



Featuring contributions from Marketing Educators across the country.



Best Practices for Marketing Teachers
Volume 1

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A few random notes . . .

Although this eBook was published and distributed by TheMarketingTeacher, it is a result of several professionals who were willing to share their ideas and projects. When compared to the number of Marketing Teachers –they were small in number. However, they “get it.” They recognize that working together as a group will make each of us a better teacher and provide better activities and projects for our students.

I apologize that all submissions were not included in this eBook. And some were included, but in different forms/formats. There are many reasons including formatting issues, corrupt files and copyright issues. No submissions were omitted as a result of a “quality” issue. The mix of difficulty levels and complexity levels is one factor that makes this eBook so valuable.

I also decided to eliminate all references to the authors of these activities. Ultimately, I did not feel comfortable publishing those details. I heard a few war stories that made me nervous. However, if you want to contact the “author” you will be able to do so electronically. Details will be sent in separate email.

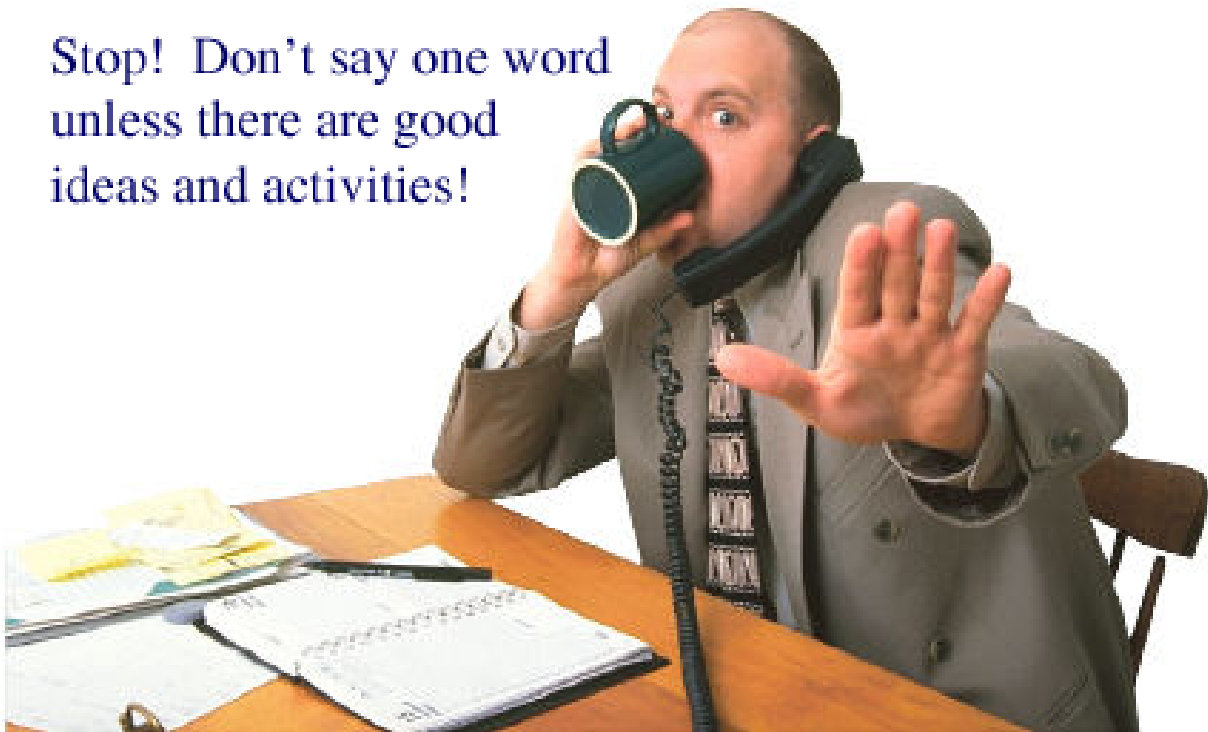
This is volume 1, so we continue to solicit your activities and ideas. Pass the word. I would like nothing better than to offer Vol. 2 in the early fall. Just send your submissions to eBook@TheMarketingTeacher.com

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Stop! Don't say one word
unless there are good
ideas and activities!



The DISTRIBUTION Function of the Marketing Process

"Egg-Spress Distribution: A Simulated Distribution Exercise"

The **distribution function defined:**

The distribution function of the marketing process addresses how the product or service is physically transported from the producer/farmer/extractor to the ultimate consumer. ("From the point of origin to the point of sale.") The object or goal of Physical Distribution Management (managing one's distribution channels) is to achieve a high level of customer service while minimizing costs. Business must anticipate obstacles and reactions to those obstacles to accomplish product/service fulfillment as efficiently as possible while minimizing costs. Receiving, inventory, and storage of goods are also part of the distribution function.

Simulation Learning Objectives:

After the simulation exercise the student should better understand:

- Transportation choices.
- The importance of forming proper distribution channels.
- The importance of managing communication relationships throughout the distribution channel.
- The use of new logistics such as postponed assembly and the coordination of marketing and logistics through packaging...product service management functions.
- To continually challenge corporate channel cultures that need reassessment in order to react to external and internal environmental changes.

The Egg-Spress Distribution Simulation

The class will form teams of four students who act as a business "**Supply chain Management**" team. Each team is challenged with transporting their product, "Egg man", through an obstacle course representing distribution channels. The task is to **deliver "Eggman"** to the finish line (retailer / consumer) **fully assembled, undamaged, and as efficiently and cost effectively as possible.**

Rules:

- *The first rule:* "Eggman" can never touch the ground.
- *The second rule:* No one is allowed to touch "Eggman" with their bare hands, except to release him at the beginning of the course.
- *The third rule:* A different form of transportation must be used for each leg of the course.
- You are transporting Egg man from China to California to Williamsburg.

Forms of transportation are:

A boat, ladle, paper bag, golf club, string and a basket.

After each team completes the course, the team must write up answers to the following questions on the reverse side.

Team Members:

Date _____

1. List the form of transportation you used for each leg of travel.

China manufacturing plant to Taiwan port -

Pacific Ocean to California port –

Over the mountain range –

Through the tunnel –

Interstate to destination -

2. What distribution factors such as time, cost, labor, capital and communications would be realistic of the distribution channels you used?

TIME

COST

LABOR

CAPITAL

COMMUNICATIONS

3. What potential obstacles should you have anticipated?

4. What worked and why?

5. What did not work and why?

6. What alternative distribution channels, forms of transportation, and/or product management strategies would you recommend and why?

You're Hired Apprentice Project

I know others have their students watch The Apprentice and answer questions but I take it a step further. After each episode I have the students decide what they would do different if they were on the team. Then we do our own Apprentice Project.

We draw names from a hat to see who goes on which team. They name their team and select their project manager after a brainstorming session. They are given budget at Wal-Mart and they have to come up with something they can buy to make or sell that will bring in a profit. They are given 2 weeks to compete. They have to adhere to school rules (not selling candy etc) but can sell at school or to others in the public for the two weeks. We all go on a bus to Wal-Mart and they have 45 min. to shop and bring their selections to the front. (I have been able to get a grant to pay for the purchases so far.) Then they make and market their products. So far they have come up with decorated flip-flops, Senior Memories CD's, Faculty Car Washes, Personalized picture frames and Raffle baskets. They have to turn in a Marketing plan and the teams are judged on their plan and the profit they make.

On the last day of the event we meet in the boardroom (school conf. room) and the results are shared. Each student votes for whom they think was the best contributor to the task and that person gets to help decide the next apprentice task. The team with the best marketing plan and the team with the most profit win lunch brought in and the losing teams have to serve them. The profits are used on the lunches and the rest is split between those going to state competition to help pay their expenses. It is very well received. For example, the boardroom meeting on this task last year just happened to fall on Senior Skip Day and not one of my seniors in that class skipped.

Bed and Breakfast Inns

Students will learn about Bed and Breakfast Inns. Students will create a room not currently available at the Anniversary Inn.

Detailed Description and Directions for the activity: Go over what Bed and Breakfast Inns are. Talk about the Anniversary Inn and how it is a unique place, and what attracts people to stay there. If there is not an Anniversary Inn in your area, use any Bed and Breakfast that has themed rooms. The website for the Anniversary Inn is www.anniversaryinn.com. It has more information about the Anniversary Inn and will help you to learn more about it. This will also give you an example of rooms to show your students. Show the class the brochure from the Anniversary Inn. (It helps if you can have a few brochures to hand around.) Give the students a worksheet with the following on it:

The Anniversary Inn is adding a room. As an employee, your job is to create a theme room. You need to choose a theme, describe what the room will look like, and decide on the price. The class will vote on the BEST ROOM!!! Give the students about 15 minutes to come up with their room. Have each student present their room to the class. Have the students vote on two rooms as their favorite. The winning room gets extra credit or a candy bar.

Suggestions for Evaluation/Grading/Assessment for this activity: I usually just count this as an assignment, and I give the winning room 5 points extra credit.

Board Game Project

In this project you will identify the “4 P’s” of marketing and create a board game. Incorporate elements of board games and video games you already enjoy and combine them with other ideas and features you would like to see in a game.

A. Create a working “prototype” for your board game. (100 points total)

“Prototype” means a model of the game to show to a prospective board game manufacturer. Make it extensive enough so that a couple of rounds of the game can actually be played between two or more people.

Include the following:

- Name, logo and package design on cover and sides of container – 25 points
- Game board – 25 points
- “Pieces” – including question / answer cards, category cards, game pieces, etc. You can include other pieces like dice, playing cards, etc. You must provide these pieces on your own. – 25 points
- Set of typed instructions on how to play the game. – 25 points

B. Create a marketing mix “4 P’s” TYPED outline of your game. (100 points total)

Include the following:

Product (describe in paragraph or bullet form) - 25 points

- Provide a brief description of the target market you are trying to reach. Discuss the age, skill level, gender, and other demographics. Your market can be quite specific (little children, high school students, etc.) if you want.

- Does the game have a certain theme or subject area? (sports, movies, music, history, math, general knowledge, etc.) Or is it more of a game of chance? (drawing cards, rolling dice, spinning an arrow, etc.)

Price (describe in paragraph or bullet form) - 25 points

- Decide on a selling price for your game. Consider costs of making the game, how many will be produced, where it will be sold, who will buy it. Consider a price based on the price of board games similar to the one you have developed.

Place (describe in paragraph or bullet form) - 25 points

- Identify where your game will be sold (local retailers, specialty stores, fairs, schools, internet, etc.). Do not simply say "sold everywhere." Decide on SPECIFIC types of retailers and describe why they will be sold at those locations.

Promotion (one page print advertisement) - 25 points

- Design a one-page print advertisement that promotes the game. Include a catchy headline, illustration, copy that describes the game, and logo of game.



Break Even Point

To Buy or Not To Buy

Preparation: Duplicate a copy of the case (below)-one per student. Also, give each group a sheet of graph paper to plot the break-even points.

Process: Divide the class into groups of three or four students each, and give each student a copy of the case. Explain that the students are to read the case, and then, as a group, determine the break-even point in units and in dollars for the existing equipment situation and for the new equipment situation. For each situation, students should implement the six-step procedure for calculating break-even (record the steps for students on the board or on a blank transparency).

The group should then plot the break-even points for each situation on graph paper and decide whether the business owner should purchase the new oven. When all the groups have finished, ask each group to present its findings to the class.

Case

Mike Crow is the owner of Mike's Pizza, a pizzeria close to a college campus. He has been in business for three years and has experienced a steady increase of 10 percent in sales during each of those years. Mike now finds his conventional pizza ovens cannot keep pace with pizza demand, and he is considering buying a larger, new oven that will increase his pizza output by an additional five percent. The new oven Mike is considering buying costs \$12,000 and can be purchased over four years with a bank loan. His payment on the loan would be \$300 per month, with no down payment required.

For the past three years, costs of goods sold averaged 40 percent of pizza sales, the owner's salary averaged 20 percent of pizza sales, and gasoline and maintenance averaged three percent of sales. Advertising expenses cost the restaurant \$400 per month. A three percent increase in workers' wages is scheduled for the next year. Other operational costs have been constant. The average selling price of a pizza is \$9.

Analyze Mike's pizza operations for the past year, and make recommendations as to whether he should invest in the new oven based on the calculation of his current and

future break-even points.

Income Statement

Mike's Pizza

Year ended December 31, _____	\$184,500
Sales revenues	<u>\$73,800</u>
Cost of goods sold	\$110,700
Gross Margin	\$35,000
Expenses	\$27,675
Owner's salary	\$14,400
Wages-workers	\$7,200
Rent	\$5,535
Delivery vehicles (2 leased)	\$4,800
Gasoline and maintenance	\$1,625
Advertising	\$2,500
Telephone	<u>\$3,465</u>
Insurance	\$102,200
Utilities	
Total expenses	\$8,500
Net profit	

Company Personnel Release Problem

Give each student a copy of the COMPANY PERSONNEL RELEASE PROBLEM. Students are to be assigned to work individually or in groups of 3 or 5. Odd number of groups are used because majority rules in the decision being made as to who will be released. Students are to list the 6 people they fire, with reasons as to why they were released, the 6 they kept with reasons as to why they were kept, and what duties for those released will be assumed by the 6 that were kept. Students must keep in mind all the local, state, and federal laws dealing with employment.

Suggestions for Evaluation/Grading/Assessment for this activity: This activity can be evaluated by the instructor in a variety of ways. I like to use it as a point of discussion prior to going into my Personnel Management unit. Points are awarded for completion of the activity.

Activity:

COMPANY PERSONNEL RELEASE PROBLEM

The home office of Lester Wilson's Men and Women's Apparel Stores has sent a letter to all district managers of a cut back in personnel. The reason for this action is a drop in business. The Rocky Mountain District Manager received this notice and has sent the communication of this cut back to you, the manager of store #452 in Denver, Colorado. You will have to lay off 6 people of the 12 member staff you presently maintain. You will have to make the decision as to whom will be released and whom will be retained. You must provide the rational for each individual you fire and keep. The following is a run down on the 12 individuals employed at your store:

Harry Hubble: Men's department manager, male, 32 years old, single, gay, bad temper, well groomed, efficient, has been with the company 3 ½ years.

Barbara Anderson: Women's department manager, female, 20 years old, married, homely appearance, has good relationships with other employees, efficient, has been with the company 1 ½ years.

Bill Banister: Stock person, male, 17 years old, single, shy, good looking, lives at home with parents, former Marketing Education student, wants to stay in the retail business, has been with the company since graduation 6 months ago.

Greg Jefferson: Stock person, gift wrapper, maintenance, male, married with one child, 25 years old, physically handicapped, friendly and congenial, is competent but works at a slow pace, has been with the company 7 months.

Mark McCluster: Salesperson, male, 63 years old, dedicated, only source of income for his wife and he, has been with the company 12 years.

Marilyn Masters: Seamstress and salesperson, female, 33 years old, divorced with 3 children, exceptionally good looking, was suspected of pilfering last month, has been with the company 1 ½ years.

David Drumlin: Salesperson in men's suits, male, 24 years old, going to college for his masters degree in retail management, lives with Charlotte Hoffman, potential for advancement in the company, sporty looking, has tendency to be late to work, has been with the company 4 months.

Claudine Pardi: Office personnel, female, 18 years old, has had other good work experience in bookkeeping and secretarial work, engaged to be married, poor in dealing with customers, has been with the company 9 months.

Rick Austin: Cashier, responsible for store advertising, male, 21 years old, married, good customer relations, worked his way up from stockboy, occasionally the cash drawer does not balance, has been with the company 5 years.\

Amanda Blake: Shoe salesperson, female, 18 years old, enthusiastic about her work, good looking, well rounded personality, good evaluation from her manager, has been with the company 2 months.

Charlotte Hoffman: Salesperson, female, 25 years old, single, 3 months pregnant, has at sometime worked in all the department, dress attractively, has been with the company 6 years.

Michael Angela: Salesperson and display person, male, 26 years old, just graduated with his masters degree in general business with a specialization area of display techniques, good looking, flirtatious, not much outside experience, spends most of his time working up unusual displays which have been effective, but in doing so has neglected his other duties in the store, has been with the company 1 ½ months.

Sports Marketing Concession Stand-Questions

Target Markets

1. List five categories of target markets that your stand will appeal to.
 - a.
 - b.
 - c.
 - d.
 - e.
2. What advertising will you direct to each target market.
 - a.
 - b.
 - c.
 - d.
 - e.

Geographic Segmentation

3. Where is the stand located? Why will this be a profitable location?

Competition

4. What fast food places are in the same vicinity? Be specific.
5. Name two local activities you can promote your product to. What sample products will you distribute to set your stand apart from the rest of the local fast food competitors?

Cost Projection

6. What is the exact length of your season? (opening day to closing day)

7. What is your **projected** income – weekly? Be specific.

8. What is your **projected** income – monthly? Be specific.

Cost Projection Con't

9. What is your **projected** income – holidays? Which holiday will be best? What could cause the holiday to not be profitable?

10. What is your **projected** income for a weekend?

11. What is your **projected** income for the season?

12. You want a \$1000 day once this summer. How much product will you need to sell to achieve this? Be specific (quantity and cost per item – approximate)

13. How will you advertise the stand? What amount are you willing to spend in advertising?

14. How will you advertise any specials? (A business card size ad at the HJ is \$50.00) To achieve your \$1000 day, what special promotion(s) can you do?

15. When will you begin your advertising campaign to inform the public of this new concession stand? How often during the week will you promote this business and for how long?

