

***Bridging the Gap between Service and Learning  
within Business Curriculum through Community  
Voice & Reciprocity***

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**INTRODUCTION**

University education provides an opportunity for students to build knowledge. Yet McHann and Frost (2010) suggest that a gap exists for students between knowing and doing. Doing – or applied learning – can be facilitated through experiences. Experiential learning, particularly with community partners, is considered a high impact educational practice (Kuh & O'Donnell, 2013). With experiential learning, “[k]nowledge is continuously derived from and tested out in the experience of the learner” (Kolb, 1984, p. 27). Students apply knowledge they learn in the classroom to real-world problems and situations. These experiential opportunities have benefit. Employers believe that requiring students to complete a significant applied learning project in college would improve both the quality of learning and the quality of graduates’ preparation for careers, and are more likely to consider hiring recent college graduates who have completed an applied learning or project-based learning experience (Hart Research Associates, 2015).

Building experiences into the curriculum through service-learning and community engagement can better prepare students to enter the workforce, engage in civic-mindedness, and build problem-solving and critical thinking skills that can continue to serve them long after graduation. In addition, students provide reciprocal value to community partners through knowledge sharing and transfer in a mutually beneficial exchange. This pedagogy work shares early successes and future opportunities of three distinct experiential learning

**Abstract**

Experiential learning pedagogies, including service-learning, can be used in the business classroom to connect theory and practice. An increasing body of literature demonstrates a trend toward service-learning integration into the business classroom and shows that service projects can potentially support learning outcomes for business students. Although this existing research suggests the potential benefit of service-learning for business students, the mechanism that connects service experiences to classroom learning in business has not yet been defined. Clarification on how service informs learning and how learning informs service is needed for meaningful integration of business curriculum and service. This study addresses this need by analyzing the connection between service and learning within the business classroom environment through three case studies: Long Term Care Management, Principles of Marketing and Sport Sales and Revenue Generation. Themes emerge from the systematic analysis of these case studies demonstrating how service and learning can be bridged within the business classroom environment through reciprocity and community voice.

engagements in varied business courses in healthcare management, marketing, and sports sales.

A Long Term Care Management course at a suburban public university integrated community and civic engagement into course design and outcomes. Through community and campus partnerships, students in this course experienced reciprocity in action while building civic and community identities.

The Principles of Marketing course at an urban private university was adapted to integrate a community and civic engagement experience with the city's Office of Nighttime Economy as a partner in three sections of the course in a way that immersed students in the community while supporting marketing course objectives, enhancing student learning and providing the community partner with valuable, needed marketing support.

The Sales and Revenue Generation course at an urban, private, Catholic university was designed to integrate experiential learning as a means to achieve course outcomes with an academic unit partner, enhancing student understanding and application of professional selling while assisting university athletics with ticket sales.

## **REVIEW OF THE LITERATURE**

### **Experiential Learning as Business Curriculum Enhancement**

Existing literature supports experiential learning as an effective tool for translating learning outcomes from the classroom into practical knowledge and skills. This has been demonstrated within various business disciplines including business leadership, strategic management, sales and marketing. For example, Seattle University's Albers School of Business and Economics houses leadership formation courses that integrate experiential learning designed to transition student knowledge and skills from classroom to practice by developing a banquet program to identify and honor community leaders (Bauermeister et. al., 2016). At Southern Arkansas University, a student-led strategy competition facilitated experiential learning as students from twelve participating universities interacted professionally and socially with corporate leaders, built mentors and networks, practiced interviewing and applied knowledge from the classroom within the setting of a business competition (Clark & White, 2010). A student consultancy in an upper-level retail marketing course, which involved the relocation of retail establishment, demonstrated benefits to students in achieving educational objectives for the course (Maskulka, Stout & Massad, 2011). In another example, a retail management course facilitated a class-led on-campus store, which helped to close the gap between practical work experience and in-class learning (Truman, Mason & Venter, 2017).

