



BUSINESS & COMPUTER SCIENCE

COURSE: Business Essentials

UNIT 11: Marketing



INTRODUCTION

Annotation:

In this unit, students will learn the importance of marketing on the success of a business. They will discover the 4 P's of marketing: product, price, promotion and place. Students will be able to develop a product and determine its position in the marketplace

Grade(s):

x	9 th
x	10 th
x	11 th
x	12 th

Time: 8 – 90 minute blocks

Author: David Mowery

Additional Author(s): Small Business Development Pathway Team

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

BCS-BE-36: The student demonstrates understanding of the concept of marketing and its importance to business ownership.

- a. Explains the fundamental marketing concepts used by a small business.
- b. Describes the four elements of the marketing mix.
- c. Justifies the importance of defining a target market and marketing niche.
- d. Describes pricing strategies.
- e. Describes the roles of sales and promotion as they apply to small business

BCS-BE-37: The student identifies and analyzes the relationships between marketing and the individual, business, and society.

- a. Analyzes the impact of mass media marketing on society.
- b. Differentiates between consumer and organizational buying behavior.
- c. Explains methods to generate demand for a product/service.
- d. Justifies the role of market research.
- e. Differentiates among buying motives.
- f. Discusses the importance of a business giving back to the community.
- g. Describes how the internet and other emerging technologies have impacted the components of marketing.
- h. Identifies reasons for customer loyalty.
- i. Describes characteristics of the changing domestic and global population

GPS Academic Standards:

MM1D3. Students will relate samples to a population

SSEMI1 The student will describe how households, businesses and governments are interdependent and interact through flows of goods, services and money.

SSEMI2 The student will explain how the Law of Demand, the Law of Supply, prices and profits work to determine production and distribution in a market economy.

SSEMI3 The student will explain how markets, prices and competition influence economic behavior

National / Local Standards / Industry / ISTE: NBEA – National Business Educators Association

I. Foundations of Marketing

Achievement Standard: Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.

II. Consumers and Their Behavior

Achievement Standard: Analyze the characteristics, motivations, and behaviors of consumers.

III. External Factors

Achievement Standard: Analyze the influence of external factors on marketing.

IV. The Marketing Mix

Achievement Standard: Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.

V. Marketing Research

Achievement Standard: Analyze the role of marketing research in decision making.

VI. The Marketing Plan

Achievement Standard: Describe the elements, design, and purposes of a marketing plan.



UNDERSTANDINGS & GOALS

Enduring Understandings:

- The student will understand the concept of marketing and its importance to business ownership.
- Students will understand and analyze consumer buying motives

Essential Questions:

- What is the marketing mix?
- What is target marketing?
- How are prices determined?
- Why do we buy some things and leave others on the shelf?

Knowledge from this Unit:

Students will:

- Define the components of the Marketing mix
- Identify the variety of pricing strategies
- Explain the fundamental marketing concepts used by a small business
- Describe the four elements of the marketing mix
- Justify the importance of defining a target market and marketing niche
- Describe pricing strategies
- Describe the roles of sales and promotion as they apply to small business
- Analyze the impact of mass media marketing on society
- Differentiate between consumer and organizational buying behavior
- Explain methods to generate demand for a product/service
- Justify the role of market research
- Differentiate among buying motives
- Discuss the importance of a business giving back to the community
- Describe how the internet and other emerging technologies have impacted the components of marketing
- Identify reasons for customer loyalty
- Describe characteristics of the changing domestic and global population

Skills from this Unit:

- Students will be able to develop a product for a particular target market
- Students will be able to conduct a simple market research project



ASSESSMENT(S)

Assessment Method Type:

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
 - ☐ Vocabulary
- ☒ Individual project
- ☒ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☒ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☒ Academic prompts
 - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
 - ☐ Essay tests
 - Observe students working with partners
 - ☐ Observe students role playing
- ☐ Peer-assessment
 - Peer editing & commentary of products/projects/presentations using rubrics
 - Peer editing and/or critiquing
- ☒ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☒ Partner and small group discussions
 - ☒ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

Coke Blak Project
Pricing Strategy Projects (included in Learning Experiences)

Assessment(s) Description/Directions:

See below in Learning Experiences

Attachments for Assessment(s):

Coke Blak Project.doc
Smart Marketing. PDF



LEARNING EXPERIENCES

Sequence of Instruction:

1. Identify the Standards. Standards should be posted in the classroom for each lesson:

BCS-BE-36: The student demonstrates understanding of the concept of marketing and its importance to business ownership.

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2. Review Essential Questions:

- What is the marketing mix?
- What is target marketing?
- How are prices determined?
- Why do we buy some things and leave others on the shelf?