Payroll Projection

16. How many total hours is your concession stand operational per week?

17. How many hours will employees be getting things ready (prep time) and cleaning up?

18. Total hours for week that someone is at concession stand?

19. What hourly wage will you pay employees? (workers, managers, etc.)

20. How many total employees will be needed to run concession stand for a week?
How much will your gross payroll be?

Payroll Projection Con't

21. How many weeks are you open?

22. What will your total season gross payroll be?

Marketing Functions

Describe how each of the nine marketing functions is included in your work on this project:

23. Product Service Planning (Why will the customers need / want your product?)

24. Purchasing (How will you acquire your product to sell?)

25. Financing (How will you budget for marketing activities)

26. Distribution (How can customers locate your stand? – name several ways)

27. Pricing (how will you communicate the value of products to customers)

28. Risk Management (Liability coverage / providing safety and security)

29. Marketing Information Management (How are you going to determine whether to offer this next season?)

30. Promotion (special promotions to encourage customers to come)

31. Selling (direct, personal communication on why to buy product)

Sports Marketing

Semester Project – Concession Stand

PROJECT

1. _____ (40) Diagram of Stand
2. _____ (25) Diagram of Work Area
3. _____ (15) Name, Logo, Catchy Phrase
4. _____ (20) Employees
5. _____ (20) Operating Rules
6. _____ (10) Non-price Related Features
7. _____ (20) Prices – Menu Board
8. _____ (20) Flyer
9. _____ (25) Radio Ad
10. _____ (15) Location
11. _____ (20) Presentation

_____ (230) TOTAL

WRITTEN _____ (160)

PARTICIPATION _____ (20)

SEMESTER TEST GRADE _____ (410)

CREATE YOUR Fantasy Football Team MAGAZINE

Due date: 2/10/05. You should provide an outline of the contents of your magazine. Please explain the elements, since I am not the sharpest tack in the box.

Your magazine should include **ALL** of the following.

1. An original name and cover, include information on the cover that will be in this issue.
2. A "Contents Page" to include page numbers and a list of advertisers.
3. You must have an **"editorial or from the editor"** section. This means you can write an opinion article or you can create two (2) letters to the editor with responses.
4. Include a least **six- (6) advertisements** that you design yourself Remember the headlines, copy, signature, illustration. You may only have two (2) ads containing similar merchandise or services (for example: 2 equipment ads, 2 event ads, and 2 clothing ads)
5. AT LEAST FIVE (5) ARTICLES! ALL MUST BE DIFFERENT. Ideas include:
 - Team Information
 - Players/coaches profiles
 - Special events
 - All-Time Team list
 - Family Trip Ideas
 - Player Interviews
 - A "quiz"
 - What's New Review

Two of these articles MUST be written pieces (length should be at least 1 typed page and normal margins) Do not copy articles from magazines, take ideas and rewrite the articles. Make this your own work. Be sure to include captions with any pictures.

The other articles can be pictorial in nature. If you do pictorial articles, you must have some written explanation on each picture as well as a good introduction. Pictorial ar-

ticles must have minimum of 4 pictures each.

Remember to include headlines and bylines for all your articles.

RATING THE Fantasy Football Team MAGAZINE

You will be rated on each element of the magazine on a scale of 0-10 with 0 = missing
, 10 = excellent

Also, fill in the blanks with information from the magazine.

Original Title & Cover _____

Contents Page (Including advertisers) _____

Editorial/letter to the editor _____

Articles:

1 _____

2 _____

3 _____

4 _____

5 _____

Advertisements:

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

OVERALL SCORE:

Market Research on the Web

Name_____

Visit the US Census Bureau at www.census.gov

- Click on American Community Survey (next to People)
- Choose Quick Start Link and scroll down to Wisconsin

1. What is the total Population?
2. What is the median age?
3. What is the percentage of individuals with a Bachelors degree or higher?
4. What is the percentage of individuals in the labor force?
5. What is the median household income?
 - Type in zip code 54494 for Wisconsin Rapids area
6. What is the population?
7. What is the average household size?
8. What is the median household income?

Go to the US Census Home Page

- Click on *Survey of Business Owners* (next to *Business*)
- Click on *Data by Kind of Business* (middle of the page)
- Choose your *business plan sector* from scroll down list

9. How many equally male/female owned firms are there?

Visit the Heart of Wisconsin Business Economic Alliance at www.heartofwi.com

- Click on *Economic Profile*
- Under *Demographics*, click on *income*

10. What is the per capita personal income?

- Under *Demographics*, click on *age*

11. What is the population of the age group 20-34?

12. What is the median age for Wisconsin Rapids?

- Click on *Major Employers*

13. What are the top two employers for this area?

Visit Central Wisconsin's Economic Research Bureau at http://www.uwsp.edu/business/cwerb/4thQtr04/WisRapQtr4_04.htm

14. Under table 7, choose your business area and list the percent change.

15. What could that mean?

GOT MILK?

You need to assume the role of an international account executive at a prestigious milk manufacturer in northeastern Wisconsin. Using the knowledge that you have learned in this class, your textbook, and the creativity of you and your teammates, you need to adapt **milk** for another country. Knowing that milk is a staple item and has **inelastic** demand in the United States, the product life cycle is at the maturity level. You have been given the responsibility of extending the product life cycle into the international market. You and your partners need to export milk into a **less developed** country (\$10,000 or less GDP).

Please type this in the outline form provided and attach this sheet to the FRONT.

•Research your less developed country using the World Fact Book website (found on www.cia.gov) (20 points)

- Find and analyze what the following information means for your milk export:
- Population, climate, transportation system, natural resources, GDP per capita, currency, literacy rate, language, birth rate, and infant mortality rate.
- For example, if the literacy rate is low, you wouldn't want to use a lot of words on your product packaging, but a lot of visuals. Or, if the birth rate is high, you might want to advertise it as a baby-healthy product.
- The best way to analyze the numbers is to first research your country, and then compare the facts to the United States for a good point of reference.

•Create a visual **channel of distribution**. (10 points) On a map, draw what it would look like to leave northeastern Wisconsin and the steps it would take to get to the less developed country that you have chosen. Then, write the **actual directions, similar to what one would find on www.mapquest.com**

•Create a one page advertisement that shows the new product, explains how it is different, and lists the price. (10 points)

•Draw the product life cycle (10 points)

•Address how you would market your new milk in the following stages: introduction, growth, maturity, decline

•Create an international package for your milk product. This does NOT need to be in the native language. (10 points)

Economics-Sports and Entertainment Marketing Supply and Demand Activity

To determine if the supply and demand theories apply in Sports Marketing, this project asks students to compare the tickets prices of NBA teams to their number of wins in specific divisions.

Student Instructions:

1. Visit the NBA**** website and record the standings of teams in one division at http://www.nba.com/standings/team_record_comparison/conferenceNew_Std_Div.html (Eastern or Western)

2. Then visit each team's website to record the tickets prices for each team. BE CAREFUL to compare comparable seats for each arena. Every team has a seating chart. In order to be accurate with your comparisons, carefully record the same comparable seats. It is best to use a mid level seat, not the "cheap seats" or the Club seating areas.

3. Once this information is gathered, go into Excel prepare a graph, showing the comparisons of the ticket prices and wins.

a. A simple spreadsheet can be prepared with 3 columns. A = team name, B = # of wins, and C = ticket price.

b. Highlight the data in each column then go to the chart wizard, select the simple column chart and create your chart. Add values to the columns and properly identify each axis. (y = values, x = team names).

4. After students print their charts, use several in a class discussion to determine if supply and demand are true in this instance. If not, discuss reasons why this may not also be true. (in some cities, teams are so popular and the enthusiasm for the sport drive tickets prices high, regardless of the team's record).

****NOTE: If this class is taught in the fall, would clearly be best to use NFL Standings.

Endorsement Project – Chicago Baseball Teams

“There is nothing better than winning to help market your sports team” – Chicago Sun Times

Instructions:

1. You will choose one player from either the Chicago Cubs or the Chicago Sox roster who you think would make a good spokesman (for endorsing a product / service). Click on the following links to see a list of players for each team. Click on the player's name to see their picture, height, size etc...

•Cubs - <http://sports.yahoo.com/mlb/teams/chc/roster>

•White Sox - <http://sports.yahoo.com/mlb/teams/chw/roster>

2. You will choose one product / service for that player to endorse.

3. You will provide your rationale as to why you chose that player and why you think he will make a good spokesperson (endorsement) for that product / service.

4. Describe what you envision the promotion for that product, with that player, would be like. Must include a creative and memorable “tag line” (see Paul Konerko example below)

Additional Info: Be sure to include the following:

1. Type your project in Microsoft Word

2. Include a “tag-line” that the player would say as part of the promotion.

Example: Paul Konerko endorsing Liquid Plummer could say “Liquid Plummer clears your clogged sink as quickly as one swing of my bat clears the bases.”

Project Grading Rubric (10 points)

Player/Product Rationale given with Logical Explanation as to why he would make a good Spokesperson for that product	1	2	3
Promotion/Ad described in detail how your player would endorse the product/service (no visual parts necessary)	1	2	3
Computer generated with no errors / good format	1		
Creativity with product / service – player concept	1		
Has Creative Tag-Line	1	2	

Total Points = _____

Entertainment Marketing Project

Names: _____
(Group of two)

Your travel-marketing firm has been asked by a multimillionaire to create “the adventure trip of a lifetime” for her husband, who is turning 50 this year. She will go with him on the trip. Her husband has always wanted to go on an exotic location, but your client is unsure and wants to be sold on that destination. Your boss will give you a large bonus if you can successfully promote this trip.

Project:

1. Choose an exotic destination for your trip. With your town or city as a beginning point, discover the quickest route to your vacation site. Include the means of transportation necessary from point to point. For example, if you live in a small town, the first leg of the journey will probably be by car to a city with an airport.
2. Create a map of the world showing the travel route and time for each part of the trip.
3. Write an exciting detailed report about your destination. Include descriptions of unique plants and animals, delicious foods, scenery, and language spoken. Be sure to include a section on accommodations and activities available. Do advise your client of necessary vaccinations and other health issue. Include a section on local customs along with any precautions your client may need to take the trip.
4. Provide a simple spreadsheet showing complete costs for the trip, including major transportation costs (car, plane, train, bus), hotel, tours, and meals. Include recommendations for tips.
5. Write and enthusiastic two-page cover letter telling your client why she'll be glad she and her husband made the trip.

Visit our eStore for
Marketing Teachers at
TheMarketingTeacher.com



The screenshot shows the homepage of TheMarketingTeacher.com eStore. At the top is a banner with the site's logo, which features a stylized 'M' and the text 'The Marketing Teacher .com'. Below the banner, a red bar indicates 'Your shopping cart is empty!'. To the right of this bar is a search bar and a 'Main Menu' dropdown with links to Home, Sports Marketing Materials, Business DVD's, and Books. The main content area has a heading 'You Found Us . . . TheMarketingTeacher eStore' followed by a subheading 'This is "The Place" for Marketing Teachers.' The text explains that products from 'The Marketing Teacher' and 'PrepSportsBiz' are available for purchase via credit card, PayPal, or institutional order. It also promotes collections of sports marketing resources, DVD's, and instructional tools, with a link to watch a video preview. A special request email address is provided. Below this text are four product tiles: 'Buy 1 Get 1 Free Special' (\$90.00), 'The Davis Package' (\$210.00), 'I'll Try To Be Nicer If You'll Try To Be Smarter-DVD' (\$29.95), and 'Larry Live-DVD' (\$59.95). Each tile includes a product image and its price. At the bottom of the page is a search bar and a link to 'About Us'.

Entertainment Distribution

In this activity, the students must role-play in a court situation to determine which form of entertainment including television, movie theaters, or the Internet would be best way to distribute entertainment if we had to choose only one. Each team of students have roles and arguments to present to the class in order to make the “jury” vote in favor of their form of entertainment distribution.

Detailed Description and Directions for the activity: please see attached documents titled “Trial Instructions” and “For Jurors”. You can make adjustments in the activity wherever needed depending on class size and content area. The students can even research the areas as a class beforehand if time permits.

Suggestions for Evaluation/Grading/Assessment for this activity:

My main assessment for this activity was participation. The students really got into this lesson and learned a lot from each other's arguments. I collected each group's notes for credit. I also walked around during the discussions to make sure each group members was involved during team discussions. The worksheet each team completes can be complied of questions you want them to think about or discuss in relation to the trial. The teacher takes the role of the judge and oversees the courtroom proceedings.

The Great Scavenger Hunt

In the world of entrepreneurship, you will need to find a myriad of information. Some is easy to find while other information is tucked away in unusual locations. This project incorporates the search for and acquisition of different types of information. Like a true scavenger hunt, you will receive points for each required piece of information. As you collect the data, keep it in your folder which will be turned in with your business plan. Each activity shows the date it is due to be turned in for a daily grade.

Activity 1: Small Business Development Center

Due date: _____ Points: _____

During the presentation by the speaker from the Small Business Development Center, find the answers to the questions below. Visit the SBDC website. Make a copy of their homepage. Based on the class presentation and your visit to the website, write a summary of the way prospective entrepreneurs can utilize the Centers' services.

What is the SBDC?

What is their web address?

Where is the closest center located?

What services do they offer small businesses?

What is the NAICS?

What is a SIC code?

Name 2 locations where you can find the codes for your business.

Activity 2: What's Your Business?

Due date: _____ Points: _____

Decide on a name for your business. Go to the Oklahoma Business Homepage <http://www.ok.gov/business.dir.php>

Search the Business Name database to see if the name is already taken. If it is, select a name that is available. Highlight and print the section of the list showing that the name you have selected is available.

Activity 3: Business Description (brief)

Due date: _____ Points: _____

Visit this website and read the section about finding a niche in the marketplace.

http://www.sba.gov/starting_business/startup/findniche.html

Briefly describe the business you plan to start. What will you sell? What service will you provide? What market will you serve? How will your product or service benefit the customer? How do you know there is a demand for the product or service? What is different about the product or service your business is offering? Will this be a start-up business or an expansion?

Activity 4: Target Market Interview (turn in with your Business Description section)

Due date: _____ Points: _____

Interview a local business person to determine the characteristics of the business's target market. Create an analysis chart. (See last page of this document for analysis chart template and questions.)

Activity 5: Demographic Information (turn in with your Business Description section)

Due date: _____ Points: _____

Go to www.claritas.com and enter the zip code of the location you have chosen for your business. Analyze the demographics of the area. Write a summary of the information.

Activity 6: Industry Trends

Due date: _____ **Points:** _____

Using MSN Financial, identify two or three businesses in your industry area which are traded on the stock exchange. Copy the three-year chart and earnings estimate of each business. Write a ½ to 1 page summary of the trends you see for the industry.

Example: www.moneycentral.msn.com/investor/common/findsymbol.asp; from *Industry Category* select *Retail*; select *Apparel* stores; select *Abercrombie & Fitch Co.*

select 3-year chart (copy); select *Estimated Earnings* (copy).

Some industry areas are more difficult to research because they are very unique. Example- your business is a late night pick-up and delivery service. So, from *Industry Category* select *Leisure*; select *Restaurants*; select *Papa John's Intl, Inc.* You may just have to look around to find a business closest to yours.

Activity 7: Environmental Scanning

Due date: _____ Points: _____

Collect 3 periodical/news articles related to your business area which could be used to indicate trends in your business area or trigger ideas for new businesses. You should create a ½ to 1 page summary of the implications of the articles. Although this activity is not due immediately, you should begin looking for these articles and save them as they occur.

Activity 8: Yellow Pages

Due date: _____ Points: _____

Using the Yellow Pages in your telephone directory (not the internet Yellow Pages), under what headings might you look for your competition? Physically count and report the number of businesses in this area.

Identify a business that provides the same or similar goods/services you plan to offer. Find the following:

- Name of business
- Classification
- Address
- Phone Number

What type of advertising does your competition use in the Yellow Pages? Name listing, bold face name listing or display ad and size of ad? List all businesses you will be competing against.

Company Name	Type of Ad	Size of Ad
--------------	------------	------------

Activity 9: Community Data

Due date: _____ Points: _____

If you are planning to locate your business outside of Oklahoma County or the state of Oklahoma, answer the following questions for the area where you will be locating. This search may be completed using the websites for cities, counties, and states across the nation.

Visit the Oklahoma County web page. What type of information is available for businesses? Make a copy of the county application for business license.

Visit the Oklahoma County Chamber of Commerce web page. What type of information is available for businesses?

Visit the Oklahoma State website and locate the business web page. What type of information is available for businesses?

Activity 10: Starting a Business Information

Due date: _____ Points: _____

Go to the state of Oklahoma website www.state.ok.us and click on the Business link and find the following information. The purpose of this activity is to know where to find information for your business plan. You will probably return to some of these pages as you write your plan.

- Register a business for taxes- Instructions for completing application for registration- Instructions for Application and Registration- print 1 page
- Occupational Safety and Health Act- print homepage
- Wage & Labor Laws FAQ- print homepage
- Starting a new business- Business Development-Data & Demographics- Community Data Sheet- County where your business will be located- print data sheet
- Forecasted County Profiles- pull down your county
 - o Consumer Expenditures- calculate- printable version- print
 - o Demographic Report- calculate- printable version- print

Go to the Small Business Administration website. What information is available that would be helpful to a new business?

Activity 11: Business Interviews

Due date: _____ Points: _____

Interview 3 business people in your business area. Create an analysis chart. Use the template provided.

FEATURES / BENEFIT PRESENTATION

Your assignment is to prepare a feature-benefit sales presentation for the rest of the class. Using the product assigned to you, list at least five features and five corresponding benefits of the product and present them to the class. Be sure to include an effective introduction and closing to the presentation.

