

# Experiential Marketing: Collaborating with Community Partners through Live Client Projects



# EXPERIENTIAL MARKETING: COLLABORATING WITH COMMUNITY PARTNERS THROUGH LIVE CLIENT PROJECTS

LINA MANUEL

Fanshawe College Pressbooks  
London Ontario



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# ABOUT THIS GUIDE

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Welcome to the Open Education Resource for the Community Consultancy/Employer Rounds Course at Fanshawe College. This guide is designed to provide students, instructors, and community clients with valuable insights into the immersive world of experiential learning and live client marketing. Our aim with this resource is to create an understanding of the Community Consultancy/Employer Rounds course, its transformative impacts on students' career pathways, and the benefit it provides our community partners.

From exploring team building and research activities to crafting portfolio websites highlighting client projects, our students create impactful client deliverables that give them the skills they need to be job-ready for a career in Marketing.

We're excited to share real-world examples, testimonials, and success stories that vividly

showcase how the program shapes students into agile professionals prepared for the dynamic marketing landscape.

This guide includes perspectives from students, the course instructors, and community partners. Testimonials from all three participants are denoted by their respective icons.

## Accessibility Statement

We are actively committed to increasing the accessibility and usability of the textbooks we produce. Every attempt has been made to make this OER accessible to all learners and is compatible with assistive and adaptive technologies. We have attempted to provide closed captions, alternative text, or multiple formats for on-screen and off-line access.

The web version of this resource has been designed to meet [Web Content Accessibility Guidelines 2.0](#), level AA. In addition, it follows all guidelines in [Appendix A: Checklist for Accessibility](#) of the [Accessibility Toolkit – 2nd Edition](#).

In addition to the web version, additional files are available in a number of file formats including PDF, EPUB (for eReaders), and MOBI (for Kindles).

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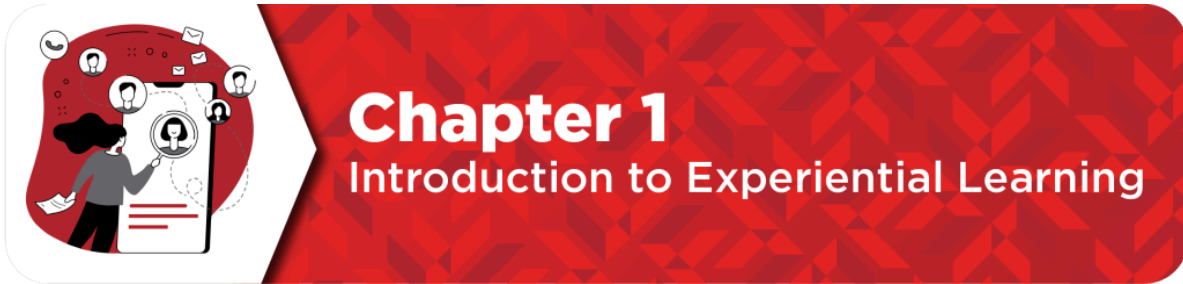
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# CHAPTER 1: INTRODUCTION TO EXPERIENTIAL LEARNING



- [1.0 Faculty Perspective – Lina Manuel](#)
- [1.1 What is Experiential Education?](#)
- [1.2 Benefits of Experiential Learning](#)
- [1.3 Principles of Experiential Learning](#)
- [1.4 The Experiential Process](#)
- [1.5 Roles in Experiential Learning](#)
- [1.6 Student Perspective – Loreen Sawatzky](#)



# 1.0 FACULTY PERSPECTIVE - LINA MANUEL

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## Faculty Perspective



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Video: [Kinlin Experiential Marketing OER – Lina Manuel](#) by [Fanshawe OER Design Studio](#)[1:46]  
*transcript available on YouTube*

<b>Name</b>	Lina Manuel
<b>Program</b>	Lawrence Kinlin School of Business and Employer Rounds Course
<b>Course Highlights</b>	<ul style="list-style-type: none"><li>• This course bridges theory and practice, preparing students for marketing careers through hands-on client projects.</li><li>• Faculty mentors guide students through the experiential learning process, ensuring clients' needs are aligned with student experiences.</li></ul>
<b>Advice to Faculty</b>	<ul style="list-style-type: none"><li>• Engage and empower students to become confident consultants.</li><li>• Encourage students to think critically, ask questions and dig deep into research.</li></ul>
<b>Takeaways &amp; Benefits</b>	<ul style="list-style-type: none"><li>• Students leave this course with practical skills and an understanding of real-world marketing challenges.</li><li>• Students become agents of positive change by applying learning to benefit small businesses and non-profits.</li></ul>

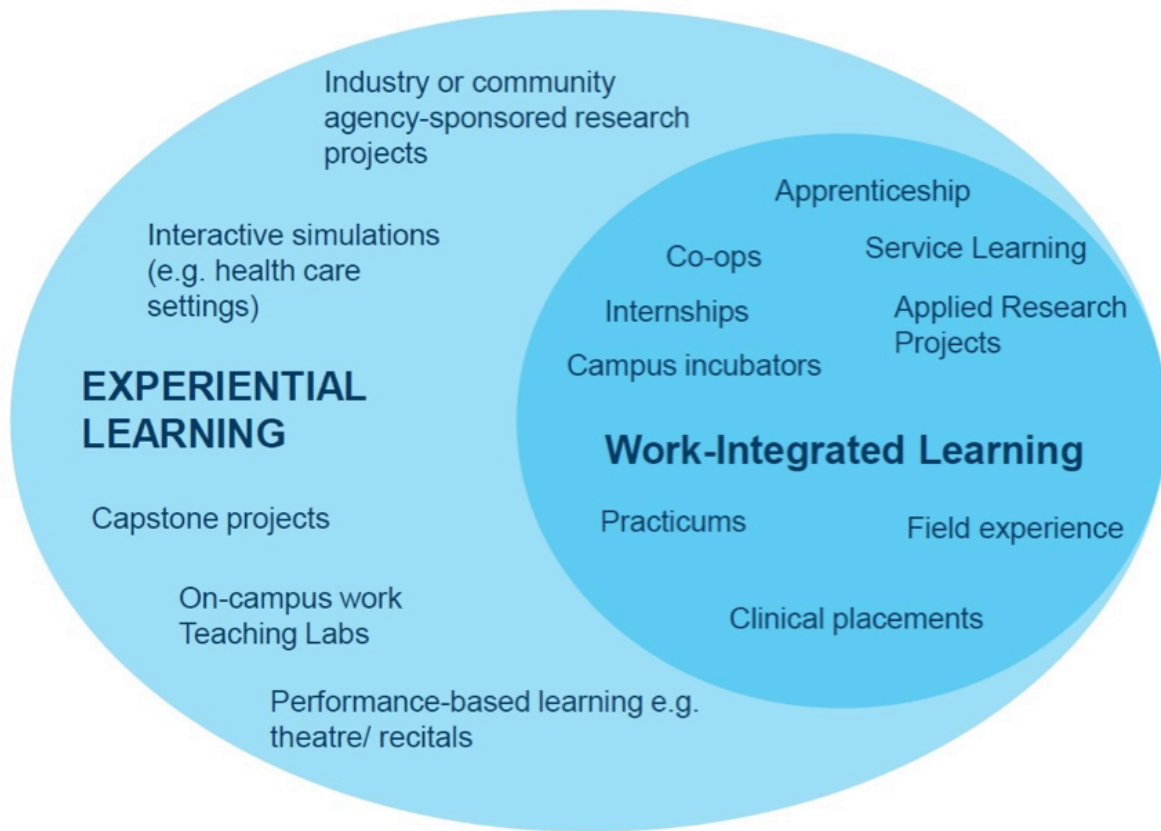


# 1.1 WHAT IS EXPERIENTIAL EDUCATION?

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**Experiential education**, or learning by doing, takes many forms. Experiential learning activities can be embedded in a course, comprise an entire course, or serve as the focus of a complete term of study. Experiential learning can be introduced early on in a program of study to provide students with early exposure to authentic experiences tied to their discipline or related professions, built into the upper levels of a program to allow students to experiment with applying what they are learning in their courses, or set as a capstone experience to help launch them into the world of work before graduation.

Experiential education is typical in higher education, and increasingly, colleges and universities in Ontario are concentrating their efforts on providing students with experiential learning opportunities situated within simulated or actual workplaces to give students authentic exposure to work environments so that they can judge well what skills are needed and what the work environment is like daily. The Ontario Ministry of Advanced Education and Skills Development has provided a helpful diagram for understanding experiential education:



[“MAESD’s Guiding Principles for Experiential Learning: Experiential Learning Overview”](#) by Ministry of Advanced Education and Skills Development.

Many Ontario colleges and universities are considering how the full scope of experiential learning opportunities across program areas correspond to this graphic representation of experiential education provided by the Ministry. However, some institutions have contextualized their vision of experiential learning to align more closely with institutional priorities and values. See Fanshawe’s approach below.

Fanshawe College



Students at Fanshawe are provided with Signature Innovative Learning Experiences (SILEx) and job skills to prepare them for their future careers. Every Fanshawe graduate participates in at least one rich, experiential learning opportunity while studying at Fanshawe. These opportunities include applied research, entrepreneurship, multi-disciplinary projects, global projects, or live client interactions (Fanshawe College, 2020).

Fanshawe College has also identified 7 Job Skills for the Future that all programs in the college embed into their curriculum. These Job Skills are generic to all industries. Competence in these job skills is required for those seeking to build successful careers. Soon-to-be-graduated students must identify these skills in themselves and understand how they can exhibit competence in these skills when meeting with potential employers (Fanshawe College, 2020).



[Chapter 2](#) will explore the Job Skills for the Future in more detail.

Colleges and universities value experiential education to effectively develop students' competence and confidence in their chosen field. It can help students recognize their passions, knowledge and skills and chart a more straightforward career growth and advancement path. As the Honourable Mitzie Hunter, Minister of Advanced Education and Skills Development, stated in 2017:

*Ontario's students are highly-educated and incredibly talented, but without some work-related experience on their resume, it can be challenging for them to land that first job after school. With support from the Career Ready Fund, students and new graduates will gain the meaningful, real-world experience they need for a successful career start, and employers will have access to talent that can make an immediate impact on their success. (D. Bartucci, personal communication, April 27, 2018)*

In short, experiential education can help students recognize their passions, knowledge and skills and chart a more straightforward career growth and advancement path.



