

Catholic District School Board Writing Partnership

Course Profile

Introduction to Marketing

Grade 11
College Preparation
BMI3C

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Course Profiles are professional development materials designed to help teachers implement the new Grade 11 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education or by the Partnership of School Boards that supported the production of the document.

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Acknowledgments

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Course Overview

Introduction to Marketing, Grade 11, College Preparation, BMI3C

Secondary Policy Document: *The Ontario Curriculum, Grades 11 and 12, Business Studies*

Course Description

This business course explores the fundamentals of marketing by defining its nature and scope. Specifically, students examine consumer consumption patterns and motivation, as well as the major factors that play a role in identifying consumer, industrial, and institutional target markets. Furthermore, students study how market research, the analysis of change in the economy, and the global market place play key roles in the segmenting of markets. Also, there is an examination of current environmental, international, and technological trends. Students analyse how the aforementioned concepts impact a company's positioning, pricing, distribution, and promotional strategies in light of an extremely competitive environment. This course enables students to apply the theory covered, by embracing the strategic aspects of marketing in their final culminating project. This activity allows students to utilize the different tools of marketing to properly position and develop a marketing plan for their product.

How This Course Supports the Ontario Catholic School Graduate Expectations

The Catholic Church acknowledges the legitimate role of profit as an indication of a successful business (Pope John Paul II, *On the Hundredth Anniversary of Rerum Novarum*, Encyclical Letter, 1991). Catholic students need to recognize that profitability can be attained within the precepts of our faith. With the advent of e-commerce, and the prominence of the global marketplace, profitability is sustained in part by new product development, and corporate growth strategies. In this, businesses must critically analyse their marketing strategies to avoid creating "artificial needs." Corporations need to make marketing decisions in light of gospel values and with an informed conscience. Teachers delivering this course are to explain how profits that result from a successful marketing plan can represent a foundation for future growth. Such growth must involve successful companies that market their products or services with consideration for social responsibility, human solidarity, and the common good. In this course, students realize that marketers, both domestically and abroad, can influence consumer choices, attitudes, and lifestyles, to the benefit of human spirituality.

Course Notes

This course serves as a springboard for a college marketing program. With this in mind, the course should be application-oriented. Students should be given ample opportunity to demonstrate their knowledge and understanding of concepts.

The strategic marketing mix should be the primary consideration for this course. The reasons are twofold: the prominence of the four Ps in the *Business Studies* Ministry Document and the role that the four Ps play in the conceptualization of corporate strategy. The examination of local, national, and global positioning, pricing, distribution, and promotional strategies should be the focus when teaching the marketing mix. This establishes a foundation of knowledge for students when developing their marketing plans. This culminating project should be assigned after the introduction unit. As students build their foundation of knowledge they can start putting together the pieces of their marketing plan. Sufficient class time should be given for this process. Their plans should be presented at the end of the term using a presentation software program.

The *Business Studies* Ministry Document effectively clusters learning expectations in a cohesive fashion. This Course Profile has been constructed so that some expectations appear in more than one unit. This provides the opportunity for consolidation of the learnings.

Teachers should be aware of students that require modification to the mandated expectations for this course. See *Ontario Secondary Schools* (p. 24 5.4.4).

Units: Titles and Times

Unit 1	The Marketing Process	30 hours
* Unit 2	The Marketing Mix	35 hours
Unit 3	Trends in Marketing	25 hours
Unit 4	Marketing Opportunities	20 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: The Marketing Process

Time: 30 hours

Unit Description

Students develop an understanding of the nature and scope of the marketing mix and how current trends shape marketing strategies. In particular, they recognize how emerging technologies influence the manner in which goods and services are exchanged. Students learn how marketing influences the competitive environment and the role that research plays in the marketing process. They explore how cultural and ethnic differences affect marketing methods and activities in the global economy. Through this, students realize that humanity is interdependent and that a Catholic's deep sense of community allows for a culturally diverse society.

Unit Overview Chart

Activity	Expectations	Assessment	Focus
1	MPV.01, MP1.01, MP1.02, MP1.03, MP1.04, MP1.05, TM1.03, TM1.04, TM4.03 CGE 1d, 2a,b,c,d, 3b, 4a,b,c,e	Knowledge Communication	Marketing Concepts
2	MPV.02, MP2.01, MP2.02, MP2.03, MP2.04, MM4.03, TM3.04 CGE 1d,h, 2a,b,c,d, 3b,c,f, 4a,b, 7f,g	Communication Thinking/Inquiry	Global Marketplace
3	MPV.03, MP3.01, MP3.02, MP3.03, MP3.04, TM1.02, MP2.01, MP2.03 CGE 1h, 2a,b,c,d, 3c, 4a,b,f	Knowledge Thinking/Inquiry	Consumers and Competition
4	MPV.04, MP4.01, MP4.02, MP4.03, MP4.04, MM1.04, MP3.01 CGE 2a,b,c,d,e, 3b,c, 4a,b,f	Knowledge Application	Marketing Research

Unit 2: The Marketing Mix

Time: 35 hours

Unit Description

Students learn how to successfully price, distribute, promote, and position products in a competitive environment. They examine the importance of marketing products for the common good. Specifically, they demonstrate an understanding of the factors involved in establishing a promotional plan that is both socially and fiscally responsible.

Unit Overview Chart

Activity	Expectation	Assessment	Focus
1	MMV.01, MM1.01, MM1.02, MM1.03, MM1.04, MM1.05, MP3.03, TM2.02 CGE 2a,b,c,d, 3b,d,f, 4b,d, 5a,e, 7f,g,i	Application Thinking/Inquiry	Product Positioning
2	MMV.02, MM2.01, MM2.02, MM2.03 CGE 2a,b,c,d, 3b,f, 4b, 5f	Knowledge Thinking/Inquiry	Product Pricing
3	MMV.03, MM3.01, MM3.02, MM3.03, MM3.04, MM3.05, TM2.01 CGE 2a,b,d,e, 3f, 4b, 5a,e, 7f,i	Application Thinking/Inquiry	Product Distribution
4	MMV.04, MM4.01, MM4.02, MM4.03, MM4.04, MM4.05, TM2.03, TM3.04, MM1.05 CGE 2a,b,c,d,e, 3b, 4b, 5a,e,f, 7f	Knowledge Application Communication	Product Promotion

Unit 3: Trends in Marketing

Time: 25 hours

Unit Description

Students investigate the role that information technology plays in the current marketing environment. They compare and contrast local, regional, and international marketing strategies. Students critique environmental, ethical, and legal issues that surround marketing. They compare ways in which not-for-profit organizations apply the marketing mix. Furthermore, students explore prevalent marketing trends that challenge and promote our Catholic values.

Unit Overview Chart

Activity	Expectations	Assessment	Focus
1	TMV.01, TM1.01, TM1.02, TM1.03, TM1.04, MP2.02 CGE 2a,b,c,d, 3b,c, 4a,b,c	Knowledge Thinking/Inquiry	Information Technology in Marketing
2	TMV.02, TM2.01, TM2.02, TM2.03, TM2.04, TM2.05, MM4.05 CGE 1d, 2a,b,c,d, 3b,c,d, 4a,b, 7a,f,i	Knowledge Thinking/Inquiry Application	Issues in Marketing
3	TMV.03, TM3.01, TM3.02, TM3.03, TM3.04, MP1.02, MP2.03, MM3.01 CGE 1d,h, 2a,b,c,d, 3b,c,d,f, 4a,b, 7f,g,i	Thinking/Inquiry Communication, Application	International Marketing
4	TMV.04, TM4.01, TM4.02, TM4.03, TM4.04, TM4.05, TM2.05 CGE 1h,i, 2a,b,c,d, 3a,b,c,d,f, 4a,b, 5c,d, 7b,i	Knowledge Application	Not-for-Profit Marketing

Unit 4: Marketing Opportunities

Time: 20 hours

Unit Description

Students identify the Catholic values necessary to succeed in the business world. Students evaluate personal and spiritual employability skills necessary for success. The culminating activity reinforces major concepts within the course and allows students to examine the myriad of career choices available in the field of marketing.

Unit Overview Chart

Activity	Expectations	Assessment	Focus
1	MOV.01, MO1.01, MO1.02, MO1.03, MO1.04, MO1.05, MM1.02, MM1.04, MM2.02, MM3.02, MM4.03, MM4.05 CGE 2a,b,c,d, 3b,c, 4a,b,c, 5a,f,g	Knowledge Thinking/Inquiry Communication Application	The Marketing Plan
2	MOV.02, MO2.01, MO2.02, MO2.03, MO2.04, MO2.05 CGE 2a,b,c,d, 3b, 4a,b,e,g, 5b,c,d,h	Thinking/Inquiry Application	Career Paths in Marketing
3	MOV.03, MO3.01, MO3.02, MO3.03, MO3.04, MO1.05 CGE 1g, 2a,b,c,d, 3a,b, 4a,b,e,g, 5b,c,d,h	Knowledge Application	Employability Skills

Teaching/Learning Strategies

Due to the diverse learning capabilities in a class, it is imperative that the teacher be equipped with a wide variety of teaching strategies. These strategies fall into three categories: teacher-centred, learner-centred, and self-directed.

Teacher-centred Strategies

Teacher-centred strategies are those in which the teacher directs the learning e.g., teacher-led review, work/task sheet, Socratic lesson, mnemonic (trigger recall). Teacher-centred strategies have a definite place in this course as students learn to handle a broad range of topics. Teachers may find these strategies useful as ways to model how to set up notebooks or databases, to present complex concepts, or to make the best use of time in some parts of the course.

Learner-centred Strategies

Learner-centred strategies, which are activity-based, provide students with opportunities to actively apply what they have learned, e.g., text referencing, jigsaw, audio/visual, computer lab work, field trip, group project, role playing. The expectations for the use of these teaching strategies are that students develop problem-solving as well as collaborative skills.

