Bringing Reality to the Introductory Marketing Student

John W. Henke, Jr.

Introductory marketing students can certainly learn the fundamental marketing concepts and principles in the classroom. However, if students are to appreciate fully the complexities and the importance of marketing decision-making they should experience marketing in the business world. This article describes a project which has been used for the past four years to accomplish this end.

The majority of students in the introductory marketing courses are there initially not because they want to be but rather because they have to be. Nevertheless, this situation presents an excellent opportunity for the instructor to convey to the students the importance of marketing in the firm and instill in them an appreciation of the complexities of marketing decision-making. To reach this goal, the students must obviously understand the basic marketing concepts. However, if the students are to realize fully and appreciate the value, importance and usefulness of marketing they must see the knowledge they accumulate in the classroom applied in the business world.

A number of ideas have been suggested as possible approaches to attaining this end. For example, analyzing a company's marketing strategy (Nastas 1983a), using computerized case studies (Mentzer, Cox, and Meadow 1983), and showing industry marketing films (Nastas 1983b). There is no question that these approaches will benefit the student. However, at this fundamental level a simplistic straightforward approach in which the student relates the *basic* marketing concepts learned in the classroom to an organization's marketing activities may be more appropriate. Exposure to the application of the basic concepts of marketing will reinforce the students' classroom learning and help them realize, firsthand, how marketing works. This is also an excellent time to expose the students to other learning opportunities that will enhance their business skills, such as making presentations, interviewing, working on a team, and writing reports. The result will be a more enlightened, skillful student with a better understanding of the role and function of marketing within the firm.

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Virtually every introductory marketing textbook mentions the 4P's as a means of understanding the various marketing decision areas or is organized in a manner that is consistent with this approach. The product, place, price and promotion approach in conjunction with the target market concept can be easily applied by students to understanding how marketing works in the real world.

For the past four years this approach has been used, quite successfully, as the basis for an introductory course project which involves the students in the basic marketing decision areas which confront every business. This article describes that project in which students, working in teams of three or four people, investigate and report on the marketing of a product or service by an organization of their choice. The project focuses on the marketing decisions associated with the product, place, price, promotion and target market aspects of bringing the product or service to market.

BENEFITS OF THE PROJECT

The primary benefit of the project is that it provides the introductory students the opportunity to study the concepts, ideas, and practices discussed in the classroom on an operational level in a directed, concise manner. The application of their classroom knowledge to a business world operation results in virtually every student, even those initially professing a disdain for marketing, gaining an appreciation of the complexities and importance of marketing decision-making. The project enables the students to experience the interrelationships of marketing decisions, an activity difficult to convey in the classroom. In addition, the importance of marketing to the continued vitality of the organization becomes apparent to the students.

The structure of the project results in benefits that go beyond just learning about marketing. The students learn how to work together as a team, an approach to problem-solving that is commonplace in the business world. The project provides the opportunity for qualitative field research, an experience which, typically, is not otherwise available to non-marketing majors in an undergraduate program. The students gain an appreciation for interviewing business people, an activity that they will all too soon be doing in finding a job. The interviewing process also exposes the students to job contacts and opportunities which may have future value. In addition, the students gain experience in making a formal presentation before a group.

Comments from the students substantiate these benefits. Invariably, a quarter to a third of the students in each class indicate in the comments section of the course evaluation form that they felt the project was worthwhile. (Several typical comments are quoted in Exhibit 1.) In addition to the written comments several students verbally convey similar opinions to the instructor each semester.

EXHIBIT 1

STUDENTS' COMMENTS REGARDING THE PROJECT

"The marketing research project really helped me understand the concepts covered in the book."

"The outside marketing project proved to be successful in helping the student understand the subject matter better."

"The presentation and project was a very good and enjoyable experience. I learned a lot from it, as well as I learned a lot from hearing others give their presentations, too."

"The company research was beneficial in that it provided insight to company procedures as well as job opportunities in the real world."

"The group project helped to prepare students more for the 'real' world by working with group members and meeting with companies to learn about their marketing activities."

"I thought the project was a great learning experience. I enjoyed working in my group and at the same time learned a lot about marketing operations of a large company."

"Research project, which was required of students, for this class gave everyone a realistic view of what real life situations will be like. Students were able to interview established business people and get a true picture of what business interviews would be like."

"The paper and presentation proved to be a very interesting and educational tool. I learned many aspects about companys which I probably would not have, if we didn't do it."

"The experience gained in the presentation should prove valuable in the future."

