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High School
Business
Marketing
Sports + Entertainment

North High School

Sports and Entertainment Marketing

Contextual Factors

Community, District, and School Factors

██████████ North High School is located in the rural coal fields of western Kentucky in the town of ██████████. The county has a population of 31,561, with the city of ██████████ having a population of 4,398. The school consists of 782 students; 759 white students (97%) and 19 black students (2.5%). The median family income is \$33,513, \$17,000 less than the national average, making the county have a low- to middle-class socio-economic status. The community has a stable community with a government owned power plant providing most of the jobs for the community. There has been much discussion over the last several years about consolidating the two high schools in the county. The school has a large amount of contribution from parents and guardians in several school activities and functions. Forty-four percent of the students receive free or reduced lunch.

Classroom Factors

The classroom I am in is a very large classroom. It consists of 24 computers, 4 printers (one black and white, one color, one copier/scanner/printer, and one laser), a television, a DVD player, a VCR, a digital camera, a laptop, a graphics plotter, a digital camcorder, a telephone, a projector, and an interactive board. The rules of the classroom are not clearly posted on the walls, but the students were given a contract, listing the rules and procedures of the classroom, to sign. Routines are clearly established, as the class begins in the same manner each day. High

expectations have also been communicated to the students. It is clear that the students understand the high expectations, and this could be prevalent because of the small class size.

Student Characteristics

The class is full of diversity, but lacks in ethnic and cultural diversity. The class consists of 11 students. All of the students in the class are white. Nine of the students are female and two of the students are male. There is also a large amount of diversity in students' socio-economic status. The students come from mostly middle-class families, although several of the students come from lower-class families. Overall, the class performs at a high academic level. One of the students in the class is 19 years old and has fallen behind in school. Although this student has fallen behind in school he does not have an individualized education program (IEP). Another student in the classroom has a 504 modification plan. There is one gifted and talented student in the class. Students coming into this class have a small degree of prior knowledge. Some of the students have taken a Principles of Marketing class while others have taken a Computer Applications class which gives them a small degree of knowledge about marketing and computers, but they have no prior knowledge of Sports and Entertainment Marketing. According to the interest inventory test given to my students, I have 5 kinesthetic learners, 4 visual learners, and 1 auditory learner in my classroom.

Instructional Implications

I must organize my instruction based on the contextual factors in my state, district, school, class, and students. Based on the interest inventory test, I have to create my lessons keeping visual and kinesthetic learners in mind. Because of the students' willingness to follow procedures, I can assign more than one project at a time and count on the students to start and

finish the projects. The low- to middle-class socio economic status informs me that not all students will have access to technology outside of the classroom; therefore I cannot assign homework requiring students to use technology. I also have a student in a wheelchair that arrives to class a few minutes early and leaves class a few minutes early to miss the traffic in the halls. This student will miss anything discussed the last five minutes of class. With little prior knowledge of the subject I must incorporate strategies to maximize student learning. Giving pre-tests will give me an idea of the students' understanding of the proceeding material to be taught. The pre-tests given may allow me to move faster on a topic already understood by students and allow me to spend more time on more difficult topics.

Learning Goals

This unit will utilize their current knowledge of these areas, while requiring them to expand and build on their knowledge of Sports and Entertainment Marketing. During the Marketing Plans unit, students will apply goals and objectives that relate to marketing plans and strategies they are subjected to every day. The unit consists of two major parts: teaching the students basics of marketing plans and creating a marketing plan to help a local theater market a play that is opening 2 weeks after this unit is over.

The following table outlines the four primary goals associated with the Marketing Plans unit for Sports and Entertainment Marketing. The learning goals are categorized by standards, learning types, and levels as described by Bloom's Taxonomy.