Self-directed Strategies

Self-directed strategies may be used to promote independence and self-reliance e.g., displays, electronic media research, computer-assisted learning. The benefits of these strategies are that students learn to take responsibility for and manage their own learning.

Course Evaluation

The success and effectiveness of this or any program requires that teachers consciously collect information that indicates what works and what does not work. Reflective practice should be formative, summative, include an assessment of the intended and actual products, and, ideally, involve the students. Some suggested tools the teacher might consider are: personal reflection (diaries or journals), action research (experimental tasks), checklists, student questionnaires, audio and/or video recording, the development of a course portfolio, and peer observation and feedback. It is recommended that each teacher modify and document this course profile on an annual basis as part of this process of evaluation.

Assessment & Evaluation of Student Achievement

Teachers should employ assessment techniques frequently throughout the course in order to communicate the expectations of the course to students, make appropriate adjustments to teaching/learning strategies as required, and accommodate the special needs of students. Student input to the assessment process should be welcomed and valued. Several of the devices listed below can be constructed for diagnostic, formative or summative purposes.

- Informal Observation
- Brainstorming
- Checklists
- Word Clustering
- Graphic Organizers
- Presentations
- Informal and Formal Observation
- Interviews
- Verbal Feedback
- Written Feedback
- Rubrics
- Individual and Group Assignments
- Assignments
- Products
- Quizzes
- Tests
- Rubrics
- Written tests

Evaluation

Seventy per cent of the grade is based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade is based on a final evaluation in the form of an examination and development of a culminating marketing plan.

Accommodations

Teachers should address exceptional students' Individual Educational Plans (IEPs) and consult with the appropriate support staff. This allows teachers to effectively implement prescribed accommodations/modifications. The following are some suggested strategies based on different exceptionalities that could be applied throughout the various activities:

Reading Needs	Math Needs
<ul style="list-style-type: none">• read questions first• modify reading requirements• use reading partners• pre-teach concepts/vocabulary• highlight notes• use visuals• use videos• read instructions	<ul style="list-style-type: none">• check work after each example• relate problems to real life• modify complexity of examples• review daily• teach use of diagrams• teach use of calculator• use hands-on manipulatives• adjust number of problems

Memory Needs

- teach students to verbalize concepts
- check that daily assignments are recorded in a daily planner
- avoid recall questions
- insist student write things down
- provide lists and/or flow charts
- give visual clues
- give demonstrations
- teach mnemonics

Motivation Needs

- provide a variety of types of assignments
- create personalized assignments
- set realistic goals and expectations
- avoid public confrontation
- provide praise and positive feedback
- be flexible with timelines
- conference on a one-to-one basis
- maintain contact with home

Attention Needs

- provide a variety of activities and teaching techniques
- give blocks of information and vary the activities frequently
- use cooperative learning
- ask students to repeat instructions to you
- provide immediate feedback
- move around room
- use visuals
- ensure students see an end in sight

Oral Language Needs

- provide non-threatening environments
- do not ask the students to respond to questions without forewarning
- use cooperative learning
- work one-to-one
- have realistic expectations
- provide choices
- use electronic medium
- permit small groups

Written Language Needs

- vary assignments
- give explicit instructions
- allow more time
- provide photocopied notes
- allow point-form notes
- don't penalize mechanics
- use peer editing
- teach use of spell check

Enrichment Needs

- independent study
- cooperative education
- e-commerce simulation
- Junior Achievement
- Rotary Club Business Camp Enterprise
- Sir Wilfred Laurier Stock Market Competition
- Distributive Education Clubs of America (DECA) and Ontario Business Educators Association (OBEA) contests
- Business Club/School Store
- mentorship programs

ESL Needs

- pair or group students with English speakers
- provide note-making guide
- promote peer tutoring
- encourage use of first language English dictionaries for assignments and assessment
- pair written instructions with verbal instructions
- provide visual and auditory clues
- allow extra time for reading or writing assignments
- ask an ESL/ELD teacher to review questions, assignments, or assessment instruments
- The teacher should set the tone for a positive attitude toward helping students with special needs.
- English-speaking students can help their ESL classmates by repeating, rephrasing, and writing words down.
- Bilingual peer tutors, if available, can be helpful, or use classroom groups to facilitate clarification in native language (ESL students benefit from first language help and support).
- Provide peer tutors and give them specific responsibilities up front.
- Give recognition to partners for undertaking responsibilities with students with special needs.
- Avoid “all ESL” groupings.
- Encourage ESL students to use their own language to explain terms in their private notes if it helps them remember.
- Have all concrete items labelled so that every time students sit at the workstation they are reminded of the terms.
- Allow speaking in native languages for clarification and explanation.
- Teachers help students decide on the skills and competencies that need work.
- Provide students with a summary sheet that can be used at the end of each class (with teacher assistance) to list main terms or concepts that were the focus of the lesson.
- Make overheads of handouts on which teacher highlights important terms, explains words, clarifies instructions, etc. while students do the same on their copy.
- Provide students with articles to choose from if they are unable to do their own research.
- Assist tutors for ESL students to help with the reading section.
- Provide a glossary of terms for the reading for students with special needs.

Resources

There is a wide, almost limitless number of general business resources available. The list is intended to assist both the student and teacher but is not definitive. Resources required for specific unit activities are provided but are presented in generic subcategories to encourage the teacher and students to creatively pursue additional resources when appropriate. Internet sites are not segregated into a list of their own but included in each subcategory. Every effort has been made to check the current accuracy of Internet sites, but teachers are advised to check addresses prior to use. Very brief annotated descriptions are included for some resources, but teachers should check all of the information to determine what references are most appropriate for their students.

Note: The URLs for the websites have been verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Theology

Kosior, Stan, Peter Petrasek, Colleen Smyth, Bernard Smyth, and Larry Trafford. *One World to Share: When Faith and Economics Meet*. Toronto, ON: Metropolitan Separate School Board (TCDSB), 1990.

Pope John Paul II. *On Human Work*. Encyclical Letter, 1981.

<http://www.catholic.net/RCC/documents/>

Pope John Paul II. *On the Hundredth Anniversary of Rerum Novarum*. Encyclical Letter, 1991.

<http://www.catholic.net/RCC/documents/>

Pope Leo XIII. *On the Condition of the Working Classes*. Encyclical Letter, 1891.

<http://www.catholic.net/RCC/documents/>

Associations

Canadian Foundation for Economic Education – <http://www.cfee.org/en/>

An economic education site containing teaching materials and strategies.

Canadian Retail Hardware Association – <http://www.crha.com/>

This site focuses on the organization of hardware and home improvement retailers.

Electronic Retailing Association – <http://www.retailing.org/regulatory/regulatory.html>

A one-stop source for on-line, television, and radio shoppers to become better-informed customers.

Marketing Associations and Institutes – <http://cwis.kub.nl/~few/few/be/marketin/associat.htm>

A marketing site containing journals, magazines, and associations.

Packaging Association of Canada – <http://www.pac.ca/>

Industries in the site include grocery, beverage, cosmetics, automotive, etc.

Retail Council of Canada – <http://www.retailcouncil.org/>

An on-line site containing e-business and e-retailing.

Government

Canada's Business Information Site – <http://strategis.ic.gc.ca/engdoc/main.html>

This site contains such things as economic analysis, statistics, research, and technology.

Government of Ontario – <http://www.gov.on.ca/MBS/english/new/>

Government of Ontario's central site focusing on government and economic issues.

Government of Canada Entrepreneurs and the Self Employed –

http://canada.gc.ca/infocentre/pc/categories/link4_e.html

Revenue Canada - <http://www.rc.gc.ca>

This site contains automated and on-line services.

Statistics Canada – <http://statcan.ca/start.html>

This government site contains census information on Canadians.

The Job Bus Canada - <http://www.jobbus.com/>

The site Job Bus links to companies who are hiring.

Youth Resource Network of Canada - http://www.youth.gc.ca/menu_e.shtml

This site provides a multitude of information of the employment world.

Print

- Armstrong, Gary, P. Kotler, and G. McDougall. *Marketing*, Canadian 2nd ed. Scarborough, ON: Prentice-Hall, 1992. ISBN 0-13-544685-6
- Barnes, J., M. Etzel, M. Sommers, W. Stanton, and B. Walker. *Fundamentals of Marketing*, 8th Canadian ed. Toronto, ON: McGraw-Hill Ryerson, 1998. ISBN 0-07-560436-1
- Bearden, W. *Marketing W/Powerweb Package*, 3rd ed. Toronto, ON: McGraw-Hill Ryerson, 2000. ISBN 0-07-246128-4
- Beck, Nuala. *Shifting Gears: Thriving in the New Economy*. Toronto, ON: Harper Collins Publishers Ltd., 1992. ISBN 0006384803
- Berkowitz, E., F. Crane, R. Kerin, S. Hartley, and W. Rudelius. *Marketing*, 3rd Canadian ed. Toronto, ON: McGraw-Hill Ryerson, 1998. ISBN 0-07-560315-7
- Brand, Margaret and Ann Sparks. *Success in the Workplace*. Mississauga, ON: Copp Clark Pitman Ltd., 1990.
- Careers in a Package*. The Packaging Career Council of Canada. Packaging Association of Canada, 1998. Contact information - www.packagingcareers.org
- Coca-Cola Ltd. *Coca-Cola Business Studies Program*. Toronto, ON, 1994.
- Council on Economic Priorities. *The Corporate Report Card: Rating 250 of America's Corporations for the Socially Responsible Investor*. Toronto, ON: Dutton, Penguin Group, 1998.
- Di Norcia, Vincent. *Hard Like Water: Ethics in Business*. Toronto, ON: Oxford University Press, 1998.
- Foot, David and Daniel Stoffman. *Boom Bust and Echo 2000: Profiting from the Demographic Shift in the New Millennium*. Toronto, ON: Stoddart, 2000. ISBN 0-7737-6128-4
- Popcorn, Faith and Lys Marigold. *Clicking 16 Trends to Future Fit Your Life, Your Work and Your Business*. New York, NY: Harper Collins Publisher, 1996. ISBN 0887306942
- Popcorn, Faith and Lys Marigold. *Clicking: 17 Trends that Drive Your Business and Your Life*. New York, NY: Harper Collins, 1997. ISBN 0887308570
- Popcorn, Faith. *The Popcorn Report*. New York, NY: Doubleday, 1991. ISBN 0887305946
- Stewart, Margaret J., Diane Johns, David Notman, and Lynn L. Vos. *Marketing: A Global Perspective*. Toronto, ON: John Wiley and Sons Canada Limited, 1991.

