

**SO, YOU HAVE BEEN ASKED/TOLD TO
WRITE A MARKETING PLAN FOR YOUR
INSTITUTION**

**Davis Folsom and Rick Boulware
USC-Beaufort**

When one of my classes failed to "make," it was suggested that instead of being reassigned to another course that I write a marketing plan for the institution. Using the standard research method, after defining the problem, one of our first actions was to send out a request for help from MEA members. As anticipated, many marketing professors had confronted this task already and offered a variety of insights and sources of information.

Many insights were gained from the experience of writing a university marketing plan: there was a wealth of information available for the asking; as in many organizations there were many knowledgeable people who had never been asked for their insights; using the "right" concept helped explain marketing to our non-business colleagues; double and triple check your market intelligence sources; beware of espionage; use a title such as Internal Marketing to offer summaries of institutional problems; use examples but not names.

To our surprise, many of our suggestions were implemented.

**BEATING BOREDOM IN THE MARKETING
CLASSROOM**

**Maria Victoria S. Abergos, Imelda L. Frencillo,
Maria Celia Montenegro
Adamson University, Philippines**

No matter how highly-committed people are, burning-out will make them lose interest and motivation in their jobs. This is a catastrophe for marketing teachers where motivation and enthusiasm as primary tools for effective marketing is learned.

Substance should not, however, give way to innovations. Without jeopardizing the true essence of marketing principles and theories, new ways of delivering our goods to our students will lighten the mood for teaching and ease the burden of listening to lengthy lectures.

Consideration of the following will help beat boredom in one of the most interesting subjects in the school curriculum:

- a) effective time management to break the monotony of routine classroom activities;
- b) acknowledging humanity – both teachers and students have the right to pleasure and relaxation even during study time;
- c) Involving other people for a supportive role - experts in the industry may be invited to talk on their marketing;
- d) re-evaluating activities and prioritize them – first things first;
- e) group dynamics – many heads are better than one. Interactions limit the focus on blackboards or overhead projectors;
- f) social audit – assessing the degree to which marketing activities have met social goals;
- g) "hands on" activities on production, advertising, packaging, and other marketing activities;