Unit Three: Planning and Execution

Content Area: **Business Management and Information**
Course(s):
Time Period: **Marking Period 2**
Length: **10 Weeks**
Status: **Published**

Summary

In the increasingly competitive world of business, marketing is an essential process to increase sales and meet business goals. In the two part Marketing sequence at Cranford High School, students develop the knowledge and skills to effectively target consumers using a variety of marketing techniques. Students develop foundational knowledge regarding market research, analysis, and target markets, that is then applied throughout the course series. The course sequence challenges students to think about how marketing pertains to all aspects of a business, including product development, distribution methods, sales, and advertising, and how effective marketing plans can help businesses meet and exceed their goals.

This unit is part of the larger aforementioned course sequence and specifically focuses on planning and execution of marketing strategies where students will understand that effective marketing requires careful planning and purposeful execution in order to increase sales. By the end of this unit, students will be able to utilize marketing research and product mix strategies to effectively market a hypothetical product or service.

Students in Business Management and Information Systems classes develop skills that are intended to give them a competitive advantage in the workplace. Through the study of core business topics and current events, this curriculum encourages students to refine their speaking and listening skills, collaborate with their peers, and explore and research potential career paths.

Revision Date: August 2022

Standards

- TECH.9.4.12.IML.2 Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.)

- LA.RST.11-12.1 Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

- LA.RST.11-12.2 Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still

accurate terms.

- LA.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11- 12 texts and topics. Biological behavioral biases, psychology, and unconscious beliefs affect financial decisionmaking.

- LA.RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

- TECH.9.4.12.CT.4 Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

- PFL.9.1.12.FP.2 Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.

- TECH.9.4.12.TL.4 Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

- TECH.9.4.12.IML.9 Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

- LA.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

- LA.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

- LA.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

- LA.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- PFL.9.1.12.FP.5 Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.

- WRK.9.1.2.CAP.4 List the potential rewards and risks to starting a business.

- WRK.9.2.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job. Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform decision-making.

- TECH.9.4.12.TL.2 Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

- TECH.9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

- TECH.9.4.12.IML.3 Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).

- LA.WHST.11-12.2.A Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

- PFL.9.1.12.FP.6 Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

The standards in this unit reflect a developmental progression and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.

Essential Questions and Enduring Understandings

Essential Questions:

- How can effective marketing research impact the success and longevity of a business?

- How do companies manage the products they market?

- To what extent do branding, packaging, and labeling affect the life cycle of a product?

Enduring Understandings:

- The five steps of marketing research include defining the problem, obtaining data, analyzing data, recommending a solution, and evaluating the results.

- The stages of product development include generating ideas, screening ideas, developing a business proposal, developing the product, product testing, commercialization, and evaluating customer acceptance.

Objectives

Students will know:

- Effective and accurate data allows for new products to be developed that benefit consumers.

- The Federal Trade Commision helps protect consumer privacy from being exploited.

- Primary data is collected through surveys, observations, and interviews, while secondary data may be bought from companies that specialize in market research.

- Like people, products have a life cycle; the health of a product must be managed in different ways during its life stages.

- Companies must continue to innovate in order to acquire shelf space and grow their customer bases.

- Product planning involves making decisions about what features should be used in selling a business's products, services, or ideas.

- The U.S. Patent and Trademark Office protects inventors' and creators' original works of art.

- The purpose of branding is to build product recognition and customer loyalty, to ensure quality and consistency, and to capitalize on brand exposure.

Students will be skilled at:

- Defining and explaining the significance of key terms and concepts to the discipline, including: marketing research, marketing information system, data base, quantitative research, qualitative research, attitude research, market intelligence, media research, sales forecasting, product research, problem definition, primary data, secondary data, survey method, sample, observation method, point-of-sale research, experimental method, data analysis, data mining, reliability, open-ended questions, forced-choice questions, Likert scale, focus group, product planning, product mix, product line, product item, product width, product depth, product modification, line extension, category management, product positioning, planogram, Boston Matrix, brand, brand mark, trademark, national brand, private brand, generic, brand extension, licensing, co-branding, package, mixed bundling, price bundling, blister pack, aseptic packaging, cause packaging, label.

- Explaining how marketing research data is collected, bought, and sold.

- Identifying tactics used by unethical marketers.

- Providing examples of the four major areas of market research (media research, market intelligence, product research, and attitude research).

- Differentiating between qualitative and quantitative methods.

- Developing qualitative and quantitative methods to collect data.

- Identify steps in the research process and explaining why following these steps in sequential order is imperative.

- Comparing and contrasting the benefits and detriments of primary and secondary data.