Magazines

- Advertising Age – Publishes articles on trends in the advertising industry and on up-and-coming companies and people. Contains a database for industry research
- Adweek Online – Electronic versions of Adweek, Mediaweek, and Brandweek. The site is subscription-based, but some articles are freely available
- Advertising and Marketing Review – Rocky Mountain regional marketing and advertising newsletter presents feature stories, news, and resources for marketing and ad professionals
- Aid4 Promotion – Download a free textbook about effective Internet marketing. Includes an index of recommended marketing software titles
- American Demographics – Stay on top of consumer and marketing trends with this Dow Jones magazine. Most articles deal with business implications
- American Marketing Association Journal of Marketing – Read articles, reviews, editorials, and contributor guidelines. Access archives from 1994
- B&T Online – Australian weekly provides news, features, job postings, and Web information. Subscribe to the print version and view advertising details
- Brand Packaging – Trade magazine showcases new products and packaging strategies. View current news and articles from its print incarnation

Brandweek – Major marketing weekly presents breaking news and trends in the advertising industry. Search the archives or browse the classifieds

Cable Avails – Cable-television advertising monthly presents cable industry news and updates. Includes a search feature

Colloquy – Quarterly newsletter for frequency marketing, a marketing strategy used to target a business's best customers. Includes a subscription form

Creative Magazine – Trade publication devoted to the promotion and marketing industry. Check out the on-line version of its print edition

Direct Magazine – Magazine for direct marketing management. Search archives by keyword and find news, features and columns concerning direct marketing

DM News – Ezine for direct marketers presents marketing news, classifieds and an events calendar. Includes an archive of past issues

EMarketer – Ezine for Internet marketing professionals has articles and related links. Sign up for the free weekly newsletter

Forecast – Newsletter by Intertec Publishing covers what's new and trends for the American demographics profession. Find back issues and data spreadsheets

Grey House Publishing – Publisher provides business-to-business reference directories for a variety of industries, including the health and education fields

InternetNews.com - Internet Advertising Report – Offers a daily collection of news articles pertaining to Internet advertising and marketing

Marketing and Public Relations Publications - Live! – Locate industry journals with research and marketing articles with the help of LookSmart Live!

Marketing Bulletin – Journal, based at Massey University in New Zealand, publishes papers, articles, commentary, research, and theory

Marketing Online – Subscription-based marketing magazine offers three levels of access. Guests can search current and back issues and review job postings

Marketing Tools Magazine – Publication that examines tactics and techniques for information-based marketers with full-text articles from current and past issues

MCB Univ. Press - Journal of Marketing Practice – Offers overview and selected articles. Lists Internet conferences and related journals with accompanying text

Money Maker's Monthly – Industry journal for network marketing is produced monthly. Read editorials, features, and columns

PRWeek – Major print publication's on-line version provides comprehensive and current public relations information. Features event and job listings

Public Relations Tactics – Monthly newspaper delivers how-to information for PR professionals. Find subscription details, classifieds, and a site search

Quirks Marketing Research Review – On-line magazine offers practical applications in marketing research, including case studies and in-depth discussions

Response Magazine – Ezine for direct-response television business furnishes news, research, features, and directories of companies and their products

Sales and Marketing Automation – Tactics and methods, technologies and trends plus industry and vendor profiles are highlighted in S&MA's ezine. Search back issues

Social Marketing, Novartis – Take a free, short on-line course in social marketing, provided by the Novartis Foundation for Sustainable Development

Strategy Magazine – Canadian market report supplies a sample of stories found in its print publication and features news, marketing trends, and personality profiles

Target Marketing – On-line magazine is for the direct-marketing industry. Subscribers can get news, find articles, and comb the directory of service providers

Team Licensing Business – Publication catering to the licensing of professional and amateur teams. Read an issue, search the archives, and learn about the business

Tilberg University - Academic Marketing Journals – Pointers to academic marketing journals on the Web. Also peruse lists of related journals and magazines

Web Marketing Today – Biweekly newsletter offers links to hundreds of articles and resources on Web marketing

Electronic

Angelfire – <http://www.angelfire.com/> (website launch program)

Amazon.com – <http://www.amazon.com/>

An e-commerce website that is an industry leader. Products that are sold from the site include: CDs, DVDs, books, toys, etc.

Air Canada – <http://www.aircanada.ca/>

This gives out news releases for the investor and technical information. There is also information on travel packages.

Bell Canada Enterprises – <http://www.bce.ca/>

This site has information on news and events, corporate overview and lines of business.

Canadian Business Magazine – <http://www.canadianbusiness.com/>

This site is the on-line version of the Canadian Business Magazine.

Canadian Consumer Information – <http://www.consumerinformation.ca/>

This government site has information for consumers concerning children consumer industrial automotive products.

Canadian Tire – <http://www.canadiantire.ca/>

This site has corporate information about the company and a link for marketing programs.

Coca-Cola Corporation – <http://www.coke.com/>

This site has a corporate overview and the “Coke Store” that sells Coke merchandise.

Corel Corporation – <http://www.corel.ca/>

This site contains corporate information and Corel City, an e-commerce site.

Daimler Chrysler Canada – <http://www.chryslercanada.ca/>

This site markets Chrysler’s cars and gives customers information on upcoming events such as auto shows.

Dell – <http://www.dell.ca/>

Dell is a good example of successful direct marketer in the information technology field.

Entrepreneur Magazine – <http://www.entrepreneurmag.com> (on-line version of Entrepreneur Magazine)

Fast Company Magazine – <http://www.fastcompany.com>

This site helps people market their job skills in the new economy.

Find Articles – <http://www.findarticles.com/> (an on-line article-search service)

Ford of Canada - <http://www.ford.ca/>

This site markets Ford cars and gives customers information on special promotions.

Gap - <http://www.gapinc.com/>

The Gap Site has information on Gap, Old Navy, and Banana Republic. There is also a link for students called Information 101.

Geocities – <http://www.geocities.com/> (website launch program)

Homestead – <http://www.homestead.com/> (website launch program)

Hudson's Bay Company – <http://www.hbc.com/language>
Customers can shop on-line with Zellers or Hudson Bay.

Inc. Magazine – <http://www.inc.com/> (on-line version of Inc magazine, which focuses on entrepreneurs)

Indigo – <http://www.indigo.ca/>
Customers can shop on-line and order Indigo products, which include books, CDs, and other gift ideas.

Labatt – <http://www.labatt.ca/>
This site gives corporate information, plays current commercial, and has games.

Marketing Magazine – <http://www.marketingmag.ca> (on-line version of Marketing Magazine)

McDonald's Corporation – <http://www.mcdonalds.com/>
This site has corporate information and links to MacDonalld restaurants worldwide.

Newbridge Networks – <http://www.newbridge.com/>
This has corporate information and explains Newbridge Alcatel Technology for networking solutions.

Nike Inc. – <http://www.nike.com/>
This site has information on Nike products and also streams video from latest advertising campaigns.

Nortel Networks Inc. – <http://www.nortel.ca/>
This site gives information on how Nortel is powering the new Internet with its line of technology.

Packaging Association of Canada – <http://www.pac.ca/>
The members of this site include suppliers of packaging-related products, materials, technology, and service. Industries included in the site are grocery, beverage, pharmaceutical, cosmetic, and automotive.

Profit Magazine – <http://www.profitguide.com> (an on-line magazine for Canadian Entrepreneurs)

Roots – <http://www.roots.com/>
Roots has an e-commerce website that has an Canadian and an American Link.

Sears – <http://www.sears.ca>
Sears has an e-commerce website that includes most the items for sale in their catalogue division.

Stats Canada – <http://www.statcan.ca/>
This government site has census information on Canadians.

Strategy Magazine – <http://www.strategymag.com>
This magazine focuses on marketing strategies for companies

Tommy Hilfiger Inc. – <http://www.tommy.com/>
This site provides information on stores and Tommy's Products.

Toyota Canada – <http://www.toyota.ca/>
This site markets Toyota's cars and collects information from the customers using a Postal Code.

On-line Newspapers

Canada Employment Weekly – <http://www.mediacorp2.com/>
Canada's largest job searching newspaper.

Globe and Mail – <http://www.globeandmail.com>

The Hamilton Spectator – <http://www.hamiltonspectator.com/>

The Toronto Star – <http://www.torstar.com>

Ottawa Business Journal – <http://www.ottawabusinessjournal.com/>
An on-line newspaper with up-to-the-minute business and news from across the nation.

On-line Career Opportunities

Apprenticeships – <http://apprenticesearch.com/>

This site facilitates the match between people looking for skilled trades employment and apprenticeship opportunities, and employers offering apprenticeship training and jobs.

Jobs Canada – <http://www.canada.plusjobs.com/>

A nationwide, award-winning Internet job database determined to help make the connection between Canadian employers and potential employees.

Canadian Sport – <http://www.canadiansport.com/>

A site to search for jobs available in sport and recreation.

Career Bookmarks – <http://careerbookmarks.tpl.toronto.on.ca/>

A site that allows students to assess their marketability and identify career choices.

Career Cruising – <http://www.careercruising.com/>

This site is a comprehensive and interactive career guidance resource.

