Marketing Metanoia. In Problems in Marketing, the capstone course in the undergraduate marketing curriculum, you are challenged to apply your communications, critical thinking and business skills to generate actions and solutions to contemporary marketing problems. Accordingly, this course is designed to evoke marketing metanoia.

For the Greeks, it meant a fundamental shift or change, or more literally transcendence (“meta” -- above or beyond, as in “metaphysics”) of mind (“noia,” from the root “nous,” of mind)... To grasp the meaning of “metanoia” is to grasp the deeper meaning of learning,” for learning also involves a fundamental shift or movement of mind. -- Peter M. Senge, The Fifth Discipline: The Art & Practice of the Learning Organization

Marketing metanoia represents the fundamental challenge that you will confront as an active participant in a dynamic marketplace. So, what do I mean by “metanoia”? Whether you plan to immediately embark on a career, enroll in a graduate program and/or take a vacation, you will surely be involved in marketing exchanges. You will be engaged in transactions (and some of you will even transact engagements). You will market yourself as a suitable candidate for a career position, a graduate degree and/or a social role. At very least, you will continue to be a consumer who acquires, uses and disposes of market offerings. Applied Marketing Problems will provide each course participant with a hands-on opportunity to integrate marketing knowledge, skills and attitudes that foster lifelong personal and professional development.

It is reasonable to question why such a fundamental shift is timely and relevant to you. Many of you are designated as Millennials or Generation Y. In fact, there exists a myriad of designations for those born roughly (depending on demographer) between the years of 1981 and 1997. This generation is the second largest – the largest being the Baby Boomers – and purported to be the most influential in history. In fact, marketers and media have a battery of designations for this generation of consumers:

- **Gen Why?** because of the inquisitive nature of “challenging” the status quo.
- **Baby Boomlets** because you are likely the offspring of the Baby Boomer generation.
- **Internet Generation** because you were the first generation born into the Internet.
- **MyPod Generation** – Besides the digital music reference, they expect mass customization
- **Echo Boomers** – Same as above, with additional reference to wide impact of Gen Y on society
- **Boomersang Generation** because many of you will return to your parents’ or guardians’ home after college as you “find your way”
- **Generation Now** because of a high degree of impatience associated with both aspirations and expectations.

It is noteworthy that many of you recognize that those born around Year 1997 are quite different from those
born at the outset of this generational designation who are in their mid-30s, a much different stage in their life cycle and most likely engaged in the workplace. *Generation Z* or *iGeneration* are roughly (depending on demographer) born after 1997, and include high school students who have likely used Tumblr, Instagram, Snapchat or Facebook to form some of their closest relationships and sharing information with others, inevitably impacting their market decision choices. The youngest *Millenials* and *iGeneration* have often been designated as “retail disruptors” because their shopping preferences are markedly different than generations that preceded them. Generational designations are a reflection of formative experiences, and they are reflected in all

![Image](image1.png)

**COURSE OBJECTIVES**

The overarching objectives of this course are to 1) integrate marketing management knowledge and skills, 2) develop a comprehensive marketing plan and 3) engage in experiential exercises that garner an appreciation for the dynamics of the global marketplace. An English proverb states, “The shortest answer is doing.” In this course, you will *do* marketing. This course will operate on multiple levels.

- The first level of *metanoia* will utilize real-world experiential exercises.
- Every course participant will become part of a consultancy team. The consultancy team will conduct a comprehensive marketing plan for a company.
- The third level of course experience will be a series of seminars presented by Dr. Lou E. Pelton and/or his designates. These seminars will be different than most others you have experienced during your undergraduate studies. The seminars will provide alternative perspectives of marketing theory and practice. The seminars will use articles, videos, music and other stimuli to foster highly interactive discussion among all course participants. You are responsible for contributing to each seminar discussion.

**This is a capstone course.** Accordingly, you are expected to possess a thorough understanding of basic marketing principles and practices. We do not review the marketing mix, the marketing concept, market segmentation, product life cycles or the diffusion of innovation. It is my expectation that you have successfully completed a marketing principles class, and that you will access the myriad of information resources to address any knowledge gaps in marketing principles. However, it is not unusual for individuals to need some reminder or remediation associated with marketing terminology. To ensure that each student is prepared for the capstone assignment (developing a Marketing Plan), the first assignment is to watch the following Lynda.com video. As a student enrolled in the University of North Teas, you have access to the Lynda.com video library. The following video provides an excellent foundation for understanding the nature and scope of a marketing plan, and the integral role of marketing in organizational performance. For
your convenience, the URL is provided below. You can simply cut and paste this URL into any browser.

