

MARKETING: MAKING IT REAL

By Sheila Weidinger

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PROLOGUE: A MOMENT TO SMILE

One of my first teaching assignments involved the instruction of “special students” to say the least. They actually were a small, yet mighty group, 15 in number. Most of them were special because they had some previous run-ins with the law, had experienced or directly participated in the “bad” side of life and, according to our education system, were deemed to be “slow learners”.

A somewhat demanding group of young individuals, many would decide to play “hide and go seek” with my purse before the start of class. They would hide it, I would find it. Upon successful completion of this ritual, my teaching of them was allowed to begin.

Now here is the “smile” part. One day, I clearly remember trying to get them to memorize a list of 10 things one would do when they started their own business. I encouraged them with all my might, pulled every trick out of my sleeve, provided them with any incentive... just to get them to copy down the note. Most of them managed to get to Point 3 and then something magical happened.

The young boy in the second row, stood up and politely said, “Lady, when are we ever going to need to know the 10 steps to operating a business? You need to teach us something practical, something hands-on, something that we can relate to.”

Interestingly enough, they were right and from that moment on, my whole teaching focus changed. Funny isn’t it? A student deemed to be the challenged learner was actually smarter than the teacher.

And thus the story begins...

There are so many people to thank throughout my entire teaching career.

Special thanks goes to Jim Fox, former Head of Business Studies, Bluevale Collegiate Institute, Kitchener, Ontario who hired me as a first year teacher, believed in me and taught me to believe in myself.

Jack Nahrgang, fellow teacher and friend, who spent countless hours proofreading my book.

and

My family, Duane, Lisa and Matt for all their support over the years in allowing me to follow my passion.

INTRODUCTION



Well, the adventure continues....

Congratulations... if you are reading this, I have found a person who has an interest in marketing and business. Welcome to my world. Thirty years ago when I told my associate professor at teacher's college that I wanted to pursue the field of marketing, his response offered no encouragement. In fact, it was quite to the contrary. He maintained that I pursue something that he felt was more "marketable" – like accounting. He assured me that I would never find a teaching job in marketing and that this area was soon to become a thing of the past. I declined to follow his advice and followed my own. It is now many years later....

As I have always encouraged my students to follow their goals and find their passion, I have found my passion in the world of marketing. I believe over the years, I have been able to share this passion with my students in the classroom. Now, after many years of thinking about this book, I decided to follow through with it and thus *Marketing, making it real!* has been published.

This book shares with you some of my most memorable moments in the classroom and presents strategies and practical exercises that, hopefully, will help you share in this passion.

Sheila

ABOUT MYSELF

Well, first off I would like to introduce myself. My name is Sheila Weidinger. I have been married for the past 22 years, have a 21 year old daughter and an 18 year old son. My husband has launched and run (with my help) three different businesses over our time together AND in my so-called spare time have taught marketing (and other related business subjects) for the past 30 years.

The purpose of sharing this information with you (besides the fact that it makes me look really old !) is that it has taught me a very important skill – one that is essential in your potential success as a marketing teacher:

FLEXIBILITY



Boy, I don't know about you guys but I am still waiting for that glorious day when I wake up and everything goes on schedule.

See if you can relate to any of these:

- A **full** class of **keen** (emphasis on the words “full” and “keen”) marketing students in your sights

- All your marketing students, with lined paper, (actually happy to see any paper) in front of them with pen/pencil in hand... simply eagerly waiting for you to teach them everything about marketing.
- Your class goes smoothly, every bit of your pre-planned instruction is concise, clear and 100% understood by your audience. There are no distractions, no late arrivals, no electronic devices interfering with your delivery and everyone gets it.... FIRST TIME you say it. The mind of a 21st century marketing kid is just like that old slogan by Bic Pens.... “writes first time, every time.”

I think not !!!!



CHAPTER 1: LEARNING TO ROLL WITH IT



The first piece of advice I can give to you is to learn to ROLL WITH IT. The mind of a young marketer has a limited attention span. You will learn that once you realize this, you will shape your lessons accordingly. Be flexible. Teach to whom you have in your class. If they are really interested in advertising, put a greater focus on that component of the course. In the long run, you are only planting the seed for further interest in marketing. You can not pressure yourself into thinking that you have ONE term and must bestow amongst your class everything they need to know about marketing. I used to think that !!!

Make no mistake – Once you learn to roll with the punches, some days losing speed and other day having the sky as your limit....you will truly begin to understand what teaching marketing is all about.

You will be leaving a lasting impression on your students.... And you might not even know it.

Think about it for a minute. You are not only teaching them marketing but in addition....

- Networking
- Communication Skills
- Team-building
- Selling
- Decision-making
- Confidence

You will totally feel that you have hit your personal “jackpot” when your students (and yes they will) email you, stop in to see you or drop a note into the mail just to let you know that the marketing skills you have taught them in your class actually resulted into them getting a job.

I recently had a voicemail from one of my past students. It read something like this.....

“Thank you so much for teaching me marketing. I want you to know that I just got a job in marketing and if I didn’t know ¾ of the stuff I learned in your class, I would have never got the job.

The guy said I got the job because I was very knowledgeable about marketing and also liked the way I communicated to him during the interview - I made eye contact, shook his hand. All these things you taught me in your course.

Just wanted to let you know. Thanks for giving me the skills that help me get a job in this area. Take care.”

This young lady was a student in four classes that I taught at my current high school. She took Introduction to Business, Careers, Marketing and a Business English class. She was a “special student”. Although... I believe, the real trick to teaching is to realize that each and every student is special in their own way.

She lived with her single parent mother and a brother who was physically and mentally challenged. She struggled with school, missing a great many classes because of her own medical condition. She had sickle cell anaemia, a condition that forced many hospital stays, many days of ill health and an uncertain future. She persevered and was able to graduate from high school.

To receive a message from her, thanking me for helping her to secure a job, making a difference in her future because of what she had learned was truly an inspirational gift for me. I think every person in the teaching professional has the ability to deliver the content of a course but I truly think our job as teachers is to find ways to inspire our students to believe in themselves and leave our rooms with the tools and confidence that will help them succeed.

Never doubt that you do make a difference. Some of you do not give yourself enough credit. Take a minute and say “I am better than I think!”



CHAPTER 2: YOUR CLASSROOM RULES !

Respect

I used to think that if one had the academic qualifications, looked reasonably intelligent, and had something important to say...well then; the students would totally respect them as the teacher.

Well I was wrong. The kids of today like to challenge, like to test you.... One way or another, you are waiting for them to give you the thumbs up: *“you know of what you speak.”* For those of us with children at home, especially teens, this is no different!

I have surveyed kids in my marketing classes, asking them if this one to two week “honeymoon” period is just a myth or reality. They whole-heartedly agreed that for the majority of the course introduction, they are deciding whether or not their instructor knows the material and is worthy of their respect.



You need to gain and earn their respect, **not expect it**. I let my students know that this concept is indeed a two-way street, and they need to gain my respect as well.

Well, if that is the core issue, your question should be “How do I ensure that respect (in all forms) occurs in my class on a daily basis?” Here is the approach that I have used with much success over the past years.

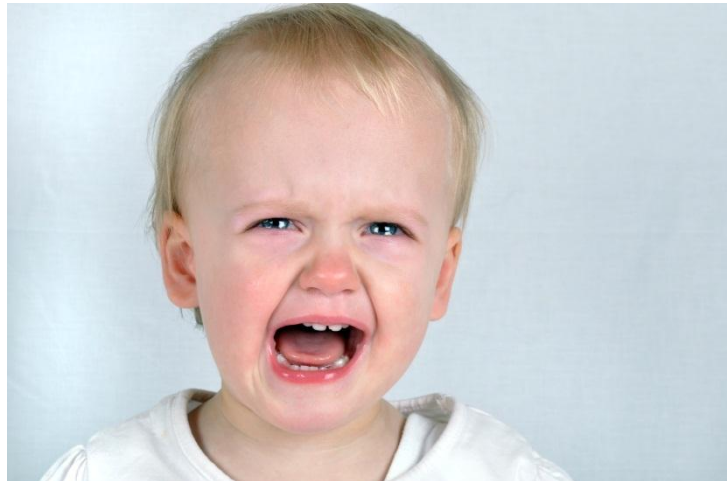
First, keep it **simple**. Marketing kids are creatures of movement, possessing short attention spans, spending more time questioning imposed rules rather than trying to follow or obey them.

In my marketing classroom, I have the “WEIDINGER Philosophy” that involves two basic rules:

One: If any day I look like I do not want to be here, you can leave.



Two: No whining allowed. It is unproductive, contagious and a colossal waste of time.



In regards to Rule One – if nothing else, it grabs the attention of the students. They see a challenge in front of them, and they love competition. Some of them will truly believe that you can't possibly live up to that standard. You will amaze them and in some cases yourself when you see that this enthusiastic dedication is possible. I have used this rule on Day 1 of my class for 30 years and I can boast of having never had a walk-out. It's simple. You have to show the kids that you enjoy what you do. Marketing is all about the hands-on, making the lessons come alive, making it practical. It is not about pages and pages of reading, unrealistic expectations, intense theory, memorization. It's about making marketing real and current. You have to realize that in

some cases, marketing attracts students that really are unsure of what future they should be pursuing. The course is kind of a catch basin for the eager, the keen, and, in many cases, the “lost.” Success in teaching marketing comes from your ability to engage your students (keeners or not) into discovering the endless possibilities and careers that lie before them with success in a marketing program.

Rule 2 simply prohibits unnecessary use of the English language. Make no mistake; there will be people in your class who do not want to be there. They will be negative; they will work against the grain, and will do their best to attract followers. Unfortunately that is a fact of life. We are surrounded by people who love to whine. Sometimes we even see it in our fellow staff members. It seems genetically fused in their nature, and they want company. Don’t allow whining to thrive. Expect it, be ready for it, and nip it in the bud. The class will watch how you handle contentious situations and they’ll assess your response. Once again, this is an opportunity to gain the respect of your class. Once you have earned the respect, their learning possibilities are endless.

It is funny how the students learn to understand your rules and truly believe in them. When I left my previous school after 18 years, one of my senior students gave me a small gift on my last day. It was a metal sign that had very few words on it, but very meaningful ones. The sign simply read – “NO whining” with a large X. Clearly she had received my message. As I ventured on to my new school I placed it in my classroom and if I heard any student venturing down the road of complaining, I would just point to the sign. It worked; well, on most days.



I can relate to you a situation that I encountered in my class a few years ago. I had just marked an assignment on the Self Concept. For those of you not familiar with this theory, it involves how people basically have three components to themselves: The Real, The Ideal and The Looking- Glass Self. It involves how we see ourselves, how others see us and how we would like to be perceived. It ties into the topic of “Getting to Know Your Customer.” Anyways, I had an “interesting” (for lack of a better word) student in the back left corner of my class. I was giving back the marked papers and I walked to the back of the room and gave him his. I watched him look at it (with what appeared to be a feeling of discontentment) as I continued to finish off distributing the rest of the papers.

He waited patiently until I returned to the front of the classroom and slowly proceeded, with marked paper in hand, towards me. It was a slow and precise walk. He was on a mission, confidently acquiring an audience as he approached me.

When he reached the desk, he took the paper, looked me directly in the eye, only briefly looking to make sure he had an audience, and crumbled it up in front of me and dropped it to the floor. The words that accompanied this act went something like this.



“I didn’t like the way you marked my assignment”

In front of a stunned, yet interested audience (marketing students love action) the student then retreated back to his desk in the back corner of the classroom. You could have heard a pin drop.

Marketing teachers must learn to be patient. Thus, I waited till he was once again comfortably seated in his desk. I picked up the paper from the floor and, with the attention of the audience intact, walked slowly back towards him. Upon my arrival, I took the crumbled paper, carefully smoothed out every crevice and wrinkle, re wrinkled it and put it down on his desk and said:



“And I didn’t like the way you wrote it”.

We made quick eye contact. I then turned around, proceeded back up to the front of my classroom and continued on with the day’s lesson.

I couldn’t but help feel as though I had been up for the challenge that day. I was right. As I continued on with the lesson, I noticed a faint smile from my challenger. At the end of the class, he was the last to leave. Before he left, he came to me and said, “Good one.... I decided to test you today.... Just to see how you would handle it.... You won !! You’ll get no more challenge from me. He was right.... He became one of the best marketing students I ever had. I had earned his respect. I had successfully figured out how to channel his creativity into far greater adventures than trying to test the marketing teacher.

That’s it. The philosophy is simple, memorable, and reinforces the two-way street that was mentioned before.

CHAPTER 3: EMPOWERMENT LEARNING TO DELEGATE AND TRUST



What is “empowerment”? Based on a leadership textbook that I use in my senior Business Management classes, the definition goes something like this:

Empowerment: ***“The process through which managers enable and help others to gain power and achieve influence within the organization.”***

Effective leaders empower others by providing them with the information, responsibility, authority, and trust to make decisions and act independently. They know that when people feel empowered to act, they tend to follow through with commitment and high-quality work.

(Management Fundamentals – Schermerhorn / Wright)

By learning to empower your students, you not only lighten your load but in addition allow them to feel good about themselves. How do you do this, you ask? Make your assignments, hands-on, creative and realistic. I believe that instructors who rely heavily on textbook material often have a hard time getting their class to achieve great results. The students may learn marketing theory but will not have the marketing passion that you are hoping to instill in them.



One of the first exercises included in the resource section of this book, “Sell It to Me Baby,” involves creativity. I use it very early in the term... kind of gives me an idea of who I am working with. I always tell my students that I give what I get. If I see that I have a keen, eager group of students, then teaching them really becomes more of exposing them to so many marketing opportunities.

Another project I use early in the term is called **“The Marketing Me Project.”** It



allows the students ample freedom to use their creative talents and gives an opportunity for me to learn a little bit more of each of them. It becomes the starting point of your class. It gives you an indication of who you will be working with in your course. Don't be discouraged if this project doesn't go as well as hoped. Let me share a personal example.

One term, I had a new group of marketing students and assigned this project. After giving the class three weeks outside of class to complete the project, I was “stunned” to say the least when the actual presentation date came and about a third of the class had completed the assignment. Thoughts such as “I’m ticked,” “I am frustrated,” and “I’m a failure as a marketing teacher,” all passed through my mind. I took it personally. Don’t go down this road, it just wastes time.

I then found myself engaged in a conversation with one of my more intelligent students asking him why he had not completed the project. He looked around the room and said, “Well why should I care, when it seems like no one else in here does?” I was speechless! Rather than delivering to him the “riot act,” I calmly told him that people are individuals and the strong-minded ones are those who do their best, each and every time, those who take leadership in the class and allow others to follow. They set the standard. I also told him that I was personally disappointed and hurt. One thing you have to understand about marketing students is that they usually have big hearts and are very caring individuals. Only by allowing them to gain respect for you, do they really show full potential.

I had an open conversation with my entire class after this “one-on-one” conversation. As I mentioned before, marketing teachers have to learn to be flexible. I re-explained the assignment, gave them a few extra days, and waited patiently for the results. What a difference a few days make! The results were well worth the wait. Only two students out of my class of 28 did not complete the assignment. Why was more effort on the part of the student a few days later? Perhaps because they realized that I cared enough to tell them that I was disappointed and that I knew that they were capable to do so much better. After this experience, the tone of my classroom had been set. I could hardly wait to see what they would produce for the next project. I was not disappointed. Earning the trust and respect of your students allows great results to be achieved.

Over the years, some of my most memorable submissions for this project have included an entire riding stable from a lady who wanted to be an equestrian rider, an arena filled with people – created by a young lady who wanted to be a professional hockey player and probably my favourite.... A 3 foot paper mache eyeball... inside of which contained aspects of this young lady's future and passions: artwork, teacher's desk, writing journal, an apple, etc. She had even taken the time to put three inch eye lashes on it. How creative can a student get??? It was "out of the box" thinking and just so darn memorable.

Remember, in marketing, a student's potential is unlimited.

Over the years, I have realized that marketing students like hands-on assignments. This assignment allows your students to show you the following:

- Their creative abilities – both idea generation and finished product
- A bit about themselves
- Their ability to communicate their ideas to the audience

All of these are characteristics of a successful marketer. It is part of our mission as educators to reinforce these important skills as we teach our curriculum.



CHAPTER 4: MAKING IT RELEVANT



A marketing student is a “unique bird” – a person who constantly must be challenged, a person who needs to be kept stimulated and busy... but maybe not as unique as you think. Aren’t those qualities that you *yourself* possess?

Your personal survival in teaching marketing depends on how well YOU, yes YOU, can relate to your audience.

TRUST ME ... It’s nothing to do with age.... I AM (ahem) SEASONED !

Your success rate of connecting with marketing students rests, in a weird sort of way, with your recognition that you are more like your students than you want to admit. If you are adamant that this is just a remote possibility, then my advice to you is hold on and try to enjoy the ride as best you can.

You see, teaching marketing is like riding a roller coaster. You start the course with your feet placed firmly and confidently on the ground. You find your seat, you



buckle in and you wait for the ride. As the ride progresses, you reach the highest peaks and just when you think that you can sustain that level of excitement and thrill of the elevation, you find yourself descending at an even faster rate. You look at your once highly motivated and engaged group of students and find that they have, for lack of a better phrase, “left the building” -- mentally, of course.

What to do? First – don’t panic!

Remind yourself that much of student behaviour is due to the “nature of the beast.” You, too, have encountered learning lulls along the way. As the professional, you regroup your thoughts and prepare to engage once again.

I think the burning question in every one’s mind is “How do you engage?” The answer? Make it relevant.

Anyone can teach theory. Anyone can assign a reading assignment with prescribed questions. Anyone can read an article. Anyone!



The successful marketing teacher reaches students by allowing them to, in some part, teach themselves. How, you ask?

You skillfully create relevant, hands-on exercises that take into account all of the prescribed theory but make it **relevant** and **realistic**. Now, I can read your thoughts already. See if you are thinking any of the following:

- I don't have time
- I am not creative
- I wouldn't even know how or where to start
- How would I evaluate it?
- Where would I get my information?

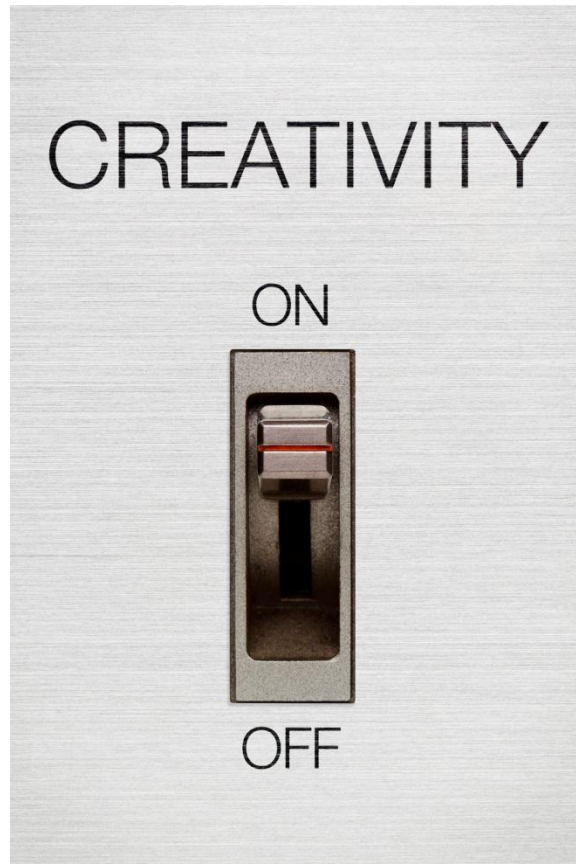


Well, I am here to help you and put your mind at ease. I am going to provide you with hands-on assignments that really work. Tried, tested and proven.

