

Public District School Board Writing Partnership

Course Profile

Introduction to Marketing

Grade 11
College Preparation
BMI3C

• *for teachers by teachers*

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Course Overview

Introduction to Marketing, Grade 11, College Preparation, BMI3C

Policy Document: *The Ontario Curriculum, Grades 11 and 12, Business Studies, 2000*

Course Developers: Greg Gregoriou, John Pownall, Adele Schiedel, Marion Spino

Course Description

This course introduces the fundamental concepts of marketing, with an emphasis on in-depth analysis of the influence of changes in the economy and global marketplace, trends and issues, and the impact of technology. Students analyse the buying patterns of various consumers, and the effect of marketing strategies, and engage in marketing research. Students also develop and present a marketing plan for a specific product.

Course Notes

“College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs.” “Teaching and learning will emphasize concrete applications of the theoretical material covered in the course, and will also emphasize the development of critical-thinking and problem-solving skills. All college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Courses will also require students to demonstrate that they have developed these skills.” *Ontario Secondary School, Grades 9 to 12, Program and Diploma Requirements, 1999*, p. 17

Marketing, by nature, is a multi-faceted, innovative discipline. When preparing the unit overviews and the fully developed unit, Trends in Marketing, a conscious effort was made to utilize processes that would allow students to cover the course content through various creative approaches. While the comfort level which teachers possess with respect to recommended strategies and course content may dictate which activities they use, teachers are reminded that Marketing is not an exact science and experimenting with different strategies can sometimes be rewarding but may sometimes prove to be just a good learning experience. In other words, a ‘nothing ventured, nothing gained’ approach is encouraged both on behalf of students and teachers in this course.

The Global Marketplace strand has been incorporated into the Trends in Marketing Unit because of the similar content and expectations that need to be covered. It was ideal for these two strands to be clustered together for the cohesiveness of the unit as a whole. The Marketing Plan is introduced before starting the Marketing Mix, so students can work on their plan during the duration of this unit. This allows students to apply the learning from this unit to the marketing plan for their new product concept. The marketing plan is collected, for assessment, in different sections and stages. Students incorporate any suggestions for their final presentation at the end of the term (which is 30% of their final assessment mark).

As well, the writers suggest that the Career Paths and Employability Skills strands be introduced early in the course and not be done as a solid block but rather should be layered throughout the other units.

The recommended strategy for the final evaluation is in the form of a presentation of the student’s ‘Marketing Plan’. The Marketing Plan, in which students research, create and finally present, incorporates all the criteria and concepts of the course expectations. This allows students to focus on the development of a detailed and extensive marketing plan. The plan should be presented to at least one member of the community to simulate a more realistic situation and to provide students with an added incentive to prepare a professional, multi-media presentation.

The learning expectations are clustered to form units because similar expectations were grouped together to make a fluid outline. This profile represents only one of the ways in which teachers can approach curriculum implementation. Teachers using this profile are encouraged to use the information presented and to develop activities that respond to individual student and local needs.

Safety is a very important issue that should be emphasized by the teacher. Topics of discussion should include the environment, trip safety, online safety, ethics and legal requirements of working online, and interview safety. Special emphasis should be placed on part-time and summer jobs, as many students are either employed or looking for employment. An enthusiastic student/employee can also be a safe and informed one. A safety resource produced by The Ontario Ministry of Labour is found in the Overview Resources.

Students are required to work collaboratively throughout the course; therefore, addressing conflict management is important to student success. At the beginning of the course, the teacher should address this issue, emphasizing that not all conflicts can be resolved, but people can always choose how to handle them. Steps to conflict resolution include: define the conflict; state the problem; check your perceptions; generate and evaluate a list of possible decisions/alternatives; reach a mutually acceptable decision; implement and evaluate the decision. If the decision is satisfactory, continue the work; if the decision is unsatisfactory, repeat the process. Point out that different cultures perceive conflict differently – what constitutes conflict and how to resolve problems may vary from culture to culture. These issues have a direct bearing on what and how the teacher evaluates in the process area. Self-, peer, group, and teacher evaluation forms, once taught, help deflect conflict and solve problems.

Adult students provide the teacher with a resource (the adult student's knowledge and experiences) upon which to draw. Some forms of teaching strategies may be more suitable, for example, panel discussion. Teachers should be sensitive to cultural differences, such as the possibility of family-oriented time constraints, and make adjustments where possible.

Throughout this course teachers should refer to and make use of the school's Guidance and Career Education Program Plan (*Choices Into Action*). This plan is available in the Guidance/Student Services area, the principal's office, or from members of the school's Program Advisory Team. Students can utilize career-access software (e.g., *Career Cruising* and *Career Explorer*, listed under Career Resources) to explore job descriptions, working conditions, earnings, education, and career paths for jobs in information technology. Students should be aware of the cooperative education experiences available and the dynamic nature of business career paths available to them.

It is advisable for teachers to 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 compliment course content.

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.

The model offered within this profile is designed to provide an easy-to-use document for the teacher. The written expectations have been incorporated into the elements of a Unit Overview Chart to enable the teacher to quickly identify what is suggested in each unit.

Units: Titles and Times

Unit 1	Marketing Fundamentals	25 hours
Unit 2	The Marketing Plan	12 hours
Unit 3	The Marketing Mix	35 hours
* Unit 4	Trends in Marketing	30 hours
Unit 5	Marketing Career Opportunities	8 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: Marketing Fundamentals

Time: 25 hours

Unit Description

In this unit, students are introduced to the foundations of marketing by being exposed to concepts, such as supply and demand, competition, and targeting, with an emphasis on how the technological age has influenced all facets in the marketing environment. Students demonstrate the importance of market research in the marketing process.

One approach to this cluster of expectations is provided through the following activities.

Activity 1 introduces students to the fundamentals of the marketing environment by discussing the core marketing vocabulary: controllable factors (e.g., the 4P's), uncontrollable factors (e.g., socio-cultural, demographics, technological, existing businesses, legal, and political) and the history of marketing. The introduction of the concept of supply and demand segues into market targeting and segmentation. Students gather information and topics relating to the marketing environment through data mining. Students design a simple demographic questionnaire: age, sex, allowance income, employment income, what do I buy, what would I like to buy. Put the questionnaire on paper and design a scantron marking sheet. Have class members visit other classes (at the beginning of the class) to administer the questionnaire to volunteers. Score the questionnaire using the school scantron, if available. Lead students in a statistical look at the consumers in the school. Investigate the concept of Air Miles or Shoppers Optimum Cards as examples of a sophisticated way of tracking electronically the spending habits of card members.

Activity 2 presents Maslow's Hierarchy of Needs, allowing students to analyse the buying behaviour of consumers (especially those of their own age) and how competitive the market can be especially with the influence of computer technology. Role-play is one strategy for exploring emotional and rational buying motives. To reinforce the concept of emotional and rational motives, students may prepare brief role-plays that would occur between a salesperson and potential buyers. To facilitate this process, students are provided with items (e.g., sunglasses, lipstick, cell phones) and basic instructions advising them to prepare a brief role-play in groups of two or three. This exercise is most memorable if the salesperson is instructed to use emotional motives and the buyer to use rational motives or vice versa. Prior to preparing the role-play students should list possible emotional and rational motives for their specific items. For role-plays see www.deca.org. (See Resources.) Teacher may consider modelling the role play.

Activity 3 explores various market research techniques and allows students to conduct market research (e.g., surveys, taste tests, etc.). Students then analyse their findings, interpret them using a computer spreadsheet program to develop visual representations (charts, graphs, etc.), and prepare a report. One approach to the concept of Market Research is to have the class brainstorm a list of everyday items they use (e.g. gum, chocolate bar, toothbrush). Once the list is completed, write the items on pieces of paper and put them in a box. Divide the class into pairs; each pair selects an item out of the box and conducts a small survey. They interview 50 people randomly and keep track of: the sex of the person interviewed

and the brand of the item used. They tabulate their results in an orderly fashion (percentages work well), then, list the top three items for females, males, and both genders (Remind students to be careful of stereotyping.). Spreadsheets are introduced and students create graphs (pie charts work well). This is a good segue into a major project involving taste tests. Divide the class into groups of four to six and have them pick a product for a blind taste test. Three-part poster boards that sit on tables work well. Students create a theme (e.g., salsa – a Mexican theme, popcorn – a theatre theme) and invite other classes to take part in the survey. Students compile and analyse the data collected, using the steps of a market research plan and including graphs and charts.

Strand(s): 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.

Unit Overview Chart

Act.	Time	Specific Expectations	Assessment	Focus
1.1	8 hours	MP1.01 - define the basic nature and scope of marketing; MP1.04 - relate marketing to the concepts of supply and demand; MP1.02 - identify and describe the current priorities in marketing strategies; MP1.03 - describe current marketing activities that target the youth market; MP1.05 - describe the use of data mining to gather marketing-related information.	Thinking/ Inquiry Knowledge/ Understanding Communication	Marketing Concepts
1.2	5 hours	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; MP3.03 - explain how marketing affects competition between products; MP3.04 - describe how evolving information technologies are used to influence, inform, and motivate.	Thinking/ Inquiry Communication Application	Consumers and Competition
1.3	12 hours	MP1.03 - describe current marketing activities that target the youth market; MP4.01 - produce a detailed analysis of current marketing research techniques; MP4.02 - identify tools and techniques that can be used to interpret consumer and market data; 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.	Thinking/ Inquiry Knowledge/ Understanding Communication Application	Market Research

Unit 2: The Marketing Plan

Time: 12 hours

Unit Description

By the end of this unit, students design an effective marketing plan for a new product concept and present it to their peers, teachers, and/or members of the community. Although this unit is introduced very early in the course, it is recommended that the marketing plan be tied into other units as appropriate topics are introduced. For example, expectation MP4.03 in Unit 1 (describing the role of market research in the product development process) provides an opportunity to relate theory to the marketing plan. The teacher may request a chart listing specific questions/issues related to students' marketing plans for their new product concept and to have them recommend the most appropriate research strategies to provide insights into the issues. A sample survey that they would use to research these issues could also be incorporated. Components of the plan can be assessed as various related topics in the course are addressed (e.g., market research, advertising, package design, branding, pricing, etc.).