Goal #	Learning Goal Defined	Justification	Standards	Learning Types	Level
1	Students will be able to identify and explain all parts of a marketing plan.	In order to create an effective marketing plan students must understand the components of the marketing plan	PL-HS-3.1.3 NBEA Marketing Standard IV	Visual Linguistic	Knowledge Comprehension
2	Students will be able to create a marketing plan.	Students will create a marketing plan to market an upcoming play for a local theater to show they know how to develop components of a marketing plan.	PL-HS-4.2.1 AE 5.4 AE 1.16 NBEA Marketing Standard VI	Visual Linguistic Kinesthetic	Comprehension Application
3	Students will be able to put the marketing plan into action.	Students will market the play for the local theater to show they know how to implement the marketing plan	PL-HS-4.3.3 AE 2.37	Visual Linguistic Kinesthetic	Analysis
4	Students will be able to analyze a marketing plan based on results.	Students will analyze the marketing plan based on how many people attended the play and analyze how their marketing plan impacted the attendance.	PL-HS-3.1.4 AE 2.33	Visual Linguistic Kinesthetic Logical	Evaluation

Very detailed and specific

The learning goals are appropriate for this unit because, in order to completely understand a marketing plan, students need to be able to identify and explain the components of a marketing plan. Once they understand the components, the students can further their understanding by creating a marketing plan. Collaborating with a local theater to market a play creates a real-life situation for the students. Once the real-life marketing plan is created, the students need to act on that plan by creating the marketing for the play. The students are going to attend a viewing of the play, and once the play is over the class will gather attendance from the play. Based on the attendance of the play, the students will evaluate the effectiveness of the marketing plan. The real-life experience of the students creating, applying, and evaluating the marketing plan will give the students an understanding about the importance of how marketing plans are used in real-world situations.

Assessment Plan

The assessments in this unit will consist of pre- and post-tests. The pre-test (Appendix, page 24) and post-test (Appendix, page 28) will both be written assessments. The pre-test will be graded will the grade will not be included in the students final grade for the course. The unit will also include formative and summative assessments that are performance tasks. The marketing plan, using the marketing plan, and analysis of the marketing plan will include both formative and summative assessments. The students will be require to turn in each assignments in parts making each a formative assessment and the final copy of each will be a summative assessment graded by the use of a rubric.

Learning goal # 1 addresses marketing plan concepts. This goal will be assessed using

multiple choice, true false, and open response questions. These questions address student knowledge of marketing plan concepts. Students should be able to complete this assessment with 85% accuracy.

Learning goal # 2 addresses the creation of marketing plans. This learning goal will be assessed on the creation of a marketing plan, and it will be assessed using a rubric. Students will use the knowledge gained through learning goal # 1 to complete learning goal # 2. This assessment allows students the opportunity to take knowledge learned and apply it to a real-world document. Students should be able to complete this assessment with 85% accuracy.

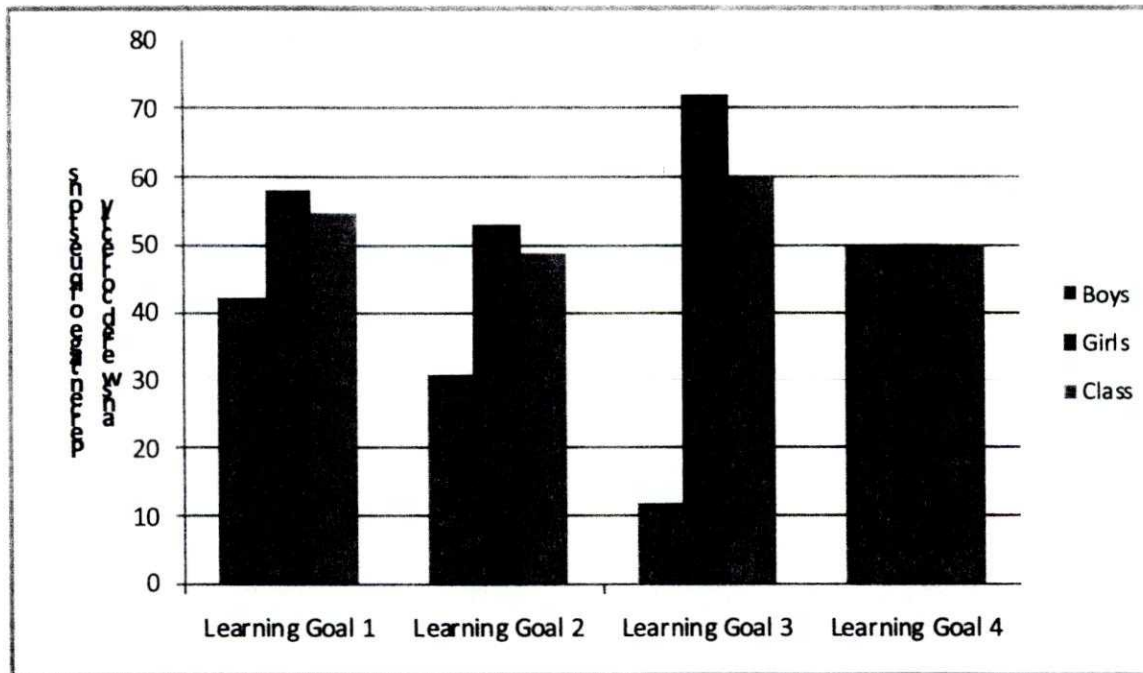
Learning goal # 3 addresses the implementation of the created marketing plan. This learning goal builds on learning goals # 1 and # 2. This learning goal will be assessed using a rubric for creating flyers, brochures, or signs. This assessment gives students practice in using a desktop publishing program on the computer and allows students to use concepts learned and implement them into an advertisement. Students should be able to complete this assessment with 80% accuracy.