### Community Partner Testimonial

“When business and marketing professors from the Lawrence Kinlin School of Business at Fanshawe College approached our organization with a chance to benefit from their students’ research, we jumped at the opportunity. Our expectations were exceeded at every step of the process. Under the excellent guidance of their professors, students presented us with clear recommendations to highlight the impact of our work and build our capacity to manage ongoing marketing and communications strategies. They used innovation, analytical skills and strong marketing knowledge to address old frameworks and help us implement effective and user-friendly tools to attract and retain supporters of our mission. Rather than just dropping research and results in our laps, the students put in the extra effort to actually train us how to use the information to deliver results. We can’t begin to offer sufficient words to thank them for their effort and dedication. Thank you!”

**Heather Smith, Executive Director**  
**Rayjon Share Care of Sarnia Inc. | [www.rayjon.org](http://www.rayjon.org)**

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# 1.2 BENEFITS OF EXPERIENTIAL LEARNING

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Video: [Experiential Learning: How We All Learning Naturally](#) by [Sprouts](#) [3:53] Transcript Available

Experience really can be a great teacher. Postsecondary students typically spend long hours taking notes in lectures or immersed in readings each week, trying to get their heads around the complex ideas and theories that inform practices. Certainly, lectures and readings are potent instructional tools, and students can learn effectively by exploring theory alone. However, when students are also provided to engage in the authentic application of what they are learning about, whether, in the lab, field, community, workplace, simulated environment or some other out-of-class, hands-on experience, it is often just what is needed to solidify understanding and align theory and practice to the habits of mind and values that define vocations.

The Provost's Task Force on Experiential Learning at the University of Windsor (2017, p4.) characterized the benefits for faculty, students, and industry/community partners in their [report](#) – [Experiential Education: A Path Toward Improving the Student Experience](#):

## Student Benefits

- Increases motivation and engagement, encouraging self-directed learning;
- Facilitates the exploration of the relationship between academic theory and practice, increasing clarity around academic and career goals;
- Increases understanding and perceptions around workplace cultures;
- Enhances professional networks;
- Helps students better understand work realities and expectations;
- Provides the opportunity to gain career-related experiences, clarifying employment and career goals;
- Builds leadership, technical, and professional skills;
- Increases confidence, maturity, and self-management;

- Improves problem-solving, critical thinking, research, communication, and teamwork skills;
- Develops skills to transition to the workforce;
- In cases of paid placements, it provides earnings to assist with financial obligations and
- Builds citizenship skills.

#### Faculty/Institutional Benefits

- Attracts and retains high-quality students;
- Strengthens links between the institution and the business, government, and community organizations;
- Uses effective marketing and recruitment tools;
- Enhances the reputation of the institution within the employment community;
- Aligns with government priorities;
- Increases employability of graduates, thereby increasing institutional employment rates;
- Increases alumni engagement as community partners;
- Increases partnership opportunities and financial support towards EL from community partners;
- Increases educator satisfaction;
- Helps faculty keep their knowledge current and
- Provides the opportunity to evaluate and improve curriculum.

#### Community/Employer Benefits

- Increases the diversity, energy, and enthusiasm within the workplace;
- Engages postsecondary institutions in responding to identified community needs;
- Fosters additional collaboration with the university;
- Increases the profile of the community's opportunities and challenges;
- Provides a new perspective to the delivery of programs, services and products;
- Helps organizations find solutions to specific business or industry needs and
- Attracts and hires motivated and enthusiastic new employees

The benefits of including experiential education opportunities within postsecondary courses and programs are many and can result in positive outcomes for a broad range of people. Experiential learning supports students in applying their knowledge and conceptual understanding to practical problems or situations and provides them with an opportunity to consider their areas of strength and weakness, as well as areas of interest and passion, with the benefit of reflection following direct experience. Students, educators, and employers

highly value experiential education for the ways in which it can connect town and gown, bring new insights and innovations into the classroom and the workplace through reciprocal relationships, and inspire and inform students in their choice of career paths to pursue.

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“[What is Experiential Education?](#)” in [Learning by Doing: Postsecondary Experiential Education](#) by Mary Wilson and Kyle Mackie is licensed under a [Creative Commons Attribution 4.0 International License](#), except where otherwise noted.



# 1.3 PRINCIPLES OF EXPERIENTIAL LEARNING

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A key element of experiential learning...is the student, and that learning takes place...

## Principles of Experiential Learning (EL)

Unlike traditional classroom situations where students may compete with one another or remain uninvolved or unmotivated and where the instruction is highly structured, students in experiential learning situations cooperate and learn from one another in a more semi-structured approach. Instruction is designed to engage students in direct experiences which are tied to real-world problems and situations in which the instructor facilitates rather than directs student progress. “The focus of EL is placed on the process of learning and not the product of learning” (UC Davis, 2011, para 6). Proponents of experiential learning assert that students will be more motivated to learn when they have a personal stake in the subject rather than being assigned to review a topic or read a textbook chapter. What is essential in EL, however, is “that the phases of experiencing (doing), reflection and applying are present. In addition, “the stages of reflection and application are what make experiential learning different and more powerful than the models commonly referred to as ‘learn-by-doing’ or ‘hands-on-learning’” (UC Davis, 2011, para 12 citing Proudman).

The following is a list of experiential learning principles as noted by the (Association for Experiential Education, 2011, para 4):

- Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis, and synthesis.
- Experiences are structured to require the student to take initiative, make decisions, and be accountable for results.
- Throughout the experiential learning process, the student is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning.
- Students are engaged intellectually, emotionally, socially, soulfully, and/or physically. This involvement

produces a perception that the learning task is authentic.

- The results of the learning are personal and form the basis for future experience and learning.
- Relationships are developed and nurtured: student to self, student to others, and student to the world.
- Opportunities are nurtured for students and instructors to explore and examine their own values.
- The instructor’s primary roles include setting suitable experiences, posing problems, setting boundaries, supporting students, ensuring physical and emotional safety, and facilitating the learning process.
- The instructor and student may experience success, failure, adventure, risk-taking and uncertainty because the outcomes of the experience cannot totally be predicted.
- The instructor recognizes and encourages spontaneous learning opportunities.
- Instructors strive to be aware of their biases, judgments and pre-conceptions and how these influence the student.
- The design of the learning experience includes the possibility to learn from natural consequences, mistakes and successes.

The instructor and student may experience success, failure, adventure, risk-taking, and uncertainty because the outcomes of the experience cannot totally be predicted.

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# 1.4 THE EXPERIENTIAL LEARNING PROCESS

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Experiential learning involves several steps that offer students a hands-on, collaborative and reflective learning experience, which helps them to “fully learn new skills and knowledge” (Haynes, 2007). Although learning content is important, learning from the process is at the heart of experiential learning. During each step of the experience, students will engage with the content, the instructor, and each other, as well as self-reflect and apply what they have learned in another situation.

The following describes the steps that comprise experiential learning as noted by (Haynes, 2007; UC Davis, 2011).

Although learning content is important, learning from the process is at the heart of experiential learning.

## Experiencing/Exploring “Doing”

Students will perform or do a hands-on, minds-on experience with little or no help from the instructor. Examples might include making products or models, role-playing, giving a presentation, problem-solving, and playing a game. A key facet of experiential learning is what the student learns from the experience rather than the quantity or quality of the experience.

## Sharing/Reflecting “What Happened?”

Students will share the results, reactions and observations with their peers. Students will also get other peers to talk about their own experiences, share their reactions and observations and discuss feelings generated by the experience. The sharing equates to reflecting on what they discovered and relating it to past experiences, which can be used for future use.

## Processing/Analyzing “What’s Important?”

Students will discuss, analyze and reflect upon the experience. Describing and analyzing their experiences allows students to relate them to future learning experiences. Students will also discuss how the experience was carried out and how themes, problems and issues emerged as a result of the experience. Students will discuss how specific problems or issues were addressed and identify recurring themes.

## Generalizing “So What?”

Students will connect the experience with real-world examples, find trends or common truths in the experience, and identify “real life” principles that emerged.

## Application “Now What?”

Students will apply what they learned in the experience (and what they learned from past experiences and practice) to a similar or different situation. Also, students will discuss how the newly learned process can be applied to other situations. Students will discuss how issues raised can be useful in future situations and how more effective behaviours can develop from what they learned. The instructor should help each student feel a sense of ownership for what was learned.

In experiential learning, the instructor guides rather than directs the learning process where students are naturally interested in learning.

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# 1.5 ROLES IN EXPERIENTIAL LEARNING

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## Instructor Roles in Experiential Learning

In experiential learning, the instructor guides rather than directs the learning process where students are naturally interested in learning. The instructor assumes the role of facilitator and is guided by a number of steps crucial to experiential learning, as noted by (Wurdinger & Carlson, 2010, p. 13).

1. Be willing to accept a less teacher-centric role in the classroom.
2. Approach the learning experience in a positive, non-dominating way.
3. Identify an experience in which students will find interest and be personally committed.
4. Explain the purpose of the experiential learning situation to the students.
5. Share your feelings and thoughts with your students and let them know that you are learning from the experience, too.
6. Tie the course learning objectives to course activities and direct experiences so students know what they are supposed to do.
7. Provide relevant and meaningful resources to help students succeed.
8. Allow students to experiment and discover solutions on their own.
9. Find a sense of balance between the academic and nurturing aspects of teaching.
10. Clarify students' and instructor roles.

## Student Roles in Experiential Learning

Qualities of experiential learning are those in which students decide themselves to be personally involved in the learning experience (students are actively participating in their own learning and have a personal role in the direction of learning). Students are not completely left to teach themselves; however, the instructor assumes the role of guide and facilitates the learning process. The following list of student roles has been adapted from (UC-Davis, 2011; Wurdinger & Carlson, 2010).

1. Students will be involved in problems which are practical, social, and personal.
2. Students will be allowed freedom in the classroom as long as they make headway in the learning process.
3. Students often will need to be involved with difficult and challenging situations while discovering.
4. Students will self-evaluate their progression or success in the learning process, which becomes the primary means of assessment.

5. Students will learn from the learning process and become open to change. This change includes less reliance on the instructor and more on fellow peers, the development of skills to investigate (research) and learn from an authentic experience, and the ability to self-evaluate one's performance objectively.

## Integrating Experiential Learning (EL) in Teaching

As previously noted, a primary role for instructors is to identify a situation which challenges students through problem-solving, cooperation, collaboration, self-discovery, and self-reflection. At the same time, decide what the students should learn or gain from the learning experience. Below are some primary points to consider when integrating experiential learning into your teaching.

