ABSTRACT

Employer studies indicate that managers are equally or more concerned with the soft skills that assist students in productively using their content knowledge in a job situation as they are with the marketing content knowledge of entry-level marketing employees. Soft skills such as communication, critical thinking, and teamwork skills have been cited as undeveloped in new entry-level employees fresh from undergraduate business school.

Through application of concepts and models, experiential learning activities are thought to improve or enhance these soft skills. Studies confirm that experiential learning activities that allow students to analyze actual business settings, and/or apply the models and concepts learned through lecture and reading provide students with the opportunity to enhance these skills.

In most studies, measurement of the enhancement of these skills has been conducted from the perspective of teachers, employers and accrediting bodies. This article addresses the notion of student self-efficacy in certain soft skills areas by examining student perceptions of their own ability to master soft skills through the use of varied experiential activities used in undergraduate principles of marketing classes.