You will be provided a sample of your assigned product - use them in your presentation!

Presentation must be at least ONE MINUTE OR LONGER IN LENGTH (it will be timed).

EXAMPLE: PIECE OF BLANK TYPING PAPER

INTRODUCTION: "A piece of typing paper - a simple product we use almost every day. We take this item for granted, but let's review some of the many uses it has."

FEATURES:

BENEFITS:

White

Easy to read / write or type on it / paint or draw different colors

Flammable

Can be ignited (keeps you warm / provides light when it's dark)

Thin

Can be slipped under a door / fits in envelope

Pliable

Can be folded and bent into shapes (paper airplane / tube / ball)

Soft

Can be cut (shapes / snowflakes / strips)

Recyclable

Saves the environment

CLOSING STATEMENT: "Paper - what an all purpose product! - I hope now you'll appreciate it even more! Thank you."

20 POINTS TOTAL - YOU WILL BE GRADED ON:

COMPLETION OF FORM ON OTHER SIDE OF THIS SHEET - 10 POINTS

FEATURES-BENEFITS PRESENTATION TO CLASS (See following criteria) - 10 POINTS

Introduction - 1 POINT

Body of presentation - 5 POINTS
(a minimum of FIVE FEATURES - FIVE BENEFITS)

Closing statement - 1 POINT

Use of product during demonstration - 1 POINT

Length (ONE MINUTE MINIMUM) - 1 POINT

Enthusiasm / preparation - 1 POINT

FEATURES AND BENEFITS

PREPARE YOUR NOTES ON THIS SHEET AND USE IT DURING YOUR PRESENTATION.
HAND IT IN WHEN YOU ARE FINISHED PRESENTING.

INTRODUCTION:

FEATURES

1 -

2 -

BENEFITS

1 -

2 -

3 -

3 -

4 -

4 -

5 -

5 -

CLOSING:

APPLE

CHEESE

TOMATO

POTATO

ALUMINUM FOIL

PAPER CLIP

ORANGE

PAPER TOWEL

NEWSPAPER

BATH TOWEL

BREAD

PLASTIC WRAP

WATER

DICE

CARROT

PLAYING CARDS

POPCORN

PLASTIC STRAW

MARSHMALLOW

STYROFOAM

TISSUE (KLEENEX)

QUARTER

BAR OF IVORY SOAP

CRACKER

PENCIL

COTTON BALL

Q-TIP

POTATO CHIP

GOLF BALL

TENNIS BALL

CANDLE

SPONGE

International Market Project

The following websites will help with the project:

<http://pioneer.uen.org>

Log in: Pioneer Password: Home

Select these links: Culture grams, world edition

Choose your country

<http://www.export.gov/html>

Put in a search for a specific country (i.e. "China")

Instructions:

Compile a report on an INTERNATIONAL MARKET. The report should be 3-5 pages, double spaced, 12 font that covers the following subjects:

- 1) Customs and courtesies (not normal in the USA)
- 2) Lifestyles (not normal in the USA)
- 3) Economy (how money, trade etc. work in this country)
- 4) Country and development data (per capital income, wages etc)
- 5) Imports and Exports (Goods coming into & out of the country) Trade Barriers
- 6) Additional information that would be helpful to launching a business venture in this country.
- 7) Photo's of at least TWO different types of businesses that operate in this country.
- 8) Bibliography: Website's used (specific links)

DUE: _____

Internet Article Assignment

1. Find an article OF INTEREST TO YOU that relates to the lap topic.
2. Format a document and include the information in bold —similar format as you see below.
3. Label the paragraphs #1-#4. Type the paragraphs in single space and double space between them. Spelling and grammar should be correct. A paragraph should consist of at least 3 to 5 sentences.
4. Five points possible for each paragraph and 5 points for following directions.
5. Print the article. Print your document. Save your document on Public. Staple both together and hand in.

Student name: _____

Date: _____

Lap title: _____

Name of article: _____

Paragraph #1. Summarize the article.

Paragraph #2. What did you learn from the article?

Paragraph #3. Do you agree with the information? Why or why not?

Paragraph #4. How can you apply this to your life or present workplace, or future career?

Management and the BCG Matrix

This activity reinforces understanding of the BCG Matrix in a group format. Each group of students receives a bag of different kinds of gum and a BCG Matrix grid. Using principles introduced in lecture, the students place each pack of gum in the appropriate box on the BCG Matrix grid.

Amount of time required (in minutes):
15-20 min. is needed.

Materials needed:

BCG matrix grid (see next page), bag of different types of gum (I currently use Trident, Chiclets, New Dentyne Fire, Dentyne Ice, Bubble Yum, and Juicy Fruit)

Detailed Description and Directions for the activity:

Step 1: Place students in groups of 3-4. Give each group a bag of gum and a grid. (I use brown lunch sacks to stimulate interest.)

Step 2: Instruct the students to place each pack of gum where it belongs on the grid according to lecture on the BCG Matrix. Inevitably, students will say they don't know the relative market share and market growth rate. Ask students to discuss the cash generation versus the cash usage of each gum for the company. Remind them that national TV advertising during prime time is extremely expensive and therefore represents high cash usage. If there are some groups having difficulty, pick an obvious one and discuss it with the whole class.

Step 3: Have groups present their findings to the others. I find that most students easily complete this activity. Occasionally, one student will argue that "But, _____ is my favorite. I think it should be a star." This gives the instructor the opportunity to reinforce concepts.

Suggestions for Evaluation/Grading/Assessment for this activity:

This activity is used to increase understanding of the BCG Matrix. However; I use the same grid on the exam and have students place the following types of snacks: Cool Ranch Dorito's, Combo's, Frito Lay's Ruffles Ridges, Jay's Potato Chips, Hulk's Green Pringles.

BCC Matrix

			HIGH	Low
	HIGH			
	Low			
		Relative Market Share (cash generation)		

Hire Your Employees

Name _____

Instructions: You are in the process of hiring employees for your new business. Ten individuals have applied. You want to narrow the choices to call people for interviews. You have a one paragraph summary about each potential employee. (back page)

Requirements:

1. Divide the candidates into three categories: Finalist, Maybe Candidate, and Will Not Interview.
2. For each candidate, list the reasons for the category selection.
3. List the character traits you would use for selecting a job candidate.
4. Rank the character traits with 1 being most important.

Finalists

Maybe Candidates

Will Not Interview

Rank Most Desirable Character Traits

1.

2.

3.

4.

Hire your employees

Connie – is always late when she comes. In the last 40 days, Connie has been absent 23 days. She is very bright and can do quite a bit of work in a day. Connie makes very few mistakes. Her work is very neat.

Heather– is very punctual. She has a drinking problem. Even at 8 am she smells like liquor. Heather denies that she has a problem. Her work is neat, but she is slow. She does not catch on very fast and is behind in her work.

Nate- is bright, young man. He very rarely misses work and is at work 15 to 30 minutes early. Nate's work is neat, accurate and on time.

Charlie, is very sharp. He knows lots of short cuts in doing work. Charlie is always attentive when the supervisor is around, but as soon as supervisor is gone, so is Charlie. Charlie expects his co-workers to keep him informed if he misses anything.

Jack – has missed 7 days in a row and has not called to indicate his absence from work. Work is piling up. When at work, Jack looks for other people's mistakes and accomplishes very little. Jack is a loner and doesn't like working with the rest of the employees.

Kara - has been absent for four weeks. Kara's supervisor called and left a message on Kara's answering machine to call about her absence. Kara did not call. Two weeks later, Kara shows up for work and goes to her desk. Kara doesn't say anything to the supervisor, but asks another employee what work needs to be done.

Juanita - visits another department frequently and is not at her desk to answer questions. Juanita's performance has been falling off lately. Her work is sometimes incomplete and with many errors. Juanita's supervisor is worried.

Jane – has a conflict with her work schedule because of another commitment. Jane talks with her supervisor to see if something can be worked out so that Jane could miss one hour of work each week. Jane has been faithful about making up the time and getting her work done accurately, neatly and by the deadlines.

Xou – speaks English as a second language. His English skills are poor and he frequently misunderstands directions. He made a Trial Balance when asked for a Balance Sheet. His supervisor has told him repeatedly to ask for clarification if he's unsure about what is required. Xou does not ask because he's embarrassed.

Lynn – has a learning disability. She needs help reading instructions. Once she understands the instructions, Lynn can complete the work required. Lynn asks for help from the supervisor when she needs it. Lynn is very dependable employee. Sometimes others complain about the extra support Lynn requires.



“Market Day at Loften High School”

I have an activity called “Market Day at Loften High School”. This is an activity where I will loan the students a small amount of money. They learn about contracts. We develop a contract that says that the money that the students borrowed will be paid back at the end of Market Day.

We brainstorm what they want to do with the money in order to make a product or provide a service with a small business for one day at our school. The students decided on a business and write a prospectus that includes all their supplies, prices, and where they will obtain the merchandise. This could be a car wash where the student would take flyers around to the faculty and staff and set up appointments for their cars to be washed. It could be a jewelry design business where the student makes jewelry and sells it ready made. It could be a smoothie booth.

We work on these products and services for about a month and then two weeks before Entrepreneurship Week, we promote our Market Day. On the day designated as Market Day, the students put up tables, decorate them, hang their posters, hand out business cards, and sell their products and services. They have to work together, plan, research what the students, faculty, and staff would like to have, develop and/or make their product or service, and keep good records. I don't have a budget that allows much money for each student so this is really on a small scale.

This activity has been accepted well by both the sellers and the buyers. It gives the students a small look at deciding on a business, preparing for a business, running a business, working with products and money, and keeping good records in order to pay off bills and earn a profit.

**MARKET A GOLF RESORT
(PAIRS PROJECT)**

1. DESIGN AND CREATE A COMPANY NAME, LOGO, MOTTO
2. RESEARCH COMPETING RESORT RATES (AT LEAST 10)
3. DETERMINE YOUR RATE SCHEDULE TO INCLUDE SEASONAL RATES.
4. RESEARCH COMPETITIVE GOLF GREEN, AND CART FEES, AND DEVELOP YOURS. INCLUDE SEASONALITY, WEEKEND, HOLIDAY, AND MEMBERSHIPS.
5. SUMMARIZE THE OFFERING FROM THE THREE TYPES OF RESTAURANTS.
6. DETERMINE SPA SERVICES, HOURS, AND RATES.
7. DESIGN WEEKEND AND THREE DAY GOLF PACKAGES.
8. WRITE A WELCOME LETTER TO CUSTOMERS.
9. DESIGN A GUEST SURVEY FOR THEIR DEPARTURE AND AN INCENTIVE FOR THEM TO COMPLETE.
10. WRITE A MISSION STATEMENT FOR YOUR RESORT BUSINESS.

Marketing a Service

This activity reinforces understanding and differentiation of the 4 I's of service: Intangibility, Inconsistency, Inventory, and Inseparability. Students compete against each other in groups of 2 incorporating creative movement to reinforce learning. This activity requires an area of about 12 ft. x 12 ft.

Detailed Description and Directions for the activity:

Step 1: Write Intangibility, Inconsistency, Inventory, and Inseparability on each of the four pieces of paper (or print attached copies). Place the four sheets of paper about 6-8 feet away from each other on the floor in the shape of a diamond with the writing facing inward. I actually set this up in front of the students to stimulate interest.

Step 2: Tell the students you're going to compete against each other to reinforce understanding of the 4 I's of service. Then, ask 2 students to stand in the middle of the diamond. Read the following instructions: Listen to the phrase. Go stand on the correct "I" of service. Demonstrate, if necessary the correct answer and behavior. (At first the students are a little confused, but they catch on by the third phrase.)

Step 3: Begin Read through all of the phrases, correcting "wrong" movements as they happen. Invariably the students will move to different squares. This is when the student "audience" can help determine which student moved correctly.

Step 4: Determine winner. I usually ask my audience to decide. The "winner" picks a treat. The "non-winner" goes to the back of the line to try the creative movement exercise again. Repeat the exercise until all students have tried, or until all students have mastered the differences. (I found they quickly memorized the list of definitions, so I began mixing them up.)

Suggestions for Evaluation/Grading/Assessment for this activity:
I use this activity strictly to reinforce learning.

Instructions to students: Start in the middle of the circle. As you hear each phrase, move to the "I" which correctly matched. The 'winner' gets to choose something from the treasure box. The 'non-winner' needs more practice; thus please get back in line to play again.

Reminder to instructor: mix up the order each time while reading so the students do not fall into a pattern instead of learning the differences

Cost of paying a person while not working
(Inventory)

Consumer cannot separate the deliverer of the service from the service itself
(Inseparability)

Quality changes because people perform differently
(Inconsistency)

Services cannot be held, touched, or seen prior to purchase decisions
(Intangibility)

Variability in quality of services due to variability in people who deliver services
(Inconsistency)

Services are a performance, not an object
(Intangibility)

Cost of maintaining the ability to deliver a service
(Inventory)

Services are difficult to separate from deliverer (In-
separability)

Marketing objective is to show benefits of using the service and make them tangible
(Intangibility)

Marketing objective is to reduce inconsistency through standardization
(Inconsistency)

Marketing objective is to match the correct amount of face-to-face interaction (Inseparability)

Marketing objective is to balance waiting time (Inventory)

Inconsistency

Inseparability

Inventory

Intangibility

Creative Candy Product

WARM-UP

List a dozen business or product names you think are clever or especially like:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

How did these names come to be? Can you give the origin of any of these names?

CHALLENGE:

You and your team have 20-30 minutes to create a new candy bar or box. Use the bar or box you are given as a template for your new candy wrapper.

Give your candy a name.

Design a snappy-looking wrapper.

Include a list of ingredients and the weight.

What else might you include?

Work together to come up with a commercial; 45-60 seconds.

PRODUCT:

When time is up, your team will be asked to present your commercial "selling" your new candy product.

Include the basics of a good commercial:

- What's for sale
- Why the consumer should buy this candy
- WIIFM- What's in it for me? Why should I buy YOUR candy bar?

(feel free to exaggerate the powers of your bar!)

Marketing Plan Project

Note to teacher...

The following are handouts and grading sheets that I have used with my students to develop their own marketing plans for a business that they create.

First they decide on a business type, name, mission statement, etc. Then they determine their location and facilities. After they have decided on their target market, they have to create a marketing plan with objectives and how they will carry those out. Finally, they have to come up with a sales strategy.

I have included pretty specific format instructions for the report that can be adjusted as desired. I give a copy of the actual grading sheet to the students to use when creating their reports.

After they have completed the report, they create a PowerPoint to present their business and marketing plan to the class.

Objective: Create a marketing plan for a business that you create.

Choose a business to start. You decide the type of business, the name, the location and all marketing associated with the business.

Using the following outline, write a short report answering all of the questions. After the information is compiled and the report is complete, a presentation will be developed to summarize and present the information to the class.

Marketing Plan Report Outline

Company Description

- Company Type/Name

- Company Mission Statement

Operations

- Company Location

- Business Facility Described (Building Plans)

Target Market

- Target Market Defined (Who are you selling to? Age, Economic, Cultural)

 - Reference: BizFacts 1013 and 1018*

- Market Patterns (Why are you selling this product?)

 - Reference: BizFacts 4501

Marketing Plan**

- Marketing Objectives

- Key Message (Slogan)

- Advertising (Radio, newspaper, magazines, tv, etc)

Sales Strategy**

- Sales Procedures Defined (How will you sell this product?)

 - Reference: BizFacts 1018, 1009 and 6002

*<http://asbdc.ualr.edu/> This site is where you will find the BizFacts listed on the outline.

**Elaborate on these in your report.

Marketing Plan Report Format Guide

Item	Details	Points
Cover (Publisher document)	Page Border Name of Business-Marketing Plan Student Name Logo Slogan Marketing Mrs. Laird	15
Table of Contents (Word)	Table of Contents Title Section Headings Subheadings Page Numbers (with leader tabs)	15
Header (on Marketing Plan document)	Company Name Logo Ruled Line	5
Footer	Student Name (Left aligned at left margin) Page Number (right aligned at right margin)	5
Headings and Subheadings	Change Font Emphasis through color, style or size change Body text must use Times New Roman, black, 12 pt, regular	10
Spacing	Use 1.5 inch top margin and 1 inch on bottom margin Use 1.25 inch side margins Double space between all headings and paragraphs	5
Graphics	Insert appropriate photos representing business for various sections Must incorporate each of the following: Table Organization Chart or Bar/pie graph	25
Report Content	Subtract 2 points per error	50
	Total	130

Marketing Marketing Plan Presentation

•Present your **original, unique** marketing plan to the class with a PowerPoint presentation. Use the information from your report for the presentation.

•**Each slide should contain one or more graphic elements (picture, clip art, borders, WordArt, etc) AND be appealing AND professional.**

•No paragraphs! Use bullets to emphasize text. Use custom animation so each item can be brought on the slide as discussed.

Slide 1—Title

- Business name
- Slogan
- Your name

Slide 2—Company Description

- Company Mission Statement
- Brief description of what your business will do

Slide 3—Operations

- Company location
- Business facility information

Slide 4—Target Market

- Who is your target market?
- Why are you selling your product?

Slide 5—Marketing Plan

- Marketing Objectives
- Slogan
- Advertising

* If this slide has too much information, you may use two.

Slide 6—Sales Strategy

- How will you sell this product?

Slide 7—Conclusion

- Leave viewers with a positive feeling about how you are marketing your business.

