

Marketing Plan Lesson 4: Revise, Revise, Revise

SUBMITTED BY: Leya Matthew

SUBJECT(S): Marketing

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

≡ OVERVIEW:

In this lesson, students identify areas of their marketing plans that need revision, incorporate feedback and add anticipatory troubleshooters. This is the final lesson in this module and here students will revise their marketing plans and critically reflect on their process of planning.

≡ NBEA STANDARD(S):

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

≡ 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.
4. CCR Standards for Writing: Produce clear and coherent writing in which the development, organization and style are appropriate to the task, purpose and audience.

Objectives/Purposes: In this lesson, students will: (1) identify details of implementation that require further consideration, and (2) revise their marketing plans.

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

Other Resources/Materials: Internet access

Activity:

1. Introduction and Orientation (*2 mins*)

The teacher instructs students to gather in their groups and take out the feedback forms, copies of the Knowledge@Wharton article: “Three Reasons Why Good Strategies Fail: Execution, Execution...” and their own notes from this article.

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

The teacher asks students to finish reading the other sections of the article and discuss the following questions in their small groups:

1. What needs improvement in the “people” and “process” sections of my marketing plan?
2. What performance metrics will help my marketing plan?
3. What performance monitoring does my marketing plan require?

3. Revision (*15-20 mins*)

The teacher instructs students to look at the feedback forms and at the notes they have taken from the article, both in the previous lesson and today. Students are then asked to revise their marketing plans based on this information. You may ask students to go over each element of the

marketing plan and structure in feedback, synchronization strategies, metrics, and monitoring strategies.

For example, you could ask students to anticipate changes in demographics, or economic situations among the customer profile and ask them to factor in these changes into their pricing plan. And, how would such changes affect the advertisements, sponsorship and other promotional elements? Would an economic downturn force them to try new markets, maybe even go global?

You may want to work with each team to clarify your expectations and to help students make meaningful revisions.

4. Written feedback (8 mins)

After students finish revising their plans, the teacher hands out plain sheets of paper and asks students to write about their personal experiences as they designed their marketing plans. They are asked to write about:

- What contributions did you make to your group?
- What did you learn from the presentations of other groups?
- What did you learn about marketing from this activity?
- What did you learn about group work from this activity?
- What would you like to change about the way the activity was structured?

5. Discussion and Wrap-up (8 mins)

The teacher collects the written reflections and opens up the class for discussion. Each group is invited to share what they revised about their plan and how this process of revision was helpful or cumbersome. You may also invite the groups to reflect on their group processes and analyze the performance of their group based on the internal processes of communication and co-operation. Please provide your own feedback. It might be helpful to take down notes of the groups throughout the module and share this with the class during this time.

For example, if you notice that two members of the group were non-cooperative throughout the module, you could describe their body language and the reactions from the other group members and relate this to the final product. The major takeaway from such criticism should be an increased awareness of how one functions in a group, and of how best one can contribute to one's group. You could also ask the groups to talk about the challenges they faced as a group

and how they approached these challenges. For example in the earlier situation, you could ask group members how they reacted to the fact that their group was non-cooperative. Did this dishearten the other students, or did anybody actually find a way to motivate the students?

You could wrap up the module by briefly talking about what you learned as the instructor, both from the presentations and from the group processes that you observed and tried to facilitate. I like to impart to my students that I too am a learner in every teaching-learning situation.

Tying It All Together: This is a lesson for revision, reflection and feedback. Students will revise their marketing plans based on data they have accumulated through structured feedback, critically reflect on the plans and the group processes, and discuss the takeaways and possible modifications.

Practice Outside of the Classroom: Revision, reflection and communicating feedback are essential to any activity, be it teaching and learning, marketing plans or relationships. The principles emphasized in this lesson can benefit any activity undertaken in the future, for both teacher and student. For example, a student can begin to structure revision drafts for submission papers.

What Worked and What I Would Do Differently: It is always a balance, trying to provide feedback that is honest, challenging and supportive. Try to build on the relationships you have with your students to work out a personalized balance. For example, if you have students who are perfectionists, you may want to help them see how this was particularly helpful or harmful in the group they chose to work with. In such cases, you may also want to provide individual feedback to supplement the feedback you provide in class. It could also be a good idea to return the written feedback with your comments.

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