Career Explorer – <http://on.cx.bridges.com/> (a career-life exploration and planning system)

Career Path – <http://10steps.careerpathson-line.com/skills.asp>

This site allows students to identify career paths by analysing their values, skills, interests, and learning styles.

Career Profile – <http://www.review.com/>

This site allows students to research careers and learn about themselves so that they can find that perfect job.

Choices – <http://www.careerware.com/>

This site allows students to self-assess, and participate in job-search activities.

Connecting Personality Types with Careers – <http://www.doi.gov/octc/typescar.html>

This site allows student to search for careers that coincide with their personality tendencies based on the Myers-Briggs personality categories.

Job Futures – <http://www.hrdc-drhc.gc.ca/JobFutures/>

This site offers students the latest information available about the world of work.

Monster.ca – <http://jobsearch.monster.ca/> (extensive job searches)

Job Bank – <http://jb-ge.hrdc-drhc.gc.ca/>

This site is an electronic listing of jobs, work, or business opportunities provided by employers from everywhere across Canada.

Jobpostings.net – <http://jobpostings.net/> (Canada's Student Recruitment Site)

JobUniverse.ca – <http://jobuniverse.ca/> (an on-line international recruitment resource)

Mazemaster – <http://mazemaster.on.ca> (a one-stop shop for youth employment)

Public Service Commission of Canada – <http://jobs.gc.ca/>

This site allows students to seek opportunities across Canada organized by category.

Video

The Reasonably-Priced World of Marketing. Virginia: Cerebellum Corporation, 1998.

OSS Policy Applications

The Ontario Curriculum, Grades 11 and 12, Business Studies, 1999.

Choices Into Action, Program Planning and Assessment, Guidance and Career Education Program Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999.

Computer Technology

Periodic access to computer technology, including the standard office productivity tools, such as word processors, spreadsheets, databases, e-mail, and the Internet, is a requirement of this course. Ideally, teachers should be able to access a computer lab during class time. If whole-class computer access is not possible on a planned basis, teachers should ensure that the Library/Resource Centre or other Internet access points are available after or before class. If students are able to have access to a computer lab during the delivery of this course, they must be cognisant of the school or board's policy, regarding the ethical and safe use of the Internet.

Guidance

Throughout this course teachers should make extensive use of the Guidance Department's resources in the area of career exploration (*Choices Into Action*). Students should be aware of the dynamic nature of business career paths available to them.

Work Experience

Teachers should draw from their own experience as an employee to complement and authenticate unit activities. Teachers should encourage students to relate their own personal experience in the workplace to the course content in order to better understand and apply course expectations.

Adults as Students

When teaching adults the teacher draws on their knowledge and experiences. Some forms of assessment strategies may be more fruitful when teaching adults (e.g., panel discussion). Prior assessment of computer literacy skills should be completed prior to using the Internet. Teachers should be sensitive to the possibility of family-oriented time constraints and make adjustments were possible.

Using the Business Community as a Resource

Teachers identify and gain the participation of local businesses wherever possible. Teachers are encouraged to develop an in-class display of community businesses and to highlight existing partnerships. Also, teachers might access a variety of community business links that reflect the diversity of the local school community and complement course content.

Coded Expectations, Introduction to Marketing, Grade 11, College Preparation, BMI3C

The Marketing Process

Overall Expectations

- MPV.01** · describe the process by which goods and services are exchanged;
- MPV.02** · compare the factors that affect marketing methods and activities in the global economy;
- MPV.03** · explain how marketing influences consumers and competition;
- MPV.04** · demonstrate the importance of marketing research to a business.

Specific Expectations

Marketing Concepts

- MP1.01** – define the basic nature and scope of marketing (e.g., the components of the marketing mix);
- MP1.02** – identify and describe the current priorities in marketing strategies (e.g., total quality management, customer-driven application technology, target marketing);
- MP1.03** – describe current marketing activities that target the youth market;
- MP1.04** – relate marketing to the concepts of supply and demand;
- MP1.05** – describe the use of data mining to gather marketing-related information.

The Global Marketplace

- MP2.01** – explain how cultural and ethnic differences among consumers influence marketing;
- MP2.02** – describe ways in which information technology is influencing global marketing strategies and techniques;
- MP2.03** – compare the application and implementation of marketing in different types of economic systems;
- MP2.04** – describe the impact of government policies and agencies (e.g., marketing boards, regulatory bodies) on marketing activities.

Consumers and Competition

- MP3.01** – compare the buying behaviour and decision-making processes of a variety of consumers;
- MP3.02** – summarize the factors that motivate a customer to purchase a product (e.g., discretionary income, peer pressure, evolving needs and wants);
- MP3.03** – explain how marketing affects competition between products;
- MP3.04** – describe how evolving information technologies (e.g., corporate websites, e-commerce) are used to influence, inform, and motivate consumers.

Marketing Research

- MP4.01** – produce a detailed analysis of current marketing research techniques (e.g., data mining, electronic web surveys);
- MP4.02** – identify tools and techniques that can be used to interpret consumer and market data (e.g., pie charts, polls, databases);
- MP4.03** – describe the role of market research in the product development process;
- MP4.04** – describe the role of market research in a business marketing plan.

The Marketing Mix

Overall Expectations

- MMV.01 · explain what is required for a product to be positioned successfully;
- MMV.02 · identify the factors involved in product pricing;
- MMV.03 · compare a variety of distribution strategies;
- MMV.04 · distinguish between product marketing and product promotion.

Specific Expectations

Product Positioning

- MM1.01 – classify products according to type (e.g., consumer, industrial, institutional products);
- MM1.02 – apply the product life cycle to different types of products (e.g., mainstream products, fads, fashions);
- MM1.03 – demonstrate an understanding of the importance of branding;
- MM1.04 – explain how products are positioned in terms of demographics and lifestyles;
- MM1.05 – demonstrate an understanding of the characteristics of effective packaging and labelling.

Product Pricing

- MM2.01 – explain the factors that affect the price of products;
- MM2.02 – identify the pricing strategies used to promote the sale of products (e.g., skimming, market penetration);
- MM2.03 – describe the impact of pricing policies on sales of goods and services.

Product Distribution

- MM3.01 – compare the channels of distribution for a variety of products in a variety of markets;
- MM3.02 – describe how effective and appropriate distribution policies may vary from product to product and for the same product;
- MM3.03 – compare the advantages and disadvantages of the various ways in which goods can be shipped from one point to another;
- MM3.04 – explain different systems of inventory control;
- MM3.05 – demonstrate an understanding of how technology, including information technology, has altered distribution and inventory control systems.

Product Promotion

- MM4.01 – compare various methods of advertising a product (e.g., the Internet, television, magazines);
- MM4.02 – assess the effectiveness of advertisements in each of the major media;
- MM4.03 – describe how electronic commerce and communication (e.g., telemarketing, the Internet, e-mail, desktop publishing software) are affecting product promotion opportunities and strategies;
- MM4.04 – describe the role of the public-relations function in a business;
- MM4.05 – identify criteria that should be considered when evaluating a promotional plan.

Trends in Marketing

Overall Expectations

- TMV.01 · interpret the effects of new information technologies on marketing strategies;
- TMV.02 · identify and describe various environmental, ethical, and legal concerns that relate to marketing;
- TMV.03 · distinguish international marketing from national, regional, and local marketing;
- TMV.04 · analyse effective marketing strategies used by organizations in the not-for-profit sector.

Specific Expectations

Information Technology in Marketing

- TM1.01** – summarize the changes in marketing that have resulted from advances in information technology;
- TM1.02** – describe ways in which information technology has had an impact on consumers;
- TM1.03** – describe how emerging information technologies affect the functions of marketing;
- TM1.04** – predict the factors, trends, and changes within information technology that might affect the role of marketing and marketing strategies in the future.

Issues in Marketing

- TM2.01** – identify marketing issues created by changes in information technology (e.g., shopping on the Internet creates new competition, cell phones connect shoppers to home, new information-gathering techniques limit privacy);
- TM2.02** – describe ways in which marketing activities (e.g., packaging, labelling) have been influenced by the environmental movement;
- TM2.03** – present a summary of current issues and consumer concerns that are affecting promotion and marketing (e.g., concern about racism, sexism, truth in advertising, use of child labour in manufacturing);
- TM2.04** – identify channels through which consumers can express objections to specific marketing activities (e.g., the Canadian Advertising Foundation, the Consumer Association of Canada, the Canadian Radio-Television and Telecommunications Commission);
- TM2.05** – describe the objectives of and an effective marketing campaign for a specific social cause (e.g., an environmental issue, an animal shelter, a food bank).

International Marketing

- TM3.01** – distinguish the major consumer and industrial markets around the world (e.g., the Pacific Rim, the European Union, the United States);
- TM3.02** – describe the factors leading to the development of the multinational marketplace (e.g., the growth of information technology, common currencies, multinational corporations, immigration);
- TM3.03** – compare the marketing strategies and activities of a number of major international corporations;
- TM3.04** – report on the cultural, linguistic, and geographical difficulties that arise when corporations market their products abroad.

Not-for-Profit Marketing

- TM4.01** – describe the characteristics and features of not-for-profit organizations;
- TM4.02** – explain why marketing is important to not-for-profit organizations;
- TM4.03** – compare ways in which not-for-profit organizations have applied the marketing mix;
- TM4.04** – produce a summary of ways in which different levels of government engage in marketing activities;
- TM4.05** – compare the ways in which the not-for-profit sector and governments market their products.

Marketing Opportunities

Overall Expectations

- MOV.01** · design an effective marketing plan for a particular product;
- MOV.02** · describe a variety of career paths available in the marketing industry;
- MOV.03** · evaluate personal-employability skills related to marketing and potential careers in marketing.

Specific Expectations

The Marketing Plan

MO1.01 – describe the key steps and stages in the creation of a marketing plan;

MO1.02 – produce a marketing plan for a real or simulated product by using current technologies and tools;

MO1.03 – present the marketing plan to peers, teachers, parents, and/or members of the community;

MO1.04 – summarize the reviews and suggestions provided by themselves, their peers, teachers, or experts regarding a marketing plan they have developed;

MO1.05 – summarize the personal skills required for effectively implementing a marketing plan.