Experiential learning is so beneficial because of the way that it imparts skills and knowledge upon the business student. Experiential learning improves the development of critical thinking and decision-making skills compared to classroom experiences that rely on more traditional pedagogies such as classroom lecture (DeSimone & Buzza, 2013). Through active, hands-on experiential learning, business students can learn customer service skills that employers want, help them to recognize the relationship between service and profit and learn unique perspectives of consumers (Gonzalez-Padron and Ferguson, 2015). For example, an undergraduate marketing and sales course demonstrated that experiential learning can provide essential professional sales

skills through structured experiential learning activities that improve critical thinking, communication, and real-time problem solving (Alvarez et. al., 2015). Student understanding of course subject matter is particularly enhanced for business students when they are engaged in analysis, synthesis & evaluation of the experiential learning project (Helms & Whitesell, 2017). The impact of experiential learning may be so strong due to its relationship with student cognitive engagement, which has demonstrated a positive relationship with group experiential learning (Winsett et. Al, 2016).

Experiential learning also has the benefit of preparing business students for satisfying careers. Students who participated in experiential learning have gained confidence in choosing their business major and felt more engaged with their business student cohort (Maguire, 2018). Similarly, students who participated in experiential learning that involved role-playing for inside sales were more likely to view this area of business as a desirable career (Magnotta, 2018).

The Association to Advance Collegiate Schools of Business (AACSB) Accreditation has recognized the importance of experiential learning. Its standards include “the teaching and learning activities fostered by degree program curricula that highlight the importance of student engagement and experiential learning” as a “critical activity that help schools connect theory and practice.” (AACSB International – The Association to Advance Collegiate Schools of Business, 2018, p. 30.)

### **Service-Learning as Experiential Learning for Business Disciplines**

Experiential learning can, but does not always, include service-learning. According to the Learn and Serve Clearinghouse, service-learning is “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities” (2010). Importantly, curricular service-learning is not equal to a community service option added to a course but instead provides a critical learning component to the goals of a course – which can be challenging because it requires the reformatting of norms, roles and outcomes of the traditional classroom (Howard, 1998.) Service-learning goes beyond traditional models of engagement in its integration with classroom pedagogy and service-learning projects must be integrated with the course on all key levels including learning outcomes, curricular development, assessment and community impact (Bringle & Hatcher, 2009).

Service-learning enhances classroom learning in many ways. Business curriculum that incorporates service-learning – including areas such as accounting, finance, marketing, management and economics – enriches the student learning experience and translates classroom concepts into practice (Ayers, 2010). Students who participate in service-learning develop improved business workplace skills such as interpersonal skills, oral communication, written communication and leadership (Caseperz & Olaru, 2017). It can lead to an improved ability to work with others, increased openness to new ideas and solutions, and a likelihood of helping and encouraging others (Carlisle et. al, 2017). Service-learning courses can also enhance student orientation toward service in general and can generate interest in promoting social change in areas such as poverty, unemployment, hunger, homelessness, crime, domestic violence, pollution, racial discrimination and disparities in health status (Bradley, 2014). Service-learning can lead students to develop philanthropic knowledge,

skills, dispositions and behaviors that ultimately influence postgraduate choices in career, civic activities and family life toward a civic-minded orientation (Hatcher & Studer, 2015). Service-learning projects in business disciplines, such as marketing, can promote the development of authentic relationships for students and stakeholders as they work toward social change (Crutchfield, 2017). Through service-learning, business students can improve upon academic and personal skills related to their discipline while building civic competency as they set goals based on what they have learned, develop sensitivity and awareness, and improve critical thinking skills (Grotrian-Ryan, Ryan, and Jackson, 2016).

Service-learning can also have an impact on a student's tangible academic success. Students who participate in service-learning projects may see higher grades as a result of participation as compared to students who participate in standard pedagogy such as lecture (Brail 2016). Participation in service-learning can positively impact campus retention rates for first-year to second-year student transitions (Bingle, Hatcher & Muthiah, 2010). College students who participate in service-learning may also improve skills and understanding related to career decision-making (Coulter-Kern et. al, 2013).

Service-learning partnerships involve measuring service-learning specific outcomes with tools that can include reflective journals, surveys, focus group responses, and interviews (Bettencourt, 2015). Student outcomes service-learning can create significant gains in learning in the outcome areas of attitudes toward self, attitudes toward school and learning, civic engagement, social skills and academic performance (Cielo, Drulak and Dymnicki, 2011).

