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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Marketing |
| **Course Name** | Advanced Marketing |
| **Lesson/Unit Title** | The Changing Role of Marketing |
| **TEKS Student Expectations** | **130.389. (c) Knowledge and Skills**(9) The student identifies international economic factors that affect marketing planning. The student is expected to:(A) state the marketing research process(B) describe areas of marketing research such as advertising, product, market, and sales(E) communicate benefits and limitations of marketing research |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | Student will be able to:1. Students will explain how marketing is changing in businesses and other organizations.
2. Students will define the major role of marketing for businesses.
3. Students will explain employee empowerment.
4. Students will describe the impact that marketing has on a business’s budget.
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| **Rationale** | Students will explain how businesses approach marketing differently today than they did in the past. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary***(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | Important Terms for this Lesson: • Relationship marketing-focuses on developing loyal customers who continue to purchase from the business for a long period of time • Employee empowerment-an approach to customer service that gives employees the authority to solve many customer problems |
| **Materials/Specialized Equipment Needed** | Instructional Aids: * Independent Practice Assignment #1 -Sales Associates Assignment
* Sales Associates PowerPoint Rubric
* Independent Practice Assignment #2 - Four Eras of Marketing Project
* Four Eras of Marketing Project PowerPoint Rubric
* Internet

Materials Needed: * Construction paper
* Scissors and glue
* Poster Board

Equipment Needed: * Computers for students to complete projects
* Projector for PowerPoint presentations
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | 1. Students will write five sentences about how their lives are influenced by marketing. Each student in the class must share one way that marketing influences their life. The teacher will record all influences on the board for further discussion. 2. Students must list their favorite store and sales associate in the store. Students must explain what makes the store and sales associate great. Then the class will break into groups consisting of three students to define strategies for repeat customer business. Each group will share their strategies with the rest of the class. |
| **Direct Instruction \*** | Introduction: 1. Some businesses understand the importance of establishing/maintaining strong customer relationships while other companies are still stuck on emphasizing production and distribution. Ask students to develop a list of 10 products and services they purchase frequently. Then ask them to assess the marketing of those products to determine if the company’s emphasis is on production and distribution, advertising and selling, innovative marketing, customer satisfaction, or a combination. 2. Ask students to look up the definitions for “delegating” and “empowerment.” Students then explain how empowering employees and delegating responsibilities can be beneficial to the employee, business, and customers.I. Changing Approach to Marketing A. 1900s-1920s: Production Emphasis 1. production processes were very simple 2. few product choices existed 3. businesses believed that if they could produce products, they would be able to sell them B. 1930s-1940s: Sales Emphasis 1. Industrial improvements 2. Production of a large quantity at a low cost 3. Increased standard of living 4. More competition 5. Salespeople relied upon to convince customers that their products were better than the competition C. 1950s: Marketing Department Emphasis 1. consumers had more choices, more money to spend, more free time 2. consumers were not easily convinced to purchase products when they had many choices 3. expanded use of advertising 4. catalog sales with mail deliver, improved truck and rail distribution, airline distribution D. 1970s Marketing Concept Emphasis 1. coordinate efforts with other departments in the company 2. listen to customer needs 3. Improve the marketing concept a. relationship marketing-focuses on dev eloping loyal customers who continue to purchase from the business for a long period of time b. employee empowerment-approach to customer service that gives employees the authority to solve many customer problemsII. The Changing View of Marketing A. Marketing has played a role in the simplest early businesses B. The role of marketing in business changed and the business view of the importance of marketing has changed C. Marketing is also used by churches, libraries, government agencies, community organizations, and the military D. Marketing Managers are responsible for a large number and variety of activities 1. budget 2. research E. Many career opportunities*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*None |
| **Guided Practice \*** | Guided Practice: Successful sales associates learn about their customers and maintain records for future sales. Sales associates at upscale clothing store keep track of customers’ birthdays, sizes, and preferred clothing styles. They send personal notes about sales and birthday cards with a percentage off the next purchase made by the customer. Ask students to describe a strategy that a local restaurant could use to develop/maintain strong customer ties without breaking the bank. Ask students to explain effective advertising that they will pay attention to and then ask students to describe annoying advertising which doesn’t make an impact. These questions are great icebreakers for class discussion.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*None |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | 1. Independent Practice Assignment #1 - Ask students to define the difference between a helpful and pushy sales associate. What is the fine line between these two types of sales associates? Then ask students how sales commission can affect the behavior of sales associates. Use the Sales Associate Assignment to prepare a PowerPoint presentation to explain the difference between helpful and pushy sales associates. Projects will be evaluated using the Sales Associate PowerPoint Rubric. Students work in teams to identify several businesses that they believe do a good job of relationship marketing. The team must discuss and record what the business does that demonstrates interest in customers and how those things encourage customers to return for repeat business. 2. Independent Practice Assignment #2 - Students will conduct research on the four Eras of Marketing (Production, Sales, Marketing Department, and Marketing Concept) and write ten facts about each era. This activity will help prepare students for a unit of study that involves the history of marketing. Use the assignment: Four Eras of Marketing Project and Four Eras of Marketing Project PowerPoint Rubric.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*None |
| **Lesson Closure** | Review: Q: Which era of business devoted attention to distribution of a product? A: production emphasis Q: Explain three ways that relationship marketing is good for a business. A: reduces costs, increases profits, develops long-term customers who remain loyal to the company Q: How is communication involved with relationship marketing? A: The business and sales associates must have effective communications with customers. Q: Explain how a community uses marketing. A: To attract new businesses and residents, to emphasize the quality of life in the community*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*None |
| **Summative/End of Lesson Assessment \***  | Informal Assessment: 1. Instructor will observe students for class participation and contribution to the assignments during Guided Practice and Independent Practice. 2. Instructor will encourage students to keep a record of web sites visited for PowerPoint presentation. 3. Instructors will assist individuals as needed. Formal Assessment: The Four Eras of Marketing Project will be evaluated using the Four Eras of Marketing Project PowerPoint Rubric and the Sales Associate Assignment will be evaluated using the Sales Associate PowerPoint Rubric.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*None |
| **References/Resources/****Teacher Preparation** | * *Marketing*, Third Edition, James L. Burrow, Southwestern Cengage, Learning
* *Marketing Essentials*, McGraw Hill
* *USA Today* and local newspapers
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| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) |  |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | DECA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)