

# Marketing Plan Lesson 2: The Marketing Mix

**SUBMITTED BY:** Leya Matthew

**SUBJECT(S):** Marketing

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

## ≡ OVERVIEW:

In this module, students integrate marketing concepts to design detailed marketing plans of their own. In this lesson, students design the marketing mix based on the market analysis they conducted in the previous class. Students will design a product, a pricing strategy, the place of availability and a promotional strategy along the phases of a product life cycle.

## ≡ NBEA STANDARD(S):

- Marketing, I. Foundations of Marketing
- Marketing, II. Consumers and Their Behavior
- Marketing, IV. The Marketing Mix

## ≡ RELATED ARTICLES:

- [“Invisible Horse Dance: The Business of ‘Gangnam Style’”](#)
- [“Americus Reed on Marketing, Brands and the Cadence of Business and Creativity”](#)

## 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) design a product, (2) develop a branding strategy, (3) develop a pricing strategy, (4) identify distribution channels and (5) design a promotional mix.

**Knowledge@Wharton Articles:**

- [“Full of Beans: How a Classically Trained Chef Reinvented Fast Food”](#)
- [“Luxury Brands: Marketing the Upscale During a Downturn”](#)
- [“‘Badge’ Value: Finding and Promoting Products That Inspire Customer Loyalty “](#)
- [“Globalization of Technology Ventures: Lessons from Israel”](#)

**Other Resources/Materials:** Internet access

**Activity:**

1. Introductions and Orientation (5-7 mins)

The teacher directs students to gather in their groups, and explains the activities in this lesson: *Today, you are going to develop a product or service that provides unique value to your target customer, and you will design the marketing mix for this product or service. Based on your market analysis from yesterday, you have some idea of what your product is. Today, I want you to fine tune the details of this offering, and work out the features of your product/service, its price, where your customers can buy it, and how you are thinking of promoting your product/service. Remember, that all the elements of your marketing mix should position and differentiate your offering in the same way. For example, if you are thinking of opening a fine dining restaurant, everything about the experience has to emanate exclusivity – the price, the place and the promotions. You will be given handouts to help you structure your activity.*

The teacher distributes the four handouts to the groups. Each group will get a copy of each handout. The pricing strategy handout gives a list of the commonly used pricing strategies. The place handout lists the kinds of distribution channels, and the marketing mix handout lists the

marketing mix (both the 4Ps and the 7Ps) and the various elements of each element of the marketing mix. The final handout is a case study example.

Handouts:

1. Pricing Strategy
2. Place and channels of distribution
3. Marketing Mix
4. Example

The teacher reminds students to work with the information they gathered in the previous class, and to particularly focus on the customer profiles they worked on in the previous class.

## 2. Work with Knowledge@Wharton articles (*10 mins*)

The teacher gives each group an additional article that can be used as a resource to develop their product, and to design the marketing mix. Continuing on the broad areas introduced in the previous class, this lesson gives students additional case studies within their markets. However, unlike the last time, students are asked to analyze the marketing mix of the case studies and relate that to market analysis.

For example, how does Chipotle manage the “people” and “process” part of its restaurant chain (read “Full of Beans: How a Classically Trained Chef Reinvented Fast Food”). Or, what is unique about the processes for technology companies in a globalized world (read “Globalization of Technology Ventures: Lessons from Israel”)? And depending on which route the fashion group (if you have one) has gone, you could choose a luxury market article like: “Luxury Brands: Marketing the Upscale During a Downturn” and ask students to analyze the promotional strategies described in the article. Another option is to ask students to analyze the price, place and promotional details for the beauty industry from: “‘Badge’ Value: Finding and Promoting Products That Inspire Customer Loyalty.”

I would ask my students to delegate their reading and analysis work so that they can cover both the articles and the handouts.

## 3. Small group activity (*30 mins*)

The teacher asks students to work with all the resources they have generated so far to work out the actual details of the marketing mix of their product/service. The teacher instructs students to also identify their branding strategy — which simply means that they have to name their offering, and explicitly identify their differentiation strategy. For example, the Chipotle restaurant branded itself with its name and the particular customer segment it targeted.

The teacher clarifies that the groups will present their marketing plans in the next class, and that their presentation will have to cover all the elements listed in the Marketing Mix handout.

**Tying it all Together:** In this lesson, students work out the finer details of the marketing mix based on the market analysis they conducted in the previous class.

**Practice Outside of the Classroom:** Since the students are working on areas that interest them, I expect that they will be thinking, clarifying and working on their marketing plans outside of class. Noticing the fine details of their own consumer experience and the trends within markets they are intimately familiar with will be valuable inputs for their marketing plan design.

**What Worked and What I Would Do Differently:** Depending on the groups you identified in the last class, you may want to use different Knowledge@Wharton articles than the ones I list in this lesson plan. For example, if nobody in your class was interested in technology, but many were interested in the beauty industry, you may want to identify additional articles that analyze the beauty industry. It may also be a good idea to explicitly discuss “Search words” with the groups, since that is a 21<sup>st</sup> century skill that is useful at all levels of information search and processing.

☺