**SESSION PLAN**

**COURSE:** ABE Level 4 Principles of Marketing Practice

**ELEMENT:** Element 1 – The marketing concept

## **LEARNING OUTCOME 1**

**Explain the concept and evolution of marketing as a business function (Weighting 20%)**

1.1 Explain the key elements of marketing

1.2 Explain the key factors and trends in the contemporary marketing environment

**NUMBER OF SESSIONS:** Two - approximately ten hours in total (plus 2-3 hours homework)

**SESSION TOPICS:** Session 1: Defining marketing and marketing orientations

 Session 2: Understanding key marketing factors and trends

**Note to tutors: This is the recommended session plan for Learning Outcome 1, Element 1 of the ABE Level 4 Principles of Marketing Practice. You should follow the plan, using the resources (referenced as ‘slides’ here) and activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible.**

**SESSION 1: Defining marketing and marketing orientations (4-5 hours)**

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| Introduction to session and learning outcomes | Use file: **4UPMP Tutor Presentation E1.pptx** Learning outcome 1.1: Explain the key elements of marketing | 1-4 | In small groups, discuss individual reasons for wanting to learn about marketing. |  |
| Defining marketing  | Before getting started, ask people in the class to share a definition marketing from their perspective. Make it clear there are many answers to this question. Use the definitions from the Study Guide and those on the quote slides to inspire discussion around different ways to define marketing. As you go through each quote definition on the slide, talk about the strengths and weaknesses of each interpretation, and encourage different methods of thinking about marketing as this creates more innovative marketers with unique opinions and skillets. Discuss how transactions are at the heart of organisational aims, managed by exchange processes, and ask the class to contribute examples of customer needs and organisation solutions (**Activity 1**). Try to keep these locally relevant and use those examples in the Study Guide to inspire conversation. Ensure that the role of marketing in each suggested exchange process is stressed.Explain to learners that ‘transactions’ mean different things for organisations of different sizes and different aims, and use locally relevant organisations as examples to illustrate this. | 5-10 | Discuss definitions of marketing as a class. Refer to those in the study guide for inspiration.**Activity 1** - In small groups, create examples of exchange processes, and feed back to the class for discussion. | E1 LO1 Activity 1: Understanding exchange processes |
| Marketing’s role in an organisation | To start this topic, brainstorm with learners the role marketing has in an organisation under the categories listed on Slide 11. Be sure to stress that there are lots of things marketers can be responsible for, and that a successful marketer will have a broad toolkit - so thinking widely is encouraged.* Customer communication
* Relationship building, education, making sales, making repeat sales
* Branding
* Messaging, pricing, positioning, distribution
* Product
* What the product does, who it’s for, features, changes

Establish that we will go into more detail about each of these in the later elements, but that this is to give a fundamental understanding of what marketing can encompass, and to get them excited about the breadth of what they will learn - marketing is a varied discipline.Make it clear that the role of the marketer varies between organisation sizes and aims, and give examples i.e. a small business vs a big company, particularly those that are locally relevant.Just as marketing is a single function in a business, discuss wider business functions. Use local or culturally relevant organisations as examples to illustrate how marketing can intersect with other parts of an organisation to illustrate the examples given on slide 12, and brief learners on **Activity 2** where they will explore this further. | 11-12 | Participate in a brainstorm about the role of marketing in an organisation.**Activity 2** - Individually, in class or for homework, consider examples of each of the business functions marketing interacts with. | E1 LO1 Activity 2: Marketing and other business functions |
| The marketing orientation | Explain what a business orientation is and how it impacts the running and focus of an organisation, as per the study guide.Discuss each core focus of the marketing orientation - customers, competitors and inter-functional coordination. Give examples of actions an organisation can take to implement each of these.As a class, list the reasons a marketing orientation has become more popular in recent years, making sure to discuss the impact of technology:* more, cheaper marketing and communication tools
* easier to complete customer research / competitor research
* need to keep evolving in fast-paced environment
* greater number of products and services available, with consumers having more power to research

Brainstorm this as a list collectively, written up on a board, and encourage learners to think of the benefits and considerations of each as it comes up.Be sure to consider local factors in your discussion - for example behavioural trends, or popularity of certain methods of communication.Finally, discuss the benefits of a marketing orientation, and any disadvantages it can have. | 13 | Class discussion of why marketing orientations are so popular in modern organisations |  |
| Review of session and learning outcomes | Learners should now understand the purpose of marketing, its place in an organisation and how it can impact the wider organisation. Homework will allow learners to contextualise this with clear examples in organisations they are familiar with. |  |  |  |

