Marketing

A Note on Teamwork and Presentations to Further Connect WRS to the Activity:

- Identify the competency or unit in your program that would be most appropriate for teaching this activity synchronously. Students learn best in context.
- Divide the class into competitive teams (at least two).
- Have the teams brainstorm ideas and establish rules for brainstorming: all ideas are accepted.
- Have teams arrive at consensus and choose their best idea to propose.
- Teams should establish norms, roles, and expectations for team members.
- Teams will clearly define their mission and the idea of their proposals.
- The teacher should act as the judge of the quality and feasibility of the ideas.
- The teacher should also provide enough background to get students started and monitor student behavior along the way, providing helpful feedback when necessary.
- Students should share work and reflect on how well the team worked together.

Introduction

This Career Cluster groups career titles that focus on planning, managing and performing marketing activities to reach organizational objectives.

Note: Ask students to list careers in the Marketing Cluster that require mastery of technical skills. Where can your program lead them?

The use of AI is expected to be a major influence on all aspects of marketing and decision making.

Note: Teachers may ask the students what they think the top job trends are before revealing the following list. This makes for a nice ice breaker activity.

Marketing Trends (2024)

1. **Short-form Video Content**: Platforms like **TikTok**, **Instagram Reels**, and **YouTube Shorts** will continue to dominate. These bite-sized videos create a deeper connection with your audience, and savvy brands are repurposing video content into podcasts and text-based formats.

2. **Brand Values in Content**: Crafting content that reflects your brand's values is crucial. Customers appreciate authenticity, so align your messaging with what your brand stands for to retain their loyalty.
3. **Native Advertising and Sponsored Content**: This approach remains valuable. Seamlessly integrating promotional content into the user experience ensures better engagement.
4. **Influencer Marketing**: Influencers still play a pivotal role. Collaborate with influencers who resonate with your brand to reach wider audiences.
5. **AI and Automation**: Leveraging artificial intelligence will only increase. From personalized recommendations to chatbots, AI streamlines processes and enhances customer experiences.
6. **VR and AR**: Virtual and augmented reality might be making a comeback. Brands exploring immersive experiences can capture attention and create memorable interactions.

Remember, staying ahead of these trends is essential in our ever-evolving marketing landscape.

Scenario

Create a Class Presentation or Report
1. Work with a team. Choose one of the trends above.
2. Describe the trend in detail:
    o What is it?
    o How is it done?
    o What are its strengths and weaknesses?
3. Which products or services make a good fit for its implementation?
4. Provide three examples of your trend in action.
5. Create marketing content that involves your trend or describe how you would use it on a product or service of your choice.
6. Incorporate at least one question and answer from each of the five WRS areas which follow in the WRS Connection section.

WRS Connection

Each of the following Workplace Readiness Skills with their definitions is followed by a series of process questions that students may pull from and answer to include within their presentations. Choose the most relevant questions in each of the five skill areas.

1. Creativity and Innovation—We define creativity and innovation as:

- Discussing the importance of creativity and innovation in the workplace

- Brainstorming and contributing ideas, strategies, and solutions
- Developing and/or improving products, services, or processes
- Identifying and allocating available resources.

Process Questions

a) Sometimes, creative ideas represent a disruption or change to the same pattern or way of doing things. In what way is your marketing trend creative and innovative?
b) When deciding how to arrange your team and start your proposal, what was your creative process?
c) How might multiple trends be used to create an innovation?
d) How did you demonstrate creativity when putting your presentation together?
e) How might you make your trend into a more widespread accepted practice?
f) How would you summarize your report as a quick pitch?
g) What resources does your trend use: time, people, technology, funding? Finding and applying resources effectively is creative.
h) There are two ways of seeing and thinking about the future: pessimistically and optimistically. How will your trend create a positive future? How might it have a negative effect?

2. Critical Thinking and Problem Solving—We define critical thinking and problem solving as:

- Recognizing and analyzing problems
- Evaluating potential solutions and resources
- Using a logical approach to make decisions and solve problems
- Implementing effective courses of action.

Process Questions

a) What is the main problem you are trying to solve when considering marketing strategies?
b) How do marketers manage their risk and prove their success?
c) Why do marketing strategies change for the same product or service?
d) What problems arise when managing your team to complete this activity?
e) How did you get your team to agree with the approach? How did you get them to contribute efficiently and fairly?
f) What resources, if any, did you consult to help you complete the assignment?
g) How important do you think critical thinking is when choosing an appropriate marketing strategy? Explain.

h) How is data analysis affected by critical thinking? What types of data analysis did you complete for this project? What types of data are required for your trend to work?

i) What was the main problem(s) you encountered when creating your report, and how did you resolve them?