Within the resource section of this book, I have included over 29 tried and tested marketing exercises/projects that you can use in your classroom. Answer keys and evaluation keys have also been included for your use. They will provide you with the kind of hands-on assignment that actually works in this type of class. All have been tried and proven to be successful.

The exercises include those that can be used on the very first day to your complete summative project given near the end of your course. It also provides you with interactive company projects that can be used with individual organizations in your area.

Let the creativity begin...



CHAPTER 5: DELEGATION

For heaven's sake... learn to delegate. Sometimes we get so wrapped up in the actual task that we think that the kids will learn only by watching us do it! That couldn't be any further from the truth. Let me provide you with a relevant example.

At one of my previous schools, after attending a community fundraiser, I decided that I could do the same thing within my own school. The concept was simple: Rent a space, choose a theme, hire a live band, get prizes donated and watch the money roll in. How much simpler could it get, one would ask? Well, as I look back, I only made one mistake (well I'm sure a few others, but not planning on mentioning them at this time!) My main mistake was that I only explained the process to the students and didn't let them benefit from actually participating. I believe the real learning comes from the ability of the student to actually perform the task, not merely memorizing a text book definition and scribble it on a piece of paper.



I successfully ran this event for five years at one of my previous schools. It was called the 50's/60's Dance and Silent Auction. In the first year, I ran it on Mother's Day Weekend (stupid idea!). I held it in an arena that could house 600 plus people comfortably. I had over 200 items in the Silent Auction, a great many doorprizes, contests and, of course, a Live Band "Chevy and the Hubcaps." Sounds great, right? Only one small problem – only 70 people in attendance, most of which was my staff. Still able to raise \$700 that year, I felt unsatisfied with my efforts. Not only was the attendance limited, (yes, I did advertise it), I realized after the event that I ran it without the use of any of my marketing students. Although being a part-time instructor at that time in my career, I had 60 willing, keen marketing students just waiting to do real marketing. The countless hours I spent calling up companies, making cold sales calls, driving to drop off request letters, picking up donations... were all "hands on" marketing.

These tasks being performed by my students, with my guidance, could easily have strengthened their understanding of marketing and could have saved me so much time in the long run. The following year, I not only explained the concepts behind marketing but in addition, allowed them to experience what it was like first hand to run an event. I taught them how to do cold sales calls, how to shake hands, practiced eye communication with them, taught them how to “change a no to a yes, overcome objections and so much more. I learned to DELEGATE.

The results were great! I no longer spent countless afternoons, evenings, weekends, personally contacting businesses. I gave my students the knowledge as to how to do it and then gave them a clean slate. Off they went. The results speak for themselves. The second year after changing the date to March (true marketers learn from their mistakes and adjust accordingly), we had 250 people, 275 auction items, same band and raised \$1500. This trend continued for the remaining three years of this event's existence. We had a record year on the 5th year. Sold out at over 450 people, 375 auction items, raised over \$15,000. That's even with finding out your hall has been double booked one week before the event!!!!!! That's a story that I will save for another day.

I couldn't have achieved this success without the help of my friend and fellow teacher, Laura, but especially all the work and dedication that came from my marketing students at that time. They were keen and motivated: attendance in my class was at its all time high. My students had learned so much from their first-hand involvement. For some, it was instrumental in their decision to pursue marketing as a career. Can't ask for more than that!



CHAPTER 6: IT'S ANOTHER DAY...

In the previous chapter, I alluded to a fundraiser that had the potential of going very, very wrong. Well, I thought I would include it as an example of how sometimes you just have to be creative and dig yourself out of potential disaster. The story goes something like this....

For five successive years in my previous school, I ran a large fundraiser for various projects within the school. Although an unbelievable amount of work, I prided myself each year on setting new goals, wanting to raise more money, have more people in attendance and so on.

The event featured a live band that had to be booked months in advance, as well as a large Silent Auction; over 400 items.

Each year I would go in and book the hall and rather than having a signed contract (big mistake), I simply ended my visit with, "sounds good, see you on the *date of function*" and all was well. At least I thought so....

Everything seemed to be going so well. I had sold out my tickets (over 450), the band was eager, there were over 400 items up for bids on the auction table, all my workers were ready. I was almost feeling smug as I just had to sit back and wait for the week to go by and watch all that money coming in. Sadly, that was not the case.

It was precisely one week before by 5th Annual Event when I received a call from one of my friends saying that they would be seeing me on the following Saturday night, the day of my auction. Not thinking that they had mentioned before that they were coming, I expressed my pleasure that they were going to support my event. To my surprise, they told me that they were going to be at the same place, but to attend a wedding, not my auction.

YIKES !



I remember putting the phone down after the disturbing call and just sitting in amazement. My son, probably 7 years old at the time, said, "Look daddy, mommy's head is so big and red it looks like it is going to blow off her body." That was not far from the truth...

What to do?



As I mentioned before, marketers are flexible. With the help of others, I put my new plan into action.

The first thing I had to do was to find another hall. I had 8 people man the phones and we all started to call any place we could think of to host this event. By the end of the second day, we had secured a larger venue that would be an adequate location to fit both a live band, 400+ items for the silent auction and close to 500 people. Problem One had been now dealt with. On to the next...

My second area of concern was the fact that I had presold 450 tickets to people of which I had no record. So I had to try and figure out a way to inform each of them that the event had been moved to another location about five miles from the original one. This was going to be tricky...

I decided to contact our local newspaper once again. They previously had run, free of charge, an advertisement featuring my charity event. After explaining the issue, I asked them if they would be willing to run the same advertisement again, "free of charge", of course but make one slight change to the ad. I asked to superimpose these words over the original ad. "Due to an overwhelming response to this event, we have moved to a larger venue" and then indicated the new location.

It worked. Somehow, every single person with the exception of one couple, went to the new location. That couple who eventually did find the new location were refunded their money, so as to keep them happy, and enjoyed a great evening.

The end result; \$16,000 raised, 500 people dancing, bidding and enjoying life. Me – exhausted but completely satisfied with how things turned out.

The lesson here is that sometimes things just don't go as planned. But remember, you are only as good as you are on a bad day. You as a marketer must be flexible and must plan for the unexpected and be willing to deal with it.

If you can do this, you will love doing what you do.



CHAPTER 7: THE “WOW” FACTOR

It is absolutely essential that you are very clear in setting the expectations for your students. Problems can arise when the students are unclear of what is expected of them.

In my classes I use the Weidinger “Wow” Factor. I tell them that I want to experience this factor as I grade their submissions. Their work must be neatly done, creative, something that they are proud of and when I mark it I want to say WOW. It may sound corny but it works for me. Be clear that this is a positive WOW not a *“oh my, what the heck is that”* negative WOW. If it is a typed report, I let them know that I make my first impression of their assignment simply on the presentation of their cover or title page. Was it neatly prepared, was it evident that work and thought had been put into it. Was it free of careless errors? Did it grab my attention in a positive way? It can be compared to the thought processes we go through when we meet someone for the first time. Do they look polished? Do they appear confident and prepared?



First impressions are everything!



CHAPTER 8: COMMUNICATION – SAYING IT RIGHT

Many of our future marketers are gifted with the unique ability to communicate their thoughts with purpose and intent. Their words are carefully chosen, they are articulate, their messages clear and the fashion in which they deliver the messages – flawless.

I think not! THIS IS NOT THE CASE.

I have found over the years that many of our future marketing students have the desire but fall undeniably short when it comes to putting their thoughts into words that the listener can comprehend. Any successful marketer or business person will agree that part of a person's success lies in their ability to "sell their thoughts."



I strongly believe that it is our responsibility as educators to help our future marketers attain strong communication skills. "How does one accomplish this," you ask? Read on

At the start of a semester, I give my students the opportunity to perform a couple of oral presentations. The topics are simple, the timing very short but it gives me an opportunity to assess their comfort level standing at the front of the room and their ability to communicate to an audience. A few examples of this type of exercise have been included in the resource section of this book: "Welcome to Marketing" and "Say It Like It Is."

I am always stunned, to say the least, when I have students who are absolutely terrified with this experience. Having no difficulty accomplishing this task myself, I am stunned when a few of my students actually have gone down to their counselor to drop the course; the reason being that they just couldn't do it. They were petrified! It is part of our responsibility to guide these students and give them the tools necessary to instill confidence in themselves.





It is important not to overwhelm the student with too many details at the start of the communication segment. For some, success will simply be judged on their ability to remain standing for the prescribed period of time. Reinforce the fact that communication is a skill. It is something that you have to practice. As is true for athletes or musicians, some are simply more gifted than others but with practice every one has the ability to improve their skills. Once an individual has achieved some success, his or her confidence will escalate and improvement in this area will be noted. Take a look at the following and see if you could use it during the first few days of your class.

Welcome to Marketing

Your first task! You will be paired up with an individual in this class. This will be preferably a person who you do not know well.

You will have approximately five minutes for the pair of you to find out the following information. Be sure to jot down some notes as you proceed through this exercise. After five minutes, you will present your partner to the class.

Consider the following:

1. What is their full name (include middle names)
 2. If they had a choice, what name would they have selected for themselves and why?
 3. What do they see themselves doing after high school (MUST BE LEGAL)
 4. If they had to describe themselves as a fruit, what would it be and why? *People have actually been asked this in an interview setting.
 5. Best Quality – something they are proud of.... (can be more than one quality)
 6. Worst Quality – something they would like to change about themselves..... (can be more than one)
-

7. Why did they take this course?

As I watch them present their fellow classmates, I reference the following **three** key areas that I feel are essential in proper Communication Skills:

- Eye Contact
- Voice
- Body Language & Gestures

As they continue developing their communication skills, I add two more skills:

- Involving the Audience
- Use of Visual Aids

It is worth noting that not all people evaluate communication skills using the same scale. I encourage you to judge on your “gut” feeling as you watch your students present over the term. A few years ago, I had two students who were competing in the regional Deca Competition. I deemed them to be two of our school’s strongest competitors.

You can imagine my surprise when they finished their team presentation and came and found me with their heads hanging low. The judge on that particular day did not feel the love for my two students and told them that they needed to go out and buy a book on Communication Skills. I was FLOORED. I asked myself, “How could I have been so wrong?”

Well, I stood my ground and encouraged my wounded students, telling them that I thought they were great communicators. Based on that I entered them into the provincial competitions (a far bigger deal than the local regional competition) where they had to compete against over 100 other competitors.

No surprise to me that they placed 3rd overall in a category of 125 teams. Because of this, they were off to California to attend the International Competitions.

I secretly had a smug smile. I, as many of you, know how to identify great and passionate communicators.

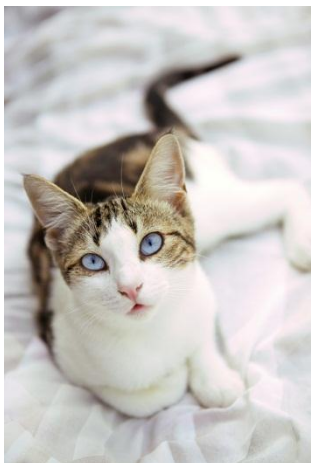
My advice, follow your gut feeling and go with it!

CHAPTER 9: FUNDRAISING

A COMPLETE GUIDE FOR EDUCATORS WHO WANT TO ENHANCE THEIR BUSINESS CLASSES

Much of my confidence in teaching young adults is to have had the pleasure (experience) of raising my own two children. This was especially true when the kids hit their teens. For those of you reading this book that has children, regardless of the age, you'll agree with me that they keep you on your toes at all times. Many times I would bounce my ideas for my classroom off my kids and see their reaction – especially my daughter. They had no problems telling me whether or not my idea “sucked.” I realized over the years that they themselves taught me a bit about creativity. This became one of the key foundations of teaching business – make it hands-on and creative. Let me give you an example of what I am talking about.

My son when he was 14 decided that he wanted a pet. We had already gone through the fish scenario – one small fish and fishbowl. Heck, we even proceeded to the next step and bought a bigger aquarium which by the way we never used. Anyways, after proving that he could take care of a fish, he convinced me that he wanted something more. The two of us ventured to the pet store to look at geckos. For those of you not familiar with geckos I have to say that to me personally they have to be the most unappealing pet I would ever consider. They are small, hairless creatures that if allowed to escape from the cage would possibly never be found in your house – this didn't appeal to me at all. Anyways, as we looked at various types of geckos my son looked me right in the eye (he learned at an early age that eye communication is key in the art of persuasion) and asked if we could go and look at the furry animals – namely cats. Now I have to tell you that I was not overly fond of cats either. The best I could sum up would be that in comparison to geckos at least they had hair. When I was a child, we had many because we lived in a rural area.



My son was no fool. He insisted that I hold the cat, interact with the other cats and try to make a personal connection to one of them. He got me to buy into the experience. And then came the line that I will never forget. He looked me right in the eye and said “Mom I really like the gecko but I can only pet the gecko, I can't hold him in my hands, take him for walks, let him sit on my lap. **I have so much love to give.** I have far more love than a gecko would need. I want a cat.” I caved. We got the cat and it has become a staple member of our family for the past four years.

What is the point of this story as it relates to business? My son reinforced the fact that you have to get your audience to believe in the cause. You have to get them to experience the same feelings as you do if you are to achieve the results that you want. My son appealed to my emotions. It worked. The same is true of your business classroom. If you get your students to believe in what you do, relate to the task at hand, make it an experience – they will participate. I teach the required theory in my classes but I have also learned over the years to engage my students with hands-on experiences – one of which is fundraising. In addition to the resources provided in the back of this book, I will guide you through the steps that will allow you the option of doing the same with your groups. These steps include the following:

- *Make It Personal*
- *Allow Them To Work In Groups*
- *Make Expectations Perfectly Clear*
- *Timing Is The Key*
- *Over-prepare*
- *Communication Skills Need To Be Developed*
- *Teach Them To Handle Objections*
- *Practise, Practise, Practise*
- *Look The Part*
- *Assign Areas*
- *Involve The Press*
- *CELEBRATE*

Make It Personal

The first principle of successful fundraising with your group is to allow them to have input into the actual “cause” or “group” that you are going to help. Asking their opinion and allowing them the feeling that they were instrumental in the selection of recipient goes a long way towards the final outcome of this endeavor. Not unlike adults, students are more dedicated if they see purpose in what they are doing. If they can make a personal connection to the cause, their efforts will far exceed those involving a cause in which they have little interest.



One such example would include a project I created that allowed my students, in small groups, the opportunity of selecting and researching a local charity. Not only was it a “hands-on” assignment, it allowed them to work with others, do research and present their findings to the class. Not only were the students interested in hearing about the charities selected by their fellow classmates, they were also keen on trying to convince the audience about the importance and need of their own. This group ended up choosing a Grade 10 student in our school that had received a heart transplant. His family had huge medical costs, not all of which were covered, and my classes decided to offer our marketing genius and help them out. Probably the best fundraising venture with which I ever have been involved!

In six weeks my two classes, a grade 11 Marketing and a grade 12 Business Leadership class, canvassed the neighbourhood and collected over 300 items for a Silent Auction. They set up the auction, worked it and did the follow-up chores that needed to be done upon its completion. The end result was a cheque being given to the family in the amount of \$11,500, a wheelchair to help the individual with his trips to the hospital, an autographed hockey jersey, and more importantly perhaps, a kid and family who had renewed faith and a strong belief in people caring.



Allow Them to Work in Groups



For some of your students, the thought of going out into the community and basically performing “cold sales calls” is absolutely terrifying. Heck, for some of them, just standing up in front of the room is almost impossible. Never forget that you need to provide a never ending amount of support and encouragement if your goals and expectation are to ever reach fruition.

A few points to keep in mind; one, never have them go out on their own and two, keep the groups to a maximum of four individuals. Too many people in the group works against productivity, not enhances it as some might think.

Making Expectations Perfectly Clear

Sometimes we can not understand why we fall short of our goal. Simply put, we do not clearly explain our objectives. Be prepared to explain more than once. We may believe ourselves to be the perfect communicator but without fail there will be some students you just do not reach the first time, or the second or even the third. Yes, they do exist!

Here is a perfect example of when I thought I had clearly explained my expectations and in the end clearly had not!

One year I worked with my marketing students, teaching them all about selling yearbook advertisements. I taught them proper communication skills, the approach, how to handle objections, how to fill in the contract sheets etc.. I patted myself on the back for having done such a complete and fantastic job. The day of execution arrived and out they went. They looked fantastic, they were keen and excited. They were prepared! What more could I ask? I simply sat back and waited patiently, somewhat like an expectant mother, to wait and see the fruits of my labour.

At the end of the day, groups of students greeted me with stories accumulated over the day. They were so excited, extremely proud of their efforts and could hardly wait to share with me their accomplishment. (This truly is why we teach!). And then, “the group” arrived. They too were excited – they eagerly told me that they had a remarkable day. They enjoyed speaking with the people, changed objections into yeses

and managed to sell 25 yearbooks! Now, some of you who might not be clearly following me at this point might actually have missed the problem. Anybody see the issue? Yes, the students were not selling the actual yearbooks, they were selling advertising space in the yearbook. Once I counted backwards from 10 just to give myself piece of mind, I explained to my students that although proud of their efforts, they had sold the wrong product. They were stunned...no more than I was, unfortunately!



Timing Is the Key

A key point here is to “not rush the process.” When I first started fundraising with my students, I underestimated the amount of preparation time. Actually, the first time I sent kids out I didn’t think they really needed any preparation. I thought it would be second nature to them and I just had to tell them what I wanted and send them on their way. Boy, first year I didn’t really assign individual groups an area either. What was I thinking? I have made it a practice to gather my students the morning prior to their fundraising departure, huddle them together, give them the pep talk and set them on their way. I always thought it would be cool to have some theme song for this. Kind of like the movie “Gone in 60 seconds” which featured Nicolas Cage. Right before every major heist, they would play a certain song. I never got around to it but I thought it was a great idea. Anyways, on this specific occasion, after my dismissal of the group, I realized that no one was moving. They all just stood there. I was perplexed. I thought, “What are they doing?” “Why are they not running to their vehicles?” Eventually they moved out into the parking lot where they stood motionless for an equal amount of time. Why, you ask? They told me afterwards that they had absolutely no idea what they were doing. Thus, I realized that teaching fundraising is like teaching a process. It takes time. Certain components need to be broken down. Practise, practice and practice.



Teaching Them to Overcome Objections

Did you know that supposedly in sales, there is a 10 to 1 ratio of no's to yeses. Yikes, that's hard to take for the majority of us, let alone a high school student.

I try to make sure that my students understand this ratio before they go out. It gives them confidence so they don't think that they are a loser when the first few businesses respond to their superbly delivered scripted selling speech as simply, NO.



In my section of selling yearbook ads which is featured in the resource section of this book, I have compiled a list of reasons that businesses give to help them justify their NO. It has been my experience that if students can anticipate what might be said to them, they have an opportunity in advance to come up with a great rebuttal. Sometimes, this directly results in a sale being made and the student feels great that they have changed a No into a Yes.

Involving the Press

Be sure to teach your students the art of working with your local media resources. I have found them to be a great venue in which to spread the good news. Regardless of simply having them cover your story or having them provide coverage, assist in larger and more numerous donations from the public, they are an invaluable resource.

Another way to involve the media with a fundraiser is to create an assignment that has the students write about their experiences. One year, my Grade 11 marketing class helped a local 3-year old who had been involved in a terrible lawn mower accident and had lost a large portion of her feet. She needed numerous surgeries and our class decided to help.



