



Positioning and LinkedIn - Marketing Technology

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Background

I used this project as a semester-long undergraduate project for my **Promotional Management** class and as an independent project for my graduate **Strategic Marketing** class. It has been successful in a face-to-face and online environments.

Students will learn the basics of Positioning as presented by the 'founders', Trout and Ries. They will then apply this to their own career goals by creating or improving their presence on Linked In.

Motivation

Students are exposed to the origins of Positioning theory. The chapters are short - allowing for a learning and application in 10 - 15 minutes per section. This fits well as a class opener - initiating a fun beginning to class. Students tend to come to class early and review the chapters before class, as the amount of reading is perfectly suited for quick review.

Students apply positioning theory to new products, progress to evaluating a specific companies positioning approach and finally internalize the theory and apply it to their own careers.

Learning Activities

(See attached file) This project begins with a series of short reading and writing assignments and ends with a comprehensive project of creating/refining a LinkedIn account that reflects the professional 'position' that each student wishes to achieve in his/her professional career.

I use "[Positioning: The Battle for Your Mind](#)" by Al Ries and Jack Trout, any edition, for this assignment.

Students can purchase the book for less than \$10 from Amazon (I often have a contest to see who can purchase the book for the least amount of \$). This book is an "airplane book" - meaning a student can finish it on a flight from NY to LA. It is comprised of 25 short (5 minute read) chapters.

The capstone of this assignment requires a [LinkedIn](#) account.

I assign chapters 1 - 13 and chapter 23. This tends to keep the students' interest, as the remaining chapters are more industry/company specific and student enthusiasm tends to wane.

Face-to-face classes

I assign one chapter per class period. We discuss the marketing concept at the

Tips for Teaching

The examples in the Positioning book are old...some outdated. This is what provides for an excellent teaching opportunity. The students must develop examples of new companies that exemplify the positioning topic discussed by Trout and Ries (chapters 1 - 9). Chapters 11 & 12 are combined for a case study and are an excellent opportunity to discuss family (umbrella) branding.

I do not assign chapters 14 - 22 for the undergraduate classes. While informative, the other chapters are business/company specific and student interest tends to wane. However, these chapters serve for excellent case studies.

LinkedIn: If there are privacy concerns, students can set special privacy settings and discontinue the account after grading has occurred.

Chapter 2: Explosion of media.

Following are useful links when discussing the proliferation of media.

[Digital growth](#)

[iPad](#)

[ALL THINGS ADVERTISING: MULTI-SCREEN USAGE, BIG DATA, PROGRAMMATIC BUYING AND SUCCEEDING IN A CROWDED MARKETPLACE](#)

POS 05: You can't get there from here. The history of IBM is not readily

beginning of class (10 minutes).
It is a great class opener.

known by this generation. Time
should be spent discussing the
company.

Online classes

I assign the complete project at
the beginning of the course.
The work is arranged such that
it is straight-forward and easy
to complete independently.

Reflections

This could easily be expanded to a
session on resume writing. The
headlines (LinkedIn) and positioning
statements could be reflected on the
students' qualifications sections non
their resumes.

Positioning and LinkedIn Assignment
Assignment and resources for
Positioning and LinkedIn.

Klingensmith LinkedIn
"Go Full Throttle with LinkedIn" by
Dawn Klingensmith. Promoting your
career with LinkedIn

Chapter 2 discusses the proliferation
of media - before the internet. With
the advent of different viewing
devices and habits, this area is ripe
for additional research.

Impact of Use on Teaching and Learning

Students were assessed on providing
answers and supporting them with
information from Trout/Ries. Right
versus wrong was a secondary
consideration. I did not require formal
writing in the student responses,
which kept this assignment 'light' and
added to the enjoyment and openness
for discussion. This met my primary
objective of students considering the
topic of positioning in today's
marketplace.

Attached are unedited responses
(excerpts) from a 2014 undergraduate
class.

Student responses 2014
Unedited excerpts from an
undergraduate class (2014).



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