

A wooden ladder is shown from a low angle, leaning against a bright blue sky filled with fluffy white clouds. The ladder's rungs and side rails are made of light-colored wood and recede into the distance, creating a strong sense of perspective.

Marketing Principles Workbook

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Marketing Principles, a core marketing course, is an introductory marketing course in which students analyze the major components of the marketing process; assess the use of marketing planning, segmentation, decision making, promotion, pricing, and trends and issues in marketing.

Oral and written communication skills will be utilized throughout this course. All students are required to present information in a professional, organized manner. Because of the number of learning activities and the pace of the course, all assignments must be handed in on the due date. All due dates will be discussed.

Each student will be required to use the internet for researching information and to obtain assignments when necessary. We will be using Blackboard for weekly assignments. Please make yourself comfortable in this medium. I will use your **MSTC email accounts** to send information on occasion. It will be the student's responsibility to check the email account frequently.

Required Text and Materials

MKTG54.0 2011 Edition, 5th Edition ***

Charles W. Lamb | Joseph F. Hair | Carl McDaniel

Textbook ISBN-13: 978-1-111-53242-0

Course Competencies

1. Analyze the major components of the marketing process and how it relates to real world examples
2. Assess the use of marketing planning and segmentation
3. Analyze buying behavior
4. Assess the decision making process in bringing new products to the marketplace
5. Distinguish service marketing form product marketing
6. Analyze the process used to develop distribution channels
7. Evaluate the various advertising and promotional methods
8. Analyze the selling process
9. Analyze the major product mix decisions that marketers make

Grade Determination

The grade in this course will be determined by proficiency in fulfilling the competencies. Your grade will be comprised of the following:

- 1/3 - Case Problems/Quizzes and Assignments
- 1/3 - Tests (Midterm and Final)
- 1/3 - Group Project and Participation points

Late assignments will receive a reduced grade and all assignments must be turned in. An assignment that is one class period late will receive one grade reduced. An assignment that is two class periods late will receive a grade of no more than a C. An assignment that is five days late will receive an NC. All assignments will be typed. Assignments will not be accepted if they are handwritten.

Grade	Percent
A	95
A-	92
B+	89
B	86
B-	83
C+	78
C	75
C-	72
D	69

Assignment Format

All assignments will be typed. Make sure to type your name in the upper-right hand corner of the paper – even if you are emailing me your assignments. Remember to cite any references and footnote when appropriate. Due dates will be assigned in class.

Test Format

Tests will be essay questions. Specifics of each test will be discussed in class before the test day.

Group Project Format

You will receive specific criteria for this activity later in the semester. Your grade determination will be based on thoroughness of research; accuracy of information; reality of assumptions and conclusions; quality and format of report; and presentation to the class.

Extra Credit

Extra credit is not given in this course.

Core Abilities

In addition to specific job-related training, MSTC has identified a set of core abilities which are transferable and go beyond the content of a specific course. The college supports the following skills for all graduates of MSTC:

- Act with Integrity
- Communicate Effectively
- Demonstrate Effective Critical and Creative Thinking
- Demonstrate Global Social Awareness

In the professional world, your performance in the above core abilities is expected from the very first day of employment. Should you fail to succeed in any of these areas, it is difficult to regain your reputation. Any problems that arise during the semester with the core abilities can lead to a reduction in your final grade. This will be at the subjective discretion of the instructor.

Academic Integrity

The MSTC Board, administration, faculty and staff believe that academic honesty and integrity are fundamental to the mission of higher education. All students are expected to maintain and promote the highest standards of personal honesty and professional integrity. These standards apply to all examinations, assigned work and projects. Therefore, a student who is found to have been dishonest,

fraudulent or deceptive in the completion of work or willing to help others to be so or who is found to have plagiarized (presented the work of others as his or her own) is subject to disciplinary action up to and including suspension.)

Attendance/Participation

It is essential for you to attend class regularly and on time, and to be prepared for each class. Your individual skills and contribution are a vital part of the learning environment. All absences must be reported to instructor, and instructor will determine whether it is an excused or unexcused absence. Refer to the MSTC Student Handbook for the MSTC attendance policy. Participation grades cannot be made up even if the absence is excused.

If a student is absent ten percent or more of the class, the instructor may drop a student’s grade in proportion to the absences.

Number of Unexcused Hours Absent	Grade Penalty
6	No grade penalty – discussion with the instructor (email or in person) on how the absences will decrease.
8 (over ten percent)	Minus One Grade on Final Grade
11 (15 percent)	Minus Two Grades on Final Grade
11+	F in the Course

Special Needs

On request, MSTC provides reasonable accommodations for qualified students with disabilities. Services are arranged through the Disability Services Office on each campus. You must directly contact disability service staff through the Student Services Office before you request special consideration from the instructor.