The campaign was called “Wings for Stephanie” and we collected donations and items for a Silent Auction. We were able to donate \$3,700 to the family from our efforts and the little girl was even able to come in and meet the students in my class. There certainly was a lot of emotional tears and smiles by all those involved and the sense of satisfaction that we actually made a difference to someone’s life.

It was such a positive experience for all, that I had my students individually write an article to the local newspaper explaining their involvement with this family’s fundraiser. My students then voted on the best submissions and one was chosen to be featured in our local newspaper.

Celebrate

Don’t forget to celebrate. At the conclusion of your fundraiser you will feel overwhelmed, exhausted and yet at the same time total exhilarated and fulfilled. I truly believe that there is no better feeling as a teacher than to look at your students and know that they have worked together to help someone who really needed it. Not only are you able to engage your students in learning further course material but, in addition, you have made their self-esteem soar.

Can’t get better than that!



CHAPTER 10: TYING IT ALL TOGETHER

You are nearing the end of the term and you are done and I mean *done*. The XL black Tim Horton's high-test coffee, or four-shot mocha from Starbucks just doesn't seem to be having the same calming effect on you as it did at the start of the term. Heck... even alcohol isn't working for you....

What to do? My advice? Lean back and give your students the hands-on assignment that allows them the opportunity to impress you with all they have learned throughout the term. In my marketing program, I call it the "Martian Project."



I created this project quite a few years ago and each year I adjust it depending on the nature of the class. Remember, a true marketer likes to "change it up." We can never be happy or content with what we did before. We like to adjust it, ever so little, making it if at all possible, more relevant, more fitting to your current group of students.

And we wonder why we are tired at the end of the day.... Remember some of us are more like our students than we think.



The overview of the Martian Project goes something like this;

- You are a Martian (kids love to have an alter ego)
- Your spaceship is broken (marketing kids love chaos and the unexpected)
- You must remain on the planet Earth (most of your class will be able to identify the characteristics of Earth)
- You must create a product/service that you had on your home planet (simply allows them to think outside of the box)
- You're working in a group (learning cooperation with others but also facing the danger of wandering off topic)

This type of project allows your students to be creative, have fun and apply their marketing knowledge. Some of the more memorable ideas that I have been introduced to over the years include the following:

- Student/Teacher Finder – A tracking device that allowed students the ability to find a fellow student or teacher in the school.
- Hyper Sonic Growth Nectar -- A specially formulated potion that rapidly shortened the development cycle of vegetation. Rather than waiting for a plant to follow the normal growth cycle, the growth process was instantaneous. No more world hunger!
- Shoes that Grow with You – This product was to be marketed to parents as a child's first shoes. They came in an attractive bag with a special spray that could be used on the shoes as the child started to grow. Once sprayed, the shoe grew with the actual child. No more throwing out shoes after a couple of months. These shoes could be adapted from young infant to early teens. The students even included different stickers and design patterns that could be applied to the new sized shoe.
- Vendo Date – Shaped like a pop machine dispenser, this new product featured nine different types of dolls. One machine displayed male figures and the other females. Each figure represented a human life form, all being different. An interested consumer could choose between a shy, eyeglass wearing, dark haired individual or a voluptuous blonde. Once selected, the customer would pay the required fee (cash, debit or credit card accepted), take the special "Martian" spray which was included in the package and change this doll into a real life human being. A certain time period of its existence could be 24 hrs, a weekend, a week or longer. The customer could choose his or her desired time frame. When wanting to return the product, the customer would use the spray, reducing the human-like being back to the package and deposit it into the return bin that was located at the bottom of the vending machine.
- S.H.H. Remote -- Every had those annoying sounds that just don't seem to go away? These could include dogs barking, parents yelling or perhaps a really boring teacher? (not marketing, of course) Well for lack of better words, you just point and shoot. This device will instantaneously mute the offending noise.

- Fisherman Boots – One year I had students who loved to fish. They said that the biggest problem they encountered while fishing was trying to move their fishing vessel and not disturbing the fish. So, they designed special boots that allowed the fishing boat to remain stationary and had the fisherman actually walk out of the boat, across the water, to the desired location.

As you can see, the creativity is endless.

Once the group has had a chance to brainstorm, the project then progresses through each stage of the marketing mix known as the 4 P's:

- Product
- Price
- Promotion
- Place

Each component can be shortened or adjusted depending on the timing that year or on the length of your individual classes. Some years, I decided to teach all the components of the course first and then give them the project near the end of the course and have them work on it for a solid block of time. Other years, I have tried breaking it into blocks. This allows them an opportunity to brainstorm, jot down some possibilities, then consolidate one idea and teach the next session, followed by a return to their groups to debrief the effectiveness of the whole project.

There will never be two identical marketing classes. The course lends itself to such diversity that I reinforce the idea that you have to teach to your current audience. Thus the flexibility in this individual project makes it a keeper.

A copy of this assignment and assessments have been included in my book.

This overall assignment can include the following components. As mentioned previously, components can be adjusted or deleted depending on the time given for the completion of this project.

- Creating a Company
- Actual Product/Service (brand name, product classification, features, distribution channel)
- Target Market
- Market Research
- Price
- Packaging

CHAPTER 11: A SUCCESS STORY...

Taylor Jones – creator of dearphotograph.com



Taylor's idea was to collect snapshots from family photo albums that had been interlaced with present-day scenes. He got this idea when he was sitting with his family in his home looking through old family albums. He came across one photo that featured his now 18-year old brother, sitting at the exact same kitchen table as he did when he was a young child. Realizing this, he snapped a picture of the picture.

Being an “ideas man”, he put the images up on a blog and asked others to submit their pictures. He has never looked back...

He has been interviewed by Diane Sawyer, ABC News, signed a book deal, is contemplating a reality TV show, was featured on Oprah's Blog and was just named the **#1 internet site** of the year (2011) by Time Magazine.

Not bad for a 22 year old individual.

****Here's the best part.** Not that I take any credit for any part of his success, I do want you to know that he was one of my favourite marketing students when I taught him in my class a few years ago. As I mentioned before, as a teacher you take great pride in one of your students attaining such success. To find out more information about Taylor and this incredible success story, visit him at www.dearphotograph.com.

MARKETING: MAKING IT REAL

PRACTICAL EXERCISES

NOTE: All of the Practical Exercises contained in this book are contained on the accompanying CD in both Word and PDF Format. Please feel free to use these exercises as you see fit. We give you full rights to reproduce them for your classroom. However we ask that you don't share them with your colleagues, we want them to purchase their own copy of this book.

Thank you,

By Sheila Weidinger

EXERCISE 1: WELCOME TO MARKETING

INSTRUCTOR'S NOTE

My suggestion to you is that you can use this exercise as an ice breaker on the first or second day.

It is easy, simple and allows the students an opportunity to interact with each other.

No evaluation key has been provided since I strongly believe that the purpose of it is not to evaluate but simply to have the students introduce themselves and their classmates.



EXERCISE 1: WELCOME TO MARKETING

ASSIGNMENT

Your first task! You will be paired up with an individual in this class. This will be preferably a person who you do know know well.

You will have approximately five minutes for the pair of you to find out the following information. Be sure to jot down some notes as you proceed through this exercise. After five minutes, you will present your partner to the class.

Consider the following:

1. What is their full name (include middle names)
2. If they had a choice, what name would they have selected for themselves and why?
3. What do they see themselves doing after high school (MUST BE LEGAL)
4. If they had to describe themselves as a fruit, what would it be and why?
5. Best Quality - something they are proud of... (can be more than one quality)
6. Worst Quality - something they would like to change about themselves
7. Why did they take this course?



EXERCISE 2: SAY IT LIKE IT IS!!!

INSTRUCTOR'S NOTE

This is a great exercise to start the ball rolling, so to speak. It reinforces the idea that an integral component of marketing is your ability to interact with your audience, being able to speak to them and deliver a message.

A large number of your students may go into “panic” mode when you introduce this exercise. But if that is the case, you can put their minds at ease by saying that they are not formally being evaluated and you just want to give them the opportunity to be in front of the room. Assure them that there are NO wrong answers to this task. Go with the flow... Another suggestion would be to give them their topic one day and then have them present it the next day. That way they might not feel so much pressure and may actually think about a few things to say in advance.

If your student is completely fumbling up there, looking as if they might pass out at any moment, don't worry about the specified time limit and feel free to ask them some leading questions that might get them back on track.

Make sure they understand that your entire course will not be public speaking (*some might head down to counseling to drop if that was the case*). A few words on their part might be considered a success as compared to a failure. Be gentle with this assignment. It is important that you find something positive to say about their efforts.

Part of a marketing course is to encourage the participants to be able to speak in front of the class. For some, this is not an easy task. This short exercise allows the students the opportunity to think about what they are going to say BEFORE they say it. It is simple, requires little time and is easy to administer.



EXERCISE 2: SAY IT LIKE IT IS!!!

ASSIGNMENT

Instructions: Each student will be given a topic. This will be an opportunity for you to get up and speak in front of the class. You will have 1 minute to speak about your topic at a time chosen by your instructor. You will have time to think about it and somewhat prepare. You are not being evaluated on this exercise but it will allow your teacher to see the strengths of individuals in your class.

Here are a few possible topics.

- CLOWNS
- GOING TO THE MOVIES
- BEST FRIENDS
- WORLD HUNGER
- FAVOURITE SPORT
- WHEN I GROW UP I.....
- SIGHTSEEING
- BEST TRIP EVER ??????
- MY BEST QUALITY
- WHAT MAKES A GREAT CLASS?
- BEST MOVIE OF ALL TIMES
- POPCORN
- FUNNIEST/BEST CARTOON CHARACTER
- OUTDOOR ACTIVITIES
- IF I WON THE MILLION I WOULD
- MY FUTURE ??????

- GLOBAL WARMING
- THINGS THAT BOTHER ME THE MOST !!!!!
- PROCRASTINATION
- MY TYPICAL DAY
- MUSIC
- FAVOURITE TELEVISION SHOW
- BIGGEST ACCOMPLISHMENT – IF NONE, WHAT WOULD YOU LIKE TO ACCOMPLISH
- BEST FRIENDS
- PROCRASTINATION
- MY JOB (outside of school) If you do not have one, talk about one you would like.
- THE UNIVERSE
- CELL PHONES
- THE GAMING INDUSTRY
- TOE NAILS
- SUNTAN LOTION
- BUFFET RESTAURANTS

EXERCISE 3: STARTING THEM OFF... SELL IT TO ME BABY!!!!

INSTRUCTOR'S NOTE

This is a fun exercise that you can use in the first week of your course.

In advance, visit your local \$1 store and collect an assortment of interesting products. Be sure to pick out a few “unusual” ones as well. Although you may spend \$25 - \$30 on this task, you will be able to reuse them year after year. You might even find purpose for them in one of the other courses you are teaching. For example, I use some of these props in my senior Communications Course.

This exercise can be done individually, in pairs or as a group with the emphasis on teamwork. It can be evaluated or be done simply as an opportunity for you to see what you are working with in your course.

Don't be surprised if that shy, introverted person at the back of the room, comes up to the front and sells it like you have never seen it sold before. It has happened to me. I then just simply acknowledge their efforts and sit back and smugly smile thinking about all the further possibilities within this course.

An evaluation key has been provided.



EXERCISE 3: STARTING THEM OFF... SELL IT TO ME BABY!!!!

ASSIGNMENT:

1. Ask the class to choose their own groups of 2 or 3 individuals.
2. Have one member of the group randomly choose an item from the container. They must keep their first chosen item. No “trades”.
3. Tell the class that they have just been selected as the new marketing firm for this line of product. Give them 10 – 15 minutes to brainstorm their ideas and decide how they are going to market this product to the class. They may use a script for their presentation, a short info commercial, etc. To reinforce the “creativity” of a marketer, encourage them to use “out of the box” ideas as to new ways the product could actually be used.
4. Have students present their ideas to the class in a 5 minute presentation.
5. Have class choose the best marketing group and provide them with a small prize.

EVALUATION

**You can simply do this exercise as an ice breaker or if you choose to evaluate it, you could use the following:

Group Involvement	5	4	3	2	1
Ideas Generated	5	4	3	2	1
Creativity	5	4	3	2	1
Enthusiasm	5	4	3	2	1
Overall, would you buy this product			YES		NO

EXERCISE 4: MARKETING “ME” ASSIGNMENT

INSTRUCTOR’S NOTE

I have found that students either do this assignment really well or not well at all. I know that may sound typical of the marketing student but some of them, in my experience, have a really hard time getting started. It’s not that they don’t want to do it but because it is so abstract, some can’t really grasp what is expected of them.

Others, as you will see in your classroom, are thrown off by the fact that this project has something to do with their life’s ambitions and clearly they don’t really have any.

Forewarn them that if this is the case, not to worry. They can choose an area in which they are interested and use that as their basis. Assure them that they are not locked into that career choice for the rest of their life. You are simply more interested in their creativity and their ability to share their creation with their classmates.

Your students will always ask, “Can you give me a few examples”? So here are a few that I have seen created by my students. When you first are getting started, feel free to use them and when your students start their own creations, keep a few of them as exemplars for future courses.

- A young lady who wanted to be a nurse, used a tray as her base and then by use of plasticene, created molds of a stethoscope, a syringe, pill jars etc.
- A young man created a 3-D representation of an office including desk, laptop, carpeting, right down to a garbage can to illustrate his desire to be a successful businessman.
- A young lady who wanted to be a teacher and help others constructed a 3-foot Paper Mache eyeball with connecting eyelashes. As you looked into the eyeball, you saw a desk, a journal, a book, an apple and a few other related items. It was absolutely amazing.
- Another young man who wanted to go into acting designed a 3-D boxed theatre stage that featured the faces of an assortment of successful actors and actresses on the outside, a series of famous quotations as well as a picture of his face on the inside performing a play.

Three different evaluation tools have been provided.

EXERCISE 4: MARKETING “ME” ASSIGNMENT



ASSIGNMENT

Your assignment is to create a 3-dimensional object that describes you and your career aspirations. You have many options available to you, but this is an opportunity to show me your CREATIVITY.

If you find that at this stage of your life you are unsure what your future holds for your career, don't worry. Simply choose some career in which you are interested.

Include as part of the visual display insights into your strengths and career aspirations. Some suggestions include words, slogans, phrases, photographs (from a camera, magazines), a poem, drawings, etc...

You can use all or any combination of these ideas of your own. You will be evaluated on the following criteria:

EVALUATION

OPTION ONE:

Use the four categories below to decide on an overall mark out of 50.

- Ability to explain your creation - 10
- Neatness - 5
- Creativity - 20
- Overall effort - 15

DUE DATE: _____

MARK: /50

OPTION TWO:

**Alternate marketing guide - Rubric for Marketing Me Assignment*

Criteria	Level 4	Level 3	Level 2	Level 1
Content of 3-D creation	Extremely Thorough	Very Thorough	Thorough Enough	Lacking in Content
Oral Presentation	A very articulate and clear explanation of your creation was presented. Very specific information was presented. Provides a great explanation of the individual.	A very clear explanation of your creation was presented. Specific information was included in the presentation. Provides a very good explanation of the individual	A clear explanation of your creation was presented. Some specific information was included in the presentation. Provides a good explanation of the individual	An attempt was made at explaining your creation. Some general information was included in the presentation. Attempt was made to provide the audience with some knowledge of the presenter.
Creativity	Unbelievable creativity	So much creativity!	Some creativity	An attempt was made to be creative.
Neatness of Visual	Extreme attention to detail	Attention to detail was evident	Somewhat neat.	Not a lot of attention was paid to the neatness of your visual.

OPTION THREE:

“Marketing Me” Assignment (alternate rubric)

Mark: / 50

RUBRIC: Visual Display & Presentation

Student: _____ Date: _____

Assessor: ☐ Self ☐ Teacher

Criteria	Level 4	Level 3	Level 2	Level 1
Clear explanation of your visual	Demonstrates a thorough understanding of the visual	Demonstrates considerable understanding of the visual	Demonstrates some understanding of the visual	Demonstrates limited understanding of the visual
Conveys a logical overall point of view	Selects and combines images and other material with a high degree of logic and insight	Selects and combines images and other material with considerable logic and insight	Selects and combines images and other material with some logic and insight	Selects and combines images and other material with limited logic and insight
Organization and appearance	Visual impact powerfully enhances the message	Visual impact enhances the message	Visual impact contributes somewhat to the message	Visual impact is limited
Creativity	Extremely creative	Strong level of creativity	Somewhat creative	Limited creativity
Presentation Skills	Communicates with a high degree of effectiveness	Communicates with considerable effectiveness	Communication with some effectiveness	Limited presentation skills

Comments: _____



EXERCISE 5: DON'T SELL ME THINGS

INSTRUCTOR'S NOTE

Emphasize to the students that selling the product's attributes are only one part of the sale. In addition to knowing what the product actually does, a good salesperson also emphasizes the "personal" benefits that go with the specific product.

Teach your students how to change product features to actual customer benefits.

Don't sell me a new house. Sell me the excitement. Sell me safety and security.

Don't sell me a movie. Sell me the adventure, the intrigue, the experience.

Be sure to reinforce the value of the intrinsic component of the product. Make it about the positive experience that is associated with the actual product.

EXERCISE 5: DON'T SELL ME THINGS

When trying to sell things, it is important to consider the consumer's interests and attitudes. It is not always about only selling the actual product.

**Don't sell me a new house. See me the excitement. Sell me safety and security.
Don't sell me a movie. Sell me the adventure, the intrigue, the experience.**

Complete each of the following sentences, indicating which needs and wants are associated with the products and services referred to.

a. Don't sell me a romance novel. Sell me

b. Don't sell me a diamond ring. Sell me

c. Don't sell me lawn furniture. Sell me

d. Don't sell me a cellphone. Sell me

e. Don't sell me a coffee maker. Sell me

f. Don't sell me a carbon monoxide detector. Sell me

g. Don't sell me deodorant. Sell me

EXERCISE 6: CREATING A NEW BRAND

INSTRUCTOR'S NOTE

This exercise allows for creativity on the part of your student. It also reinforces teamwork.

Make sure that your students understand the specific objective of this assignment. They are simply adjusting the attributes of an “already existing” product. I have found that some of your keen students will try and develop an entirely new product. If this happens it becomes a bit repetitive with the summative project I use at the end of the course. In that assignment, the student must design a product that we as “earthlings” have yet to see using Martian technology.

It is also important to make sure that each group chooses a different type of product to adjust. It just makes it more interesting for the audience. You don't want to end up with 10 different attributes of a hair care product.

An evaluation key has been provided.



EXERCISE 6: CREATING A NEW BRAND

ASSIGNMENT

You are to create a New Brand for an existing type of product. Do not attempt to invent an entirely new product but rather select something that already exists and make it more appealing. (ex. a new type of running shoe that allows you to fly). Use your imagination to make your new version the BEST possible!

Each group, which will consist of three or four individuals, must choose a different product. As soon as your group has chosen its product, sign-up on the list at the front of the room. Each group will have a specific product. There will be no repeats.

Your project consists of the following:

PART A: CONTENT (50 MARKS)

All your information will be presented on a visual display board(s). (*Only use one side of the visual board so that you will not have to flip it in the presentation.*) Be sure to think about being informative, creative and make sure you demonstrate visual appeal.

DESCRIPTION OF THE PRODUCT (10)

- Its features, benefits, size, contents etc.

TARGET MARKET (5)

- Use demographics to tell me who you would aim your product towards
- Primary target group, secondary target group
- Provide reasoning for your choices

CURRENT COMPETITION (5)

- Provide pictures of the competition
- Include their prices

PRICE (5)

-Strategy? / Why?/ Actual Price?

