

Lesson Plan - The Changing Role of Marketing

Course Title: Marketing

Session Title: The Changing Role of Marketing

Performance Objective:

- Upon completion of this lesson, the student will explain how businesses approach marketing differently today than they did in the past.

Specific Objectives:

- Students will explain how marketing is changing in businesses and other organizations.
- Students will define the major role of marketing for businesses.
- Students will explain employee empowerment.
- Students will describe the impact that marketing has on a business's budget.

Preparation

TEKS Correlations:

This lesson, as published, correlates to the following TEKS. Any changes/alterations to the activities may result in the elimination of any or all of the TEKS listed.

- **124.32(c)(1)(A)**
...categorize business activities as production, marketing, management, or finance.
- **124.32(c)(1)(B)**
...explain the interdependence each business activity has with marketing.
- **124.32(c)(3)(A)**
...explain the marketing concept.
- **124.32(c)(3)(B)**
...describe each marketing function and how it illustrates the marketing concept.
- **124.32(c)(4)(A)**
...explain how each component of the marketing mix contributes to successful marketing.
- **124.32(c)(4)(B)**
...describe the importance of marketing strategies in the marketing mix.
- **124.32(c)(5)(A)**
...explain the importance of target markets.
- **124.32(c)(13)(A)**
...describe characteristics of economic goods and services.

Interdisciplinary Correlations:

English:

110.42(b)(6)(A) – Vocabulary Development

...expand vocabulary through wide reading, listening, and discussing.

110.42(b)(6)(B) – Vocabulary Development

...rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary.

110.42(b)(7)(F) – Reading/comprehension

...identify main ideas and their supporting details.

110.42(b)(7)(G) – Reading/comprehension

...summarize texts.

110.42(b)(7)(J) – Reading/comprehension

...read silently with comprehension for a sustained period of time.

Accommodations for Learning Differences:

For ED, ESL, LD, Special Ed, at Risk, 504, etc. allow the following:

1. Allow students less than best responses to vocabulary and assignment sheets.
2. Allow students more errors on research and PowerPoint assignments.

Teacher Preparation:

References:

1. Marketing, Third Edition, James L. Burrow, Southwestern Cengage, Learning
2. Marketing Essentials, McGraw Hill
3. USA Today and local newspapers

Instructional Aids:

1. The Changing Role of Marketing PowerPoint presentation
2. Sales Associates Assignment
3. Sales Associates PowerPoint Rubric
4. Four Eras of Marketing Project
5. Four Eras of Marketing Project PowerPoint Rubric
6. Internet

Materials Needed:

1. Construction paper
2. Scissors and glue
3. Poster Board

Equipment Needed;:

1. Computers for students to complete projects.
2. Projector for PowerPoint presentation.

Learner Preparation:

1. Students will write five sentences about how their lives are influenced by marketing. Each student in the class must share one way that marketing

influences their life. The teacher will record all influences on the board for further discussion.

2. Students must list their favorite store and sales associate in the store. Students must explain what makes the store and sales associate great. Then the class will break into groups consisting of three students to define strategies for repeat customer business. Each group will share their strategies with the rest of the class

Lesson Plan

Introduction (LSI Quadrant I):

1. Some businesses understand the importance of establishing/maintaining strong customer relationships while other companies are still stuck on emphasizing production and distribution. Ask students to develop a list of 10 products and services they purchase frequently. Then ask them to assess the marketing of those products to determine if the company’s emphasis is on production and distribution, advertising and selling, innovative marketing, customer satisfaction, or a combination.
2. Ask students to look up the definitions for “delegating” and “empowerment.” Students then explain how empowering employees and delegating responsibilities can be beneficial to the employee, business, and customers



Important Terms for this Lesson:

- relationship marketing-focuses on developing loyal customers who continue to purchase from the business for a long period of time
- employee empowerment-an approach to customer service that gives employees the authority to solve many customer problems



Outline






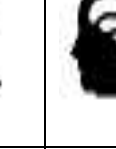
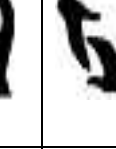


Outline (LSI Quadrant II):

Instructors can use the PowerPoint presentation, slides, handouts, current events, the Internet, and note pages in conjunction with the following outline.