Marketing Marketing Plan Presentation Format Guide

Item	Details	Points
Slide 1—Title	Business name Slogan Student name Appealing/Professional Good use of animation/features	6
Slide 2—Company Description	Company Mission Statement Description of business Appealing/Professional Good use of animation/features	6
Slide 3—Operations	Company location Business facility information Appealing/Professional Good use of animation/features	6
Slide 4—Target Market	Who is your target market? Why are you selling this product?	6
Slide 5—Marketing Plan	Marketing Objectives Slogan Advertising Appealing/Professional Good use of animation/features	6
Slide 6—Sales Strategy	How will you sell this product? Appealing/Professional Good use of animation/features	6
Slide 7—Conclusion	Properly concludes presentation Appealing/Professional Good use of animation/features	6
Presentation	Slide show “presented”	15
Grading sheet	Original sheet handed in	3
	Total	60

Marketing Mini Projects

This project is short, easy and can be done in a couple of class periods.

- Students will break into groups of three or four
- Each group will select one or two students to talk about their project
- If you have an artistic member may draw an ad or logo for your product

Give the students choices such as:

1. Will market cereal
2. Will market a coffee shop for teenagers
3. Will market flip-flops for children in age groups 3-12, 12-18
4. Market a new locally owned restaurant
5. Market a CD of a band including students from your school

Once the groups make their choice let them go to work. Provide markers, overheads etc so they can present the plan to the class.

Their plan should include

Target group or groups

Plans for marketing the product—media, handouts, advertisements etc

A logo or name for their product

This is usually a fun, easy project that will get all involved. I usually use it after Chapter 1 or 2.

Marketing Research-Survey

Objective: You and your team of (1-3 students) have been hired by a local company to develop a market survey and conduct research. You will need to develop a strategic plan to implement, expand, or improve the existing level of social responsibility for this company. Your team will survey the company's customers and potential customers, analyze the results of the survey, and make a presentation to the company's Chief Executive Officer (teacher) outlining your strategic plan. Your plan will have two components: a written paper and an oral presentation. See the DECA website for specifications regarding both of these. Your paper and presentation may be submitted to the DECA State Leadership Conference for competition in March. The two components will determine your Midterm Exam grade.

Process:

1. Define social responsibility
2. Determine which local business you will research
3. Contact the store manager or owner for information/interview
4. Research the company-internet and traditional research
5. Design a survey to identify the current level of social responsibility and its importance.
6. Conduct the market research, you must survey at least 25 customers
7. Prepare a strategic plan based on the research
8. Prepare your 30 page (maximum) research paper
9. Present your findings to the teacher in a role play situation

Resources:

[Marketing Essentials](#) textbook
www.deca.org
www.cocacola.com
www.target.com
www.ukrops.com
www.sirresearch.com

Marketing Utilities – Egg Project

Names _____

You will be given an “egg”. You are to make this egg into a product that would provide usefulness to consumers and meet their wants and needs. Do the following for your egg.

Description of the product you have designed:

Description of your Target Market:

Why will your Target Market want this product?

Slogan:

Brand Name:

How does this Brand Name relate to the image of the product?

Sketch of your Logo:

How will this product provide:

Form Utility:

Place Utility:

Time Utility:

Possession Utility:

What information will you be putting on your products packaging?

How much did it cost to mail?



MIM-Professional Sports-Mini-Project

What does it take to attract a professional sports team?

1. Choose a professional sport.
2. Research a city that DOES NOT have a team in that sport.
 - a. What does the city have to offer?
 - i. Other entertainment?
 - ii. Tourist attractions?
 - iii. Museums?
 - iv. Fine Dining?
 - v. Miscellaneous attractions?
 - vi. What else does the city have to offer?
 - b. What are the city's demographics?
 - i. Will the community support the type of team you chose?
 1. How do you know this?
 2. What does your research tell you?
 - ii. Is there room to build a stadium/arena?
 - c. What other kinds of business could be generated with the addition of this team?
 - d. What else can you describe about this city that makes it an ideal place for a team?
3. Costing information
 - a. What is the typical cost for the stadium/arena you propose?
 1. What would it cost to build a new stadium/arena or remodel an existing one?
 2. Where should it be located?
4. Proposal
 - a. Write a general proposal to the city council (in the form of a letter) that describes why this city is ideal for a new professional sports team.
 - i. The letter should be addressed to the mayor and the city council of the city you choose

You will turn in:

1. Your written proposal (letter to the city council)
2. All supporting documentation (maps, spreadsheets, examples, etc)
3. You will need to document all the websites you visit and add them to a "Works Consulted" page.
4. You may create a poster or a PowerPoint presentation; however, it is fine for you to assemble all your documentation in Word, print it out and turn in a packet rather than a poster or a presentation.

MIM Research Project PRODUCT PLAN - MARKETING RESEARCH

In your groups, you will develop a food product that is not currently available in stores. Be creative. You will conduct a Marketing Research survey following the 5 steps of Marketing Research. The survey will be planned, implemented and included in your overall product plan.

Group Names _____

New Product, Business _____

STEP 1

____ / 3 Write up a goal statement for the specific problem. (measurable, attainable, apply to the situation)

____ / 9 List at least three specific objectives that you will do in order to accomplish your goal.

Product Plan - Marketing Research

STEP 2

Develop the following plan for your research:

____ / 5 Who will we ask?

____ / 5 How will we ask?

____ / 5 When will we ask?

_____ / 15 What will we ask? Generate appropriate survey questions that will help you accomplish your objectives. You should start with two or three qualifying questions, then proceed with the body of the survey. Total number of questions should be 12 - 15.

Turn in first draft for approval DUE _____ /20 pts

Turn in second draft for approval DUE _____ /30 pts

After I have approved your survey, you will type it and make 10 copies for each group member.

Typed surveys DUE _____ / 30 pts

The surveys should be conducted equally by everyone in your group. Have respondents complete each survey. Make sure the name of the new product and company are on the top of each one for tracking purposes.

Completed surveys DUE _____ / 30 pts

Product Plan - Marketing Research
STEP 3

Compile your findings in the following fashion.

_____ / 20 Tally the results of each question on a blank survey form. Staple all surveys together and keep in someone's Payroll folder for reference.

Due by _____

For each question, your group should discuss and write a rough draft of the following.

___ / 1 pt each - What conclusions can you draw from the question results?

___ / 1 pt each - What recommendations can you make from these results?

___ / 1 pt each - Is there something you could of done differently to obtain more applicable data?

___ / 1 pt each - Decide how each question results could best be graphed. Divide questions to use equal amounts of pie, bar, and line graphs.

(Indicate on tally sheet which type of graph will be used for each question.)

Due by _____

Product Plan - Marketing Research STEP 4

As a group, decide how you will assemble this information into the following project presentation form. Must be typed & professional.

___/ 10 Title Page:
___ / 1 Title of project
___ / 1 Date
___ / 2 Group members' names
___ / 6 Appropriate Graphic

___/ 20 Introduction:
___ / 5 Goals and objectives of this research
___ / 15 Outline the steps of the project from start to finish, including division of duties, time line, etc.

___ / 15 each: Each survey question should have its own page including:
___/2 The question
___/7 Graph
___/3 Results tally
___/3 Conclusion

____ / 35 Write a summary/conclusion of entire project stating the following:

____/ 25 As the research and development team, write a recommendation based on your findings, to the R & D Director.

Write a reflection to me about your project

____/ 5 What problems did you run into?

____/ 5 What should you have done differently?

____ / 10 Assemble your report in the following order:

1. Title page
2. Introduction
3. Individual question pages
4. Summary/Conclusion page
5. Notebook page with draft of recommendations (from group discussion)
6. Tally copy of survey

Put items together in a binder. Be creative, because presentation counts!

Finished project DUE _____

Marketing II Product Plan Group Project Evaluation

Group Members _____

New product name, Company _____

1. Which part of this project did you find the most interesting? Why?

2. What problems did you encounter working as a team?

3. How could your team have solved these problems?

4. Are these the same types of problems you might run into on the job?
Why or why not?

5. Which part of the project did you dislike? Why?

6. What would you change about this learning experience?

7. On a scale of 1 - 4, rate each of the other group members' performance, including yourself. (1 is highest, 4 is lowest)

Name _____ Rating _____

Name _____ Rating _____

Name _____ Rating _____

Name _____ Rating _____

Comments:

Newspaper Advertising Project

Name _____

We have discussed all of the important elements of newspaper advertisements. Now it is your turn to apply what we have learned.

Please prepare an original Sunday newspaper weekly ad for one of the following stores: Younkers, Elder Beerman, Target, Kmart, Home Depot, Menards, Michael's, or JoAnn Fabrics.

You must include eight different product lines, for example: Target has clothing for women, men, kids, and baby, as well as home, bed & bath, furniture, garden, sports, toys, electronics, and entertainment. Each product line should include at least six items on sale that week. For each product, include a picture and very brief copy. Put all together in one ad weekly so that it has a front cover, two-page center spread, and a back cover.

Scoring Rubric...This is your COVER SHEET.

Ad has a clean, uncluttered look with appropriate white space.	5	4	3	2	1	0
Compelling headline that attracts attention... maybe think of a seasonal theme?			3	2	1	0
Eight product lines, with title to show the product areas	8	6	4	2	1	0
Six items per product line, with picture of each product and brief copy for each product	30	26	20	14	8	0
Signature is visible and distinctive with the company logo or slogan, as well as store information			3	2	1	0

***Points will be taken off for spelling or grammar errors.

TOTAL: _____ / 49 Points

OUT OF THE BOX FACTORY

DIRECTIONS

Number students off from one to ten

Give each group \$1 of fake money

Students must spend the \$1 to buy items in the "Out of the Box Factory"

- 10¢ feather
- 10¢ pipe cleaners
- 10¢ blue pens
- 10¢ puffy balls
- 10¢ clothes pins
- 10¢ red pens
- 10¢ yarn
- 10¢ buttons
- 10¢ erasers
- 10¢ eyes
- 10¢ anything really

Students spend the \$1 to buy items "Out of the Box" and create a product using the attached "Basic Business Plan".

The "out of the box" factory

Work in teams of 2-4 members with each team given a \$1.00 limit for "purchasing" productive resources. Each team must create a product or products, complete the simplified business plan and design an ad or commercial with a 45 minute time period. Teams need not spend the entire \$1.00. At the end of the 45 minutes, teams must present their ads or commercials.

THE BASIC BUSINESS PLAN

1. The first basic economic question: WHAT TO PRODUCE

PRODUCT DESCRIPTION:

(Be specific! Your words should enable us to visualize your product).

UNIQUE SELLING POINT (What makes this product different from the COMPETITION? Tell what is special about your product. Price alone may not make a product unique.)

CATCHY OR CLEVER NAME for your product

2. The second basic economic question: FOR WHOM TO PRODUCE

TARGET MARKET (Be specific! Who would buy your product? Think of the demographics: age, sex, race, economic status, location.)

Is there a SPECIAL NICHE for your product?

3. The third basic economic question: HOW TO PRODUCE

What Capital goods (tools and equipment) were used to produce the product?

Who provided the LABOR?

If you were going into business and produce the product in quantity, where would you get your financing?

4 DESIGN AN AD OR A COMMERCIAL
Make sure you tell

1. What is for sale
2. Why the consumer should buy the product/what is unique about the product
3. Where to buy the product
4. The selling price

Personal Selling at Its Best (and NOT!)

Students are put in pairs. Each pair draws a slip of paper that describes a selling activity (ex. Selling new tires to a working mother). The pair then must act out the scenario using all the steps of the selling process. For fun they can also act out a poor example.

I usually give the students 15 minutes to prepare their "skit/presentation" and then each enactment takes about 5 minutes with discussion after each scene.

After several days of teaching the steps in Personal Selling (1. Prospecting; 2. Approaches; 3. Determining Customer Needs; 4. Presenting/Demonstrating the Product; 5. Handling Customer Objections; 6. Closing the Sale; 7. Suggestion Selling; 8 Follow Up;) I divide the class into pairs. I do this by having them draw out slips of paper that have pairs such as Anthony & Cleopatra; Salt & Pepper; Hair & Shampoo; etc. Once the students are in pairs I give each partnership the following instructions (I explain it as well as give it to them on a handout)

Your team is to present a good way to make a sale and a poor way to make a sale. You must demonstrate all the steps in the selling process. You must handle at least 2 objections. At the bottom of this paper list the 8 steps and briefly explain how your team illustrated each step in your skit.

The kids have a great time (especially acting out the "bad" sales person). It also helps some of the shy students to overcome their fears of being in front of the group.

Some of the selling scenarios I use are:

Athletic shoes to a high school student
Scented hand cream to an elderly lady
Leather briefcase to a young business executive
New tires to a working mother
New computer system to a small restaurant owner
Diamond engagement ring to a young college student
Car insurance to a father with a teenager about to get a driving license
A baby gift for a friend who just had a baby (customer is a single person with no kids)
Lawn mower for a new home owner
Television set for a mother with small children
Baby-sitting service for a mother with a 6 year old and 8 year old
Window cleaning service for a restaurant owner
Television satellite system for a retired couple
Alaskan cruise for a retired couple
Landscaping service for a hospital that is being remodeled or expanded
Gym registration/membership for an out of shape, working, middle age parent

Plan a Spring Break

You have time off for a break from classes—a school week—Monday through Friday. So that allows you to travel on the weekends. Find realistic prices, sure, but go somewhere you would dream about—even though you know the \$ isn't realistically there.

View the following websites to find your information.

www.mapquest.com

www.collegespringbreak.com

www.springbreak.com

www.studentexpress.com

www.travel.discovery.com

You can also use various websites for planes, busses, hotels, and restaurants to find your prices. You might contact travel agencies too.

Items B – I 40 points

In a Word document, set up a brief report formatted WITH THE following information.

List the websites and sources of information along with each section. Print out source website pages and LABEL EVERYTHING.

B. Destination: _____

Miles round trip: _____

C. Mode of transportation: choose only one major one (you may need taxi, etc) and be specific.

(example Southwest Airlines, etc.)

car ? _____ gas price per gallon X miles = \$ _____

Bus? _____ ticket price \$ _____

Train? _____ ticket price \$ _____

Plane? _____ ticket price \$ _____

Leave from what city? _____ Taxi needed? \$ _____

Total transportation costs: \$ _____

Just find out and dream!!!!!! _____

friend/relative?

hotel?

camping?

of nights _____ X cost per night _____ = total \$ _____

E. Meals:

buy food?

restaurants? Which ones? Menus? Websites?

snacks?

List specific places where you would like to eat and list on itinerary.

Breakfast approximate cost \$_____ X # of days = \$_____

Lunch approximate cost \$_____ X # of days = \$_____

Dinner approximate cost \$_____ X # of days=\$_____

Snacks (well, do you snack a lot?) \$_____

Grand total: \$

F. Attractions you plan to visit: Is a ticket required? Cost?_____

1.

2.

G. Souvenirs you would like to buy: try to show pictures or get brochures or print from online.

1. _____ \$ _____

2. _____ \$ _____

Total: \$

H. If driving, what company is your car insurance? _____ Research insurance companies and show website price proof....same with health insurance.

I. What company is your health insurance? _____

J. 20 points Make a colorful, creative, neatly-done poster or brochure about your destination.

K. 10 points Fill out or make a similar following itinerary table: (include travel time) Or do a written itinerary. (do a search for itinerary format)

Date	Activity	Times	Place	Cost
------	----------	-------	-------	------

M. 10 points Total price of sections C,D,E,F,G, is \$_____

10 points for quality and neatness

10 points for following directions

TOTAL 100 POINTS

PLAN A SUPERBOWL PROMOTION

A Group Project for Sports Marketing

1. Separate into groups of 3 or less!
2. Read the attached "Plan a Super Bowl Promotion" and pretend you are a group of marketing executives with ZAZZ Sports Marketing Company.
3. Choose a client; either Crystal Airlines or J.T. Burgers.
4. Prepare a written (typed) report on the "Suggested Promotional Mix" portion only (*). Fully explain:
 - a. Description and rational of your promotion.
 - b. Rationale of advertising media
 - c. Rationale of product packaging
 - d. Rationale of Display program
 - e. Five ideas to obtain free publicity.
5. Prepare sample drawings of Ads, Packaging, and Displays.
6. Prepare a detailed Promotional Calendar.
7. Prepare a detailed Promotional Budget.
8. Your grade will be determined as follows:

TASK POINTS AVAILABLE

Clear and rational description of promotion, contest, sweepstakes, etc.	5
Creativity of promotion	10
Advertising media rationale	5
Design sample drawings of Ads	15
Product packaging rationale	5
Design Sample drawings of Packaging	15
In store display sample drawings	15
5 Ideas for getting free Publicity	10
Detailed Promotional Calendar of Events	10
Detailed Promotional Budget	10

TOTAL PROJECT 100

9. Groups can earn up to 10 points extra credit by presenting their project orally to the class in 3-5 minutes in a future class.

Presentation on Technology in Business

Type: Professional Business Report & Power Point Presentation, in pairs or groups of three.

Assignment:

Conduct a formal business meeting using parliamentary procedure.

The class will act as your employees

You and your partner(s) will act as the management of the company

The topic of the meeting will be to introduce new technology into the workplace. Be sure to discuss at least:

- What type of technology
- Its importance in business
- Expectations for usage
- Discuss current computer software that is to be used in your workplace
- How does technology and computer software influence and shape the world of marketing?

Part One: Prepare a written business report stating FACTS that you will use in the meeting. This should basically be a research paper on the use of technology in business. You must have a bibliography for this section with at least two (2) sources and this is to be submitted through www.turnitin.com.

