

# Marketing Plan Lesson 3: Let's Hear Your Plan

**SUBMITTED BY:** Leya Matthew

**SUBJECT(S):** Marketing

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

## ≡ OVERVIEW:

In this module, students present their marketing plans to their peers. The reason why I chose to have the presentation in the penultimate lesson is so that students understand the importance of integrating feedback and revision. Making a plan work requires constant assessment and revision; I felt incorporating that principle into the structure of the module would be the best way to emphasize this belief.

## ≡ NBEA STANDARD(S):

- Marketing, I. Foundations of Marketing
- Marketing, II. Consumers and Their Behavior
- Marketing, VI. The Marketing Plan

## ≡ WHARTON GLOBAL YOUTH PROGRAM ARTICLE:

- [“Americus Reed on Marketing, Brands and the Cadence of Business and Creativity”](#)

## Common Core Standard(s):

1. CCR Standard for Reading: Read closely to determine what the text says explicitly and make logical inferences from it.
2. CCR Standards for Listening: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each other's ideas

and expressing their own clearly and persuasively. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

3. CCR Standards for Speaking: Present information, findings and supporting evidence in such a way that listeners can follow the line of reasoning, and the organization, development and style are appropriate to the task, purpose and audience.

**Objectives/Purposes:** In this lesson, students will: (1) present their marketing plans, (2) critique the marketing plans of others, and (3) identify areas of their own plans that can be modified.

**Knowledge@Wharton Article:** [“Three Reasons Why Good Strategies Fail: Execution, Execution...”](#)

**Other Resources/Materials:** Internet access

### Activity:

#### 1. Introductions and Orientation (2-3 mins)

The teacher welcomes students to the presentation session and asks students if they have any preliminary comments to make. For example, if a group feels that their work is incomplete or that they need further time, they may communicate their feelings to the class. The teacher encourages students to present the plan in whatever stage it is on, since they are expected to revise their plan based on today's feedback. However, if the entire class feels that they will benefit from additional class time, feel free to extend the preparation time.

Each student is given copies of the Marketing Mix Handout from the previous class to note down comments, criticism, or suggestions for each presentation that is scheduled. For example, if there are four groups that will be presenting today, each student gets three copies of the handout. They will critique every group but theirs. After the presentation (each group is allowed five minutes of presentation time), students are given two minutes to write down their feedback on these handouts. There will also be a general five minute feedback time following each presentation, so that students can build off the comments of their peers. To summarize, the presentation is structured as follows:

- Presentation (5 mins)
- Time for written feedback (2 mins)
- Time for oral feedback (5 mins)

The teacher distributes the handouts and asks students if they have any questions.

## 2. Presentations (36 mins)

The teacher now calls each group to present in turn. You may do this randomly, or give each group a number and have each group pick out their turn for presentation. If the class strength does not allow all groups to present in one class, please feel free to break it into multiple sessions.

Please ensure that each group gets rich feedback. It is clarified that groups are expected to revise their plans based on the feedback from this class. For the oral feedback, you could ask — *What was insightful about this marketing plan? Was there anything about the plan you felt was erroneous?* Other groups are encouraged to provide constructive criticism.

## 3. Work with Knowledge@Wharton article (5-8 mins)

The teacher now gives students copies of the Knowledge@Wharton article: "Three Reasons Why Good Strategies Fail: Execution, Execution..." The teacher asks students to read the section titled: The Pitfalls of Poor Synchronization, and individually answer the following question: What synchronization is required in my Marketing Plan? What have I left unaccounted for?

The article discusses several factors including:

- a. Internal communication
- b. External factors — For example, have I taken into account multiculturalism, or the impact of new technologies.
- c. Internal cultural factors — For example, are my staff multicultural? How have I taken that into account in my plan?
- d. Follow-up strategies — What follow-up, evaluation strategies have I built into my plan?

## 4. Wrap-up (2-3 mins)

The teacher wraps up by summarizing broad feedback comments. For example, the presentation standard across teams could be critiqued. You may also want to discuss the importance of revision and execution while reminding students to bring their copies of the article and their notes for the next class. In the next class, the students will meet in their groups to identify additional

points for execution and revision, and build these into their marketing plans. Please also remind the students to bring the filled out feedback forms they received from other groups.

**Tying it All Together:** In this lesson, students present their marketing plans. The presentation is structured in such a way that feedback may be incorporated into the plans. Additionally, students are asked to plan ahead, anticipate problems of execution, and build in as many troubleshooters as they can into their plans.

**Practice Outside of the Classroom:** The principle of anticipating trouble and incorporating possible solutions can be useful in any plan, not just a business plan. Students can be encouraged to adopt this principle into any plan they make — whether it be planning for holidays or for applying to college.

**What Worked and What I Would Do Differently:** There are several areas where you will need to use your discretion to modify the plan. I have indicated a few in the lesson. For example, your class strength will decide how many lessons you will require to cover all your presentations. Also, depending on additional support you may have access to in your school, you could invite professionals or other business teachers to judge/critique the presentations. For example, if your entire class has decided to work within the food industry, you could invite a restaurateur, or other industry professionals to judge or provide feedback to your students.

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