

# BUSINESS, ADMINISTRATION AND FINANCE

## Unit 4: Effective marketing and sales for business



## Business, Administration and Finance

### Level 3 Unit 4: Effective marketing and sales for business

#### Sample scheme of work

This is an example of a possible scheme of work. You can use it as it is, adjust it or extract content to create a scheme of work to suit your delivery needs. It can also be adjusted by adding theory workshops to support learners who have/need additional learning time.


This unit is assessed through a centre set and marked assignment, which will be externally moderated. A sample assignment brief is available at [www.diplomainfo.org.uk](http://www.diplomainfo.org.uk)

<b>Total GLH</b>	60
<b>Delivery model</b>	<p>This scheme of work is divided into topics and each topic is assigned an approximate number of hours. The topics can then be split according to the duration of sessions and the period of delivery.</p> <p>A list of resources is provided at the end of this document.</p>
<b>Aim</b>	<p>The aim of this unit is to help learners develop an understanding of marketing concepts and principles, and understand how they can be applied in business. They will learn about the role of the media, advertising and marketing techniques in creating demand for goods and services.</p>
<b>Notes</b>	<p>The assessment for this unit may be included as part of another unit assessment. This unit could also be co-taught with Unit 1.</p> <p>Under FS (functional skills):</p> <ul style="list-style-type: none"> <li>* indicates opportunities for assessment in English of speaking and listening and/or written communication</li> <li>+ indicates opportunities for use of mathematics in analysing, interpreting and presenting information</li> <li>∩ indicates opportunities for assessment in ICT.</li> </ul>

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
<p><b>1</b> Understand the role of marketing in a business</p>	<p>Marketing concepts may initially be taught in a traditional classroom setting. However, the opportunities for bringing the concepts to life are unlimited:</p> <ul style="list-style-type: none"> <li>• Visiting speakers: for example, local entrepreneurs could be invited with a brief to evaluate marketing concepts within the context of their own business and market.</li> <li>• In groups, learners can be encouraged to use the TV programme <i>Dragons' Den</i> to develop a marketing plan for the ideas presented. For example: What is the USP of the product, its marketing mix, etc. Who are its potential customers?</li> <li>• Work experience will provide a rich context for learning. Learners can investigate the advertising methods and media used by the business and their effectiveness.</li> <li>• A visit to a cinema will provide a rich source of ideas for learners investigating marketing, where newspaper adverts, the internet, the foyer, trailers, etc are used to market a film. Learners could track how a film is marketed from initial trailer to blockbuster status. This can be done as a class and group activity.</li> <li>• Learners could be encouraged to reflect on their own choices as customers, what motivates them to purchase products, what advertising techniques or promotions are most effective in persuading them to buy. How important is the product's brand and brand image? In groups, learners could discuss the techniques used in current TV campaigns and assess their effectiveness and success. Learners will need to consider how success might be measured.</li> </ul>	AC1a–c			12

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
<p><b>2</b> Know how different markets operate</p>	<p>Learners need to be taught what is meant by a market and be able to identify local, national and international markets. This can be done as a class activity.</p> <p>The use of real media will provide excellent learning materials for learners to understand the levels at which markets operate:</p> <ul style="list-style-type: none"> <li>• In pairs, learners can investigate and compare advertising campaigns within local and national newspapers.</li> <li>• In pairs or groups, learners can investigate a major business, eg a football club such as Manchester United. This will provide interesting learning opportunities, eg illustrating how the business can maximise marketing opportunities locally, nationally and internationally.</li> <li>• Work experience will enable learners to discover the different markets reached by the business and the strategies employed to engage with these markets and develop them.</li> </ul> <p>As individuals or working in pairs, learners can consider the impact of the internet and new technologies in the marketing of a business and its products. Learners can consider such questions as: To what extent has the development of the web made all markets immediate? What are the potential risks of using this medium? How do businesses achieve their marketing plan through the use of technology and maintain security?</p>	AC2a, b			6

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
<p><b>3</b> Understand selling techniques</p>	<p>Either as individuals or working in groups, learners can investigate how businesses identify customer needs, what selling techniques are used to attract customers' attention and how this is converted into a sale. Learners can research local and national marketing campaigns and the importance of a clear communication strategy between businesses and their customers.</p> <p>Learners can demonstrate their findings in the form of a presentation, identifying key messages of the campaigns and the selling techniques used.</p> <p>Work experience will provide learners with rich opportunities to observe selling techniques at first hand.</p>	AC3a–c		<p>*</p> <p>☞</p>	12
<p><b>4</b> Know the principles of competition analysis</p>	<p>Either as individuals or in pairs, learners may be given the opportunity to investigate a market segment. Who are the key participators in a market and why is it important to track competitor's behaviour? What methods may be legitimately used and what should be done with the information gathered? How will this information have an impact on decision making?</p> <p>Learners could carry out further research to investigate how far businesses mimic each other or to what extent they are prepared to stand out from their competitors. This could be done as a class activity or in groups.</p> <p>During work experience, learners may be able to find out the techniques a business uses to monitor its competitor's behaviour.</p>	AC4a, b			4