3. Identify and review the unit vocabulary

Advertising
Buying Motives
Channel of Distribution
Consumer Decision-Making Process
Demographics
Distribution
Effective communication
Marketing
Marketing Mix
Target market

Marketing Research
Marketing Strategy
Personal Selling
Place
Price
Product
Promotion
Psychographic

4. Related FBLA Competitive Events:

Marketing
Entrepreneurship

Lesson 1 – Target Marketing and the Marketing Mix (4 days, 3 for research and prep & 1 for presentation)

Essential Question:

- What is the marketing mix?
- What is target marketing?

Discussion & Activity:

Discuss with the class the difference between mass marketed products (paper towels, batteries, etc.) and target-marketed products (Shampoo for different hair conditions, clothing, etc.). Ask the class why it is important for certain products and services to be target marketed to a particular consumer.

Distribute the **Coke Blak Project** handout and go over the assignment with the class. Have the class complete the assignment.

Student directions:

Objective: You are marketing executives for Coca-Cola. You will present your new product, Coke Blak – a cold coffee/Coke combination product. (You may research this product online if you are unfamiliar with it – yes it is a real product) to sales executives at Coca-Cola. It is your job to inform them about the product and to get them excited to sell the new brand using all the components of a promotional mix that we discussed in class. You will have 3 full class days to develop your promotional plan and then you will present to a panel of judges. Good Luck!

Target Market – once you have an idea about this product, define the ideal consumers for this product that Coca-Cola should be targeting. These consumers need to be defined by both demographics (facts about the consumers: age, education, gender, income level, family status, employment status, etc.) and psychographics (lifestyles, activities, entertainment choices, etc.)

Marketing Mix – The marketing mix consists of the 4 P's: Product, Price, Promotion and Place. The product, Coke Blak, has already been developed. You must decide on the price (this may include creating different sizes and packaging with prices for each), promotion (advertising – see below) and Place (where and how it will be sold to the target market).

Advertising

Choose 5 methods of advertising to showcase during your presentation and provide rationale as to why you chose the particular ads you created and in what type of media you will place these ads. Keep in mind the target market you defined – make sure the ads appeal to this consumer and the ads are placed in media vehicles that they will see.

Print Media

- Newspaper
- Magazine
- Direct-Mail
- Outdoor
- Transit

Broadcast Media

- Radio Ad
- TV Ad

Online Ad

- Webpage
- Banner Ad

Specialty Media

Each advertising method will be evaluated on the following

- Creativity
- Effectiveness

Remember- you are trying to sell your product. Choose your promotional mix very carefully!

Presentation

Create a presentation to help sell your idea to the Coca- Cola executives (entire class)

Lesson 2 - Pricing Strategies and Consumer Behavior (4 Days)

Essential Question:

- How are prices determined?
- Why do we buy some things and leave others on the shelf?

Discussion & Activity:

This lesson has many web-based resources. All links should work - the projects listed at the end of the lesson should take at least two days to prepare and one day to present.

Step 1: Read the following short article. In your notebook, jot down the key concepts on pricing strategies that you find that would make you a smarter consumer. Think of the products you buy and why?

Smart Pricing Strategies by Wen-fei L. Uva, Senior Extension Associate Department of Applied Economics and Management, Cornell University [www.hortmgt.aem.cornell.edu/pdf/smart_marketing/Uva 3-01.pdf](http://www.hortmgt.aem.cornell.edu/pdf/smart_marketing/Uva%203-01.pdf)

Product Positioning and Product Repositioning

Economic forces

Business life cycles:

- Prosperity
- Recession
- Depression
- Recovery

Marketers may need to adjust their marketing mix as the economy passes through different stages.

Different between a depression and recession = the number of months certain economic figures decline etc., but different economists use different indicators.

Political force...Government uses fiscal and monetary policy to control the economy.

Fed: Alan Greenspan increased interest rates to try to curb excessive growth that would lead to inflation, has now reduced the rates since the economy has not shown the signs of anticipated inflation.

Interest rates have a big impact on COST OF MONEY...Business investment.... consumer spending.

Consumer buying power determined by income (Interest, Rent, wages):

- Pre-tax Income--*Gross* Income
- After Tax income--*Disposable* income
- After purchasing necessities--*Discretionary* income

Consumer demand and spending patterns are affected by the economy and the perception of the future.

Need to determine:

- Consumer buying power

- Willingness to purchase, a function of employment security etc. Credit, increases current buying power over future buying power.

Step 2 Go to the following website and complete the lesson and exercises on pricing strategies.

http://www.marketingteacher.com/Lessons/lesson_pricing.htm

In your notebook, jot down the key concepts on pricing strategies that would make you a smarter consumer. Think of the products you buy and why.

also go through the following website: click on power point lesson #8, Price

<http://marketingteacher.com/powerpoint/MAIN.htm>

Step 3 Go to the following website and read through the following power point presentations: Chapter 5, 6, 9, and 16

http://www.consumerbehavior.net/powerpoint_presentations.htm

In your notebook, jot down the key concepts on pricing strategies that you find that would make you a smarter consumer. Think of the products you buy and why.