[2 pages (pairs), 3 pages (groups of 3)] - 1.5" spaced) (50 points)

Part Two: Type an outline of what you want to discuss in the meeting and the order in which it is to be discussed. This should be bulleted and easy to read. (About 1 page) (10 points)

Part Three: Create a Power Point presentation to act as a visual representation to what you are discussing. Be sure to include pictures, factual information, as well as a guide to what you want to discuss. Emphasize important points that you want your employees to remember. Be creative! You will be evaluated on both the professionalism of your speaking as well as the actual Power Point presentation. (At least 8 slides) (40 points)

Note: Everyone must participate in the development of the paper as well as the speaking of the presentation. You will evaluate your group members.

Price and Non-Price Competition

Name _____

Visit **two** DIRECT-COMPETITOR retailers web sites. Compare and contrast each store. Answer the following questions.

STORE #1 _____ STORE #2 _____

1) What are the major products that are offered at each store? What brand names are associated with this retailer?

Store #1:

Store #2:

2) What are some of the NON-PRICE factors that are noticed at each store's website, be specific.

Store #1:

Store #2:

3) What products are on sale right now?

Do you think that PRICE factors and SALES are an important part of this stores Marketing Strategy? EXPLAIN your reasons.....

4) In your opinion do you think that PRICE or NON-PRICE competition factors are most critical to the success of a retail store. EXPLAIN.....

Products R US

Overview of Project directions: You are an inventor. Each year Products R US has a trade show in Spotsylvania County for inventors to exhibit their products to the public based on certain marketing trends. The Theme this year is "Products for the Family". The company wants to find products that will help the average American family deal with their fast pace life in a stress free manner. If your product is accepted by Products R US then a cash prize of one million dollars will be awarded for mass productions. Products R US is very exclusive about their selections process and your product must meet industry standards and be appropriate for the current market trends.

Below is the current research for the target market of the average family:

Makes \$55,000 a year

Family usually consists of 4 members

Average age to start a family is 25

Spends \$400 a month on food

Spend \$125 a month on entertainment

Spends 20 hours a week watching TV

Spends 27 hours listening to music/news

Spends 15 hours a week connected to the net

Commutes 40 to 60 minutes each day to work

68% have a two year degree while another 10% have a four year degree

Average two cars in the family

Travels at least once every three years to a vacations spot as a family

Children usually involved in at least one activity per child that requires one night out a week

52% attend church on regular bases

Only 17% of the mothers stay home with their children

A recent focus group done by Products R US produced the following comments from mothers with children ranging in ages of 5 to 14.

I am always on the go... I wished I could be more organized

I just can't find the time to stay current on world events... I can barely get the laundry done

I wish I could just wave my magic wand and the house work all done in a jiffy

I am on the go so much that my children really do not eat right

It is so stressful balancing work and home. There has to be an easier way to get it all done.

Task directions:

Your task is to design a product and the outside package (must fit in a regular shoe box) that fits the target market above. Products R Us will provide all the materials to build your design. You may only use the materials provided. Let your imagination go.... Think outside the box. Solve the problem for the family or create a product that eases their stress.

Grading Sheet for the Project

Product: One Quiz Grade

_____ The product was built with only the material provided	10 points
_____ The product is appropriate for the target market	15 points
_____ The product is well constructed	15 points
_____ The product is appropriate for the theme of the conference	15 points
_____ The team used their time wisely	10 points
_____ The product fits into a regular shoe box	10 points
_____ The product fits securely in the box... no movement when product is handled	10 points
_____ The product is visually appealing	15 points
_____ Overall grade on product: _____	

Outside Package: One Quiz Grade

_____ The outside package explains and promotes the product	10 points
_____ Visually appealing	10 points
_____ Has all the parts of a package (ie: label, upc code, etc.	10 points
_____ Has an appropriate brand name/trade name/trade character	15 points
_____ Placement/Size of the required package parts is appropriate	10 points
_____ Product must be seen (picture or window for product)	10 points
_____ Price is appropriate for target market	5 points
_____ Construction of the package is done well	10 points
_____ The team used their time wisely	10 points
_____ Package is no larger then an average size shoe box	5 points
_____ Package must stand on its own.	5 points

Overall Project Grade – worth two test grades

A) Blending of all the parts of the project	20 points	- max earned _____
B) Is appropriate for target market	20 points	max earned _____
C) Has “WOW” appeal	20 points	max earned _____
D) Had all the Graded parts(complete)	20 points	max earned _____
E) Overall image is clearly understood and seen	20 points	max earned _____

Products R Us Worksheet

Directions: Use this worksheet as a guide to begin your design process.

Step one: Generating ideas

Using the materials provided for you; think about the products currently on the market? Which ones do you like? What is missing from the market? In the space below brainstorm a minimum of three concepts for your new product. (BE SPECIFIC—no points for vague answers)

1.

2

3.

Step Two: Screen ideas:

Discuss your ideas with the other student(s).

1. Which idea is the most viable?

2. Why?

Step three: Developing the Product:

1. Branding a product is very important to the overall success of the product.

Brainstorm three brand names. List below:

a)

b)

c)

2. Select your brand name. Why did you select that name? Why do you think that name will promote the image you hope to create for your product?
3. Create a slogan and write it in the space below that you will use for your product
4. Create a brand mark for you product. Draw below
5. Write a brief detailed description of the product (be sure to include how your selection of the various parts promotes the image of your product)
6. Draw a picture of the product on this piece of paper. Label all the parts of your Parts such as UPC code, brand name, slogan, brand mark, color selection, label information, warning about the product if appropriate, price

PRODUCT PLAN PROJECT

Step 1:

___ / 15 Select a retail or wholesale company that you are familiar with to use for the basis of this project. The company products could be either goods or services. It should be a company you can get information about.
Have your choice approved by the instructor.

DUE _____

Step 2:

___ / 100 Gather information about the company in the following areas.

- A. ___ Name of your chosen product
- B. ___ History of company
- C. ___ Product Mix (different companies/brands they own)
- D. ___ Customer profile
- E. ___ Who is your competition (what company/product)

___ Organizational chart of products (see attached page)

- Include points A thru E in 1 to 2 page report

DUE _____

Organizational Chart of Products

Create an organizational chart of your company's products on poster board

Front Side of Poster

First row of chart:

Name of Parent Company.

Second row of chart:

Name of each of the product lines offered (categories) Minimum 5

Third row of chart:

Directly below each product line You will choose 5 brands in that line.
(Paste the brand logo in this place to represent each brand)

Back Side of Poster

Product Life Cycle

Draw a graph of the product life cycle. Choose one of your product lines and indicate where each of the 5 products are on the life cycle and explain your reasoning.

USA Productivity Research.....

Name _____

Look on the internet and see what information you can find about the following things....

1) What are the three fastest growing occupations in 2005-2006 in the USA.

*

*

*

2) What does the term "Job Discrimination" mean?

3) Describe the "Fair Labor Standards Act of 1938."

4) What does the term "Flextime" mean in the world of work?

5) Fill in this sentence " Work that is more productive is more _____ to businesses."

6) Find and define these different types of unemployment

- a. Frictional
- b. Structural
- c. Cyclical
- d. Seasonal

- 7) What are the three fastest growing jobs in Utah this year?
What is the starting salary for these jobs.

JOB

SALARY

*

*

*

- 7) Wages differ in different parts of the country.....find the "average median family income for these different regions."

NORTHEAST:

MIDWEST:

SOUTH:

WEST:

Program Ad Sales

Students sell ads for various programs and/or tournaments for the Athletic Department. Students go out in the community to promote the activities of the school and to encourage them to support the athletic programs.

Amount of time required (in minutes): 120 minutes (preparation, dividing into groups, making contact list, billing). 350 minutes (ad sales in the community, students are allowed to get out of school for the day to do this)

Detailed Description and Directions for the activity: Students divide into groups of no more than 3. I have the students generate a list of possible contacts in the community. Groups start out with business where they know someone or where they work. Then we brainstorm a list of other businesses in the community that would want to be associated with our school or the tournament. Once the list is developed the businesses are divided among the groups to avoid groups going to the same business. Students then put together packets for the businesses. Packets contain a sample program, ad contract and information sheet. Students write a sales-script and practice before going out in the community. On the day of the ad sales, students are required to dress professionally. Our school allows them to be out of class for the day. Students must report in to the teacher at the end of the day with their sales and contacts made. I require each business to sign off that the student visited the site. I do that to ensure that they are not just running around town. After the "sale" day, students follow-up by phone with prospects. Students are also responsible for making billing and obtaining ad layouts. In addition, students volunteer to sell the programs at the various events.

Ad costs: \$100 Full Page; \$65 ½ page and \$35 ¼ page

The athletic department gives the Marketing Department/DECA the profits from the sale of the ads. In addition, we sell the programs at the events for \$1 and DECA keeps all the profits from selling programs. This is an excellent way to raise money for your club.

Suggestions for Evaluation/Grading/Assessment for this activity:

Students are required to sell a minimum of 3 ads. I have approximately 30-40 students that participate in this project.

Promotion Plan

Students select a local (not franchise) company and will create the promotional plan for that company. As realistic as we can make it. complete with drawings, rough sketches of ads, etc.

Suggestions for Evaluation/Grading/Assessment for this activity: Point system for each promotional element and then a grade on budget, sketches, etc.

My kids love this project...mostly because they can choose the company and
Amount of time required (in minutes): 1 week (give or take)

Students can work in a group and they as a team make up an ad agency name (their name). They select a local company and write a brief history about it (similar to start of ad ad campaign for competition). They then call company and ask for the annual budget in promotion/advertising. This is the rate we use. Our students are to develop a full promotional mix for them in a written report format and have fun trying to change image, ads for this company.

Sports & Entertainment Marketing Promotional Mix Project

Select a Sports and/or Entertainment program at your home high school that you would like to develop a small promotional campaign for, or you could choose to develop a promotional campaign for an event, such as a camp or fundraiser put on by the program. All ideas you come up with must be realistic and actually possible to implement. You do not have to actually carry out these activities for your program you have selected. **Your project must be typed**, and please do not use sheet protectors.

First, think of an **objective** you would have for your promotional campaign and write this out on a piece of paper. Your objective should answer the question, "What do I want to accomplish with this promotional campaign?" Building community awareness of the program, increasing attendance at games/events, and recruiting athletes/participants for your program are all examples of an objective you may have. Keep your objective in mind throughout this project as you complete the activities listed below. The typed document you turn in should begin with your objective and then have the following sub-headings:

ADVERTISING (25pts)

Develop two different forms of advertising that help promote your program and/or event. Some examples could be flyers, posters, school newspaper ads, radio ad to air on school intercom system, promotional video, etc. These are only a few examples and there are many more possibilities that you might come up with. You need to actually create these and include them in your document you turn in. Put everything on 8 1/2 x 11 inch paper, which is standard size paper.

PUBLICITY (25pts)

Write a "news/press release" about your program and/or event that could be sent to various media such as radio stations, newspapers, television stations, etc (see sample), or anyone else that you would want to receive your press release. The content in your news release should give information about your program and/or event. "What would you want to tell others about your program and/or event that could bring publicity to the program/event?"

List one other idea you have in mind in order to gain publicity for your program, and provide some details about the publicity activity you have selected.

SALES PROMOTION (25pts)

Design a display that could be put up somewhere in your home high school, or other location depending on your program, that would promote your program and/or event. You do not have to build the actual life-size display. You need to provide descriptive details about your display (what's in it, what does it look like, etc.), and provide a picture and/or drawing. Describe where in your school and/or community the display will be located, and explain why this display and location(s) are a good idea. Keep your overall objective in mind.

PERSONAL SELLING (25pts)

List at least 3 different personal selling activities you could use to help promote your program/event, and explain why each would be an effective activity. Remember, personal selling is direct communication by a salesperson to potential customers/participants either in person or by telephone.



Promotion – Culminating Project

What is the purpose of this project?

This project will allow you to demonstrate your knowledge and skills in the use of the promotional element of advertising.

What is the situation?

You will be given a product that will be test marketed in your area. You will plan and develop promotions that have the goal of introducing the product to consumers and gaining their acceptance.

How will we do the project?

You will begin by reviewing what it is that makes a promotion effective. Next, you will develop a creative work plan that will focus you upon those things you wish to communicate through your promotions. Third, you will develop print, radio, and television advertisements and in-store promotions. Fourth, you will select appropriate media outlets within a certain budget. Finally, you will present your promotional campaign to the class.

Products and details

(Choose any type of products or services. I have used a theme of cars in the past.)

Ford F150

Cadillac Escalade

BMW550i

Chevrolet Colorado

Mercedes-Benz C

Budget – You will be allotted \$10,000 to use for media. Although extremely important, promotion development costs will not be considered during this project.

Time Frame – You will be allotted one week of class time for this project with daily expectations.

Following are the minimum expectations for each day:

Day 1 – Complete activities 1 and 2

Day 2 – Complete activity 3 and begin rough sketches of ads based on the concept developed

Day 3 – Rough sketches completed; explanations written
Day 4 – Final copies of ads and explanation; media buy choices
Day 5 – Presentation

How will I be evaluated?

You will be given daily checks for meeting daily requirements. The attached evaluation form includes the criteria by which your final project will be evaluated.

Task	Possible Points	Points Earned
Daily expectations met	50	
Checklist for good ad applied to: Print Ad Radio Ad TV Ad Direct Mail Ad (Must complete three of four)	20 X 3 ads	
Media choices are appropriate for target audience	25	
Promotional plan stays within budget	25	
Effective group process was used to complete project	10	
Project demonstrates creative thought	10	
Project packaging is neat and attractive	20	
<u>TOTAL POINTS</u>	200	

Media Prices

Newspaper –

\$35.00 per column inch

Radio –

\$50.00 per 30 second spot

Television –

\$1,500 per 30 second spot prime time

\$500 per 30 second spot daytime

\$750 per 30 second spot late night

Direct mail –

\$300 per thousand for individual flyer

IT UP – ACTIVITY #1 ADS, ADS, AND MORE ADS

Creating print ads is fun, but it's also a lot of work. Some of the best ads are developed by creative teams at ad agencies. Form a creative team with two or three other students. Your team will research a product, generate the ideas on which the ad will be based; write copy, or the verbal elements of the ad; and develop art, or the visual elements of the ad. Write the name of your ad agency on the line with individual member names underneath.

Advertising Agency

Member Names

What makes a good ad?

One of the best ways to learn how to develop a print ad is to study magazine ads. At home, gather as many magazine ads as possible. The ads can be from products you use regularly, or they can simply be ads that caught your eye. Meet with your creative team and talk about the ads. Pick the three most effective ads. Then use those ads to complete the following chart.

Product Name	Product slogan, or catchy phrase	Main idea, or point the ad is making	Product attributes, or selling point	What makes the ad so effective?

Facts and Opinions

Ads usually contain facts and opinions about products. You need to know how to distinguish a fact from an opinion. Carefully read the ads your creative team has collected. Then decide whether each of those ads is giving you facts or opinions. List the facts and opinion in the chart below.

A fact is a thing that has actually happened or is true; an opinion is a belief not based on absolute certainty or positive knowledge but on what seems true, value, or probable to one's own mind.

Product Name	Facts	Opinions

AD IT UP – ACTIVITY #2

AD ACTION

Advertising Agency

What makes a good ad?

Simply put, a good ad sells a product. An ad presents a logical or emotional selling argument that convinces consumers that a product is best suited to their needs. A person who writes ads is called a **copywriter**. Before a copywriter can write any copy, though, the advertising agency and the client must establish a creative plan. The creative plan is a road map for the copywriter to use to create an ad that sells a product. Complete the creative plan for an ad for your product. The creative plan will help you define the product's benefits, figure out who is going to buy the product, and why they need the product instead of another similar product. In advertising, that's called a **Unique Selling Proposition (USP)**.

Creative Plan

1. What brands is the product competing against? _____

2. What does your product offer that other similar products do not? _____

3. What are the competitors' weaknesses? _____

4. Describe the consumer you are targeting. _____

5. List all the attributes of your product. _____

6. Which of those attributes are most important? Why? _____

7. Do you want to change the consumer's attitude toward your product? If yes, how will your ad do this?

8. What is your USP? (Determine the USP by completing this sentence: Buy this product, because it is the only one that...) _____

9. How can you convince consumers to believe the USP or the promise of the product?

AD IT UP – ACTIVITY #3
BEAT THE COMPETITION

Advertising Agency

Now that you know the key messages of your product ad, you can begin to brainstorm creative ways to communicate the key messages, your USP, and the visuals. Remember the art and copy must capture the attention of your target audience. Write your best ideas in the spaces below.

List the attributes, or facts, about your product that you'll include in the ad.

List the opinions, if any, about your product that you'll include in the ad.

Write the slogan, or catchy phrase that you'll use.

Write the copy as it will appear in the ad.

Checklist for a good ad

Now that you've written the ad, it's time to make it even better. Use this checklist to make sure your ad is effective. Rewrite the ad if you need to.

1. Does the ad reflect the points in the creative plan? Yes ____ No ____
2. Does the ad communicate a benefit to the consumer? Yes ____ No ____
3. Is the benefit being communicated clearly? Yes ____ No ____
4. Is the ad persuasive? Yes ____ No ____
5. Does the ad stop consumers and grab their attention? Yes ____ No ____
6. Is the ad appealing? Yes ____ No ____
7. Is this ad unique? Yes ____ No ____
8. Did you trim the fat and cut out the unnecessary words? Yes ____ No ____
9. Do the visual and verbal elements work together to make a single message?
Yes ____ No ____

Promotion-Web Quest

Doing Your Own Thing A Web Quest for Marketing

INTRODUCTION

You are part of a advertising team of a small advertising firm in Charlotte, North Carolina. A large company has approached your team about developing an advertising program for one of their hair shampoo products which is to be a teen focused "thing". Your team is excited about the chance to create a advertising campaign for a major company. Your team agrees to take the job. Your client has never targeted the teen market and selected your firm because your team is made of young people who are in their early twenties and may be able to relate to teenagers.