"The presentation was a good experience. It taught how people must work together to meet the objective of a report or presentation—just like a company."

"I have decided to major in marketing and do my internship in marketing also."

The instructor also realizes considerable gains from the project. The reports help to increase the instructor's awareness of the business environment in the vicinity of the college while providing a range of marketing applications which can be used as classroom examples.

THE PROJECT

Five activities are associated with the project:

1. team selection;

2. selection of a firm and product or product line;

3. data gathering;

4. the preparation of a written report for the instructor; and

5. a formal presentation of the findings to the class.

Either a product or a service could be the project topic. In addition, non-profit organizations may be the subject of the report.

Team Selection

The class is broken down into teams of three or four people; the students arrange the teams among themselves with minimum intervention by the instructor. This activity takes place within the first couple of class sessions of the semester.

Since the students determine the team arrangements, the team composition based on the students' major area of study is random. However, experience has shown that teams comprised of marketing majors typically do no better or worse than teams comprised of mixed or non-marketing majors. Consequently, there has never been the concern that the team composition should be controlled by the instructor.

The three- to four-member team size has been found to work best for a number of reasons. Any fewer than three members results in a burdensome workload for the individual team members. Teams of more than four members present the opportunity for cliques to form and dissension to occur, both of which can be disruptive to the purpose of the project. Also, where many students work full-time, or even part-time, teams of greater than four members make it almost impossible to find a mutual meeting time.

To help insure the cooperation of each team member in the successful completion of the project, a Group Peer Evaluation (Exhibit 2) is required of each team member following completion of the project. The Group Peer Evaluation, which is seen only by the student who has filled out the form and the instructor, enables each student to share confidentially thoughts regarding the team members' contribution to the project. Consequently, the instructor becomes aware of any students who have not fulfilled their share of the project. These evaluations are important when assigning grades because there is no other way the instructor can know of the relative contribution of each team member. The students are told that the highest grade any team member can receive for the project is the grade the team as a whole receives. However, a student may receive a grade lower than the rest of the team if there is a consensus among the other team members that the student didn't contribute his or her share of the project workload. This implies that the instructor must carefully assess the evaluations when it is apparent that a team member did not fulfill his or her responsibilities.

Fortunately, laggard team members do not appear very frequently. Experience has shown that in about one out of 10 teams a member does not do his or her fair share of the work—work which the other team members must do to complete the project successfully. Although the other team members must do the work of the non-participating student, the experience is of benefit to the students. Incidents where a team member doesn't carry his or her workload are not uncommon in the business world. The experience of the conscientious student on this project will help the student better cope with team projects in the business world.

This method of evaluation does raise the concern that several team members may band together to bear down on another team member; however, the probability that this will occur is quite small. Whenever there have been problems between team members, invariably one or more of them bring the situation to the attention of the instructor early in the semester. Most do

EXHIBIT 2

GROUP PEER EVALUATION

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GROUP PEER EVALUATION

NAME ______________________ SECTION __________

PROJECT ______________________ TEAM NO. __________

I. List the members of your group and rate their contributions in terms of quality and quantity of work. Use the following scales: 1 - much less than expected; 2 - less than expected; 3 - what was expected; 4 - more than expected, and 5 - much more than expected.

NAME	QUALITY OF WORK	QUANTITY OF WORK
1. ________	1 2 3 4 5	1 2 3 4 5
2. ________	1 2 3 4 5	1 2 3 4 5
3. ________	1 2 3 4 5	1 2 3 4 5
4. ________	1 2 3 4 5	1 2 3 4 5
5. ________	1 2 3 4 5	1 2 3 4 5

II. Indicate in the following what each team member contributed to the different aspects of the project report (e.g., sections, topics, writing, editing, typing, etc.):

NAME	CONTRIBUTION
1. ________	________
2. ________	________
3. ________	________
4. ________	________
5. ________	________

III. Use the following space for any comments that you would like to make about the project and about any other member(s) of the group.

Date __________ Signature ______________________ not come to complain, but rather to seek advice on how to remedy the problem. The students recognize the importance of a harmonious working relationship if the project is to be completed successfully. As a result, the instructor is generally aware of those teams that are having problems working together. Consequently, the complaints should be considered very carefully if a team member is singled out by the other team members without any prior indication of a problem. However, this has never happened in the four years in which the peer evaluations have been used.

Firm and Product Selection

The teams are given two weeks to select the firm and product on which they will report. The firms that can be utilized on this project are virtually limitless. A partial list of some past project topics appears in Exhibit 3.