DISTRIBUTION (5)

-One-step, two-step, three-step distribution???

-Where specifically would your product be sold?

PACKAGING (5)

-Create or illustrate the package and provide rationale

PROMOTION (5)

-How would you inform society about your project?

-Provide any examples

OVERALL IMAGE (5)

-Is it a convenience, shopping, specialty good or unsought good?

-Explain

SUMMARY (MAKE IT POWERFUL) (5)

-Why would I want to buy this product?

-Convince me!

PART B: ORAL PRESENTATION (30 MARKS)

Your group will have 5 – 7 minutes to present your ideas to the class. All group members must be part of the presentation.

Class Time for this project will be: _____

Project will be due on _____ *and presented on* _____.

EVALUATION

Oral Presentation Evaluation

Content /10

- Description of the Product
- Target Market
- Competition
- Pricing Strategy
- Packaging
- Promotion
- Image

Style of Presentation /10

- Group was prepared
- Group knew what they were talking about
- Shared workload?
- Good eye contact
- Polished???
- Easy to understand
- Believed in what they were saying
- Appropriate timing

Visual Presentation /10

- Interesting
- Appealing
- Creative

EXERCISE 7: WHY PRODUCTS FAIL

INSTRUCTOR'S NOTE

The objective of this assignment is to provide students with the opportunity of learning from the mistakes of others. They will be given the opportunity to examine what went wrong with a number of past products. It also gives them the opportunity to work on their research skills as they work online and/or using print material to research the history of past bad products.

In addition, it will help them to work on their visual presentation style. In my assignment, I have them present their findings on a visual display board. This format could be adjusted to include a power point of their findings.

Once again, if the students are asked to present in front of the room, it will provide them with further communication experience.

Based on my experiences, students seem to quite enjoy this project and are keen to research things that just didn't work. Seeing some of the "poor" ideas from the past may build up their own self-esteem thinking that they could have been more creative.

A rubric has been provided for evaluation purposes.

EXERCISE 7: WHY PRODUCTS FAIL

ASSIGNMENT

In *partners* or *individually*, complete the following:

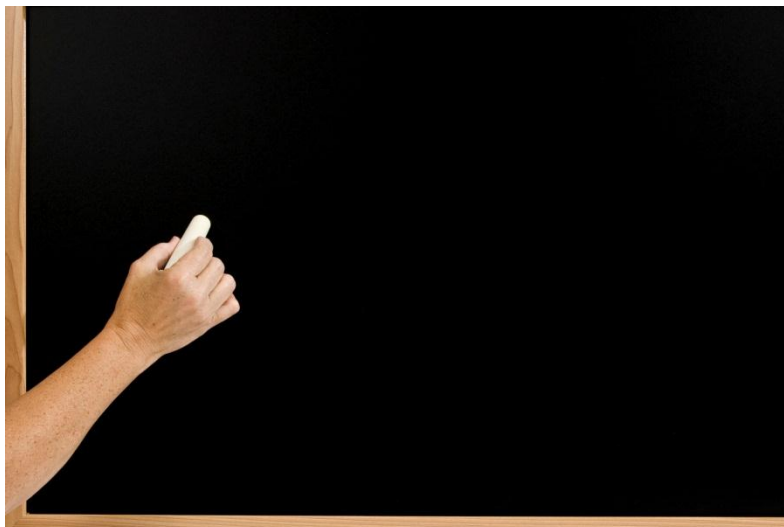
On a Bristol board or sheet of paper include the following:

1. A list of 8 reasons why products might fail. (you may use internet for sources)
2. Illustrations of at least 10 different products that have failed and a short write-up (typed) about each of them.

Be sure to consider creativity, neatness, proper wording and visual appeal as you prepare your board.

Work Periods:

Finished project will be due on:



Back to the drawing board....

EVALUATION

Evaluation as indicated in the rubric.

Criteria	Level 4	Level 3	Level 2	Level 1
Content: 8 reasons provided 10 different products analyzed with write-ups.	Excellent completion of all required components.	All of the components have been provided and have been very thoroughly completed.	All of the components have been provided but lack in detail.	Some of the components have been provided.
Visual	Excellent job on effectiveness of visual.	Very good job on effectiveness.	Good job on effectiveness.	Lacking in overall effectiveness.
Creativity	Excellent	Pretty Good	A Bit	Somewhat
English Usage	Excellent effort in proofreading and correct grammar usage.	Good Only a few careless mistakes.	OK Some careless mistakes.	Needs improvement. Many careless mistakes.
Oral Presentation to Class	Professional Job. Well Done.	Very thorough and effectively presented.	Not too bad.	Needs some work.

It's all about creative ideas....



EXERCISE 8: CREATIVE IDEAS - USING YOUR IMAGINATION

TEACHER'S NOTE

Sit back and enjoy the ride! You will be absolutely amazed by what your students design. You will find yourself sitting there thinking, “I would have never thought of that but what a great idea”. I would use that product.

Sometimes it is fun to have a competition in your classroom. After your students have presented their ideas, have the class vote on the best new creative idea. If you wanted to offer more prize offerings, feature one prize for each of the four categories: Kitchen, Basement, Bedroom, and Bathroom. Don't worry about the cost of these prizes. Many local businesses will donate free gift certificates etc. if you tell them what you are doing in your class. Not only will it not cost you anything, it will offer promotion for the company to a potential profitable target market.

An evaluation key has been provided.

EXERCISE 8: CREATIVE IDEAS - USING YOUR IMAGINATION

ASSIGNMENT

Consider each of the following rooms in your house

- (a) Kitchen
- (b) Basement
- (c) Bedroom
- (d) Bathroom

If anything could be invented to be used in this room, what product would you like to see?

For each creative idea:

- Briefly describe the product.
- Identify the target group.
- State a price.
- Provide an illustration of each "new product".

Be sure to use your imagination.

****Be prepared to share your creative ideas with the class.**

Value: 60 marks

****see accompanying evaluation**

Mark: / 60

- Product Identified
- Name provided
- Target Market
- Price
- Illustration

- Product Identified
- Name provided
- Target Market
- Price
- Illustration

- Product Identified
- Name provided
- Target Market
- Price
- Illustration

- Product Identified
- Name provided
- Target Market
- Price
- Illustration

- Enthusiastic
- Informative
- Confident



**Successful marketing
is about finding the light (passion) within you!**

EXERCISE 9: MARKETING OPPORTUNITIES

TEACHER'S NOTE

This series of exercises include an introductory note as well as practice exercises. The objective of this section is to familiarize the student with the various marketing opportunities that exist in the marketplace.

The students will be able to identify the difference between Market Penetration, Market Development, Product Development and Diversification. For each opportunity, they will be able to identify the state of the product (present or new) as well as the state of the market (present or new).

The last exercise will allow the student the freedom to create their own examples for each of the four opportunities listed above.

An answer key has been provided and is as follows:

What marketing opportunity is illustrated in each of the following?

- a. A local retailer tries to attract customers from the suburbs.
Answer: Market Development
- b. A shoe retailer develops a new track shoe for runners.
Answer: Product Development
- c. Burger King uses comparative advertising against the success of McDonalds.
Answer: Market Penetration
- d. A sports store offers a new type of flexible hockey stick.
Answer: Product Development
- e. The same sporting goods store decides to offer new products for the ladies market.
Ex. Gold clubs for women.
Answer: Diversification
- f. The Bay runs a sale on large appliances to compete with Sears.
Answer: Market Penetration
- g. McDonalds opens a new restaurant in Cambridge.
Answer: Market Development

STUDENT NOTE #1**EXERCISE #9: MARKETING OPPORTUNITIES**

	Present Products	New Products
Present Markets	Market Penetration	Product Development
New Markets	Market Development	Diversification

1. Market Penetration

- Starting point
- Deals with present products and present markets
- Increase market share by:
 1. increasing volume
 2. attract competitors customers

2. Market Development

- Present product and new market
- 2nd opportunity
- new geographical markets

3. Product Development

- New product and present market
- Same market but development of new products

4. Diversification

- New products and new markets
- Breakthrough opportunities but increased risk
- Usually seen after first three of the above

ASSIGNMENT-1

What marketing opportunity is illustrated in each of the following?

- a. A local retailer tries to attract customers from the suburbs.
- b. A shoe retailer develops a new track shoe for runners.
- c. Burger King uses comparative advertising against the success of McDonalds.
- d. A sports store offers a new type of flexible hockey stick.
- e. The same sporting goods store decides to offer new products for the ladies market.
Ex. Gold clubs for women.
- f. The Bay runs a sale on large appliances to compete with Sears.
- g. McDonalds opens a new restaurant in Cambridge.

When finished create your two examples for each of the following:

Market Penetration -

Product Development -

Market Development -

Diversification -

ASSIGNMENT-2

A) Complete the following based on our discussions in class:

- Market Penetration (_____ market, _____ product)
- Market Development (_____ market, _____ product)
- Product Development (_____ market, _____ product)
- Diversification (_____ market, _____ product)

B) For each of the following scenarios, choose one of the four market-product strategies:

1. McDonalds offers free coffee for a two-week period.

2. Walmart has a sale on its camping equipment.

3. Starbucks starts to sell pizza.

4. Wendy's opens up a new outlet in a new strip mall.

5. Harley Davidson advertises their new "kiddie bike" to children under 10.

6. Curves starts a marketing campaign for "Males".

7. Dunkin Donut's starts selling insurance.

8. Bell Canada starts to sell a new line of running shoes.

9. A campaign to promote increased milk consumption in Quebec is an example of this type of strategy.

10. Pepsi starts selling a new line of hot chocolate.

Create a couple of scenarios of your own and identify the strategy

11. _____

12. _____



EXERCISE 10: PRODUCT LIFE CYCLE

TEACHER`S NOTE

The product life cycle of a product is that cycle which depicts the product's introduction into the market place and follows its adoption until it reaches the decline stage and exits the cycle.

After you have familiarized the students with the four stages: Introduction, Growth, Maturity and Decline; you will be able to have them complete the practice exercise that I have included in this section.

Be aware that some supplementary textbooks add a fifth stage to the PLC Curve, namely; an additional stage called "Decision Point" that precedes Decline in the original curve. It is in this stage that the company decides whether or not to make adjustments to the product or allow it to follow its natural course into decline.

An answer key has been provided.

Answer Key: (a) – Introduction, (b) – Decline, (c) – Growth, (d) – Maturity, (e) – Introduction, (f) – Introduction, (g) – Decline, (h) – Decline, (i) Maturity, (j) Maturity

EXERCISE 10: PRODUCT LIFE CYCLE

ASSIGNMENT

Analyze the following phrases and identify the phrase of the product life cycle being discussed.

- A. “The market is oversaturated. I don’t think the product has much chance for success.”
- B. “People seem to be tired of our product - pull it off the market!”
- C. “Sales are going according to the plan.”
- D. “It looks like the competition is going to meet us head-on.”
- E. “Customers are complaining that they can’t get the package open.”
- F. “We definitely need to take it back to the lab for more research.”
- G. “Nobody is buying our product. What should we do?”
- H. “We need to change it or drop it!”
- I. “The customers want us to offer them a wider variety of options on that model.”
- J. “Sales are as good as they’re going to get—where do we go from here?”

EXERCISE 11: THE PRODUCT LIFE CYCLE- VISUAL PROJECT

TEACHER'S NOTES

The objective of this assignment is to have the students conduct research and find examples for each of the various stages of the Product Life Cycle. (Introduction, Growth, Maturity, Decline)

Notice that in addition to the actual selection of the various examples for each stage, the students must provide a bit of information on their selected examples. Originally when I first tried this project, I didn't put in that component but soon found out that I was unaware/uninformed of some of their choices. Thus I had a difficult time trying to agree with their placement on the curve.

Because of the visual component of this assignment, the students learn how to grab the attention of their audience by possible techniques such as 3D headings, effective borders and the use of colour in their creation.

Remind them that consumers are inundated with so much print material that it is up to them to make their individual assignment one that will grab the attention of the viewer more than any other submission.

An evaluation key has been provided.

EXERCISE 11: THE PRODUCT LIFE CYCLE- VISUAL PROJECT

ASSIGNMENT

In pairs, or individually, complete the following assignment.

On a piece of bristol board, illustrate the normal PLC curve. For each of the four stages, provide examples of products and/or services that fit into that component. Be sure to clearly identify each stage of the PLC Curve.

Example:

Stage I - Introduction

Find products that are just being launched into the market.

Stage 2 - Growth

Find products that have passed the introduction stage and are starting to have some brand loyalty.

Do the same for Stage 3 - Maturity and Stage 4 - Decline

Pictures may be taken from magazines, newspaper, hand drawn, the Internet or any other source possible.

Use your imagination to create the ultimate marketing presentation of this project.

Class time: _____ Due Date: _____

EVALUATION

Mark will be based on the following:

- (5) Attention Grabbing Heading
 - (30) Content (variety of products in each category)
 - (5) Stages Clearly Labeled
-

(10) Proper Placement of Ads

(15) Creativity

(10) Neatness

(5) Overall Marketing Appeal

Comments:

Total Mark: 80

EXERCISE 12: CREATING A MARKET RESEARCH SURVEY

TEACHER'S NOTE

I have included a couple of the basic handouts I use when teaching Marketing Research.

In addition to teaching the actual definition and the difference between Open and Closed Ended questions, I have provided a more detailed explanation of the both Open and Closed by providing six examples for each using a common theme.

Keeping this in mind, you could have your students choose a personal theme and create a 12-question sample sheet of their own for evaluation. This could be an additional assignment.

Also, I have provided an outline that lists a sequence of steps that the students should follow when attempting to create a survey.

These documents should provide a worthy review before the next exercise is given to the students; namely, “Creating A Market Research Survey”.

This assignment will reinforce all the information that you have taught during this section. It will review their knowledge of the proper sequence to follow when creating a survey, pitfalls to avoid when creating questions as well as their ability to use a variety of open or closed-ended question types.

Because the students in your class are individuals, each having their own likes and dislikes, each student is able to choose from one of the three scenarios provided:

Scenario #1: You are a candy manufacturer and find that although sales in the overall market are improving, your company's candy sales are decreasing. Create a survey that will provide your company information that might help them improve this situation.

Scenario #2: You are working with an organization that is in charge of the opening of a brand new sports facility. Create a survey that will help your company understand the needs and wants of potential individuals who would use that facility.

Scenario #3: You work in the market research department for a company who is opening up a new movie theatre. Create a survey that will identify the wants and needs of your new theatre's clientele.

A rubric has been provided for evaluation of this assignment.

STUDENT NOTE #1

EXERCISE #12: OPEN VS. CLOSED QUESTIONS

There are basically two types of questions that you can ask when designing a survey:

Open vs. Closed

An **open-ended** question is a question whereby the respondent can answer any way they choose. There are no prescribed answers to choose from.

An example of an open-ended question would be an essay question on a test or exam. Some students may answer in two or three sentences while other may answer in two or three pages.

Examples include:

- Completely Unstructured
- Word Association
- Story Completion
- Picture Completion
- Sentence Completion
- Thematic Apperception Tests

A **closed-ended** question is a question whereby the respondent chooses from the answers provided. They can not deviate from those choices.

An example of a closed-ended question would be a multiple choice question or a TRUE/FALSE question on a test or exam.

Examples include:

- Dichotomous
- Multiple Choice
- Likert Scale
- Semantic Differential
- Importance Scale
- Rating Scale

STUDENT NOTE #2

EXERCISE # 12: 12 DIFFERENT TYPES OF QUESTIONS

OPEN – ENDED QUESTIONS

NAME	DESCRIPTION
Completely Unstructured	Respondents can answer this question anyway they want. No prescribed answers to choose from.
Word Association	Words are presented and respondents mention the first word that comes to their mind when they heard the specific word.
Story Completion	An incomplete story is presented and respondents are asked to complete the story in their own words.

NAME	DESCRIPTION
Picture Completion	A picture of two characters is presented. One of the characters is making a statement that is shown in a bubble. Respondents are asked to identify the other person and fill in the empty caption.
Sentence Completion	An incomplete sentence is presented and the respondent simply completes the sentence.
Thematic Apperception Tests	A picture is presented and respondents are asked to make up a story about what they think is happening or may happen in the future.

CLOSED - ENDED QUESTIONS

NAME	DESCRIPTION
Dichotomous	Respondents choose from the two choices provided.
Multiple Choice	A question offering at least four answers is given.
Likert Scale	A statement where the respondent shows the amount of agreement or disagreement based on a statement provided.

NAME	DESCRIPTION
Semantic Differential	A scale is inscribed between two opposite words and the respondent selects a point between the two that represents the direction and intensity of his or her feelings.
Importance Scale	A scale that rates the importance of some attribute from “Not at all important” to “Extremely Important”
Rating Scale	A scale that rates some attribute from “poor” to “excellent”.

STUDENT NOTE #3

EXERCISE 12: TYPICAL PROBLEMS IN WORDING QUESTIONS

1. Leading question

Example: Why do you enjoy Tim Horton's coffee better than those of the competitors?

Explanation of Problem: A person is led to favour Tim Horton's.

2. Ambiguous Question

Example: Do you go to church regularly? Yes ____ No ____

Explanation of Problem: The word regularly means different things to different people. Example: daily, once a month, once a year?

3. Unanswerable Question

Example: When was the first time you had Cheerios?

Explanation of Problem: People may have a problem remembering the answer.

4. Two Questions in One

Example: Do you eat McDonald's burgers and fries? Yes ____ No ____

Explanation of Problem: What if you only eat one of them?

5. Nonexhaustive question

Example: Where do you live? At home _____ Apartment _____

Explanation of Problem: What if you live in a townhouse?

6. Nonmutually exclusive answers

Example:

What is your age? Under 20____ 20 to 40____ 40 and over____

Explanation of Problem: What does a 40 year old check?

STUDENT NOTE #4

**EXERCISE 12: RULES TO FOLLOW WHEN PREPARING
SURVEY QUESTIONS**

1. Introduce yourself and your company.
2. State the purpose of the survey and assure them that the survey will benefit them.
3. Assure them that their answers will be confidential.
4. Offer them an incentive for completing the survey.
5. Start off with demographic questions such as age, sex etc.
6. Make sure you have included a variety of open and closed ended questions.
7. Make sure questions do not introduce bias or prejudice.
8. Keep wording simple and to the point.
9. Arrange questions in a logical order.
10. Avoid using words such as “usually”, “occasionally” and “regularly” that can have different meanings.

EXERCISE 12: CREATING A MARKET RESEARCH SURVEY

You now have received all the information you need to know in order to create a great survey. You have learned the following:

- Types of questions- open vs. closed
- Problems to avoid when designing a survey
- Proper sequence to use when creating your survey

ASSIGNMENT

In pairs or individually, using this information, complete your own survey. You will be asked to choose from **one** of the following scenarios in order to create your survey.

SCENARIO #1

You are a candy manufacturer and find that although sales in the overall market are improving, your company's candy sales are decreasing. Create a survey that will provide your company with information that might help them improve this situation.

SCENARIO #2

You are working with an organization that is in charge of the opening of a brand new sports facility. Create a survey that will help your company understand the needs and wants of potential individuals who would use that facility.

SCENARIO #3

You work in the market research department for a company who is opening up a new movie theatre. Create a survey that will identify the wants and needs of your new theatre's clientele.

Once you have chosen your scenario, create your survey following this outline.

1. Create your introduction which contains the required five points discussed in class.
2. After introduction, include two or three demographic questions.
3. Have at least 8 questions in the body component of your survey. Be sure to include a variety of opened and closed ended questions. For this survey, name the specific type of question you are using. (You do not have to answer them.)
4. Be sure you thank them at the end of the survey.

