



Revised proposal

LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____

UWUCC USE Only
Number: 97-23a
Submission Date: _____
Action-Date: App. 12-16-97

CURRICULUM PROPOSAL COVER SHEET *Senate App. 2-3-98*
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Madan Batra/Krish Krishnan Phone 5776/2522

Department Marketing

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Self-Marketing
Suggested 20 character title

New Course* MK 351, Self Marketing
Course Number and Full Title

Course Revision _____
Course Number and Full Title

Liberal Studies Approval + _____
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
Old Number and/or Full Old Title

New Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: Major Minor Track

New Program* _____
Program Name

Program Revision* _____
Program Name

Program Deletion* _____
Program Name

Title Change _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

Madan Batra 3-10-97
Department Curriculum Committee

Madan Batra 3-10-97
Department Chair

Robert Clary 3/10/97
College Curriculum Committee

Robert Clary
College Dean

+ Director of Liberal Studies (where applicable) *Provost (where applicable)

Syllabus of Record

I. Catalog Description

MK 351 Self-Marketing

1 credit
1 lecture hour
0 lab hours
(1c-01-1sh)

Prerequisites: Jr. Standing (as per credits earned)

Focus on the development of both long-term and short-term self-marketing plans and self-marketing package. Theories of managerial marketing, professional selling, market research, and advertising applied to self-marketing in order to prepare students to seek internship experience.

II. Course Objectives

For all students enrolled in the course:

- * Develop long-term and short-term self-marketing plans.
- * Critique/develop/re-develop the self-marketing package.
- * Understand the significance of multiple self-marketing packages.
- * Understand the difference between career-oriented self-marketing package and internship-oriented self-marketing package.
- * Apply managerial marketing theory to self-marketing.
- * Apply personal selling principles to self-marketing.
- * Produce a market research study based upon classified ads in your chosen short-term and long-term professional goals.
- * Apply advertising principles and strategies to develop personal commercials.
- * Place self-advertisements/commercials on internet.
- * Learn strategies and procedures for international self-marketing.
- * Participate in self-marketing sessions with the instructor.

Additional objectives for students seeking an internship experience:

- * Develop an internship proposal.
- * Identify, contact, interview, and follow-up to 2 or 3 internship sites.

III. Course Outline

Session 1 (2 hours)

Course introduction

- * Significance and Domain of Self-Marketing
- * Principles and Theory of Managerial Marketing as applied to Self-Marketing
- * Principles and Theory of Professional Selling as applied to Self-Marketing
- * Principles of Advertising as applied to Self-Marketing
- * Marketing Research Practices as applied to Self-Marketing.

Session 2 (2 hours)

Self-Marketing Plan

- * Long-term Self-mission
- * Strategic Routes
- * Annual Objectives (3 years)
- * External Opportunities and Threats
- * Self-competition Analysis
- * Target Market
- * Self-Marketing Mix
 - * Self-Product Analysis
 - * Self-Pricing Strategy
 - * Self-Promotion Strategy
 - * Self-Distribution Strategy
- * Self-Quality Control

Session 3 (2 hours)

Critique/Develop/Revise the Self-Marketing Package:

- * Significance of the Multiple Self-Marketing Packages
- * Difference between the Career-Oriented Self-Marketing Package and Internship-Oriented Self-Marketing Package.
- * Cover Letter, Resume (targeted for internship), Presentation of Grades, Self-Assessment Sheet, and Professional Portfolio (Starting point for the cover letter and resume as per the guidelines of the Business Communications Course, the Office of Career Services, and the Wall Street Journal's Resume Writing Publication)

Session 4 (2 hours)

Self-Marketing Through Internet

- * Self-Marketing Web Sites
- * Self-Marketing Personal Commercials/Advertising placed on the Internet.

Session 5 (2 hours)

Self-Marketing Research Techniques

- * Classified-ads Market Research
 - * Self-Marketing Informational Interviews.
- Application of the Professional Selling Techniques to Self-Marketing**
- * Prospecting for Self-Marketing
 - * Preapproach for Self-Marketing
 - * Approach for Self-Marketing
 - * Presentation for Self-Marketing
 - * Follow-up for Self-Marketing

Session 6 (2 hours)

International Self-Marketing Procedures and Strategies

- * Differences and Similarities between Self-Marketing Packages/Strategies for

Domestic Markets and Self-Marketing Packages/Strategies for International Markets

Session 7 (2 hours)

One-on-one Self-Marketing Counseling Sessions with Students.

IV. Evaluation Methods

The final grade for the course will be determined as follows:

Self-Marketing Package	20%
Market Research Study	20%
Internet Self-Advertisement	20%
Self-Marketing Plan*	20%
Test (short essay)	20%

* An outline for the self-marketing plan is attached to this proposal.

The culminating activity during finals week will involve debriefing by appointment with students.

The final grade will be based upon the following scale:

90-100% = A

80-89% = B

70-79% = C

60-69% = D

0-59% = F

Based upon class average, appropriate adjustment may be made to the above scale.

V. Required Textbooks, Supplemental Books and Readings

None

VI. Special Resource Requirements

None

VII. Bibliography

Cohen, William (1985). "A Tentative Model for Student Self-Marketing." *In 1985 AMA Educators Conference Proceedings*, edited by Robert F. Lusch et al. Chicago: American Marketing Association, pp. 110-113.