Students who participate in experiential learning, including service-learning and community engagement opportunities, may be more marketable. Employers believe that requiring students to complete a significant applied learning project in college can improve both the quality of learning and the quality of graduates' preparation for careers, and are more likely to consider hiring recent college graduates who have completed an applied learning or project-based learning experience (Hart Research Associates, 2015). A study by The Economist and Lumina Foundation found that executives identified critical thinking and problem-solving, collaboration and teamwork, communication, job-specific skills, and adaptability, all of which can be enhanced through experiential learning, as the most important workplace skills (Economist, 2014). Additionally, nearly 90% of employers surveyed responded that, regardless of major, students should "take courses that build civic knowledge, skills, and judgment essential for contributing to a democratic society" (Hart Research Associates, 2015, p. 4).

Due to its potential impact on student outcomes, universities should support faculty in developing service-learning integration within business courses. Since service-learning course integration can be very complex in terms of reflection, flexibility and commitment, universities should provide institutional resources for faculty development in service-learning (Carracelas-Juncal et. al., 2009). Whether an institution of higher education is committed so service-learning is typically indicated within the organization's mission, promotion, tenure and hiring process, organization structure, student involvement, faculty involvement, community involvement, and campus publications (Young et. al. 2007).

## METHODS

This paper seeks to analyze three business courses in terms of reciprocal partnerships and community voice to clarify the bridge between service and learning for business courses. Each course case study will be analyzed based on an established service-learning taxonomy, developed by a team from Indiana University Purdue University Indianapolis (IUPUI) in 2016. This taxonomy outlines six key service-learning attributes, the first of which is focused on reciprocal partnerships (Hanh, Hatcher, Price and Studer, 2016). This paper will examine this reciprocal service-learning attribute for the three courses identified - Long Term Care Management, Principles of Marketing, and Sports Sales and Revenue Generation - based on the three levels of reciprocal partnerships identified by the IUPUI taxonomy. The levels as identified by IUPUI are outlined as follows:

- Level 1: “The Instructor contacts a community organization to host students and provides a brief overview of the course (e.g. learning outcomes, syllabus) and the purpose of community activities” (Hanh, Hatcher, Price and Studer, 2016)
- Level 2: “The instructor meets with the community partner(s) to discuss the course ( e.g. preparation/orientation of students, learning outcomes, syllabus,) and to identify how the community activities can enrich student learning and benefit the organization” (Hanh, Hatcher, Price and Studer, 2016)
- Level 3: “The instructor collaborates with and learns from the community partner(s) as co educators in various aspects of course planning and design (e.g. learning outcomes, readings, preparation/orientation of students, reflection, assessment) and together they identify how the community activities can enrich student learning and add to the capacity of the organization” (Hanh, Hatcher, Price and Studer, 2016)

For each course case study, a course description and objectives will first be introduced. Then, service-learning project integration will be described. The service-learning attribute of reciprocity will then be analyzed based on the three levels of the IUPUI taxonomy. The role of community voice will be described as an integral component of these reciprocal partnerships to connect service and learning through each course. All three courses will then be described as part of a continuum of reciprocal partnerships and service-learning.

## **CASE STUDIES: BRIDGING SERVICE AND LEARNING WITHIN BUSINESS DISCIPLINES**

### **Long Term Care Management Course**

A Long Term Care Management course at a suburban public university integrates community service-learning into course design and outcomes. Through community and campus partnerships, students in this course experience reciprocity in action while achieving enhanced course objectives that incorporated community voice.