**SESSION 2: Understanding key marketing factors and trends (4-5 hours)**

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative assessment** |
| Introduction to session and learning outcomes | Use file: **4UPMP Tutor Presentation E1.pptx** Learning outcome 1.2: Explain the key factors and trends in the contemporary marketing environment | 14 | As a class, discuss why it’s important to keep up with the latest factors and trends. |  |
| Staying up-to-date on marketing trends | Compare the outcomes of the discussion about factors and trends with those listed on slide 15 as below:- Staying in touch with consumers- Staying ahead of the competition- New homes for the brand message- Optimising marketing activitiesUse the trend of social media to encourage discussion around the benefits of being aware of trends, showing how marketers who used social media ahead of their competitors were able to see success in the listed criteria including building large fan pages to stay in touch with consumers before their competition.Lead a group discussion on practical ways learners can stay up-to-date with marketing trends, ensuring the learners’ suggestions match with the examples on slide 16. Split learners into groups to use the Internet to compile a list of resources based on the recommendations on slide 16 (**Activity 3**). Compile these into a master document (perhaps on Google Sheets). Where possible, try to include locally relevant resources.Brief students on their homework assignment (**Activity 4**) with some tips on giving a good and clear presentation. | 15-16 | As a class, discuss methods of staying up-to-date with the latest marketing trends.**Activity 3** - In pairs, find and list resources that can help discover marketing trends.As a class, compile a master list of helpful resources, perhaps as a Google Sheets documents that can be shared by all class members.**Activity 4 -** Individually, as homework, visit some of the resources listed and prepare a short presentation of a recent trend that they think impacts the marketing landscape | E1 LO1 Activity 3: Marketing resources onlineE1 LO1 Activity 4: Marketing trends presentation |
| Key marketing factors – consumerism | Explain that new trends in marketing appear regularly, but there have been some overarching trends in recent times. Discuss the causes of consumerism, making it relevant to your geographical location where possible, and make it clear that it was one of the biggest factors in increasing the demand for marketing skills. Explain that consumerism has evolved into different models, and start **Activity 5** - presentations of the current models of consumerism:* Political consumerism
* Mainstream consumerism
* Counter consumerism
* Anti-consumerism

Ensure that what they present back matches with what is on Slide 19, using local examples where you can. Encourage discussion around the advantages and disadvantages of each model as you refer back to the slide. | 17-19 | **Activity 5** - In groups give short presentations on each model of consumerism | E1 LO1 Activity 5: Understanding consumerism |
| Key marketing factors - globalisation, Corporate Social Responsibility (CSR), marketing ethics | Explain the causes of globalisation and use specific local examples to illustrate the impact of this. Encourage a class discussion around the challenges and benefits of globalisation for organisations in the local area including:* global competition
* - time zones and languages
* - cultural specificities
* - staff and resource split globally
* - dependence on global economy

Explain how CSR evolved from a necessity for large companies to offset negative practices to a trend for organisations to actively participate in. Give examples of what CSR looks like in practice, using locally relevant examples. Explain how CSR is the responsibility of the wider company but how it relates to a marketer’s role and perspective.Split learners into groups to research real-life CSR initiatives and present these to the class (**Activity 6**). Encourage analytical discussion about the relationship between these programmes and company marketing, focusing on:* perception
* - identity
* - message

Summarise the importance of marketing ethics and explain the role of regulators and watchdogs in setting and maintaining ethical benchmarks. Use local examples of regulatory bodies and explain the guidance they give.Lead a brainstorm where the class gives examples of ethical dilemmas and requirements relating to each category on the slide. | 20-23 | Participate in discussion around challenges and benefits of globalisation**Activity 6** - In groups research CSR initiatives of locally relevant companies. Present back to the class. Brainstorm the fundamentals of marketing ethics. | E1 LO1 Activity 6: Understanding corporate social responsibility (CSR) |
| The rise of digital technologies | Explain how digital technologies have had such a big impact on the marketing industry, giving marketers a much wider role than simply driving footfall to store.Lead a brainstorm under each of the categories on slide 24 around the specific digital tools that have impacted marketing, paying special attention to locally relevant examples:- websites- emails- social media- online advertising- technologyOrganise the class into groups and get them to each focus on a tool and create a list of ways this digital tool has impacted marketing (**Activity 7**).Lead a discussion on the benefits these tools have had for marketers, ensuring that everything covered on slide 25 is covered. | 24-25 | As a class, brainstorm digital tools that have had an impact on marketing**Activity 7 -** In small groups select a digital tool and come up a with a list of ways this has impacted the marketing environment. Share with the wider group and collectively discuss the benefits and risks of these tools. | E1 LO1 Activity 7: Digital tools and their impact on marketing |
| Review of session and learning outcomes | Learners should now understand the ever-changing marketing trends landscape, the most important trends in modern marketing and the importance of keeping track of these.Homework will allow learners to put their trends knowledge into practice in a modern context by creating a presentation to present back to the class on a trend they’ve discovered, backed up with insight and evidence.  |  |  |  |