A PERFORMANCE-CENTERED APPROACH TO MARKETING EDUCATION

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ABSTRACT

This paper suggests that the metaphor of dramatic performance provides the marketing educator with conceptual tools that enhance his or her ability to engage students in active participation in their own marketing education. The first part of the paper places differing approaches to teaching marketing in the context of the communication process of sender and receiver. The second part of the develops the concept of a performance centered approach to marketing education as an organizing principle to improve sender and receiver based approaches.

INTRODUCTION

Marketing Educators face an increasingly complex task in the classroom. Declining budgets, reductions in support staff, and growing demands to create value added education combine to challenge the marketing educator to enhance his/her performance as an instructor. Further, the needs of marketing students, especially undergraduates, to master a growing body of knowledge and technology require that educators explore new ways to organize and deliver marketing education (De Los Santos 1993; Viswanathan 1993). This article offers an organizing principle for marketing education – the concept of dramatic performance – as an organizing metaphor to assist marketing educators in meeting the changing demands of the education marketplace.

Performance as a metaphor for educational practice has been adopted by other fields (Long and HopKins 1982). Although based in part upon dramaturgical perspectives of human interaction developed by anthropologists and literary critics, performance-oriented marketing education does not require that educators conceive of their classrooms as theaters or staged dramas. Rather, performance-centered marketing allows educators a conceptual context for organizing and preparing course instruction in marketing in a manner that exploits the unique medium of information exchange that exists in the classroom setting. As discussed here, the dynamics of the classroom emphasize different elements of the communication process of information exchange than more traditional approaches to marketing education. An analysis of those dynamics offered below identifies a context metaphorically similar to dramatic performance. Further, the performance-centered approach encourages the development of conceptual and problem-solving skills that are often difficult to obtain under more traditional approaches to marketing education.

To understand the value and application of performance-centered marketing, the rest of this paper describes how differing approaches to marketing education emphasize different aspects of the communication and information exchange process. In seeking to assist educators in taking advantage of the unique dynamics of classroom lecture situations, the paper develops a descriptive approach for implementing performance-based teaching methods in marketing courses. The paper concludes with a discussion of the

implications of this approach for marketing education.

MARKETING EDUCATION AND COMMUNICATION PROCESSES

Definition of Terms

To understand how a performance centered approach to marketing education differs from other approaches it is useful to describe the variety of practices used in marketing education in terms of their relative emphasis of the components of the information exchange process. As discussed in nearly all marketing principles textbooks, information exchange in marketing practice or education consists of participating in a communication process that involves receivers and senders encoding and decoding messages through a variety of media (e.g., Kotler and Armstrong 1991, p. 423). A simplified schematic of this process is illustrated in Figure 1.

One way of describing how marketing educators teach is to identify which aspects of the communication model are emphasized or featured by the methods the instructor uses. While all instructors normally utilize teaching methods that take advantage of each element of the communication process, it is usually possible to determine one element that is functionally more important to the instructor than the others. For example, if an instructor considers the key element of instruction to be his or her lectures, we might identify that approach to marketing education as sender-centered. Even though the instructor utilizes a textbook and may take advantage of visual aids such as films and transparencies, such an approach bases the value of the education delivered upon the quality of the unique lecture created by the instructor. While the communication process affords an almost infinite variety of possible terms to describe marketing education processes, this paper suggests that most approaches to marketing education as tra-