Career Paths in Marketing

MO2.01 – summarize information from a variety of sources (e.g., career-access software, the Internet, Human Resources Development Canada) about the wide range of marketing careers;

MO2.02 – compare the tasks, remuneration, and employment opportunities in a variety of marketing occupations, ranging from entry level to management;

MO2.03 – classify employment opportunities by marketing function (e.g., sales, transportation, advertising);

MO2.04 – identify growth areas in the field of marketing (e.g., sports marketing, entertainment marketing, information marketing);

MO2.05 – identify and describe opportunities for further studies in the field of marketing (e.g., programs offered by postsecondary institutions and/or private-sector training companies).

Employability Skills

MO3.01 – list the key competencies required for careers in marketing (e.g., effective communication skills, creative-thinking skills, technological knowledge);

MO3.02 – evaluate their own marketing and employability skills;

MO3.03 – explain the importance of self-promotion;

MO3.04 – develop a personal plan to acquire the skills necessary for success in a chosen marketing career.

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Unit 2: The Marketing Mix

Time: 35 hours

Unit Description

Students learn how to successfully price, distribute, promote, and position products in a competitive environment. They examine the importance of marketing products that are in light of the common good. Specifically, they demonstrate an understanding of the factors involved in establishing a promotional plan that is both socially and fiscally responsible.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
2.1: Product Positioning	540 min	MMV.01, MM1.01, MM1.02, MM1.03, MM1.04, MM1.05, MP3.03, TM2.02 CGE 2a,b,c,d, 3b,d,f, 4b,d, 5a,e, 7f,g,i	Application Thinking/ Inquiry	Conceptualize a Product Create a Package
2.2: What Price is Right?	420 min	MMV.02, MM2.01, MM2.02, MM2.03 CGE 2a,b,c,d, 3b,f, 4b,f	Knowledge Thinking/ Inquiry	Pricing Report Supermarket Activity
2.3: The Right Place!	420 min	MMV.03, MM3.01, MM3.02, MM3.03, MM3.04, MM3.05, TM2.01 CGE 2a,b,d,e, 3f, 4b, 5a,e, 7f,i	Application Thinking/ Inquiry	Jigsaw Exercise Channels of Distribution Exercise Selecting a Channel
2.4a: “The Medium is the Message” Assignment	300 min	MMV.04, MM4.01, MM4.02, MM4.03, MM4.04, MM4.05, TM2.03, TM3.04, MM1.05 CGE 2a,b,c,d,e, 3b, 4b, 5a,e,f, 7f	Application Communication	Advertising Medium Research Report Public Relations Role-Play Press Release
2.4b: Promotional Plan Assignment	420 min	MMV.04, MM4.01, MM4.02, MM4.03, MM4.04, MM4.05, TM2.03, TM3.04, MM1.05 CGE 2a,b,c,d,e, 3b, 4b, 5a,e,f, 7f	Knowledge, Application, Communication	Promotional Plan Website

Activity 2.1: Product Positioning

Time: 540 minutes

Description

This activity involves the launch and positioning of a product in a competitive marketing environment. Students conceptualize a product and then create a package for it in accordance to some key marketing principles. The product and package design should reflect our concern for environmental and ethical values.

Strand(s) & Learning Expectations

Strand(s): The Marketing Mix

Overall Expectations

MMV.01 - explain what is required for a product to be positioned successfully.

Specific Expectations

MM1.01 - classify products according to type (e.g., consumer, industrial, institutional products;

MM1.02 - apply the product life cycle curve to different types of products;

MM1.03 - demonstrate an understanding of the importance of branding;

MM1.04 - explain how products are positioned in terms of demographics and lifestyles;

MM1.05 - demonstrate an understanding of the characteristics of effective packaging and labelling;

MP3.03 - explain how marketing affects competition between products;

TM2.02 - describe ways in which marketing activities (e.g., packaging, labelling) have been influenced by the environmental movement.

Ontario Catholic School Graduate Expectations

CGE 2a - listen actively and critically to understand and learn in light of gospel values;

CGE 2b - read, understand, and use written materials effectively;

CGE 2c - present information and ideas clearly and honestly and with sensitivity to others;

CGE 2d - write and speak fluently in one or both of Canada's official languages;

CGE 3b - create, adapt, and evaluate new ideas in light of the common good;

CGE 3d - make decisions in light of gospel values with an informed moral conscience;

CGE 3f - examine, evaluate, and apply knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society;

CGE 4b - demonstrate flexibility and adaptability;

CGE 4d - respond to, manage, and constructively influence change in a discerning manner;

CGE 5a - work effectively as an interdependent team member;

CGE 5e - respect the rights, responsibilities, and contributions of self and others;

CGE 7f - respect and affirm the diversity and interdependence of the world's peoples and cultures;

CGE 7g - respect and understand the history, cultural heritage, and pluralism of today's contemporary society;

CGE 7i - respect the environment and uses resources wisely.

Planning Notes

- The teacher should collect a variety of package examples for this activity.
- Provide supplies for students when they are creating their packaging assignment.

Teaching/Learning Strategies

1. Have students conceptualize an original consumer product in class.
2. Define the process of market segmentation, including: demographic, geographic, benefit use, etc.
3. Hand out Appendix 2.1.1 – Consumer Lifestyles and Demographics for explanations of demographic and lifestyles segments.
4. Students are to identify and develop a demographic/lifestyle profile that outlines the needs of their target group.
5. Introduce the concept of branding by having students complete a pre-test that gauges their knowledge and awareness of brand names (e.g., for each of the following products have students record the first brand name that comes to mind: Ketchup, Hand Soap, Canned Soup, Frozen Dinner, Chewing Gum, Deodorant, Hot Dog, and TV). This leads to a discussion of the significance of branding.
6. Define and differentiate generic, private, and brand labels.
7. Students are to develop a generic, private, or brand name for their product and justify their selection.

-
8. Discuss the legal requirements of packaging and labelling in Canada. The teacher is to bring in a variety of package examples to illustrate effective design and or required elements.
 9. Have students create an actual package for their brand. Ensure students follow a prescribed checklist that accounts for elements such as the legal requirements, UPC Code, use of colour, lettering, type of illustration, and originality.
 10. Hand out Appendix 2.1.2 – Product Life Cycle to introduce the concepts of the stages of the Product Life Cycle Curve.
 11. Students place their product on the appropriate category of the Product Life Cycle.
 12. The teacher gives a written test on this activity.

Assessment & Evaluation of Student Achievement

Diagnostic

- Checklist
- Pre-test

Formative

- Development of generic, private, or brand name for their product (Knowledge/Understanding, Thinking/Inquiry)
- Packaging Assignment (Application, Thinking/Inquiry)
- Product Life Cycle Exercise (Knowledge/Understanding)

Summative

- Written test (Knowledge/Understanding, Application, Thinking/Inquiry)

Accommodations

- Teachers should be aware of students that require modification to the mandated expectations for this course. See *Ontario Secondary Schools* (p. 24 5.4.4)
- Students requiring enrichment could be asked to mentor peers requiring extra assistance.
- Refer to Accommodations Chart if required.

Resources

Print

Barnes, J., M. Etzel, M. Sommers, W. Stanton, and B. Walker. *Fundamentals of Marketing*, 8th Canadian ed. Toronto, ON: McGraw-Hill Ryerson, 1998. ISBN 0-07-560436-1

Bearden, W. *Marketing W/Powerweb Package, Third Edition*. Toronto, ON: McGraw-Hill Ryerson, 2000. ISBN 0-07-246128-4

Careers in a Package. The Packaging Career Council of Canada. Packaging Association of Canada, 1998. Contact information – www.packagingcareers.org

Foot, David and Daniel Stoffman. *Boom Bust and Echo 2000: Profiting from the Demographic Shift in the New Millennium*. Toronto, ON: Stoddart, 2000.

Popcorn, Faith and Lys Marigold. *Clicking 16 Trends to Future Fit Your Life, Your Work and Your Business*. New York, NY: Harper Collins Publisher, 1996.

Appendices

Appendix 2.1.1 – Consumer Lifestyles and Demographics

Appendix 2.1.2 – Product Life Cycle

Appendix 2.1.1 – Consumer Lifestyles and Demographic Groups

Consumer Lifestyles

Cocooning	The strong desire to stay at home and protect ourselves from the outside world. Stay home and watch a video on the VCR instead of going out to a movie theatre.
Clanning	The inclination to belong to a group, thus giving a person the feeling of security and validating beliefs.
Egonomics	Looking for ways to make personal statements. Plastic surgery - “I” want to look better
Being Alive	Growing awareness of good health and the concept of “wellness.” Health Food Stores, Fitness Gyms People want to enhance the quality not just the length of their lives.
Cashing Out	Working men and women who have questioned the value of their high paying career and opted to leave that life and return to a simpler lifestyle.
SOS (Save Our Society)	People that want to protect our planet and rediscover a social conscience of what is right and wrong.
Adults as Learners	People who want to return to school.

