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| **Topic Overview** | |
| **Topic** | BAFS Elective Part – Business Management Module–Marketing Management  M06: Role of Marketing |
| **Level** | S5 / S6 |
| **Duration** | 2 lessons (40 minutes per lesson) |

**Learning Objectives:**

1. To explain the marketing concept;
2. To discuss the importance of marketing as a business function;
3. To state the application of marketing in daily life; and
4. To describe the basic steps in marketing process.

**Overview of Contents:**

Lesson 1 What is Marketing?

Lesson 2 Marketing Process

**Resources:**

* Topic Overview and Teaching Plan
* PowerPoint Presentation
* Student Worksheet
* Answers to Student Worksheet

**Suggested Activities:**

* Group Discussion
* Case Study

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| **Lesson 1** | |
| **Theme** | What is Marketing? |
| **Duration** | 40 minutes |

**Expected Learning Outcomes:**

Upon completion of this session, students will be able to:

1. Explain the marketing concept;
2. Understand the core concepts of market, consumer needs, products and exchange;
3. Differentiate marketing, selling and advertising; and
4. Explain the application of marketing in our daily life.

**Teaching Sequence and Time Allocation:**

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| **Activities** | **Reference** | **Time**  **Allocation** |
| **Part I: Introduction** | | |
| * **Activity 1: Opening a Japanese Trendy Shop**    + Purpose of this case is to help students understand the concepts of marketing.   + Teacher begins with a case to inspire students to think of some business activities to be done when opening a Japanese trendy shop in Hong Kong.   + Students are formed in groups of 5. They are required to complete student worksheet and share their answers in class. | PPT#1-5  Student Worksheet pp.1-2 | 8 minutes |
| **Part II: Content** | | |
| * Teacher introduces the definition of “Marketing”. * Teacher further explains the importance of marketing in the company, creating students’ awareness that marketing is essential irrespective of the size of business. | PPT#6-8 | 2 minutes |
| * Teacher briefly introduces the basic steps of a marketing process, then asks students to identify ‘needs’ by observing potential customers through day-to-day life. * Using the questions provided, teacher illustrates the concept and relationship of “need” and “opportunity”, and asks students to design products to satisfy the observed needs. * Teacher refers back to Activity 1 and asks students to identify the needs of potential customers of the Japanese trendy shop. | PPT#9-15  Worksheet p.3 | 12 minutes |
| * Teacher explains Step 2 of a marketing process. * **Case: Chinese Tea House**   + Students discuss in groups to identify the needs of different customer groups of the Chinese Tea House and share their answers in class. With this case, the concepts of market segmentation, market targeting and market positioning are introduced.   + Teacher remarks that different customer groups may have different needs for the same type of products or services. | PPT#16-18 | 10 minutes |
| * After rounding up the discussion on Chinese Tea House case, teacher further explains the benefits of market segmentation for a company. | PPT#19-20 | 6 minutes |
| **Part III: Conclusion** | | |
| * Teacher concludes the lesson by highlighting the role and importance of marketing and reviewing the concepts covered in the lesson. |  | 2 minutes |

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| **Lesson 2** | |
| **Theme** | Marketing Process |
| **Duration** | 40 minutes |

**Expected Learning Outcomes:**

Upon completion of this session, students will be able to understand and describe basic steps in the marketing process.

**Teaching Sequence and Time Allocation:**

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| **Activities** | **Reference** | **Time**  **Allocation** |
| **Part I: Introduction** | | |
| * Teacher begins the lesson by recapping the three basic steps of a marketing process, the definition of market segmentation and its benefits. | PPT#9  PPT#19-20 | 5 minutes |
| **Part II: Content** | | |
| * **Activity 2: What are their market segments?**    + The activity aims to illustrate how market segmentation is used in the real business world. Teacher begins with the examples of Uniqlo & GU for illustration.   + Teacher divides students into groups of 5, asks them to refer to student worksheet p.4, observe and identify the market segments of different products / services including smartphone, mobile telecom service, fashion retailing and shampoo. | PPT#21  Student  Worksheet  p.4 | 12 minutes |
| * Teacher briefly explains the importance and reasons of setting product positioning for a product. | PPT#22 | 2 minutes |
| * **Activity 3: Product positioning exercise**   + Teacher asks students to state and share the image of different chocolate brands in their minds.   + Teacher further explains to students the concept of product positioning.   + Teacher emphasises that positioning requires the development of a marketing mix strategies, i.e. 4Ps, to achieve the end positioning goal. | PPT#23-25  Student  Worksheet  p.4 | 8 minutes |
| * After discussing the second step of a marketing process, teacher introduces and explains the third step, i.e. developing marketing mix strategy. * Teacher briefly illustrates the marketing mix of different brands by using the examples in Activity 3. | PPT#26-29 | 10 minutes |
| **Part III: Conclusion** | | |
| * Teacher concludes the lesson by revising the key concepts covered and emphasising the importance of evaluating the marketing process for remedial actions and future planning. | PPT#30-31 | 3 minutes |