- Conducting a valid questionnaire by revising survey questions to reduce misinterpretation that may skew results.

- Brainstorming potential incentives that companies can use to encourage people to take surveys.

- Comparing and contrasting product mixes, product width, product depth, and positioning.

- Providing examples of the different stages of development (generating ideas, screening ideas, developing a business proposal, developing the product, product testing, commercialization, and evaluating customer acceptance) for a particular product.

- Researching a product or business that is no longer on the market and explaining how it experienced the stages of the product life cycle (research and development, introduction, growth, maturity, and decline).

- Differentiating between aseptic and cause packaging types.

Learning Plan

This learning plan includes but is not limited to the following learning strategies:

Studying Marketing Trends Through Current Events: Students will use Adweek.com or Morningbrew.com to analyze current events and trends in marketing as related to the unit of study.

Battle of the Brands: Students will select two competing products and create a valid and reliable survey to determine which is the preferred brand among CHS students. Using this information, students will then write a report outlining their market research and a plan to improve the product's sales citing information gathered from their data collection.

Marketing Research Stations: Students will circulate to stations where they will complete the following tasks:

- Supermarket Rewards Cards: Examine supermarket rewards card systems to address the following questions: what type of information may be collected from such cards? What is done with that information? What are other possible ways in which businesses collect information that consumers might not be aware of?

- Consumer Survey Dissection: Examine examples of consumer surveys conducted by companies to identify common types of questions asked and speculate as to how data collected from responses might be used for marketing purposes.

- Nielsen Segmentation & Market Solutions: Watch "Nielsen Segmentation & Market Solutions" video and discuss how data collected gives marketers a "deep holistic view of your consumer" to "understand the context of how to develop better products and create more engaging offers."

- Gallup Poll Data: Visit gallup.org to read one attitude/opinion article and explain how this data might

be beneficial to marketers.

- "Reality Show Cast Members Charged With Running Nationwide Telemarketing Fraud Scheme": Read the press release from the Department of Justice - analyze how Shah and Smith used unethical marketing practice and to what extent the FTC responded to their actions.

New Product Development Survey: In small groups, students will be tasked with developing a new product idea. Explain that they have one year before the launch of their new product. Students must come to a consensus regarding the following:

- What data must they have before they begin product development?

- What information must they collect from consumers?

- What kinds of questions would help them gather the data they need?

Cafeteria Food Satisfaction Survey: In small groups, students will create a satisfaction survey regarding the food in the school cafeteria. They will then distribute their surveys to the student population and code their data accordingly. Students will discuss how the data collected could improve customer satisfaction in the cafeteria.

Issues-Based Marketing Plan: In small groups, students will brainstorm several issues that need to be addressed in our school or community. They will then select one issue and use the five steps of the marketing research process to explain how data could be collected to address their selected issue. Remind students about the issue of scarcity and encourage them to develop creative solutions that require less time, money, or resources.

Survey Development: In small groups, students will create an online survey that contains qualitative, quantitative, Likert scale/level-of agreement, and demographic questions on the topic of their choice. Students will administer their surveys to the CHS population and then code the results. Students will assess the extent to which their surveys were valid and reliable and revise questions accordingly.

Attitude and Opinion Research Compare and Contrast: Students will investigate how two different companies conduct attitude and opinion research. As a class, they will then compare and contrast their findings to determine if all companies conduct research in the same way.

Workplace Role Play: Explain to students that they will pretend that they are employed in a shopping mall where a natural observation study is occurring. Their coworker thinks that this research technique is an invasion of privacy and is threatening to tell customers that they are being observed. In pairs, students will then role play how they would respond to their coworker. Ask students with varying viewpoints and perspectives to then share their role plays with the class.

Marketing Mix and the Product Lifestyle Case Studies: The instructor will review the Four P's as they pertain to the PLC - students will then apply this information to analyze different case study examples.

R&D Web Quest: Students will research a pharmaceutical product or electric car's research and development process. Students will investigate how long that product was in the research and development stage and the costs involved in bringing a new product into the marketplace, which they will then share with the class. The teacher will use Google Sheets to create a graph showcasing the reported results and calculating an average.

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Product Life Cycle Ids: Students will be assigned different corporations and will use the company website to determine its product width and depth. They will then select three products made by the company and determine where each is in the product life cycle.

Museum of Failed Products: Students will begin by watching the "Inside Sweden's 'Museum of Failure' for failed gadgets and electronics" video. They will then create an virtual American Museum of Failure where they will each be tasked with contributing one failed product to the curation. They will add a picture or video of the failed product, a brief description of its development, and explanation of why the product failed. Students will also add a "lesson" to marketers regarding what can be learned from this product flop. Students will share their museum contributions in a Google Slideshow with each student developing a slide. As a class, students will "tour" the virtual exhibit.