Also go through the following website: Click on power point lesson #5 Consumer Behavior:

<http://marketingteacher.com/powerpoint/MAIN.htm>

Step 4 Explore the websites listed under resources and identify and define the pricing strategies that marketers/

Entrepreneurs use to make a profit off your discretionary funds. These are short to-the-point websites. In your notebook jot down the key concepts on pricing strategies that you find that would make you a smarter consumer. Think of the products you buy and why.

Step 5 You now have notes on the external factors that affect price, the pricing strategies, and the reasoning behind our purchases. You will form a group and will complete one of the following projects to creatively and accurately explain these concepts.

Project 1 -

This creative project will rewrite the Three Little Pigs story. Using the pricing strategies, consumer behavior, and the external forces on prices, your group will develop the story line and act out the story for the class. You need one person for each pig, the wolf, and a narrator and or/ extra character. See the rubrics to ensure you cover all aspects. This group will write a 15-question quiz to give to the students after your play. After everyone takes the quiz, grade the quiz to see how well your group explained the concepts. Did you have clear communications with your target audience? Remember communication is a vital entrepreneur characteristic.

Project 2

This project will develop a game show for the groups to play. Develop the game show using the pricing strategies, consumer behavior, and the external forces on prices develop the game show. Then have the class play the game. Each group will serve as a contestant. The game will be restricted to 20 minutes. So you need to be organized and fast paced. The question categories will be pricing strategies, consumer behavior, external forces on pricing, pricing and target market relationship, and definitions. See the rubrics to ensure you cover all aspects.

Project 3

This Project will create a presentation and discuss the pros and cons of allowing a Wal-Mart to open in your community (you must assume that Walmart is not in your town yet). Your group represents the Mayor and city council. The current businesses and entrepreneurs in your community are concerned about Wal-Mart's unfair pricing advantage. Take the concepts from the pricing strategies, consumer behavior, and external forces on prices and lead a discussion on allowing Wal-Mart to open up. Three

will present the positives and three the negatives. At the conclusion of your discussion have the class vote on what is best for the consumers in your community. This battle is happening in every community in the world.

Here is a good article to get you started: The Wal-Mart You Don't Know
<http://www.fastcompany.com/magazine/77/walmart.html>

Attachments for Learning Experiences:

Coke Blak Project.doc
Smart Marketing. PDF

Notes & Reflections:

All lessons are written in a 90-minute block format. However, each lesson can be divided for a 50 minute class period. It is the responsibility of the instructor to find a natural point in each lesson to divide the activities up over multiple class periods.



CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

None

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task:



UNIT RESOURCES

Web Resources:

http://www.marketingteacher.com/Lessons/lesson_pricing.htm

http://www.marketingteacher.com/Lessons/exercise_pricing.htm

<http://marketingteacher.com/powerpoint/MAIN.htm>

http://www.consumerbehavior.net/powerpoint_presentations.htm

Strategies with a marketing perspective on pricing

http://www.clickz.com/experts/crm/analyze_data/article.php/1582081

<http://www.euro-share.com/pricing.asp>

<http://www.determan.net/Michele/mprice.htm>

http://www.tutor2u.net/business/marketing/pricing_strategy_other.asp

http://www.tutor2u.net/business/marketing/pricing_strategy_skimming.asp

http://www.tutor2u.net/business/marketing/pricing_influences.asp

http://www.tutor2u.net/business/marketing/pricing_costplus.asp

http://www.tutor2u.net/business/marketing/pricing_link_objectives.asp

http://www.tutor2u.net/business/marketing/pricing_roi.asp

http://www.tutor2u.net/business/marketing/pricing_strategy_penetration.asp

http://www.tutor2u.net/business/marketing/pricing_strategy_skimming.asp

http://www.tutor2u.net/business/marketing/pricing_variablecost.asp

<http://sbinformation.about.com/cs/bestpractices/a/aa112402a.htm>
<http://marketing.about.com/cs/advertising/a/pricingstrtg.htm>
<http://www.wilsonweb.com/wmt5/plan-pricing-examples.htm>

Consumer behavior and pricing

http://www.consumerpsychologist.com/price_response.htm

<http://www.consumerpsychologist.com/#Family>

<http://www.consumerpsychologist.com/#Decision>

<http://www.consumerpsychologist.com/#Strategy>

<http://www.consumerpsychologist.com/#Self-Concept>

<http://oxygen.vancouver.wsu.edu/amsrev/theory/giese01-00.html> thesis on consumer satisfaction

<http://www.kent.ac.uk/ESRC/impulse.html> Thesis on Decision Considerations and Self-Image in Men's and

Women's Impulse Purchases

http://www.psychology.org/links/Environment_Behavior_Relationships/Consumer/

<http://www.udel.edu/alex/chapt6.html>

Attachment(s):

Materials & Equipment:

Computer Lab with Internet access and Microsoft Office software

Presentation equipment

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input checked="" type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input checked="" type="checkbox"/>	Desktop Publishing	<input checked="" type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input checked="" type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input checked="" type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		