Learning goal # 4 addresses analyzing and evaluating the results of the marketing plan. This learning goal will be assessed on the pre-test and post-test by having the students identify and explain marketing plan financial concepts. The Excel spreadsheet and written evaluation created by students will allow them to practice mathematical skills and to reflect on the marketing plan they created. Students should be able to complete this assessment with 80% accuracy.

Goal Assessment		Description	Format	Adaptations
1	Pre-test	Written test on the concepts of marketing plans.	Multiple Choice (6-20)	Student with 504 modification will be allowed more time to complete test if needed
	Post-test	Written test on the concepts of marketing plans.	True False (1-5) Matching (21-30) Open Response (Post-test only)	
2	Pre-test	Written test about the creation of marketing plans.	Multiple Choice (7-9, 12, 14, 15, 17, 18)	Students may need prompting to get them started in creating a marketing plan.
	Formative	Students will create a marketing plan to market the play including: mission, goals, event planning, distribution, promotional strategies, selling, people, timelines, review, and evaluation.	Matching (24, 26, 27, 30)	
	Summative	Summative assessment will be the final copy of the marketing plan.	Performance	
3	Post-test	Written test about the creation of marketing plans.	Multiple Choice (7-9, 12, 14, 15, 17, 18) Matching (24, 26, 27, 30)	
	Pre-test	Written test about the implementation of marketing plans.	Multiple Choice (13, 14, 18) Matching (24, 30)	Not every student will be able to create a flyer, advertisement, and a sign. Each of the three will be created using a rubric with the same amount of points possible.
	Formative	Students will create promotional strategies for marketing the play including: flyers, brochures, or signs.	Performance	
	Summative	Summative assessment will be the final copy of the promotional strategy.	Performance	
4	Post-test	Written test about the implementation of marketing plans.	Multiple Choice (13, 14, 18) Matching (24, 30)	
	Pre-test	Written test about the financial concepts of marketing plans.	Multiple Choice (11, 14)	Students that do not have prior knowledge of computer applications may need help setting up the Microsoft Excel spreadsheet.
	Formative	Students will submit a Microsoft Excel spreadsheet forecasting and analyzing the attendance of the play. Students will then write a report evaluating the marketing plan they created.	True False (3, 5) Matching (25) Performance	
	Summative	Summative assessment will be the final copy of the spreadsheet and report.	Performance	
	Post-test	Written test about the financial concepts of marketing	Multiple Choice (11, 14) True False (3, 5) Matching (25)	

Design for Instruction

Results of Pre-Assessment



*Figure 1

Individual student performance on pretest

Student	1	2	3	4	5	6	7	8	9	10	Class Average
Pretest	70	67	57	40	30	60	33	60	83	43	54.3

*Figure 2

Figure 1 represents the results of the pre-assessment filtered by gender and as a whole.