FIGURE 1
THE COMMUNICATION PROCESS
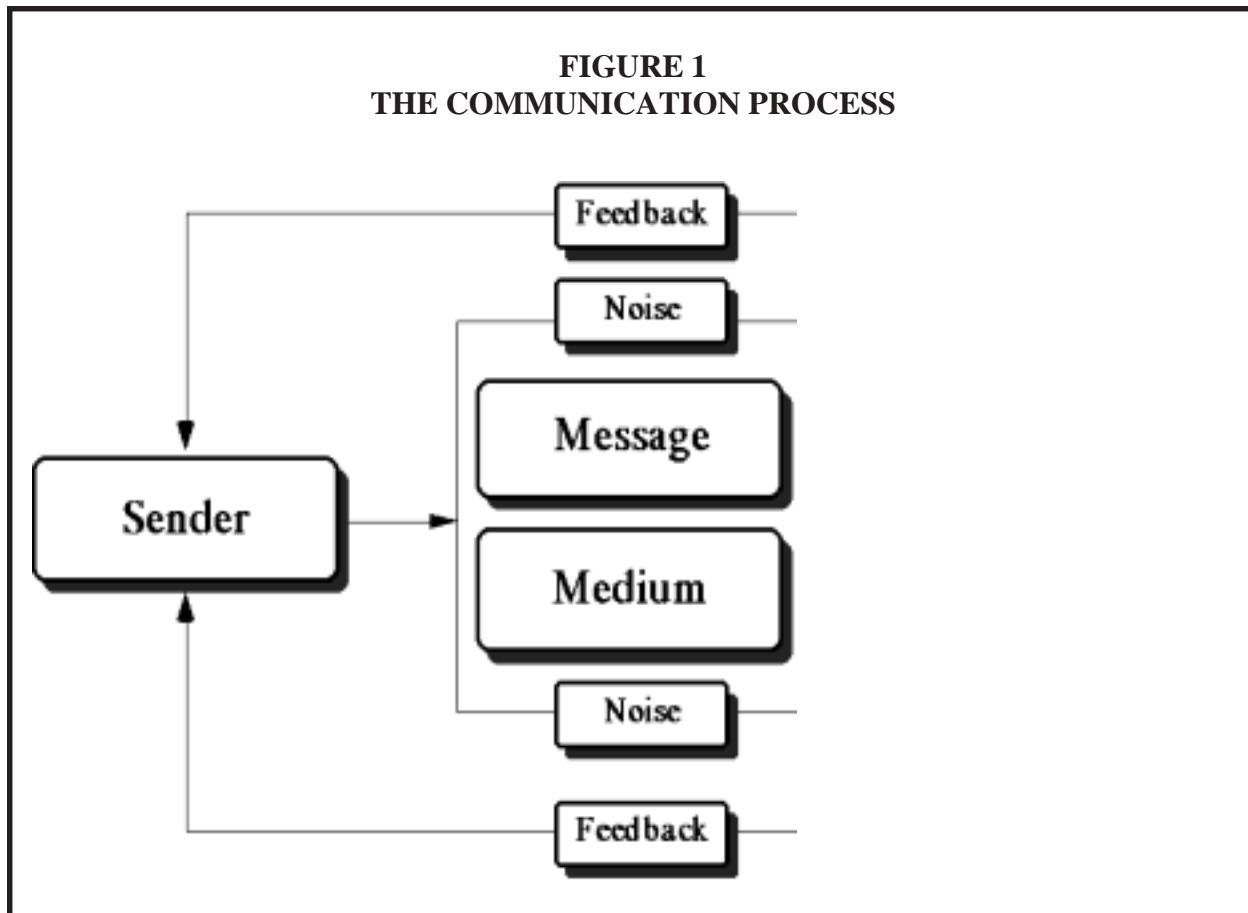
ditionally practiced can be categorized as either sender-centered or receiver-centered. Each category is described in detail below.

Sender Centered

The central role of the instructor in the learning process is recognized by Porter and McKibben in their survey of the relative emphasis of teaching versus research in American Schools of Business (Porter and McKibben 1988). As suggested above, sender-centered approaches to marketing education emphasize the role of the instructor in the communication process. Conceptually, this approach is grounded in the belief that years of study, experience, and preparation on the part of the instructor have produced an individual uniquely qualified to educate marketing students. Whether the result of formal study or years of experience in business or both, instructors are seen as the key resource of effective marketing education under this approach. This perspective has both face and construct validity. It makes sense that those most experienced bring the greatest number and quality of resources to bear on the problems of marketing education. Further, many aspects of marketing education and practice, such as statistical modeling, require extensive preparation on the part of the user. Under this approach, marketing education is designed to emphasize or feature the sender's characteristics and judgment by placing him or her at the center of attention in the classroom. Thus, the sender-centered approach would likely involve selection of a textbook based upon the idiosyncratic preferences of the instructor and utilize extensive lecture notes to illustrate, enhance, and/or augment the text in lecture. Instructors who embody this approach are likely to be perceived as wise and learned scholars, researchers, and teachers whose opinions about marketing are valued as much as the key concepts and principles of the course themselves.