THE TASK

After reading and studying advertising and media persuasion you will design a advertising campaign for the large company's hair shampoo. Your advertising campaign should include the following:

- A story board of two different 1minute commercials
- Two print ads for the product.
- A Power point presentation explaining why you chose to develop this campaign, your target audience, the rationale for your advertising appeals, the actual campaign and a persuasive explanation as to why you feel this campaign will generate sales.

THE PROCESS

1. Working in groups you will be given an assignment in the hair shampoo industry for research.
2. You will research the industry on the web with your group.
3. You will put together a Power Point presentation using the tasks above as your guide to find the necessary information.
4. When your Power Point is completed you will write an executive summary of your findings.
5. Your group will present your findings to the class using your Power point presentation.

Your team will begin visiting the following web sites to gather information, pool your knowledge and collaborate by sharing your thoughts and insights. Each team member should keep notes in a learning journal. Each team member should think of a name for the shampoo and develop the product for teens that either fulfills a need or that you can make into a need. In other words your team can do its "own thing".

RESOURCES

Visit these links to various advertising sites. After visiting the site, write a short 200+ word evaluation of each site. In your evaluation, consider the following questions:

- What did you learn from each site you visited?
- What did you react to? What made you angry?
- What surprised you?
- How have you been persuaded by the techniques demonstrated on this site?
- How can you use these techniques or this knowledge?
- How valid is the information presented in this site? Does the site developer potentially have a bias?

Each of these sites should add to your knowledge about advertising. Pay careful attention! You might surprise yourself and learn something very important.

<http://www.yale.edu/socdept/slc/ad/advertis.htm>

<http://www.smartbiz.com/article/articleview/392/1/4/>

<http://sanfrancisco.bizjournals.com/sanfrancisco/stories/1997/08/04/smallb3.html>

<http://www.toymuseum.com/>

www.adage.com

<http://advertising.utexas.edu/research/law/>

<http://www.business.com/>

<http://www.charlotte.bizjournals.com/article/articleview/392/1/4/>

<http://sanfrancisco.bizjournals.com/sanfrancisco/stories/1997/08/04/smallb3.html>

<http://www.toymuseum.com/>

www.adage.com

<http://advertising.utexas.edu/research/law/>

<http://www.business.com/>

<http://www.charlotte.bizjournals.com>

EVALUATION

Your team's work will be evaluated using this rubric.

Presentation Parts	4	3	2	1	Score
Project (Story Boards, print ads, Power point)	A presentation has been created that clearly and completely outlines the project. The presentation shows evidence of editing and revision.	A presentation has been created that effectively outlines the project. The presentation shows evidence of editing and revision.	A presentation has been created that outlines the project. The presentation shows some evidence of editing and revision.	A presentation has been created that somewhat outlines the project. The presentation shows little evidence of editing and revision.	
Appearance	The presentation is colorful and appealing to viewers. Attention has been paid to fine details to enhance the project's appearance.	The presentation is colorful and appealing to viewers. Some attention has been paid to fine details to enhance the project's appearance.	The presentation is somewhat colorful and appealing to viewers. Little attention has been paid to fine details to enhance the project's appearance.	Little effort has been made to make the presentation colorful and appealing to viewers. No attention has been given to fine details to enhance the project.	
Graphics	The project contains high quality and carefully chosen graphics that enhance the presentation.	The projects contains graphics that enhance the presentation.	The project contains a few graphics that do little to enhance the presentation.	The project contains few graphics that are of poor quality and do little to enhance the presentation.	
Mechanics and Spelling	There are no mistakes in mechanics and/or spelling.	There are only one or two mistakes on mechanics and/or spelling.	There are several mistakes in mechanics and or/ spelling.	There are many mistakes in mechanics and or/spelling.	
Content	The presentation is a clear and complete advertisement. There is ample use of persuasive techniques.	The presentation is a fairly clear and complete advertisement. There is good use of persuasive techniques.	The presentation is a good advertisement but it does not clearly show use of persuasive techniques.	The presentation is a good advertisement but it shows little use of persuasive techniques.	

CONCLUSION

Congratulations! I hope you now have a better understanding of what is advertising, how it is used and how you can use technology to gather information. I look forward to calling on your team on the next project.

Real Estate Promotion

INTEROFFICE MEMORANDUM

TO: MARKETING STUDENTS

FROM:

SUBJECT: REAL ESTATE PROMOTION PROJECT – SPECIFICATIONS <<THEY WILL DO SOME BASIC INQUIRY ON PROMOTION, ASSUME THE ROLE OF THE REALTOR IN GATHERING COMPARABLE SALES INFORMATION FOR A SUGGESTED LISTING PRICE, CREATE A SALES BROCHURE FOR OPEN HOUSES AND OUTDOOR PLACEMENT AND A SIGN FOR THEIR COMPANY AND END WITH A FULL BLOWN REALTOR SALES PRESENTATION>>

DATE: 3/28/2007

CC:

1. Analyze provided Homes magazine (10 pts)
 - **Find ten promotional details and be prepared to share (etc. creative, techniques, focus, slogans)** <<Or comparable free magazine of local homes>>
2. In computer lab locate the property you wish to promote (Promotion folder on desktop)
 - <<Front pictures of properties from realtor sites>>
 - **Each student will have a different property**
 - **CONTEST!! Choose Ian Leonard's house and get 10 points of extra credit to be applied** <<Optional... this was a famous weatherman>>
3. Locate a property through online service (10 pts)
 - www.co.black-hawk.ia.us/depts/bhentry.htm <<Only larger population counties may have this technology>>
 - **Locate your property by typing in the address and jotting down key details (Square foot area, number of bedrooms, number of bathrooms, etc.) DON'T PRINT**
 - **Look at the pictures of the property**
 - **Look at the Aerial Photos of this property (scroll down in center of screen)**
 - **With the key details use the 3. Sales dropdown to find the sales price of similar properties (approximately 3) and average price**
 - **Add roughly 5% to this price to obtain your sales price**
4. Construct your Sales Brochure in Word (50 pts)
 - **Save as "Sales Brochure" in your student area on H: drive** <<Word or drawing program with the emphasis on creativity>>

- **Right click and copy and paste picture**
 - **Be creative but professional**
 - **Create a slogan that represents you as a Realtor**
 - **COMPETITION!! The best three will receive 30, 25 and 20 points of extra credit respectively and be applied to the Class Work category**
5. Create a sign for your fictitious real estate company (15 pts)
- **Colors and graphics** <<Word or drawing program with the emphasis on creativity>>
6. Role play to class your sales presentation to a prospect client (whole class in this situation) (15 pts)
- **5 minutes or less (approximately two days to complete for class)**
 - **Videotaped** <<They role play that they are the realtor during the sales presentation. They show that they have done the research on suggested listing prices, prepared a tentative open house brochure and convince them that their personal traits and their firm are the company to go with>>

Research Project

The Big Kahuna Assignment

Pick a group of 3 members.

You are to select a category, research it, and write a small paper about your topic (2 pages, doubled spaces.)

Give a small 5 minute presentation, (using power point). Each member must participate for you to receive full credit.

The categories are as follows.

1. Travel and tourism
2. Recreational sports
3. The entertainment business
4. The sports industry

Your group will be assigned one topic. You should research as much about the category and tell us things like.

History of the topic / how much revenue do you think is spent / what kind of person participates in that activity / and just about anything you can think of. You are free to educate the rest of the class on the topic.

RULES: You must be professional in your presentation and consider quantity in your work at all times. 1/2 a day to create the paper and One day to research and create the PowerPoint presentation. **HAVE FUN!**

SALES CATALOG MARKETING PROJECT

You will create a wholesale catalog of products for a product line of your choice. This catalog should be designed to promote these products to the retail buyer (not the end customer).

Each catalog will contain a minimum of 5 items of merchandise from your selected product line. Pictures of each of these 5 items may be cut from catalogs, brochures, advertisements, computer-generated, or hand-drawn. All pictures will be mounted on 8½ x 11 unlined paper (your choice of color), with only 1 item on a page.

You must give the following specific information for each product:

Picture – a visual representation of product (in use, displayed, etc.)

Description – explains item briefly in terms of name, use, material, size, shape, etc.

Item number – 3 digit vendor inventory tracking number (make up)

Unit – refers to the quantity of item(s) (# in package or singly)

Unit cost – refers to the price per unit manufacturer charges for producing item

Markup – % or \$ difference between the cost of an item and its price

Price – Suggested retail \$ amount customer pays for the item

Markdown - % or \$ amount the selling price is reduced for sale

Maintained Markup - % or \$ difference between the final sale price and cost

Quatro Pro V Tennis Racket:

"The Player's Racket"

High performance racquet designed for intermediate players, with aluminum alloy frame, Head rebound strings, and sure-grip handle for ease and comfort.

# 682 Unit (1) Cost	\$53.75
+ Suggested Markup 65%	\$34.94
= Suggested Retail Price	\$88.69
- Markdown (25%)	(\$22.17)
= Suggested Sale Price	\$66.52

Maintained Markup	\$12.77
	19%

Scoring Guide for Catalog Project _____ / 110 points

Group Member(s) _____

Cover : _____ / 15 pts

- _____ / 5 Name, street address, phone, fax, e-mail
- _____ / 5 Complimentary visual (neat, appropriate, good design)
- _____ / 5 Appropriate Cover

Individual Items: _____ / 15 for each item

- _____ / 2 Picture of item (clear, shown appropriately & creatively, neat)
- _____ / 3 Description (clear, concise, enticing, uses adjectives, layman's terms)
- _____ / 1 Item number (3 digit, clearly identified)
- _____ / 1 Unit cost identified and listed
- _____ / 1 Markup %
- _____ / 1 Markup \$
- _____ / 1 Suggested retail Price
- _____ / 1 Markdown %
- _____ / 1 Markdown \$
- _____ / 1 Suggested Sale Price
- _____ / 1 %Maintained Markup
- _____ / 1 \$ Maintained Markup

Overall

- _____ / 5 Format
- _____ / 5 Neatness
- _____ / 10 Typed

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Suggested Retail Order Form

Date: _____
 Name of Wholesaler _____
 Street Address: _____
 City: _____ State _____ Zip _____
 Telephone (____) _____ Fax (____) _____
 E-Mail Address: _____

Item #	Description	Quantity	Cost per item	Total per item
		Total units:		Total cost:

Shipping and handling additional fees:

.01 - \$50 \$ 7.99
 \$50.01 - \$150 \$ 14.99
 \$150.01 - \$500 \$ 24.99
 \$500.01 - \$2000 \$ 34.99
 \$2000.01 + \$ 49.99

S & H _____
Total Order _____

Sales Representative: _____

Ticket Sales Packages

NAME _____

Welcome to Zazz Sports and Entertainment Marketing Company. Zazz is devoted to serving the needs of its clients who include college, university, and professional sports teams, professional athletes, sporting events, and sports arenas plus major consumer product corporations, as well as television networks and movie studios. As an intern, you will have an opportunity to work on different clients' projects.

ASSIGNMENT

The Sales Manager has assigned a project for you to come up with a ticket sales package plan for a minor league baseball team in Madison, Wisconsin. The team name is the Mad City Mustangs. Your ticket sales plan must include a season ticket package, plus at least 4 other "mini" packages with the main purpose of pre-selling tickets.

You will need to determine the prices for individual tickets in each section as well as the number of home games to help you calculate the costs of the packages. Researching ideas of other teams in this area would be very helpful. Be sure to include a variety of packages to meet the needs of the variety of fans the Mustangs attract.

SPELLING/GRAMMAR Absolutely no spelling or grammatical errors.	2	4	6	8	10
CONTENT/PROFESSIONALISM Did it contain all parts? Was it thorough and formatted and presented in a professional manner?	4	8	12	16	20
CREATIVITY/EFFECTIVENESS Were the ideas creative? Would the ideas be effective in meeting the needs of the variety of different fans?	2	4	6	8	10
OVERALL Is the overall impression of the report good? Is it evident that there was a good amount of thought and planning in coming up with the ideas?	2	4	6	8	10

TOTAL POINTS = /50

"The Sales Presentation"

Each student determines what item or service he/she will sell in either a business to business, retail, or outside sales situation. He/she researches the product/service, describing in detail utilizing the Seven Steps of Selling how he/she will provide the product/service to their "customer", and prepares a written report on these steps. The student then completes a role play of this sale with another student or teacher as their customer.

Amount of time required (in minutes): This is a Unit long activity which can take three to five class periods/blocks

Materials needed: Students should provide all props for their role play and will need a computer with Internet access and Microsoft Word to complete the written project

Detailed Description and Directions for the activity: **Unit 5 Test**
"The Sales Presentation"

Upon completion of Unit 5 on SELLING (*Marketing Essentials* textbook), you will be expected to conduct an actual sales presentation, demonstrating mastery of each step of the sales process. You will be graded on three aspects for this test: Written Report, Power Point Presentation, and Sales Role Play demonstration.
(Your actual Sales Role Play demonstration will be video taped.)

This Test will count as two grades - a test grade AND a project grade!

Your Written Report will consist of the following:

- I. You will be assigned and research a product or service to sell. Prepare a written description of this product or service showing that you have the knowledge to present it to a customer. (Chap. 12)
- II. Determine the features of your product or service and what benefit each feature provides to the customer. Prepare a written feature-benefit chart for your product or service. Please use the "Table" option in Microsoft Word. (Chap. 12)

III. Describe your sales situation (retail or business-to-business or door-to-door). Prepare a written statement describing your sales situation and how you will prospect for customers. If you choose a retail sales situation, you will need to describe the advertising that will feature your product or service. (Chap. 12)

IV. Develop your Sales Role Play Demonstration in written form showing how you will sell your product using the Seven Steps of Selling as your guide.

1) Describe the *Approach* you will use in your demonstration, explaining how to approach your customer properly and provide a few suggested sample approaches in dialogue form. (Chap. 13)

2) Describe how you will *Determine the Needs* of the customer, giving examples of what you will ask the customer and what you will watch for in the customer. (Chap. 13)

3) Describe how you will *Present the Product or Service* to the customer. Prepare a detailed plan for the product presentation. For each product feature, include what you will say, how you will demonstrate that feature, what sales aids you will use, how you will use them, and how you will involve your customer with each feature. (Chap. 14)

4) Describe how you will overcome *Objections*. Give at least three common objections that your product or service may encounter and prepare how you will overcome those objections. Please print out an extra page of this section on a separate sheet of paper and attach to the back of your report. It will be used by your "customer" during your demonstration. (Chap. 14)

5) Describe how you will *Close the Sale*. Explain what buying signals are and explain at least three types of closures you plan to use in your demonstration. Also include what you would do if your closes failed and you didn't make the sale. (Chap. 15)

6) Describe how you could incorporate *Suggestion Selling* in your demonstration. Offer at least one addition to the sale of your product or service. (Chap. 15)

7) Describe how you will *Relationship Build* with your customer. Explain what this concept is and how it can affect the outcome of a sale and creation of a long-term customer. (Chap. 15)

V. The final section of your written report will be a description of how your customer will pay for your product or service. Will the sale be cash, check, charge card, debit card, store charge card, store credit, invoiced, c.o.d., taxed, shipped, purchase ordered, dated terms? (Chap. 16)

Your Power Point Presentation will consist of the following:

- I. Prepare a PowerPoint presentation of a brief description of the importance of determining needs.
 - a. Explain why it is important to determine the needs of your customer.
 - b. Present five questions that could be used to determine a customer's needs. Begin with general questions regarding intended use and previous experience. End with specific questions about the particular features of your product.
 - c. Print your power point out – 6 slides to a sheet – to be included with your test. (Chap 13)
- II. Present your Power Point on determining your customers needs.

Your Sales Role Play Demonstration will consist of the following:

- I. You will present to the class a Sales Role Play Demonstration with a “customer” to make your Sales Presentation to.
 - a. Be as creative and as animating as you can.
 - b. You will dress the part you are playing and have as many props as you will need including your product or service.
 - c. Your “customer” will make three common objections in your Role-play and you must address these objections with your “customer”. These objections will come from you written report and will be given to you “customer” before your demonstration begins. Please print out a separate copy of your “Objections” section from your paper.
 - d. Along with your Role-play, you will complete the sale with the Close. Watch for buying signals from you customer and go in for the sale when you can. You should attempt the close at least twice before finally making the Sale.
 - e. Your final part of this demonstration is to complete the sale and get the money from your customer. Plan this into your Sales Presentation and determine how your customer should pay for your product.
- II. Keep in mind, you will be graded on your ability to adapt to your customers needs and objections in your demonstration. You will also be graded on your relationship building and communication abilities with your customer.
- III. You will be video taped during this demonstration. We will view the tape and critique each presentation.

This activity will assess your understanding of and capabilities in a typical sales situation. Hopefully, you have gained great insight from your reading, movie previewing, mall observations, and listening to not only your instructor, but also to the guest speakers that have visited class into what selling is all about. This project includes three parts. Your completion of each part will assess your understanding of Unit 5 that includes Chapters 12 through 16. It is highly advisable that you read these chapters, completing the assigned Review questions (these will be graded separately as "Classwork" grades) for each chapter as you work through this test.

