**Foreword**

To support teachers in adopting different learning and teaching strategies to deliver the Business Management module of the Business, Accounting and Financial Studies curriculum, the Technology Education Section of Curriculum Development Institute, Education Bureau developed this series of learning and teaching resource materials to provide a wide range of learning and teaching activities for teachers’ reference.

This series of resource materials covers six topics of the Business Management Module. Each topic is compiled with guiding notes for teachers, explanatory notes on concepts, reference, suggested reading, and student worksheets, etc.

The resource materials suggest real life examples for conducting the learning and teaching activities. The URL listed in the resources are up-to-date as at 2 Nov 2018. Teachers are advised to update any information adopted in the materials where necessary.

Activity-based Resources for BAFS Topic 5: Designing a Promotional Mix

Business Management Module

Marketing Management

**Activity-based Resources for Business. Accounting and Financial Studies**

Business Management Module – Marketing Management

***Topic 5: Designing a Promotional Mix***

**Guiding Notes for Teachers**

**1. Learning Objectives**

After the activities, students are able to:

* demonstrate a basic understanding of marketing management
* explain the concept of marketing mix and its components
* identify elements of promotion mix
* illustrate different promotion strategies
* apply communication skill to work as a group and present ideas

**2. Students’ Prior Knowledge**

*Compulsory Part:*

* Role and importance of marketing management as one of the key business functions

*Elective Part:*

* Elements of a marketing mix
* Objectives of promotion
* Components of promotion mix
* Various promotion strategies

**3. Description of Activities**

***3.1 Case Study on Promotion Mix Strategies***

***Activity 1(A): Selection of supermarket chain***

Ask students to form groups of 5-6 and each group should select one supermarket chain to study. Students are required to explain why they are interested in studying the selected supermarket chain. Write down their choice on **Student Worksheet 1 (SW 1)** and provide justification for their option. Students’ choices may include Wellcome, Park’n & shop, Vanguard, City’super, etc., here are the links for reference:

*Wellcome:* [*http://www.wellcome.com.hk/wd2shop/html/index.html*](http://www.wellcome.com.hk/wd2shop/html/index.html)

*Parkn shop:* [*http://www.parknshop.com/newPromotion*](http://www.parknshop.com/newPromotion)

*Vanguard:* [*http://www.crvanguard.com.cn/*](http://www.crvanguard.com.cn/)

*City’super:* [*https://www.citysuper.com.hk/en/happenings/all-events-and-promotions*](https://www.citysuper.com.hk/en/happenings/all-events-and-promotions)

***Activity 1(B): Collect data and analyse promotion activities/strategies***

1. Each group should visit and study the selected supermarket’s website to outline the general objectives for promotion and identify the promotion mix strategies (i.e. advertising, sales promotion, personal selling and public relations) on **SW 1**.

Data/information can be collected from primary source and/or secondary source:

***Primary data:***conduct a simple questionnaire survey or a short interview with the marketing staff or customers at the selected supermarket chain.

***Secondary data****:* visit and study the supermarket chain’s website and read relevant news to collect information on the promotion activities for the selected supermarket chain.

Data/information to be collected may cover, e.g. TV advertising on bulk purchase, loyalty card scheme, coupon and other lucky draw contest, special promotion for senior citizens, alignment with the supermarket’s positioning, CRM scheme, etc..

(ii) Analyse the promotion mix strategies from the data/information by categorizing them into the respective elements of a promotion mix. Each group should discuss the findings and write down the summary on **SW 1**.

***Activity 2(A): Design a promotional mix***

After collecting and analysing the information on promotion activities listed on **SW 1,** each group is required to design a promotion plan for a product, such as a new model of smartphone, sports shoes or backpacks, etc. With reference to the concept of promotional mix, each group should discuss how to promote the new smartphone or their selected product and put down their ideas on **SW 2**.

***Activity 2(B): Oral presentation***

Students in groups are required to discuss the flow of their oral presentation and jot down the key content to be included in the presentation in (1) of **SW 3**. Using the suggested format in (2), students should arrange the content and prepare a 10-minute oral presentation.

The content for the presentation should include but not limited to a brief description of the smartphone/selected product and suggested actions/activities/strategies for each element of the promotion mix. Students are encouraged to use multimedia resources such as PowerPoint, video, graphics or other forms wherever appropriate. Feedback will be given to students upon their completion of presentation.

***Activity 3: Extended activity***

Teachers can ask students to further study the competitor(s) of their selected supermarket chain. Comparing the promotion activities and strategies adopted by the two supermarket chains, students should find out the similarities and differences in regard to their promotional mix, and identify the effective promotional strategies or good practices from either/both of the two chains. Write down the findings on **SW 4**.

***3.2 Student Worksheets***

Students will be given **four** worksheets to facilitate their learning when carrying out the activities designed for the topic. The aim of the worksheets is to guide students to complete the activities in a systematic manner, reflect students’ learning and help students organise and consolidate ideas/concepts. Teachers can facilitate in-class discussions and provide guidance whenever necessary. Teachers are also advised to collect students’ worksheets to check their understanding and progress, and give them feedback to enhance their learning.

