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

*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”? Please consider the following...

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*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). In the early (Gnostic) Christian tradition, it took on a special meaning of awakening shared intuition and direct knowledge of the highest, of God. “Metanoia” was probably the key term of such early Christians as John the Baptist. In the Catholic corpus, the word metanoia was eventually translated as “repent.” 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*

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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. *Problems in Marketing* will provide each course participant with a hands-on opportunity to integrate marketing knowledge, skills and attitudes that foster lifelong personal and professional development.

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.
### Course Design

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 two levels. The first level of *metanoia* will utilize a “living case” pedagogy. Every course participant will become part of a consultancy team. The consultancy team will conduct a comprehensive marketing plan for a company. The second level 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.

### Course Seminars

| 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 | **Mickey Mouse Marketing?** In this seminar, we evaluate how global brand images are 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.

Computing Center Policies. To facilitate efficiency and effectiveness in serving student needs, the COBA Computing Center has implemented the following policies. Any questions regarding Computing Center policies and/or procedures should be addressed to Jan Brothers in COBA Computing Center. I have nothing to do with these policies; however, I respect and admire the Computing Center’s ability to serve such a large and diversified portfolio of students, professors and staff in well-equipped Computer Laboratories. So, I respectfully ask you to follow the policies from Ms. Brothers:

- All labs operate on a first-come-first-served basis. No reservations will be made for single users. Students must present their current University ID card. One-time access may be provided with a picture ID for students who are in the lab data base. The lab attendant will keep the ID card while the student is in the lab.
- If a ‘checked-in’ user leaves the lab for more than 10 minutes, then lab personnel check the user out of the lab. Any remaining ID cards and personal materials will be considered abandoned.
- Items and materials left behind by ‘checked-out’ users are considered abandoned. Lost or abandoned ID cards are taken to BA 170 and then to the ID card office in the Student Services building and abandoned materials are taken to the lost and found in BA 123. The University is not responsible for lost or abandoned materials.
- A waiting list will be maintained in the labs when necessary and terminal use will be limited to two hours per student. Anyone attempting to defeat this purpose will be denied further access to the labs at the discretion of the Lab Manager.
- Only one user will be allowed per station so that all users may be provided a quiet, non-distracting atmosphere in which to work. No children, friends, family, or personal tutors, may accompany the user.
- There will be absolutely no loud talking, smoking, chewing tobacco, eating, or drinking in the lab areas. The lab attendants have the authority to oversee our policies and procedures and to deny access to any uncooperative users.
All print jobs will be One Single Copy—no duplicate copies
All print jobs will be Course-related
Lab attendants are responsible only for students with gaining access to software, exiting, printing, and saving. They will not assist with class assignments. On-line help is available for the Windows applications. Attendants can help to explain any information contained in these help menus. Lab attendants may not touch the keyboard or mouse.
Users must use either the lab tutor or their instructors for assistance on classroom assignments. The lab attendants cannot answer questions or solve homework assignments.

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.

Course Performance Assessment

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 over 1,000 possible points. The following table summarizes course grade assignments:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 900 points</td>
<td>800 - 899 points</td>
<td>700 - 799 points</td>
<td>600 - 699 points</td>
<td>≤ 600 points</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Experiential Exercise I</th>
<th>Experiential Exercise II</th>
<th>Attendance</th>
<th>Exams</th>
<th>Marketing Plan</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>20%</td>
<td>10%</td>
<td>10%</td>
<td>40%</td>
<td>1000</td>
</tr>
</tbody>
</table>

Attendance. It is imperative that you attend each face-to-face class. Each scheduled class session on Mondays, Tuesdays and Wednesdays will be face-to-face. On Thursdays, you will have Marketing Plan
Workshop times and/or Experiential Exercises. These are mandatory, and they will not require in-class attendance; but, they represent graded components of your grade.

