

Marketing Mix Project

SUBMITTED BY: Leya Matthew

SUBJECT(S): Marketing

GRADE LEVEL(S): 9, 10, 11, 12

≡ OVERVIEW:

The Marketing Mix is a vital concept in marketing and one that forms the core of any marketing plan. In this concluding project lesson, students integrate concepts from all the previous lessons in the module. Students will begin with analyzing the Marketing Mix for any of the products referenced in the Knowledge@Wharton article, and then design a marketing strategy for a related product. Though this lesson is designed as an in-class project, it can also be conducted as a take-home project.

≡ NBEA STANDARD(S):

- Marketing, IV. The Marketing Mix

Common Core Standard(s):

1. CCR Standard for Reading: Read closely to determine what the text says explicitly and make logical inferences from it.
2. CCR Standards for Listening: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each other's ideas and expressing their own clearly and persuasively. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
3. CCR Standards for Speaking: Present information, findings and supporting evidence in such a way that listeners can follow the line of reasoning, and the organization, development and style are appropriate to the task, purpose and audience.

Objectives/Purposes: In this lesson, students will: 1) analyze the marketing mix of a product, and 2) design the marketing mix for a product.

Knowledge@Wharton Article: [“The Crowded, Caffeinated Soft Drink Sector: Who Will Bubble Up to the Top?”](#)

Other Resources/Materials: Internet access

Activity:

1. The class is randomly divided into small groups and all the students are given copies of the Knowledge@Wharton article. Each group is given a worksheet with the following directions:

- Analyze the marketing mix of either Gatorade or Red Bull to answer the following question: How are the various elements of the marketing mix designed in order to market the product to its target customer segment(s)?

To help structure your analysis, you may use the help of the following prompt questions. These questions are indicative and not exhaustive. Please generate additional questions to complete your analysis.

- Who are the target customers?
- What value do these customers perceive in this drink?
- Where is this drink available?
- How is this place of availability linked to customer convenience, and product image and positioning?
- What price is the drink available for?
- How does the price communicate product value and positioning?
- What advertising and/or sponsorship (promotional) strategies are discussed in the article for this product?

To make this less of an exam and more of an activity, students may be allowed to present their analysis in the form of a concept map or in point form. Though they are not expected to turn in an essay, their analysis is expected to be coherent and self-explanatory. (10 mins)

2. As soon as the students finish their analysis, they are given instructions for the next phase of the project. They are asked to design the marketing mix for a product for the beverage market. You may use the information gathered from your analysis to guide your activity. Your presentation is expected to cover the following elements:

- Target Customers: Who is your target customer?
- Product: What value does your product provide your customer?
- Price: How much will your product cost your customer?
- Place: Where will your product be available?
- Promotions: How does your customer know about your product?

You are expected to explain your rationale for your decisions clearly and persuasively. The presentation will be oral, and be prepared for questions from your peers! You will have 3 minutes of presentation time, and 15 minutes of preparation time. (15 mins)

3. On finishing their design, the groups are called one by one, to present their design. One or more individuals may present the design, and any member of the group may answer during the Q&A session. Each group will present for 3 minutes and may be asked questions/given feedback for 3 minutes. (15-18 mins)

4. Wrap-up. Students are asked what they learned from this project. Their group processes and the structure of the assignment may also be critiqued.

Tying It all together: This lesson is intended to bring together concepts that the class looked at in fragments earlier. The Knowledge@Wharton article provides a fair amount of market data on which to build a new design.

Practice Outside of the Classroom: This lesson easily lends itself to an outside the class project. Students could be asked to research the beverage market in greater detail before they design a competing marketing mix. They could visit stores, tap in on their own consumption patterns, search the Internet, and talk to store owners as part of their market research.

What Worked and What I Would Do Differently: The teacher should not make this activity seem like a formal exam. It should seem like a fun project, but also one that is engaging and challenging. You may expect the usual tensions that go along with group work, but that is part of the learning this lesson facilitates. However, it is important to discuss these frictions and maybe even relate the final product to the group processes in your feedback to the groups.

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