Activity 1 involves introducing the concept of a marketing plan and advising students of the marketing plan process. One approach is to present students with the Marketing Plan Project and use exemplars to provide them with insight into the process. Reference to marketing plans in textbooks, such as *Marketing*, p. 55 (see Resources), or in *Entrepreneurship*, is recommended to provide guidelines and samples for students, as needed.

The focus for Activity 2 is the development of a marketing plan. The use of a new product concept is recommended for this project. These concepts should be innovative and reasonable; however, students do not have to explain the specific technical aspects of how a product is produced or operated. For example, a student may decide to develop a nail polish that would change colours based on the amount of light (i.e. glitter for evening wear and have a matte finish for daytime). Products such as new soft drinks, cereals, chocolate bars, or chips can be used providing the student has created a unique selling point (USP) for the product. The USP can be related to a significant change in the formulation of a product or to the format in which it is sold. Demographic and psychographic research, and analyses of the industry and target market, are expected. Students produce package designs and advertising mock-ups, as well as promotional, sales, and advertising plans (e.g., radio and television) for their new product concepts.

The presentation of the marketing plan should be both creative and innovative. It is recommended that the presentation serve as the final evaluation and be assessed not only by the teacher and fellow students but by at least one member of the community who works in a marketing or sales capacity. Local Junior Achievement organizations are a great resource for community contacts with an appreciation for and appropriate confidence in students. The final evaluation of students will be done by the teacher.

Strand(s): Marketing Opportunities

Overall Expectations

MOV.01 - design an effective marketing plan for a particular product.

Unit Overview Chart

Act.	Time	Specific Expectations	Assessment	Focus
2.1	1 hour	M01.01 - describe the key steps and stages in the creation of a marketing plan; M01.05 - summarize the personal skills required for effectively implementing a marketing plan.	Knowledge/ Understanding	Marketing Plan Process
2.2	11 hours	M01.02 - produce a marketing plan for a real or simulated product by using current technologies and tools; M01.03 - present the marketing plan to peers, teachers, parents and/or members of the community; M01.04 - summarize the reviews and suggestions provided by themselves, their peers, teachers, or experts regarding a marketing plan they have developed.	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Marketing Plan

Unit 3: The Marketing Mix

Time: 35 hours

Unit Description

By the end of Unit 3, students explain what is required for a product to be positioned successfully; identify the factors involved in product pricing; compare a variety of distribution strategies; and distinguish between product marketing and product promotion. The unit considers each of the components of the marketing mix. The central ingredient of the marketing plan is a marketing mix of product, price, place, and promotion strategies necessary to ensure that the product meets the demands of targeted customers.

In Activity 1, the teacher may wish to pair off students so they can brainstorm advantages and disadvantages for various packaging methods (e.g., glass, plastic, corrugated box, etc.). You can discuss the importance of international marketing with students. Companies have to be careful and conduct research when launching their brand in a foreign country. Language conversion and design of packaging sometimes have to change in order to succeed in the foreign market. The same remains true for other languages converting to the English language. (See Resources for websites). Another approach could be a small-group activity. The teacher provides several shopping bags of five items and a table covering brand, benefit, colour, shape, size, convenience, safety, and promotions. Students identify the characteristics of effective packaging for each item. The shopping bags are rotated through the groups. The teacher may choose to do a visual display assignment on Fads of the Past or use a video series and accompanying assignments. Various opportunities for assessment exist (e.g., rubric on the display board, summative test, activity sheets from the video, self- and peer assessment on the group activity). When discussing branding, logos, and slogans, teachers may ask students to list as many slogans as they can think of. This may be done in the form of a competition. Teachers can extend this exercise by collecting the slogans and reading them to the class to see how many they know. This can be done with recognition of logos too. The Internet can be used to obtain various logos and a worksheet created for students to investigate their knowledge of logos in the business environment.

Activity 2 suggests a pricing simulation game based on popular game shows; show an item, give a description, students discuss pricing strategies (e.g., skimming, market penetration, predatory, follow the leader, price point).

A class trip to a warehouse or distribution centre is one option in Activity 3. Other options can be found in the *Careers in a Package* binder. For example, teachers may review the Life Cycle Inventory from page 123 (*CIP*) as an example of the steps in the distribution process. Students can then prepare their own chart for a specific product or for their new product concept developed for the marketing plan assignment. The link between packaging and distribution can be explored through having students share ideas for their new product concepts and list the problems they may encounter with packaging, the channels and methods of distribution, and inventory control. Sections of Activity 4 (Orange Juice Packaging Analysis) from the *Careers in a Package* binder provides an appropriate segue for this activity. In teams, they can problem solve by brainstorming and considering the pros and cons of various distribution alternatives. Teachers could provide students with a list of criteria to consider for the pros and cons (e.g., cost, environmental concerns, product safety, dependability, timing, and accessibility, etc.).

The Ontario Business Educators Association (OBEA) annual marketing contest is one venue for introducing the Activity 4 cluster of expectations. The student is asked to create an advertisement both in print and electronic media (e.g., video, audio, sound bites) for a business. In 2001 the business is a dog day care facility. Details about the contest can be obtained through the OBEA district representative or from the website www.obea.on.ca. The product can be assessed at school level and submitted for competition.

The teacher can supply several print ads (a mix of different products, institutions, with different target markets, should be included). Have students view these ads, then collect them. Which ads do they remember best? What attracted their attention? This provides them with the true purpose of advertising: to attract attention and arouse interest so that people will buy a product or accept an idea. Another method is an advertising scrapbook. Students are asked to collect advertisements dealing with various areas (e.g., soft sell, hard sell, appeal to emotions, male and female stereotypes, etc.). This activity can be used to deconstruct the ads and create discussions on the effect of advertising on the individual. Tell students about a new product that is about to be released. Pose the question, “How would you go about launching this product?” They can brainstorm ideas and write a press release to send out to all media. To combine the unit activities, you may wish to assign students a product (e.g., jeans, shirts, etc.) and have them create a brand name, logo, and slogan for the product. Students may have access to an instant camera, where they can actually create a print ad with themselves in it. Students can also create advertising for the school store, upcoming events in the school, design logos for team shirts, etc. The teacher can arrange for The International Academy of Design to provide a workshop on this topic. The teacher can also show infomercials and discuss the new trend of this extra-long commercial and its impact on the Promotional stage of launching a new product. Infomercials were developed due to a change in lifestyle in the 1990s. This discussion can lead into the trend of Internet shopping as well. Personal selling is a key element of the promotion mix. Using role-playing examples from previous years’ DECA competitions (see Resources), students can practise calling on prospects, establishing trust, explaining benefits, overcoming objections, and closing sales. Students can demonstrate their understanding of selling skills by undertaking the sale of school yearbook, music night, or sports team program advertising. Working with the teachers responsible for these activities, an appropriate pricing policy can be implemented, suspects identified, prospects contacted, and sales booked. A school store can provide a controlled environment in which students can learn and use retail-selling skills. Other selling opportunities can be found in special event marketing including seasonal sales of holiday products, flowers, candy, maintaining school vending machines, or organizing a fashion show. In any of these situations students could create advertising necessary to make the event a success.

Be aware of other cultures and their special event days. Groups could act as competing advertising agencies to create advertising and pitch their campaigns to the appropriate client (e.g., the principal, student council, yearbook committee, school store).

Publicity and public relations are other elements of the promotion mix that can lead to opportunities for students to take their work beyond the classroom. Local media outlets can be solicited through press releases and personal contacts to cover positive aspects of student life in the school that would otherwise be overlooked.

Guest speakers from advertising agencies, media outlets, trade associations, and marketing departments are available to speak to classes.

Strand(s): 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;

MPV.03 - explain how marketing influences consumers and competition;

MMV.03 - compare a variety of distribution strategies;

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

Unit Overview Chart

Act.	Time	Specific Expectations	Assessment	Focus
3.1	12 hours	MM1.01 - classify product according to type; MM1.04 - explain how products are positioned in terms of demographics and lifestyles; MM1.02 - apply the product life cycle to different types of products; MM1.03 - demonstrate an understanding of the importance of branding; MM1.05 - demonstrate the understanding of the characteristics of effective packaging.	Thinking/ Inquiry Knowledge/ Understanding Application	Product Positioning
3.2	2 hours	MM2.01 - explain the factors that affect the price; MM2.02 - identify the pricing strategies used to promote the sale of products; MM2.03 - describe the impact of pricing policies on sales of goods and services; MP1.04 - explain how products are positioned in terms of demographics and lifestyles;	Knowledge/ Understanding Thinking/ Inquiry Communication	Product Pricing
3.3	4 hours	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.	Knowledge/ Understanding Thinking/ Inquiry	Product Distribution

3.4	17 hours	MM4.01 - compare 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 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.	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Product Promotion
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Unit 4: Trends in Marketing

Time: 30 hours

Unit Description

Students interpret the effects of new information technologies on marketing strategies; identify and describe various environmental, ethical, and legal concerns that relate to marketing; distinguish international marketing from national, regional, and local marketing; and analyse effective marketing strategies used by organizations in the not-for-profit (NFP) sector. Unit 4 is fully developed.