### *Course description and objectives*

The purpose of the Long Term Care Management course is to examine the environment and management of long-term health care organizations in the United States. The course focuses on external and internal long-term health care environments, the organization and delivery of services, and the administration, management and leadership of long-term care organizations. Core objectives for this course were designed as follows:

- Integrate concepts of long-term care theory and practice
- Analyze historical, present and future long-term care policies
- Describe key areas of long-term care including its structure and stakeholders
- Recognize challenges in both the external and internal environments of long-term care
- Collaborate with peers to develop innovative long-term care governance and management solutions
- Articulate how long-term care fits within the broader picture of health care management
- Define and explain the importance of long-term care quality
- Apply long-term care management key concepts to long-term care problems and issues in practice
- Practice and improve both written and oral communication skills including effective listening exercises
- Incorporate ethics into the understanding and management of long-term care issues

### *Integration of experiential service-learning project*

The course instructor worked closely with the university's Office of Community Engaged Learning (OCEL) to incorporate a service-learning project into the course objectives. In addition to the aforementioned core objectives, the course instructor collaborated with the OCEL to develop outcomes directly related to service-learning:

- Describe how diverse life histories and experiences shape an individual's personal values and choices.
- Effectively work individually and in small groups to deliberate across differences to build intergenerational bridges and enhance mutual understanding.
- Reflect on experience to acquire insights, derive personal meaning, and guide future action
- Understand how to improve the quality of people's lives through community service and learning
- Understand how civic engagement relates to long term health care

Students worked toward primary and service-learning course objectives while participating in a service-learning project in collaboration with community partners affiliated with a regional long-term care organization. The details of the service-learning project had been designed by the OCEL in collaboration with the existing community partners prior to being integrated with the course.

The goal of integrating this service-learning project within the Long Term Care Management course was to provide Health Care Administration & Management students with practical experience within the nursing home environment while providing benefit to nursing home residents and other community partners. The design of this project was developed to meet these goals. Each student in the course was partnered with nursing home resident to write the resident's life story. Students met with their assigned nursing home resident five times for one-hour sessions to interview their resident on the events that have shaped their lives. At the end of these sessions, students provided their assigned resident with a book that documented the findings of their interviews. This book ultimately reflected a narrative of the resident's life story. While interviewing each resident, students also asked them about the dreams that they still wished to fulfil in their life and worked with the community partners to make those dreams come true if and when possible.

As each student worked with their resident throughout the semester, they reflected on and discussed the lessons that they learned during their experience throughout the course. Community & campus partners, including the university Office of Community Engaged Learning helped to facilitate these reflections along with the course instructor.

#### *The role of reciprocity and community voice*

This course has been identified on the IUPUI taxonomy reciprocity attribute Level 1: "The Instructor contacts a community organization to host students and provides a brief overview of the course (e.g. learning outcomes, syllabus) and the purpose of community activities" (Hanh, Hatcher, Price and Studer, 2016.) The instructor of this course met with both campus and community partners during the development of the service-learning project integration to share existing course outcomes and develop some outcomes specific to service-learning for the course. A major focus of the initial reciprocal relationship was on the campus partnership with the Office of Community Engaged Learning since the project was initially developed by the OCEL as a co-curricular program prior to course integration. The course instructor met with the campus partner, plus the community partner from the long term care facility, on a regular basis to share progression of the service-learning course and community objectives.

Community voice was integrated into reciprocal communication about course objectives largely by proxy through the service-learning campus partner (OCEL,) however the course instructor engaged in stakeholder meetings with the various community and campus partners during the course of the service-learning project semester. The course will continue to incorporate community voice as this service-learning integration evolves to enhance student learning outcomes and bridge the connection between the student's service and learning.

#### **Principles of Marketing Course**

The Principles of Marketing course at an urban private university was adapted to integrate a community and civic engagement experience with the city's Office of Nighttime Economy as a partner in three sections of the course in a way that immersed students in the community while supporting marketing course objectives, enhancing

student learning and providing the community partner with valuable, needed marketing support.

### *Course description and objectives*

The purpose of this Principles of Marketing course is for students to learn and apply fundamental marketing concepts to the business environment and utilize these concepts to identify markets and develop appropriate marketing plans. Course objectives for this course were developed as follows:

- Observe social and ethical responsibilities of marketing in our economy.
- Conduct, understand, evaluate and implement conclusions from marketing research.
- Effectively evaluate the price, product, place and promotion perspectives of a given product or service.
- Dissect markets into segments and select target market(s), justifying selections with research.
- Complete a SWOT analysis resulting in strategic marketing mix direction.
- Develop effective market positioning.
- Develop, write and present a marketing plan.