It is precisely this unique perspective that also causes students to seek out a particular instructor based upon reputation and word-of-mouth discussion. An instructor who is per-ceived to be differentially qualified and prepared to share his or her experiences with students at all levels creates a competitive advantage for their business school. And of course, many schools advertise such faculty and reward them with endowed chairs. The endowment not only provides competitive incentive for developing and attracting uniquely qualified faculty, it also provides something of a "brand" effect for potential students. For example, a student at Northwestern University may not know yet of the professional reputation of Philip Kotler, but as the S.C. Johnson & Son Distinguished Professor of International Marketing, Professor Kotler is, in effect, "branded" with a surrogate and external referent of value that helps students distinguish the unique sender-centered value of taking his class.

While the sender-centered approach is viable for enhancing the value of a marketing education, it is susceptible to a number potential drawbacks about the communication and dissemination of information revealed in the communication model. For while it is true that gifted and talented instructors enhance the potential of a student to receive an excellent marketing education, other factors beyond the control of the instructor are at work. For example, the abilities of the instructor must be considered in the context of the abilities of the students, the state of technology used to convey information, and the dynamics of the translation of the instructor's personal knowledge into the public context of the lecture situation itself. If it is sometimes true that the old adage, "Those that can't do, teach," is applicable, it is also sometimes the case that "those that can do, can't teach." This is a gross exaggeration of course, but it reminds us that knowledge alone cannot guarantee the success of a marketing education program. It is a necessary, but not sufficient, ingredient of a strategic perspective on marketing education.

To be fair, it is also the case that sender ability cannot always overcome receiver limitations. Some students may be less able or less prepared to take advantage of a distinctly competent and experienced professor. Even more likely, stu-

dents may be limited by other commitments, such as the constraints of a full time job or a family to care for, to process fully those unique benefits provided by the instructor. For example, a marketing manager at McDonalds' Corporation seeking an MBA at Northwestern, might simply have too little time available to give to study to get all that Professor Kotler can offer. Under such conditions, a receiver-centered approach may seem more attractive.

Receiver Centered

In part because of the limitations inherent in a sender-centered approach to marketing education, some instructors and even whole departments have adopted a receiver-centered approach. Under this perspective, the talents, abilities, and limitations of the real or hypothetical student are weighed as the key element in planning any given marketing course. Often, instructors utilizing this approach attempt to design marketing instruction according to universal principles of learning. For example, learning theory tells us that retention and retrieval of information is often a function of how information is processed and stored when the student first comes in contact with it (Bandura 1977). Accordingly, we design lists with seven plus or minus two elements, with five elements or steps being optimal. In marketing education, many researchers have recognized the importance of adapting pedagogy to the needs and constraints of receivers (Chickering and Gamon 1987; Clow and Watcher 1996). Under the communication model, information is encoded in anticipation of the limits for decoding believed to be operating in the student. For example, a marketing instructor utilizing the receiver-centered approach might adopt a textbook purported to be written for a certain "level of student" versus the content of the textbook per se. This is the rationale for "smaller" versions of marketing principles or marketing management textbooks. Similarly, the selection of essay or multiple choice tests would be based upon the anticipated ability of the students to perform better on one kind of instrument rather than the other.

It should not be construed that use of a receiver-centered approach is relegated to situations in which the students are perceived as less prepared or less able academically than their counterparts taking marketing under the sender-centered approach. Receiver-centered approaches can and are used to deliver valuable experiential learning that simulates real-world business practices. For example, Graham, Graham, and Whiting (1997) use collaborative testing in the marketing principles class to help build the group problem solving skills needed in business. This receiver-centered approach builds real-world skills based upon student action rather than instructor information.

Receiver-centered approaches, like sender-centered approaches, afford the marketing educator some advantages over other organizing principles. The desire to present information in a manner most likely to be used by the receiver is perhaps the most laudable element of this approach. But receiver-centered approaches also have limitations. For example, planning and executing a marketing class or program based upon the abilities of the receiver discounts the potential of the learning process itself to improve those abilities. This subtly works against the goals of education as it enacts a program that does not explicitly seek to improve the quality of how students learn but only attempts to increase the quantity of knowledge they possess at a given quality level. For example, a marketing instructor may use open-book tests to build confidence in students perceived to be under-prepared for the rigors of traditional testing. But this practice may prevent those same students from ever taking their studies to the next step of internalization. Moreover, receiver-centered approaches must rely on the decoding schema of the student in the conveying of meaning. This places too great a responsibility for interpretation on the learner.