Figure 2 represents students' individual performance on the pre-assessment. The results of the pre-assessment were expected since students have little prior knowledge of marketing plans.

The class averages on each learning goal was 54%, 48%, 60%, and 50% respectively. As a result of each learning goal being 60% or below, I will have to spend a considerable amount of time on each learning goal to make sure learning is achieved.

Learning Goal 1 consists of identifying and explaining aspects of marketing plans. The

students have no to little prior knowledge of marketing plans, therefore they scored low on the pre-assessment. I will have to teach Learning Goal 1 in detail to insure student understanding. Learning Goal 2 involves creating marketing plans. With no to little knowledge of marketing plans, students scored low on the pre-assessment. I will have to teach Learning Goal 1 and insure student understanding before students will be able to reach Learning Goal 2. Learning Goal 3 has the students putting the marketing plan they created into action. Students must be able to complete Learning Goal 1 and 2 before being able to complete Learning Goal 3. Learning Goal 4 consists of students analyzing the results of marketing plans. Students will have to have understanding of Learning Goal 1 before they can complete Learning Goal 4. The students scored low on all Learning Goals on the pre-assessment. Due to the low scores, I will have to have several formative assessments throughout the unit to insure students are learning and understanding the material.

Day	Activity	Learning Goal Addressed	Technology Used	Assessment
Friday	Pretest	1, 2, 3, 4	None	Pretest graded but not included in student averages.
Monday	Lecture on Chapter 11.1, on marketing plans promotions. Begin creating marketing plans for theater as the chapter is being discussed.	1 2	Microsoft PowerPoint, Microsoft Word	Post-test Submitted marketing plan.
Tuesday	Lecture on Chapter 11.2, on marketing plans marketing research. Students will determine the group of people they want to market the play to.	1 2, 3	Microsoft PowerPoint, Microsoft Word	Post-test Submitted target market.
Wednesday	Students will create flyers, brochures, or advertisements to disperse throughout the community	1, 3	Microsoft Word, Microsoft Publisher	Submitted flyer, brochure, or advertisement.
Thursday	Lecture on Chapter 11.3, on developing marketing plans. Students will create goals, event planning, promotional strategies, people responsible, and a timeline for marketing plan.	1, 2 1, 2, 3	Microsoft PowerPoint, Microsoft Word	Post-test Submitted beginning of marketing plan
Friday	Lecture on Chapter 11.4, on the bottom line of marketing plans. Students will create a Microsoft Excel spreadsheet to forecast evaluate the results of the marketing plan.	1, 4 1, 4	Microsoft PowerPoint, Microsoft Excel	Post-test Submitted Excel spreadsheet.
Monday	Review of chapter	1, 2, 3, 4	None	
Tuesday	Post test and final submission of marketing plan and evaluation	1, 2, 3, 4	None	Graded post tests

Activities

This unit revolves around three main activities. The first activity is creating a marketing plan for marketing a play, "Anne of Green Gables" (Appendix, page 35), being performed at a local theater. In this activity, the students will individually create a marketing plan that will actually be used in marketing the play. This activity is relevant to the unit on marketing plans because the students will be learning the attributes of effective marketing plans, and then they will use what they have learned to create a marketing plan for a local theater. The activity is related to the pre-assessment in the fact that the pre-assessment will include questions about important attributes of marketing plans. The students will now have to use the information learned about the attributes of marketing plans and use that in their marketing plan for the play. In order to create the marketing plan students will have to consider different factors of the community when creating their marketing plan. The actual plan will be created and submitted by using Microsoft Word to type the plan, and then it will be submitted by e-mailing it to the teacher (Appendix, page 49). To assess this activity I will have the students e-mail me a daily update of the marketing plan. The final assessment will be an e-mailed marketing plan that will be assessed with the help of a rubric.