Demographic Groups

Baby Boomers born between 1946-1966 are split into two groups:

Front End Boomers

- In their fifties, living very comfortably
- Occupy senior positions in companies
- Earning 30% more than their fathers did
- Benefited from owning real estate

Generation X

- Thirty something and struggling in a career
- Earning 10% less than their fathers
- Were in overcrowded schools and suffered from being a large cohort
- Some individuals lost money in real estate because they bought houses at their peak value before the market crashed in the early 90s

The Baby Busters born between 1967-1979

- Resemble the front end baby boomers in that they are idealistic and may for example, take a year off to visit Europe
- Pay attention to social issues such as AIDS and the Environment
- Have better employment possibilities than Gen X contingent due to their computer experience
- Benefited from small classes and because this cohort was not as large as Gen X

The Baby-Boom Echo born between 1980 -1995

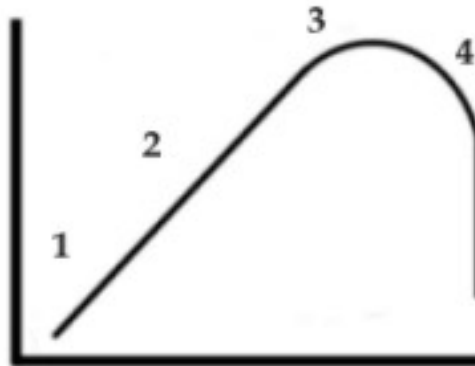
- Outlook for them is not as bad as the Gen X contingent but not as good as the Baby Busters
- Larger schools and more competition for jobs

The Future born between 1995-2010

- These kids should be alright because they are part of a small cohort

Appendix 2.1.2

Product Life Cycle



1. Introduction (e.g., High-speed Cable Modems)
 - Product is launched into the market with a full scale marketing program
 - This is the most riskiest stage because a lot of money is spent on consumer acceptance of the product
 - The company spends more money on stimulating demand for the product because there is little competition
2. Growth (e.g., Cell Phones)
 - Market-acceptance stage
 - Sales and profits rise, often at a rapid rate
 - Competitors enter the market as profits look attractive
 - At the end of the stage profits lower because of the increased competition
3. Maturity (e.g., Analog TV)
 - Sales and profits decrease causing marginal producers to go under
 - Sales promotions and discounts occur in this stage
4. Decline (e.g., Tape Cassettes)
 - Need for product disappears
 - A decision to abandon or re-introduce into the market occurs

Activity 2.2: What Price is Right?

Time: 420 minutes

Description

Students explore the various factors that influence how prices are set. Moreover, they analyse pricing strategies and policies and their impact on the sale of goods and services. Students realize that pricing strategies contribute to the level of a company's profit. However, they understand that profitability can be attained within the precepts of our faith.

Strand(s) & Learning Expectations

Strand(s): The Marketing Mix

Overall Expectations

MMV.02 - identify the factors involved in product pricing.

Specific Expectations

MM2.01 - explain the factors that affect the price of products;

MM2.02 - identify the pricing strategies used to promote the sale of products (e.g., skimming, market penetration);

MM2.03 - describe the impact of pricing policies on sales of goods and services.

Ontario Catholic School Graduate Expectations

CGE 2a - listen actively and critically to understand and learn in light of gospel values;

CGE 2b - read, understand, and use written materials effectively;

CGE 2c - present information and ideas clearly and honestly and with sensitivity to others;

CGE 2d - write and speak fluently one or both of Canada's official languages;

CGE 3b - create, adapt, and evaluate new ideas in light of the common good;

CGE 3f - examine, evaluate, and apply knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society;

CGE 4b - demonstrate flexibility and adaptability;

CGE 5f - exercise Christian leadership in the achievement of individual and group goals.

Planning Notes

- The teacher posts an example of a word cluster in the classroom.
- Schedule 75 minutes in the computer lab for Internet research. If the lab is not available the Library/Resource Centre's reference area can be substituted.
- If students have access to a computer lab during the delivery of this course, they must be cognizant of the school or board's policy regarding the ethical and safe use of the Internet.
- The teacher should contact representatives at the supermarkets to make them aware of the culminating activity.

Teaching/Learning Strategies

1. As a class, create a word cluster with "price" as the centre word. The teacher records students' responses on the board. From this list, definitions for the following should be discussed: fixed costs, variable costs, break-even analysis, demand/supply, cost-plus pricing, everyday low pricing, loss leader pricing, odd pricing, penetration pricing, predatory pricing, psychological pricing, etc. Teachers are encouraged to use newspaper or flyer advertisements to highlight each definition.
2. Show the pricing segment of the video *The Reasonably-Priced World of Marketing* to reinforce the principles of pricing and pricing strategies.

-
3. Introduce how organizational objectives can dictate a firm's pricing strategy by showing the students a number of slogans and or company policies that revolve around the issue of price.
 4. As an in-class exercise, students are to perform an Internet search of ten companies selected by the teacher. Through their research of each site, they are to create a report, using a word-processing software package, which lists and briefly explains how the company's slogan and/or operating policy is price related. Students cut and paste the slogans and/or operating policies into their report to corroborate their explanations.
 5. The teacher should focus on how the cost structure of a product, shapes its price. Specifically state how fixed costs, variable costs, break-even analysis and cost-plus pricing relate to product pricing. Create a similar table to Appendix 2.2.1 – Pricing Exercise on the board that clearly shows how these elements fit together.
 6. Have students complete Appendix 2.2.1 – Pricing Exercise.
 7. As a culminating activity, have students visit at least two supermarket stores. They are to research ten different types of products that satisfy different needs. Students create a comparative table using a word-processing software package that outlines: store name, brands offered, package sizes, price ranges, quantities visible to the consumer, supply/demand issues, pricing strategy used (e.g., competitive, psychological, etc.), and location of the product in the store (e.g., the middle of aisle, lower shelf). This table is followed by a one-page report that makes a recommendation based on the student's findings, for those shoppers who are looking for value in terms of quality and price.
 8. The teacher gives a written test at the end of this activity.

Assessment & Evaluation of Student Achievement

Diagnostic

- Word Cluster

Formative

- In-class exercise (Application, Thinking/Inquiry)
- Appendix 2.2.1 – Pricing Exercise (Knowledge/Understanding, Application)

Summative

- Written test (Knowledge/Understanding, Application, Thinking/Inquiry)
- Supermarket Culminating Activity (Knowledge/Understanding, Application, Thinking/Inquiry)

Accommodations

- The teacher may need to modify the complexity of pricing examples and teach the use of a calculator.
- Refer to Accommodations Chart if required.

Resources

The Reasonably-Priced World of Marketing. Virginia: Cerebellum Corporation, 1998. 10 min.

Appendices

Appendix 2.2.1 – Pricing Exercise

Appendix 2.2.1

Pricing Exercise Student Copy

Unit Price (1)	Unit Variable Costs (2)	Contribution to Overhead (1)-(2) = (3)	Overhead (total fixed costs) (4)	Break-Even Point (4) ÷ (3) = (5)	Markup (percent of unit price) (6)	Retail Price (cost plus) (7)
\$60	\$30	\$30	\$20 000	667 units	45%	\$87
\$70	\$42	\$28	\$20 000	714 units	30%	\$91
\$80	\$56	\$24	\$20 000	833 units	25%	\$100
\$90	\$67	\$23	\$20 000	870 units	20%	\$108
\$100	\$79	\$21	\$20 000	952 units	10%	\$110
\$110	\$90	\$20	\$20 000	1000 units	5%	\$115.50

Unit Price (1)	Unit Variable Costs (2)	Contribution to Overhead (1)-(2) = (3)	Overhead (total fixed costs) (4)	Break-Even Point (4) ÷ (3) = (5)	Mark-up (percent of unit price) (6)	Retail Price (cost plus) (7)
\$60	\$30		\$20 000		45%	
\$70	\$42		\$20 000		30%	
\$80	\$56		\$20 000		25%	
\$90	\$67		\$20 000		20%	
\$100	\$79		\$20 000		10%	
\$110	\$90		\$20 000		5%	

Teacher Copy

Activity 2.3: The Right Place!

Time: 420 minutes

Description

Students investigate why distribution policies may vary for the same or different products in a variety of markets. They compare the advantages and disadvantages of various shipping strategies. Students examine different systems of inventory control, how information technology affects each system and contributes to the effective and efficient use of resources.

Strand(s) & Learning Expectations

Strand(s): The Marketing Mix

Overall Expectations

MMV.03 - compare a variety of distribution strategies.

Specific Expectations

MM3.01 - compare the channels of distribution for a variety of products in a variety of markets;

MM3.02 - describe how effective and appropriate distribution policies may vary from product to product and for the same product;

MM3.03 - compare the advantages and disadvantages of the various ways in which goods can be shipped from one point to another;

MM3.04 - explain different systems of inventory control;

MM3.05 - demonstrate an understanding of how technology, including information technology, has altered distribution and inventory control systems;

TM2.01 - identify marketing issues created by changes in information technology (e.g., shopping on the Internet creates new competition, cell phones connect shoppers to home, new information-gathering techniques limit privacy).

Ontario Catholic School Graduate Expectations

CGE 2a - listen actively and critically to understand and learn in light of gospel values;

CGE 2b - read, understand, and use written materials effectively;

CGE 2d - write and speak fluently one or both of Canada's official languages;

CGE 2e - use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;

CGE 3f - examine, evaluate, and apply knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society;

CGE 4b - demonstrate flexibility and adaptability;

CGE 5a - work effectively as an interdependent team member;

CGE 5e - respect the rights, responsibilities, and contributions of self and others;

CGE 7f - respect and affirm the diversity and interdependence of the world's peoples and cultures;

CGE 7i - respect the environment and uses resources wisely.

Planning Notes

- The teacher may need to re-acquaint him/herself with the Jigsaw cooperative learning strategy. All handouts for the jigsaw activity are to be prepared beforehand.
- Plan a field trip to a manufacturing plant that uses the “kanban” inventory system such as Toyota Manufacturing Company in Cambridge, Ontario. Ensure that you book the field trip well in advance. The field trip consists of a 10- to 15-minute video presentation, followed by a 20-minute tour of the facilities. A question answer period occurs after the tour. Request for an information package to be sent to your school well before the tour. This information will help you construct your assignment for this field trip.
- If a field trip to Toyota is not possible, book a guest speaker or request for an information package about their “kanban” inventory system that can be used to prepare a Socratic lesson.
- Options include: a) give students an Internet research assignment that investigates the use of the “kanban” system in the automobile industry. b) plan a field trip to an automaker. The objective is to allow students to see a modern inventory control approach in practice.