### Plan

Once the EL experience has been decided upon, plan the experience by tying it to the course learning objectives and determine what students will need to successfully complete the exercise (resources such as readings and worksheets, research, rubrics, supplies and directions to off-campus locations, etc.). Also, determine the logistics: how much time will be allotted for the students to complete the experience (a complete class session, one week or more)? Will students need to work outside of class? How will the experience end? What forms of assessment will you employ? Will you use ongoing assessments such as observations and journals (called formative assessment), end-of-experience assessments such as written reports and projects, self and/or peer assessments, or a combination of all three?

### Prepare

After the planning has been completed, prepare materials, rubrics, and assessment tools and ensure that everything is ready before the experience begins.

### Facilitate

As with most instructional strategies, the instructor should commence the experience. Once begun, you should refrain from providing students with all the content and information and complete answers to their questions. Instead, guide students through the process of finding and determining solutions for themselves.

### Evaluate

The success of an experiential learning activity can be determined during discussions, reflections, and a

debriefing session. Debriefing, as a culminating experience, can help to reinforce and extend the learning process. In addition, make use of the assessment strategies previously planned.

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# 1.6 STUDENT PERSPECTIVE - LOREEN SAWATZKY

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## Student Perspective



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Video: [Kinlin Experiential Marketing OER – Loreen Sawatzky](#) by [Fanshawe OER Design Studio](#)[3:39] *transcript available on YouTube*



<b>Name</b>	Loreen Sawatzky
<b>Program</b>	Business Administration Marketing
<b>Course Experience</b>	A rich learning experience culminating in the satisfaction of having clients implement suggestions and ideas generated and presented during projects. Learned how to analyze a business problem and then do enough research to make a well-informed decision about how to solve it.
<b>Client Projects</b>	Along with a passionate and motivated partner, worked on three live client projects that were then developed into a portfolio to be used in the interview process.
<b>Takeaways &amp; Benefits</b>	A great opportunity to take prior learning about marketing from other courses and put it to good use. It was a great feeling leaving Fanshawe with the knowledge, skills, confidence and portfolio to hit the ground running.



# CHAPTER 2: JOB SKILLS FOR THE FUTURE AT FANSHAWE



## Chapter 2 Job Skills for the Future at Fanshawe

[2.0 Student Perspective – Priscila Baez](#)

[2.1 SiLex](#)

[2.2 Social Intelligence](#)

[2.3 Global Citizenship](#)

[2.4 Self-Directed Learning](#)

[2.5 Resilience](#)

[2.6 Novel and Adaptive Thinking](#)

[2.7 Implementation Skills](#)

[2.8 Complex Problem Solving](#)

[2.9 Student Perspective – Nina Garcia](#)



# 2.0 STUDENT PERSPECTIVE - PRISCILA BAEZ

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## Student Perspective



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Video: [Kinlin Experiential Marketing OER – Priscila Baez](#) by [Fanshawe OER Design Studio](#)[2:23]  
*transcript available on YouTube*

<b>Name</b>	Priscilla Baez Monsanto
<b>Program</b>	Marketing Management
<b>Course Experience</b>	Working with established companies helped me develop new skills, and my research skills were enhanced through practice using the database Fanshawe makes available to students.
<b>Client Projects</b>	Worked on two projects, both of which were geared toward increasing client sales. Contact with the second client has continued, with future plans ahead!
<b>Takeaways &amp; Benefits</b>	In the current competitive job market within the marketing field, the experience gained through this course is recognized by potential employers.

## 2.1 SILEX

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As mentioned in [1.1 What is Experiential Education](#), Fanshawe College has identified 7 Job Skills for the Future that all programs in the college embed into their curriculum. These Job Skills are generic to all industries. Competence in these job skills is regarded as required for those seeking to build successful careers. It is important that soon-to-be-graduated students identify these skills in themselves and understand how they can exhibit competence in these skills when meeting with potential employers. To this end, in this chapter, each of the Job Skills is defined.

All the 7 Job Skills for the Future are woven into the curriculum of Fanshawe College's marketing program. Each skill is explored in more detail in the following pages.

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## 2.2 SOCIAL INTELLIGENCE

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### *Build and nurture mutually beneficial relationships*

Social Intelligence is being able to interact positively with others, building strong healthy relationships and thriving in social environments. It is having the self-awareness to effectively apply the knowledge of social dynamics and team building to create positive outcomes for everyone involved. Individuals who demonstrate the skill of Social Intelligence have excellent communication skills and are empathic. We often refer to Social Intelligence as ‘people skills’ or ‘interpersonal skills’.

### **Excelling in Social Intelligence as a Job Skill means:**

You:

- Have a passion for working with others towards positive outcomes
- Are curious about the world and the people in it
- Care about others
- Have good emotional control (Emotional Intelligence)



- Listen with intent and exhibit strong conversational skills

*Others see you as:*

- Having respect for diverse opinions, values, belief systems and the contributions of others
- Having a constantly renewed sense of curiosity and wonder
- Having a willingness to help others
- A good listener and communicator

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## 2.3 GLOBAL CITIZENSHIP



### *Create an awareness of the wider world and your place in it.*

Global citizenship is having a worldview grounded in civic responsibility and ethics. Global citizens think both on a structural level (e.g., how does my consumption affect people around the world?) and on an individual level (e.g., how should I greet my international peers in a way appropriate to their cultural norms?).

A global citizen will learn from and with others who are different from themselves. They will examine ideas such as privilege and relative positions of power. They are committed to social justice and to breaking down global inequities.

### **Excelling in Global Citizenship as a Job Skill means:**

*You can:*

- Think critically within a larger worldview
- Reflect on political, cultural, and historical influences on yourself and others
- Treat people as individuals while respecting their culture and beliefs

*Others see you as:*

- Committed to civic responsibility & social justice
- Respecting the cultural norms of others
- Learning from people with diverse backgrounds and beliefs

---

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## 2.4 SELF-DIRECTED LEARNING

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### Identify and achieve personal learning goals

Being a self-directed learner is being autonomous, organized, and self-disciplined. They are able to communicate effectively, accept constructive feedback and engage in self-evaluation and self-reflection to learn. Self-directed learners are lifelong learners as they continue to grow and adapt to complex social and technological changes throughout their careers. They are self-motivated.

### Excelling in Self-directed Learning as a Job Skill means:

*You can:*

- Take the initiative to learn
- Work towards solving real-world problems by trying to find efficient solutions
- Adapt and learn as needed
- Not fear change
- Be accountable

- Be punctual

*Others see you as:*

- Acting without being told to
- Assessing your own abilities – strengths and weaknesses
- Adapting to new technology
- A motivated/driven person

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## 2.5 RESILIENCE

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### *Succeed through adversity*

Resilience is the ability to thrive while overcoming obstacles. It is the ability to accept difficult situations and adapt in order to move forward. An individual with Resilience skills is capable of coping with stress, emotional upheaval, and pressure. They have the mindset that their skills and abilities are dynamic, not fixed allowing them to work through hard times to a better future.

### **Excelling in Resilience as a Job Skill means:**

*You are:*

- Self-reliant
- Responsible
- Self-Driven
- Mature
- Someone who will admit their mistakes and own their problems

- Positive/optimistic
- Able to work through difficult situations to find positive solutions

*Others see that you:*

- Earn respect from your peers and colleagues
- Are regarded as mature
- Stay calm under pressure
- Know when to ask for help
- Find answers
- Are successful

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## 2.6 NOVEL AND ADAPTIVE THINKING



### *Find innovative, creative, and unconventional relationships between things or concepts*

Being a Novel and Adaptive Thinker means being creative in analysis and solutions. They address complex and sometimes controversial issues with a humble and open-minded attitude. They think ‘outside the box’ in response to unique or unexpected situations attempting to find unique but effective answers. They thrive when challenged and are willing to adapt or change a solution when circumstances change, or other options present themselves.

### **Excelling in Novel and Adaptive Thinking as a Job Skill means:**

*You are good at:*

- Synthesizing data and information



- Analyzing
- Evaluating
- Making sound, ethical decisions
- Thinking innovatively and creatively
- Not getting too attached to outcomes

*Others see you that have the ability to:*

- Apply a logical, systematic approach to solving problems
- Create solutions that balance facts and feelings
- Inspire increased trust from others

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“[4.7 Novel and Adaptive Thinking](#)” in [Working in Play: Planning for a Career in the Recreation and Leisure Industry in Canada](#) by Linda Whitehead is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#), except where otherwise noted.

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## 2.7 IMPLEMENTATION SKILLS

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### *Manage projects to achieve key milestones and outcomes*

Excelling in Implementation skills means an individual has a “get er done” attitude. They can design, manage, and execute projects, initiatives or plans in an organized, timely fashion. They can guide a project from idea to completion while managing themselves and others effectively. They are action-orientated and enjoy a ‘hands-on approach’.

### **Excelling in Implementation Skills as a Job Skill means:**

You:

- Think and plan ahead
- Manage logistics easily
- Apply logic & common sense
- Have superb organizational skills
- Demonstrate a high level of personal responsibility

- Enjoy working with templates and systems
- Have the capacity to develop and implement 'systems' when needed

*Others see that you can:*

- Roll with the punches
- Easily act on new information
- Have a 'Plan B' (and a 'Plan C' and 'D'...)
- See both the big picture & also the minute details
- Play a strong role as a DOER, rather than a passive Observer
- Turn problems into 'plot twists'

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## 2.8 COMPLEX PROBLEM SOLVING



### *Find solutions to real-world problems*

Complex Problem Solving is the skill of applying a method to a problem, often not seen before, to obtain a satisfactory solution. It requires a creative combination of knowledge and strategies to arrive at an answer. Rapid technological change, the increasingly global exchange of ideas, and the proliferation of easy-to-access information – some of which is decidedly unreliable – all contribute greater complexity to the problems that they will need to solve.