This is your Grading Rubric for this project. Please note the expected completion dates for each section. Your best organizational skills are necessary to stay on track with this project.

Area of Concern	Completion	Possible	Earned
Written Report-Total 35			
I. Description of product or service	5/17	5 pts.	
II. Features and benefits; complete feature-benefit chart	5/17	6 pts.	
III. Sales Situation	5/17	5 pts.	
IV. Sales Role Play Demonstration in written form			
1) Approach	5/18	2 pts.	
2) Determine the Needs	5/18	2 pts.	
3) Present the Product or Service	5/18	2 pts.	
4) Objections	5/19	2 pts.	
5) Close the Sale	5/19	2 pts.	
6) Suggestion Selling	5/19	2 pts.	
7) Relationship Build	5/20	2 pts.	
V. How will customer pay?	5/20	5 pts.	
Turned in on time? <i>Your grade will be dropped 5 points if late!</i>	Yes/No		
Power Point Presentation-Total 30			
I. Prepare Power Point on importance of determining needs	5/21		
a) Why is it important	5/21	5 pts.	
b) 5 questions to ask	5/21	5 pts.	
c) Printed out – 6 slides to a page	5/24	5 pts.	
II. Present Power Point to class	5/25	15 pts.	
Presented on time? <i>Your grade will be dropped 5 points if late!</i>	Yes/No		
Sales Role Play Demonstration-Total 35			
	5/25		
I. Presenting to class	5/25		
a) Creative and animating	5/25	7 pts.	
b) Dress the part and props	5/25	7 pts.	
c) Handling objections	5/25	6 pts.	
d) Close the sale	5/25	5 pts.	
e) Get the money	5/25	5 pts.	
II. Relationship building and communication	5/25	5 pts.	
Demonstrated on time? <i>Your grade will be dropped 5 points if late!</i>	Yes/No		
TOTAL POINTS AND GRADE _____			

Sales Process

Describe your product, product line, or service that you will be demonstrating

Prepare the feature/benefit chart below:

FEATURE	BENEFIT

Would a customer buy this product or service because of a rational buying motive, an emotional buying motive, or both? _____
Explain why. _____

Would a customer buy this product or service using extensive, limited, or routine decision making? _____
Explain why _____

PREAPPROACH: What is prospecting? _____

How will you prospect for customers of your product or service? _____

APPROACH: Write a script for each approach...

- * Greeting _____
- * Service _____
- * Merchandise _____

DETERMINING NEEDS:

- * Nonverbal communication- give examples of what you need to look for _____

- * Listening- write a script to indicate you're listening _____

- * Questioning- answer the following:
 - * Who _____
 - * What _____
 - * When _____
 - * Where _____
 - * How _____
 - * Why _____

Write and open-ended question _____

Write a clarifying question _____

Write a question that might be embarrassing to the customer about your product/service _____

PRODUCT PRESENTATION:

What price range is your product/service? _____

Write a sentence using "jargon" appropriate for your presentation _____

Write a sentence using "layman's terms" appropriate for your presentation _____

How will you display your products? _____

How will you demonstrate your products or service? _____

Describe the sales aids that you might use _____

How will you involve the customer? _____

HANDLING QUESTIONS AND OBJECTIONS:

What is the difference in objections and excuses? _____

Complete the following objection analysis sheet:

Possible Objections Possible Responses

NEED-

PRICE-

PRODUCT-

SOURCE-

TIME-

List the four-step process for handling objections:

1. _____ 2. _____
3. _____ 4. _____

Describe each of the following methods of handling objections:

* Boomerang_____

* Question_____

* Superior Point_____

* Direct Denial_____

* Demonstration_____

* Third Party_____

CLOSING THE SALE:

What are buying signals that you might look for?_____

What is a trial close?_____

Trial closes are beneficial for two reasons. List them:

1. _____

2. _____

Summarize each guideline of a trial close:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Write a script for each of the specialized methods for closing the sale:

*which close_____

*direct close_____

*standing room only close_____

*service close_____

Have you failed if the customer does not buy from you the first time you present your product or service?_____ Why or why not? _____

SUGGESTION SELLING:

Summarize the rules for suggestion selling:

Rule 1 _____

Rule 2 _____

Rule 3 _____

Rule 4 _____

Rule 5 _____

We know that we can suggest larger quantities and special sales.... List two related items that you could suggest:

1. _____ 2. _____

REASSURING AND FOLLOW UP:

What is relationship marketing?_____

How do you reassure your customer?_____

What kind of follow-up can you do for your customer?_____

Writing a role play script...

Utilize the remaining portion of this paper for writing your script of the sales presentation that you will be doing. You will not use everything that you have just written about, but will be expected to demonstrate each step.

Sponsorship

WHO SHOULD SPONSOR WHAT SPORTING EVENT?

Using the sports event examples below, choose (2) companies that you feel would be a good sponsor for the event, and explain why you chose each company. Second, choose 1 sports athlete who you feel might be a good person to star in the advertisement, and explain why.

Super Bowl (FOOTBALL)

Company 1 –

Why? -

Company 2 –

Why? -

Athlete-

Why? –

World Series (BASEBALL)

Company 1 –

Why? -

Company 2 –

Why? -

Athlete-

Why? –

The Masters Golf Tournament (GOLF)

Company 1 –

Why? -

Company 2 –

Why? -

Athlete-

Why? –

NCAA Women's Championship Game (WOMEN'S BASKETBALL)

Company 1 –

Why?

Company 2 –

Why? -

Athlete-

Why? –

NBA Slam Dunk Contest (BASKETBALL SPECIAL EVENT)

Company 1 –

Why?

Company 2 –

Why? -

Athlete-

Why? –

MLB Homerun Derby (BASEBALL SPECIAL EVENT)

Company 1 –

Why?

Company 2 –

Why? -

Athlete-

Why? –

NHL All Star Game (HOCKEY)

Company 1 –

Why?

Company 2 –

Why? -

Athlete-

Why? –

World Series of Poker (PLAYING CARDS)

Company 1 –

Why?

Company 2 –

Why? -

Sport Marketing Brochure Assignment:

Team activity (2 to 3 persons only)

I need your help. Like many marketing firms you are challenged in completing a task that will test your investigative and research skills rather than your knowledge. You have been asked to use Microsoft publisher to create a brochure that shows the benefits of joining and participating in a Sport Marketing class.

You should consider what kind of target market you wish to focus your brochure on. In this instance you should not be focusing on income or demographics necessarily but rather the benefits your class peers may gravitate to. Consider the reasons why you joined and convey that message on paper.

I encourage you to research on the web and find out as much as possible about target markets first before attempting this task. Use you time wisely. Google a phrase like "finding a target market" this might be a good start.

THE BROCHURE NEEDS TO BE FULLY FUNCTIONAL AND READY TO BE DISTRIBUTED. I would recommend using pictures and as many powerful action words as possible.

Here is a suggestion on using Microsoft publisher.

Open up Microsoft publisher.

Click Publications for print.

Click Brochures.

Select a style that best suits you and create your brochure.

hese brochures will most likely be handed out to parents on your event night, so consider the influence of parents!

Sports Fantasy Football Project

Sports Marketing Plan

Throughout the duration of this class, you will be working with a group developing an overall marketing/business plan for your fantasy football team. The individual components of the project are designed to reinforce concepts and techniques covered in class, and also to mirror practices being used today by major sports franchises.

The project is broken down into sections. Each section may contain one or more required parts. Below you will find a detailed description as to what is expected in order to receive full credit for each section. "Checkpoint" dates will be given for each section. Your project will not actually be graded until the final due date, however points may be deducted for not having at least a rough draft ready by the "checkpoint" date. Class time will be given to complete these sections. However, failure in using class time appropriately results in you completing the project outside of class. Use time wisely!!!

Section 1- Team Name, Team Location, Team Roster

Checkpoint Date:

Team Location: Identify the city in which you will locate your team. You are to provide at least **2** benefits of choosing this location. You also need to explain how this city will attract fans and why this city is appealing for the league. **(10 points)**

Team Name: You are to choose a name for your team. Your name should include the city in which the team is located. Your team name should be creative, attention getting, original, and be appealing to the city in which the team is located. You must give a rational or justification as to why you chose this certain team name. **(10 points)**

Team Roster: Create a roster of your team that includes the following information: Picture, Name, Number, Position, Height, Weight, and College. The roster should reflect your team colors and logo. **(10 points)**

Section 2- Team Logo and Uniform Design

Checkpoint Date:

Team Logo: Create and design a logo for your team. Your logo should be creative, attractive, appealing, neat, and appropriate. You may include things such as city initials, team name, mascot, etc... Remember, creative and appealing logos result in high merchandise sales. **(10 points)**

Uniform Design: You are to design both a HOME and AWAY team Jersey. You need to design both the front and the back of the jersey. The Jersey design should be attractive, creative, include team colors, and incorporate the team name and/or mascot. Be as detailed as possible. **(20 points)**

Section 3- Target Market and T-Shirt Design

Checkpoint Date:

Target market: Clearly identify your primary target market and/or market segments. Who do you intend to really market your team towards? Be specific. You need to provide at least **3** reasons justifying why you selected this target market. **(20 points)**

Merchandise Design: ***You are to design merchandise that will be sold to your target market. Your merchandise should incorporate your team name, team logo, team colors, and be creative. You need to decide what merchandise you will create (t-shirt, jersey, short/long sleeve, hat, shorts, etc.). What will you charge for the merchandise you created? How do you plan in distributing the merchandise you created? (10 points)***

Section 4- Ticket Design and Pricing

Checkpoint Date:

You are to design the front of a game ticket. You should include all relevant information on the ticket (game info, date, seat location, price, etc...) on each side of the perforation. The ticket should include the team name, team colors, team logo, and opponent. The back of the ticket should include sponsors and/or promotions.

The following sections of seats will need to be priced: Upper Deck, Lower Deck, and Luxury Suites. How much will you charge? Why did you choose these amounts? How do they compare to the competition? (10 points)

Section 5- Corporate Sponsorships

Checkpoint Date:

Choose 3 corporations to sponsor your team. Provide a justification as to why you chose each company. Describe a method you can use to promote each corporate sponsor.

(10 points)

Section 6- Promotional Events

Checkpoint Date:

List 10 promotional events you can put on during the season. Be sure to briefly explain each promotional event. Create a flyer or brochure that advertises 1 of these events.

(20 points)

Section 7- Public Relations and Charity Foundations

Checkpoint Date:

Public Relations Activities: **List 3 public relations activities that include your players that demonstrates an eagerness to give back to the local community. Explain the advantages of these activities for both the community and your organization.** (10 points)

Charity Foundations: **Create a charity foundation in which your team will support. Produce a mission or vision statement for the charity Give a rationale stating why you chose/created this charity.** (10 points)

Section 8- Sample Media Advertisement

Checkpoint Date:

Assume your team is advertising in **SPORTS ILLUSTRATED**. Create a color magazine ad that promotes your team. Keep your target market in mind!! The ad should be creative, balanced, use proper layout, and use appropriate content. Place yourself in the position of the reader. What will attract your attention?

Create a black and white ad to be placed in the local newspaper. Be sure to include any ticket offers to entice fans. Include a way for fans to contact your organization. This ad will be plainer than the color ad. **(15 points)**

Section 9- Game Time Entertainment

Checkpoint Date:

List **5** activities that will be used for fan entertainment during the games. The activities should be diverse, and include multiple fan demographics. For each activity, please state the procedures for the activity, why this activity was chosen, and most importantly the fan demographics for the activity. **(10 points)**

Section 10- Title Page, Table of Contents, and Overall Organization

Title page: Should be typed and include the following: group members, course name, date, and it should introduce the team name and logo (emphasizing team name and logo). **(5 points)**

Table of contents: Create a table of contents directly after the title page indicating each section of the project and the page number it can be located. Page numbers need to be typed and consistent to receive full credit. In order to easily accomplish this, all work needs to be brought into Word. **(10 points)**

Overall Organization: Points awarded for following the section order, overall neatness of the project, page numbers being included, and having the project bound. The section titles should be consistent using the same font style and size. Use block paragraphs and bullets and numbering when possible. **Organization** and **consistency** are critical. **(10 points)**

Sports Marketing-Endorsement Project

Names: _____

Assume that a famous athlete who is establishing a foundation has approached your marketing company. He or she needs to sign sponsors, create an ad campaign, and create a high-publicity event to announce the foundation to the public and get people involved with it.

Work with a group and complete the following activities:

1. Decide who the sports personality is and learn enough about the athlete to determine an appropriate cause for the foundation so that you are working with specifics. Research the cause for this foundation so that you can write necessary background information about it in promotional materials.
2. Determine appropriate individuals and companies to approach for sponsorships and explain your choices. Outline the approach you will take to convince them to become sponsors.
3. Help your sports star determine a promotional event as a kick-off for the foundation.
4. Determine an appropriate time and place for the event and choose the avenues through which you will promote the event.
5. Create promotional materials. Your advertising materials will vary for each kind of ad you decide to place. (For example, copy for a press release will be different from that for a radio ad.)
6. Design an informational brochure for the event that includes a registration form for participants.

Sports Marketing-Synergy Project

Name: _____

SYNERGY PROJECT

One of the biggest similarities between sports and entertainment marketing is the potential for Convergence and Cross-Promotion to develop Synergy.

Choose three celebrities. Define their CORE product; use two product tools to promote goods:

- Product Tie in
- Cross Promotion
- Converge a product to send them back to the Core (creating Synergy)
- You are to choose 3 products to apply Synergy to

Sports Marketing Final Exam/Project

SEMESTER CULMINATING PROJECT

Theme Park Marketing

Scenario: You have been hired as the head of a consulting firm by one of the following theme parks:

Paramount's Kings Dominion

Six Flags America – Maryland

Busch Gardens Williamsburg

Hershey Park

Six Flags Great America – Gurnee, IL

Water Country USA

Disney's Magic Kingdom

Disney's Epcot Center

Disney's MGM Studios

Disney's Animal Kingdom

The management of the park has hired your consulting firm to create the newest attraction for the new season. You are to create an entirely new attraction for one of the above named parks that can be utilized all season long, and the attraction must end with customers entering a merchandise area. (The attraction can be a ride or some type of activity that the park patrons would be able to participate with.) The attraction must be logical and make sense to be placed in the park that you have selected, and it is assumed that there is enough land to house the attraction and enough money to pay for it.

The entire report must be typed, double-spaced and 12 pt font. Each section must follow the attached "Guide Sheet" (handout in packet). Each section must be labeled and submitted in the folder by the required due dates. The final project must be submitted in the folder including a cover page and table of contents.

Section 1 — The Attraction Assigned on 4/4-Due 4/18

Describe and name the attraction you will be adding to the theme park. Explain why the attraction will be an asset to the park. Describe where the attraction will go in the park, how it will fit in, and what the customer is expected to feel as he/she experiences the attraction. Ultimately, this section should describe why you believe this attraction will work.

Section 2 – The Market Assigned 4/18 Due 4/25

Describe the target market for your selected park using at least five characteristics or traits (demographics, psychographics, geographics). Reference handouts entitled “target market” and “Four ways to identify target markets.” Be sure to describe how this new attraction will bring in more new people into the park and why these people are willing to pay to come for this new attraction.

Section 3 – Sponsorship Opportunities Assigned 4/25 Due 5/2

Determine one major sponsor for the attraction. It is required that this sponsorship be visible to the customer in the attraction. Tell how the company is compatible with the attraction and the park. Explain why this is the best company for this attraction and what three specific benefits are gained from the sponsorship.

Section 4 – Merchandising/Licensed Product(s) Assigned 5/2 Due 5/9

Explain why a store would be located at the end of the attraction and how this store benefits the attraction and its patrons. Describe the type of merchandise that will be in the store. List at least ten items that would be found in this store.

Section 5 – The Promotion Plan for the Grand Opening Assigned 5/9 Due 5/16

Write a grand opening promotional plan for your target market. In this section you need to provide a detailed minute by minute account for your grand opening. Reference handout “Game script”. Make one example of a grand opening advertisement for your attraction (can be print, television, radio, website, billboard, or other medium). Don’t forget about your sponsor.

How will you let them know about the new attraction. . . .describe methods used to attract customers to your attraction with the sponsor included.

Section 6 – Security Plan Assigned 5/16 Due 5/23

Describe any and all areas of concern or possible risk(s) for your attraction. Determine how you would address each risk. (Must have a minimum of five different risks.) Include information on crowd control, rowdy customers, safety hazards, ride restrictions, weather conditions, etc. You may utilize current park risk management procedures to assist you (ie. security personnel, security cameras, etc.).

Section 7-Visuals Assigned 5/23 Due 5/30

You need to submit a map of your selected theme park and identify the location of your attraction. You are to create a diagram of your attraction and properly display entrance and exit of the attraction. Include a diagram of the retail store. Sponsorship must be visible in three locations.

This may be done through drawings, pictures, 3-D effects, or other ideas. Be aware that neatness, completeness, and creativity are critical. Artwork can be hand drawn or computer-aided graphics. The visuals must be in color!!

Oral Presentation — The Press Conference Due Exam Day

At a press conference prior to the grand opening, you will present your attraction, the sponsorship, the marketing plan, the licensed product(s) and other merchandise, the grand opening idea, and all other parts of the project. The audience will play the role of the press, so it is your job at this time to enthusiastically involve them, and get them excited enough to want to go back to their offices and write a glowing story about the best new theme park attraction ever made. You don't need to read your project; they can do that. You want to share all the excitement of the attraction. You can do it! Length is not as important as depth; however a ten-minute maximum time may be applied if needed. **EVERY STUDENT MUST DO A PRESENTATION!** During the press conference on exam day, you will be expected to participate and ask challenging questions of the other groups.