Profit and non-profit organizations, industrial and consumer products or services can be used with equal opportunity for success. Nevertheless, a list of local acceptable firms, derived from the Dun & Bradstreet directory, is provided to the students to minimize any concern regarding which firm to select. In addition the students are encouraged to select firms not on the list–firms which they may hope to interview at some future date for potential employment or firms in which a relative, neighbor, or friend may be employed who can help arrange for the project interviews. However, in all instances, the firm selection must be approved by the instructor. Only one team may investigate a specific company and product during the term. In the case of large firms, more than one team may report on dissimilar products when separate divisions are involved.

Repetitive reporting on a single firm and/or product over a period of several terms is also discouraged. Although most business people are willing to meet with the students, obviously such meetings are an imposition. Consequently, to ensure future support for student projects, at least one term must pass before another report can be made on the firm.

In spite of the opportunities that are available, many students tend to look to the instructor for suggestions as to the firm and product they should report on. This occurrence provides the instructor an excellent opportunity to ensure that the projects cover a diverse mix of organizations and products or services during the term.

The exposure of the class to profit and non-profit organizations, consumer products and industrial products, and various industries, manufacturing, retailing, banking, radio and television, etc., provides the instructor an excellent opportunity to compare and contrast the marketing characteristics of the organizations, firms, products and services following each project presentation.

Two weeks after the team selection each team turns in a project summary (Exhibit 4). The summary serves several purposes. First, it is a subtle motivator for each team to get moving on the project. To complete the summary, the team must have decided on the company and product and arranged for the

EXHIBIT 3

PAST PROJECT TOPICS

Consumer Products	Industrial Products	Services
11 o'clock TV news program	Railroad freight hauling	United Foundation
Radio station	Truck product line	Banking (consumer)
Bacon product line	Billboard advertising space	Banking (commercial)
Jeep CJ-7	Stroker furnaces	Electrical power
Car dealership	Windshields	Telephone service
Department store	Truck transportation	Cancer Foundation
Shopping mall	Ball & roller bearings	University admissions
Pickle product line	Hydraulic & electronic component maintenance	
Toothpaste	Commodes, tubs, & shower stalls	
Restaurant chain		

EXHIBIT 4

PROJECT SUMMARY

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MARKETING PRINCIPLES
PROJECT SUMMARY

Team No. ______ Section ______________

Team Members:

Name	Year	Concentration

1) Company:
Location:

2) Interviewee(s):
Name
Position

3) Product(s):

4) Served Market:
Customer Type

Geographic Area

5) Project Schedule:

Function	Anticipated Date
Initial Meeting.	
Detailed Outline of Paper Completed.	
First Draft Completed	
First Draft Reviewed	
Final Draft Completed	
Typing Begun	
Typing Reviewed and Completed.	
Paper Due Date	
Presentation Date.	

initial interviews. Second, the summary is an excellent means of monitoring the progress of each team. Third, completion of the project schedule on the bottom of the summary forces the team to consider what activities must be conducted to complete the project successfully. The existence of the schedule virtually eliminates any late projects because the students didn't realize the time and effort needed for the project. Finally, the summary helps the instructor assure that what the team proposes to do for for its project is reasonable. More often than not, particularly with enthusiastic students, the team, in its naivete, selects a product or product line that would require far more work than is expected. Also, the instructor may be able to provide additional direction to the team based on the data on the summary.

Data Gathering

Since the students must report in some detail about the product, it is necessary for them to interview the people who are directly involved with the product. The teams are encouraged to meet with several people associated with marketing the product(s), e.g., the marketing manager, sales manager, sales people, advertising agency personnel, product manager, etc. Since this is typically the students' first experience in dealing directly with business people in the business person's environment, several suggestions are appropriate. The students are told that since the person(s) they are to be interviewing are giving up valuable time to meet with them, the student arranging the appointment should indicate the team's willingness to meet at the business person's convenience; e.g., early morning, late afternoon, or early evening.

The importance of being professional, which includes proper dress, as well as being well-prepared to carry out the interview is also stressed. Professionalism entails preliminary investigation of the industry, firm and product(s) through review of current (past three years) popular business magazines and papers; e.g., *Business Week*, *Fortune*, *Forbes*, *Wall Street Journal* and the local major newspapers. In addition, it is suggested students review the organization's last couple of annual reports if these are available. The review is essential so that each team member can prepare the questions he or she wishes to ask.