The second activity will have the students create a flyer, brochure, or other advertisement to advertise the play (Appendix, page 47). The advertisements will be submitted along with where the advertisement should be displayed. The teacher will then display the advertisement in the area in which the student decides. This activity is relevant to the unit on marketing plans because in creating a marketing plan, the student will need to create an advertisement and then advertise to a particular target market. The activity is related to the

pre-assessment by having the students create the advertisement and choose a target market based on information learned throughout the unit, which is included as multiple choice questions on the pre-test. In creating the advertisement students will use desktop publishing media such as Microsoft Word or Microsoft Publisher and print the advertisement on brochure paper using the laser printer. The advertisement will be assessed after it is submitted with the use of a rubric (Appendix, page 34). Since the advertisement will actually be used to advertise for a real company: I will assess the advertisement, record the grade, and give it back to the student with comments to correct and resubmit. This will allow me as the teacher to make sure the advertisement contains all the pertinent information needed to properly advertise the play.

The third activity in this unit consists of having the students forecast, review, and evaluate the marketing plan with the help of a Microsoft Excel spreadsheet. The students will use a Microsoft Excel spreadsheet to forecast expectations of attendance based on the marketing plan and capacity of the theater. The Excel spreadsheet will also review the effectiveness of the marketing plan by logging the attendance of play compared to capacity, the number of places where marketing occurred, and the time spent on the marketing plan. Along with the Excel spreadsheet, students will also present a short (1/2 page to 1 page) written report analyzing the results of the marketing plan (Appendix, page 52). This activity stems from the pre-assessment because the pre-assessment includes questions on analyzing and evaluating the results of marketing plans. Students will use Microsoft Excel and Microsoft Word to create the forecast, review, and evaluation of the marketing plan. This activity will be assessed by having the students submit paper copies of the Excel spreadsheet and report with the help of a rubric (Appendix, page 36).

Technology

Technology will be used throughout this unit. Students will use Microsoft Word, Microsoft Excel, and Microsoft Publisher to create the marketing plan, create advertisements, and evaluate the marketing plan and results. The students will also learn the important aspects of marketing plans by viewing Microsoft PowerPoint slideshows that accompany lectures.

Instructional Decision Making

Incident One

On Monday, February 25, 2008, I discussed with the class the marketing plan we were creating to marketing the play "Anne of Green Gables." I was discussing a section of the marketing plan called "Timelines". In this section students were to create a timeline in which all parts of the marketing plan were to be completed. The students did not understand exactly what they were supposed to be doing in this part of the marketing plan.

Since the students did not understand what they needed to do with the "Timelines" portion of the marketing plan, I spent more time teaching the importance of the "Timelines" portion. To help the students better understand timelines, I compared a timeline in a marketing plan to an agenda for a trip. I had the students as a class think of everything that needs to be done to prepare for an out-of-state trip. I wrote down everything they said on the board, and then I had the students as a class determine when each step should be completed. I then compared planning a trip to creating a timeline for a marketing plan. Because the students could relate an agenda for a trip to a timeline for a marketing plan, they better understood

what needs to be included on the timeline and how they should write about that in a marketing plan.

Incident Two

As a part of the marketing plan the students were to create flyers to market the play. The flyers were to include specific information about the play so one looking at it could find out all pertinent information needed about attending the play. On February 21st and 22nd, the students created the flyers. While the students were creating the flyers I noticed that they were not using good formatting for the flyers. I decided that in order for the flyers to look good and be noticed that I needed to teach formatting of flyers.

The flyers the students were creating contained all of the pertinent information, but the design was lacking. I shared the CRAP (Consistency, Repetition, Alignment, and Proximity) design features with the students. I explained each of the four features and showed the students an example of a flyer. The students asked several questions about design features, so I showed them two more flyers that I had in my classroom, and I showed the students the different design features used in the flyers.

Another benefit of showing the students examples of flyers was that the students were able to see actual flyers and generate ideas from seeing flyers. Along with showing the students good examples of flyers, I showed them a bad example of a flyer I had received that day. I asked the students how they would improve the flyer, and then I pointed out design flaws in the flyer. After discussing design features of flyers and showing the students example of good and bad flyers the students were able to create better looking flyers easier.