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Resistance to Change Role Play: Students will assume the role of either a grocery store manager or an exasperated customer who complaints the new organization of the grocery store is irrational. As the customer, students must bring up legitimate concerns about layout, access to products, and distracting planograms. As the manager, students must attempt to collect information about the customer's concerns, pacify the customer, and encourage them to continue shopping.

Levis Evolve Over Time Analysis: Students will visit levistrauss.com and examine how the brand has evolved over the past 175 years. Students will identify turning point moments in its brand development and how this allowed for it to extend its lifespan as a brand.

Rebranding Response Analysis: Students will watch the "How Product Design Was Transformed By 2020" video. Students will discuss why brands not only have a financial responsibility, but also an ethical responsibility to change their products and brands that unintentionally affirm biases.

Organic Foods Analysis: Students will read "Study: 'Organic' Labels Make Food Taste Healthier" and then discuss how branding with a USDA Organic label may increase sales and allow for companies to charge higher prices.

Packaging Matters Reflection: The instructor will explain that the packaging of a product can affect many things, including sales. Students will then choose a product they feel is uniquely packaged and reflect upon what makes it unique and how this affects sales. Students will post their reflections to a Jamboard so other students can compare and contrast their conclusions.

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Toy Store Branding Role Play: Students will assume the role of an experienced employee in a toy store or a new employee learning about products available. As the two employees work together to stock shelves with new merchandise for the holiday season, the new employee notices there are many different toys and toys that are similar, but made by different companies. The new employee asks why there are so many of the same type of toys with different brand names. The students should role play with the experienced employee explaining what branding is and its importance to companies and customers and the new employee asking follow-up and clarifying questions. Students are encouraged to include factors used by marketers to position products and vocabulary terms regarding packaging and labeling.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, think-pair-share activities, creating visual representations, debates, video analysis, Socratic seminars, small group discussions, simulations, jigsaw activities, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Business Management and Information Technology course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Do Nows/ Exit Slips, Class Activities, Homework, Quizzes, Current Event Analyses

Summative Assessments:

- Unit tests including multiple choice, free response questions, and current events analysis as applicable.

- Pet Food Problems: Students will work in teams to assume the position of brand manager for a large pet food company where some of the company's product items are in the late and declining stage of its life cycle. Students will collaborate to brainstorm techniques that may be used to bring that product back to early maturity or the growth phase of the PLC. Students will then make their pitches to the class, and with scaffolding from the teacher, students will classify the products according to the theory of the Boston Matrix.

- Planogram Development: Students will be provided with an empty store template and tasked with creating the retail store of their choice. They must decide how to fill the shelves with products to maximize profits. Students will then share and critique each other's planograms.

- Brand Licensing Arrangement Analysis: Students will investigate an existing brand licensing arrangement using the web, Marketing Drive, Adweek, Fortune, Forbes, or Creative Magazine. In a one-page paper, students will summarize the companies involved and how the licensing arrangement was made.

Alternative Assessments:

- Brand Analysis: Provide newspapers, magazines, or online ads to the class. Have students choose an ad and then identify the following: brand name, trade name, brand mark or trade character, or trademark. Students will then determine if the product is a national brand or private distributor.

- International Marketing Comparative Analysis: Students may select a product and then conduct research as to how that product is marketed differently in various countries.

Benchmark Assessment:

- Brand Analysis and Application

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List.

The following are approved resources that teachers can include to further unit related objectives:

Nielsen Segmentation & Market Solutions Video

Reality Show Cast Members Charged With Running Nationwide Telemarketing Fraud Scheme Southern District of New York Press Release

The True Cost of Grocery Store Loyalty Cards Video

["Inside Sweden's 'Museum of Failure' for failed gadgets and electronics"](#) Video

["12 worst American product flops"](#) slideshow article

["Study: 'Organic' Labels Make Food Taste Healthier - The Atlantic"](#) article

["How Product Design Was Transformed By 2020"](#) video

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1g8M7CZ5VVwvFk2Ay9DZbjdewOYDyNOzpNeEBgSXPvr0/edit?usp=sharing

These additional strategies are helpful when learning Business Management and Information Systems content and skills:

- Highlighter for close reading and annotation strategies

- Bolded terms in directions

- Reading texts aloud for students to assist in comprehension and analysis

- Providing opportunities for text-to-speech for written responses.

- Using visual presentations of all materials and including graphic organizers when possible.