In Activity 1, students may investigate information technology in marketing through visiting Internet shopping websites (example sites listed in Resources). Students could compare a number of competitive sites for retail marketing, fashion industry, sports, and music. The sites should include on-line shopping. Enrichment activities could include an e-search for: a site that demonstrates Canada's role in the global marketplace, information on hologram cards for advertising, and how to apply for credit cards on-line (advantages and disadvantages). The results of the website comparisons and the enrichment activities could be reported with electronic presentation software and assessed (self, peer or teacher) using a presentation rubric. See Appendix 4.1.2 for presentation rubric.

Current issues are addressed. Students may use information technology to e-search for and visit websites for marketing boards, regulatory bodies, and various channels to express objections and then design a webpage to post the information. Students build on the web-page skills developed here in Activity 4.

In Activity 3 students list products they used to produce their report in Activity 2 (e.g., pen, paper, printer, cartridge, computer) and the country of origin for the products or, list the products they used for breakfast that day and where they came from.

Activity 4 suggests that students research not-for-profit organizations in their community or school and produce an information website for the organization. The website might contain interactive features (e.g., membership form, volunteer registration opportunity).

The written expectations appear in the unit.

Strand(s): Trends in Marketing

Overall Expectations: MPV.02, MPV.03, TMV01, TMV.02, TMV.03, TMV.04.

Unit Overview Chart

Act.	Time	Specific Expectations	Assessment	Focus
4.1	6 hours	TM1.01, TM1.02, TM1.03, TM1.04, TM2.01, MP2.02, MP2.04	Knowledge/Understanding Thinking/Inquiry Communication Application	Information Technology in Marketing
4.2	8 hours	TM2.02, TM2.03, MP2.04, TM2.04	Knowledge/Understanding Thinking/Inquiry Communication Application	Issues in Marketing
4.3	9 hours	MP2.01, MP2.03, TM3.01, TM3.02, TM3.03, TM3.04	Knowledge/Understanding Thinking/Inquiry Communication Application	International Marketing and the Global Marketplace
4.4	7 hours	TM2.05, TM4.01, TM4.02, TM4.03, TM4.04, TM4.05	Knowledge/Understanding Thinking/Inquiry Communication Application	Not for Profit Marketing

Unit 5: Marketing Career Opportunities

Time: 8 hours

Unit Description

In this unit, students explore various marketing careers. The focus involves students researching a variety of marketing careers and/or profiling a specific individual's responsibilities within a marketing environment. Students evaluate their own strengths and weaknesses and ultimately determine the areas of marketing for which they are best suited. It is important that students be advised of marketing programs offered by colleges and universities and be exposed to guest speakers from these institutions (i.e. students, graduates or professors). This unit should foster a deeper insight into the content of the course and the relevance of the various expectations.

Activity 1 could be assigned early in the year or at the beginning of the second term and can be completed throughout the course. One strategy would be to assign students a 5- to 15-minute introductory activity or presentation at the beginning of class, focusing on various career paths in marketing. This assignment would involve each student researching a specific job related to marketing (e.g., brand manager, creative director, media buyer, package designer, warehouse manager, etc.) or interviewing individuals from the community who work in a marketing capacity. Websites such as careercruising.com can provide insight into various marketing careers. The final product can take the form of a brief written report and a 5- to 15-minute presentation. The size of the class would likely dictate the presentation schedule. Smaller classes may set aside one day/week for presentations with a limit of one or two presentations per period while larger classes may have presentations on consecutive days for a shorter period of time.

The aptitude testing and analysis of strengths and weaknesses required in Activity 2 can be completed formally through programs such as *TypeFocus™*, *Explorations*, or *JVIS*. Guidance Departments can be contacted to determine what programs are available for use in the school. In addition, students can develop their ‘Marketing Me’, an assignment consisting of a visual representation of their strengths and future aspirations. This assignment should be completed in conjunction with a more formalized written career plan. To complete ‘Marketing Me’, students are encouraged to think creatively and develop a three-dimensional object based on a shape or an item which encapsulates themselves (e.g., magazine cover, television, basketball net, music staff, baby blanket, clothing item, etc.). Students are encouraged to consult with family, teachers, and peers who can act as image consultants in the preparation of their ‘Marketing Me’. Included as part of the ‘Marketing Me’ visual display are words, phrases, logos, or slogans that provide insights into student’s strengths and career aspirations. Display students ‘Marketing Me’ assignments or suspend them above desks as a daily reminder of their career objectives.

Strand(s): Marketing Opportunities

Overall Expectations

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.

Unit Overview Chart

Act.	Time	Specific Expectations	Assessment	Focus
5.1	4 hours	MO2.01 - summarize information from a variety of sources 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; MO2.04 - identify growth areas in the field of marketing; MO2.05 - identify and describe opportunities for further studies in the field of marketing.	Knowledge/ Understanding Thinking/Inquiry Communication	Career Paths in Marketing
5.2	4 hours	MO3.01 - list the key competencies required for careers in marketing; MO3.02 - evaluate their own marketing and employability skills; MO3.03 - evaluate the importance of self-promotion; MO3.04 - develop a personal plan to acquire the skills necessary for success in a chosen marketing career.	Knowledge/ Understanding Thinking/Inquiry Application Communication	Employability Skills

Teaching/Learning Strategies

There is a conscious quest for a balance of traditional modelling of skills and knowledge, together with a blend of small group and individual practice and individual exploration in this profile. Concepts and ideas that students discover are usually internalized more deeply and retained with greater meaning than ideas that are passively received in didactic fashion. When students report and discuss discoveries with fellow students and the teacher, the learning is consolidated and enhanced. Educational research has shown that guided instruction and interactive learning are cornerstones of efficient teaching practice.

The strategies are listed to provide a means for teachers to quickly reflect on what they have used in the past and what they can adopt. The Pedagogy Resources section provides detailed explanations of the strategies listed.

Teacher-directed strategies, in which the teacher directs the learning, have a definite place in this course as students learn to handle a broad range of topics. Teachers may find the strategies in this category useful as ways to model how to set up anything from notebooks or databases, to present complex concepts, or simply to make the best use of time in some parts of the course. Lecture, questioning, visual organizers, record/task sheet, demonstration, group project, peer helping, video, overhead, group discussion, guest speakers, field trip, mnemonics (trigger recall) are commonly used examples.

Learner-centred strategies, which are activity based, provide students with opportunities to actively apply what they have learned. These strategies enable students in developing problem-solving as well as collaborative skills. Brainstorming: chunking, carousel brainstorming, graffiti; reaching consensus: snowball; listening and communication: say and switch, three-step interview; reaction/opinion: reaction wheel, agree/disagree, corners, think/pair/share, roundtable, connections, round robin reflection, journaling; graphic organizers: future wheel, semantic mapping, mind mapping, flow chart, sequence chart, ranking ladder, tree diagram, venn diagram, the fish bone, the right angle; reflection: stems and starters, ticket to leave, role-playing are explained in Pedagogy Resources.

Self-directed strategies may be used to promote independence and self-reliance. The benefits of the use of such strategies are that students learn to take responsibility for and manage their own learning. The university/college preparation courses require an emphasis on the development of both independent research skills and independent learning. Sharing, displays, research, electronic media research, computer-assisted learning, text referencing, note taking, study notes, checklists, and questionnaires are explained in the Pedagogy Resources

Assessment & Evaluation of Student Achievement

Teachers should employ assessment strategies frequently and throughout the course in order to communicate the expectations of the course to students, to make appropriate adjustments to teaching and learning strategies as required, and to accommodate the special needs of students. Students' input to the assessment process itself should be welcomed and valued.

Marking schemes and rubrics used for evaluation should be organized to include the four Achievement Chart categories or for as many as are applicable. One student-generated product or process may be evaluated under multiple categories: Knowledge and Skills, Thinking/Inquiry, Communication, and Application categories. The teacher's record keeping could require that four separate marks be recorded for that assignment, one for each of the four categories it addresses.

Some strategies, which are consistent with the assessment techniques referred to in the activities, are presented below.

- Share the rubrics for culminating activities at the beginning of the unit, so expectations are clear for students and can be used to support the learning in all activities in the unit.
- Develop rubrics with students, or involve them in translating them into student language.
- Emphasize the language of assessment and evaluation in your discussions with students.
- Provide sample work demonstrating achievement at different levels for students.

- Provide different opportunities to assess the achievement of the expectations.
- Provide opportunities for self- and peer assessment to be used as formative assessment to support and improve student learning.
- Provide multiple opportunities for students to demonstrate their achievement of expectations.
- Provide opportunities for students to retry assignments until they can demonstrate their learning.
- Develop tests that provide opportunities to demonstrate all categories on the Achievement Chart (not just knowledge) at all levels.
- Give practice tests as an opportunity for formative assessment.
- Use assessment tools that are appropriate for the expectations being addressed and relate to the categories on the Achievement Chart.
- Provide prompt feedback so that students can use it to improve their learning.
- Design a variety of assessment tasks to address different learning styles.
- Provide choice in activities/assessment tasks to accommodate the diverse needs of the learners in the classroom.
- Provide opportunities for students to track their own progress.

Evaluation Strategies

Assessment Purposes

Assessment may be diagnostic, formative, and summative. Diagnostic assessment includes informal observation checklists, quizzes and all class questions and answers. The following strategies and tools may be used for both formative and summative purposes.

Method	Strategy	Tool
Paper-and-Pencil	Test - selected response - true/false - constructed response	Marking Scheme
Performance Task	Oral presentation Science experiment lab report Debate	Rubric Checklist
Personal Communication	Student-teacher conference Classroom question and answer	Rating Scale Anecdotal record

Final Course Evaluation

“When planning courses and assessment, teachers should review the required curriculum expectations and link them to the categories to which they relate. Teachers should ensure that all the expectations are accounted for in instruction, and that the achievement of the expectations is assessed within the appropriate categories” (*The Ontario Curriculum, Grades 11 and 12, Business Studies, 2000*, p. 125). Teachers must ensure that a student’s most consistent performance level is reflected in his/her final mark. Teachers must also provide a variety of opportunities for students to demonstrate their achievement of the expectations. The final evaluation can be based on the Marketing Plan. Though this suggestion is not prescriptive it provides a focus of assessment directly linked to students experiential learning. Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation.