### **Excelling in Complex Problem Solving as a Job Skill means:**

*You are:*

- Engaged in *'big picture* thinking
- Flexible & adaptable to change
- Creative

- Highly detail-oriented
- Someone who sees patterns
- Someone who works efficiently

*Others see you:*

- Demonstrate self-reliance
- Achieve your dreams and ambitions
- Capable of higher-order thinking (not just memorizing facts, but demonstrating the ability to deeply understand, apply, analyze, and evaluate information)
- Achieve increased status & responsibility at school or work
- Create solutions that balance the facts but with new insight

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## 2.9 STUDENT PERSPECTIVE - NINA GARCIA

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### Student Perspective



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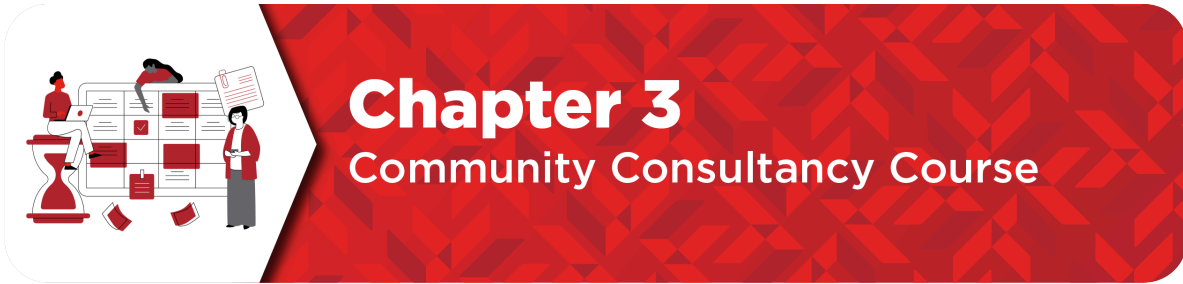
Video: [Kinlin Experiential Marketing OER – Nina Garcia](#) by [Fanshawe OER Design Studio](#) [4:27]  
*transcript available on YouTube*

<b>Name</b>	Nina Garcia
<b>Program</b>	Marketing Management
<b>Course Experience</b>	Acquired a wide variety of skills, including SEO and research skills, and was able to build an impressive Canadian portfolio and make valuable connections along the way.
<b>Client Projects</b>	<ul style="list-style-type: none"><li>• Mine 101 – Non-profit women’s clothing store that uses proceeds of sales to help women in need</li><li>• Roots Canada/Arcane – Awareness campaign for the US market</li><li>• Fanshawe College – Website for Employer Rounds course</li></ul>
<b>Takeaways &amp; Benefits</b>	The real-world experience helped me secure employment after graduation at Saatchi & Saatchi as a coordinator; promoted to SEM Manager position within two years.





# CHAPTER 3: COMMUNITY CONSULTANCY COURSE



[3.0 Student Perspective – Danielle Mata](#)

[3.1 Course Design](#)

[3.2 Course Design and SilEx](#)

[3.3 Course Structure](#)

[3.4 Course Schedule](#)

[3.5 Student Perspective – Zeren Piroglu](#)

[3.6 Types of Projects](#)

[3.7 Course Assessment](#)



# 3.0 STUDENT PERSPECTIVE - DANIELLE MATA

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## Student Perspective



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/experientialmarketing/?p=324#oembed-1>*

Video: [Kinlin Experiential Marketing OER – Danielle Mata](#) by [Fanshawe OER Design Studio](#)[1:42]  
*transcript available on YouTube*

<b>Name</b>	Danielle Mata
<b>Program</b>	Marketing Management
<b>Course Experience</b>	The course provided an opportunity to apply learning from all the other program courses in a real-life setting and to learn what theoretical knowledge to apply in which situations.
<b>Client Projects</b>	Awareness campaign in which an organization's website and social media accounts were leveraged to attract more members and sponsors for a non-profit organization.
<b>Takeaways &amp; Benefits</b>	The fast pace of the client projects provided an experience similar to working in a marketing agency.

## 3.1 COURSE DESIGN

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### Course Introduction

Community Consultancy (also referred to as Employer Rounds) is a 6-credit capstone experiential learning course offered in the culminating semesters of the [Marketing Management \(MKM\)](#) and [Business Administration Marketing \(BAM\)](#) programs at Fanshawe College. The community consultancy course provides students with a unique opportunity to work on live client projects and apply their knowledge and skills acquired throughout their academic journey.

The intention of the course is to mimic the fast-paced work environment found within a Marketing Agency, allowing students the opportunity to work on multiple types of marketing projects for two different clients, all within a short time frame.

The course's design ensures that students engage in meaningful and transformative experiential learning experiences that build the necessary job skills required for a future career in Marketing. Students will have the opportunity to apply their marketing knowledge to real-world marketing challenges, demonstrating their understanding of marketing concepts and strategies.

By working collaboratively in teams and engaging in regular instructor feedback sessions, students will develop project management skills, critical thinking, and problem-solving abilities, thereby meeting the course's learning outcomes.

### Course Learning Outcomes

Upon successful completion of the course, you will be able to:

1. Identify the appropriate technology, promotional tools, methods, and elements to support marketing goals and objectives.
2. Build appropriate courses of action based on quantitative data and secondary and primary market research information.
3. Apply project management principles to work as a collaborative team member and contribute to the planning, organizing, directing, and controlling of a marketing team.
4. Develop and present to an audience (using language, style and visuals) an appropriate

- marketing strategy and tactical plan for marketing products, concepts, goods or services.
5. Perform research, prepare assignments and presentations and engage in communication and collaboration activities with peers, clients and other stakeholders.
  6. Apply knowledge of market segmentation, consumer targeting and emerging trends to develop marketing strategies.
  7. Create a professional portfolio that demonstrates career readiness and marketing knowledge.

## 3.2 COURSE DESIGN AND SILEX

### Signature Innovative Learning Experiences (SILEx)

SILEx provides rich, experiential learning opportunities for Fanshawe Students. The five learning experiences include:

#### Applied Research:

Individual students or teams demonstrate their research skills within the program curriculum through an applied research project with an external partner. The project will provide value to an external client and may involve students from more than one program, but applied research within a vocational area is its defining feature.

#### Entrepreneurship:

Within the program curriculum, students or student teams demonstrate their learning related to entrepreneurship, small business development/management or intrapreneurship. As part of the experience, students might access programs, workshops and activities facilitated by LEAP Junction and community organizations that support new businesses.

#### Global projects:

Within the program curriculum, individual students or student teams work with a Canadian or international organization to address a global problem or opportunity. Students demonstrate their learning in a vocational area and deliver value to the external partner. Students may work



with students at other domestic or international institutions, but the global focus of the project is its defining feature.

### **Live client interactions:**

Within the program curriculum, students interact with external partners to demonstrate their learning in a vocational area. Live client interactions may be in the form of a project or a placement and may include feedback from external parties, but both the project and the placement must be evaluated by a faculty member.

### **Multi-disciplinary projects:**

Within the program curriculum, individual students or teams from more than one program collaborate on a project to demonstrate their learning in a vocational area. Multi-disciplinary projects may involve only Fanshawe students or students from other post-secondary institutions, either through face-to-face or virtual collaboration. The project may provide value to an external client, but the multi-disciplinary nature of the project is its defining feature.

*[SILEx and Job Skills for the Future](#). ©Fanshawe College*

The Community Consultancy course seamlessly integrates into [Fanshawe College's SILEx principles](#), making it a comprehensive experiential learning opportunity for students. Through live client projects and applied research, students will use their marketing expertise to serve the needs of local businesses and organizations, thus contributing positively to the community. As a capstone type of course, it provides students with practical experiences that enhance their employability and professional growth.

By combining theoretical knowledge with practical applications, the course prepares students to be job-ready and equipped with the skills necessary for successful careers in marketing. Thus bridging the gap between academia and the professional world.





## Community Partner Testimonial

“It was a mutually rewarding experience for TMML to be involved in Fanshawe College’s Community Consultants program. The program is an excellent opportunity for the Student Consultants to be actively involved in the daily business activities, rewards and challenges they will face in their business careers. The student’s enthusiasm, professionalism, commitment and final recommendations presented in the business case assigned to them were outstanding and most importantly, useful for our organization”.

**Steve F. McCann, Director of Sales & Marketing  
Trudell Medical Marketing Limited**

## 3.3 COURSE STRUCTURE

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The structure of Community Consultancy/Employer Rounds revolves around three main components: the students, the community partners, and the course instructor.

- **Students** are divided into collaborative teams where they work with real-world clients, gaining hands-on experience and valuable insights into marketing strategies and market research.
- **Community Partners** contact the course lead/faculty member and share their marketing goals or needs. Most small businesses or entrepreneurs are busy running their companies and often put marketing efforts last because they either don't have the marketing knowledge or the capacity to focus on this. Businesses provide students with marketing projects based on their specific business goals, fostering a mutually beneficial relationship where the students' creativity and fresh perspectives bring innovative solutions to the organizations.
- **The course instructor** acts as the facilitator or mentor, guiding students through the process, ensuring proper project management, and fostering an environment for growth and development.



“Three Components” by Freddy Vale, [CC BY-NC-SA 4.0](#)

The experiential learning structure of this consultancy course provides students with the opportunity to bridge the gap between their academic journey and future careers in marketing. Through collaborations with actual clients and by tackling tangible marketing obstacles, they cultivate the confidence and expertise necessary to succeed in the Marketing Industry. This immersive approach goes beyond theoretical concepts, harnessing the potency of putting knowledge into action. Ultimately, it propels our students seamlessly from their academic journey into the fast-paced world of professional marketing, armed with the strength of real-world experience.

## Guide Structure

- [Chapter 3](#) provides information and resources about the course design.
- [Chapter 4](#) provides information and resources for students.
- [Chapter 5](#) provides information and resources for community partners.

## 3.4 COURSE SCHEDULE

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This course is divided into two parts:

### Part 1: Teaching Rounds (Weeks 1-4)

The first four weeks of class are called ‘teaching rounds.’ During this time, students work on their portfolio components, discover their leadership skills, learn more about their teammates and brush up on their marketing skills. These four weeks prepare them for the live client projects.



### Part 2: Employer Rounds – Live Client Projects (Weeks 5-15)

The live client projects are the experiential learning components of the course. Students work intensively on their projects in student teams and apply lessons learned from the course and the other courses in their program. Through the guidance of the course instructor, students work on client projects, taking them to the final stages of delivery and implementation.

These two projects will challenge students to collectively apply the knowledge they gained throughout their program to a live client project and work effectively in a team to deliver high-quality results. The purpose of an experiential learning project is to help them become ‘job-ready’ upon graduation.

# 3.5 STUDENT PERSPECTIVE - ZEREN PIROGLU



## Student Perspective



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Video: [Kinlin Experiential Marketing OER – Zeren Piroglu](#) by [Fanshawe OER Design Studio](#)[0:53]  
transcript available on YouTube

<b>Name</b>	Zeren Piroglu
<b>Program</b>	Marketing Management
<b>Course Experience</b>	As soon as the semester starts, you move from being a student to being an employee.
<b>Takeaways &amp; Benefits</b>	An excellent opportunity to do research in just about every field of marketing, improve your presentation skills, and gain experience with real customers.

## 3.6 TYPES OF PROJECTS

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The projects listed here illustrate the variety of marketing challenges addressed, the innovative solutions proposed, and the positive outcomes achieved. These examples demonstrate how our students can apply marketing theories, conduct research, and deliver professional marketing strategies.

### **Market Research:**

Our students help businesses identify areas of opportunity, measure market trends, and conduct competitive analysis. They provide companies with valuable insights into their target audience and market dynamics.