Some instructors utilizing the receiver-centered approach may emphasize the textbook as the primary vehicle for conveying marketing information to the student. This variation offers

some powerful advantages to the instructor. First, knowledge creation and dissemination in our culture is based upon principles of learning derived from literate information technology (Ong 1982). That is, we literally think in terms of rules of semiotic rules of meaning and convey that meaning largely through the possibilities created by rules of grammar and syntax. This is quite a different manner of communicating and processing information than other forms of meaning-formation, such as picture-based associations (Edell and Staelin 1983). Besides taking advantage of this technology, emphasizing the text allows instructors to provide students with an enormous quantity of information complete with high quality detailed explanations in the textbook. Considering the amount of terminology, definitions, discussion of concepts, and examples provided in any given marketing text, this approach grants the student access to a relatively portable and inexpensive resource of marketing information.

As suggested, both sender-centered and receiver-centered approaches to marketing education afford instructors positive benefits. Both approaches also have limitations. For marketing educators, a perspective that leverages the strengths of both sender-centered and receiver-centered approaches while not incurring their limitations is desirable.

PERFORMANCE-BASED TEACHING METHODS

The communication model illustrated above places the sender and receiver approaches on ends of a continuum. One way of thinking about these locations is that marketing knowledge tends to reside in one or the other of the "ends" of the communication process. But marketing is a dynamic discipline, subject to the ebb and flow of competitive circumstance. A dynamic approach to marketing education should seek to locate the learning of marketing within a process of exchange inside the communication model, not as residing primarily in one end of the process or the other.

Because performances feature an interaction between senders and receivers, the performance-centered approach emphasizes the element of the medium of transmission in the communication process. Performances are events that exist ephemerally in time and combine both the content being performed (in this case, marketing terms and concepts) with actors or participants in the context of the performance itself. In the case of the marketing class or course, the actors include both student and instructor, although the instructor may play several roles. Planning for the class and administering it outside of lecture places the instructor in the roles of producer and director. In the lecture itself, each actor has a well-defined role to play; students expect to learn from the instructor who in turn agrees to share his or her knowledge as best they can to help the students fulfill their roles. Comparison to dramatic plays are natural of course, although it is more accurate to think of a play as but one kind of human performance.

Actual drama is a presented performance where the audience participates only virtually and imaginatively. In marketing classes, audience participation can be a viable and actual part of the "performance" of learning marketing ideas and concepts. If instructors adopt a performance-centered approach as their organizing principle, then they are more likely to build in ways of facilitating continued exchange between senders and receivers in their course design, regardless of whether they use a sender-centered or receiver-centered approach as the basis of their course organization.

For example, consider the sender-centered approach where the lecture is an expression of the sender's knowledge. Under the performance approach, the marketing lecture by contrast is an evolving performance in which the "actors" work through their roles and by the choices they make in applying marketing concepts, help define those roles further. Instead of acting the role as a one-way communicator of her or his knowledge, the performance-centered lecturer anticipates where and how discussion should take place. A simple

example is inserting questions into lecture to remind the instructor that at this point two way interaction is desirable.

For the receiver-centered approach, the performance metaphor can also remind the instructor to design in the necessity for two-way interaction. For example, a class project under a traditional receiver-centered approach may feature an end of term paper and class presentation. Adopting a performance orientation, the instructor redesigns the project to feature quarterly updates of progress, provides written feedback to samples of student writing, perhaps even meets with the group before the presentation to coach them on aspects of their current level of performance before their final graded performance is presented. The project then becomes a performance that is rehearsed throughout the semester with the instructor becoming a director of the student actors – but not a substitute for their final demonstration of how well they have internalized the lessons of rehearsal.

On the simplest level, a performance orientation helps increase student-instructor interaction. On a higher level, the performance in class begins a life-long process of practicing the application of marketing concepts to solve problems. The student must use marketing ideas in the dynamic, three-dimensional classroom performance situation. As in life, the choices made under this approach create new problems as well as new opportunities for the student. By analogy then, such tools as a syllabus and project deadlines help script the performance roles played by students and may also provide them with some of the critical standards applied to judge their performances. In essence then, a performance-centered approach to marketing education does not see performance as a staged event to be watched in lecture. Rather, it embodies marketing education as an extemporaneous, even impromptu, exchange of marketing concepts in present-tense action to be lived, experienced, and retained as part of the participant's problem-solving body of marketing knowledge.