Analysis of Student Learning

Whole Class

STUDENT	ASSESSMENT	LEARNING GOAL 1	LEARNING GOAL 2	LEARNING GOAL 3	LEARNING GOAL 4	TOTAL
1		92	75	100	60	83
	Post test	92	100	100	100	96
2		38	63	100	80	60
	Post test	77	63	100	100	81
3		46	50	50	20	43
	Post test	92	88	100	100	90
4		69	63	50	40	60
	Post test	100	100	100	100	100
5		23	38	50	20	30
	Post test	85	88	75	100	88
6		46	50	25	60	43
	Post test	100	100	100	100	97
7		77	38	100	60	70
	Post test	77	88	75	100	87
8		69	63	100	60	70
	Post test	85	100	100	80	92
9		46	25	0	40	33
	Post test	31	38	25	20	43
10		38	38	25	60	40
	Post test	62	63	50	100	64
Class		45	51	40	50	53
	Post test	79	83	83	90	84

This table represents the results of the pre-assessment and post-assessment based on each of the four learning goals. The total column included in the pre-assessment is the total number of points that the students made on the pre-assessment. The total column in the post-assessment includes an open response question that was not included on the pre-assessment.

STUDENT	ASSESSMENT	LEARNING GOAL 1	LEARNING GOAL 2	LEARNING GOAL 3	LEARNING GOAL 4	TOTAL
1	Accuracy	92	100	100	100	96
	Improvement	0	25	0	40	13
	Learning Met	✓	✓	✓	✓	✓
2	Accuracy	77	63	100	100	81
	Improvement	39	0	0	20	19
	Learning Met			✓	✓	✓
3	Accuracy	92	88	100	100	90
	Improvement	46	33	50	80	47
	Learning Met	✓	✓	✓	✓	✓
4	Accuracy	100	100	100	100	100
	Improvement	31	37	50	60	40
	Learning Met	✓	✓	✓	✓	✓
5	Accuracy	85	88	75	100	87
	Improvement	62	50	25	80	58
	Learning Met	✓	✓		✓	✓
6	Accuracy	100	100	100	100	97
	Improvement	54	50	75	40	54
	Learning Met	✓	✓	✓	✓	✓
7	Accuracy	77	88	75	100	87
	Improvement	0	50	-25	40	17
	Learning Met		✓		✓	✓
8	Accuracy	85	100	100	80	92
	Improvement	16	37	0	20	22
	Learning Met	✓	✓	✓	✓	✓
9	Accuracy	31	38	25	20	43
	Improvement	-15	13	25	-20	10
	Learning Met					
10	Accuracy	62	63	50	100	64
	Improvement	54	32	43	40	31
	Learning Met				✓	
Class	Accuracy	79	83	83	90	84
	Improvement	34	32	43	40	31
	Learning Met			✓	✓	✓

This table represents the improvement of student learning from the pre-assessment to the post-assessment. The post-assessment score is represented by the row titled 'Accuracy'.

The row titled 'Improvement' lists the improvement in scores from pre-assessment to post-assessment based on each learning goal. I determined that each student should be able to complete learning goals 1 and 2 with 85% accuracy, and that each student should be able to complete learning goals 3 and 4 with 80% accuracy. The third row titled 'Learning Met' indicates whether or not a particular student met the learning criterion for each learning goal.

Learning Goal 1—6 of 10 students met criterion.

Learning Goal 2—7 of 10 students met criterion.

Learning Goal 3—6 of 10 students met criterion.

Learning Goal 4—9 of 10 students met criterion.