### **Customer Relationship Management:**

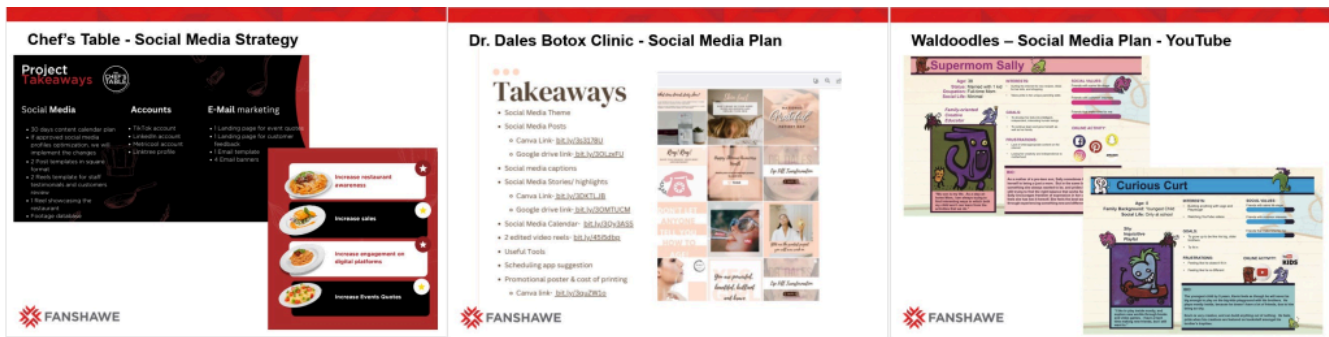
If you want to understand and engage your most valued customers, our students can create customer profiles, map their purchase journey, and recommend relationship-building practices. They help businesses build their customer relationship management systems.

### **Content Creation:**

Our talented students are skilled in content creation. Whether it's improving a company's website, social media, or blog content, they'll create engaging and brand-aligned material that resonates with target audiences.

### **Social Media Marketing:**

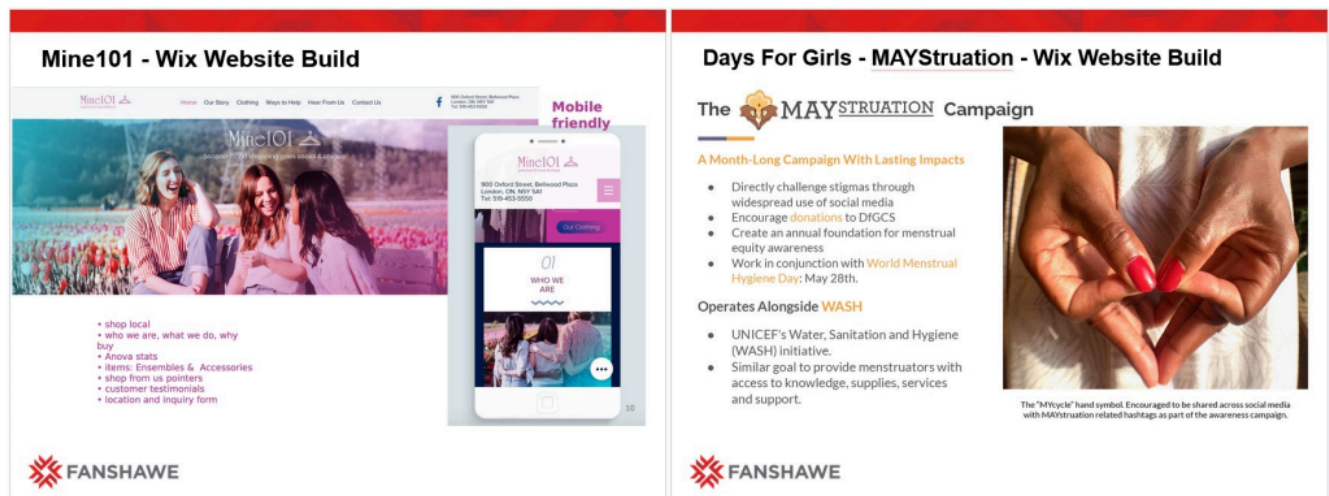
We help businesses build a cohesive brand persona across their social media platforms. Our students can create and manage social media content that can captivate an audience and even run Facebook ad campaigns.



Student Examples (click to enlarge)

## Web Development:

Our students are proficient in various website-building platforms like WordPress, Wix, and Shopify. Whether a company needs improvements to an existing website or a new one from scratch, they have the skills to enhance a brand's online presence.



Student Examples (click to enlarge)

## Email Marketing:

Often, companies collect a database of email contacts but aren't sure how to make the most of it; our students can help. They'll design and execute effective email marketing campaigns, turning those contacts into repeat customers with email marketing strategies.

## Search Engine Marketing:

Students join our course with the skills to create and manage Google Ad campaigns. They have the skills to analyze websites and craft compelling ads to attract traffic. From creation to implementation, students run ad campaigns and know how to optimize and run performance reports.

## Search Engine Optimization:

Our students are trained in SEO techniques and can optimize websites to rank well on Google. They'll ensure that a company's content uses the right keywords, that links are optimized for search engines, and apply the best practices necessary to have a site appear in search results.



Student Example (click to enlarge)

## Marketing Strategy:

New brands often don't have a big-picture Marketing Strategy in place for their company. Our students can collaborate to help businesses develop a comprehensive marketing plan. Their strategies will be data-driven and packed with actionable details on how to achieve marketing objectives.





Student Example (click to enlarge)

## Brand Creation & Development:

Our students have assisted in creating or rebranding businesses. They work closely with business owners to help bring their vision to life, from logo design and brand messaging to positioning strategies and overall brand image enhancement.



Student Example (click to enlarge)

## Usability Testing & Design:

Our students can analyze and enhance the user experience of a website through usability testing and design

improvements. They help identify the user’s pain points and recommend design changes to optimize user engagement and satisfaction.

## IMC Plans (Integrated Marketing Communications):

Our students are well-versed in creating integrated marketing communication plans. To enhance brand visibility and impact, they help ensure that a brand’s message is consistent across all marketing channels, including advertising, public relations, digital marketing, and social media.

It is evident from the types of projects listed above that our students are prepared to handle a broad range of marketing challenges, working with businesses on their marketing goals and delivering professional results and action-driven recommendations.



### Community Partner Testimonial

“We (the store and committee) are absolutely thrilled with the work the students have done helping us build our brand and our website! This partnership definitely benefits both parties, and we are happy to partner with Fanshawe to help students get real-life experience”.

**Lynn Van Leeuwen, ReNew Community Store (General Manager)**



### Community Partner Testimonial

“Thank you so much for your dedication to the Worth project. We are so grateful to be a part of the Kinlin School of Business Community Consultancy program... Thank you for this most robust document! We are thrilled”.

**Jennifer Wright, Worth Love Again (Founder)**

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## 3.7 COURSE ASSESSMENT

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Along with the final client deliverables, students are assessed on their knowledge, practical skills, and deep understanding of how real-world business scenarios exist within an agency-type environment.

### **Individual and Team Assessments:**

Students undergo a blend of individual and team assessments that mirror the dynamic nature of the marketing field. These assessments challenge students to apply their knowledge and skills to address live client projects, fostering collaborative problem-solving and teamwork, which are key skills in the marketing industry. Students are evaluated on their abilities to plan, organize, direct, and control marketing projects.

### **Client Communication and Project Management:**

Students are expected to communicate with their clients via email, zoom, phone, and on-site visits when needed. They are then assessed on how well they establish and maintain these professional-client relations. The objective is to ensure clients' expectations and goals are clearly understood and met. Additionally, students are assessed on their project management skills, such as milestone planning, task allocation, and efficient project execution.

### **Faculty Mentorship and Weekly Progress Presentations:**

In this course, faculty mentorship plays a crucial role in the assessment process. Each week, students come to class ready to present their work in progress to their instructor. This enables them to receive valuable feedback and guidance, promoting continuous improvement and ensuring their projects align with the course's learning outcomes and client expectations.

### **Timeliness and Participation:**

Students' attendance, punctuality, and active participation in touchpoint meetings are key factors in their assessments. Consistent attendance and meaningful contributions to discussions and collaboration are essential for successful completion.

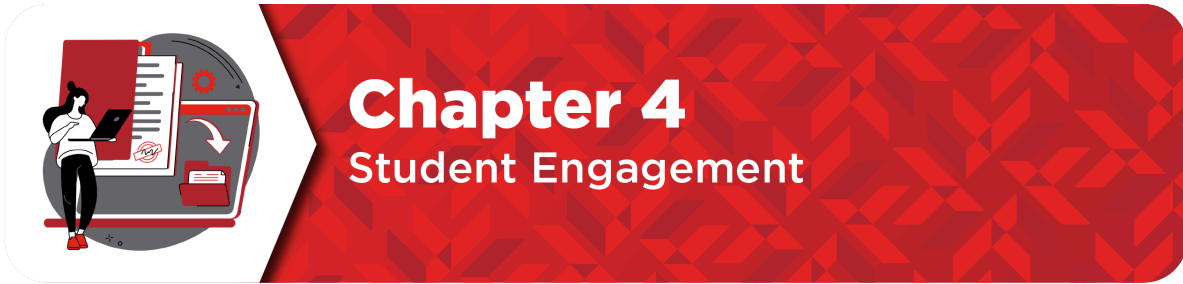
## Final Deliverables:

The culminating assessments consist of the final deliverables presented to the clients. These deliverables include a comprehensive and professional report that details the research findings and recommended implementation steps. Students are also required to create engaging presentation slide decks using tools like Canva to summarize the key areas of their reports and communicate the recommendations effectively through their final presentation to the client. Clients are invited to attend final presentations in person at the College, or alternatively, they can be done on Zoom in front of their peers and mentors.

The Community Consultancy/Employer Rounds course assessments are designed to simulate the challenges and demands of the marketing industry, ensuring that students are well-prepared for successful and impactful careers in marketing.



