

Explain the Role of Marketing

Unit. Entrepreneur Skills and Business Concepts

Problem Area. Define the Role of Marketing and Advertising in Business

Lesson. Explain the Role of Marketing

- **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Define marketing terms.**
- 2 Define strategies for a successful marketing program.**

- **List of Resources.** The following resources may be useful in teaching this lesson:

Hutchens, Stephen P. *NPS Marketing*. Chapter 5: The Marketing Mix and Product. 21 July 2006. <https://people.creighton.edu/~shu02225/nps_c_05.html>.

Internet Center for Management and Business Administration, Inc. *NetMBA*. 21 July 2006 <<http://www.netmba.com/marketing>>.

Jelsoft Enterprises, Ltd. *YoungEntrepreneur.com*. 21 July 2006 <<http://www.youngentrepreneur.com>>.

Kowalewski, Thomas. *Mr. K's Home Page*. 21 July 2006 <<http://mrk.tk01.us/>>.

Accompanying PowerPoint and/or pdf file by Tom Kowalewski.

(Items in parentheses are adapted from The Holland Code by John Holland, published by Psychological Assessment Resources, Inc.)



■ List of Equipment, Tools, Supplies, and Facilities

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with Internet access
- ✓ Classroom resource and reference materials
- ✓ Student-created worksheets

■ Terms. The following terms are presented in this lesson (shown in bold italics):

- ▶ customer segmentation
- ▶ geographical segmentation
- ▶ market mix
- ▶ market research
- ▶ market strategy
- ▶ marketing
- ▶ marketing concept
- ▶ place
- ▶ price
- ▶ product
- ▶ product segmentation
- ▶ promotion
- ▶ target marketing

■ Interest Approach. Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situation. A possible approach is included here.

Students watch television, use the Internet, walk, run, or drive to school, read newspapers and magazines, and listen to radio stations. They are bombarded with advertisements. In fact, by the time a youngster turns 14, he or she has been exposed to more than 350,000 television commercials. The average viewer watches at least six hours of commercial television messages a week. Add in Internet, newspaper, and magazine ads, billboards, and T-shirts and other kinds of clothing, and each student sees the use of the four Ps almost everywhere.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1: Define marketing terms.

Anticipated Problem: Marketing has many unique terms—how are they defined?

- I. Terms about marketing
 - A. **Customer segmentation:** identifying and promoting to those groups of people most likely to buy the product (i.e., selling to heavy users before trying to develop new users)
 - B. **Geographical segmentation:** developing a loyal group of consumers in the home geographical territory before expanding into new territories
 - C. **Market mix:** describes how owner-managers combine the four Ps (price, product, place, and promotion) into an overall marketing program
 - D. **Market research:** determines the needs of your customers
 - E. **Market strategy:** analyzes your competitive advantages
 - F. **Marketing:** deals with all the steps between determining customer needs and supplying them at a profit; very complex
 - G. **Marketing concept:** rests on the importance of customers to a firm and states: 1) all company policies and activities should be aimed at satisfying customer needs and 2) profitable sales volume is a better company goal than maximum sales volume
 - H. **Place:** deals with distribution (i.e., how you will bring your product together with your customers)
 - I. **Price:** based on cost and positioning (list price, discounts, allowances, payment period, credit terms)
 - J. **Product:** market research, quality, design, warranties, slogans, name, logos, packaging, features, sizes, options, services, style, returns
 - K. **Product segmentation:** extensively promoting existing best-selling products and services before introducing a lot of new products
 - L. **Promotion:** advertising, publicity, sponsorship, sales promotion, personal selling, direct marketing, Internet marketing
 - M. **Target marketing:** concentrating the marketing efforts on one or a few key market segments

Many techniques can be used to help students master this objective. Use PowerPoint (VM–A) to illustrate all the concepts of the lesson. Use the student lab sheet (LS–A) for mastery. Student creativity should be encouraged.

Objective 2: Define strategies for a successful marketing program.

Anticipated Problem: How do you conduct a successful marketing program?

II. Complete LS–A.

Many techniques can be used to help students master this objective. Use PowerPoint (VM–A) to illustrate all the concepts of the lesson. Use the student lab sheet (LS–A) for mastery. Student creativity should be encouraged.

- **Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle.
- **Application.** Application can involve one or more of the following student activities:
 - ◆ Use VM–A to show the terms and meanings and open class discussion about marketing terms.
 - ◆ After presentation and class discussion, have each student complete LS–A. If Internet access is not available, use class discussion for uses and benefits. Students who do not complete LS–A in class will complete as homework.
- **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

■ **Answers to Sample Test:**

1. True
2. True
3. True
4. True
5. a, b, c, e
6. True
7. True
8. False
9. True
10. True

Explain the Role of Marketing

- _____ 1. Marketing is the process of developing, promoting, and distributing products (services) to customers.
- True
 - False
- _____ 2. Good promotion compels the buyer to buy.
- True
 - False
- _____ 3. The most compelling product benefits are those that provide emotional or financial rewards.
- True
 - False
- _____ 4. Analyzing your competitive advantages is referred to as market strategy.
- True
 - False
- _____ 5. The four Ps include which of the following: (choose all that apply)
- price
 - product
 - promotion
 - packaging
 - place
 - planning