### *Integration of experiential service-learning project*

The course instructor worked closely with the city manager of nighttime economy to incorporate an experiential service-learning project into the course. A scope of work and plan for deliverables was developed in collaboration with the community partner that addressed course objectives as well as aligned with undergraduate business program objectives. Specific project-related components and deliverables included:

- Kick off meeting (orientation) with community partner
- Secondary research related to service-learning and the community partner
- Community partner neighborhood site visit and observation
- Mid project presentations and progress reports
- Strategic presentation of research, analysis and recommendations to community partner management team and written marketing planning report that includes (final format will be provided separately):
  - Situation analysis
  - Documentation and analysis of research findings including transferable best-in-class examples
  - Summary review of observational research
  - Best practice examples demonstrating how other organizations have aligned behavior management with residential and business objectives
  - Summary review of potential marketing initiatives
  - Completed public service announcement (PSA) digital video
  - Recommendations for next steps
  - Identification and evaluation of feasible alternatives versus agreed to criteria for success
- Bibliography of works cited



Project alignment with undergraduate business program objectives included:

Table 1

*School of business program objectives aligned with experiential service-learning project*

<b>BUSINESS PROGRAM OBJECTIVES</b>	<b>EXPERIENTIAL SERVICE-LEARNING PROJECT CONNECTION</b>
<ul style="list-style-type: none"> <li>• Work well with others and with a demonstrated appreciation of individual differences and a sensitivity to diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Team project format</li> <li>• Community immersion/involvement</li> </ul>
<ul style="list-style-type: none"> <li>• Clearly communicate thoughts and ideas both verbally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Written project submissions</li> <li>• Written reflections</li> <li>• Multiple presentations</li> </ul>
<ul style="list-style-type: none"> <li>• Apply information technology tools and techniques to meet the needs and expectations of the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Microsoft, Google, and iMovie tools</li> </ul>
<ul style="list-style-type: none"> <li>• Analyze, integrate and communicate complex information to facilitate management decision-making</li> </ul>	<ul style="list-style-type: none"> <li>• Review of secondary research from scholarly sources, community plans, project-related artifacts</li> <li>• Completion of primary observational research; integration of research to provide evidence to support claims/recommendations</li> </ul>
<ul style="list-style-type: none"> <li>• Apply theory and practice in solving organizational problems</li> </ul>	<ul style="list-style-type: none"> <li>• Use of marketing theories and related business tools</li> </ul>

The goal of the experiential service-learning project within the Principles of Marketing course was to provide students with practical marketing experience while providing benefit to a community partner. Students, in teams, focused on specific neighborhoods, immersed themselves in the neighborhoods first through background readings and research to build familiarity and then through primary observational research in the neighborhoods. Solid research and grounding in the neighborhood helped prepare students to move forward with marketing components and develop a marketing planning report and client presentation. In addition to instructor feedback, the community partner provided formal assessments at midpoint and end of project term.

*The role of reciprocity and community voice*

This course has been identified on the IUPUI taxonomy reciprocity attribute Level 3: “The instructor collaborates with and learns from the community partner(s) as co educators in various aspects of course planning and design (e.g. learning outcomes, readings, preparation/orientation of students, reflection, assessment) and together they identify how the community activities can enrich student learning and add to the capacity of the organization” (Hanh, Hatcher, Price and Studer, 2016). The course

instructor co-created the service-learning component of the course with the community partner. Community partner representatives collaborated with the course instructor to develop course materials and served as project facilitators, providing instruction both in and outside of the classroom. Community partner representatives provided resource materials, presented in-class orientation for the project, attended a midpoint review session, and attended a final project presentation session. They were also available to consult with student teams throughout the semester.

Community voice was integrated into this service-learning project through the collaboration with the community partner, ongoing connection with the community partner and the primary observational research that took place in the community. Community interaction was a core component of the project, and student immersion in local neighborhoods facilitated service and learning.