Teaching/Learning Strategies

1. Define the term “channels of distribution.” List and explain each of the five distribution channels (Producer-Consumer; Producer, Retailer, Consumer; Producer, Wholesaler, Retailer, Consumer; Producer, Agent, Retailer, Consumer; and Producer, Agent, Wholesaler, Retailer, Consumer). Tangible product examples should be used to illustrate each channel.
2. Have students complete an exercise that asks them to indicate the channel(s) of distribution through which ten assigned products are most likely to be distributed. They are to explain their choice(s). In addition, students are to identify five different products that could travel through each of the five aforementioned channels of distribution.
3. Engage students in a discussion that focuses on the physical distribution of tangible products within each channel. Create a chart on the board that cross references the major transportation methods (rail, water, highway and air) with the following criteria: speed, cost, reliability in meeting delivery schedules, variety of products carried, number of geographic locations served, and most suitable products. The advantages and disadvantages of each transportation method should evolve.
4. Introduce the factors that affect the choice of channels selected by a business, using the Jigsaw cooperative learning strategy. Create groups of four (home group). Hand out an information sheet that outlines one of the four factors affecting the choice of channels by a business to each member of the home groups (market considerations, product considerations, intermediaries considerations and company considerations). Assemble expert groups according to each factor. Students discuss the information with their expert group members in conjunction with the teacher to ensure a thorough understanding of the material. Students reassemble in their home groups to report their findings.
5. Have students complete an assignment that revolves around a new product such as a MP3 Player (a hand held device that plays digitally saved music). They determine what needs to be known about the product (product characteristics, price point, promotional aspects, and target market) to establish a channel of distribution. Students are to justify their choice of distribution channel using market, product, company, and middleman considerations.
6. Introduce different inventory control systems used by some of the most dynamic corporations (e.g., Just-In-Time (JIT) Inventory and Economic Order Quantity (EOQ) systems). Your focus should be on (JIT) due to its immense popularity and use of information technology.
7. Your explanations of (JIT) should include Wal-Mart’s “cross-docking” and Toyota’s “kanban” systems. Have students read File 16-4 – Logistics Lessons from Wal-Mart – p. 482 of *Fundamentals of Marketing*, 7th ed. to reinforce their understanding of the “cross-docking” strategy.

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8. The “kanban” system can best be exemplified by taking students on a field trip to a manufacturing plant, which employs such an inventory control system. Construct an assignment that ensures that students address the kanban system (see Planning Notes).
 9. A written test should be created to ascertain students’ knowledge of elements outlined in this activity.

Assessment & Evaluation of Student Achievement

Diagnostic

- Informal observation of Jigsaw Exercise

Formative

- Channel of Distribution Exercise (Knowledge/Understanding, Thinking/Inquiry)
- New Product Distribution Assignment (Application, Thinking/Inquiry)
- Field Trip (Knowledge/Understanding, Communication, Thinking/Inquiry)

Summative

- Written test (Knowledge/Understanding, Application, Thinking/Inquiry, Communication)

Accommodations

- The teacher may use mnemonics to teach the five major distribution channels
- Refer to Accommodations Chart if necessary.

Resources

Barnes, J., M. Etzel., M. Sommers, W. Stanton, and B. Walker. *Fundamentals of Marketing*, 8th Canadian ed. Toronto, ON: McGraw-Hill Ryerson, 1998. ISBN 0-07-560436-1

Bearden, W. *Marketing W/Powerweb Package*, 3rd ed. Toronto, ON: McGraw-Hill Ryerson, 2000. ISBN 0-07-246128-4

Activity 2.4a: “The Medium is the Message” Assignment

Time: 300 minutes

Description

This activity allows students to evaluate the various forms of advertising media (e.g., television, radio, billboard, Internet). They assess the effectiveness of advertisements in each of these media in light of the common good. In addition, with an informed moral conscience, students assess how e-commerce and communication impact product promotion opportunities and strategies.

Strand(s) & Learning Expectations

Strand(s): Product Promotion, Issues in Marketing, International Marketing and Product Positioning

Overall Expectations

MMV.04 - distinguish between product marketing and product promotion.

Specific Expectations

TM2.03 - present a summary of current issues that consumer consumers that are affecting promotion and marketing (e.g., concern about racism, sexism, truth in advertising, use of child labour in manufacturing);

TM3.04 - report on the cultural, linguistic, and geographical difficulties that arise when corporations market their products abroad;

MM1.05 - demonstrate an understanding of the characteristics of effective packaging and labelling;

MM4.01 - compare the various methods of advertising a product;

MM4.02 - assess the effectiveness of advertisements in each of the major media;
MM4.03 - describe how electronic commerce and communication (e.g., telemarketing, the Internet, e-mail, desktop publishing software) are affecting product promotion opportunities and strategies;
MM4.04 - describe the role of the public-relations function in a business.

Ontario Catholic School Graduate Expectations

CGE 2a - listen actively and critically to understand and learn in light of gospel values;
CGE 2b - read, understand, and use written materials effectively;
CGE 2c - present information and ideas clearly and honestly and with sensitivity to others;
CGE 2d - write and speak fluently one or both of Canada's official languages;
CGE 2e - use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;
CGE 3b - create, adapt, and evaluate new ideas in light of the common good;
CGE 4b - demonstrate flexibility and adaptability;
CGE 5e - respect the rights, responsibilities, and contributions of self and others;
CGE 5f - exercise Christian leadership in the achievement of individual and group goals;
CGE 7f - respect and affirm the diversity and interdependence of the world's peoples and cultures.

Planning Notes

- The teacher should have examples of various advertising campaigns (e.g., television commercials, radio, magazine, and newspaper advertisements) in order to cite some examples of current campaign strategies.
- Access to the Internet would allow students to view some current on-line advertising formats (e.g., banners, pop-up screens, radio ads, and videos).
- The teacher should research several examples of public relations crises (e.g., Tylenol scare – 1980s, Firestone Tires on Ford Explorers – 1999, etc.).
- The SWOT (Strengths, Weaknesses, Opportunities, Threats), analysis approach to identify and solve business case problems should be illustrated and a sample case study/problem should be reviewed with the class prior to this lesson.

Teaching/Learning Strategies

1. The teacher begins a class discussion regarding the various forms of advertising media (e.g., television, billboard, radio, Internet). The teacher creates a list of advertising media by asking students to brainstorm ideas identifying as many advertising “vehicles” as they can. The teacher asks students to recall one or two commercials or advertisements for each of the media identified. The teacher then shows some current examples of advertisements.
2. The teacher forms groups and assigns an advertising medium to each group. Distribute Appendix 2.4a.1 – The Medium is the Message Assignment.
3. In pairs, students discuss where they feel the future of advertising is going (i.e., more Internet ads, shorter television commercials (e.g., five seconds), more or less visible minorities in advertising). A teacher-led discussion follows on ethics in advertising and the role that the media/advertising plays in society. These topics may be further explored by asking students to prepare an opinion paper on one or several of these issues.
4. In an effort to explore the role that public relations play in the promotional process, the teacher breaks the class into small groups and assigns a well-known company public relations crisis to each group. Each group is given the entire period to brainstorm ideas that will help the company solve its problem. A SWOT (Strengths, Weaknesses, Opportunities, Threats), analysis approach should be outlined and utilized by each group. Each group is to prepare a press release outlining their proposed solution to the problem. Students should outline the advertising medium/media that would be utilized

to inform the general public of how they plan to rectify the situation. Also, students may be asked to role-play the situation/problem and the proposed solution the class.

5. A written test is administered at the end of this activity.

Assessment & Evaluation of Student Achievement

Diagnostic

- Informal observation
- Brainstorming
- Recall (commercials/advertisements)

Formative

- SWOT analysis (Application, Thinking/Inquiry)
- Press release (Communication)
- Role-play (Communication)

Summative

- Appendix 2.4a.1 – The Medium is the Message Assignment (Knowledge/Understanding, Application, Communication, Thinking/Inquiry)
- Written test (Knowledge/Understanding, Application, Thinking/Inquiry, Communication)

Accommodations

- The teacher may need to employ peer-editing strategies when students create their press releases.
- Refer to Accommodations Chart if required.

Resources

Textbooks

Barnes, J., M. Etzel, M. Sommers, W. Stanton, and B. Walker. *Fundamentals of Marketing*, 8th Canadian ed. Toronto, ON: McGraw-Hill Ryerson, 1998. ISBN 0-07-560436-1

Bearden, W. *Marketing W/Powerweb Package*, 3rd ed. Toronto, ON: McGraw-Hill Ryerson, 2000. ISBN 0-07-246128-4

Magazines

Advertising Age

Publishes articles on trends in the advertising industry and on up-and-coming companies and people. Contains a database for industry research.

PRWeek

Major print publication's on-line version provides comprehensive and current public relations information. Features event and job listings.

Electronic Resources

Canadian Consumer Information - <http://www.consumerinformation.ca/>

This government site has information for consumers concerning children as consumers of industrial automotive products.

Other

Coca-Cola Ltd. *Coca-Cola Business Studies Program*. Toronto, ON, 1994.

Appendices

Appendix 2.4a.1 – The Medium is the Message Assignment

Appendix 2.4a.1

“The Medium is the Message” Assignment

Name:

Date:

Instructions

1. Your group has been assigned the task of studying an advertising medium and preparing a research report based on your findings.
2. Your research report must include the following elements:
 - the origins and evolution of this medium, general costs of advertising (i.e., rate cards), the strengths and weaknesses of using this form of advertising vs. other forms of advertising, a list of product or product categories that commonly use this form of advertising, a list of advertising firms specializing in this medium, any pertinent scheduling information (e.g., must submit finished copy and artwork two-three months in advance for a magazine ad), and any unique opportunities presented by this medium (e.g., newspaper and magazine advertising allows for the “pass along factor”).
 - a poster/collage that illustrates some of the key points of your topic
3. Your group will report back the class by doing an oral or electronic slide-show presentation on your advertising medium. Also your group will present the poster/collage and distribute a two-page typed summary handout to the class.
4. Finally, at the end of your presentation the class will fill out a written test comprised of five true/false and five multiple-choice questions prepared by your group based on what you presented.