Accommodations

Teachers should address students' Individual Educational Plan (IEP) and consult with the appropriate support staff. This allows teachers to effectively implement the prescribed modifications. Teachers have a store of good practices they commonly use to enable the learning for all students in their class. The following are common, frequently used strategies listed by exceptionalities to reaffirm the good teaching practices found in Ontario classrooms.

Reading difficulties: read questions first, modify reading requirements, use reading partners, and pre-teach concepts/vocabulary, highlight notes, use visuals.

Math difficulties: check work after each example and modify the complexity of examples.

Memory difficulties: teach students to verbalize concepts; check that daily assignments are recorded in planner; insist students write things down; provide lists and flow charts; and give visual clues.

Written language difficulties: vary assignments; give explicit instructions; allow more time; provide photocopied notes; allow point-form notes and graphic organizers; use peer editing; and teach spell/grammar check.

Motivation difficulties: ensure students see an end in sight and a purpose for the activities; negotiate both process and product; provide authentic contexts; and maintain contact with home.

ESL/ELD Accommodations

- The teacher should set the tone for a positive attitude toward helping students with special needs.
- English-speaking students can help their ESL classmate by repeating, rephrasing, and writing words down.
- Bilingual tutors, if available, can facilitate clarification in the first language.
- Provide peer tutors and give them specific responsibilities.
- Give recognition to partners for undertaking responsibilities.
- Avoid all-ESL groupings.
- Encourage ESL students to use their own language for clarification and explanation.
- 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 the teacher highlights important terms, explains words, and clarifies instructions, etc. while students do the same on their copy.
- Provide a glossary of terms for the reading.
- Encourage the use of first-language dictionaries for assignments and assessments.
- Pair written instructions with verbal instructions.
- Provide visual and auditory clues.
- Ask an ESL/ELD teacher to review questions, assignments, or assessment instruments.
- Prior work may be needed to familiarize ESL students with the process and vocabulary of rubrics.
- Culturally, some ESL students have been taught to rely on teacher-based assessment. They may need extensive instructions on the process of group marking and the criteria must be explained before they begin the process of self- or peer assessment.

Enrichment Accommodations

The teacher can challenge the learner through product and process. The expectations cannot be changed or added to. The teacher can enrich the learning experience by:

- requiring multiple and sophisticated forms of communication;
- encouraging and reinforcing the application of abstract thinking skills to complex content, resulting in a sophisticated product;
- integrating cross-curricular activities;
- fostering in-depth learning of a self-selected topic within the expectation requirements;

- being aware that students may be gifted in one area and not in others;
- encouraging and using the DECA and OBEA contests;
- allowing students to demonstrate mastery of content through preferred style of learning.;
- motivating students to synthesize course content with their own experiences and ideas.

Resources

Note Concerning Permissions

Units in this profile make reference to the use of specific texts, magazines, films, and videos. Before reproducing materials for student use from books and magazines, teachers need to ensure that their board has a Cancopy licence and that resources they wish to use are covered by this licence. Before screening videos for their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor (e.g., Audio Cine Films Inc.). Teachers are also reminded that much of the material on the Internet is protected by copyright. That copyright is usually owned by the person or organization that created the work. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner.

Pedagogy Print

Bennett, B., Carol Rolheiser-Bennett, and Laurie Stevahn. *Cooperative Learning Where Heart Meets Mind*. Toronto: Educational Connections, 1991. ISBN 0-4444-555-6

Gibbs, Jeanne. *Tribes: A Process for Social Development and Cooperative Learning*. Santa Rosa, 1996. ISBN 0-932762-08-5

Harper, M, Ken O'Connor, and Marilyn Simpson. *Quality Assessment: Fitting The Pieces Together*. Toronto: OSSTF Educational Services Committee, 1999. ISBN 0-920930-47-6 Theory and examples of self-, peer, teacher, and group assessment.

OSSTF/FEESO. *Quality Assessment*. Toronto: OSSTF Education Service Committee, 1999. ISBN 0-920930-47-6

Pedagogy Internet

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.

School Net - <http://www.schoolnet.org>

This site is dedicated to serving the interests of students, parents, and educators regarding every facet of education, from kindergarten through graduate school. Fourteen great activities for the first days of school.

Innovation Teaching – <http://www.interserf.net/mcken/teacher.htm>

Pedagonet – <http://www.pedagonet.com/>

This site offers an innovative search engine, which facilitates the exchange of learning resources.

Premier Tracks – <http://4teachers.org/premier/>

A collection of K-12 web-based lessons for a variety of subject areas created by SCR*TEC's TrackStar.

Teacher Talk – <http://www.mightymedia.com/ttalk/index.asp>

This site provides a discussion area for teachers related to technology instruction.

Safety

Live Safe! Work Smart! Health And Safety Resources for Ontario Secondary School Teachers. Queen's Printer for Ontario, 2000. ISBN 0-7794-0226-X. Ministry of Labour Publications Department, 1-416-326-7731

Canadian site for occupational Health and safety – www.ccohs.ca/

General Interest

Electronic

American Marketing Association – <http://www.ama.org/pubs/mn/index.asp>

Marketing News prints news biweekly, examining advertising, communications, direct marketing, distribution, Internet marketing, packaging, promotion, research, sales, and telemarketing.

Canada's School Net – <http://www.schoolnet.ca>

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

This site gives information on economics, enterprise, entrepreneurship, and personal finance.

Canoe (Canadian Newsstand and Information) – <http://www.canoe.com/>

CANOE/CANOE is a bilingual, international network of news and information sites.

Careers in a Package – <http://www.packagingcareers.org/>

An interdisciplinary teaching tool which provides young people from Grades 5-11 with a basic understanding of the packaging industry, its potential for career choice, and its impact on the environment.

DECA – <http://www.deca.org>, DECA ONTARIO <http://www.deca.on.ca>

A Business/Marketing Organization site for students and teachers, resources available.

Electric Library Canada – <http://www.elibrary.ca> (searches and tools not available anywhere else)

Find Articles – <http://www.findarticles.com>

An on-line article-search service from over 300 reputable magazines and journals.

Foundation for Teaching Economics – <http://www.fte.org> (promotes excellence in economic education)

The Global Schoolhouse – <http://www.gsn.org> (connects to the best on-line collaborative learning site)

Microsoft in Education – <http://www.microsoft.com/education/curric/pub98/website.htm>

This site assists in creating a website with *MS Publisher 98*.

Study Web – <http://www.studyweb.com/> (an extensive research library of annotated links in 25 categories)

Newspapers and Magazines

Canadian Business Magazine – <http://www.canbus.ca>

E-Business Magazine – <http://www.hp.com/Ebusiness>

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

MacLean's Magazine – <http://www.macleans.ca>

Marketing Magazine – <http://www.marketingmag.ca>

The National Post – <http://www.nationalpost.com/>

The New York Times – <http://www.nytimes.com>

Report on Business Magazine – <http://robmagazine.com>

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

Print Material

Berkowitz, Eric, Steven Hartley, and Roger Kerin, et al. *Marketing*, 6th ed. Irwin Publishing, 2000. ISBN 0-072-43403-1

Borrow, Egglund. *Marketing Foundations and Functions*. Toronto: Southwestern Publishing. ISBN 0-538-62541-4, Textbook. ISBN 0-538-62548-1, Workbook.

Farese, L., G. Kimbrell, and C. Woloszyk. *Marketing Essentials*. Woodland Hills: Glencoe/McGraw-Hill, 1997. ISBN 0-02-640602-0

Kotler, Philip and Gary Armstrong. *Principles of Marketing*, 9th ed. Prentice Hall, 2001. ISBN 0-13-040440-3

Murphy, Terry G., et al. *The World of Business: A Canadian Profile*, 3rd ed. Scarborough: ITP Nelson, 1994.

Packaging Council of Canada. *Careers in a Package*. See <http://www.packagingcareers.org/>

Videos

Economix. Montreal, QC: National Film Board of Canada and the Kativik School Board in co-operation with the Canadian Foundation for Economic Education.

Notman, David and Jack Wilson. *The World of Business*, 3rd ed. Video Series (Teacher's Resource). Scarborough, Ontario: ITP Nelson, 1997, p.20.

Wilson & Notman. *World of Business* Video Series. Toronto. Nelson Canada & CBC. Teachers Resource.

Unit 1 Profile of Business. ISBN 0-17-606584-9

Unit 2 International Business. ISBN 0-17-606585-7

Unit 4 and 5 Money and Financial Institutions, Credit and Personal Finance. ISBN 0-17-606587-3

Unit 6 You, The Consumer. ISBN 0-17-606588-1

Unit 7 Accounting. ISBN 0-17-606589-X

Unit 8 Marketing ISBN 0-17-606569-5

Unit 9 Canadian Law. ISBN 0-17-606590-3

Disney Goes to Haiti. Crowing Rooster Arts, 1995. Orders can be placed via the National Labour Committee (NLC) website, <http://www.nlc.org> or by calling (212) 242-0986.

Marketing Fundamentals, Unit 1

Electronic

Financial Post Canadian Markets – <http://www.fpmarkets.com/candemog.html>

This site offers demographic data including retail sales and buying power indices.

Classroom Management – http://www.temple.edu/CETP/temple_teach/cm-needs.html

Maslow's Hierarchy of Needs – <http://chiron.valdosta.edu/whuitt/col/regsys/maslow.html>

Videos

Venture: Flops. Toronto: CBC Educational Sales, 1996. 4 min. Video features the Consumer Hall of Shame in Ithaca, New York.