Goldgehn, Leslie A., and Eric Soares (1986). "Student Marketing Portfolios: Professionalizing Our Discipline and Integrating Our Curriculum." *Journal Of*

Marketing Education, Summer: 14-17.

Kotler, Philip (1983). "Educators Must Professionalize Marketing." *Marketing News*, 5 August: 16-17.

Kotler, Philip (1991). *Marketing Management: Analysis, Planning, Implementation and Control*, Engelwood Cliffs, NJ: Prentice Hall, Inc.

McCorkle, Denny E., Joe F. Alexander, and Memo F. Diriker (1992). "Developing Self-marketing Skills for Student Career Success." *Journal of Marketing Education*, Spring: 57-67.

McCorkle, Danny E., and Memo F. Diriker (1991). *The Self Marketing Advantage for Business College Students*. Greeley, CO: Self-Marketing Institute.

Self-Marketing Plan Outline

Self-Marketing Plan Outline

- * Long-term Self-mission
- * Strategic Routes
- * Annual Objectives (3 years)
- * External Opportunities and Threats
- * Professional Strengths and Weaknesses
- * Self-competition Analysis
- * Self-Target Market, and Self-Market Segmentation
- * Self-Marketing Information System
- * Self-Positioning Strategy
- * Self-Marketing Mix
 - * Self-Product Analysis
 - * Self-Pricing Strategy
 - * Self-Promotion Strategy
 - * Self-Distribution Strategy
- * Self-Quality Control

Suggestions for the Plan

- * Do not attempt to develop the whole self-marketing plan in one sitting. Numerous attempts and iterations are needed before a workable plan is developed.

- * In addition to material covered in the class, consult with your parents, relatives, friends, and professional contacts. Seek their opinions and advice. Retain what you agree with, and discard what you disagree with. Be objective and honest while you assess your professional strengths and weaknesses. Do not deceive yourself. Do not pretend to be what you are not.

- * Make sure that your annual objectives and long-term self-mission call for taking full advantage of your professional strengths. Ensure that your weaknesses do not obstruct your self-mission. If so, then either the mission should be changed or the weaknesses should be overcome. If your weaknesses do not obstruct your mission, then they are not worth worrying about.

- * All of the elements in the self-marketing plan should be internally consistent and "hang" together.

Course Analysis Questionnaire

Section A: Details of the Course

- A1 This is a service course which enables students to apply marketing framework to prepare them to seek their internship experience, and later career entry and growth. That is, the course teaches students to apply marketing concepts and practices to market themselves. The course is primarily intended for marketing majors, but students from other IUP majors will also benefit from this.
- A2 This course does not require changes in any other courses or programs in the department. It is not a required course. The course is a one-credit free elective.
- A3 The course has been offered for the last three semesters as a special topic course with average enrollment of approximately 70 students in each semester.
- A4 Yes, this is a dual-level course. It will be submitted at the graduate level, and will be intended for MBA students with similar needs in self-marketing area.
- A5 This course is not to be taken for variable credit.
- A6 Yes. University of Northern Colorado in Greeley, Colorado has implemented a similar framework in their marketing program. An article in *Journal of Marketing Education* about the self-marketing approach to professional development is attached.
- A7 Not required by any accreditation agency. However, auxiliary courses or seminars in professional development, and preparation for experiential education are highly recommended by accreditation agencies as well as the ECOB Advisory Council. The content area to be covered in the current required marketing courses does not allow the time to deal with self-marketing issues in meaningful depth. Letters of support and encouragement from business organizations are attached.

Section B: Interdisciplinary Implications

- B1 The course will be taught by one instructor.
- B2 Has minimal overlap with AD321. This course however applies a marketing strategy perspective to the topic. Based on discussions with faculty teaching AD321, the design of this course has been altered to primarily focus on self-marketing framework. A memo of support from the OSBE Department is attached.
- B3 The seats in this course will be made available to students in the School of Continuing Education.

Section C: Implementation

- C1 Yes. This course involves 2 to 4 credits per academic year, and can be easily accommodated with the current faculty department compliment.**
- C2 Current resources of the Eberly College of Business are adequate for this.**
- C3 This course has not been funded by a grant.**
- C4 A minimum of one one-credit section in each semester**
- C5 A maximum of three one-credit sections per semester are anticipated.**
- C6 This course is limited to 20 students to accommodate individual counseling which is a part of this course.**
- C7 No such enrollment limits recommended by any professional society.**

Section D: Miscellaneous

No additional information is necessary.

B2 Has minimal overlap with AD321 in the areas of resume and cover letter. This course however applies a marketing strategy perspective to the topic. Based on discussions with faculty teaching AD321, the design of this course has been altered to primarily focus on self-marketing framework. The current version of this proposal has been developed after systematic review of AD321, its official syllabus of record, textbook used, syllabi used by individual instructors of AD321, and after their concerns presented to us during our discussions with them. Copy of memo of agreement clarifying the scope of this course is attached.

Student comments about the usefulness of this course, as well as letters of support and encouragement from alumni and organizations are available upon request.