undergraduate studies, it seems like typically, a considerable number of students attain or surpass proficiency for their oral presentation capabilities.

The assessment scorings also show that learner's performance at the graduate level is comparable to those at senior levels considering aspects like comprehension of the content, audience alertness, eye contact since no advancement is noted. This outcome is unanticipated as students take a principles of marketing seminar offered in the first semester. Students incorporate a spontaneous approach when steering a discussion, prompting, and readdressing queries. Due to the intricate and unplanned assignment, it is noted that physical delivery decreases along with vocal capacity. Also, a prolonged presentation creates more chances for the challenged to be recognized.

Due to examining different assessment outcomes, the department discovered that learners' presentations in the marketing courses were group-based. Additionally, the second assessment point commonly directly trailed the first assessment points with minimal chances for additional advancement of oral presentation competency. Therefore, the faculty utilized the conclusions to modify the following presentations in the junior-level cost and Management course to an independent oral presentation in the senior business to business marketing progression. A class review testified that 92% of the learners approved that coming up with an independent presentation, evaluating a film of the presentation, and conducting self-examination would help them in coming up with an efficient presentation in later courses.

7. Discussion

An issue related to the case scenario strategy comprises the problem of replication. Aspects like dissimilar organizational cultures or learner's demographics from one facility to another could substantially change results. For example, the marketing program outlined in the current study has a culture of examination in its promotional resources. Additionally, the institution and faculty have significantly selective admission protocols recognized by the state board of higher education.

The multimethod marketing program syllabus plan stressed oral presentation inclusion in the three chosen courses. Nonetheless, with the exception of the Principles Marketing course, personal lecturers planned the presentation assignments that the learners were to conduct. Therefore, the allocated assignments may not have been the most efficient in advancing oral skills. In addition, the measurement strategy may be challenged by a second weakness that includes interrater dependability (Ho, 2020). For example, one person offered the assessment scoring in each group, but when different areas of the same class are provided, students are rated by different people.

The approach applied to assess the marketing program's efficiency in advancing learner's skills directly depended on the contrast of standard student's accomplishments in chosen courses. Longitudinal measures would have turned out to be better efficiency measures on the participants as they went through their programs. The information is currently gathered to ensure a longitudinal within participants assessment.

It was challenging to explicitly conclude that the curriculum design and implementation at first hand contributed to better oral communication assessment scoring due to the failure to include control groups and quantitative investigations. However, it is conceivable that the advancements were due to individual progression and the natural maturation of the learners.

8. Conclusions

With the syllabus development and design progression, the marketing department realized that undergraduate and graduate education and capability goals ought to be primarily connected to the program's mission and those of the business school and institution. The connection would contribute to purpose precision. Additionally, the detailed learning outcomes and objectives should be clarified to advance tutoring and learning approaches. When there are unclear goals, it turns out to be challenging to develop projects which advance oral presentation skills and becomes difficult to recognize performance stages.

Course-embedded assessment rubrics elucidate student success prospects. The consensual oral presentation accounts offered learners a constant description of necessities set in the overall marketing and business syllabus. Due to the response given through the rubrics, the learners attain an improved comprehension of their presentation downfalls and strong points and recognize areas to steer their determination for advancement. In addition, by analyzing the assessment outcomes, the professors have data that can be utilized in revising other tasks and modifying instructional tactics. The tutors also decided that the deficiency in statistical analysis of the rubric scoring does not lead to the outcomes being irrational.

While the current case scenario failed to precisely deliberate on the changing organizational aspects important to attain curricular design modifications or enact course-embedded evaluation approaches, the institution finally comprehended the benefits of trust and teamwork between peers in such activities. Partially, trust was acquired as faculty evaluation, and assessment was unconnected to examination results. Nevertheless, the program and assessment protocol needed faculty to give in the administration of chosen course projects, portion task prompts, and student attainment in their courses.

Marketing and business experts should own robust oral communication capabilities. Even though tutoring oral presentation skills and evaluating that capacity is tedious, the department seen as contributors to the study would settle that they are vital instructive assignments in their program.

Conflict of Interest Statement

The authors declare no conflicts of interests.

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