- _____ 6. Place deals with bringing your product and your customers together.
- a. True
 - b. False
- _____ 7. Price is what consumers pay, or perceive they are paying, for your product.
- a. True
 - b. False
- _____ 8. There is only one pricing strategy: sell to make a profit.
- a. True
 - b. False
- _____ 9. Promotion solves the customers' needs (even needs they don't know they have).
- a. True
 - b. False
- _____ 10. Promotion is nothing more than some form of communication by which you communicate the benefits of your offering in such a way that the target customer recognizes that your offering is uniquely qualified to meet his or her needs.
- a. True
 - b. False

Explain the Role of Marketing

Overview

Marketing students will define specialized vocabulary words from the selected presentation and will include a sample sentence in which the word is correctly used accordingly:

- ◆ *Numbering/Formatting:* Complete assigned vocabulary terms (word, definition, student sentence).
- ◆ *Accuracy of Information:* Reflect the denotation of each word's use in the identified context; use words correctly; include accurate optional information.

Procedures

1. In order to apply word analysis and vocabulary skills to comprehend selections, students should experience sufficient learning opportunities to develop the following skills:

- ◆ Identify and analyze the meanings of specialized vocabulary/terminology.
- ◆ Expand knowledge of word origins and derivations.
- ◆ Apply knowledge of roots and affixes to comprehend the meaning of unfamiliar or difficult words, terms, or phrases.
- ◆ Identify the structure and function of words in context.
- ◆ Analyze the structure and function of words in context.
- ◆ Analyze and interpret word usage in traditional and contemporary sources.

Students employed in various sales, marketing, and advertising careers are required to understand and use marketing terms. This assessment aligns with the National Standards for Business Education. Marketing I. Foundations of Marketing that pertain to why the student needs to know or to do this.

2. Students will review and discuss the assessment task and how the rubric will be used to grade their work.
3. Each student will complete the definition of marketing terms and LS–A.
4. Each student's performance will be evaluated using the rubric. Add each student's scores to determine the performance level.

Time Requirements

One class period (45–50 minutes)

Resources

- ◆ Student Instructions
- ◆ Explain the Role of Marketing Scoring Rubric
- ◆ VM–A

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- ◆ Students will watch a presentation of VM–A.
 - ◆ Students will then be allowed to discuss the concepts, terms, and ideas from the presentation either in small groups or as a class.
 - ◆ Students will complete the definitions of marketing terms independently after group break-out.
 - ◆ Students will work independently on LS–A.
 - ◆ Students may use the Internet or dictionary or textbooks, if available.
1. Complete marketing terms with correct definitions and use them in complete sentences.
 2. Complete LS–A for the product of your choice.



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- ◆ Exceeds standard (7–8 total points)
- ◆ Meets standard (5–6 total points)
- ◆ Approaches standard (3–4 total points)
- ◆ Begins standard (2 total points)

	Numbering/Formatting	Accuracy of Information
4	<ul style="list-style-type: none"> • All terms completed. • All of LS–A completed. 	<ul style="list-style-type: none"> • Student definitions accurately reflect the denotation of each word’s use in the identified context. • Student sentences use all words correctly. • When included, optional material is accurate.
3	<ul style="list-style-type: none"> • Most terms completed. • Most of LS–A completed. 	<ul style="list-style-type: none"> • Student definitions accurately reflect the denotation of each word’s use in the identified context. • Student sentences use most words correctly. • When included, optional material is accurate.
2	<ul style="list-style-type: none"> • Half of terms completed. • Half of LS–A completed. 	<ul style="list-style-type: none"> • Student definitions approximate the denotation of each word’s use in the identified context. • Some definitions may not fit the context of the target word. • Student sentences occasionally use words incorrectly.
1	<ul style="list-style-type: none"> • Less than half of terms completed. • Less than half of LS–A completed. 	<ul style="list-style-type: none"> • Student definitions do not agree with denotation of each word’s use in context. • Student sentences consistently use the words incorrectly.
Score		

POWERPOINT

PowerPoint may be presented using a computer and a projector, or you may use PDF file as overhead slides for use with an overhead projector. Present the entire document before class discussion, having students take notes about questions that come up during the presentation. Many questions are answered as the presentation moves along. After the presentation is complete, open class dialogue by asking if anyone can give an example of the four Ps in action with a product they currently use (e.g., soda, clothes, food items).

(PowerPoint used by permission from Tom Kowalewski)

Strategies for a Marketing Program

Purpose

Students will complete LS–A to begin to comprehend what goes into a marketing program for the products they see and use every day. Answers will vary, as each student will create his or her own unique product and business.

Objectives

1. Begin to understand what goes into a marketing program.
2. Understand that no one product is everything to everyone.
3. Begin to apply the four Ps of marketing to an actual situation.
4. Comprehend marketing terms.

Materials

- ◆ writing utensil
- ◆ computer with Internet access and word processing software
- ◆ dictionary
- ◆ visual material from lesson
- ◆ writing surface

Procedure

1. Present the visual master.
2. Provide time for class discussion for insight about the four Ps.
3. Allow students to communicate in small groups.
4. Have students break out of groups and complete LS–A individually.
5. Students must use words in complete sentences.