**Testing Format.** You are required to take two exams. Each exam will consist of questions that address the critical issues in the reading and lecture materials. In the unlikely event that a student needs to miss a scheduled exam, a make-up exam may be given. The decision to offer a make-up exam is at the discretion of the professor. It is the course participant’s responsibility to schedule the make-up exam within 48 hours of the scheduled exam. The exams will be taken from the following text materials:


**Marketing Plan.** You will prepare a comprehensive marketing plan and present it to your peers. Please see Appendix I – it is a general guideline to assist you in preparing the marketing plan. In Appendix II, the evaluation criteria for the marketing plan and presentation are provided.
APPENDIX I
Marketing Plan Outline

Marketing guru Philip Kotler asserts that “Marketers, by profession, are the best equipped to help their companies cut through the market thickets in search of the hidden gold” (Kotler on Marketing: How to Create, Win and Dominate Markets). Marketing plan development is a structured process, and your team will collectively pool resources to design a comprehensive marketing plan for a product and/or service.

I. Executive Summary
The Executive Summary highlights the main points of your marketing plan. The Executive Summary should include a brief description of the marketing concept, an overview of the market positioning and a statement of critical issues confronting the product/service market launch. The very last sentence of your Executive Summary should read “Based on a comprehensive analysis of the marketplace, this marketing plan is viable because...”

II. Environmental Scanning and Analysis
The Market Analysis should provide an in-depth analysis of the macroenvironmental forces that will impact the successful execution of the marketing plan. It should address the following tripartite framework:
A. Internal (Organizational) Environment
   1. Review of marketing goals, objectives and performance
   2. Review of current and anticipated organizational resources
   3. Keys to success and warning signs
B. SWOT Matrix
   1. Strengths
   2. Weaknesses
   3. Opportunities
   4. Threats

III. Marketing Objectives

IV. Target Marketing Plan
This section explains the segmentation, target marketing and positioning decisions that your team will employ in launching the product/service. You should be very specific, and be sure that your target marketing plan is consonant with the market opportunities identified in your SWOT analysis.

V. Marketing Mix - Your Creative Contribution
A. Product Strategy
   1. Description of major features/benefits
   2. Differentiation relative to competitive offerings
   3. Elements of customer service
   4. Brand name, packaging
B. Pricing Strategy
   1. Description of pricing methodology
   2. Pricing objectives
   3. Value creation and delivery
C. Distribution Strategy
   1. General distribution strategy
   2. Intermediaries or channels employed
   3. Delivering time, convenience and/or ownership utility

D. Promotion
   1. Summary of overall promotion strategy
   2. Personal/nonpersonal selling methods employed
   3. Elements of advertising/publicity campaign
   4. Elements of sales/trade promotions

VI. Financial Planning
The financial planning section should include expected revenues (sales), expected expenses and profits based on your marketing plan. This section should include a P&L statement projected for a minimum of five years.

The Oral Presentation affords you an opportunity to present a précis of your findings to your peers and to me. You are also welcome (and encouraged) to invite industry executives to view your presentation. The Oral Presentation should include a PowerPoint presentation that gives a general overview of the challenges and opportunities that confront your focal industry. It will be evaluated using the following criteria:
## APPENDIX II
Marketing Plan Evaluation

<table>
<thead>
<tr>
<th>Relevance</th>
<th>Organization</th>
<th>Conviction</th>
<th>Oral Communication Skills</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>40%</td>
<td>40%</td>
<td>40%</td>
<td>Preparedness: 40%</td>
<td></td>
</tr>
<tr>
<td>40%</td>
<td>40%</td>
<td>40%</td>
<td>Flow: 40%</td>
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<tr>
<td>80</td>
<td>80</td>
<td>80</td>
<td></td>
<td>400</td>
</tr>
</tbody>
</table>
APPENDIX III
References Guidelines

At the end of your case, you will have a References (or Bibliography) section. You may use any Reference format (APA, *Journal of Marketing*, etc.) as long as it is consistent. I am recommending the following format for References. You may use footnotes, endnotes or just have a “References” section at the end of your marketing plan.

Book, Journal Article, Newspaper Article or Web site with Identifiable Author(s)

Single Author:


Two authors:


Three or more authors:


Book, Journal Article, Newspaper Article or Web site with NO Identifiable Author(s)


Reference from a Web Cite

“To cite an entire Web site (but not a specific document on the site), it’s sufficient to give the address of the site in the text” (www.apa.org, April 4, 2000). An example is:


“Web documents share many of the same elements found in a print document (e.g., authors, titles, dates). Therefore, the citation for a Web document often follows a format similar to that for print, with some information omitted and some added” (www.apa.org, April 4, 2000). For example:


Personal or Telephone Interviews

*If you have any questions, please feel free to see me.*