

Marketing Concepts

Media Type: Microsoft® PowerPoint® Presentation

Duration: 111 slides

Goal: To define marketing concepts and explore the relationship between business activities and marketing.

Description: To satisfy economic needs, businesses depend on practicing marketing concepts. This presentation classifies and explains business activities as production, marketing, management or finance functions. Students learn how to explain the interdependency between business activities and marketing.

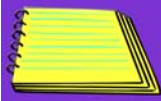
Objectives:

1. To define marketing concepts and explore how the marketing concepts relate to job-seeking and career planning processes.
2. To explain the importance of target markets and the advantages and disadvantages of market segmentation and mass marketing.
3. To differentiate among the types of segmentation, such as geographic, demographic, psychographic and behavioral.
4. To explore the meaning of “marketing mix” and how the mix contributes to successful marketing strategies.

Horizontal Alignment


Core-Subject Area	Foundation Concept	Basic Understanding
Math	<i>Logical Skills</i>	reasoning; problem solving
Language Arts	<i>Application of Writing Skills</i>	descriptive writing; brainstorming; analyzing audiences; vocabulary enhancement
	<i>Analysis of Information</i>	drawing inferences and generalizations; creating visual representations; critical thinking
	<i>Technology Applications in Literature</i>	utilizing document processing software
Science	<i>Scientific Thinking and Investigating</i>	analytical skills; hypothesis development; collecting data; evaluating conclusions; classification/organization skills

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Lesson Plan

Student and Teacher Notes are available to print in outline format. You can access these documents under the “Printable Resources” section. If student licenses have been purchased, an interactive version of the Student Notes is available in the “Interactive Activities” section. If printing the full PowerPoint® is desired, you may download the file and print the handouts as needed.


 **Slides 1-17**

Class 1: Begin class by asking students what effect they believe marketing has on their lives. Allow students to discuss ideas. Hand out the *Marketing Concepts Vocabulary Handout*. Show slides 1 to 17 of the *Marketing Concepts - The Marketing Concepts* segment. Hand out the *Marketing Strategies Project* and allow groups to work. Distribute the *Inbound or Outbound Activity* for students to begin as homework.


 **Slides 18-30**

Class 2: Remind students to continue using the *Vocabulary Handout* as reference materials. Show slides 18 to 30 of the *Marketing Concepts - The Marketing Concepts* segment. Students should complete the corresponding *Assessment*. Have students begin the *Marketing Functions Activity*.

Class 3: Allow time for students to work on their *Projects/Activities*.


 **Slides 31-45**

Class 4: Remind students to use their *Vocabulary Handout* and pass out the *Consumer Buying Power Student Handout*. Show slides 31 to 45 of the *Marketing Concepts - Segmentation* segment. Hand out the *Demographics Activity* and allow students to work. Distribute the *My Demographics Project* for students to begin as homework.

 **Slides 46-66**


Class 5: Remind students to use their *Vocabulary Handout* and pass out the *Utility Marketing Student Handout*. Show slides 46 to 66 of the *Marketing Concepts - Segmentation* segment. Students should complete the corresponding *Assessment*.

Class 6: Allow time for students to work on their *Projects*.

 **Slides 67-75**


Class 7: Remind students to continue using the *Vocabulary Handout* as reference. Show slides 67 to 75 of the *Marketing Concepts - Marketing Mix* segment. Distribute the *Marketing Mix Outline Activity* and allow students to work. Hand out the *Marketing Yourself Matrix Activity* for students to begin as homework.

Class 8: Hand out the *Marketing & Information Technology Project* and allow students to work.

 **Slides 76-91**

Class 9: Remind students to continue using the *Vocabulary Handout* as reference. Show slides 76 to 91 of the *Marketing Concepts - Marketing Mix* segment. Students should complete the corresponding *Assessment*. Distribute the *Marketing Yourself Portfolio Project* and allow students to work.

Class 10: Allow time for students to work on their *Projects*.

 **Slides 92-111**

Class 11: Remind students to continue using the *Vocabulary Handout* as reference. Show the *Marketing Concepts - Trends in Marketing & Advertising* segment. Students should complete the corresponding *Assessment*. Distribute the *Mobile Marketing Project* and allow students to work. Hand out the *Marketing Trends Project* for students to begin as homework.