Subgroups

	PERFORMANCE LEVEL	PRE-ASSESSMENT	POST-ASSESSMENT	IMPROVEMENT
Student 1	High	92	92	0
Student 4				
Student 8	High	69	85	16
Student 2				
Student 3	Mid	46	92	46
Student 5				
Student 6	Mid	46	100	54
Student 7	Mid	77	77	0
Student 9	Low	46	31	-15
Student 10	Low	38	62	24

I have divided the class into three separate subgroups in order to evaluate learning results of the pre- and post-assessments. The subgroups are high-, middle-, and low-performers. The level graphic above has the performers grouped into categories, lists the score they made on learning goal 1 on the pre- and post-assessments, and it lists the improvement the student made from the pre- to the post-assessment. The high-performers in the class

improved an average of 16 points from the pre-assessment to the post-assessment. Middle-performers improved an average of 38 points from the pre-assessment to the post-assessment, and that number includes one student that did not improve at all. The final group is the low-performers. This group improved an average of 5 points from the pre-assessment to the post-assessment. This data shows that all groups of students improved on average, with varying levels of improvement per group.

Individuals

Student 1 and student 10 are on different levels of performance. Student 1 performs at a high level in the classroom, and student 10 performs at a low level in the classroom. It is important to understand the learning of these particular students because it allows me to evaluate my diversified teaching strategies and skills. If the high-performer learns and improves from pre-test to post-test, and the low-performer does not learn or improve, then I may be teaching toward the high-performing students. If the low-performer learns and improves from pre-test to post-test, and the low-performer does not learn or improves, then I may be teaching toward the low-performing students. In this particular unit, Student 1 improved 13 points from pre-assessment to post-assessment, and Student 10 improved 31 points, respectively. On learning goal 2, Student 1 improved 25 points to 100%, and Student 10 improved 25 points to 63%.

Reflection and Self-Evaluation

This unit was an overall success because eighty percent of the students met the learning goals for this unit. The students were successful in the majority of the learning goals, the instruction was mainly appropriate, and the assessment was appropriate for this unit. All of the mid- to high-level learners achieved in this unit, and one of the two low-level learners fell well below the achievement level.

Learning goal four (students will be able to analyze a marketing plan based on results) was the most successful learning goal in this unit with the students achieving ninety percent on the post-assessment. This number was a forty percent increase from the achievement level on the pre-assessment. The main assignment for this unit consisted of evaluating and analyzing the results of the marketing plan the students created; several of the students even turned this assignment in as a portfolio piece. After the students attended the play they marketed, they began working on the evaluation of the marketing plan. This goal was successful because the students were able to actually see the results of their marketing plan rather than listening to me speak to them about the results. The assessment was a fair measure of the students' abilities because the assessment asked the students to evaluate the marketing plan based on results. Half of the students did not know anything about the theater in Muhlenberg County, so I had to share a lot of information with them about the theater. I shared this information by forwarding e-mails that had been sent to me by the director of the play. The students really took charge in learning more about the play because they received the e-mail that the director sent and this made them think that they had complete control of the project. Using a real-life

situation of having the students actually market a play made this learning goal successful because the students knew others counted on the work they completed, and they also got to see the results of their marketing plan.

Learning goal one was the least successful of the four learning goals. Students achieved 79% success on learning goal one, which was the lowest percentage correct of the four learning goals. Students only improved 34% from pre-assessment to post-assessment on learning goal one. The main reason this learning goal was the least successful is because snow and tornado days caused our class to miss several days of school. During the first part of this unit we discussed the factors that are involved in a marketing plan. There were several snow days and the school also missed three days due to a tornado during the first part of this unit when we discussed the main factors of learning goal one. I made sure that the students received all of the information they needed to be successful on learning goal one. I also made sure that we reviewed learning goal one throughout the unit because of all of the days missed. Even though I reviewed throughout the unit, the students had a more difficult time with this learning goal than any other. I have no control of snow days or days missed due to tornados. Since the students had difficulty learning the material because they were here one day and then gone the next I could conduct thoughtful educational activities to ensure that students are retaining the information from the unit. Secondly, this learning goal was not as effective because it did not apply to real-life situations as the other learning goals did. The students took an incredible amount of interest in the other learning goals because they did apply to real-life situations. The students took charge of the other learning goals, but they did not take charge of learning goal one. In the future, I would not discuss the marketing plans with the students until after they

learned the concepts of marketing plans. This would allow the students to learn the main factors of marketing plans, and then I would describe the real-life marketing plan project to the students.