Seminar 1.1 Creating Value Space. Mittal and Sheth call it the “only justifiable goal of all re- engineering, organizational renewal, entrepreneurship and corporate innovation.” We will evaluate the 3Ps of Customer Value Space, and discuss the implications for creating a sustainable competitive advantage in the global marketplace.

Seminar 1.2 Major Minorities. According to the demographers, “In less than one lifespan, Americans who belong to racial and ethnic minority groups will outnumber non- Hispanic Whites.” In this seminar, we discuss target marketing strategies in an increasingly diverse consumer population.

Seminar 1.3 Why Gen Y? As one Gen Y’er stated, “Our generation always finds a way to spend money.” An in-depth investigation of Generation Y, this seminar will discuss the importance of these consumers – a generation that represents 71 million consumers – on marketing management decision-making.

Seminar 1.4 MickeyMouseMarketing? In this seminar, we evaluate global brand images managed. Should global marketers think local? We evaluate anthropological, economic, geographic and sociocultural factors that impact global marketing strategies. Our discussion will include global brands such as Coke, McDonald’s … and Mickey Mouse.

Seminar 1.5 Rage, Rights and Responsibilities. Do marketers create pop culture? What is the relationship between pop culture and marketing opportunities? In this seminar, we critically assess the role of social responsibilities in marketing. As part of the seminar, we will

Seminar 1.6 Marketing Ethics: An Oxymoron? We will identify potential marketing dilemmas faced by 21st century marketers. We will also evaluate how moral philosophy relates to ethical conflict resolution. Finally, we will

American Disabilities Act Compliance. The College of Business Administration complies with the ADA, and it makes every effort to make reasonable accommodations for qualified students with disabilities. If you have a special need in accordance with ADA guidelines, please inform me immediately. Every effort will be made to accommodate your special needs.

Attendance and Classroom Behavior. Your willingness to share relevant experiences during scheduled class sessions will enrich the lecture and text materials. Attendance is required, and participation is encouraged and expected. Attendance includes both mental and physical attentiveness. Every student is expected to read the assigned materials prior to the lecture. Your preparedness is a significant determination of your participation grade.

Each student is responsible for classroom behavior that is conducive to the teaching-learning process. Each student should be fully aware of the policies and guidelines for academic honesty and classroom behavior discussed in the University of North Texas Student Guidebook and on UNT’s web page (www.unt.edu). The Student Code of Conduct and an abbreviated list of other rules, regulations and policies are available from the Dean of Students in Union 319. Anyone compromising the integrity of the learning process will receive a
failing grade in this course and be referred to the Dean of Student Affairs for disciplinary action.

**Written Communications Policy.** Excellence in written communications is a critical prerequisite for success in the business environment of the 21st century. Employers not only expect such excellence, they demand it. As part of the Marketing Department’s on-going commitment to offer students the best preparation to achieve success in their chosen profession, a departmental policy relating to enhancing the quality of written communication has been adopted by the faculty. The policy, noted below, is designed to challenge the student to improve and heighten the effectiveness of the written communications they prepare as part of course requirements. Written communication prepared as part of the requirements of courses offered in the Marketing Department must reflect the following: (1) Professionally formatted presentation utilizing a word-processor and [laser or ink-jet] printer; (2) Evidence of careful attention to correct spelling; (3) Evidence of correct use of grammar; (4) Evidence of formal review of written assignment to check for continuity in writing style, tense, headings and overall format.

In this course, your grade will be based on your total accumulated points on graded assignments. Final course grades will be determined by dividing your total number of accumulated points divided by 1,000 possible points. The following table summarizes course grade assignments:

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*The highest reward for a person’s toil is not what they get for it, but what they become by it.* - John Ruskin

I think Ruskin is correct in his assessment of the “highest reward” for performance. Hopefully, your greatest reward from this course will be the experience. Nevertheless, I have a responsibility to assign each student a grade for her/his course performance.