Activity 2.4b: Promotional Plan Activity

Time: 420 minutes

Description

Students engage in an activity that allows for a complete understanding of the factors involved in establishing a promotional plan that is socially, fiscally, and morally responsible.

Strand(s) & Learning Expectations

Strand(s): Product Promotion, Issues in Marketing, International Marketing and Product Positioning

Overall Expectations

MMV.04 - distinguish between product marketing and product promotion.

Specific Expectations

MM4.05 - identify criteria that should be considered in evaluating a promotional plan;

TM2.03 - present a summary of current issues that are affecting consumer promotion and marketing (e.g., concern about racism, sexism, and truth in advertising, use of child labour in manufacturing);

TM3.04 - report on the cultural, linguistic, and geographical difficulties that arise when corporations market their products abroad;

MM1.05 - demonstrate an understanding of the characteristics of effective packaging and labelling.

Ontario Catholic School Graduate Expectations

CGE 2a - listen actively and critically to understand and learn in light of gospel values;

CGE 2b - read, understand, and use written materials effectively;

CGE 2c - present information and ideas clearly and honestly and with sensitivity to others;

CGE 2d - write and speak fluently one or both of Canada's official languages;

CGE 2e - use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;

CGE 3b - create, adapt, and evaluate new ideas in light of the common good;

CGE 4b - demonstrate flexibility and adaptability;

CGE 5a - work effectively as an interdependent team member;

CGE 5e - respect the rights, responsibilities, and contributions of self and others;

CGE 5f - exercise Christian leadership in the achievement of individual and group goals;

CGE 7f - respect and affirm the diversity and interdependence of the world's peoples and cultures.

Planning Notes

- The teacher should be aware of all elements that may be included in a promotional plan including advertising (e.g., television commercials, radio and magazine ads), sales promotion techniques (e.g., coupons, bonus packs), public relations, personal selling techniques, and publicity. A brief review of how to create a cluster diagram may be necessary. A brief review of demographic profiles and the AIDA (Attention, Interest, Desire, Action) formula may be necessary. The teacher should book a computer lab or Library/Resource Centre to allow students to do research and to generate their website. The teacher should preview the step-by-step website launch programs available at sites such as www.geocities.com, www.angelfire.com, or www.homestead.com.
- Appendix 2.4b.3 – The Marketing Plan outline has been added for the convenience of the teacher. This culminating activity should be handed out at the end of this unit. This outline should provide guidance on how the Marketing Plan should be shaped keeping in mind the expectations of this course.

Teaching/Learning Strategies

1. The teacher begins a class discussion of what elements comprise a promotional campaign. The teacher asks students to recall/brainstorm any promotional campaigns and create a cluster diagram (with the product/brand located in the centre) of the elements that are contained in this campaign. Some examples of well known promotional campaigns include Eggs-Get Crackin' (includes television, radio, magazine, and billboard ads), Coca-Cola-Always Coca-Cola included radio, television, magazine, and transit ads and Chevy Trucks – Like a Rock, (includes newspaper, television, radio, magazine, and billboard ads).
2. The teacher discusses the elements that made these campaigns successful.
3. The teacher should outline/estimate some of the general costs (i.e., budget) for these campaigns
4. The teacher divides the class into small groups of three or four and distributes Appendix 2.4b.1 – The Promotional Plan Assignment.
5. Each group should create a web address (e.g., ourproduct.com) and launch a website as part of their promotional campaign and present their promotional plan to the class.

Assessment & Evaluation of Student Achievement

Diagnostic

- Informal observation
- Brainstorming

Formative

- Self- and peer checklists

Summative

- Appendix 2.4b.1 – The Promotion Plan Assignment (Knowledge/Understanding, Application, Thinking/Inquiry, Communication)
- Oral presentations (Communication)
- Website (Application, Thinking/Inquiry, Communication)

Accommodations

- Before handing out the Promotional Plan Assignment, the teacher may need to select groups based on computer literacy skills to ensure that there is a diversity of knowledge in each group.
- Refer to Accommodations Chart if required.

Resources

Textbooks

Barnes, J., M. Etzel, M. Sommers, W. Stanton, and B. Walker. *Fundamentals of Marketing*, 8th Canadian ed. Toronto, ON: McGraw-Hill Ryerson, 1998. ISBN 0-07-560436-1

Bearden, W. *Marketing W/Powerweb Package*, 3rd ed. Toronto, ON: McGraw-Hill Ryerson, 2000. ISBN 0-07-246128-4

Magazines

Social Marketing, Novartis – Take a free, short on-line course in social marketing, provided by the Novartis Foundation for Sustainable Development.

Target Marketing – On-line magazine is for the direct-marketing industry. Subscribers can get news, find articles, and comb the directory of service providers.

Electronic Resources

Marketing Magazine - <http://www.marketingmag.ca> (on-line version of Marketing Magazine)

Angelfire – <http://www.angelfire.com/> (website launch program)

Geocities – <http://www.geocities.com/> (website launch program)

Homestead – <http://www.homestead.com/> (website launch program)

Appendices

Appendix 2.4b.1 – The Promotion Plan Assignment

Appendix 2.4b.2 – Promotional Plan Assignment Rubric

Appendix 2.4b.3 – The Marketing Plan Outline

Appendix 2.4b.1

Promotional Plan Assignment

Name:

Date:

Instructions

1. Your group has been asked to create/invent a new product/service to be launched into the Canadian marketplace.
2. A brief overview of what your new product is including brand name, slogan, and logo (sketch), as well as a demographic profile of your intended target market, must be submitted prior to beginning your project.
3. Your task is to launch this new product given a promotional budget of \$1 000 000.
4. The overall goal is to generate consumer awareness and secure a “top three” market share ranking in your industry by the end of the first year.
5. In order to launch this product, your group must create a detailed promotional plan consisting of the following elements:
 - An outline of which promotional elements will be used in the launch and throughout the first year (e.g., website, television, radio, magazine, introductory coupons, bonus-packs, discounted pricing, personal-selling techniques, publicity generated and public relations agents).
 - A timeline, outlining the launch dates/air times and frequency for each promotional medium utilized. Specifically, if television is used, which television stations, which dates, during which shows and how often. The same should be done for radio, magazine, billboard, and all forms of promotion used in this launch.
 - A table outlining the cost breakdown (e.g., estimated current costs, four-colour full-page *Vogue* or *GQ* magazine ad) of each promotional element used.
 - An analysis of the reach (e.g., audience size) for each promotional element.
 - One copy of each element of the promotional campaign (e.g., any television commercials, radio or magazine ads, coupons, and bonus-pack labels produced must be submitted).

Appendix 2.4b.2

Promotional Plan Assignment Rubric

Category/Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding				
Required elements of the promotional plan	- demonstrates a limited understanding of the required elements	- demonstrates a moderate understanding of the required elements	- demonstrates a considerable understanding of the required elements	- demonstrates a high degree of understanding of the required elements
Thinking/Inquiry				
Thinking/inquiry skills evident the promotional plan (e.g., AIDA formula)	- demonstrates a limited amount of thinking/ inquiry skills	- demonstrates a moderate amount of thinking/ inquiry skills	- demonstrates a considerable amount of thinking/inquiry skills	- demonstrates a high degree of thinking/ inquiry skills
Communication				
Communication of the advertisements with regards to the intended message and audience Creativity of Presentations (e.g., role-play or slide-show presentation)	- communicates the intended message with a limited degree of effectiveness - demonstrates a limited amount of creativity	- communicates the intended message with a moderate degree of effectiveness - demonstrates a moderate amount of creativity	- communicates the intended message with a considerable degree of effectiveness - demonstrates a considerable amount of creativity	- communicates the intended message with a high degree of effectiveness - demonstrates a high degree of creativity
Application				
Use of budget funds in generating consumer awareness and securing a “Top three” market share The use of technology in creating the website	- utilizes budget funds in a limited capacity - displays a limited amount of computer applications	- utilizes budget funds in a moderate capacity - displays a moderate amount of computer applications	- utilizes budget funds in a considerable effective capacity - displays a considerable amount of computer applications	- utilizes budget funds with a high degree of effective and creative capacity - displays a high degree of computer applications

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 2.4b.3

The Marketing Plan Outline

*It is suggested that the Promotional Plan Culminating Activity should be dovetailed into this project.

Part I – The Situation Analysis: Where are we now?

Historical background

- Nature of the product/firm, SWOT Analysis

Consumer Profile

- Who are the customers we are trying to serve?
- What market segments exist?
- How many consumers are there?
- How much do they buy and why?
- Are there significant international market segments?

Competitive Analysis

- Given the nature of the markets – size, characteristics, competitive activities, and strategies – what marketing opportunities exist for this firm?

Part II – Marketing Objectives: Where Do We Want to Go?

Sales Objectives

- What level of sales volume can we achieve during the next year?

Profit Objectives

- Given the sales level and the cost structure of the firm, what level of profits should be achieved?

Consumer Objectives

- How will we serve our target market customers?
- What do we want consumers to think about our firm?

Part III – Developing A Marketing Mix: What Should We Do with Each Marketing Mix Element?

Product/Service Decisions

- What products should we offer to meet consumers' needs?
- What is the exact nature of these products?

Pricing Decisions

- What price points should be used?
- What pricing strategies should be considered?

Distribution Decisions

- What channel(s) will be used in distributing our product offerings?
- Where should they be located?
- What should be their major characteristics?

Promotional Decisions

- Insert Promotional Plan Culminating Activity

Financial Considerations

- What will be the financial impact of this plan on a one-year projected income statement?
- How does this income statement compare with our objectives?

Control Aspects

- Human/Capital Resource Allocation