# CHAPTER 4: STUDENT ENGAGEMENT



- [4.0 Student Perspective – Nisanur Okten](#)
- [4.1 Student Application & Interviews](#)
- [4.2 Student Instructions and Expectations](#)
- [4.3 The Consultancy Model](#)
- [4.4 Student Perspective – Meagan Terrio](#)
- [4.5 Student Deliverables](#)
- [4.6 Faculty Perspective – Jennifer Dittmer](#)
- [4.7 Impacts – Jobs and Pathways](#)
- [4.8 Student Resources](#)





# 4.0 STUDENT PERSPECTIVE - NISANUR OKTEN



## Student Perspective



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Video: [Kinlin Experiential Marketing OER – Nisanur Okten](#) by [Fanshawe OER Design Studio](#)[0:45] transcript available on YouTube

<b>Name</b>	Nisanur Okten
<b>Program</b>	Marketing Management
<b>Course Experience</b>	Loved getting a chance to experience both the agency and client sides of marketing and seeing the client's happy faces after the final presentations. Felt very supported by the faculty and really enjoyed weekly one-on-one meetings with instructors.
<b>Takeaways &amp; Benefits</b>	Learned a wide variety of new skills, from website creation to brand management. Highly recommend this course to every student!

# 4.1 STUDENT APPLICATION & INTERVIEWS

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## Expression of Interest

In level one of the student's program, they are asked to submit an application expressing interest in taking part in the community consultancy course. Their expression of interest should showcase their skills and enthusiasm. Since limited spots are available, interviews are conducted, and students are chosen based on their grades, accomplishments, and instructor recommendations. Students with a strong passion for marketing are selected to participate in the course.

## Interviews

Interviews are generally conducted virtually to accommodate the needs of applicants. The interviews are brief and are booked after a student application has been submitted. Students are encouraged to treat the interview as if they were applying for a job and being interviewed by a potential hiring manager. Students may be interviewed by a panel of faculty members or by an individual. Prospective students need to refer to their program's course page or contact their coordinator for specific information about the interview process. Students should be prepared to discuss their qualifications and highlight any experience they have.

### Guidance for Applicants

When applying for experiential learning courses, here are some general tips for prospective students:

- *Review Course Requirements:* Carefully read through the application requirements, including prerequisites, documents, and deadlines.
- *Prepare for Interviews:* If interviews are part of the selection process, practice your interview skills and be ready to discuss your qualifications, experiences, and why you're interested in the course.

- *Connect with Course Contacts:* Reach out to program coordinators or course faculty if you have questions or need clarification on any aspect of the application or selection process.
- *Highlight Relevant Experiences:* Emphasize any relevant coursework, projects, or experiences that demonstrate your preparedness and enthusiasm for the course.
- *Personal Statement:* Craft a strong personal statement or cover letter that explains your motivation for applying and how the course aligns with your academic and career goals.
- *Prepare Questions:* Be ready to ask thoughtful questions during interviews or information sessions to demonstrate your interest in the course.

It's essential to remember that application processes can vary widely among institutions and programs. Therefore, applicants should always refer to the official program site and communicate directly with program administrators for the most accurate and up-to-date information regarding interviews and application requirements.



## Community Partner Testimonial

"It was such a pleasure to work with Lina and Jenn in the Employer Rounds program. I was thrilled to be chosen for this exciting opportunity.

For each of the three projects I worked on, the clients were real-life examples of small non-profits needing a tangible plan to market their services or programs in the community. I found it extremely beneficial to put the skills and insight I gained in the Marketing Management program to use right away. It helped to solidify my understanding of concepts when I was able to employ them right away in real-world scenarios.

I was particularly proud of the one project I did without a partner. I took pride in making connections with the local community on behalf of my client and bringing together a presentation of my "Omni Channel" marketing plan. It was great to hear their positive feedback on my ideas and suggestions.

As much as I struggled with Market Research in class (tests aren't my favourite), when it came time to actually do the research in real life and put it into practice, it was actually my favourite part of the Employer Rounds. It was a super helpful experience to apply the tools I was taught and I went on to use this skill in my job with a marketing agency after graduation. I was the one assigned to do market research for clients.

I had great feedback from all of my projects and I was grateful to have had this opportunity for real-world experience before actually getting out into the real world of marketing. Thank you to the Employer Rounds teachers for making this a part of the Marketing Program at Fanshawe. It was the best part of my education by far”.

**Amanda Stark**  
**Graduate, Marketing Management Program**

## 4.2 STUDENT INSTRUCTIONS AND EXPECTATIONS

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Once the semester begins, students spend the first 4 weeks getting to know each other, learning the marketing tools and resources used, and the process of working with clients. Students also learn how to organize team meetings, plan project milestones, and allocate tasks to ensure efficient project management. They will focus on client onboarding, relationship management, and project execution will ensure a mutually rewarding experience for all parties involved, leaving a lasting impact on students' career readiness and professional development in the marketing industry.

The process of class onboarding will involve introducing students to the consultancy model (next section), the businesses they will collaborate with, and the importance of professionalism and effective communication. They will learn the significance of teamwork, collaborative problem-solving, and the practical application of marketing strategies. We also highlight the importance of ongoing reflection, communication, and adaptation to meet project goals effectively.

### Project Onboarding

Before beginning the client projects, students are divided into teams and briefed on the list of clients and their marketing goals. Clients are asked to complete an onboarding form, which is provided to students for review before the initial meeting. Students will be briefed on how to prepare for the meeting, including conducting background research on the client's industry, products, and services. Students will be encouraged to familiarize themselves with the client's brand identity, target audience, and marketing goals.

## Meetings

Clients are then brought into the classroom via Zoom to introduce their companies and marketing goals. Students will be expected to establish a professional and engaging presence during these initial meetings. With emphasis on the importance of active listening, asking relevant questions, and taking detailed notes to understand the client's specific needs and challenges.

Student groups will then each be assigned a client to work with. The first step is to communicate with their new client and introduce the individual team members. Email or Zoom calls are often sufficient, but students are encouraged to set up site visits with local companies and explore the products or services they offer. Effective communication throughout the duration of the project is encouraged, and professionalism in all interactions with the client.



## Project Management

Students then begin with a team brainstorming session and begin to build out the project timelines to ensure efficient project management. Students will learn how to break down the project into manageable tasks, assign responsibilities to team members, and set realistic deadlines for each phase of the project. Emphasis will be given to the importance of time management and prioritization during the project. Students will be encouraged to regularly review and adjust the project timeline as needed, considering potential challenges and unforeseen circumstances that may arise during the consultancy.

Expectations for students will be clearly defined, encouraging them to apply their theoretical knowledge to practical marketing situations. They will be expected to work collaboratively as a team, contribute to project planning and execution, and present their marketing strategies professionally to both clients and instructors. Students will be guided on gathering relevant data, market trends, and industry insights to understand the client's business, target audience, and competitive landscape. Research will provide the foundation for developing effective marketing strategies that are tailored to the client's specific needs and goals.



## Community Partner Testimonial

“The London Children’s Museum was thrilled to work with the consultants on such a unique project. Through the process, we discovered the power of search engine optimization and how it can benefit our organization. The consultants were very professional and provided very thorough results which we will use to make key marketing and business decisions. For a non-profit organization, this was a very beneficial opportunity and it has opened our eyes to the new direction and power of online marketing”.

**Jo Jennings, Communications Coordinator  
London Regional Children’s Museum**

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## 4.3 THE CONSULTANCY MODEL

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For the Community Consultancy/Employer Rounds course, the consultancy model is designed to provide experiential learning opportunities for students while assisting small businesses and non-profit organizations with their marketing needs. This model can be outlined as follows:

1. *Client Engagement and Needs Assessment:* Students, as consultants, engage with real clients, which may include small businesses and non-profit organizations. They work closely with clients to understand their marketing challenges, objectives, and needs.
2. *Mentorship and Faculty Guidance:* Faculty members serve as mentors and guides for the students throughout the consultancy projects. They provide expertise, supervision, and support to ensure that the projects progress effectively.
3. *Project Research:* Students conduct comprehensive research, which may include market analysis, competitive analysis, and other relevant research activities to gather insights into the client's industry and marketing context.
4. *Solution Development:* Based on their research and analysis, students develop actionable marketing strategies and recommendations tailored to the client's goals. These recommendations are designed to address the specific marketing challenges identified.
5. *Client Collaboration:* Students work closely with clients to refine and finalize the proposed marketing strategies. Collaboration with the client ensures that the solutions align with the client's preferences and constraints.
6. *Implementation Planning:* Students assist the client in creating detailed implementation plans, outlining the steps, timelines, and resources required to execute the marketing strategies effectively.
7. *Execution and Monitoring:* Students may support the client in implementing the marketing strategies and continuously monitor the progress. Adjustments are made as necessary to achieve the desired outcomes. This process often comes later on when we bring clients back for a second or third round of projects.
8. *Feedback and Evaluation:* After the implementation phase, students and clients assess the outcomes and evaluate the success of the marketing strategies. This feedback loop helps identify areas for improvement and opportunities for further collaboration.
9. *Knowledge Transfer:* As part of the experiential learning process, students gain practical marketing skills and knowledge that they can apply to future endeavours. This knowledge transfer is a key component of the model.
10. *Documentation and Reporting:* Students document their research, recommendations, and project



activities. This documentation serves as a record of the project's activities and outcomes and may be shared with clients.

11. *Professional Development:* Through this consultancy model, students not only gain valuable practical experience but also develop skills in communication, teamwork, problem-solving, and project management, which are essential for their future careers.



## Community Partner Testimonial

"The professionalism and quality of recommendations from students in the Community Consultants program exceeded my expectations. Watching prospective employees build confidence and skills while experiencing real-life situations is rewarding and worth investing time in again".

**Elise Maheu, Director of Government Affairs**  
**3M Canada**

## 4.4 STUDENT PERSPECTIVE - MEAGAN TERRIO

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### Student Perspective



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/experientialmarketing/?p=336#oembed-1>*

Video: [Kinlin Experiential Marketing OER – Meagan Terrio](#) by [Fanshawe OER Design Studio](#)[2:30] *transcript available on YouTube*

<b>Name</b>	Meagan Terrio
<b>Program</b>	Business Administration Marketing
<b>Course Experience</b>	Working within a team during client projects taught the value of the bouncing ideas off of one another while providing constructive criticism in a meaningful and helpful way. The course was a reminder of how much creativity there can be in marketing!
<b>Client Projects</b>	<ul style="list-style-type: none"><li>• Novaxco – built a Shopify site for a small online jewelry retailer</li><li>• Tourism London – created a Google Ads campaign targeting tourists from the U.S. Project was continued through two cycles of the class and beyond the school year.</li></ul>
<b>Takeaways &amp; Benefits</b>	Provided exposure to different sides of marketing than had been encountered in other classes, tested and developed skills, and helped reignite a passion for the creative side of marketing which has led to pursuit of a freelance career in WordPress design, content creation, and social media marketing. To future students: Just go for it!