### **Sport Sales and Revenue Generation Course**

The Sport Sales and Revenue Generation course at an urban, private, Catholic university was designed to integrate experiential learning as a means to achieve course outcomes with an academic unit partner, enhancing student understanding and application of professional selling while assisting university athletics with ticket sales.

#### *Course description and objectives*

The purpose of the Sport Sales and Review Production course is to provide students with experience analyzing and developing skills essential to renewing existing sport customers essential to the revenue production and sales process commonly found in the sport business. In addition, students contribute to the university community by bringing alumni and students together for university sporting events. The course includes a study of sales, marketing, promotion and public relations strategies utilized in various aspects of the sport industry, and sales of sport as a product and marketing of non-sports products using sport as a promotional tool. Learning goals for this course include the following:

- Introduce students to the application of basic principles of sales and consumer behavior to the managed sport industry.
- Gain appreciation for the revenue production function of a sport business operation.
- Demonstrate an understanding of sport business revenue streams and production tactics.
- Demonstrate core competencies in analyzing and responding to sport consumer behavior.
- Utilize messaging opportunities to effectively communicate with a sport business target market.
- Distinguish between direct and indirect selling approaches applicable to existing sport business consumers.
- Gain appreciation of sport sales psychology.
- Understand the components of long-term relationship development between consumers and sport businesses.

### *Integration of experiential service-learning project*

The course instructor worked closely with the university's athletic department to incorporate an experiential learning project serving the university into the course objectives. In addition to the aforementioned core objectives, the course instructor collaborated with the athletic department to develop outcomes directly related to the experiential learning project:

- Demonstrate relevant inventory proficiency. 80% inventory analysis score required.
- Demonstrate understanding of assigned readings. 80% inventory analysis score required.
- Demonstrate role-play proficiency through proper execution of role play scenario. Clearance from instructor necessary.
- Demonstrate mock call proficiency through proper execution of mock call to team representative. Athletic Department representative approval necessary.
- Demonstrate sales call proficiency. Video/audio tape analysis and instructor approval required.
- Demonstrate referral-seeking proficiency. Video/audio tape analysis required.
- Demonstrate sale closing proficiency. Account payment required.
- Demonstrate account management proficiency through proper account recording keeping, documentation, and reporting.

### *The role of reciprocity and community voice*

This course has been identified on the IUPUI taxonomy reciprocity attribute level 3: "The instructor collaborates with and learns from the community partner(s) as co educators in various aspects of course planning and design (e.g. learning outcomes, readings, preparation/orientation of students, reflection, assessment) and together they identify how the community activities can enrich student learning and add to the capacity of the organization" (Hanh, Hatcher, Price and Studer, 2016). The course instructor has co-created the service-learning component of the course with the university athletics department. Representatives from the community partnered with the course instructor to develop course materials and are part of the course teaching team. Community partner representatives presented in-class orientation for the project then attended other course sessions as the students practice and learn to make outbound sales calls.

Community voice was integrated into this service-learning project, especially considering the relationship between the athletic department and the university community as a whole. In addition to generating revenue, the mission of the athletic department is to encourage community interaction - especially between alumni and students. Students in the Sport Sales and Revenue Generation course provide opportunity to bring the university community together by engaging alumni through outbound ticket sales calls. In addition, students in the course bring visitors into the university and city community by reaching out to opposing team fans to visit by attending a game.

## **DISCUSSION**

There were many challenges before, during and after the development of integrated service-learning projects for each of the three courses studied. Lessons about developing reciprocity with community partners were found during the implementation of service-learning within each course. In addition, themes have emerged among all three courses that demonstrated the nature of reciprocity within service-learning as a continuum, as well as the importance of integrating community voice to bridge the gap between service and learning.

### **Lessons Learned: Long Term Care Management**

Since the Long-Term Care Management service-learning project had initially been developed as a co-curricular voluntary university activity, it had not been specifically designed to meet course objectives when it began. The course instructor and community partners needed to work together closely to bridge the gap between service-learning co-curricular goals and service-learning curricular goals of the course. The course instructor will continue to collaborate with partners to bridge this gap through greater emphasis of community voice within learning outcomes.