Print Resources

Blankenship, A.B., et al. *State of the Art Marketing Research*. Lincolnwood: NTC Publishing.

Peter Bennett, ed. *Dictionary of Marketing Terms*, 2nd ed. Chicago: NTC Business Books, 1995.

The Marketing Plan, Unit 2

See General Interest

The Marketing Mix, Unit 3

Electronic

Media Awareness Network (provides resources dealing with media literacy teaching kits)

– <http://www.media-awareness.ca/eng/med/class/multilib/newmed.htm#Advertising>

Media Literacy – <http://www.media-awareness.ca/eng/med/class/support/mediacy/index.htm>

Index of articles on media literacy.

Cardmedia Products – <http://www.cardmedia.com/>

The 2001 National List of Advertisers is a reference book providing over 13 000 brand names, their manufacturer or distributor, and limited advertising spending data.

Great Translation Errors – <http://bob.bob.bofh.org/~cube/bouncy/trans.html> (marketing slogan blunders)

Funny Translation Errors – <http://www.ojohaven.com/fun/translation.funnies.html>

A site providing a list of translation errors for different languages and cultures.

Videos

The Advantage: Service Quality. Mississauga: Marlin Motion Pictures, 1996. 4 x 27 min. Videos on quality management look at customer service success stories in Canadian industry

Doc Martens. Oakville: Magic Lantern Communications, 1997. 8 min. Video describes the product life cycle of the popular boot

Marketing Products and Services. Oakville: Magic Lantern Communications, 1996. 30 min. American video explains marketing concepts and the marketing mix

Print Resources

Kaatz, Ron. *Advertising and Marketing Checklists*, 2nd ed. Lincolnwood: NTC Publishing, 1996. 107 worksheets, forms, and checklists on advertising and marketing.

Berkowitz, E., F. Crane, R. Kerin, S. Hartley, and W. Rudelius. *Marketing*, 3rd Canadian ed. Toronto: McGraw-Hill Ryerson, 1998. ISBN 0-07-560315-2 (current issues, cases, and excellent visuals)

Trends in Marketing, Unit 4

Electronic

Amazon – <http://www.amazon.com> (leader in e-commerce marketing products students can relate to)

Canadian Council on Social Development – <http://www.ccsd.ca/>

A national, self-supporting, non-profit organization, the CCSD's main product is information and its main activity is research.

C.D. Howe Institute – <http://www.cdhowe.org>

C.D. Howe Institute is an independent, non-profit, economic and social policy research institution.

The Fraser Institute – <http://www.fraserinstitute.ca>

The Fraser Institute redirects public attention to the role markets can play in providing for the economic and social well-being of Canadians and provides on-line publications.

Free Management Library – <http://www.mapnp.org/library/>

A complete, highly integrated library for non-profit and for-profit organizations

Internet Marketing at Hickory High School –

<http://www.geocities.com/Athens/Pantheon/5307/hotlinks.html>

Links to various computer web-page tools, marketing, and webpage design.

Internet Marketing Links for Non-profit Organizations (follows the steps of a marketing plan) –

<http://www.rci.rutgers.edu/~au/workshop/imarket.htm>

Internet Non-profit Centre – <http://www.nonprofits.org/>

The Internet non-profit centre offers information for and about non-profit organizations.

Media Builder – <http://www.mediabuilder.com/abm.html> (assists in the creation of banners for webpages)

The Non-profit Times – <http://www.nptimes.com/> (business publication for non-profit management)

Videos

Beyond Compliance: Serving Customers with Disabilities. Mississauga: Marlin Motion Pictures, 1997. 24 min. American video about serving disabled customers

Competing in a Global Environment. Oakville: Magic Lantern Communications, 1997. 30 min. American video describes the challenges companies face in the global marketplace

International Marketing. Mississauga: Marlin Motion Pictures, 1997. 13 min. American video focussing on international marketing

Print Resources

Canadian Cooperative Association. *Co-operative Development*. Ottawa, 1997. This resource package investigates the issues facing a small agricultural enterprise in a developing country.

Canadian Foundation for Economic Education. *International Economic Development*. Examines what is meant by economic development and how it is measured and looks at Canada's contribution to the process of economic development in the Third World.

Canadian Foundation for Economic Education. *Canada's Charitable Economy*. Publication about the role and contribution of volunteers and charitable organizations.

Canadian Foundation for Economic Education. *The BRIDGES Project Teaching Resource Kit*. A teaching kit on Canada's relationship with the Asia Pacific region.

Canadian Foundation for Economic Education. *Canada/U.S. BORDER Project Teaching Resource Kit*. A teaching kit on the economic relationship between Canada and the United States.

Canadian Foundation for Economic Education. *EXPORT CANADA*. An introduction to trade and the major trade issues and questions that confront.

Canadian Foundation for Economic Education. *The Canadian Economy: Adjusting to Global Change*. An examination of challenges facing the Canadian economy in an increasingly competitive global marketplace.

Czinkota, Czinkota, and Tarrant. *The Global Marketing Imperative*. Lincolnwood: NTC Publishing, 1996. Comprehensive guide to global marketing issues

Guy, Vincent, et al. *The International Business Book*. Lincolnwood: NTC Publishing, 1998. Case studies, checklists, games, and quizzes challenge assumptions about other cultures and build positive and productive international business relationships

Jeffrey Heilbrunn, ed. *Marketing Encyclopaedia*. Chicago: NTC Business Books, 1995. Essays by professional and academic marketing experts on issues and trends shaping the future of marketing.

Judson, Bruce and Kate Kelly. *Hyper Wars 11 Strategies for Survival and Profit in the Era of Online Business*. New York: Scribner, 1999. ISBN 0-684-85564-X. Chapter 7, Market Relentlessly, deals with concepts for Web marketing. It goes beyond a discussion of banner ads and is appropriate for students.

McEachin, R. *Reach the Global Marketplace: A Canadian Guide to Researching Foreign Markets and Online Sources*. Toronto: Productive Publications, 1995. ISBN0-920847-92-7

Liepner, Michael and J. Magnan. *Exploring Business: A Global Perspective*. Toronto: McGraw-Hill Ryerson Limited, 1994.

Seelye, Ned. *Culture Clash: Managing in a Multicultural World*. Lincolnwood: NTC Publishing, 1996. 41 case studies from various countries designed to develop cultural fluency

Williamson, Ian. *Marketing Beyond 2000*. Toronto: Productive Publications, 1997. ISBN 1-896210-66-X

Marketing Career Opportunities, Unit 5

Electronic

Careers in Marketing – <http://www.careers-in-marketing.com/>

This site is designed to help you find a rewarding and interesting job in the world of marketing.

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

Career Explorer – <http://cdn.cx.bridges.com/>, www.on.cx.bridges.com

Curriculum Vitae Tips – <http://www.cvtips.com>

Job Shark – <http://www.jobshark.ca/caeng/index.cfm>

JVIS – www.jvis.com is an interest survey on line.

This is a great tool for students to discover their interests and how they link to possible careers.

Resume Dot Com – <http://www.perservices.com/>

Type focus on Careers – <http://careers.typefocus.com>

This site deals with personality profiles and relates these to career choices and work relationships.

Print Resources

Harris, Brian C. *Explorations*. Burlington: Canadian Guidance Services, 1995. ISBN 0-929079-00-0

A program that helps students to identify interests and relate them to educational and career planning.

Marketing Magazine. A weekly magazine reviewing various Canadian issues and marketing trends in including everything from controversial advertising to new product launches.

OSS Considerations

The Ontario Curriculum, Grades 11 and 12, Business Studies, 2000.

The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000.

The Ontario Curriculum, Grades 9 to 12, Choices Into Action: Guidance and Career Education Program Policy For Ontario Elementary And Secondary Schools, 1999.

Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999.

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.

Unit 4: Trends In Marketing

Time: 30 hours

Unit Description

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

Strand(s): The Marketing Process, Trends in Marketing

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
4.1: Information Technology in Marketing	6 hours	TMV.01, TMV.02, MPV.02, TM1.01, TM1.02, TM1.03, TM1.04, TM2.01, MP2.02	Knowledge/ Understanding Thinking/ Inquiry Application Communication	1. Investigate the use of information technology in marketing. 2. Visit e-business sites. 3. Compare e-business sites. 4. Electronic presentation of research.
4.2: Issues in Marketing	8 hours	TMV.02, MPV.02, TM2.02, TM2.03, TM2.04, MP2.04	Knowledge/ Understanding Thinking/ Inquiry Communication Application	1. Investigate current issues and consumer concerns. 2. Look at the effect of packaging on the environment. 3. Examine ethical issues in marketing. 4. Research federal and provincial regulatory boards.
4.3: International Marketing and Global Market Place	9 hours	MPV.02, MPV.03, TMV.03, MP2.01, MP2.03, TM3.01, TM3.02, TM3.03, TM3.04	Knowledge/ Understanding Application	1. Investigate economic systems. 2. Classify types of consumer markets. 3. Examine alternative marketing channels. 4. Look at video clips on international marketing. 5. Consider multinational sensitivity.
4.4: Not-for-profit Marketing	7 hours	TMV.04, TM4.01, TM4.02, TM4.03, TM4.04, TM4.05, TM2.05	Knowledge/ Understanding Thinking/ Inquiry Communication Application	1. Examine nature and scope of not-for-profit marketing. 2. Revisit the exchange concept as applied to NFP marketing. 3. Describe the importance of NFP marketing. 4. Explore attitudes. 5. Show how marketing mix applies to NFP marketing. 6. Develop a NFP website.