EVALUATION

Rubric for Market Research Survey

Your Names: _____

Criteria	Level 4	Level 3	Level 2	Level 1
Proper Introduction	-All of the required points were present. -Extremely well written	-Most of the required points were present. -Well written	-Some of the required points were present. -Some wording issues were present.	-Very few of the required points were present. -Introduction was confusing, and difficult to understand.
Demographic questions.	-Excellent and were placed properly.	-Very good. -Placed properly.	-Good. -Placed properly.	-Poorly written or not identified. -Out of sequence.
Body of the survey	-8 or more questions were provided. -All question types were identified.	-7 – 8 questions were provided. -All question types were identified.	-5 – 6 questions were provided. -All question types were identified.	-4 or less questions were provided. -Question types were not identified as required.
Effectiveness/quality of the questions asked in the survey.	-Extremely informative	-Quite informative	-Somewhat informative	-Lacking in providing required and helpful information.
Overall format	-Excellent	-Very good	-Good	-Not so good!

Overall Level: _____ Overall Mark: _____

****Choose partners carefully as each member will receive the same mark.**



EXERCISE 13: MASLOW'S HIERARCHY OF NEEDS ASSIGNMENT

ASSIGNMENT

This is just a small exercise to reinforce the different levels of Maslow's Hierarchy.

I have found that a lot of my students have already been introduced to this concept by the time they take my senior marketing course so I simply review the concepts with them.

If this concept is new to them, almost any introductory marketing text will have more detailed information on this topic.

EXERCISE 13: MASLOW'S HIERARCHY OF NEEDS ASSIGNMENT

ASSIGNMENT

Part A:

Which level of Maslow's Hierarchy of Needs would be represented by the following statements? Briefly explain your choice(s). (15 marks).

1. A new automobile.

2. Taking a martial arts course.

3. Joining an exclusive gym.

4. Buying a carbon monoxide detector.

5. Taking 6 months off of work and travel to a different country.

6. Buying a new house.

7. Purchasing bottled water.

8. Buying a hockey helmet.

9. Going to the spa.

10. Going to the movie with your friends on a Saturday night.

11. Buying expensive jewellery.

12. Buying a book on foreign languages

13. Donating free time to Big Sisters.

14. Buying a new pair of winter gloves.

15. Purchasing the weekly groceries.

Part B:

Choose five print advertisements from a newspaper, magazine or alternative source. In a brief paragraph for each advertisement, identify which needs(s) from the pyramid you believe the advertiser seems to be using. Explain your choices and include your advertisements. Can be completed on Bristol Board or on 8 ½” paper. (5 X 3 marks)

Total Value: /15 + /15 = /30

EXERCISE 14: APPEALS ASSIGNMENT

TEACHER'S NOTE

Depending on which other resource books you are using, the list for appeals vary greatly. Some examples would include sex appeal, humour, fear, being included etc.

What I recommend is that your class as a group have an open discussion and comprise your own list before attempting this exercise.

It's short, it's fun and easy to complete. The purpose of it is to get your students thinking and have them realize that people may buy the same product but for entirely different reasons.

Also reinforce the point that one individual item can have many different appeals associated with it.

STUDENT NOTE #1

EXERCISE #14: PRACTICAL APPEALS FOR ADVERTISING

1. **Material Possession** – They feel the more they own, the more influential they are.
2. **Love and Sex** – The need to attract members of the opposite sex.
3. **Self-Esteem** – Advertisements appeal to the desire to be popular and admired.
4. **Health** – We all want to feel well, live a long time, etc.
5. **Fear** – We all live in fear of the unknown.
6. **Emulation** – Many people set up others as the ideal they wish to emulate.
Endorsements by one of these people may increase product sales to consumers who admire them.
7. **Convenience** – Advertisers show how a product can save us work and provide us with more leisure time.
8. **Sense Appeal** – Advertisers attempt to appeal to our five senses.
9. **Excitement** – Consumers are ready for new experiences in order to add up their “life inventory”.
10. **Stable Home Life** – Consumers look to the security of a happy home life.
11. **Enjoyment** – Beside physical pleasures, human beings seek satisfaction through various means such as courses, magazine subscriptions, books, movies etc.

EXERCISE 14: APPEALS ASSIGNMENT

ASSIGNMENT

Below is a list of fourteen products and services. State the advertising appeal that you feel would be the most effective for these items.

- A. Harley Davidson Motorcycle _____
- B. Cellphone _____
- C. Perfume _____
- D. McDonald's _____
- E. Life Insurance _____
- F. Yogurt _____
- G. Citizen Eco Driven Watch _____
- H. Diet food endorsed by movie star _____
- I. Smoke detector _____
- J. Lingerie _____
- K. Fisher Price Toys _____
- L. Flatscreen TV _____
- M. Washable Markers _____
- N. Holiday in Jamaica _____

***CREATIVE marketing is finding out what the customer really wants
and unlocking the door to their real desires!!!***



EXERCISE 15: YOU DO THE RESEARCH – THE MARKETING OF CELL PHONES

TEACHER'S NOTE

This is a simple project that was designed to help my students make an informed decision. Also used at a senior level, it could be adjusted somewhat to make it applicable to a Grade 9/10 Introduction to Business Course.

The kids like it because most of them are researching their favourite possession.

If you are not fond of cell phones because their presence in your classroom is driving you crazy, feel free to use a substitute product choice and adjust the specifics of the assignment accordingly.

An evaluation key has been provided.

EXERCISE 15: YOU DO THE RESEARCH – THE MARKETING OF CELL PHONES

ASSIGNMENT

Research the cell phone market and help your “phoneless” friend make an “informed choice”. Complete by following:

1. Go online and find three companies that provide cell phones suitable for the youth market.
2. Research their offering and choose three different cell phone possibilities. For each, identify the company, provide an illustration, associated costs (for unit and minutes) and a list of special features of that particular unit. Also indicate where each type could be purchased in this area.
3. After you have discussed the three options, indicate which one you would recommend and why.
4. Find a Canadian article that has been recently published that provides me with some information on the cell phone market. Read it, highlight it, source it, and summarize its key points.

Setup: Your choice: Poster, booklet, another creative way?????

Evaluation Suggestion

Research Skills	1	2	3	4	5	6	7	8	9	10
Content	1	2	3	4	5	6	7	8	9	10
Recommendations	1	2	3	4	5	6	7	8	9	10
Article Selected	1	2	3	4	5	6	7	8	9	10
(highlighted) (summary) (sourced)										
Overall Effort	1	2	3	4	5	6	7	8	9	10

Total: /50



EXERCISE 16: WINDOW DISPLAY

ASSIGNMENT

This exercise really emphasizes group work within your classroom.

Make sure that you create your schedule such that you have enough time to allow your students to create their actual display on paper, allow you to check it, decide who is doing what, and probably most importantly where and when they are going to get their “stuff” that will actually appear in the window.

The first year I attempted this assignment I had two marketing classes and had 14 different window displays going up and down over the term. I almost lost my mind. Scheduling was unbelievable.

The following year, I made my groups a bit larger and had less window displays but each one was kept up for a longer period of time.

My suggestion is that you give a few periods of class time in advance of the actual setting up of the window displays so that you can check them out and see if you can see any problems in advance. This will save you a lot of headaches. One year I had a group design a fantastic window display on paper. Sadly it had a large quantity of balloons in it representing a birthday party theme. More sadly was the fact that I had a student in my class that was deathly allergic to latex. Thus, no balloons allowed! I was glad that I actually caught it before they started constructing the display. I have always hoped that I would be able to keep my own house going into retirement!

Once you have the window displays approved, set a schedule that will give each group one class period to actually set up their display. If it is not completed during that time frame, it is their responsibility to complete it outside of class time. They will be evaluated on this component. To make it worthwhile, keep the window display up for at least 10 days thus giving it the exposure that it merits. For my class, I had the students take it down during lunch hour thus avoiding any more missed class time.

Keep your eye out for supplies that you could use in a window display. I got my department to purchase mannequins from a store that was going out of business at a greatly reduced rate as well as a couple of small tables at a garage sell for \$5 a piece.

An evaluation key has been provided.

EXERCISE 16: WINDOW DISPLAY

ASSIGNMENT

Choose a main “theme” and try to incorporate all the elements of an effective window displays into your own window creation.

The Window Display

- Window Display Dimensions: approximately _____” tall by _____” wide by _____” deep.
- You will be shown the supplies that have been purchased for your use such as mannequins, display boards etc, but you were be responsible to supply any other supplies you require. Do NOT ask to “beg, borrow or steal” supplies from other teachers!
- You may ask teachers for their advice, or guidance, but that is all.
- Be creative in using recycled products.
- Do NOT use sand or other materials that are difficult to clean up (if in doubt, ask)
- No glue, or paint of any kind on the glass (Crayola “Window Writers” are okay)
- The display case light may be turned off, but NOT covered (fire hazard!)
- The display case has an electrical plug available: do NOT plug in anything that could overheat!
- No balloons!!!!
- Nothing of value is to be placed in the display case.
- As you design your display, consider the top, bottom and sides of the display case.

Content of the Window Display

- Choose from one of the themes – Halloween, “Choose a Sport – ie. Football ?” , Remembrance Day, Winter – Snow???, Christmas, Final Exams – end to term 1 (Do you have an original idea that you would like to suggest to me???????)
- Consider your target market, their wants and needs, and the various ways you, as a marketing representative, can satisfy those wants and needs
- Create a unique, NEW, “never seen before” product that would sell during that theme period. For example, Halloween – new product would be _____.
- Choose a unique brand name, logo and slogan for the product
- Decide how you are going to showcase your product in the window display in the business corridor
- Remember to consider all elements of basic window display design
- Your **typed** report is due on _____

The Report – Overall Setup (10 marks)

- a) 8 1/2” X 11” paper
- b) Include an appropriate Title Page & Table of Contents
- c) Use full sentences
- d) Type out question before providing answer
- e) Number your pages
- f) Please PROOFREAD

The Body

Section I (15 marks)

Immediately following your table of contents is to be a **coloured** drawing of your window display. Make it look neat and professional.

Section II (60 marks)

Re-type the following questions and answer each one, in detail, using complete sentences. Give as much detail as you can possibly think of. Eg. It is this style because..... it is not this style because.....

1. What type of window display have you created? (promotional or institutional) Explain. (5)
2. Is your setting realistic, semi-realistic or abstract? Explain. (5)
3. What line style have you attempted to use (e.g. diagonal)? How did you accomplish this? (5)
4. What type of window arrangement have you attempted (e.g. pyramid)? Explain. (5)
5. What is your product? Describe your product in detail (what is it, what is it made of, etc.) If you had to make your product out of paper mache, do not tell me that.... Tell me it is made of the finest Belgium chocolate, fresh dairy cream and the finest coffee beans that Columbia has to offer.... (10)
6. Where is your product located in the window display and why you have placed it there? (5)
7. What is your brand name and where is it displayed? Explain WHY you have chosen this name. (5)
8. What is your slogan and where is it displayed? Explain WHY you have chosen this slogan. (5)
9. Describe your logo and where it is displayed? Explain WHY you have chosen this logo. (5)
10. Describe your background and why you chose it. (5)
11. Describe the foreground and why you chose it. (5)

Section III (10)

Please provide the following:

1. a list of items that will be required for your display – ones that are available in school
2. a list of items that must be purchased (include price of those items)
3. a list of who will be purchasing what ????
4. a list of what items will be brought from home and who specifically in the group will be responsible for their safe arrival.

Section IV (5)

Any rough work such as rough notes, sketches, different ideas that the one actually chosen etc.

EVALUATION

Setup: 10
Diagram: 15
Content: 60
Supply List: 10
Rough Work: 5

Total: 100 marks

In addition to the above assignment, each group will actually create their window display.

Window Display evaluation:

Your window display itself will be evaluated as follows:

- Did the display catch my eye as I walked by?
- When I looked at the window, was I able to understand the theme?
- Was I easily able to identify the product?
- Could I quickly locate the brand name, logo and slogan?
- Was there a clearly identifiable sponsor?
- Was it evident that you used classroom notes when you created the display?
- How effective were the colours used? Appropriate?
- Did the display flow?
- Did my eyes move around easily, rather than just seeing random objects?
- Did the display make good use of the 3-dimensional space, or could it just as easily been completed on a piece of Bristol board (2-dimensional display)?
- Set-up and Take-down: efficient and professional
- Enthusiasm and imagination
- Am I “sold” on your project?

Mark Value for actual display: 100 marks

Total Project Mark: / 100 + / 100 = 200 marks

Schedule of Window Displays –

***** Students will have one class period to setup their display but must take down their display outside of class time.**

FIVE groups (randomly) will be chosen for this assignment.

Group 1:

Group 2:

Group 3:

Group 4:

Group 5:

Allowing your students to design window displays will provide you with the opportunity to see the “stand out” creative students in your class.



EXERCISE 17: BRANDS, LOGOS AND SLOGANS

TEACHER'S NOTE

This exercise helps the students to distinguish between brands, slogans and logos. It also gets them to use their creativity and think outside of the box when coming up with their own ideas.

A simple evaluation key has been included but you may choose to use your own personal rubric to evaluate.

BRANDS

SLOGANS

LOGOS

EXERCISE 17: BRANDS, LOGOS AND SLOGANS

ASSIGNMENT

Answer the following questions:

Question 1:

Select five brand names of actual products or services. For each product or service, describe what you think of when you hear the brand name.

Example: Coppertone

Coppertone is a suntan lotion with sunscreen. When I buy Coppertone, I think of myself lying on a beach. It is a sunny day. Coppertone is going to give my skin a beautiful copper tone that will look great with the white outfit I will be wearing this summer. Every one will be admiring my great tan.

Question 2

Choose three of the following and create a brand name, logo, and slogan for each.

- Fast Foods
Acne Medicine/Cream
- Designer Clothing
- Perfume
- Health Care Product (your choice)

Each creation should appear on a separate white sheet of paper. You should explain on the bottom or on the back of each sheet how the brand name, logo, and slogan communicates the image you desire. Be sure to use colour in your creations.

EVALUATION

Value of Assignment

Question 1:	10 marks	
Question 2:	30 marks	(3 X 10)
Total:	40 marks	

EXERCISE 18: OFF TO THE MALL...

TEACHER'S NOTE

Here is an exercise that gives your students a chance to venture out into the retail environment. It can be given out as an assignment before the students design their own window displays or after. If given before, the students will be able to experience, first-hand, the techniques and creative styles used by retailers. They will get a chance to see the professionals at work. This timing might give them some ideas that they can incorporate into their own window display designs.

If used after they have created their own window display, they may have a better ability to judge what they feel is a good setup and be more critical in their assessments.

I have tried both techniques and both have been successful. Therefore, you can choose the style that best fits your program.

An evaluation key has been provided.

EXERCISE 18: OFF TO THE MALL...

ASSIGNMENT

While at the (*insert your local mall or shopping plaza*), your task is to complete the following assignment. You are to work in groups of 2 or 3 for this assignment.

PART A: (3 X 10 = 30 MARKS)

You, as a market researcher, have been asked to conduct market research while visiting a Mall. You have been instructed to visit 3 different stores of your choosing and complete the following survey for each one of them.

Store #1

a. Store Name: _____

b. Type of Merchandise Sold: _____

c. Where was the cash register located in the store: Right Side Left Side Back

d. Overall organization of the store:

10	9	8	7	6	5	4	3	2	1
(really organized)					(not at all organized)				

e. Overall customer service?

10	9	8	7	6	5	4	3	2	1
(awesome)					(terrible)				

f. Rate the effectiveness of the store's window display.

10	9	8	7	6	5	4	3	2	1
(eye catching)					(boring)				

g. Was the store offering any type of sales or discounts? Please explain in more detail.

h. As a total shopping experience, rate this store on a scale of 1 – 10.

10	9	8	7	6	5	4	3	2	1
(fantastic)					(terrible)				

Store #2

a. Store Name: _____

b. Type of Merchandise Sold: _____

c. Where was the cash register located in the store: Right Side Left Side Back

d. Overall organization of the store:

10	9	8	7	6	5	4	3	2	1
(really organized)					(not at all organized)				

e. Overall customer service?

10	9	8	7	6	5	4	3	2	1
(awesome)					(terrible)				

f. Rate the effectiveness of the store's window display.

10	9	8	7	6	5	4	3	2	1
(eye catching)					(boring)				

g. Was the store offering any type of sales or discounts? Please explain in more detail.

h. As a total shopping experience, rate this store on a scale of 1 – 10.

10	9	8	7	6	5	4	3	2	1
(fantastic)					(terrible)				

Store #3

a. Store Name: _____

b. Type of Merchandise Sold: _____

c. Where was the cash register located in the store: Right Side Left Side Back

d. Overall organization of the store:

10	9	8	7	6	5	4	3	2	1
(really organized)					(not at all organized)				

e. Overall customer service?

10	9	8	7	6	5	4	3	2	1
(awesome)					(terrible)				

f. Rate the effectiveness of the store's window display.

10	9	8	7	6	5	4	3	2	1
(eye catching)					(boring)				

g. Was the store offering any type of sales or discounts? Please explain in more detail.

h. As a total shopping experience, rate this store on a scale of 1 – 10.

10	9	8	7	6	5	4	3	2	1
(fantastic)					(terrible)				

PART B: COMPARISON PRICING – (4 X 3 MARKS)

For each of the following product categories (appliances, footwear, cosmetics, your choice) choose an **identical product**, and then locate this particular item in 3 different stores and complete the following:

Category	Specific Item	Store	Price	Shelf Location
Appliance (Example)	Panasonic Microwave, Model 3789	The Bay	\$149.00	Top shelf, near the back wall, easily visual with display signs.
Appliance				
Footwear				
Cosmetics				
Your choice				

Category	Specific Item	Store	Price	Shelf Location
Appliance				
Footwear				
Cosmetics				
Your Choice				

Category	Specific Item	Store	Price	Shelf Location
Appliance				
Footwear				
Cosmetics				
Your Choice				

PART C: WINDOW DISPLAY CRITIQUE (30 MARKS)

Choose 3 window displays that you see in the mall. The theme is THE GREAT, THE NOT TOO BAD and the UGLY. Find one that your group believes fits into each of these categories. Take a picture of each one and display them on some type of visual format such as on a piece of bristol board. Provide rationale as to why you felt the display should be placed in their specific category.

EXERCISE 19: CREATIVE POSTER

TEACHER'S NOTE

This assignment allows you to see each student's interpretation of marketing. The possible results are endless.

Although quite vague in the requirements, it allows the student to show you their creative talents. Be sure that they have somehow included the 4P's: Product, Price, Promotion and Place in their project.

Although possibly somewhat subjective on your part as an evaluator, simply have fun with it and go with your gut feeling. Use the same way you decide whether or not you like a certain advertisement.

An evaluation key has been provided.

EXERCISE 19: CREATIVE POSTER

ASSIGNMENT

Individually or in pairs, illustrate your interpretation of the following on a sheet of white bristol board or some other visual component.

What does the following statement mean to you?

MARKETING
as it relates to society
... yesterday, today and tomorrow

Be sure to consider the following:

The four P's:

- Product
- Price
- Promotion
- Place
- Fads, What's Hot, What's Not etc.

Show me your creativity!!! You may use articles from newspapers, magazines, hand-drawn illustrations, and so on...

EVALUATION

Overall Effectiveness /20

Includes creativity, originality.

Does your poster stand out among the rest?

Content /15

Neatness /10

Accuracy / 5

Total Mark: /50

Project Assigned: _____

Due Date: _____

Please consider this an out-of-class assignment. However, some class time may become available.