In addition, it is suggested that the team members predetermine the manner in which they expect to conduct the interview; i.e., who will act as spokesperson, the order of the questioning, etc. They are told to watch strictly the time of interview and when time is up, to take the initiative to end the interview, even if all of their questions haven't been answered. The business person can then take the initiative to continue the interview if he or she desires. Finally, no matter how well the interview has gone, it is suggested that the students ask permission to call and/or set up another interview if they find they need additional information.

Preparation by the students prior to their interview is crucial. Casual conversation with several business people who have been interviewed indicated a definite willingness to participate in the project. Several reasons were given for this: they remembered when they were in college and how a project of this nature would have been useful, they indicated an understanding of the need to complement what was learned in the classroom and, in some firms, employee involvement with local universities was encouraged. However, virtually everyone indicated that willingness to continue the interview once it had begun was directly related to perception of how prepared the students were for the interview. When the students had obviously gathered background material on the organization, had their questions ready and were organized in their approach to asking the questions, the business people indicated they were not only willing to help but wanted to help. In fact, under these circumstances, the business people ended up giving the students far more time than they had initially intended and they didn't mind doing so. If a business person is going to give up time to students, he or she wants to make sure it will be time well spent. Students who have made an effort to prepare for the interview will find business people willing to help them.

Report

The report is, of course, the driving force behind all activities associated with the project. The library research, the questions asked during the interview(s) and the presentation content depend on the data and information contained in the report. To minimize any uncertainties concerning what material is to be covered in the report and the order in which it is to be presented, a project paper format is given to the students with the class syllabus. The format indicates the chapter topics of the report and the related textbook chapters (Exhibit 5). The use of the 4 P's and target market as the central topics of the report convey to the students the basic nature of the report. This detailed description, plus a brief in-class discussion, minimizes any confusion that might occur concerning the report format. The students consequently are able to focus on the report content without worrying how the report should be structured.

The students know from the textbook chapters associated with each topic what data and information they should be gathering. It is this aspect of the project that enables the students to transcend relatively easily the boundary between the classroom and the business world. The students know that the project requirements are limited to the marketing

EXHIBIT 5

PROJECT PAPER FORMAT

PROJECT PAPER FORMAT

1) Cover page - title in center, course number and section number and the student number of each team member in the lower right corner.

2) Table of Contents - see Turabian,[a] paragraphs 1:4-1:10 and Sample 8 (p. 12), paragraph 1:11 and Sample E (p. 14), and paragraph 1:13 and Sample G (p. 15).

3) Summary - a two to four page synopsis of the paper.

4) The main body of the paper is next (Paragraph 1:15-1:19).[a] The format is to be followed in all papers:

Chapters	Topic[b]
1	Introduction
2	Product K: 10, 11
3	Target Market K: 9, (5-8)
4	Promotion K: 16-18
5	Place K: 14, 15
6	Price K: 12, 13
7	Marketing Organization K: 20
8	Marketing Strategy K: 19
9	Critique

5) Figures, tables, graphs, charts, etc., are next (Chapter 10-11).[a]

6) References - the references will be written as footnotes (Chapters 6 and footnote entry samples);[a] however, they will appear at the end of the paper to minimize typing concerns.

[a]Turabian, Kate L., A Manual for Writers, 4th ed., (University of Chicago Press) on reserve in the library.
[b]Review Kotler Chapter Two for a general overview of areas of concern prior to doing any work on the paper.

concepts, ideas, and facts discussed in their textbook and the accompanying lectures. This straightforward approach assures them that there are no hidden meanings or motives they should ferret out of the organization they are studying.

All of the report chapters are directly associated with a specific marketing activity, except for the last chapter (Exhibit 5). In this chapter, the students are to provide a brief critique of the marketing program on which they reported. This is not an elaborately detailed analysis of every component of the product's marketing program; rather it is a succinct description of marketing changes and improvements the team believes can be made that would benefit the product and/or the firm.

The format also indicates the number of pages that are considered appropriate for each chapter if adequate coverage is to be given the topic. The numbers are considered guidelines and are not absolute limits. However, there is a limit to the size of the report. The body of the report; i.e., Chapters 1 through 5, not including the Table of Contents, Summary, References and Exhibits, Tables and Figures, may not exceed 35 pages. If the report exceeds this limit, points may be deducted. Writing the 35 pages has never been a problem. Typically, the teams complain that they have gathered material that would require far more pages if allowed. Nevertheless, the page limit does provide a learning experience for the students. The page limit forces most teams to make certain that they have stated their findings in the most concise manner possible so that they can maximize the amount of information contained within their report. If the report still exceeds the page limit, the team must decide the relative value of the data they have gathered in determining what information is to be included in the report and what information is to be left out.