Class 12: Distribute the *Elements of Advertisements Project* and allow students to work.

Class 13: Hand out the *Crossword* for students to complete as a review. Distribute the *Marketing Concepts Final Assessment* and allow time for students to complete it. Allow the remainder of the class for students to work on their *Projects*.

Class 14: Students should complete and turn in all completed work.

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Lesson Links

American Marketing Association

- <http://www.ama.org>

Quick MBA

- <http://www.quickmba.com/marketing/mix/>

Career & Technical Student Organizations

BPA

• Global Marketing Team

- Develop a written marketing plan
- Explore and expand customer base including demographics
- Develop promotional mix

DECA

- Explain marketing and its importance in the global economy
- Describe marketing functions and related activities
- Distinguish between merchandising and marketing

FBLA

- Marketing
- Entrepreneurship

Lab Activities

Inbound or Outbound

Directions:

Students will determine whether the scenarios are inbound marketing strategies or outbound marketing strategies and why.

Marketing Functions

Directions:

Students will match the marketing function to the correlating activity. Then, discuss answers as a class and have students think of real-life examples of how each function is used in business and may affect business success.

Demographics

Directions:

Students will fill in their answers to the demographic questions in the space provided. Students should list companies or products marketed towards their specific answers. They must complete this *Activity* before beginning the *Marketing Mix Outline Activity*.

Marketing Mix Outline

Directions:

Using the *Marketing Mix Outline Activity* sheet, instruct students to choose a product on the *Demographics Activity* sheet and outline the marketing mix. Students should be creative and think of as many possibilities as they can.

Marketing Yourself Matrix

Directions:

Using the *Marketing Yourself Matrix Activity* sheet, students will find and list at least three resources for each category: place, product, price and promotion.

Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50416 Philip Mowry, Chief Marketing Office & Director of Business Development, National Composite Center
- iCEV50585 Clifton Wilkinson, Vice president & Marketing Director of Business Development, McDougal Co.
- iCEV50621 Renee Gonzales, Marketing Specialist, Mercedes Benz of Lubbock

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Projects

Marketing Strategies

Directions:

Divide the class into groups of two or three. Groups will create a marketing strategy for one product and one service. For each, groups will need to provide: a customer analysis, product/ service development, pricing, branding and sales and distribution. Groups will create mock-ups of at least three different advertising campaigns for both the products and service, such as: fliers, radio advertisements, television commercials, newspaper advertisements, etc.

My Demographics

Directions:

For this *Project*, students will watch several commercial for a product or service of their choice and fill in the demographic table and list reasoning. Student will write a two page paper over how they think the company addresses cultural diversity. For example do they have different ads, models, products, etc. as well as examining the culture and needs to understand cultural diversity. Students should also include how demographics have influenced the industry and explain how diversity affects marketing and the impact of multiculturalism on marketing activities as well as demographics in the general advertising they see everyday and analyze the same aspects.

Marketing & Information Technology

Directions:

Instruct students to research current uses of information technology in marketing areas. Students will develop a website, brochure or a Microsoft® PowerPoint® presentation describing information found. Students will investigate how the development of information technology has changed marketing strategies and how the ways of reaching consumers have been changed.

Marketing Yourself Portfolio

Directions:

Using the information from the presentation, students will create a portfolio. See the *Marketing Yourself Portfolio Project* sheet for more information.

Mobile Marketing

Directions:

Students will create a table comparing three advantages and disadvantages of mobile marketing. They will distinguish short messages, quick response codes, applications best for the business market.

Marketing Trends

Directions:

Using all available resources, students will research and identify how trends affect the advertising market (social media, quick response codes, mobile websites, online advertising, etc.). Using the information, students will write a two page paper which includes examples found in magazines or online to enhance understanding. Remind students to create a citation sheet listing all sources used. Students should attach the citation sheet and copies of their examples to the paper.

Elements of Advertisements

Directions:

In groups of three or four, students will compare advertisements from print media and broadcast media. Ask students to create an ad campaign for a company of the group's choice. Students will write a short report explaining the campaign and the rationalizations behind the choices made.