EXERCISE 20: MISSION STATEMENTS

TEACHER'S NOTE

Be sure to stress the difference between a company mission statement and a personal mission statement.

It is easy for the students to do the research and find out the mission statements of various companies. They are easily located all over the internet. It is far more difficult for them to create their personal mission statement. You may find that many of them really have no clear path or understanding of what is important to them at this stage in their life. If nothing else, it will give them the opportunity to consider all of these concepts.

**I also make a joke to my class that their own personal mission statements must include all legal components.*

EXERCISE 20: MISSION STATEMENTS**ASSIGNMENT**

1. Define the term “Mission Statement.”
2. To complete the chart on the next page, go online and find five different companies and indicate their mission statements.
 - a. How are they similar?
 - b. How are they different?

Company Name	Mission Statement	Analysis

3. A vision statement is used interchangeably with a mission statement. It sometimes has an inspirational theme. Create a vision statement for your own career. Be prepared to explain its significance to the class.

EXERCISE 21: SUPERBOWL TRIVIA!!!! 2011

TEACHER'S NOTE

This is just an exercise I created to have a bit of fun in the classroom. The students seem to enjoy it. I created this exercise by simply going online and researching some interesting information from the unbelievable coverage this game gets.

It is very simple to administer. The students have the most fun if they compete in teams. Make sure you have prizes and keep in mind what I learned. Every one does not want FOOD as a prize, especially many of the young ladies.

If you go to places such as a movie theatre, often times they will donate a few free passes for your classroom winners.

EXERCISE 21: TRIVIA ANSWER KEY

1. (a) 50%
2. TRUE
3. TRUE
4. TRUE
5. (c) 51%
6. TRUE
7. (a) \$600
8. (b) \$3 million
9. (b) \$550
10. (a) Black Eyed Peas
11. (a) Pizza
12. (d) \$50,000
13. (a) Best Buy
14. (a) \$83,000
15. (c) 538
16. (c) Chevrolet Camaro Convertible
17. (c) 5%
18. (c) Papa John's
19. (b) Pittsburgh Steelers
20. (c) 8
21. (c) 28
22. (a) 10.1 billion

EXERCISE 21: SUPERBOWL TRIVIA!!!! 2011

ASSIGNMENT

1. According to Nielsen Sports media, research says that close to ____% of viewers will actually watch the commercials more than they watch the game.
a. 50% b. 25% c. 10% d. 75%
2. Many advertisers are using social media like YouTube, Facebook Twitter, and blogs to “build buzz” before the Super Bowl so that more people are less likely to take a bathroom break during commercials.
TRUE or FALSE
3. According to new research, children or even animals are a better bet than using stars to impress consumers.
TRUE or FALSE
4. The Super Bowl is the most watched event on America’s sporting calendar, with the world’s most expensive and talked-about advertising slots.
TRUE or FALSE
5. According to Nielsen research, ____% of those surveyed enjoyed the advertisements more than the football.
a. 10% b. 20% c. 51% d. 60%
6. The shampoo maker Head and Shoulders chose to not have a television commercial but rather paid to insure the hair of Steelers team member Troy Polamalu for \$1 million, under a policy with Lloyds of London. Laid end to end, the players’ legendary locks would span 100 football fields, the company claims.
TRUE or FALSE
7. The lowest-priced face-value seat (not standing-room only) ticket for Super Bowl XLV (45) is _____?
a. \$600 b. \$250 c. \$1,200 d. \$2,000

8. The cost of a 30-second commercial in the same Super Bowl is _____
a. \$6 million b. \$3 million c. \$500,000 d. \$1.5 million
9. The cost of some parking spaces across the street from the stadium were going for:
a. \$100 b. \$550 c. \$1,000 d. \$250
10. Who will be performing during half time in this year's Super Bowl?
a. Black Eyed Peas b. Christina Aguilera c. Snoop Dogg d. Timberlake
11. What is the most popular choice for Super Bowl food during the game via takeout or delivery?
a. pizza b. Chinese c. KFC d. subs
12. On eBay in recent weeks you could find more than _____ auctions of items for each team.
a. 10,000 b. 20,000 c. 30,000 d. 50,000
13. Justin Bieber and Ozzy Osbourne are reported to be making an appearance on the Super Bowl for the following company?
a. Best Buy b. AT&T c. Doritos d. Audi
e. Sketchers
14. Bonuses for the game are as follows: _____ for winners; _____ for the losers.
a. \$83,000 \$42,000
b. \$28,000 \$12,000
c. \$120,000 \$65,000
d. \$60,000 \$25,000
e. There are no extra bonuses for participating in this game.
15. There have been _____ commercials during the game from 2000 to 2009.
a. 258 b. 690 c. 538 d. 978 e. 129
-

16. This year, the game's Most Valuable Player will drive off with a 2011 _____
- a. Volkswagen
 - b. Audi
 - c. Chevrolet Camaro Convertible
 - d. Acura TSX Sedan
 - e. BMW Z4
17. Super Bowl Sunday accounts for ____% of annual avocado sales.
- a. 25% b. 10% c. 5% d. 50% e. 18%
18. If the game goes to overtime, _____ – the official pizza sponsor of the Super Bowl – will offer free pizzas to the whole country.
- a. Dominos b. Pizza Hut c. Papa John's d. Tito's
19. Which team's has a bearded, hard-hat wearing mascot called Steely McBeam?
- a. Green Bay Packers b. Pittsburgh Steelers
20. Approximately, _____ million pounds of popcorn will be consumed on Super Bowl Sunday.
- a. 3 b. 6 c. 8 d. 12
21. _____ million pounds of potato chips are expected to be consumed.
- a. 5 b. 10 c. 28 d. 2
22. According to a new survey out from the Retail Advertising and Marketing Association, conducted by BIGresearch, total consumer Super Bowl spending is expected to reach _____, the highest in the survey's eight-year history.
- a. 10.1 billion
 - b. \$500,000
 - c. 5.7 billion
 - d. 3 million
-

EXERCISES 22-26: CREATIVE PROJECTS

TEACHER'S NOTE

Exercise 22: Pool Hall

Exercise 23: Chicopee Tube Park

Exercise 24: Kelsey's Restaurants

Exercise 25: Boston Pizza

Exercise 26: Car Dealership

Each of the five exercises listed above have several features in common. The first feature is that there is a strong emphasis on the “hands-on” component. I strongly believe that the way to ensure (as best you can) success in your marketing classroom is to allow the students the opportunity to put into practice the theory that you have taught them.

You will notice that I use basically the same outline but adjust it for a certain industry in the business sector. I have included projects for the Service Industry, Restaurant Industry and Automotive Sectors.

The second common feature is that the students are able to interact with a local company. Not only does this make your students feel important, it also creates a great relationship between your school and the community. Who knows, if everything goes well and the company is pleased, you might be able to add them to your list of potential donators for future initiatives. Being the marketing teacher, there will always be an opportunity for a fundraising project.

The third common feature is the ability of the student to be creative. Each assignment, regardless of the specific sector, asks the student to think outside the box. They might be asked to create a new menu item, design a survey or perhaps a new form of advertising to sell a product or service. I have had such success with these projects that some of my students' ideas were actually implemented by the individual companies. How neat is that?

The fourth common feature is that the student must learn to be able to communicate their ideas in front of their classmates. I also try and get a representative from the actual company to come in and watch the students present. Although at times nerve wracking, these projects provide a great opportunity for your students.

In some cases, the business owner or representative was so impressed they actually offered my students a job.

All of these “hands-on” projects create meaningful experiences for your students. They see purpose in what they are doing. Each company project provides them with the natural “next step” approach. Once they have mastered the theory, they are then able to implement their knowledge and creative ideas.

Allow yourself 4 to 5 (one hour) work periods in class to complete this project. Be sure to encourage work outside the classroom. In addition, I suggest that if possible you plan a fieldtrip to the actual company so that the students can see first-hand the company that they are studying.

Evaluation keys have been provided for each of the company projects.

EXERCISE 22: CREATIVE PROJECT – POOL HALL

COMPANY OVERVIEW

Our local Pool Hall is a relatively new business located at 29 King St. E. in downtown Kitchener. In addition to their own initiatives, they are looking for new ways to get involved in our community and to increase traffic (customers) to their facility.

Currently, the Pool Hall is using the following strategies OR promotions to encourage individuals or groups to visit their business:

- Word of Mouth
- Echo Paper Advertising, Blues Society, E Blast and Echo Night Life Calendar for Music)
- Walper Hotel – Guest Books
- Hotel Recommendation Books
- Facebook, Kijij
- Business Cards
- Posters – put up at fellow businesses in K-W area
- Website
- City Hall, Manulife, Rim – employee discounts on Company Internal Web sites
- Handout pamphlets for Bluesfest, Oktoberfest etc
- Oktoberfest Special Sanctioned events
- Pool membership – includes discounts for pool time, food, merchandise locker for cues.
- Pool Leagues and Dart Leagues
- Live bands play on Saturday and Sundays
- Open Jam Sundays – 3 – 6 p.m.

YOUR TASK:

Choose a group of 3 or 4 and complete the following:

1. Overview: In no more than one to two pages, double spaced and typed, provide an overview of this company. Indicate such things as specific location, number of people employed, services offered etc.

Be sure to include a bit about the owner's past, why he chose this location, how the name was chosen etc.

Each group will have a few minutes to interview them, so... create 10 – 15 specific questions that you would personally like to ask them. After your overview has been completed, provide for me a list of the questions you asked and the answers given.

2. Identify their primary target market. Be specific. Who do you believe would be their secondary target group? Why?

What does the Pool Hall do or offer that caters to their target audiences?

3. Check out their menu. What is your overall impression of it? Is there anything that you think they should add to their menu? Be sure to be realistic.

4. Provide for me a sketch of their inside layout? Do you think it is effective? Would you make any changes?

5. The Pool Hall is looking for a catch phrase that could be used in their advertising. Something that would connect with their audience. Come to _____.

Brainstorm with your group and come up with 5 possible suggestions.

6. Locate their website and critique it. What do you feel are some of its good points as far as being a promotional vehicle? How do you feel it could be improved?

7. As a marketing group, you want to increase traffic and sales for this company. Brainstorm 3 different ideas that would assist them with this task. Be CREATIVE but REALISTIC. (*Remember that small businesses have a very limited promotional budget!*) Provide an overview/explanation of each of your ideas.

8. For your BEST idea, complete the following:
 - a. Actual Idea
 - b. Specific Objective
 - c. Actual Strategy
 - d. How you would execute the Plan
 - e. Helpful Hints: costs, timing etc
9. For your best idea OR FOR JUST the Pool Hall in general, your group is to create ONE of the following three promotional ideas.
 - a. 5" X 7" postcard (double sided)
 - b. 8 1/2 " x 11" flyer
 - c. An ad to be placed in a local paper. (you choose the size)

**Upon completion of this project, all materials will become the property of this company and may be used in their promotion.

Class work periods: _____

DUE DATE: _____

*You will be provided with a Report Setup Page that will assist with the assembly of this project.

REPORT SETUP

- Report should be typed, double spaced.
- Include an appropriate table of contents.
- Be sure to number your pages.
- Follow the above order.
- Include an attractive and colourful title page. Be sure to include first and last names of your group members.

***Here is the order of items that should be included in your report.*

Title Page

Table of Contents

Overview

General Information

Copy of specific group questions and answers

Target Markets: Primary / Secondary
(Relationship to target audiences)

Menu

Inside Layout

Catch Phrases

Website Critique

Three Creative Ideas

BEST IDEA

Actual Idea

Specific Objective

Actual Strategy

Execution of the Plan

Helpful Hints

Creative: Promotional Idea

EVALUATION- RUBRIC

Criteria	Level 4	Level 3	Level 2	Level 1
Overview	Extremely detailed Thorough research has been performed. Very informative	Good detailed provided Research has been performed Some interesting info has been collected	Somewhat informative. More detail could have been provided.	Lacking detail and content. More research required.
Specific Questions and Answers	Excellent questions asked. Very detailed responses were included.	Very good questions asked. Detailed responses were included.	Less than the required number of questions were asked. Some questions were lacking...more effort required.	Poor selection and answers have been provided. Much more detail required.
Target Market -Primary -Secondary -Relationship to company	Very clear distinction between primary and secondary target markets. Clear relationship expressed between target groups and efforts of the company.	Clear distinction between primary and secondary target markets. Relationship was established between target groups and efforts of the company.	Distinction was made between two distinct target groups. Mention made regarding target groups and efforts of the company.	No clear distinction made between primary and secondary target markets. Not much or no mention of the Pool Hall's efforts towards different groups.

Criteria	Level 4	Level 3	Level 2	Level 1
Menu	Excellent analysis and suggestions.	Good analysis and suggestions.	Analysis was attempted and some suggestions were made.	Very limited or non-existent analysis was conducted. Suggestions need more detail and thought.
Layout	Excellent	Very good	Good	Poorly examined.
Advertising Slogan	Extremely creative. -5 suggestions included.	Very creative. -4 or less suggestions	Somewhat creative. -2 or 3 suggestions	Not overly creative or non-existent. -1 or none suggestion
Website Critique	Exceptional critique has been provided.	Very good critique has been provided.	Good critique Could use a bit more detail and analysis.	Poor critique. Lacks proper analysis or suggestions. Far more detail required.
Brainstorming Ideas	3 interesting ideas were presented. Realistic and creative	Interesting ideas were presented. Somewhat realistic and creative.	3 or less ideas were presented. Some concern regarding realistic and or creative.	Less than 3 ideas were presented. Not overly realistic or creative.
BEST IDEA	Awesome idea.	Somewhat awesome.	Kind of awesome.	Not really awesome.

Criteria	Level 4	Level 3	Level 2	Level 1
Promotional Idea -Postcard? -Flyer? -Ad (paper)?	Great ! Very detailed Beautifully presented. Professional	Very good ! Detailed Nicely presented.	Fair to Good ! Limited detail Not overly professionally presented.	Ok or less than that ! Greater effort and detail required in this section. Lacking professionalism.
Overall Effort	Fantastic job	Very good job	Good job	Disappointing

Overall Mark: / 100 **Group will divide their mark among their group members.

Names of Group Members and their marks out of 100:

Working with actual companies gives your students the opportunity to put all the “marketing pieces” together in a realistic setting.



EXERCISE 23: CREATIVE PROJECT- CHICOPEE TUBE PARK

The class will be randomly divided into _____ groups of _____ individuals.

ASSIGNMENT

Your task will be to complete the following assignment. Each group (besides out of class time) will have four class periods to complete this project. The dates of in class time will be as follows: _____

After completion of this project, each group will present their ideas to the General Manager of The Tube Park.

In order to fully critique this business, our class will be participating in an off-campus field trip that will take place. We will be observing this business, asking questions directly to the General Manager, as well as checking out its facilities. (Dress warmly!)

CRITERIA

1. In no more than one page, double spaced, provide an overview of Chicopee Tube Park. Indicate such things as location, number of people employed, key employees, services offered etc. (5)
2. Identify the target market of this Park. Be specific. Do you believe there is a secondary target market? (5)
3. Visit their website and critique it indicating what you feel are some of its goods points as far as being a promotional vehicle as well as any changes you would recommend. Be as specific as possible. (10)
4. In order for a business to be successful, it must offer something that the public believes is worthy of its \$\$\$\$. Compile a list of all the benefits this company offers and create a Benefit Analysis for the Tube Park. (10)

5. a) As a group, creatively brainstorm and provide a list of 10 promotional ideas that you believe would be great ideas for this company to implement. Be as specific as possible being sure of hitting the specific target market. Be realistic with your ideas and be aware of the costs involved. (10)

b) Choose your BEST idea and provide greater details of exactly what it is, any costs associated with it, timing and how you would implement the idea. (10)
6. Often times a company will have a special day that launches a new business into the area. Create a Product Launch for this company. Include things such as the specific day, the times involved etc. You must make your suggestions realistic as to what could take place during that day. Your budget is \$5,000. Be sure to “cost out” your ideas. (15)
7. Promotional Material: You are required to complete ONE of the following three tasks. (25 marks)
 - a. 5” X 7” postcard (double sized)
 - b. 8 ½” x 11” flyer
 - c. An ad to be placed in the local newspaper (you choose the size)

** Upon completion of this project, all materials will become the property of Chicopee Tube Park and may be used in their promotion. Be sure to include a proper Title Page and Table of Contents with this project. (10 marks)

In addition to the marks awarded for this project, a special prize package will be given to each member of the winning group.

EVALUATION:

Title Page:	/5
Table of Contents:	/5
Presentation:	/10
Content:	/100
Oral Presentation:	/40
Total:	160 marks



EXERCISE 24: CREATIVE PROJECT – KELSEY'S RESTAURANTS

"Kelsey's is your neighborhood restaurant – a place where you can come as you are feeling comfortable and get great, classic food you crave. Kelsey's celebrated its 30th birthday in 2008. With 30+ years of history as a leader in the restaurant industry, Kelsey's continues to set the bar in the casual dining experience in Kelsey's."

ASSIGNMENT

Random groups of 5 or 6. (three groups of 6 and one group of 5). Team leaders selected by instructor.

Complete the following:

1. Overview: In no more than one to two pages, double spaced and typed, provide an overview of Kelsey's. Indicate such things as specific location, number of people employed, services offered etc.

Be sure to include a bit about Kelsey's history, their corporate company etc.

Each group will have a few minutes to interview the general manager of Kelsey's, Sportworld Location in Kitchener so... create 10 – 15 specific questions that you would personally like to ask him. *(You will have class time to create your questions) **You will be required to provide his responses to each of your questions in your final report.*

2. Identify their primary target market. Be specific. Who do you believe would be their secondary target group? Why?

What does Kelsey's do or offer that caters to their target audiences?

- a. Check out their menu. What is your overall impression of it? Use 5 different characteristics/qualities to evaluate it.
- b. What changes would you make to improve the menu?
- c. Create two NEW menu items. For each, include an illustration (color), description of the new item, and cost. Be sure to provide rationale for each of your choices. Is there a particular time of the year that would be better suited to launch your new menu item?

3. Provide for me a sketch of their inside layout? Do you think it is effective? Would you make any changes? Explain.
4. Create a short survey which could be used by Kelsey's to find out people's thoughts about Kelsey's. Be sure to include proper introduction and have 8 questions in the body of the survey after you have created your 2 or 3 demographic questions.
5. Create new "catch phrases" or new slogans for Kelsey's. Something that would connect with their audience. Brainstorm with your group and come up with 5 possible suggestions. Provide rationale for each.
6. Locate their website and critique it. What do you feel are some of its good points as far as being a promotional vehicle? How do you feel it could be improved?
7. Examine and evaluate Kelsey's latest promotion – "Hockey Night in Canada". In detail, explain what it is and critique its effectiveness. Would your group change it in any way?
8. As a marketing group, you want to increase traffic and sales for this company. Brainstorm 3 different ideas that would assist them with this task. Be CREATIVE but REALISTIC. (*Remember that small businesses have a very limited promotional budget!*) Provide an overview/explanation of each of your ideas.
9. For your BEST idea, complete the following:
 - a. Actual Idea
 - b. Specific Objective
 - c. Actual Strategy
 - d. How you would execute the Plan
 - e. Helpful Hints: costs, timing etc
10. For your best idea OR FOR JUST KELSEY'S in general, your group is to create ONE of the following three promotional ideas.
 - a. 5" X 7" postcard (double sided, colour)
 - b. 8 1/2 " x 11" flyer
 - c. An ad to be placed in a local paper. (you choose the size)

****Upon completion of this project, all materials will become the property of Kelsey's and may be used in their promotion.****Best group presentation as selected by the manager of Kelsey's will receive:

REPORT SETUP

- Report should be typed, double spaced.
- Include an appropriate table of contents.
- Be sure to number your pages.
- Follow the above order.
- Include an attractive and colourful title page. Be sure to include first and last names of your group members.