A performance-centered approach can excite and challenge the student to realize their potential to become marketing professionals. As an organizing metaphor, a performance-centered approach to marketing education also helps the instructor plan the use of class time to transform traditional lectures into performance-based learning experiences. In using a performance-centered approach as an organizing metaphor for developing their marketing courses, instructors make teaching decisions that better integrate teaching resources than other approaches allow. A specific discussion of how to use the performance-centered approach to marketing education can be found in the following section.

IMPLICATIONS FOR MARKETING PEDAGOGY

Recently, other researchers have documented the increased emphasis on course design and implementation to improve student learning and the increased amount of time instructor must spend to prepare courses (Smart, Kelley, and Conant 1999). The adoption of the performance-centered approach to marketing education has implications for each step in the marketing education process. Instructors wishing to utilize performance-centered marketing must commit themselves to changes in course preparation as well as behavioral changes in the classroom. For example, the amount and complexity of planning for a performance-centered class is usually greater than for other approaches. However, the visibility of this effort is less than for other approaches, particularly in comparison to the sender-centered approach. The importance of the active role of the instructor in the sender-centered approach is self-evident in each lecture. In contrast, while the instructor using the performance-centered approach must prepare for multiple contingencies and integrate more variables into the lecture situation, he or she may actually appear to be doing very little on any given day of class. Before adopting the performance-centered perspective then, instructors may find it prudent to discuss the goals and objectives of the ap-

proach with their colleagues and administrators to ensure understanding of and commitment to the approach is shared by all concerned.

If after consideration of the goals and objectives for the course being considered the instructor decides to implement a performance-centered approach, then three areas of consideration can be used to guide planning efforts. These are: ranking and selection of instructional materials; preparation of materials; and, planning the role of active-learning projects. While each area is addressed in sequence below, it is important that the instructor weigh how decisions in each area will impact upon other choices being made to provide a well-integrated course structure.

Ranking and Selection of Materials

In preparing a performance-centered course, the instructor must consider how and in what combinations the traditional tools of marketing education apply to the dynamic context of performance-centered learning. For most courses, this will involve decisions about the text, course software, instruction manuals, and test banks.

Text. Text selection, while still important to the course, exists in a context in which the teaching supplements may carry a greater share the learning burden than under other approaches. Under other approaches, the text serves as the storage of the most detailed information about marketing concepts and practices available to the student on demand. Under the performance-centered approach, the course is designed to require details and, most particularly, applications of course concepts to be developed in participation in the marketing performance of the course. In some instances, this will occur in lecture. At other times, it will occur outside of class in student work groups. But while the text must certainly be accurate and complete in defining and exampling course concepts, it should not be a resource of last resort to resolve all questions. In fact, instructors implementing a performance-centered approach should select a text as much on the basis of what it leaves out as what it

includes. For example, in a promotions course the text may be preferred that does not explain how to cost out a media buy over one that details this process if the instructor intends to build in clues to this process and require that students put them together on their own.

Software. The increasing use of software in marketing education is part of a larger trend in computer assisted instruction (CAI) that has received much attention in the marketing literature over the last few years (Ganash 1992; Hershey 1992; Ronchetto, Buckles, Barath, and Perry 1992). The role of CAI in the performance-centered approach is discussed in greater detail in section of course preparation below. In discussing the role of software in performance-centered marketing, this section emphasizes desirable criteria for judging the usefulness of a software package.

Software packages are available bundled with many texts for larger classes. Marketing principles texts, for example, are almost always available with an accompanying software diskette intended to illustrate key concepts of the course. Often, these packages consist of templates for decision making in which students enter some information into an existing macro-formatted program that generates answers or decisions. While convenient and sometimes illustrative, this kind of software package is a poor supplement in support of performance-learning goals.