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
<p><b>5</b> Be able to carry out marketing analysis of a new company</p>	<p>Using classroom learning followed by private study, learners could investigate a market segment of a business they are familiar with. This could be used as a pre-work experience activity to develop a fuller understanding of their work placement. Who is the target market (and why)? How is customer satisfaction recorded and how is the information acted upon?</p> <p>Learners should be provided with opportunities to discover the different types of market research from primary and secondary sources. In pairs or working in groups, they should consider the advantages and disadvantages of primary and secondary research.</p> <p>Learners need to be taught how to carry out competition analysis for a new company and understand why it is important to do this. They can then investigate ways that companies can fight competition.</p>	AC5a–c	IE4		13
<p><b>6</b> Be able to carry out marketing and selling</p>	<p>Using the knowledge and skills drawn from the unit, in particular LO2, learners will need to devise and execute a marketing plan. In groups or pairs, learners could be given the opportunity to evaluate and suggest amendments to the school/college prospectus.</p> <p>Where learners are participating in a business enterprise activity for Unit 1 then again the marketing aspects of the business may be fully developed and evaluated.</p> <p>Where learners are setting up a business as part of Unit 1, they will need to consider their markets and target audience. In pairs or groups, learners will need to investigate how to communicate with customers, how customer satisfaction levels will be measured and how further improvements can be made.</p> <p>Learners should be encouraged to devise the marketing mix, using data to inform their decision-making, and to employ a range of tools to devise a realistic marketing, promotion and advertising campaign. This again will link in with work in Unit 1.</p>	AC6a–c	SM7 RL5	* 	13

## RESOURCES

### Topic 1

#### Websites

BusinessEye: [www.business-support-wales.gov.uk/pdf/New\\_Product\\_Development.pdf](http://www.business-support-wales.gov.uk/pdf/New_Product_Development.pdf) (Directors' Briefing offers detailed advice on new product development)

Biz/ed: [www.bized.co.uk/educators/16-19/business/marketing/presentation/portfolio.ppt#1](http://www.bized.co.uk/educators/16-19/business/marketing/presentation/portfolio.ppt#1) (PowerPoint presentation on the Boston matrix and the product life cycle)

MindTools: [www.mindtools.com/pages/article/newTED\\_97.htm](http://www.mindtools.com/pages/article/newTED_97.htm) (more detail and a worksheet on the Boston matrix)

Biz/ed: [www.bized.co.uk/educators/16-19/business/marketing/activity/pricingstrat.htm](http://www.bized.co.uk/educators/16-19/business/marketing/activity/pricingstrat.htm) (a pricing decisions activity that is interesting although it relates to larger businesses)

The Times 100: [www.thetimes100.co.uk/case-study--sponsorship-marketing-mix--41-131-3.php](http://www.thetimes100.co.uk/case-study--sponsorship-marketing-mix--41-131-3.php) (useful material on Vodafone's marketing mix)

Business Link: [www.businesslink.gov.uk/bdotg/action/detail?type=CASE%20STUDIES&itemId=1075067257](http://www.businesslink.gov.uk/bdotg/action/detail?type=CASE%20STUDIES&itemId=1075067257) (practical advice based on an entrepreneur's experience)

The Chartered Institute of Marketing (CIM): [www.cim.co.uk/searchResults.aspx?Type=site&subType=Full&Searchvalue=promotional%20mix](http://www.cim.co.uk/searchResults.aspx?Type=site&subType=Full&Searchvalue=promotional%20mix) (ten-minute guide to the promotional mix)

The Times 100: [www.thetimes100.co.uk/case-study--entering-new-market-with-new-product--83-244-5.php](http://www.thetimes100.co.uk/case-study--entering-new-market-with-new-product--83-244-5.php) (case study on Experian's changing promotional mix)

MyCustomer.com: [www.mycustomer.com/cgi-bin/item.cgi?id=133471](http://www.mycustomer.com/cgi-bin/item.cgi?id=133471) (the purpose of marketing and how it is changing)

B2B Marketing: [www.b2bm.biz/](http://www.b2bm.biz/) (information and news on business-to-business marketing)

#### Journals

### *Business Review*

- Volume 10, Number 1, September 2003, pages 2–3. (why so many new products fail)
- Volume 9, Number 2, November 2002, pages 2–3. (article on USPs)
- Volume 12, Number 1, September 2005, pages 36–37. (product life cycle of the ‘mini’ car)
- Volume 11, Number 2, November 2004, pages 8–10. (pricing decisions in the context of an integrated marketing mix)
- Volume 10, Number 4, April 2004, pages 12–13. (the value of price elasticity as a business tool)
- Volume 12, Number 1, September 2005, rear cover. (data on price elasticity and bus travel)
- Volume 11, Number 3, February 2005, pages 4–6. (promotion within the marketing mix)
- Volume 13, Number 2, November 2006, pages 12–13. (niche marketing)