## 4.5 STUDENT DELIVERABLES

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The success of the Community Consultancy/Employer Rounds course relies on the completion of final deliverables that demonstrate the students' application of marketing knowledge and skills used in real-world projects. The deliverables that students are required to complete are outlined below. From fostering teamwork to crafting actionable project deliverables, this course encapsulates the essence of skill-building and experiential learning.

### Team Building Activities

Effective teamwork is a crucial aspect of the Community Consultancy/Employer Rounds course. Students will be required to submit team-building assignments that demonstrate their ability to collaborate and work cohesively as a team. Students will be encouraged to showcase their communication skills, leadership abilities, and their capacity to contribute constructively to the team's success.



### Research and Competitive Analysis Activities

The course begins with an emphasis on conducting thorough market research and understanding a client's competitive landscape. Gaining insight into market dynamics, gathering relevant data and industry insights,

and discovering social media trends are pivotal steps toward crafting informed marketing strategies. Students are encouraged to use the library resources and databases to conduct in-depth secondary research.

## Website Portfolio

One of the highlights of the Community Consultancy/Employer Rounds course is the creation of a final website portfolio. Each student will be required to develop a website portfolio showcasing the projects they have worked on throughout the course. The website portfolio will act as a comprehensive representation of the student's skills, knowledge, and achievements in marketing. It will include detailed case studies of each project, highlighting the strategies employed, the challenges faced, and the outcomes achieved. The website portfolio will also incorporate visuals, such as campaign materials, presentations, and videos, to enhance the overall presentation and showcase the students' creativity and innovation.



The final website portfolio will provide prospective employers with a comprehensive view of the student's abilities and readiness for the job market. It will serve as a valuable tool for students to present their work to potential employers and demonstrate their capacity to apply marketing principles in real-world scenarios.

## Project Management Skills

The Community Consultancy/Employer Rounds course greatly emphasizes project management skills. Students will be expected to showcase their project management abilities through various deliverables. This may include using mind maps to visualize project scopes and objectives, Kanban charts to track project

progress, and stand-up calls to update team members on project status. Students must demonstrate their capacity to plan, organize, and execute projects effectively, adhering to timelines and project deliverables.



## Final Project Deliverables

Each project culminates with the following final deliverables.

1. A signed NDA (Non-Disclosure Agreement)
2. A Project Plan that includes a team contract, company summary, situational analysis, and industry research.
3. A final report that details all of the research and implementation steps recommended to the client
4. A creatively designed presentation slide deck that summarizes the key areas of the report and outlines the main marketing recommendations.
5. A live client presentation delivered in person or via Zoom.



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# 4.6 FACULTY PERSPECTIVE - JENNIFER DITTMER



## Faculty Perspective



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/experientialmarketing/?p=268#oembed-1>

Video: [Kinlin Experiential Marketing OER – Jennifer Dittmer](#) by [Fanshawe OER Design Studio](#)[6:08] transcript available on YouTube

<b>Name</b>	Jennifer Dittmer
<b>Program</b>	Lawrence Kinlin School of Business and Employer Rounds Course
<b>Course Highlights</b>	Seeing clients express shock (in a good way!) when students present their final deliverables; discovering that businesses have followed student recommendations and incorporated student ideas in their marketing activities.
<b>Advice to Faculty</b>	Stay organized — there is a lot to keep track of, but the rewards are worth it!
<b>Takeaways &amp; Benefits</b>	Gives students an opportunity to develop agile approaches to problem-solving in real-world scenarios while clients benefit from a level of professional input they might not otherwise be able to afford and instructors benefit from continuous opportunities for ongoing learning and fresh situations and ideas.



## 4.7 IMPACTS - JOBS AND PATHWAYS

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The Community Consultancy course has been shown to have a lasting effect on students' career pathways and job opportunities. As instructors, we get the opportunity to see real success stories evolve from these live client projects that have led to job offers or advancements in student's careers. This course prepares students to be job-ready and adaptable in the ever-changing marketing landscape.

### **Success Stories that Inspire:**

Our students often find success in the field of marketing. Some have received job opportunities from the clients they've worked with in the course, while others have the confidence and experience to shine during interviews as they talk about the projects they've worked on.

### **Diverse Possibilities Ahead:**

Beyond class, students explore various paths the program equips them to navigate. Some choose to advance their education, diving deeper into marketing knowledge. Others find their entrepreneurial spirit, starting their own ventures armed with strong skills and a solid foundation in marketing strategy. These stories show how the course becomes a flexible platform for many different futures.

### **Thriving Through Change:**

This course isn't just about now; it's about preparing for the ever-changing future. Community Consultancy/ Employer Rounds instills the ability to adapt and succeed in the ever-shifting marketing field. With practical skills and deep understanding, students become agile professionals who can thrive amid industry changes.

### **Real-world Impact:**

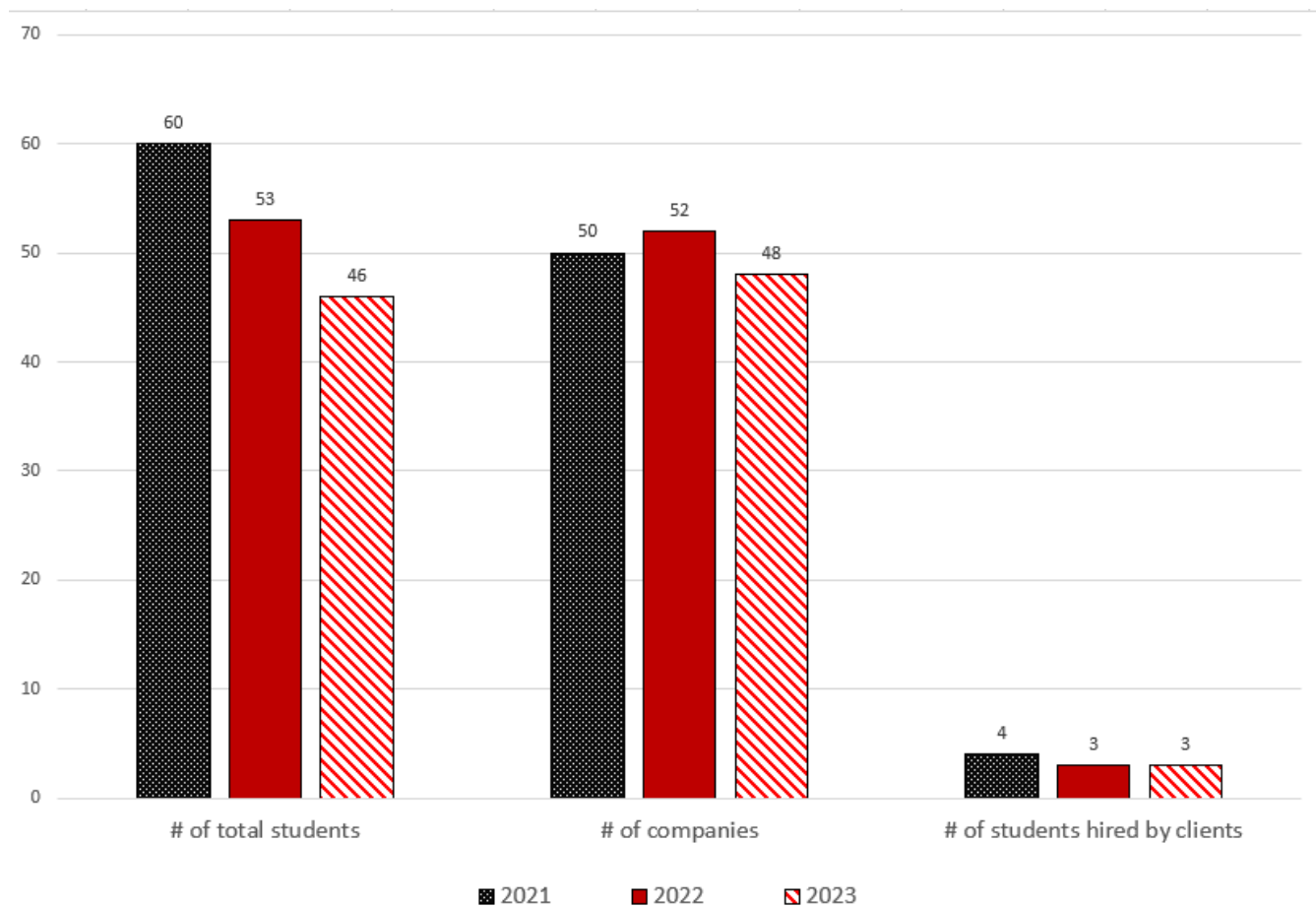
The effects of the course go beyond personal achievements; they also influence the wider professional community, including non-profit organizations. As students excel and contribute to the industry, they become agents of positive change for various sectors, including those dedicated to social good. By turning practical

learning into real results, they not only elevate the entire marketing landscape but also contribute to the betterment of society through their collaborations with non-profit organizations.

## From Classroom to Boardroom:

The successes shared within this resource prove the course’s ability to bridge the gap between classroom learning and real-world application. Students transform from learners to achievers, armed with skills and experiences that empower them to excel in the competitive job market.

## Program Statistics



Program Statistics 2021-2023

## Student Accomplishments

### 2022 Accomplishments

- 17 Students got accepted into the Riipen Level Up program to continue working with clients and earn a stipend of \$1400.
- 4 Students qualified for the Shopify Student Partner Program
- 3 Student groups – 7 Students entered the Hubbub City Studio Project Showcase Competition 1 Student group (2 students) won the Judges' Choice Award at the Hubbub Showcase Competition
- 7 websites launched

### 2023 Accomplishments

- 4 websites launched

## 4.8 STUDENT RESOURCES

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### Getting a Job

- [Career Development](#) in [Blueprint for Success in College: Career Decision Making](#)
- [Professional Skill Building](#) in [Blueprint for Success in College: Career Decision Making](#)
- [Job Applications](#) in [Communication at Work](#)
- [Career Well-Being, Skills to Succeed at Work, and Professionalism](#) in [Career & Life Planning](#)
- [Interviewing Skills](#) in [Talking Business](#)
- [Interview Toolkit: A Guide to Successfully Preparing for Employment Interviews](#)
- [Job Search Workbook: 10 Steps to Take to Find a Job](#)

### Project Management

- [Introduction to Project Management for Human Resources](#) in [Strategic Project Management: Theory and Practice for Human Resource Professionals](#)
- [Project Life Cycle, Scope, Charters, Proposals](#) in [Strategic Project Management: Theory and Practice for Human Resource Professionals](#)
- [Scheduling Resources and Budgets](#) in [Strategic Project Management: Theory and Practice for Human Resource Professionals](#)
- [The Control Process](#) in [Principles of Management](#)
- [Stakeholder Management](#) in [Project Management 2nd Edition](#)