Performance-centered marketing courses require software packages with powerful features but little "pre-wired" decision tools. For example, the marketing research course designed to be performance-centered will be better served by adoption of a stand-alone, full-featured statistical package than by single-disk case support, even when the cases are custom-designed to support the accompanying text. Only by requiring the students to learn the procedures necessary to use a full-featured software package can the instructor hope to realize performance-learning goals. Even though well intended, the traditional illustrative software package teaches stu-

dents that someone else must do the initial problem-solving work they hope to learn. On the other hand, full-featured packages (such as SPSS/PC+, SyStat, and StatView, in marketing research) can be integrated into the course to enhance performance-centered learning (e.g., Hershey 1991a, 1991b, 1991c). Although eventually we can expect that the performance-centered approach will encourage extra support from textbook publishers in the form of software manuals adapting a stand-alone package to a particular text in the interim this burden of adaptation falls on the individual instructor.

Instructor's Manuals. Decisions about instructor's manuals typically center around the lecture notes available, the number of transparencies or masters accompanying the lecture notes, and the test bank. Often lecture notes outline the chapters of the text, with little or no embellishment for discussion although this seems to be changing for some of the larger textbook markets such as marketing principles, consumer behavior, and promotions. Some instructor's manuals may include additional discussion material for each chapter. For those instructors seeking to implement the performance-centered approach, a careful examination of these materials is necessary prior to adoption. In the least, the instructor will have to request preview copies of the instruction manuals to texts being considered before making a decision. This is a reminder of the interactive and mutually-influencing characteristic of planning decisions made under the performance-centered philosophy. Good texts that lack good support must be adopted only if the instructor has sufficient time to compensate for a lack of adequate lecture materials.

Transparencies are another key ingredient to an effective instruction manual package. Too often transparency sets are judged by their sheer number or how many color transparencies are available that simply duplicate figures and tables in the text. While repetition of information can enhance learning, it can also bore students and/or suggest to them that they can take in a lecture or read the chapter but have little need to do both. More subtly, transparencies that duplicate information found in the text fail to recognize the different medium of communication used by each. Texts are discourse-based and, as static records of information, can afford to organize information linearly. Since students can return to any passage at their leisure, it is not necessary to worry about how much information gets "carried along" in the moment of processing. Transparencies on the other hand are shown in the ephemeral medium of transmission of the classroom and therefore should be totally visually based. Once the lecture is over the student cannot return to the transparency or duplicate the conditions in which it was first encountered and processed. In the performance-centered approach, this means instructors should choose and use transparency sets that organize information graphically and holistically since it is expected that students must apply the information in the present moment of viewing to solve problems. In short, the transparencies should be designed so that important relationships are immediately apparent. This involves a kind of translation of text-based concepts into a graphic medium that visually summarizes sometimes complex relationships. Adopting a performance-based perspective means maximizing the constraints of each element of the communication process as it changes in each performance learning situation. Transparencies must be chosen with an eye to how they are actually used, not simply on the basis of what information they record.

For example, most marketing management classes review the BCG product/growth matrix. The concept is well known, but graphic presentations of it in transparency packages vary widely. Some management texts do not show a matrix at all, some marketing texts show the matrix without graphics or icons, others include "cash" or "cow" graphics in the appropriate quadrant (Hershey 1995). A performance centered approach will select the graphic that provides more visual cues to meaning than one that features more text based information.

Test Banks. Test banks too can be chosen on the basis of how well they contribute to performance-centered learning. Typical test bank materials for the marketing principles course, for example, place a heavy emphasis on *definitionally-based* multiple choice and true false questions. At the principles level it is of course important to test students' knowledge of course definitions. But a test bank should also assume a certain knowledge is present in the student and test student application of course information to solve marketing problems. This provides a virtual conversation echoing the two-way interaction of the performance-based lecture A performance-based teaching method would design *scenario-based* multiple choice questions to supplement existing test banks. These questions describe a problem facing a manager or company and students must know both definitions of the terms offered as answers and the situations in which the terms can be most successfully applied. In this way the test questions require the students to apply or perform marketing decision-making strategies imaginatively. Their integrated problem solving experience then becomes part of their marketing repertoire of skills.

Preparation of Materials

As the discussion above suggests, it may be necessary to adapt or enhance instructional materials to achieve performance-centered goals. In some cases, as in the test bank example, it will be necessary to create additional materials to augment materials provided with a textbook package. In other instances it may be necessary to use a textbook of second choice that includes a total package better suited to performance-centered learning. For example, a marketing text that includes a set of performance-centered learning transparencies may be preferable to a text for which the transparencies do not engage the student in present moment synthesis and application. In any case, the key to implementing the performance-centered approach lies in the coordination and preparation of the materials to serve active learning goals in the lecture/performance situation.