3. Initiative and Self-Direction—We define initiative and self-direction as:

- recognizing the importance of proactive, independent, decision-making
- identifying workplace needs
- completing tasks with minimal direct supervision
- applying solutions.

Process Questions

a) Who on your team took a leadership role? Describe.
b) Did team members complete their tasks without being managed? Describe.
c) What does initiative have to do with creativity and this project?
d) What does initiative have to do with problem solving and critical thinking?
e) How do you measure success in marketing? In terms of initiative, what makes the best marketers?
f) Did competing with another team motivate you to succeed? Why or why not? What additional forms of competition might have been motivation to act in a certain way?
g) How is motivation related to initiative and why is it important to have?

4. Integrity—We define integrity as:

- recognizing the importance of having integrity in the workplace
- complying with local, state, and federal laws
- adhering to workplace policies and procedures
- exhibiting honesty, fairness, and respect toward self, others, and property.

Process Questions

a) What ethical guidelines restrict the marketing industry? Can your trend be used in an unethical manner?
b) How can some marketing strategies be more ethical than others? How does it collect or use personal data?
c) Did you use AI in ethical or unethical ways to complete your project?
d) Did any ethical/fairness issues arise when working with your team? If so, how did you resolve them?

5. Work Ethic—We define work ethic as:

- demonstrating diligence (e.g., working with persistence to accomplish a task)
- maintaining dependability (e.g., being reliable)
- accounting for one's decisions and actions
- accepting the consequences of decisions and actions.

Process Questions

a) How was your team's work ethic in completing this project?
b) Did you disagree with any of your team's decisions? How did you react? Did it affect your work?
c) What setbacks did you encounter and how did you resolve to work through them?
d) How did you show resilience and drive and a positive mindset as you worked with persistence to create a good proposal? Is there a correlation between having a good attitude and creating a good final product?
e) Were your contributions overlooked, underpraised, or rejected? Did that affect your work ethic? What could help work ethic?
f) How did you do your part or perhaps more than your fair share? Did you help others complete their tasks?

We strongly encourage teacher feedback on these activities, if implemented, as well as success stories and examples of your completed work. Reviews may be sent to Darren Morris, Instructional Designer, CTECS, dmorris@ctecs.org.

For teachers who wish to expand the activity into a larger project, the following PBL Design Principles and Teaching Practices are provided

PBL Project Design Principles

1. **A Challenging Problem or Question:** The project is framed by a meaningful problem to be solved or a question to answer, at the appropriate level of challenge
2. **Sustained Inquiry:** Students engage in a rigorous, extended process of posing questions, finding resources, and applying information.
3. **Authenticity:** The project involves real-world context, tasks and tools, quality standards, or impact, or the project speaks to personal concerns, interests, and issues in the students' lives.

4. **Student Voice & Choice:** Students make some decisions about the project, including how they work and what they create, and express their own ideas in their own voice.
5. **Reflection:** Students and teachers reflect on the learning, the effectiveness of their inquiry and project activities, the quality of student work, and obstacles that arise and strategies for overcoming them.
6. **Critique & Revision:** Students give, receive, and apply feedback to improve their process and products.
7. **Public Product:** Students make their project work public by sharing it with and explaining or presenting it to people beyond the classroom.

PBL Teaching Practices

1. **Design & Plan:** Teachers create or adapt a project for their context and students, and plan its implementation from launch to culmination while allowing for some degree of student voice and choice.
2. **Align to Standards:** Teachers use standards to plan the project and make sure it addresses key knowledge and understanding from subject areas to be included.
3. **Build the Culture:** Teachers explicitly and implicitly promote student independence and growth, open-ended inquiry, team spirit, and attention to quality.
4. **Manage Activities:** Teachers work with students to organize tasks and schedules, set checkpoints and deadlines, find and use resources, create products and make them public.
5. **Scaffold Student Learning:** Teachers employ a variety of lessons, tools, and instructional strategies to support all students in reaching project goals.
6. **Assess Student Learning:** Teachers use formative and summative assessments of knowledge, understanding, and success skills, and include self and peer assessment of team and individual work.
7. **Engage & Coach:** Teachers engage in learning and creating alongside students, and identify when they need skill-building, redirection, encouragement, and celebration.