## Teamwork

- [Teamwork and Communications](#) in [Foundations of Business](#)
- [In-depth Look: Tuckman's Model – Five Stages of Team Development](#) in [Strategic Project Management: Theory and Practice for Human Resource Professionals](#)
- [Successful Team](#) in [Strategic Project Management: Theory and Practice for Human Resource Professionals](#)

## Communication within Teams

- [Group Communication](#) in [Communication at Work](#)
- [Team Project Management Tools and Strategies](#) in [Technical Writing Essentials](#)
- [Group Communication](#) in [Communication@Work](#)
- [Leading Virtual Teams](#) in [Leadership in Healthcare and Public Health](#)
- [Presentations and Group Communication](#) in [Professional Communications](#)
- [Working in Diverse Teams](#) in [Conflict Management](#)
- [Introduction](#) in [Communication for Business Professionals](#)

## Critical Thinking

- [Critical Thinking and Evaluating Information](#) in [Academic Literacy](#)
- [Thinking Critically: Student Toolkit](#) from [Chapman Learning Commons](#)
- [Strategic Thinking: A Nine Step Approach to Strategy for Marketeers and Managers](#) from [Rough Notes By The Rambling Librarian](#)
- [Types of Thinking](#) in [How To Succeed in College](#)

- [Avoiding Confirmation Bias](#) in [Introduction to College Research](#)
- [Uncovering Unconscious Bias](#) in [Universal Design for Learning \(UDL\) for Inclusion, Diversity, Equity, and Accessibility \(IDEA\)](#)
- [Speaking Ethically and Avoiding Fallacies](#) in [Fundamentals of Business Communication Revised \(2022\)](#)
- [Intellectual Standards for Quality](#) in [English Composition](#)

## Marketing

- [Marketing Information and Research](#) in [Introduction to Marketing \(MKTG 1010\)](#)
- [Competitive Analysis](#) in [NSCC Foundations of Entrepreneurship](#)
- [Market Research, Market Opportunity Recognition, and Target Market](#) in [NSCC Foundations of Entrepreneurship](#)
- [Marketing Strategy and the Marketing Plan](#) in [NSCC Foundations of Entrepreneurship](#)

## SEO

- [Search Engine Optimization \(SEO\)](#) in [Foundations for Digital Marketing](#)

## Presentations

- [Introduction](#) in [Communication for Business Professionals](#)
- [Creating & Organizing Presentations](#) in [Talking Business](#)
- [Delivering Presentations](#) in [Talking Business](#)

## Tools and Resources

### Project Management

- [MIRO Mind Mapping Tutorial](#)
- [Uncover Creative Potential with Mind Maps for Marketing](#)
- [How to Run More Effective Stand Up Meetings](#)
- [Daily Stand-Up Meetings](#)
- [A Step-by-Step Guide to Marketing Project Management](#)
- [7 Tips for Better Marketing Project Management](#)
- [How to Use Miro Kanban Framework](#)
- [Daily Standings: How to Run Them – Agile Coach \(2019\)](#)

### Marketing

- [2022 Prizm Marketer's Guide – Simply Analytics](#)
- [Marketing Tools and Resource Guide](#)
- [Personality Test](#)





# CHAPTER 5: COMMUNITY PARTNER ENGAGEMENT



[5.0 Community Partner Perspective – The Hot Sauce Co.](#)

[5.1 Faculty Perspective – Kathryn Miller](#)

[5.2 Community Partner Instructions and Expectations](#)

[5.3 Business Onboarding and Relationship Management Process](#)

[5.4 Community Partner Perspective – Maddison & Company](#)



# 5.0 COMMUNITY PARTNER PERSPECTIVE - THE HOT SAUCE CO.

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## Employer Perspective



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/experientialmarketing/?p=273#oembed-1>*

Video: [Kinlin Experiential Marketing OER – Jesse Long](#) by [Fanshawe OER Design Studio](#)[4:54]  
*transcript available on YouTube*

<b>Name</b>	Jesse Long
<b>Company</b>	The Hot Sauce Co.
<b>Projects</b>	<ul style="list-style-type: none"><li>• Social media campaign targeting growth in the right market audience</li><li>• Website redesign with the goals of lowering the barrier to entry for shoppers on the company website and attracting more people to the website</li></ul>
<b>Advice for Students</b>	Trust yourself and put in your best effort — you will be noticed by employers.
<b>Advice for Employers</b>	Provide as much information and detail to the students as possible for the best results. Take advantage of this opportunity!
<b>Takeaways &amp; Benefits</b>	Through their diligence, the students provided insights and knowledge that would have otherwise been unavailable. Overall, the impact for the company was very positive. The final projects and presentations the students gave were amazing!

# 5.1 FACULTY PERSPECTIVE - KATHRYN MILLER

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## Faculty Perspective



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/experientialmarketing/?p=345#oembed-1>*

Video: [Kinlin Experiential Marketing OER – Kathryn Miller](#) by [Fanshawe OER Design Studio](#)[1:04]  
*transcript available on YouTube*

<b>Name</b>	Kathryn Miller
<b>Program</b>	Community Consultancy and Employer Rounds Course
<b>Course Highlights</b>	Watching students bring to life their problem and solution for non-profit clients with tight budgets and under tight time constraints is wonderful to see.
<b>Advice to Faculty</b>	Any instructor considering using experiential learning should dive right in right away!
<b>Takeaways &amp; Benefits</b>	Experiential learning is the key to success for students today. This course prepares students with real-life concepts and learning with live clients. Helps students with both traditional and digital concepts by bringing these concepts to life and provides the students with content for their resumes and interviews.

## 5.2 BUSINESS ONBOARDING & EXPECTATIONS

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Businesses interested in participating in course projects are encouraged to apply through the [Client Application Form](#).

Once selected, community partners will be expected to actively engage with the student teams, providing them with relevant data, resources, and guidance. Partners will be given clear instructions for submitting project proposals and defining their marketing needs. Expectations for businesses will involve supporting the students throughout the project, valuing their ideas and contributions, and actively participating in project reviews and presentations. The consultancy course allows community partners to gain insights from the students' fresh perspectives and market knowledge.

### Onboarding Process

Once a client is selected to join a project start time, we ask them to submit an Onboarding Questionnaire that details their company information and marketing needs.

#### [Client Onboarding Questionnaire](#)

Clients then are scheduled to attend a 20-minute virtual Client Introduction meeting with the students to discuss their overall marketing challenges and goals. This step is important in ensuring we match a client's requirements with the right student teams.

Once teams have been assigned, we pass over the projects to students to take the lead.

### Community Partner Expectations

Regular communication is an important part of helping students stay on track of project milestone due dates. Please respond to student emails within 48 hours and provide resources as needed.

Clients are asked to attend a 30-minute student final presentation where students will have the

opportunity to present their slide deck of strategy and recommendations. Clients are then encouraged to ask questions.

Once students send out the final deliverables to clients, we ask clients to provide constructive feedback to our student groups through the [Client Feedback & Evaluation Survey](#).

The total time commitment on behalf of the community partner is usually between 1-3 hours.



## Community Partner Testimonial

“Working with the students in the Business and Marketing programs at Fanshawe College was very beneficial to our small business. They were able to dig into details and data and come up with solutions to problems we didn't even realize we had. Their fresh eyes, ingenuity and dedication to the project brought about quite a few business and marketing solutions that we were able to implement to create a better user experience for our customers and to reach a larger customer base. I highly recommend working with this program and would happily do it again”.

**Jessica Bax, Sales & Marketing Manager**

**[Guess Where Trips](#)**

**Favourite Trip: Markets to Mountains**



## 5.3 NURTURING CLIENT RELATIONSHIPS

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Our primary goal is to deliver value to our community partners through innovative marketing solutions driven by students and guided by experts.

We nurture client relationships, often bringing back clients for additional projects to help complete their marketing goals. Building lasting partnerships with businesses and organizations has been a key to our success.

Here are just some of the clients we've worked with in the past.

### Clients we've worked with







**CITYSTUDIO**

**LONDON**





## Community Partner Testimonial

“Working with the student consultants at Fanshawe College has provided Info-Tech Research Group with a fresh view of our current Search Engine Marketing program. Being able to take part in this and similar programs, and contribute to the learning and development of these students is something we pride ourselves on. We will continue to take advantage of opportunities like this whenever possible”.

**Janice Zimmer, Vice-President of Marketing  
Info-Tech Research Group**



## Community Partner Testimonial

“As a London-based firm with international operations in the UK and Spain, Jones Packaging has partnered with the student consultants in the International Business Program since 2007. We have received outstanding market research reports on competitive developments and technological advances in Japan, Europe, The Middle East and South America. Our UK team has used these reports as the basis from which to launch further commercial outreach into Poland, Greece and Sweden. The Fanshawe consultants are professional and thorough in their analysis and presentation, and have certainly supported our corporate business development efforts”.

**Christine Jones Harris, Co-Chief Executive Officer  
Jones Packaging Inc.**

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The AFO, Hot Sauce Co., Salvation Army, Family & Children’s Services of St. Thomas Elgin, Rejuvenate Resources, Terra 20, Fanshawe Leap, Interactive Ontario, Trudell, Days for Girls, Western Engineering, Renew, London Tourism, CityStudio, and Fanshawe College Innovation Village logos are protected by copyright and are included here under fair dealing for educational purposes. [All Rights Reserved.](#)

## 5.4 COMMUNITY PARTNER PERSPECTIVE - MADDISON & COMPANY

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### Employer Perspective



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Video: [Kinlin Experiential Marketing OER – Maddison Lynn](#) by [Fanshawe OER Design Studio](#)[2:47] transcript available on YouTube

<b>Name</b>	Maddison Lynn
<b>Company</b>	Maddison & Company
<b>Projects</b>	<ul style="list-style-type: none"><li>• Digital Marketing Strategy</li></ul>
<b>Advice for Students</b>	Meet with your client throughout your project timeline and ask the right questions to get an understanding of their business.
<b>Advice for Employers</b>	Connect with your student group. They are engaged, excited and motivated about the business they are working with.
<b>Takeaways &amp; Benefits</b>	Experiencing the final presentation in person lets you connect with the students face-to-face within the classroom and participate in the energy. To this day, I am still implementing the findings and recommendations into my business, and I really appreciate everything the students provided.





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# VERSIONING HISTORY

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This page provides a record of edits and changes made to this book since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here. If the change is minor, the version number increases by 0.1. If the edits involve a number of changes, the version number increases to the next full number.

The files posted alongside this book always reflect the most recent version.

Version	Date	Change	Affected Web Page
1.0	20 November 2023	First Publication	N/A