Activity 4.1: Information Technology in Marketing

Time: 360 minutes

Description

Students investigate information technology in marketing through visiting Internet shopping websites (example sites listed in Resources). Students could compare a number of competitive sites for retail marketing, fashion industry, sports, and music. The sites should include on-line shopping. Enrichment activities could include an e-search for: a site that demonstrate Canada's role in the global marketplace, information on hologram cards for advertising, and how to apply for credit cards on-line (advantages and disadvantages). The results of the website comparisons and the enrichment activities could be reported with electronic presentation software and assessed (self-, peer or teacher) with a presentation rubric.

Strand (s) & Learning Expectations

Strand(s): Trends in Marketing

Overall Expectations

MPV.02 - explain how marketing influences consumers and competition;

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.

Specific Expectations

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;

TM2.01 - identify marketing issues created by changes in information technology;

MP2.02 - describe ways in which information technology is influencing global marketing strategies and techniques.

Prior Knowledge & Skills

- Use of presentation software, screen tiling, and electronic research techniques.

Planning Notes

- Arrange for class time in a computer lab, a data projector, or computer-to-TV broadcast tool.

Teaching/Learning Strategies

4.1.1

Students investigate information technology in marketing through visiting Internet shopping websites listed in Resources. The teacher should review the school/board's Internet Use Agreement and discuss Internet safety with the class. Screen tiling should be reviewed. Catholic and the Public profiles for BTT10/20, Introduction to Information Technology, provide excellent Internet safety tips. Surf Right, at <http://www.tcdsb.on.ca>, is a good source for Internet etiquette and safety practices.

4.1.2

Using the Appendix 4.1.1 – Website Assessor, students compare a number of competitive sites for retail marketing, fashion industry, sporting, and music. The sites should include on-line shopping.

4.1.3

The teacher reviews the basics of presentation software. The teacher could model the use of presentation software with a data projector or a computer-to-TV broadcast tool.

4.1.4

Students prepare to present their research results electronically. Students should be given the presentation rubric at the start of the activity. (See Appendix 4.1.2.)

4.1.5

Students make presentations.

Assessment & Evaluation of Student Achievement

- Involving students in the assessment process is one way to encourage group members' involvement. Individual grades are assigned.
- Students should be given the assessment tools and rubrics to be used at the start of the activity.
- Focus: Knowledge/Understanding, Thinking/Inquiry, Application, Communication
- Group assessment of the product, The Internet Use Agreement, refer to *Assess for Success* the OSSTF publication for examples.
- Peer assessment of the presentations, Peer Evaluation of Another Group's Presentation, p. 175 Ibid.
- It is important that the teams have an opportunity to fine-tune the product, after they have received the peer and group feedback, before the product is submitted to the teacher for grading.
- Teacher evaluation of the product (presentation). (See rubric, Appendix 4.1.2.)

Accommodations

- The teacher should take into consideration the student's IEP for specific accommodations and suggestions that address the student's learning needs.
- Extensive suggestions for accommodations can be found in *The Curriculum Planner K-12*
- Alter the number and types of sites.
- ESL students may not be familiar with the use of rubrics and should be given practice prior to using them as assessment tools. They could be allowed more time to prepare presentations and allowed to pre-tape spoken segments. Provide ESL students with a glossary of difficult English vocabulary used in the Appendices (i.e., words such as credible, logically, timely, relevant, facilitate, legibility) might also be beneficial.
- Enrichment activities could include an extension of the required content for the presentation:
 - E-search for sites that demonstrate Canada's role in the global marketplace; e-search for information on hologram cards for advertising; e-search for advantages and disadvantages of applying for credit on-line.
 - Enrichment Trip Grade 11- OAC – see <http://queensu.ca/cds/emcc/> One-week sessions at Queens held May each year. Students stay in residence, open to all. Course Code 15SS, Being an Ethical Producer.

Resources

In addition to the resources listed for Marketing Trends in the overview, the following websites are useful:

Aldo Shoes – <http://www.aldoshoes.com>

Amazon – <http://www.amazon.com>

Banana Republic – <http://www.bananarepublic.com/home.htm>

Bootlegger – <http://www.bootlegger.com/>

Chapters – <http://www.chapters.ca>
Club Monaco – <http://www.clubmonaco.com/>
Dell Computers – <http://www.dell.ca>
Dylex – <http://www.dylex.com/>
EBay – <http://www.ebay.com/>
French Connection – <http://www.frenchconnection.com/>
Fashion clothing for The Gap, Banana Republic and Old Navy
The Gap – <http://www.gap.com/asp/home.html>
Harrod’s Department Store – <http://www.harrodsonline.com>
HMV – <http://www.hmv.co.uk/>
Lady Footlocker – <http://www.ladyfootlocker.com/>
Lord and Taylor Department Store – <http://www.lordandtaylor.com/>
Mark James – <http://www.markjamesgroup.com/>
Neiman Marcus Department Store – <http://www.neimanmarcus.com/>
Nordstrom Department Store – <http://store.nordstrom.com/>
Old Navy – <http://www.oldnavy.com/asp/home.html>
Roots – <http://www.roots.com/>
Saks 5th Avenue – <http://www.saksfifthavenue.com>
Sam the Record Man – <http://www.samscd.com/>
Sony Music Canada – <http://www.sonymusic.ca/>
Sports Excellence – <http://www.muisports.ca/>
TechWeb – <http://www.techweb.com/smallbiz/howto0302.html>
Tristan-America – <http://www.tristan-america.com/>

Appendices

Appendix 4.1.1 – Website Assessor
Appendix 4.1.2 – Presentation Rubric

Activity 4.2: Issues in Marketing

Time: 8 hours

Description

This activity deals with current issues and consumer concerns that affect marketing and promotion and the avenues available to consumers for expressing their objections to specific marketing activities. (Specific issues that should be addressed are the environmental movement, the impact of marketing boards and regulatory agencies, gender representation in advertising, truth in advertising, and labour exploitation in manufacturing). Group discussion, brainstorming, researching government organizations, policies and achievements, and viewing videos are used to increase students’ awareness of these issues. Ultimately, students design a webpage to express their objections and post information regarding one of the issues or consumer concerns. Designing the webpage provides experience for the larger activity of developing a website in Activity 4.4.

Strand(s) & Learning Expectations

Strand(s): Trends in Marketing

Overall Expectations

TMV.02 - identify and describe various environmental, ethical and legal concerns that relate to marketing;

MPV.02 - compare the factors that affect marketing methods and activities in the global economy.

Specific Expectations

TM2.02 - describe ways in which marketing activities have been influenced by the environmental movement;

TM2.03 - present a summary of current issues and consumer concerns that are affecting promotion and marketing;

MP2.04 - describe the impact of government policies and agencies on marketing activities;

TM2.04 - identify channels through which consumers can express objections to specific marketing activities.

Prior Knowledge & Skills

- Brainstorming technique referred to as chunking. (See Pedagogy Resources.)
- Computer software used for webpage design. (BTT1O/2O provides remedial work, if necessary)

Planning Notes

- Prior to commencing this activity, provide students with a homework assignment where they interview teachers, family, and friends regarding controversial advertising and marketing tactics. (Sensitivity to religious and cultural diversity is required.) Teachers may prepare an interview sheet to aid students in soliciting information. This provides students with additional insight for the chunking exercise referred to in the first Teaching/Learning Strategy. Students will know that “no comment” is an acceptable answer to any question, and that some people will not want to participate at all. Encourage students to review issues of marketing magazines to find examples of controversial advertising and promotional campaigns. Three periods in a computer lab with Internet access are recommended for this activity.
- The National Labour Congress (NLC) website provides updated titles regarding consumer concerns. (See <http://www.nlc.org/resource/htm>.)

Teaching/Learning Strategies

4.2.1

- An introductory activity to identify various concerns related to marketing could make use of a brainstorming classification technique referred to as chunking. Students, in groups of four to six, are provided with sticky notes on which to record issues related to marketing. To encourage participation by all members, ideas are shared through expressing the idea and placing the paper in the centre of the table on a rotating basis. Issues can then be classified under subheadings, such as Environmental, Ethical, and Legal, provided by the teacher or developed through student input.

Examples of issues include:

- a) environmental – packaging and promoting the use of items that are hazardous such as lawn care pesticides, household cleaning products, etc.
- b) ethical – commercial claims and sexism in advertising
- c) legal – advertising restrictions for products such as alcohol and tobacco.

-
- Charts or posters may be developed using the sticky notes and these should be maintained for reference during the duration of the activity.
 - Teachers should advise students of the summative assignment for this activity. This assignment involves designing a webpage to post information regarding an issue/concern related to marketing practices in Canada or for goods that are being marketed to Canadian consumers.

4.2.2

Several activities relating to how the environmental movement has affected packaging and labelling are available in the *Careers in a Package (CIP)* binder. Students can be introduced to this sub activity through a 20-minute motivational activity which involves reviewing packages and completing the student handout Packaging – The Balancing Act from p. 113 of the binder. Teachers can show the entire class various packages or have the packages set up in stations around the class.

Activity 6 ‘Packaging Guidelines’ (p. 131) from the *CIP* binder provides examples of packaging reduction achievements as well as an activity involving Canadian Packaging Protocol.

4.2.3

Re-examining ethical issues that groups identified in Strategy 1, the teacher can promote a discussion to create awareness of current issues and consumer concerns related to marketing. See Resources for videos that provide students with memorable insight into these controversial areas of marketing. Students use concept webs to evaluate and synthesize information from the video sources. Allow two periods if all videos are going to be used.

4.2.4

Working in pairs, students select one of the provincial or federal marketing boards or regulatory bodies and research its responsibilities and importance. Examples of organizations include: Canadian Egg Marketing Association, Canadian Pork Council, Ontario Milk Marketing Board, Ontario Grape Grower’s Marketing Board, Ontario Sheep Marketing Agency, Ontario Wheat Producers’ Marketing Board, the Ontario Soybean Growers Marketing Board, the Canadian Radio-Television and Telecommunications Commission, the Consumers’ Association of Canada and Advertising Standards Canada (previously the CAF).