The textbook chapters listed in Exhibit 4 refer to Kotler's *Principles of Marketing*, 4th edition. The ease of applying the 4 P's target market approach of the project to other texts is shown in Table 1. It relates the chapters of several introductory marketing texts to the appropriate report chapters.

The students are also provided a project grading sheet for the report (Exhibit 6). The grading sheet indicates the maximum number of points that can be received for each part of the report. In addition to the individual chapters, a grade is given for the overall quality of the report. The overall points are based on the readability or structure of the report; e.g., the completeness of the Table of Contents, the appropriateness of the Summary, paragraph and sentence structuring, references to figures and tables in the body of the report, headings on the figures and tables, the use of references, etc. Basically the overall grade indicates whether the report, regardless of its content, is a properly structured report that can be easily read. Because the grading sheet is provided with the syllabus, the students are immediately aware of exactly how the report contents will affect their grade.

Although the detailed instructions may initially seem burdensome, they do set the ground rules for the project. Consequently, the team is able to focus on gathering data and reporting the results rather than worrying about the appropriateness of their report format.

The use of a common report format and grading sheet also benefits the instructor. The use of a standard format enables the instructor to focus on the material being reported rather than on its format. Even though the contents of each report and the relative importance of each chapter may vary among the reports, the single format enables the instructor to apply a consistent grading criteria to all reports.

TABLE 1

PROJECT CHAPTERS CORRELATED WITH MARKETING TEXTS

Project Chapters		Textbook Chapters[a]					
Chapter	Topic	Kotler	McCarthy & Perreault	Stanton	Kurtz & Boone	Ferrell & Pride	Kinnear & Bernhardt
1	Introduction	-	-	-	-	-	-
2	Product	10, 11	10, 11	8-10	10, 11	6, 7	8, 9
3	Target market	9, (5-8)	9, (5-8)	4, (5-7)	4, 5, (7-9)	3, 4	4, 5
4	Promotion	16-18	16-18	18-20	19-21	13-15	13-15
5	Place	14, 15	12-15	14-17	13, 14	9-12	10-12
6	Price	12, 13	19, 20	11-13	15-18	8	16, 17
7	Organization	20	-	-	-	-	18
8	Strategy	19	2, 21, 22	24	3, 25	16	2
9	Critique	-	-	-	-	-	-

[a] Kotler, Phillip, *Principles of Marketing*, 2nd ed. (Prentice-Hall, 1983).
McCarthy, E. Jerome and William D. Perreault, Jr., *Basic Marketing*, 8th ed. (Richard D. Irwin, 1984).
Stanton, William J., *Fundamentals of Marketing*, 7th ed. (McGraw-Hill, 1984).
Kurtz, David L. and Louis E. Boone, *Marketing*, 2nd ed. (Dryden Press, 1984).
Ferrell, O. C. and William M. Pride, *Fundamentals of Marketing* (Houghton Mifflin, 1982).
Kinnear, Thomas C. and Kenneth R. Bernhardt, *Principles of Marketing* (Scott, Foresman, and Co., 1983).

EXHIBIT 6

PROJECT GRADING SHEET

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MARKETING PRINCIPLES
PROJECT PAPER GRADING SHEET

Team No. ________ Section No. ________

Team Members: ____________ ____________ ____________ ____________

The grading of the paper is based on the following:

I. Project Summary Sheet

1. On-time (0 to -25) ________
2. Complete (0 to -25) ________ ________

II. Paper

Chapter	Topic	
I	Introduction (5)[a]	________
II	Product (10)	________
III	Target Market (10)	________
IV	Promotion (10)	________
V	Place (10)	________
VI	Price (10)	________
VII	Marketing Organization (10)	________
VIII	Marketing Strategy (10)	________
IX	Critique (10)	________
–	Overall (15)	________

Total ________(100)

III. Presentation

1. Instructor Grade ________x 3.0 = ________(30)
2. Peers Avg. Grade ________x 2.0 = ________(20)

Total ________(50)

IV. Group Peer Evaluations

1. On-time (0 to -25) ________
2. Complete (0 to -25) ________ ________

Grand Total ________(150)

[a]Maximum number of points possible for chapter.