***the following page contains the order of items that should be included in your report.*

TITLE PAGE

Table of Contents (don't forget to use leaders)

Overview

- General Information

- Copy of specific group questions and answers

Target Markets: Primary / Secondary

- (Relationship to target audiences)

Menu - Two New Menu Items

Inside Layout

Survey

Catch Phrases

Website Critique

Three Creative Ideas

BEST IDEA

- Actual Idea

- Specific Objective

- Actual Strategy

- Execution of the Plan

- Helpful Hints

Creative: Promotional Idea

EVALUATION – ORAL PRESENTATION

Criteria	Level 4	Level 3	Level 2	Level 1
Organization	Student presents information in logical, interesting sequences which the audience can follow.	Student presents information in logical sequence which audience can follow	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.
Subject Knowledge	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	Student is at ease with expected answers to all questions but provides limited detail.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject
Visuals	Students use graphics that have been very carefully prepared and add greatly to the oral presentation.	Students use visuals that have been carefully prepared and add to the oral presentation.	Students use visuals that tie in somewhat to the presentation.	Students use little or no visuals.
Eye Contact	Students maintain eye contact with the audience, seldom referring to notes.	Students maintain eye contact most of the time but frequently return to notes.	Students occasionally use eye contact, but still read most of report.	Students read all of report with no eye contact.

Criteria	Level 4	Level 3	Level 2	Level 1
Powerpoint	Excellent powerpoint presentation.	Very professionally presented.	Some effort was shown.	Poorly prepared.
Overall Content	A great deal of effort was put into overall content.	A good amount.	Some.	Very little effort.
Use of teamwork in presentation	Team member transitions are organized and divided speaking roles are evident.	Team member transition fairly organized.	Team member transitions somewhat disorganized.	Some team members do not contribute Only one team member contributes to oral presentation.

EXERCISE 25: CREATIVE PROJECT - BOSTON PIZZA

“Making a Connection between Schools and Boston Pizza”

Boston Pizza is always looking for new ways to get involved in our community. At present, they offer a number of different programs that can help students, teachers, athletic clubs and parent advisory councils achieve a variety of goals.

Currently, Boston Pizza is running the following promotions:

1. School Lunch Program (National Promotion)
2. “Adopt A School Program” – 5% Rebate of all items purchased over a period of time
3. Job Shadowing – for students wanting to start researching their future goals. Provides Career Prep or Job Shadow students with the opportunity to learn more about the Food and Beverage Industry.
4. Tools for Schools program (elementary schools) – provides students in need with access to school supplies. Guests that visit the restaurant can drop off school supplies to be donated to located students in need of financial assistance.
5. Restaurant Tours (elementary schools)
6. Reading Program (elementary schools) – Set up a Reading Program that provides students with an incentive to read. Students are offered an incentive to read a pre-determined number of books. When they achieve that goal they receive a Free Kids Meal coupon. Other ideas include providing a prize for the student who reads the most books or get involved with a wrap up party at either the school or the restaurant. Each student is provided with a little record card.

ASSIGNMENT

Objective: To increase traffic and sales for Boston Pizza. This will be accomplished by creating awareness by encouraging trial within the school-aged children market (Elementary Schools and High Schools) as well as creating community goodwill at the same time.

Within your group of four, brainstorm **new ideas** for Boston Pizza that will help them achieve their objective. Provide as many possible ideas as you can. Ideas should be given for both the elementary and secondary school market. Clearly indicate which market your promotion is for. Be creative but be realistic. For your two best ideas, one being for elementary and one for being for secondary, in typed format, complete the following chart typed:

- Name of Individuals in Group:
- Strategic Name for Promotional Idea:
- Actual Idea:
- Objective:
- Strategy:
- Preparing to Execute the Program:
- Helpful Hints:
- Promotional Material Prepared (ie. Kids Reading Club Card):

Time Line for this assignment is the following:_____

Class Time: approximately 4 days (base timing on level of your group)

Assignment to be submitted at the start of class on _____

Your submission should include the following:

- An *attractive* Title Page which includes the following information: Boston Pizza, 'Making a Connection Between Schools and Community', Names of group members (first and last), School Name, Due Date.
- Brainstorming Ideas – point form is acceptable
- Best Creative Idea (elementary school) – use format as indicated. Be sure to include any promotional material.
- Best Creative Idea (secondary school) – see format as indicated above.

EVALUATION

Overall Marks:

Title page: 10

Brainstorming Ideas: 20

Best Creative Idea (elementary) 30

Best Creative Idea (secondary) 30

Overall Presentation 10

Total Value: 100 plus 50 for Oral Presentation

**Please note that all submissions will be sent to the head office of Boston Pizza for their evaluation. Good Luck, Be Creative and Have Fun.

EXERCISE 26: CREATIVE PROJECT- CAR DEALERSHIP

Randomly our class will be divided into 6 groups of three and 2 groups of four.

ASSIGNMENT

Your task will be to complete the following assignment. Each group (besides out of class time) will have three class periods to complete this project. The computer lab has been booked for our use on these three days. Good luck and enjoy.

The due date for this project will be _____ at the start of class.

1. In no more than one page, double spaced, provide an overview of Cambridge Honda. Indicate such things as location, number of people employed, key employees, services offered etc. (10)
2. Locate their website and critique it for me indicating what you feel are some of its goods points as far as being a promotional vehicle as well as any changes you would recommend. (15)
3. At the end of April, Honda will be launching a new vehicle called the **jit**. Describe this vehicle to me. Complete a Benefit Analysis for this vehicle. (15)
4. On April 20th, Cambridge Honda must introduce this new vehicle to the public by means of a Product Launch. This launch will run from 9 a.m. to 9 p.m. that day. You must make your suggestions realistic as to what could take place during that day. Your budget is \$5,000. Be sure to “cost out” your ideas. (15)
5. Promotional Material: You are required to complete ONE of the following three tasks. (60- see breakdown below)
 - a. 5” X 7” postcard (double sized)
 - b. 8 ½” x 11” flyer
 - c. An ad to be placed in the Times (you choose the size)

For the one your group chooses, complete the following:

- a. copy sheet (10)
- b. student layout (10)
- c. rationale (10)
- d. final product (25)
- e. cost to put in your local newspaper (5)

** Upon completion of this project, all materials will become the property of Cambridge Honda and may be used in their promotion. Be sure to include a proper Title Page and Table of Contents. (10 marks)

In addition to the marks awarded for this project, a special prize package will be given to each member of the winning group. It will include a choice of a \$50 gas card or a \$50 restaurant voucher for each member of that group. In addition, the local newspaper will be supplying an additional prize to these participants.

EVALUATION

Group Members: _____

Overview of company: /10

Evaluation of website: /15

Benefit Analysis: /15

Product Launch: /15

Promotional Material:

Copy sheet /10

Student layout /10

Rationale /10

Final product /25

Cost component /5

Title Page /5

Table of Contents: /5

Overall Mark: /125

EXERCISE 27: SELLING OF YEARBOOK ADVERTISEMENTS

TEACHER'S NOTE

One of the roles I enjoy the most teaching marketing is the ability to include a section on fundraising. Not only does it incorporate the theory component learned previously in the classroom but allows the student to experience first hand marketing at its best.

Allowing your student to participate in fundraising teaches them organizational skills, communication skills and helps them build their teambuilding skills. Most importantly perhaps is the good feeling they get when they are successful. Remember, many experts say that in seeking donations, there is a 10 to 1 ratio, that being 10 no's to 1 yes. This type of exercise teaches them how to overcome the negativity associated with a no and, in addition, let's them experience that unbelievable high when they hear their first YES!

This section includes the following:

- **A list of commonly asked questions by the students.** (You may want to have your students take a few minutes as you start them on this exercise and jot down questions that they have. Then compare them with the list that I have provided.)
- **A practice outline that lists a sequence of steps that the students practice in order to successfully approach a business.** (Practice, Practice, Practice. Start with the first three steps and have them practice those with each other in the class. Work on teaching them a proper handshake. Once they have mastered these steps, keep adding a little bit more. Eventually you will have worked all through the sequence. Another idea would be to invite a fellow instructor into the class and have them pretend to be the business owner. It becomes more challenging when they have to speak to a stranger.)
- **Advantages of Yearbook Advertising for the business.** (Have your students memorize these. If they have difficulty remembering all five, have them concentrate on a few of them.)
- **Donation Request Letter.** (This gives you a sample letter that you can adjust accordingly for your own needs.)

There are a variety of ways to monitor or evaluate this assignment. Sometimes I simply reward them with a luncheon at a local restaurant as a means of thank you. This is especially true if their efforts have helped a local charity in the community.

EXERCISE 27: SELLING OF YEARBOOK ADVERTISEMENTS

WHAT ARE YOU SELLING?

- Advertisement in yearbook (you are **NOT** selling them an actual yearbook)

THINGS TO DO

1. Introduce yourself.....*My name is*
 2. Say the name of the school you are representing.
 3. Explain the reason you are making the call.
 4. Have them direct your call to the person who handles marketing/advertising.
 5. Be friendly and courteous at all times. Have PATIENCE.
 6. If directed to a 2nd person, repeat the previous steps.
 7. Make the prospect feel he/she needs what you are selling. Do this by providing them with advantages of advertising.
 8. Explain that there are different sizes of advertisements available. Start with the middle priced ad size: Quarter Page Ad: \$_____ (b & w) or _____ (colour) and then work from there. Try to gauge whether you think they would like to spend more OR whether they would like a smaller option.
 9. If they say yes, fill in the contract with them being careful to record ALL required info in detail. Make sure you have them sign the contract.
 10. Try to have them provide you with a final copy of their ad. If not, tell them that it needs to be sent to the school as soon as possible if it is to make the print deadline.
 11. Collect as much money as you can on the day you are out. If a company wishes to be billed, tell them that they will be invoiced and payment will be due at the end of (*you choose the month*).
 12. Be prepared for questions. Do not fabricate.
-

COMMONLY ASKED QUESTIONS

1. What sizes of advertisements are available?
2. What are the various prices for advertising space?
3. When will the yearbook be printed and distributed?
4. How many people will see this yearbook?
5. When do I have to pay?
6. Do I get to choose the placement location of my ad in the yearbook?
7. Do you prefer cash or cheque? If cheque, who do I make it out to?
8. Can I deduct it from my taxes?
9. Why should I advertise in your yearbook?
10. Do I have to provide you with a camera ready advertisement OR do you make up one for our business?
11. When is the last possible date I can submit an ad so that it will included in the yearbook?

HOW TO HANDLE OBJECTIONS

NR – Negative Response

PC – Positive Comebacks

NR *We don't have enough money in our budget.*

PC If you wish, we can invoice you and collect at the end of the year.

NR *People who read your yearbook are not in our target group.*

PC Our students take the yearbook home for parents, friends and relatives to read. Thus, it reaches everyone.

NR *The manager is not in right now.*

PC Can you tell us when he/she will return so that we can come back.

NR *We don't advertise in yearbooks.*

PC There are many benefits to advertising in our yearbook.

..... explain the benefits to them.

NR *Sorry, but not right now.*

PC Well, could we follow up in a couple of months.

NR *Your school is not near our business.*

PC Many students live a distance away from the school itself. Also, many of the parents or family members of our students work in businesses that very well may be near your location.

ADVANTAGES

- Excellent magazine quality reproduction.
- Long-term readership; kept as a souvenir.
- Distribution (exposure rate) – # sold X 7 person exposure for each book)- do your own calculations
- Ad has repeated effect
- Favourable impression to the community – adult and student goodwill.
- Reaches your current youth market and potential growth market
- Inexpensive compared to equivalent dollars in other media.
- Ads are not clustered therefore each specific ad will have better individual impact.

THE ACTUAL APPROACH

1. Walk in confidently with a smile and make eye contact.
2. Introduce yourself and whom you are representing.
3. State the purpose of your visit and ask to speak to someone in charge.
4. If you are redirected, shake hands and re-introduce yourself.
5. Show a previous yearbook, pricing sheet, sizes and explain benefits of yearbook advertising. ****Start with middle priced ad**** *Hint: That way you can watch the initial reaction from your potential buyer and adjust up (a more expensive ad) or down (a less expensive ad) accordingly.*
6. If they agree to purchase space in your yearbook, fill out the contract with them. Be sure the contract is filled in completely and they have signed the contract.
7. Thank them for their time regardless of their decision to buy or not. *Hint: besides being polite, you might receive support from this business in future years.*
8. Shake hands.
9. Exit! If the answer has been no, don't walk out like a wounded warrior but rather try to be positive and approach the next business.

SALES PRESENTATIONS

10 Things to Do In Your Sales Presentation (Review)

1. Your name, introduce yourself.
2. The group you are representing.
3. Reasons for being there, purpose of the visit.
4. Keep eye contact when talking to your prospect.
5. Smile and look confident, this makes a good impression.
6. Dress appropriately, look professional.
7. Make the prospect feel he/she needs what you are selling.
8. Be friendly and courteous.
9. Understand what you are selling and why?
10. Be prepared for questions.

ON THE DAY (OR THE NIGHT BEFORE)

*to be given out to the students as a checklist

1. Make sure you know the purpose of the day.
2. Make sure you are dressed appropriately.
3. Stick to your pre-assigned area.
4. Check your Sales Kit for completeness. (See next page)
5. Make sure your permission slips are handed in. (Driver's slips especially – The teacher likes his/her house and would not be interested in losing it because of a lawsuit.)
6. Make sure you have your approach planned. Do you know what you are going to say? Don't be afraid to practise with family members or friends.
7. Set a \$\$ goal for your group? How much advertising can you sell? How many contracts will you complete in the day?
8. Be sure to keep accurate records of the day's activities.
9. Ask for TWO business cards from each business visited. Do not put staples into these cards. Place one with the contract and keep one for future reference. Do this even if the business says "NO". You never know when you might need a specific reference for a certain type of business in the future.
10. "Try" to enjoy, relax, and have fun.

CONTENTS OF SALES KITS

The following documents should be stored neatly in a binder, file folder, large envelope etc. It will help your students at least appear organized

1. A sheet listing the benefits of yearbook advertising.
2. Record Sheets.
3. Contracts.
4. Price Lists.
5. Examples of actual advertising spots from previous years' books.
6. Introductory Letters.
7. A list of past sponsors.
8. Lined paper.
9. Pens.

****Also a good idea to have a couple of actual yearbooks from previous years so that the potential buyers can see the exact book.**

FOLDER CRITERIA

On the outside of the folder, indicate:

- A. Group members.
- B. Specific area to be covered.
- C. School insignia, it looks more official
Be sure to include school telephone number and let the students know that you are available at any time to answer their questions.

EVALUATION

STUDENT EVALUATION

Your Name: _____

Name of Students in the Group: _____

Date of activity: _____

Area assigned to your group:

1. Did you find this activity enjoyable? Yes or No

Comment: _____

2. Did you find your group cohesive? Yes or No

Comment: _____

3. Did you have any one in your group that you felt did not do their fair share?
Yes or No

Comment: _____

4. Did you have any one who assumed the “leadership” role in your group? Yes or No

Comment: _____

5. Did you feel that your area was a good one to have? Yes or No

Comment: _____

6. Did you feel that you were sufficiently prepared for this day? Yes or No

Comment: _____

7. Did you feel that your group was organized? Yes or No

Comment: _____

8. Was your group organized? Yes or No

Comment: _____

9. Did your group encounter any problems during the day? Yes or No

Comment: _____

10. Did your group discuss any follow up plans? Yes or No

Comment: _____

Please rate this experience for each of the following components.
10 being the highest rank and 0 being the lowest.

Overall Experience	10	9	8	7	6	5	4	3	2	1	0
--------------------	----	---	---	---	---	---	---	---	---	---	---

Overall Learning	10	9	8	7	6	5	4	3	2	1	0
------------------	----	---	---	---	---	---	---	---	---	---	---

Enjoyment	10	9	8	7	6	5	4	3	2	1	0
-----------	----	---	---	---	---	---	---	---	---	---	---

Group Cohesion	10	9	8	7	6	5	4	3	2	1	0
----------------	----	---	---	---	---	---	---	---	---	---	---

Adequately Prepared	10	9	8	7	6	5	4	3	2	1	0
---------------------	----	---	---	---	---	---	---	---	---	---	---

Any final comments?

LETTER TO COMPANIES

(School's Letterhead)

Current Date

To Whom It May Concern:

As part of the Promotional Segment in the BMI 3CI Marketing Course at (insert your school's name), the students are required to participate in the sponsorship program that directly supports our annual yearbook.

Each student has been asked to approach various businesses in the *(your personal)* area requesting sponsorship for our yearbook. The businesses are asked to purchase an advertising spot in our school's book. Not only would this spot act as an advertising medium for your company but also would give you an opportunity to support a very worthwhile cause.

Various sizes of advertisements and costs have been indicated below. Prices are for **full colour** advertisements. Businesses are required to supply camera ready artwork of their advertisement.

**Special Autograph Page – inside *front* cover - \$

**Special Autograph Page – inside *back* cover - \$

Full Page - \$

Half Page - \$

Quarter Page - \$

Business Card – \$

Sponsor Page - \$

If you have any questions, please do not hesitate to contact the following people at the school at

_____:

Yours sincerely,

***insert contact information*

(don't forget to sign it)

(Insert your name here)

It's all about making it "hands-on".



EXERCISE 28: RUNNING A FUNDRAISER- SILENT AUCTION

COMMONLY ASKED QUESTIONS – BLITZ DAY

- What types of items are you looking for?
- What value should be associated with the item?
- How will the items be displayed?
- When and what is the event where these items will be auctioned?
- What if they don't have an item that they can donate but would like to help in some other way? i.e. cash or cheque
- When do they have to give?
- Why should they support us?
- Would you like the item delivered to the school?
- Is appearance important?
- When are we going? (Insert your own schedule here.)
- How do we know where to go?
- When and where do we meet on the day we are going out.
- What's in it for us? (I've included a great answer)
 - We are working on a "real hands on project"
 - We are sharing in a vision.
 - We are out of the building.
 - We are trying to reach a goal.
 - We are working on making improvements.
 - We are practicing our communication and business skills.
 - We are with people we like, working as a team.

SAMPLE BID SHEET

(Your school's name) _____ Fundraiser

BID SHEET

Name of Donator: _____ Value: _____

Company: _____

Item: _____

***Bid increments of \$_____ please.*

Opening Bid	Name (print)	Telephone #

EXAMPLE OF SILENT AUCTION RULES

(Name of your school)

Silent Auction- general information

Location: _____

Welcome to our Charity Silent Auction for “Individual’s Name or Organization”. All money raised this evening will go directly to _____ and his family. Thank you in advance for your support.

We would like to thank all the businesses who so generously donated to this event, the students in the _____ Class who worked hard to make this event a success, and, of course, the students and staff of (insert school name). We have all worked together to make this event a tremendous success.

SILENT AUCTION:

The auction will run from (insert time)

Individuals are asked to enter their bid on the bid sheet that accompanies the item(s) of their choice.

*Please **print** YOUR NAME, TELEPHONE # and your BID AMOUNT.*

In some cases an Opening Bid may already appear on the bid sheet. Your bid must be larger than this bid.

*If an item is under \$25, bid increments of a **minimum** of \$2 are acceptable. For example: First person bids \$10, the next person must bid **at least** \$12.*

If an item is \$25 or over, bid increments of a minimum of \$5 are acceptable.