Active Learning Projects

In addition to choosing materials and preparing them to meet performance-centered objectives instructors should consider how the use of traditional group projects can be coordinated to complement performance-centered objectives. Two aspects of group work that lend themselves to performance-centered learning are task-specific requirements and group reports.

Requirements. A key aspect of performance-centered learning is the integration of the dispirit parts of marketing principles into a synthesized combination of decision making conceptual tools. A number of simple organizational requirements can provide student groups with successful use of performance-centered principles early in the term.

Perhaps the most basic application of the performance-centered approach is to require that student groups turn into the instructor a list of both the group members names and the study times during the week they have set aside to work on the project. This may be done before even telling them what the project is or when the deadlines are. Having the group commit to a public meeting place, say a computer lab, is even better. This commitment once joined, can be immediately employed by requiring the group to fill out and hand in a company organization chart. If the instructor hands out a description of each of the role to be fulfilled on a project, then the group must hand back the names of each member filling that role. For example, if the project in a marketing management class is to compete in a simulation for two years and present a third year marketing plan based upon the company's performance, then the role requirement can be linked to the tasks that must be completed in the simulation. These may include a research director, an advertising director, one or more data analysts, one or more product managers, and some kind of executive team responsible for delegating tasks, meeting deadlines, and coordinating writing and editing of the plan. Each of these roles is delin-

eated and assigned by the group among itself and turned in to the instructor.

At this point, a performance-centered approach encourages the use of decision and organizing tools to avoid potential deadline related problems. For example, instructors may now require groups to develop a PERT chart outlining how and when they will complete the marketing plan by its due date. In the marketing management example, most students will be familiar with PERT charts from their production operations course. The marketing instructor should set only the deadlines for completing the plan, handing in an outline, and requiring an initial strategy statement and first year assessment from each team. The groups then must coordinating the integration of these materials into the PERT chart to be handed in. This student-generated material then serves as part of the diagnostic tools used by the instructor to monitor group performance. In this way, both students and the instructor are working on emerging knowledge in application as the basis for assessing student learning.

Reporting. Just as the use of performance-centered objectives can help organize group projects, instructors can set performance-centered goals for reporting their results. In completing a marketing plan in principles or marketing management, students often present a summary of their report orally in class. Too often these presentations can be a stream of turn-taking at the podium that all too realistically imitates the traditional lecture format used by the professor! But if the instructor sets performance-based requirements for the presentation, students can be rewarded for both imaginative and integrated presentations. Again general rules that require certain objective performance of the oral presentation can insure active learning experiences.

One of the simplest performance-based rules for presentations then, is to not allow students to use a podium. A further enhancement of this feature is to not allow students to use notes. To avoid panic, students can be allowed to present outlines of discussion topics in visual aids such as charts, transparencies, computer-generated graphics, or even student produced videos. To enhance the integrative goals of the performance approach the instructor should require use of a minimum of three different visual aid media. This helps provide variety and stimulates imaginative use of transitions between each visual aid.

Just as the tools of presentation should be varied, so too should the presenters themselves avoid static presentation. Student presenters can be required to engage in direct audience eye-contact, use physical movement by the group to direct audience attention to a particular visual aid, and a question and answer session that demands on the spot application of concepts. A variation on question and answer can assign another student group responsibility for questioning the presentation group. In this way, students must learn to analyze and evaluate marketing plans (performances) in a real time situation.

Preparing these performance-centered requirements for presentations takes more time than some approaches but can pay off in better assimilation of course content and better retention of workable decision making skills.

CONCLUSION

This paper describes how typical approaches to marketing education may be conceptualized as either sender-centered or receiver-centered and suggests that a performance-centered approach to marketing education enhances student learning of marketing as an action-oriented set of decision-making skills. It describes how to implement the performance-centered approach in both course planning and selecting and using course instructional materials. Problems implementing the performance-centered approach include increased time spent planning and preparing materials to meet performance-centered goals and risks that the instructor's innovation will not be perceived favorably by administrators. Advantages include engaging students in real-time, present moment integration of marketing con-

cepts in a holistic manner. During present moment integration, students and instructors can maximize the potential for information exchange as described in the communication process model.

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