Second, as the service-learning project began in the course, there were challenges with communication among the various partners in the project including the course instructor, the campus partner (OCEL) and other partners in the community. Improvements in communication will be an ongoing effort as this service-learning course integration continues to develop into the future. There is a need for students to gain more insight into the role of community voice and reciprocal collaboration. This will be achieved largely by improving class reflections to clarify connections between service and learning and the importance of community voice.

Last, there is significant room for improvement in the service-learning course outcomes and assessment of these outcomes. The course instructor will continue to work with its partners to refine objectives for the course related to the service-learning project and to identify appropriate assessment tools to measure progress toward these outcomes. Assessment will measure attributes across the IUPUI taxonomy with a focus on reciprocity and community voice.

### **Lessons Learned: Principles of Marketing**

There were a number of challenges and lessons learned through the development and implementation of this integrated service-learning team project within this Principles of Marketing course. First, it is critical to develop a project scope that sets parameters, provides an overview of the community partner situation and challenge, and identifies key project elements including partner touchpoints, minimum research needs, deliverables, and required reflections.

Second, it became clear during early project discussions with students that student baseline knowledge of the community partner was lacking. Assigning project pre-work to familiarize students with the client and the project was quickly added to facilitate familiarity and knowledge building. This should begin to build team collaboration, provide an overview of project, and facilitate critical thinking. Additionally, planning a project kick-off that functioned as an orientation can effectively introduce the

client, provide an opportunity for student questions, and facilitate team collaboration and critical thinking.

Finally, the course can be improved by further refining reflections in order to clarify both the understanding of how marketing course objectives were achieved through the experiential service-learning project and well as the value of reciprocal collaboration. Reflections can be enhanced to help students gain more insight into reciprocal collaboration and develop student awareness of the impact of this project on both the community partner and the university community.

### **Lessons Learned: Sport Sales & Revenue Generation**

The integration of service-learning within the Sport Sales and Revenue Generation course has been relatively smooth, although there are still some areas for improvement to connect service and learning for students in the course. First, reflections can be enhanced to develop student awareness of the impact of this project on the university community. For example, increased attendance at university sporting events enhances opportunities for alumni-student networking, exchange of ideas, and feeling of connectedness with the university community. Second, although reflections incorporate the partner athletic department at the beginning of the project, post-project reflections could also be enhanced incorporate stronger community voice. Third, a more formal feedback or assessment model could be incorporated into the course to incorporate community voice into assessment of the service-learning project outcomes.

### **Emerging Themes: The Continuum of Reciprocity and Community Voice as Bridging the Gap between Service and Learning**

Two major themes emerged through the analysis of reciprocity and community voice within these three business courses.

First, as demonstrated by the application of the IUPUI service-learning taxonomy to the aforementioned case studies, reciprocal relationships within service-learning business courses are not one-size-fits-all and instead fall upon a continuum. A guideline such as the IUPUI taxonomy help course instructors to analyze where there may be gaps in various attributes of service-learning courses, but it is not possible to incorporate all of the nuances of service-learning in business within one comprehensive taxonomy. The nature of the partnership relationships within each of the three courses described demonstrates the diversity of these relationships and the various ways in which these relationships can continue to develop.

Second, the “learning” component of course service-learning projects in business often relies on practicing business skills to meet course objectives. However, it is equally important for students to develop engage in the mission of the community organization and how it relates to their mission as business students. This can be accomplished by incorporating community voice into all aspects of the course, so that students make the connection between overarching community goals and mission with the service-learning project in which they are engaged.

### **FUTURE RESEARCH**

There are many opportunities to pursue further research to inform reciprocal partnerships and community voice for business-related service-learning courses. First,

the continuum of reciprocity within service-learning and the specific challenges that this continuum presents to business faculty can be further developed.

Second, business courses have the opportunity to prepare students not only to generate profits for their future employers, but also to help students connect their career choices to ways that they can serve the community. In addition to the development of reciprocal relationships and community voice within service-learning, research on service-learning for business courses should also focus on how service-learning can develop civic identity and competencies for business students. This will help to prepare students for real-world problems that they will face in their future communities through both work and citizenship.

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