MI	Outline	Notes to Instructor
 	I. Changing Approach to Marketing A. 1900-1920: Production Emphasis 1. production processes were very simple 2. few product choices existed 3. businesses believed that if they could produce products, they would be able to sell them B. 1930s-1940s: Sales Emphasis 1. Industrial improvements 2. Production of a large quantity at a low cost 3. Increased standard of living	A. Ask students to define mass production. What types of products are mass produced or on an assembly line? B. Explain why some sales associates are paid on commission and

	<ul style="list-style-type: none"> 4. More competition 5. Salespeople relied upon to convince customers that their products were better than the competition C. 1950s: Marketing Department Emphasis <ul style="list-style-type: none"> 1. consumers had more choices, more money to spend, more free time 2. consumers were not easily convinced to purchase products when they had many choices 3. expanded use of advertising 4. catalog sales with mail deliver, improved truck and rail distribution, airline distribution D. 1970's Marketing Concept Emphasis <ul style="list-style-type: none"> 1. coordinate efforts with other departments in the company 2. listen to customer needs 3. Improve the marketing concept <ul style="list-style-type: none"> a. relationship marketing-focuses on dev eloping loyal customers who continue to purchase from the business for a long period of time b. employee empowerment-approach to customer service that gives employees the authority to solve many customer problems 	<p>why this puts this puts them under stress. Ask students to explain how the Industrial Revolution influenced our economy and marketing. Why could companies sell merchandise with little or no marketing efforts?</p> <p>C. Ask students to describe the concept of telemarketing for selling goods and services. Take a survey of the class to determine their opinion about telemarketing. What marketing concept has replaced the catalogues of the 1950's? (on-line sales)</p> <p>D. Show students the Clio Awards for Top Commercials. Then have a class discussion about characteristics shared by the top commercials. Show the Clio Awards from 10 and 20 years ago. Ask students how advertising has changed. www.clioawards.com Explain how</p>
--	---	---

		<p>successful businesses work hard to establish and maintain strong customer relationships. Then ask students what sales associates at clothing stores can do to establish a long-term client relationship. What types of mailings or e-mail messages can the sales associate use to maintain a strong relationship with the client?</p>
 	<p>II. The Changing View of Marketing</p> <ul style="list-style-type: none"> A. Marketing has played a role in the simplest early businesses B. The role of marketing in business changed and the business view of the importance of marketing has changed C. Marketing is also used by churches, libraries, government agencies, community organizations, and the military D. Marketing Managers are responsible for a large number and variety of activities <ul style="list-style-type: none"> 1. budget 2. research E. Many career opportunities 	<ul style="list-style-type: none"> A. Ask students how they market themselves everyday. B/C. Marketing takes place along the freeway, in grocery store aisles, on television and radio, over the Internet, and almost all lifetime activities. Ask students to explain what marketing they encounter during one day. Give some examples to break the ice for this activity.
<p>Copy and paste Multiple Intelligences Graphic in appropriate place in left column.</p>		

								
Verbal Linguistic	Logical Mathematical	Visual Spatial	Musical Rhythmic	Bodily Kinesthetic	Intra- personal	Inter- personal	Naturalist	Existentialist

Application

Guided Practice (LSI Quadrant III): Successful sales associates learn about their customers and maintain records for future sales. Sales associates at upscale clothing store keep track of customers' birthdays, sizes, and preferred clothing styles. They send personal notes about sales and birthday cards with a percentage off the next purchase made by the customer.

Ask students to describe a strategy that a local restaurant could use to develop/maintain strong customer ties without breaking the bank.

Ask students to explain effective advertising that they will pay attention to and then ask students to describe annoying advertising which doesn't make an impact. These questions are great icebreakers for class discussion.

Independent Practice (LSI Quadrant III):

1. Students will conduct research on the four Eras of Marketing (Production, Sales, Marketing Department, and Marketing Concept) and write ten facts about each era. This activity will help prepare students for a unit of study that involves the history of marketing. Use the assignment: Four Eras of Marketing Project and Four Eras of Marketing Project PowerPoint Rubric.
2. Ask students to define the difference between a helpful and pushy sales associate. What is the fine line between these two types of sales associates? Then ask students how sales commission can affect the behavior of sales associates. Use the Sales Associate Assignment to prepare a PowerPoint presentation to explain the difference between helpful and pushy sales associates. Projects will be evaluated using the Sales Associate PowerPoint Rubric. Students work in teams to identify several businesses that they believe do a good job of relationship marketing. The team must discuss and record what the business does that demonstrates interest in customers and how those things encourage customers to return for repeat business.

Summary

Review (LSI Quadrants I and IV):

Q: Which era of business devoted attention to distribution of a product?