Students’ findings are presented to the class. Research and presentations are completed in two periods.

4.2.5

In pairs, students research one of the current issues or consumer concerns to which they have been exposed. As students should have some background knowledge, research should focus on obtaining updated examples/information regarding issues and, where appropriate, interviewing the stakeholders involved.

4.2.6

Using their research, students develop a webpage that informs others of the issue they have researched and advises them of strategies for addressing the issue.

Assessment & Evaluation of Student Achievement

- Focus: Knowledge/Understanding, Thinking/Inquiry, Communication, Application
- The ‘Packaging Guidelines’ exercise is a short assignment, which can be collected from each student.
- The pair’s presentations, on the various marketing boards and government agencies, can be evaluated for content and style.
- Appendix 4.1.2 – Presentation Rubric
- The webpage design is the summative assignment for this activity and can be marked using the webpage rubric, Appendix 4.4.1.

Accommodations

- Assign students less complex issues (i.e., truth in advertising) to research.
- Provide a prepared interview sheet given to aid students in soliciting information.
- ESL students should be allowed to conduct the interviews in their first language.
- ESL students may not be familiar with the brainstorming technique referred to as chunking and will need to be introduced to it and allowed to practise.
- Enrichment could include developing more complicated websites (complete with links)

Resources

The resources listed for each activity are an addition to those listed in the Overview.

Electronic

AdCritic – www.adcritic.com (controversial ads and a focus group service for agencies)

Advertising Standards Canada – <http://www.adstandards.com> (includes advertising codes for various industries, complaint reports, how to submit complaints)

Canadian Radio-Television and Telecommunications Commission – <http://www.crtc.gc.ca>

The frequently asked questions for this site provide address areas of consumer concern.

Consumers' Association of Canada – <http://www.consumer.ca>

The CAC is an independent, non-profit volunteer organization

Print

Levin, Sandy. *Marketing Dynamics*. Mississauga: Copp Clark Pitman Ltd., 1990. ISBN 0-7730-4971-1
Chapter 7 (p. 145-8) on pricing outlines the various types of marketing boards and discusses the effect of marketing boards on prices.

Packaging Careers Council of Canada. *Careers in a Package*. Graphic Communications International Union. (Order through www.packagingcareers.org)

Videos

Wilson & Notman. *The World of Business Video Series Third Edition*. Toronto. Nelson Canada & CBC. Teachers Resource. Unit 6 You, the Consumer. ISBN 0-17-606588-1

Killing Us Softly 3. 2000. ISBN 1-893521-11-7. (Revised edition)

Ads and commercials to critique advertising's image of women, a study guide is in process.

Disney Goes to Haiti. Crowing Rooster Arts, 1995, 17 minutes.

This video provides insight into the exploitation of Haitian factory workers. Orders can be placed via the National Labour Committee (NLC) website, <http://www.nlc.org> or by calling (212) 242-0986

Activity 4.3: International Marketing and the Global Marketplace

Time: 9 hours

Description

Students investigate the importance of the global and international markets by viewing the different types of economic systems and the relationship between the consumer and industrial markets. Students are asked to investigate different economies and examine problems that occur for companies when introducing their product in a foreign market. Students are exposed to the different practices of international companies and the difficulties that may arise when trying to penetrate a foreign market. This is accomplished using videos and a study of translation problems, for slogans and brand names, that may occur when a company decides to expand into the international market.

Strand(s) & Learning Expectations

Strand(s): Marketing Process, Trends in Marketing

Overall Expectations

MPV.02 - compare the factors that affect marketing methods and activities in the global economy;

MPV.03 - explain how marketing influences consumers and competition;

TMV.03 - distinguish international marketing from national, regional, and local marketing.

Specific Expectations

MP2.01 - explain how cultural and ethnic differences among consumers influence marketing;

MP2.03 - compare the application and implementation of marketing in different types of economic systems;

TM3.01 - distinguish the major consumer and industrial markets around the world;

TM3.02 - describe the factors leading to the development of the multinational marketplace;

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.

Prior Knowledge & Skills

- Types of economic systems visited in Introduction to Business – for students who took that course.

Planning Notes

Teachers prepare by visiting the websites listed in Resources. You need a map of the world or a globe. Activity 4.3.1 requires some knowledge in chemical terms of ingredients and country of origin of these ingredients (link with a Science class to conduct an e-search on the ingredients).

Teaching/Learning Strategies

4.3.1

The teacher asks students to list what they had for breakfast that day. (See BBI1O/2O, Introduction to Business, Catholic, A Typical Morning) Have students list the ingredients, found in the breakfast item, and have them locate the place from where they come on a map of the world. Pose the question, “Are open borders for trade positive or negative for the Canadian economy?” Students write a list of points to support decisions; then, through discussion, formulate class position. This helps students to develop an appreciation of the variety of goods available due to international trade.

4.3.2

Students investigate, from their findings in Activity 4.3.1, the country in question. Students determine what type of economic system each country has. As an introduction to Free Enterprise, ask students, “How do you personally benefit from the government’s role in the free enterprise system?” Different terms discussed could include market economy, command economy, capitalism, socialist, communist, and privatization.

Have students lead a discussion on how a company can adapt their product to the foreign market. Some factors to consider are: government regulations, tariffs and taxes, regional trade associations (European Union and the North Atlantic Free Trade Agreement), competition, cultural influences, etc. A good reference is the Catholic School Board Course Profile, Introduction to Business, BBI1O/2O, Unit 4.

4.3.3

Ask students to brainstorm types of consumer markets and possible classifications of these markets:

Demographics

Generations:

- Young Urban Professionals – “YUPPIES”;
- Well Off Older People – “WOOPIES”;
- Single, Separated, Divorced, Widowed – “SSWD”;
- Double Income No Kids – “DINKS”;
- One Income No Kids – “OINKS”;
- Mature Urban Professionals – “MUPPIES”;
- Ethnic Background;
- Income;
- Geography.

Psychographics:

- Having Fun - leisure dominates (increase spending on toys, entertainment, theme parks sports, electronics, etc);
- Natural Eating - natural ingredients, health conscious;
- Exercise - physical fitness, reliever stress, social activity;
- Shopping for Value – value and quality, warehouse club stores, outlet malls;
- Green Marketing – considering the environment, reduce packaging, recycle, conserving natural resources.

Discuss Industrial Market by looking at derived demand (marketers need to be aware of how their markets will change as change occurs in consumer market). For example, an increase in automobile sales means an increase in automobile components (tires, batteries, etc.). Have students brainstorm what other markets would be affected if there were changes in consumer buying patterns.

4.3.4

Have students list all items found in their favourite store (other than inventory) needed to run a business. Students’ focus is on fixed assets (clothes racks, counters, terminals) rather than merchandise. Recall some of the websites students viewed in Activity 4.1.1. Have them trace these items (Supplier to Wholesaler to Manufacturer). This discussion could include the terms: extractors, construction and manufacturing businesses, wholesalers and retailers, businesses and professional services, institutions and non-profit organizations, and governments (local, provincial, and federal).

4.3.5

The teacher might show videos that present information on International Trade (see Resources in the Overview).

4.3.6

Have students take the Multicultural Quiz (See Appendix 4.3.1)

After taking up the quiz, discuss the importance of knowing a culture in order to succeed (See websites in Resources for Marketing Mix). Translation problems have occurred when taking a North American product and trying to market it abroad, but similar problems have occurred when taking a foreign product and trying to introduce it to the North American market. In groups, students come up with very inappropriate brand names or slogans of their own that would not be suitable for foreign markets or brand names or slogans that would not be suitable for the Canadian market, and present them to the class. Stress appropriate language to avoid profanities.

Assessment & Evaluation of Student Achievement

Focus: Knowledge/Understanding, Thinking/Inquiry, Communication, Application

- The activity sheets in Activity 4.3.5 can be collected for marking.
- Other groups in the class can assess the group presentation in Activity 4.3.6. The teacher does the individual evaluation.

Accommodations

- As an enrichment activity, students could research foreign slogans/brand names and translate them to investigate why they would not be adaptable in the North American market.
- As a remedial activity, simplify the process by providing students with slogans and have them match up the country or language with which they are associated.

Resources

Boutique Y3K – http://www.boutiquey3k.com/By3kflash/index2_flash.html (e-commerce entry, branding, and re-positioning strategies, CRM tactics, campaigns, data mining)

The Hagemeyer-Cosa Liebermann Group – <http://www.hcl-group.com/>

Develops marketing strategies for consumer products and technology companies in Asia/Pacific.

World Wide Web Marketing – <http://www.wwwmktg.com/>

Things to do with the Internet and World Wide Web. Covering Europe and Asia Pacific.

Activity 4.4: Not-for-profit Marketing

Time: 7 hours

Description

Students research not-for-profit organizations in their community or school and produce an informational website for the organization.

Strand(s) & Learning Expectations

Strand(s): Trends in Marketing

Overall Expectations

TMV.04 - analyse effective marketing strategies used by organizations in the not-for-profit sector;

TMV.05 - describe the objectives of and an effective marketing campaign for a specific social cause.

Specific Expectations

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);

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 not-for-profit marketing;

TM4.05 - compare the ways in which the not-for-profit sector and governments market their products.

Prior Knowledge & Skills

With basic understanding of word processing and access to a web publishing program, students should be able to produce a website with hyperlinks to other pages and sites. Introduction to Information Technology, BTT10/20, both Public and Catholic profiles, provides remedial work for students, if necessary.

Planning Notes

Save junk mail and encourage students to do the same for Strategy 4.4.5. Save inserts that profile not-for-profit organizations, when they are available. Have students watch a video of a not-for-profit organization infomercial.

Provide access to computer facilities.