***Worksheet 1 ------------------------***

***Activity 1(A)***

* Discuss in groups to decide which supermarket chain they are interested to study
* Provide reasons for their choice, e.g. frequent patronage

#### Search the supermarket chain’s website and newspaper to find out the general objectives of the promotional strategies adopted by the supermarket chain

* Identify the elements of a promotion mix

***Activity 1(B)***

#### Analyse the supermarket chain’s promotion activities/strategies by categorising them into respective elements of a promotion mix

#### Worksheet 2 ------------------------

***Activity 2(A)***

#### Each group should select a product, e.g. a new model of smartphone and discuss the promotional plan for marketing this product

#### Explain the ideas using the framework of a promotional mix

#### Worksheet 3 ------------------------

***Activity 2 (B)***

#### Outline the flow of oral presentation for their plan on promotion

#### Use the suggested format to prepare report

#### Oral presentation

#### Get feedback from teacher and other students

***Worksheet 4 ------------------------***

***Activity 3***

* Discuss in groups to select a competitor of the supermarket chain to study
* Use the same data collection method as adopted in ***Activity 1(A)*** to collect relevant data/information for this extended activity
* Compare the findings of ***Activities 1 & 3*** to identify the features of effective promotion strategies and good practices of the two chains

***3.3 Promotion Plan and Oral Presentation***

After collecting and analysing the information, each group is required to write a one-page promotion plan and do a 10-minute oral presentation, followed by a 5-minute question-and-answer session. Students are advised to use multimedia resources such as PowerPoint, video, graphics or other forms wherever appropriate. They are also encouraged to pay attention to other groups’ presentation and raise questions or give feedback.

***3.4 Assessment Criteria***

Teachers can assess students’ performance and give overall feedback to them according to the following major criteria:

* oral presentation (flow, audio-visual effect, time control, cooperation)
* quality of worksheets
* understanding and application of business knowledge
* analytical skills
* performance on Q & A

**4. Schedule of Work**

|  |  |  |  |
| --- | --- | --- | --- |
| **Process of Activity** | **Student Worksheet** | **In/Outside Class** | **Time Required** |
| ***Introduction of activity*** | -- | In-class | 5 minutes |
| ***Activity 1(A)***   * Students form groups and select a supermarket chain to study with justification | *SW 1* | In-class | 10 minutes |
| ***Activity 1(B) – Data/information collection***   * Teacher guides students to search information on promotion from internet and other media * State the general objectives of promotion and identify elements of a promotion mix  Analyse promotion activities and strategies | *SW 1* | In/Outside class | 25 minutes |
| ***Activity 2(A)*** ***– Design the promotion mix***   * Each group should discuss how to promote a new smartphone or any product the groups decided * Explain the group’s ideas using the framework of a promotion mix | *SW 2* | In/Outside class | 20 minutes |
| ***Activity 2(B) – Group discussion***   * Outline the flow for oral presentation * Prepare report | *SW 3* | In/Outside class | 20 minutes |
| ***Activity 2(B) – Group presentation***   * Each group gives a 10-minute oral presentation. * Teacher and classmates provide feedback | *SW 3* | In/Outside class | 60 minutes |
| ***Activity 3***   * As extended learning of ***Activity (1)***, each group is required to further collect similar data of a competitor of the selected supermarket chain for further study * Compare the findings of ***Activities (1) & (3)***, identify the features of effective promotional strategies and good practices in the case | *SW 4* | In/Outside class | 20 minutes |
| ***Topic summary***   * Teacher wraps up with reference to the notes in ***Appendix A*** | *Appendix A* | In-class | 10 minutes |
| ***Further reading***   * Suggestions are provided in ***Appendix B*** | *Appendix B* | In/Outside class | -- |

**Appendix A**

**Notes on Concepts Covered and Applied in this topic**

1. ***Role of marketing management***

* Marketing is managing profitable customer relationships. The twofold goal of marketing is to attract new customers by promising superior value and to keep and grow current customers by delivering satisfaction.
* Broadly defined, marketing is a social and managerial process by which individuals and organisations obtain what they need and want through creating and exchanging value with others.
* Specifically, it is the process by which companies create value for customers and build strong customers relationships in order to capture value from customers in return.

***2. Elements of marketing mix***

E-marketing involves the activities related to a marketing mix (4Ps) and specifically more about promotion and place. The following are the components of a marketing mix:

* product: goods and/or services combination the company offers to the target market;
* price: the amount of money customers need to pay to obtain the product/service;
* promotion: activities that communicate the merits of the product/service and persuade target customers to buy it;
* place: activities that make the product available to target customers.

***3. Promotion mix***

A company’s promotion mix (also called marketing communications mix) consists of the specific blend of advertising, personal selling, sales promotion and public relations that the company uses to persuasively communicate customer value and build customer relationship.

* advertising: any paid form of non-personal presentation and promotion of ideas, goods, or services by an individual sponsor.
* sales promotion: short-term incentives to encourage the purchase or sale of a product or service
* personal selling: personal presentation by the firm’s sales force for the purpose of making sales and building customer relationships
* public relations: building good relations with firm’s various publics by obtaining favourable publicity, building up a good corporate image, and handling or heading off unfavourable rumors, stories and events.

***4. Objectives of promotion***

* serve as a communication tool to inform and persuade consumers
* build product awareness and influence consumers’ buying decisions
* project and deliver specific messages about the product/service or the corporate image
* encourage sales and stimulate consumers’ purchase actions
* personal presentation by sales force or sales representatives for the purpose of making sales or building customer relationship

***5. Customer relationship management***

* CRM is the process of building and maintaining profitable customer relationships by delivering superior customer value and satisfaction. The aim is to produce high customer equity and good customer relationship management creates customer satisfaction.
* As acquiring new customers is more costly than retaining existing customers and therefore many firms put more efforts in maintaining good relationship with their customers. Today, marketers are moving towards viewing communications as managing the customer relationship over time.

**Appendix B**

**Reference and Suggested Reading**

1. Kotler, P. and Armstrong G. (2014), *Principles of Marketing* *(Chapter 14-17),* 15th edition, Pearson: USA
2. Ferrell, O. C., Hirt, G. and Ferell, L. (2016), *Business: A Changing World* *(Chapter 11 & 12)*, 10th edition, USA: McGraw Hill