Presentation

A common complaint of business people regarding new graduates is that they lack good speaking skills. A class presentation of their report findings is an excellent opportunity for the students to develop these skills. The last activity of the project is a 25 to 30 minute team presentation of the findings to the class. All team members must participate equally in the presentation, thereby ensuring that each student has ample opportunity for speaking.

The students are told that the presentation must maintain the class interest. To do this, the presentation must provide good substantial marketing information with some showmanship. Simply reading the report or using an overwhelming amount of showmanship could result in the audience becoming bored and/or questioning the point of the presentation. As a result, the teams have used a variety of means to make a balanced presentation of their findings to the class: skits, multiple slide presentations, point-counterpoint schemes, etc. The students are encouraged to make extensive use of visuals; e.g., flipcharts, 35 mm. slides, films, overhead projectors, video tapes of TV advertisements, etc. Many teams have also borrowed sales promotion and advertising materials from the firms to decorate the classroom to help set the proper mood of the audience. Product samples have also been handed out. The only limit placed on the use of such material is good taste. It should not detract from the primary purpose of the presentation: discussing the marketing activities associated with the product being reported.

To ensure that each team devotes sufficient time to preparing its presentation, the teams must turn in the project report at least two weeks before their presentation. The teams then have adequate time to structure and practice their presentation. The written report typically contains more information than the team can present and also presents the data in an order that is not necessarily conducive to a good class presentation. The teams are encouraged to present their material in the order and manner that they believe will best convey their message to the class.

The grade for the presentation is determined by both the instructor and the class. A total of 50 points can be received for the presentation; 30 points from the instructor and 20 points from the class (Exhibit 6). The class grade is calculated by multiplying the average class score times two. The average score is determined from the presentation grading sheet (Exhibit 7) which is turned in by every student attending the presentation. In addition to the grade, each student is encouraged to comment on the effectiveness of the individuals making the presentation and the overall presentation. The instructor also uses a grading sheet for comments. The comments are shared with the team privately and without divulging the name of the student reviewer. By maintaining the confidentiality of the grading sheets, the students are more candid in their remarks and the presenting team receives an honest appraisal of its presentation.

Experience has shown the presentations to be an excellent learning tool. The students listening to the presentation tend to be quite perceptive in their understanding of how to improve the presentation. However, care must be taken when sharing this information with the team. Prior to discussing the comments with the team, the instructor explains that there will be some individuals who will think the presentation was great and some individuals who will think it terrible. Awareness of this range is a good learning experience. What is particularly important to the team is the occurrence of patterns in the comments regarding their presentation. The positive comments can be shared directly with the team. However, the negative comments should be discussed in a manner that is most appropriate, given the nature of the comment, the team members' personalities, etc., for effective feedback. At times it may be appropriate to discuss the negative comments individually. By being prudent in your approach to this discussion, you can use the presentation as an excellent opportunity to improve the students' speaking skills.

It is interesting to note that both the student comments and the average student grades regarding the presentations are generally quite similar to those of the instructor. Rarely are there any great differences between the two. The similarity can be attributed to the students' understanding of what constitutes a good presentation.

EXHIBIT 7

PRESENTATION GRADING SHEET

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PROJECT PRESENTATION GRADING SHEET

Name ______________________________

Rating Scale

10	Superior, Outstanding	5	Not Quite What Was Expected
9	Very Good	4	Less Than Expected
8	Much Better Than Expected	3	Much Less Than Expected
7	Better Than Expected	2	Considerably Less Than Expected
6	What Was Expected	1	Pure Charity

o Better Left Unsaid

Criteria	Team No.	______	Team No.	______
Content		______		______
Organization		______		______
Visual Aids		______		______
Uniqueness		______		______
Group Enthusiasm		______		______
	Total	______	Total	______
	Average	______	Average	______

Comments ____

SUMMARY

The introductory marketing student can learn about marketing from textbooks and classroom lectures and discussions. However, to gain some real understanding of the classroom material the student should experience the basic marketing concepts in the business world. By having the student teams investigate and report on the *basic* marketing activities associated with a product or service of their choice the instructor will provide students with an appreciation of the value, importance, and usefulness of marketing in the firm which may otherwise bypass them. The net result of this project, which has been used successfully for four years, has been a greater appreciation of marketing by non-marketing majors, plus increased interest in marketing as a major topic.

REFERENCES

Mentzer, John T., James E. Cox, and H. Lee Meadow (1983), "The Use of Computer-Based Marketing Cases in Introductory and Advanced Marketing Management Courses," *Journal of Marketing Education* (Summer), 2-12.

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