Good luck! Have fun! Go all out and get an A+ for your efforts!

CRITERIA FOR EVALUATION

You will be graded positively based on creativity, delivery (tone, reflection, annunciation), and use of appropriate hand gestures, body language, and eye contact. Visual aides will only enhance your presentation and are required. You will be downgraded for putting together a presentation that does not flow properly, one that does not appear to be prepared, and for the overuse of "um," "ah," or "like."

Sports & Entertainment Marketing Scoring Guide for Press Conference - Rubric

Introductions - (6pts)	Did the student have an appropriate introduction?	Yes	No
	Did the student show excitement and interest in their topic?	Yes	No
	Did the student demonstrate the ability to get attention quickly?	Yes	No
Body - (16pts)	Did the student provide information about the attraction and theme park?	Yes	No
	Did the student discuss how the market will be enthused re:the attraction?	Yes	No
	Did the student explain how the sponsor will be involved?	Yes	No
	Did the student provide information about the grand opening?	Yes	No
	Were the merchandise ideas feasible and make sense?	Yes	No
	Was an effectived security plan presented that addresses all risks?	Yes	No
	Were visuals used effectively throughout the presentation?	Yes	No
Closing - (6pts)	Did the promotion plan present ideas that will work for a theme park?	Yes	No
	Was there a good transition to the close of the presentation?	Yes	No
	Was the student able to close the presentation appropriately?	Yes	No
Overall - (10pts)	Did the closing have a smooth ending?	Yes	No
	Did the student maintain good eye contact throughout their presentation?	Yes	No
	Did the student have good posture and use gestures appropriately?	Yes	No
	Did the student have a good voice tone?	Yes	No
	Did the student use notecards sparingly?	Yes	No
	Did the student stick to the time limit of about 10 minutes?	Yes	No

SCORING – For each "NO," two points will be deducted from the speech. If "YES" and "NO" are circled, one point will be deducted from the speech.

Name of Consultant _____

Name of Theme Park _____

Comments for the Consultant:

Press Conference Score: _____/38 Overall Score for Entire Theme Park Project: _____/128

Sports Promotion Poster

Instructions: Your team has selected a sport at Central Columbia High School that you are going to promote. You must raise awareness of this sport to your fellow students through the use of a poster. You will be graded using the rubric below.

Ideas to include on posters: dates of home games, player's names (do not exclude certain athletes), pictures, or dates of "big" games.

POSTERS THAT ARE NOT APPROPRIATE WILL RECEIVE A GRADE OF ZERO!!!
We will be hanging the posters in the hallway for everyone to see, so have fun and do a good job!

POSTER PROMOTING SPORTS AT CENTRAL COLUMBIA HIGH SCHOOL

	Great Job (8-10 pts.)	OK. Needs some help (5-7 pts.)	No way! (0-4 pts.)
Creativity			
Organization			
Promoted sport/ raised interest			
Group brought supplies			
Used time wisely			

Total Points ____/50

Comments

Cost of a Game-Sports Marketing Project

Your family of four wants to attend the next basketball game at your favorite college that is in your state. You need to know how much money to set aside for the trip. Since it was your idea, the family has put you in charge of the budget.

Project:

1. Using the Internet, find ticket prices, parking prices, and prices for snacks and souvenirs within the arena. Could you take public transportation and save a parking fee? How much would the fares be?
2. Find two hotels near the arena and two motels ten miles away from the arena. Assume your family will need one room for one night. How much will the rooms cost? Which one will you choose and why?
3. Use Excel to show and itemized expense list and what percent each item is of the total.
4. Produce a pie chart or bar graph from your spreadsheet information.
5. Just to show your parents, write a one-page report on why this money is being well spent.

Stadium Project-Sports Marketing Project

Creating your Stadium

Part I

Written proposal including but not limited to:

- Location – Why based on demographics of that area
- What will be in your stadium? Luxury boxes, concessions, souvenir stands
- Size, roof, arena, other sports or concerts?
- Possible promotional activities?
- Possible merchandise?
- Who will your vendors be?
- Who will sponsor your stadium and why did you choose them?

Part II

Using a salary cap of 52 million dollars pick your players and justify why you choose them.

Part III

Illustrate your arena including but not limited to:

- Actual outside appearance
- Parking lots
- Entrances to parking and arena
- Inside appearance

- Floorplans for each level
- Handicap access
- Box seats
- Certain areas set up for certain areas

Part IV

Create a promotional plan for one week – what special things are you going to do to get people to come to the games? For example: handouts at the beginning of the game, drawings, etc., anything to get people to the games. How are you going to make extra money? Will your players do community involvement? Will you offer prizes? Contests?

Part V

Create products for your team:

- Trading Cards
- T-Shirt/Jersey
- Hats

Part VI

Present all your finds to the class

State Tourism

Each student choose a state that would be reached by plane and that has a large special destination you wish to visit.

Research a state and determine which characteristics of that state will be advertised for tourism

1. 20 points Design a bumper sticker, mug, T-shirt, or other item to use for state promotion.
2. 20 points Write a report or powerpoint that focuses on reasons for tourists to visit this state. Also include the main geographical characteristics, a map, and common facts like the capital, flag, etc.
3. 20 points Design a poster or brochure to advertise the state.
4. 20 points for gathering the following information:
 - website information
 - brochures or booklets about the state from travel agency or magazines
 - maps, or vacation guides
5. 20 points Imagine you are taking a vacation for a week in your chosen state. Include one special attraction.

Find the individual cost of the following items:

- Hotel
- Airfare
- cost of the attraction
- meals.

Then find companies that may offer package deals.

Which method is most cost effective? Compare the costs and the advantages/disadvantages of individual costs versus package deals.

Above items graded on following directions, completeness, accuracy in spelling, general appearance, and demonstration of effort.

Store Design/VM

You have been hired by the owner of a fashion clothing store called Active Women. The store sells women's casual clothing and active wear. The active wear includes golf, tennis and exercise clothing. The owner also owns a store right next door to this one that sells women's shoes and accessory items. Each store has its own entrance from the mall. A doorway between the two stores allows customers to flow between the two stores and shop. The two stores share a cash stand, which is located between the two stores. The two stores have very different atmospheres. Until now, the stores have been managed separately. The owner wants a unified look to reflect the combined management.

Project:

Your job is to plan the design of the stores, including all the elements of visual merchandising, and estimate the cost of components of your visual merchandising plan

- Create a final report including but not limited to:
- Visual merchandising plan
- Expenses of fixtures and other equipment for the store
- How many employees will be needed on each shift and what will their job be
- A general layout of your stores
- Where are the dressing rooms?
- Where are the fixtures and tables? What is on each fixture and table?
- Do you have mirrors located through out the store?
- What merchandise is where?
- etc.

Research ideas:

- Use the internet to research costs of fixtures, cash registers, equipment and other items you may need in your store
- Talk to retailers about their experiences with effective visual merchandising
- Visit different stores to see how they handle merchandising. How do two different stores that share a register and management layout their store? (Children's place in the Rockaway Mall is an example)

Super Bowl Assignment

Watch the Super Bowl this weekend. Complete the following information (may be typed or handwritten—must be complete and detailed).

1. What were your 3 favorite commercials? Describe them in detail.
2. Why were these commercials your favorite? Describe in detail.
3. What were they selling?
4. Could you identify any type of pricing strategy? If so, what?
5. Who was the target market for your favorite commercials?

The 4 Ps (Marketing Mix)

Restaurant Project – Star Power

The Project

The purpose of this project is to illustrate the marketing mix showing the four basic marketing strategies (product, place, price, and promotion). You need to choose one player from your fantasy baseball team that will open his own restaurant. Your project must use the Marketing Mix and address the 4P's as follows:

Product- What to make (what type of cuisine), what is the restaurant name (create one based on your star player), and what image to project.

Place- Determine where your restaurant is located in the team's city (describe the restaurant, the look, the layout, the ambiance, the decorations etc...). Write up a paragraph or more if needed, you may also want to create a restaurant floor plan (layout).

Price- Explain what customers are willing and able to pay at your restaurant. Explain your reasoning for choosing your level of prices. Create a sample menu with choices including 4 specific items. For each of the 4 items include the item's name, description and price. The 4 items should be a variety of items if you are offering appetizers, salads, main courses and desserts. A paragraph can accompany your sample menu if you feel it is necessary.

Promotion- Create two promotional ads for the restaurant (any medium you feel is appropriate to reaching your target market). Explain why you chose that medium.

Use the rubric on the back of this page to guide you in developing your project.

Project Grading Rubric (25 points)

Product	1	2	3	4	
Place	1	2	3	4	
Price including Menu Descriptions 1 with 4 items	2	3	4	5	6
Promotional Ad #1	1	2	3	4	
Promotional Ad #2	1	2	3	4	
Paper Organization / Error Free / Well Formatted	1	2	3		

Total Points = _____

Product- The product choice was appropriate to the player chosen and completely relevant to the team's location and target market. The style of food was explained, restaurant name was included and overall image was made clear.

Place- The design of the restaurant was well described and the physical and visual layout of the restaurant was consistent with the overall theme / image of the place.

Price- The price range for the restaurant was completely appropriate for the desired target market and matched the product offered and the place.

Menu Sample- The menu includes food name, description, and price for 4 items. Creativity and relevancy are apparent.

Promotions- The promotional strategies appear to be well designed and successful. The overall message is clear and matches the image of the restaurant, player and team. Promotions are completely relevant to the target market. Promotions are error-free.

Paper Organization / Error Free / Well Formatted – The paper should be typed, well organized by the 4 P's with paragraph headings, consistently formatted and free of spelling errors.

The Marketing Department Simulation Model

The Marketing Department Trade Show is a long-term project that was used by my classes and another High School in Wichita. The schools joined together to present the final “show” with over 1200 students, friends, and family attending. The trade show we did centered around new restaurant concepts the groups created (groups of 3 works well) and provided the students with an overall capstone project to showcase the knowledge they had gained in their Marketing classes. The students produced all Marketing Communications materials required to launch a new venture including commercials and web sites. Some MarCom materials were produced bilingually to address international marketing potential. The detailed documentation for this project is over one hundred pages long. I have attached a six-page synopsis for your review.

The Marketing Department Simulation Model

Course: Marketing and Management Principles I & 3
Marketing Principles (Limited Participation)

Text: Marketing Essentials, Third Edition
Glencoe M^cGraw-Hill Publishing

Grade Levels: 10th, 11th, and 12th

Model Overview

At the beginning of the second quarter of the school year, students are randomly placed in four-member teams used as the foundation for most application activities. The strategy for random placement within the teams and the ongoing nature of the team effort is to enable students to learn team building and cooperation similar to that found in business structures. They are not allowed to team up with their friends.

The primary purpose of these cooperative groupings is to allow students hands-on activities utilizing skills and competencies examined in class. The groups will each provide the foundation

for fictional “marketing departments” for innovative new businesses. It will be the task of these departments to determine the direction and implementation of the marketing collateral required to successfully promote and grow a business. Among the issues the marketing departments must address are company name; logo; corporate communications standards; globalization issues; specific marcom materials, including, but not limited to business cards, letterhead, ‘trinkets & trash;’ marketing plan and budgets, and theme development for both the trade show and their organization.

Students are encouraged to choose the type of business and/or product their organization markets from the following list:

- New RAP artist, including CD and Music Video
- Theme Restaurant (must choose an original theme)
- Innovative Athletic Shoe line (to compete directly with Nike and Reebok)
- Home Furnishings line
- Theme Resort in the Cayman Islands
- Professional Basketball franchise expanding to Wichita, KS
- New Movie Musical Release featuring stars of their choice
- Children’s Clothing and Toy Store with innovative theme

Students may suggest other products with the approval of the instructor.

Various unknown aspects of the above mentioned enterprises are withheld from students at the time product choices are made and revealed at appropriate times during the school year. Information withheld includes budgetary constraints, country in which business operates, distribution channel, and target audience. The basic premise of revealing “surprise” elements of the company represented is to present learners with enough twists and turns to challenge the students’ fundamental understanding of key marketing concepts.

The culminating project of this cooperative learning environment is a Trade Show held for two days in the library or media room. The Trade Show will include all aspects of professional show implementation including overall theme and advertising, teaser notices, show registration, company booths and graphics, marketing communication materials, give-away items, and product presentations. Funding for this effort will come from a network of corporate donations and grants. On the first day of the show, the audience will be community leaders from a variety of business and civic organizations. The attendees on the second day will be the school population through cooperation with the English Department or History Departments.

Class Participation

All Marketing Education classes will participate in the Trade Show activity. One member from each “company” must assist with the development of the Trade Show itself, communicating decisions and input to and from their organization. Throughout the process, a variety of benchmarks will be used to ensure that students are remaining “on course.” The majority of the tasks will be performed by the Junior and Senior Marketing classes, while the Marketing Principles (Sophomore) class will assist with assigned tasks and participate by “working the booth.”

Other classes in the Business and Communication Arts Academies will also be involved with the project including Tressa Daniels’ Computers & Tech and Computer Presentations courses to produce Electronic Advertisements and Presentations for the show as well as North TV for shooting the appropriate commercials. By working with the other “specialist” classes, the simulated marketing departments will act as producers much the way corporate America functions. This will further build the team player aspect of the curriculum.

Project Objectives

The implementation of this project will address the list of course objectives and standards beginning on page 4. This listing, though detailed, provides an overview of the various tasks the students will utilize during the completion of this project.

Project Assessment

Since the “Trade Show” is the culmination of this project and requires a great deal of student time to properly execute, it is considered the major project for the year and the equivalent of a Final Examination. A working rubric is attached to this document highlighting the key areas the students are to address during their preparation for the Trade Show. As the course progresses through the year, students will have more detailed rubrics for specific activities corresponding with the chapter content of the time. An example is during the Electronic Advertising Supplemental Chapter, students will begin working on individual electronic ads to submit for grades as well as their company advertisement. The rubric will include information such as follows consistency guidelines with fonts, utilizes consistent color theme throughout ad, appropriate graphics are used, and ad functions as expected. Each of the more detailed chapter rubrics will roll-up to create a cohesive final project for the student groups.

Part of the assessment process will include a traditional debriefing after the show is completed to evaluate the positive and negative aspects of the entire process. This debrief will include a post-mortem report from each group detailing their working process and how it fit into the overall function of the show. The participation of each mem-

ber must be evaluated by their peers (confidentially) to ensure that teamwork takes place throughout the process.

One of the more interesting aspects of the students working on real-world applications of the marketing curriculum is that when the course has finished, they will each have a comprehensive portfolio of work available to show future employers. This portfolio will demonstrate actual marketing experience that employers find useful as well as the initial conversation points useful for prospective employees to really “show their stuff” during an interview process.



The Trade Show Advertising Project

Objectives: This project will assimilate the planning, creating and presenting products through the means of trade show advertising. Your group will create a display and collateral pieces for the Sports Marketing Industry. Your group needs to determine the type of vendor it will portray for this activity. For example:

- a manufacturer of sports apparel (ie: PUMA, Nike, Adidas)
- a manufacturer of sports equipment
- a sports magazine or internet site
- a sports trade card company

Event Description: Sports Marketing Tradeshow is targeted to all segments of the recreational industry - encompassing sports enthusiasts, manufacturers and dealers. Representative of the \$75 billion plus dollar recreational market, these diverse events are ideal venues through which manufacturers and distributors can bring their goods and services to the sporting public.

Exhibitor Information: Manufacturers, distributors and dealers from around the world will showcase a broad range of products and services.

Attendee Information: General public, retailers and sports enthusiasts.

Requirements: Create a booth with IMPACT and attractiveness to entice a potential buyer to look at what you have to offer. For example your booth should have photos, graphics, props, large display headings to promote your product. You also need to create advertising handouts for people to walk away with.

Evaluation: Mrs. Mahaney and your peers will evaluate your trade booth presentation. A member from each group will help evaluate the booths and an average of the total score will be used for your group grade.

1. Dimensions of Booth – Table Top Display Poster (36" h x 48' w)
Space of Table (48" l x 24" w)
2. Prominent logo recognition on display
3. Booth Display Pieces – (photos, graphics, facts)
4. Handout #1 - Fact Sheet About Product/Service/Company
5. Handout #2 - Brochure or Advertising Flyer
6. Handout #3 – Survey to Measure Results
7. Tradeshow Marketing Plan
8. **EXTRAS:** business cards, sign-in/guest book, promotional items

Marketing Plan	1	2	3	4	5	6	7	8	9	10
Impact (Look, Feel, Attractiveness, Draw)	1	2	3	4	5	6	7	8	9	10
Creativity/ Originality	1	2	3	4	5	6	7	8	9	10
Appropriate Use Of Space	1	2	3	4	5	6	7	8	9	10
Level of Effort in Design	1	2	3	4	5	6	7	8	9	10
Prominent Logo Recognition	1	2	3	4	5	6	7	8	9	10
Hand-Out #1 – Fact Sheet	1	2	3	4	5	6	7	8	9	10
Hand-Out #2 – Brochure/Ad Flyer	1	2	3	4	5	6	7	8	9	10
Hand-Out #3 – Survey	1	2	3	4	5	6	7	8	9	10
Presentation Of Material (Salesmanship)	1	2	3	4	5	6	7	8	9	10

EXTRAS/COMMENTS

TOTAL SCORE: _____ / 100