### *Topic 3*

#### **Websites**

tutor2u: [www.tutor2u.net](http://www.tutor2u.net)

- ‘Business Café’ – ‘Special guests and seasonal smoothies make Innocent sparkle’
- ‘Business Café’ – ‘Cobra beer – Brewing up a global brand’ (useful for international markets)

The Times 100: [www.thetimes100.co.uk/case-study--marketing-strategy-for-growth--125-292-2.php](http://www.thetimes100.co.uk/case-study--marketing-strategy-for-growth--125-292-2.php) (case study – ‘Wilkinson: Marketing strategy for growth’)

Classroom Video: <http://www.classroomvideo.co.uk/Product.aspx?id=272> (classroom video: ‘MMMarketing’)

Biz/ed: [www.bized.co.uk/current/pbl/2005\\_06/031005.htm](http://www.bized.co.uk/current/pbl/2005_06/031005.htm) (Problem-based learning activity: ‘Changing markets, changing strategies: The Problem’)

The Times 100: [www.thetimes100.co.uk/case-study--using-communications-to-develop-business-opportunities--11-87-1.php](http://www.thetimes100.co.uk/case-study--using-communications-to-develop-business-opportunities--11-87-1.php) (case studies on Amway and their direct selling techniques)

YouTube: [www.youtube.com/watch?v=RgtGjEAQQKw](http://www.youtube.com/watch?v=RgtGjEAQQKw) (quite informative and amusing video clips can be found on YouTube such as ‘Pointy Man’)

#### **Journals**

### *Business Review*

- Volume 10, Number 2, November 2003. – ‘Strategic Marketing’.
- Volume 11, Number 4, April 2005. – ‘Michael Porter’s Big Ideas’ ‘Coffee culture: Behind the froth of expansion’.
- Volume 12, Number 1, September 2005. – ‘Cobra Beer’.

Volume 12, Number 2, November 2005. – ‘Five Forces Analysis’.  
 Volume 12, Number 4, April 2006. – ‘Strategic thinking in Marketing’.

*Topic 4*

**Websites**

The Times100:

[www.thetimes100.co.uk/theory/theory--business-competitors--272.php](http://www.thetimes100.co.uk/theory/theory--business-competitors--272.php)

[www.thetimes100.co.uk/case-study--developing-competitive-marketing-strategies--11-46-2.php](http://www.thetimes100.co.uk/case-study--developing-competitive-marketing-strategies--11-46-2.php)

[www.thetimes100.co.uk/downloads/support/AQA\\_June\\_2005\\_Unit2and3.doc](http://www.thetimes100.co.uk/downloads/support/AQA_June_2005_Unit2and3.doc)

[www.thetimes100.co.uk/theory/theory--how-businesses-are-affected-by-competition--341.php](http://www.thetimes100.co.uk/theory/theory--how-businesses-are-affected-by-competition--341.php) (marketing and the influence of the competition)

Biz/ed: [www.bized.co.uk/current/mind/2003\\_4/081203.htm](http://www.bized.co.uk/current/mind/2003_4/081203.htm) (activity: ‘Marketing the Glastonbury Festival’)

**Journal**

*Business Review*

Volume 13, Number 1, September 2006 – ‘Marketing Plans’

*Topic 5*

**Websites**

Biz/ed: [www.bized.co.uk/learn/business/marketing/research/index.htm](http://www.bized.co.uk/learn/business/marketing/research/index.htm) (click on: Presentations: Market research for a PowerPoint presentation on aspects of market research)

The Times100:

[www.thetimes100.co.uk/case-study--developing-competitive-marketing-strategies--11-46-2.php](http://www.thetimes100.co.uk/case-study--developing-competitive-marketing-strategies--11-46-2.php) (Amway and their approach to competitor analysis)

[www.thetimes100.co.uk/downloads/amway/amway\\_5\\_full.pdf](http://www.thetimes100.co.uk/downloads/amway/amway_5_full.pdf) (case study on maintaining competitiveness)

Business Link: [www.businesslink.gov.uk/bdotg/action/layer?topicId=1074417786](http://www.businesslink.gov.uk/bdotg/action/layer?topicId=1074417786) (the role of employees as a factor that determines competitiveness)

### **Journal**

*Business Review*

Volume 7, Number 1, September 2000, pages 4–5. (introduction to the concept of competitiveness)

*Topic 6*

### **Websites**

BBC: <http://news.bbc.co.uk/2/hi/business/3324317.stm> (online marketing)

The Times100:

[www.thetimes100.co.uk/theory/theory--marketing-sales--275.php](http://www.thetimes100.co.uk/theory/theory--marketing-sales--275.php) (some of the theory behind effective selling techniques)

[www.thetimes100.co.uk/additional/download.php?cID=134&csID=364&fID=888.php](http://www.thetimes100.co.uk/additional/download.php?cID=134&csID=364&fID=888.php) (case study on ASOS, the online fashion retailer including their approaches to selling)

### **Journal**

*Business Review*

Volume 11, Number 4, April 2005, pages 16–18. (the role of place in the marketing mix)