Final Words

This syllabus is intended to be a guideline for student success and course management. Please recognize that it cannot cover every situation that may occur. Decisions will be made by the instructor as needed throughout the semester to address specific issues.

FORK IN THE ROAD

Victim Responses

- ✓ Blaming
- ✓ Complaining
- ✓ Excusing
- ✓ Repeating behavior

Victim Choices

Creator Responses

- ✓ Seeking Solutions
- ✓ Learn from failures
- ✓ Taking action
- ✓ Trying something new

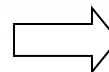
Creator Choices



Seldom Achieves Goals



RESULTS



Often Achieves Goals

CHOICES OF SUCCESSFUL STUDENTS

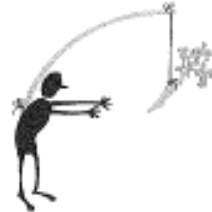
Successful Students	Struggling Students
1. ...accept PERSONAL RESPONSIBILITY , seeing themselves as the primary cause of their outcomes and experiences.	1. ...see themselves as Victims, believing that what happens to them is determined primarily by external forces such as fate, luck, and powerful others.
2. ...discover SELF-MOTIVATION , creating positive energy in their lives by discovering personally valuable goals and dreams.	2. ...have difficulty sustaining motivation, often feeling depressed, frustrated, and/or resentful about a lack of purpose in their lives.
3. ...master SELF-MANAGEMENT , consistently planning and taking purposeful actions in pursuit of their goals and dreams.	3. ...seldom identify specific actions needed to accomplish a desired outcome. And when they do, they tend to procrastinate.
4. ...employ INTERDEPENDENCE , building mutually supportive relationships that help them achieve their goals and dreams (while helping others do the same).	4. ...are solitary, seldom requesting, even rejecting, offers of assistance from those who could help.
5. ...gain SELF-AWARENESS , consciously employing behaviors, beliefs, and attitudes that keep them on course.	5. ...make important choices unconsciously, being directed by self-sabotaging habits and outdated life scripts.
6. ...adopt LIFE-LONG LEARNING , finding valuable lessons and wisdom in nearly every experience they have.	6. ...resist learning new ideas and skills, viewing learning as fearful or boring rather than as mental play.
7. ...develop EMOTIONAL INTELLIGENCE , effectively managing their emotions in support of their goals and dreams.	7. ...live at the mercy of strong emotions such as anger, depression, anxiety, overwhelm or a need for instant gratification.
8. ... BELIEVE IN THEMSELVES , seeing themselves as capable, lovable and unconditionally worthy human beings.	8. ...doubt their competence and personal value, feeling inadequate to create their desired outcomes and experiences.

From Skip Downing. *On Course: Strategies for Creating Success in College and in Life*. Houghton Mifflin

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WHAT MOTIVATES?

$$Value \times Expectation = Motivation$$



Extrinsic Motivation:

Extrinsic motivation is motivation to engage in an activity as a means to an end. Individuals who are extrinsically motivated work on tasks because they believe that participation will result in desirable outcomes such as a reward, teacher praise, or avoidance of punishment.

—Paul R. Pintrich & Dale H. Schunk, *Motivation in Education*

OUTCOMES:	Grades	College Credits	Praise/Approval
	Recognition	Promotions	Dean's List
	Certificates	Record/Top Score	Money

Intrinsic Motivation:

Intrinsic motivation is choosing to do an activity for no compelling reason beyond the satisfaction derived from the activity itself—it's what motivates us to do something when we don't have to do anything.

—James P. Raffini, *150 Ways to Increase Intrinsic Motivation in the Classroom*

EXPERIENCES:	Autonomy:	<i>Feeling in control of one's life & choices</i>
	Belonging:	<i>Feeling connected to others in a positive way</i>
	Competence:	<i>Feeling capable of success</i>
	Dreams	<i>Feeling a strong desire to bring about a great and future accomplishment</i>
	Esteem:	<i>Feeling positive about oneself</i>
	Fun:	<i>Feeling interest & pleasure in what one does</i>
	Goals:	<i>Feeling inspired by the accomplishment of a specific and measurable outcome</i>
	Safety:	<i>Feeling secure from harm—both physical and psychological (judgment)</i>



Success Team Constitution

In order to work successful on our team project, our team unanimously agrees to the following actions consistently throughout the rest of the Marketing Principles Course.

Signed _____