A: production emphasis

Q: Explain three ways that relationship marketing is good for a business.

A: reduces costs, increases profits, develops long-term customers who remain loyal to the company

Q: How is communication involved with relationship marketing?

A: The business and sales associates must have effective communications with

customers.

Q: Explain how a community uses marketing.

A: To attract new businesses and residents, to emphasize the quality of life in the community

Evaluation

Informal Assessment (LSI Quadrant III):

1. Instructor will observe students for class participation and contribution to the assignments during Guided Practice and Independent Practice.
2. Instructor will encourage students to keep a record of web sites visited for PowerPoint presentation.
3. Instructors will assist individuals as needed.

Formal Assessment (LSI Quadrant III, IV):

The Four Eras of Marketing Project will be evaluated using the Four Eras of Marketing Project PowerPoint Rubric and the Sales Associate Assignment will be evaluated using the Sales Associate PowerPoint Rubric.

Extension/Enrichment (LSI Quadrant IV):

1. Ask students to play the role of an individual who plans to run for president of a student organization at their school. The student must prepare a two-minute speech to deliver to the members of the organization in which he/she describes the importance of using marketing as a way to increase the number of new members in the organization. The student will deliver their speech to the teacher and class.
2. Ask students to search the Internet for articles or web sites about trends in Internet advertising. Students will write a brief report describing their findings, the source of research, and the usefulness of that source for researching other topics in the future.

Marketing Sales Associates Assignment

Successful businesses develop long-term relationships with customers. The relationships are based upon high quality merchandise, customer service, and communication after the sale. Some shopping experiences are delightful while other shopping experiences are not good. The disposition of the sales associate makes a big difference on the customer's experience. Many sales associates are paid a commission and have the pressure to produce sales. Pushy sales associates do not making shopping experiences pleasant for customers.

Assignment

- Define the difference between a helpful and pushy sales associate.
- Describe the fine line between these two types of sales associates.
- Explain how sales commission works.
- Explain how sales commission can affect the behavior of sales associates.
- Prepare a PowerPoint presentation to explain the difference between helpful and pushy sales associates.
- Work in a team of two to identify businesses that understand the importance of relationship marketing.
- Define "relationship marketing" and identify/describe several businesses that are good role models for relationship marketing.
- Your team must discuss and record what the business does that demonstrates interest in customers and how those things encourage customers to return for repeat business.

Sales Associates PowerPoint Rubric

Student Name: _____

CATEGORY	20	15	10	5
Quality of Slides	Good balance of words and visuals	Too many words per slide or too many visuals and not enough content per slide	Incomplete Contact Information, missing one or two essential parts	Slides with incomplete information and lack of WOW factor
Information to Define Compare Contrast	Listed in reverse chronological order, included related coursework and related experience	Listed in reverse chronological order, included related coursework, did not list related experience	Listed in chronological order, did not list related coursework and related experience	Incomplete record of education
Slide Transitions	Excellent-appropriate transitions	Good-could use more transitions	Fair-very few transitions used	Poor-no transitions used
Comprehension of Material in the Presentation	Easy to take notes, right amount of words mixed with appropriate visuals	Too many words, hard to follow	Too many pictures and not enough content	Did not cover the intended goals of the assignment
Overall Quality of the PowerPoint Presentation	Excellent—professionally covered all information	Good—covered content, needed more	Incomplete—did not cover all topics, needed more information and better presentation	Poor—covered very little content, purpose of the assignment was not addressed

Total Score _____

Four Eras of Marketing Project

PowerPoint Rubric

Student Name: _____

CATEGORY	20	15	10	5
Production Era	10 or more high quality facts were covered.	7-9 high quality facts were covered.	4-6 high quality facts were covered.	Less than 4 high quality facts were covered.
Sales Era	10 or more high quality facts were covered.	7-9 high quality facts were covered.	4-6 high quality facts were covered.	Less than 4 high quality facts were covered.
Market Department Era	10 or more high quality facts were covered.	7-9 high quality facts were covered.	4-6 high quality facts were covered.	Less than 4 high quality facts were covered.
Market Concept Era	10 or more high quality facts were covered.	7-9 high quality facts were covered.	4-6 high quality facts were covered.	Less than 4 high quality facts were covered.
Presentation	Presentation was well organized, confident and informative.	Presentation was good 80% of the time. More preparation on the presentation would have equaled more confidence when presenting.	The product was good. The presentation included facts but need preparation and practice.	The presentation showed lack of preparation.

Total Score _____