If an item is \$100 or over, bid increments of a minimum of \$20.00 are acceptable.

At (insert time), all participants will be asked to leave the auction area and move outside the room. At that time the name of the top bidders will be recorded.

Once this has been completed, successful bidders will be able to check to see if they have been successful and pick up and pay for their item at the cashout tables located in the auction room.

Cash or cheque please. Cheques made out to “_____”. If required, an ATM machine is located at (insert location).

If there are two people who are interested in a certain item when the auction closes, we would ask that they stand beside the item and we will have a private “bid off” between those interested parties.

PLEASE NOTE: Successful bidders who are not in attendance at the end of the night will be notified by phone. If you are unable to pick up your item on the night of the Auction, the school will be open on (insert date) from (insert time) and you will be able to pick it up at that time.

Thank you, once again, for your support. Please bid and above all ENJOY!

EXERCISE 29: MARTIAN PROJECT

Instructor's Notes

This is the finale to all of my efforts and endeavors in teaching marketing. This project has it all. It gives you a “hands-on” project that highlights many of the teaching components presented in this course. These include the following:

Creating a New Product

Designing and Administering a Marketing Survey

Setting a Price

Creating a Distribution Channel

Creating Promotion / Advertising

Selling – Through Final Presentation

It also has the flexibility whereby you can shorten or lengthen any of the various sections and administer it as either an individual or group project.

This final project includes the following:

- **Helpful Hints:** This information sheet can be given out to the students as they begin the project. It simply provides some reminders for them as they work through this project.
- **Introduction Information:** This sheet is to be completed by the groups at the start of the project. It forces them to analyze their group, finding out each person's specialty as well as setting some completion goals. It also brings up the idea of “evaluation” of the group's efforts.
- **Outline of the Project:** This is a complete outline of the Martian Project that you can distribute to your students. This may be a simple point but I find that each student likes a copy for themselves so it is easier and less expensive for me to put it online and have the students print out the number of copies their group would like. It is a long project but the beauty of it is that you can shorter and lengthen any of the individual units depending on your timeline or interest. One year I had a class that loved the advertising/promotion component in my course so I placed greater emphasis on that section of the project.

- **Evaluation Guides:** I have tried various forms of evaluations for this project but have ended up using a rubric format. A rubric has been included for both the written component as well as the oral. Each may be altered to suit your individual tastes.
- **Alternate Project and Assessment Criteria:** Some of you that may not enjoy the rubric format for evaluation may opt for this second option. I have included a somewhat “alternate” project and provided an assessment guide for it.
- **Student Self Evaluation Component:** This sheet should be given out to each individual student at the end of this project. It allows them to evaluate their own performance and have an opportunity to personally reflect on their efforts. You may be amazed at how honest your students really are when it comes to this evaluation. Many times, they evaluate themselves harder than we actually do.

As previously mentioned, evaluation keys have been provided for this section.

EXERCISE 29: MARTIAN PROJECT

HELPFUL HINTS

1. Purchase a 2 ½" binder to keep all your material together.
2. Each group will receive a coloured folder at the start of this project. Please keep your information and work together in this folder. This folder should be kept in the classroom so that information is available to you each class. Throughout the next few weeks, I will be providing you with information that will assist you with this project. This material should also be kept in your file folder.
3. Each group should select a team captain that can act as a liaison between your group and me. This should be done no later than _____.
4. Once a section has been completed and evaluated, **make any necessary changes** (example: proofreading, spacing etc.) and place it back in your binder. That way no material will be lost and it will be easier for your group to hand in the final project.
5. Be consistent. Make sure that you use the same format throughout your project. Each section should have a separate title page for example, Creation of Company. Each component in that section should have a side heading and the body should be double spaced.
6. Pages should be numbered.
7. Each group will be required to pay _____ to purchase a large board that will be used to create their billboard advertisement. If a group has another suggestion as to how they would like to display their billboard ad, let me know.
8. Use class time wisely. You will have _____ classes to complete this assignment. Every minute counts. Put some thought into what you will do the next class so that no time is wasted.
9. It is to be **clearly understood** that in addition to the _____ class periods given, a large component of outside classroom work is expected.
10. This project is worth _____ of your final mark. Once the projects have been evaluated, it will be up to the group to divide the mark amongst its members. Thus, it is essential for each member to contribute each and every day.

INTRODUCTION

Group Members: _____

Who will be the “unofficial” leader of this group? _____

What is the name of your company? _____

How did you come up with that name? _____

Briefly describe your new product invention:

How has your group divided the required tasks? Be specific. Provide their name and what specifically they are required to do?

What does your group intend to complete by (give a specific date)

OUTLINE

Congratulations on being chosen as one of the participating groups in this marketing adventure.

Read your task carefully! Remember, this will be the biggest chance this year to show me your creativeness, keenness, and your marketing skills. The efforts of each group member will be evaluated on a daily basis. Each group will divide their mark amongst the individuals in their own groups.

NOTE: This project represents a large component of your summative mark for this course. It will count as 20% of your entire year. The remaining 10% component will be a summative exam that will take place in class on _____. Adequate review will take place in classes previous to this date.

Good Luck! Have Fun! Work Hard! Be Creative!

THE SITUATION:

You are a Martian and have just landed on the planet Earth. Unfortunately, your spaceship is no longer in working order and you will be forced to stay. Now you realize that you must work in order to survive.

STEP 1: CREATE A COMPANY.

You have decided to create a company. Provide the following information.

Company Name (provide rationale)

Company Mission Statement

Describe its organizational structure (ie. Sole proprietorship etc.)

Location (be specific)

Logo for Company Identity (rationale)

Slogan for Company Identity (rationale)

STEP 2: PRODUCT/SERVICE

Describe in detail your product. Explain whether you believe it is a need or a want for society? Why?

PLEASE NOTE: Certain restrictions have been placed on your actual product. (1) It must be able to be carried by one person and (2) It must be packaged. (3) It must have some form of competition.

Create a brand name for your new product. Explain your choice.

Classify your creation as a convenience, shopping, specialty or unsought good. (See information in your textbook.) Explain your chosen classification.

List the features of your idea. Describe what it does, what it is made of, its price, and where it can be acquired. Give details of colours and sizes (if a product) and any special features. You should research features of similar products or services. Use information found in Consumer Reports, Business Magazines and the Internet.

Where and how would your product be sold? (Discuss distribution.)

STEP 3: TARGET MARKET

Clearly identify your primary target group. Provide demographic and psychographic information to clearly identify your group. Provide a rationale to give credibility to your choice of target group. Who would be your secondary target group? Be sure to give details.

Describe which product features can be communicated as benefits to the target market. List at least 10 benefits and explain why those were the features chosen. (Example: Automobile – features a certain type of seat for comfort – seat being the feature and benefit being comfort.

STEP 4: MARKET RESEARCH

Create a survey to be administered to at least 100 people.

It should be completed by a variety of people to determine if you identified the right target market and if there will be enough demand for your product. Be sure to follow the guidelines studied in class. Be sure to include at least two demographic questions and at least 12 - 15 questions in the body. Include both quantitative and qualitative questions. A copy of this survey must be included in this section. You do NOT have to identify the type of question in the actual survey.

Your group will need to photocopy your own surveys, thus keep it to a maximum of 2 pages (front and back).

Prepare an analysis of your collected data. Tabulate your responses for each question and record this information in chart format.

Include visual summarizes for at least five of your quantitative questions. Be sure to choose questions that have some validity to the actual product. These visual summarizes must be computer generated. Make sure you use colour and clearly label your graphs.

Be sure to make clear recommendations based on your findings.

The actual surveys administered should be collected and put in a separate file folder. These will be handed in with your project for proof of completion.

STEP 5: PRICE

There are four common approaches to finding an approximate price level. Find a marketing resource that identifies these four approaches. Name the four approaches and provide a bit of information about each of them.

Your group has decided to use the Demand-Oriented approaches. These include Skimming, Penetration, Prestige, Price Lining, Odd-Even, Target, Bundle. And Yield Management. Choose which one(s) you will be implementing and briefly explain them.

Set a price for your product.

Discuss whether you will be making any specific adjustments to the list or quoted price.

STEP 6: PACKAGING

How will your product be packaged?

Explain in detail how your package provides a competitive advantage.

Prepare a package for display purposes. The label should include all of the legal requirements (research the Internet if necessary). In addition, you may use marketing textbooks as additional references.

What colours were chosen and why? (Hint: go online and find out what significance certain colours have – ie red – passion/anger etc.)

STEP 7: PROMOTION

Product Launch

Create a sales promotion you will use in introducing your new product/service. It can be a contest, couponing, sponsoring an activity, unveiling the product or service at a trade show or exhibition, giveaways, or any other idea that you feel work. Often times, a company will use a variety of the above.

Press Release - Write a press release to inform the public about this product launch.

Newspaper Advertisement

In order to inform potential earthlings about your product, you have decided to run an ad in the K-W Record. Complete the following:

Layout Sheet (paper will be provided)

Copy Sheet

Rationale Sheet

Finished Copy (paper will be provided)

Radio Advertisement

Create a 30-second or 1-minute spot. (include cost)

Include a copy of the script.

Identify the type of commercial.

OR

Magazine Advertisement

Create finished Ad.

Where would you place it? Why?

Discuss when you would schedule this ad to run.

Billboard Advertisement

Prepare a billboard. (Cardboard will be provided)

Location of billboard. Be specific. Provide rationale.

Cost? State the source of your information.

Yellow Page Advertisement

Prepare a final copy of the ad you would place in the local yellow pages.

Include pricing and scheduling.

BONUS

Web site Creation

Create an actual web site that promotes your company and makes specific reference to your new product.

What, if any, type of advertisers will you have on this web site? What would you charge them?

What are the costs associated with this venture?

WORK SCHEDULE

Students will have a great deal of class time to work on this project. It is, however, understood that the group is expected to work outside of the classroom time. The class will be divided into equal groups of approximately 5 individuals.

Project assigned: _____

Groups will be formed on: _____

Work Periods: _____

(Note: Time may vary depending on how much time outside of class is used. I would suggest 6 – 10 hours of class time including lab time.)

Completed projects will be submitted to me by _____

Oral Presentations will take place on _____

(20 - 25 minutes per group)

Students will receive their marked projects on _____ and will have that day as well as _____ to work on their polished ORAL PRESENTATIONS.

All marketing students must be present for all presentations and each student must have an active role in the presentation.

After receiving your group mark, individual groups will distribute marks based on the efforts of their group members. **Please remember that this project is worth _____ of your entire year.

** For evaluation, please see Rubrics.

EVALUATION

SELF EVALUATION

Martian Project

Student Name: _____

Please evaluate yourself based on the following criteria:

(**5 is highest, 1 is lowest score)

1. Amount of work completed.	5	4	3	2	1
2. Quality of work completed.	5	4	3	2	1
3. Use of class time.	5	4	3	2	1
4. Your contribution to teamwork.	5	4	3	2	1
5. Overall effort.	5	4	3	2	1

Do you believe you did your fair share? YES NO

Could you have done more? YES NO

Did you take a leadership role? YES NO

Explain _____

Did you let the group down in any way? YES NO

Explain: _____

What mark would you give yourself based on the amount/quality of the work you contributed to this project? _____ / 100

ORAL EVALUATION**/100 MARKS**

Names of group members:

Company Name: _____

Product Name: _____

A. OVERALL INFORMATION PRESENTED

Introduce Group Members to begin presentation and then identify Company Name

Product: (20)

- Visual of product shown to class
- Brand Name
- Good, clear explanation of product
- Feature/Benefit Analysis presented and discussed
- Audience clearly understands purpose and significance of product

Slogan: (5)

- Creative
- Fun
- Memorable

Price: (10)

- Actual Price
- Explanation Provided

Place: (5)

- Identify specific locations as to where product would be sold
- Rationale provided

Competition: (10)

Market Research: (25)

- Show actual survey
- Show graphs
- What did you learn from your survey?

Window Display: (5)

- Explanation of actual display
- Any issues or concerns your group encountered during preparation or setup?
Explain

Promotion: (20)

- Each group member should show their work and explain the rationale behind it.
- **In advance** of presentation, the group should decide which of each promotional item created by the group members is the best and why.
 - Product Launch
 - Press Release
 - Magazine Ad
 - Billboard
- Did the group indicate best promotional items? YES or NO
- Was adequate rationale for decisions provided? YES or NO

B. METHOD OF PRESENTATION**(5 - great.....1 - brutal)****Mark: / 40**

1. Group Cohesiveness	5	4	3	2	1
2. Appropriate Attire	5	4	3	2	1
3. Vocal Quality (ie. able to be heard)	5	4	3	2	1
4. Eye Contact with Audience	5	4	3	2	1
5. Was the group prepared?	5	4	3	2	1
6. Enthusiasm of group members	5	4	3	2	1
7. Appropriate use of Visual Material	5	4	3	2	1
8. Appropriate Timing (20 - 25 minutes)	5	4	3	2	1

Comments on any of the items mentioned in Section B:

How effectively and creatively did the overall group present their ideas and sell their product concept to the audience?

Scale: 5 Very convincing

3 Convincing

1 not sure what
they are selling

5 4 3 2 1

D. How effective and evident was your conclusion?

(5 very effective 3 ok 1 didn't even know it was over)

5 4 3 2 1

Concluding Remarks:

Total Mark / 100 + / 50 = / 150

All group members will receive the same mark on their oral as long as they are present and participate.

EVALUATION-RUBRIC

Company Name: _____

Team Members: _____

Category	Level 4	Level 3	Level 2	Level 1
Organization	Information is very organized with well-constructed paragraphs and subheadings. An attractive Title Page and properly formatted Table of Contents has been included. Pages have been numbered.	Information is organized with well-constructed paragraphs. A Title Page and appropriate Table of Contents have been included. Pages have been numbered.	Information is organized, but paragraphs are not well constructed. A poorly designed Title Page and Table of Contents have been included. Pages are poorly numbered.	The information is disorganized. One or more of the Title Page or Table of Contents have not been included. Poor numbering of pages.
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
Actual New Product Idea	Ideas are realistic, interesting and explanation, prices and rationale have been provided.	Ideas are mostly realistic, mostly well planned but content/rationale development in this section is not fully developed.	Ideas are somewhat developed, partially well planned, but content/rationale/development needs more work.	Ideas are very vague and lack development. Limited or no rationale has been provided.

Quality of Information	All information is clear and concise. Clear relationship to company and product. Extremely thought provoking.	Information clearly relates to the main product or company. Very detailed.	Information somewhat relates to the main product or company. Some detail has been provided.	Information has little or nothing to do with the main product or created company. Very little detail has been provided. Limited thought is present.
Creation of Company Company name Mission statement Organizational Structure Location Logo Slogan	Very creative company name and well executed mission statement. Location is well chosen and rationale has been provided. Logo and slogan are extremely creative and match theme of company.	Information clearly relates to the main product or company. A great deal of information has been provided.	Information somewhat relates to the main product or company. Some details and/or examples are given.	Information has little or nothing to do with the main product or created company. Information provided needs to be developed more thoroughly in this area.
Product /Service Detailed description Brand name for your new product Convenience/shopping/specialty/unsought good Features & Benefits Distribution	All components are included and very thorough and detailed explanations and rationale have been included. Features/benefits chart include more than 10 specific features.	Most components are included and good explanations and rationale have been included. Features/benefits chart include 6 – 9 specific features.	Some components have been included but explanations and rationale are somewhat vague. Features/benefits chart include 3 – 5 specific features.	More than one component has not been included and others are poorly developed. Less than 3 specific features were included in Features/benefits chart.

Target Market				
Primary	Clear distinction between primary and secondary markets.	Distinction has been made between primary and secondary markets.	No clear attempt has been made to distinguish between primary and secondary target Markets.	Very poor discussion of primary and secondary target markets. More detail is required.
Secondary				
Use of demographics psychographics				
Market Research				
Survey	Excellent survey. Questions have been worded carefully and survey rules have been followed.	A very good survey has been included.	Adequate survey has been included. Some of the rules have been followed.	Poorly worded survey. Many problems in the wording of the survey.
12 – 15 questions		Most of the survey rules have been followed.		
30 people were interviewed				
Analysis	Very thorough analysis based on your findings and clear recommendations have been included.	Good analysis and recommendations.	Adequate analysis and recommendations have been included.	Poor setup. Less than 100 surveys included, inadequate analysis and unclear visuals.
Visual summaries		100 copies have been included.		
Recommendations	100 copies have been included.		A reasonable number of surveys have been included.	Recommendations are nonexistent or inadequate.
Price				
Four common approaches were discussed.	Very specific information has been provided.	Some specific information has been provided.	A few examples of specific info have been provided.	Very few examples of specific info have been provided.
Demand-Oriented have been selected and explained.	Price selected is realistic.	Price selected is somewhat realistic.	Price is not really realistic.	Price is too low or too high.
Actual Price was set	All material in this section has been provided in a clear and concise manner.	A great deal of the material presented in this section is clear and concise.	Some material presented is clear and concise.	Very little material is clear and concise.
Any specific adjustments addressed?	Excellent	Very good	Some price understanding	Little understanding

	ECELLENT	REALLY GOOD	GOOD TRY	SOME EFFORT
Internet Use	Very efficient and confident with use of the internet.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.
Mechanics	3 or fewer grammatical, spelling or punctuation errors. Proper setup including title page, numbering of pages and Table of Contents.	4 - 5 grammatical, spelling or punctuation errors A few setup errors were noticed.	6 - 9 grammatical, spelling, or punctuation errors. Many setup errors.	10 or more grammatical, spelling, or punctuation errors No Table of Contents was provided. Pages were not numbered.
Visuals	Visuals have been presented in a visually pleasing manner. Excellent clarity, accuracy and are extremely appealing.	Visuals have been presented in an acceptable fashion. Accurate information has been provided.	Visuals have been provided. Visual relates to the main topic.	Visuals have not been well planned. Information is not clearly presented and/or information is missing.
Sources	Excellent setup.	A few small mistakes	Needs to review proper setup	None or limited sourcing has been provided.

OVERALL GROUP MARK: / 100

Individual Marks:

ALTERNATE EVALUATION**Step 1 - Creation of Company**

Company Name	3 + 2
Company Mission Statement	5
Organizational Structure	3
Location	2 + 2
Logo (for company identity)	10 + 5
Slogan (for company identity)	10

Step 2 - Product/Service Description

Brand Name (Rationale)	5
Description	10
Classifying product	3
Distribution	5

Step 3 - Target Market

Target Group	3
Relate TG to product	2
Features/benefit	15

Step 4 - Market Research

Survey	25
Analysis of Data	10
Visual Summaries	25
Recommendations	10
Completed Surveys	10

Step 5 - Pricing

Four common approaches	4
Demand oriented pricing strategies	5
Any specific adjustments	1

Step 6 - Packaging

Explanation	5
Actual Package	15
Discussion of colours	5

Step 7 - Promotion

Product Launch	10
Press Release	10
Newspaper Ad.	40 (10 + 10+ 10 + 10)
Radio Ad	25

OR

Magazine Ad	25
Billboard Ad	30
Yellow Page	10

Plus Bonus

<i>Promotional Web site</i>	30
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Plus Overall Setup

Title Page	10
Table of Contents	10
Completeness	10
Proofreading Proper Use Of English	10
Appendix	5 (any extras you have added)
Attendance Sheet	5
Total for Setup	50

Total Written Report-- 350 + 50 (setup) = 400 marks

In addition, there will be a 12 – 15 minute oral presentation for each group. This will have a value of 100 marks. All group members must be present on the presentation day.

Total Written Report / 400 + Oral / 100

Total: 500 marks