Teaching/Learning Strategies

Teachers Note

Why would not-for-profit organizations want to market. (Not-for-profit organizations have something they want others to know about. They need to market to fulfill their mission.) Due to the growth in the number of not-for-profit organizations and the shrinking financial support base from government at all levels, marketing has taken on even more importance as the competition for limited dollars builds. People who work in the not-for-profit sector may have great potential to positively impact people's lives. Often not-for-profit sector workers get far more responsibility early in their career than they might otherwise.

4.4.1

Examine the nature and scope of not-for-profit marketing. Some business organizations are intentionally not-for-profit. They exist in every community and many employ a significant number of employees. Working in groups, students develop lists of not-for-profit organizations and describe their activities. These organizations can be grouped into types of organization (e.g., advocacy, cultural, educational, health, philanthropic, public interest, religious and social). Students may not be familiar with the range of activities conducted by the non-profit sector. Point out that not all businesses falling into these categories are not-for-profit. Introduce the concept of halo marketing – the practice of using a not-for-profit organization to market goods, which are “related” to its social aim. Some not-for-profit organizations rent their membership lists to for-profit businesses (e.g., universities rent their alumni lists to credit card companies who market affinity cards). Invite an appropriate guest speaker(s), if available. They will have a special insight to share.

4.4.2

Review the exchange concept as applied to not-for-profit organizations. Earlier in the course the concept of exchange was introduced (MPV.01). Review the concepts of exchange and the marketing mix. Lead a discussion with students about the ways that not-for-profit organizations are also involved in exchanges. Refer to the list described in Strategy 4.4.1. In each case what does this organization exchange? Not-for-profit organizations have three special classes of consumers – contributors, clients, and volunteers. In each case, what is being exchanged?

4.4.3

Describe the importance of marketing in not-for-profit organizations. Marketing activities have different names in a non-profit environment including fundraising, fund development, image development, community relations, and citizen education. Fundraising activities can be expensive and controversial. Have students investigate the fundraising activities of some of the not-for-profit organizations identified in Strategy 4.4.1. Use Internet sources, personal interviews, or printed materials to determine the extent and sources of money raised. Have students investigate the growth in on-line philanthropic giving. Point out that some organizations recruit volunteers and have students investigate how these organizations recruit and select volunteers.

4.4.4

Explore the attitudes of not-for-profit organizations towards marketing. Review the marketing concept with students including the progression from production and sales concepts. Lead a discussion about how the marketing concept works in a non-profit environment and how it has displaced the production and sales concepts. Some not-for-profit organizations use packaging promotions, putting their campaign messages on another marketer's product packaging (e.g., pictures of lost children on milk cartons), others use newspaper inserts for marketing promotions. Have students find examples and bring them to class. Discuss cross promotions in the context of the marketing concept.

4.4.5

Show how the marketing mix applies in non-profit marketing. Marketers of non-profit organizations must develop a mix of brand, advertising, distribution, and selling, and pricing strategies. Review brand building in a not-for-profit context. Have students use direct mail and other advertising from not-for-profit organizations material they have saved. Some organizations use infomercials to advertise for contributors. Suggest that students view one of the infomercials and identify the parts of the marketing mix they see on the video. Discuss how distribution strategies differ in attracting donors versus attracting clients for not-for-profit organizations.

4.4.6

In pairs, students select the organization. Remember to give students the rubric before they start their assignment. As a culminating activity, students create a website for a school-based or community-based organization and should include interactive features allowing viewers to learn about the organization, register to volunteer, and link to other sites.

Assessment & Evaluation of Student Achievement

- Focus: Knowledge/Understanding, Thinking/Inquiry, Application, Communication
- Assessment rubric for the website assignment, Appendix 4.4.1 – Website Rubric

Accommodations

- As an enrichment activity, students produce a complex product by including more interactive capabilities (e.g., on-line registration, shopping, and donations), animation, and clear navigation buttons.
- Produce a simple webpage using one of the many templates available and use fewer criteria in each category of the rubric (Appendix 4.4.1).
- Students could assess a number of websites using the Appendix 4.1.1 – Website Assessor.

Resources

Electronic

Guerilla Marketing – <http://gmarketing.com> (marketing information)

Management Help – http://managementhelp.org/np_progs/mkt_mod/market

This site contains a wealth of marketing resource material on not-for-profit marketing.

Dr. Charity – <http://www.drcharity.com> (business-planning resources for the not-for-profit industry)

Sponsorvision – <http://www.sponsorvision.com>

This site has information on sponsorship and cooperative strategic planning resources.

Print

Kotler, Philip, et al. *Strategic Planning for Non Profit Organizations*, 5th ed. Englewood Cliffs: Prentice Hall, 1996. ISBN 0-13-232547-0

Appendix 4.1.1

Website Assessor

Criteria	Comments
Credibility of Source Where does the information come from? Methods used for obtaining data	
Organization Logical flow Ease with which specific data can be accessed	
Appropriateness Is the depth of information appropriate for the target market? Give reasons for your response	
Type of site If a commercial site, are the sponsors provided? Information leading to specific products/services	
Up-to-Date Relevance of information When was the most recent information posted? Provide an example	
Links Are useful links offered?	
Text Legibility Is there a balance of text type?(e.g., too much type in reverse is difficult to read)	
Graphics and Illustrations Are graphics/animation helpful or just amusing? Explain	
Navigation Can the information be accessed quickly? Is the site awkward to use? Give an example	
Interactive Does the site keep you involved and interested? How or why not Does the site allow for personalized information to fit specific needs and circumstances? Provide an example	

Appendix 4.1.2: Presentation Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding				
Knowledge of facts and terms Expectation:	- demonstrates limited knowledge of facts and terms	- demonstrates some knowledge of facts and terms	- demonstrates considerable knowledge of facts and terms	- demonstrates thorough insightful knowledge of facts and terms
Understanding of concepts, principles, and theories Expectation:	- demonstrates limited ability to identify and explain content on topic	- demonstrates some ability to identify and explain content on topic	- demonstrates considerable ability to explain content on topic	- demonstrates through ability to explain all aspects of content on topic
Thinking/Inquiry				
Critical and creative thinking skills (e.g., to identify the problem, topic, issue, explore alternative, collect the data) Expectation:	- demonstrates limited ability to use specific strategies to gather information and generate ideas for a presentation	- demonstrates some ability to use specific strategies to gather information and to generate ideas for a presentation	- demonstrates considerable ability to use specific strategies to gather information and to generate ideas for a presentation	- demonstrates considerable ability to use specific strategies to gather information and to generate ideas for a presentation
Application				
Application of concepts, skills, and procedures in familiar (to new) contexts Expectation:	- demonstrates limited ability to use an organizational pattern to structure ideas for a presentation	- demonstrates some ability to use an organizational pattern to structure ideas for a presentation	- demonstrates considerable ability to use an organizational pattern to structure ideas for a presentation	- demonstrates a high degree of ability to use an organizational pattern to structure ideas for a presentation
Use of equipment, materials and technology Expectation:	- demonstrates limited ability to use strategies for style, text, background, timing or transitions	- demonstrates limited ability to use strategies for style, text, background, timing or transitions	- demonstrates limited ability to use strategies for style, text, background, timing or transitions	- demonstrates limited ability to use strategies for style, text, background, timing or transitions

Space is provided to include the specific expectation related to the assignment.

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

Appendix 4.3.1

Multicultural Quiz

1. In Saudi Arabia, you should never hand over business papers with
a. your left hand, b. your right hand, c. both hands
2. Which shape should be avoided on packaging and in advertising, in Hong Kong, Korea, and Taiwan?
a. circle, b. square, c. triangle
3. Punctuality, in business meetings, is extremely important in which of the following countries?
a. Italy, b. Guatemala, c. Japan
4. In which country are gifts expected on first visits?
a. Germany, b. United States, c. Japan
5. For which country is it taboo to send white chrysanthemums as gifts?
a. Mexico, b. Brazil, c. Belgium
6. In which country is it not common business practice to use someone's first name in meetings?
a. Great Britain, b. Australia, c. China

Multicultural Quiz Answers

1. (a) The left hand is used for hygiene purposes and therefore seen as unclean.
2. (c) The triangle is considered to have a negative aura about it.
3. (c) Being late, for a business meeting, is considered rude but on other occasions is less important.
4. (c) Giving a gift in Japan is part of doing business and a gift is expected in return. It also represents the strength of the business relationship. On the other hand, it is inappropriate to exchange gifts in Germany.
5. (c) In Belgium and the rest of Europe, white chrysanthemums are only for use at funerals.
6. (a) In Great Britain you would not use someone's first name during a business meeting. (Australia is very informal and would use someone's first name and in China, a person's first name is the surname.)

Appendix 4.4.1

Website Rubric

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding - understanding of relationships between concepts and ideas	- site has limited information - limited topical information - limited accuracy	- site has moderate information - some topical information - some accuracy	- site has considerable information - much topical information - mostly accurate	- site information is thorough - thorough treatment of all aspects of topic - completely accurate
Thinking/ Inquiry - inquiry skills	- material presented is correct but is not engaging	- material presented is clear but not thought provoking	- material presented challenges viewers to think	- viewers are challenged to think, reflect, and discuss
Communication - communication of information and ideas - essential items - use of language, symbols, and visuals	- limited clarity - few essential items included - few non-text items - limited accuracy and effectiveness	- moderate clarity - some essential items included - moderate amount of non-text items - moderate accuracy and effectiveness	- considerable clarity - most essential items included - considerable non-text items make a contribution to the site - considerable accuracy and effectiveness	- masterful handling of structural elements - thorough treatment of essential items - site has an original graphic or logo as part of its design credit - attractive, creative, well organized
Application - use of equipment, materials, and technology	- limited number of useful links	- moderate number of useful links	- considerable number of useful links	- links are meaningfully and carefully explained

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