After conducting this unit, I have realized that I have room for growth in a few areas. I need to strengthen in analyzing learning results, and I also need to strengthen in conducting thoughtful educational activities. The main area I need to grow stronger in analyzing learning results is learning to analyze them in a more timely fashion. I need to be able to analyze the learning results in a timely fashion in order to reflect on learning that has just taken place in a unit. To improve in this area, I will research three journal articles from the NBEA dealing with analyzing learning results. I will record the information I learn from each of these three articles in a notebook that I keep concerning teaching strategies. I will also speak with a past college professor about analyzing learning results, and record the information from our discussion in my teaching strategies notebook. I will speak with this professor because he had good insight into analyzing learning results, but it has been several years since I have taken his class and I need to be refreshed on the topic. I need to experience growth in conducting thoughtful educational activities also. I need to grow stronger in this area to maximize student learning. In order for me to grow stronger in this area, I will attend a thoughtful educational workshop before next semester begins. I will also research the internet to find ten thoughtful educational activities that can be conducted in the classroom.

APPENDIX

CHAPTER 11 PRETEST

True/False

Indicate whether the sentence or statement is true or false.

- ___ 1. Sales promotion items are often referred to as specialty advertising items.
- ___ 2. Most employees rank higher pay as the number one consideration for employee satisfaction.
- ___ 3. Even low-budget movies like *The Blair Witch Project* can generate huge amounts of publicity.
- ___ 4. The mission statement is extremely important for a business's sense of direction.
- ___ 5. Blockbuster countered a 20% drop in earnings by guaranteeing customers that the top movies would be available to rent or their next rental would be free.

Multiple Choice

Identify the letter of the choice that best completes the statement or answers the question.

- ___ 6. Publicity differs from advertising in that publicity is ____.
- always true
 - Free
 - more expensive than most advertising
 - all of the above
- ___ 7. The process of determining what customers want is ____.
- mass marketing
 - marketing research
 - information marketing
 - none of the above
- ___ 8. Finding data needed to make marketing decisions is ____.
- data mining
 - mass marketing
 - information marketing
 - none of the above
- ___ 9. The most critical element in a marketing plan is ____.
- keeping the focus on the customer
 - the timeline for sales
 - the budget statement
 - none of the above
- ___ 10. A fixed fee that a customer pays to obtain the right to buy season tickets is a(n) ____.
- distribution fee
 - personal seat license
 - up-front fee
 - none of the above
- ___ 11. A business or event is a financial success if it ____.
- makes a profit
 - is able to pay its bills
 - continues to exist
 - none of the above
- ___ 12. Marketing research is ____.
- looking for patterns in data
 - collecting and organizing data
 - the process of determining what customers want

d. all of the above

- ___ 13. Unsolicited e-mail is known as ____.
- Spam
 - mass marketing
 - mass advertising
 - none of the above
- ___ 14. The prediction of expense and revenue from an event is the ____.
- income statement
 - Forecast
 - balance sheet
 - none of the above
- ___ 15. A written component of an overall company strategic plan that addresses how the company will carry out its key marketing functions is a ____.
- marketing plan
 - customer focus plan
 - goal strategy
 - none of the above
- ___ 16. Blockbuster Video is owned by ____.
- Paramount Pictures
 - CBS
 - Viacom
 - MTV
- ___ 17. Nielsen Media Research uses ____ households as the sample of more than 98 million households with TVs in the United States.
- 1,000
 - 5,000
 - 10,000
 - 100,000
- ___ 18. Which of the following is not a step involved in scientific marketing research?
- collect, organize, and analyze the data
 - define the problem
 - analyze the situation
 - get opinions from others in the industry
- ___ 19. ____ keep(s) sports and entertainment marketing running smoothly.
- Fans
 - Television
 - Economy
 - Competitive environments
- ___ 20. United States ____.
- dominates the export of sports and entertainment programming.
 - imports a lot of sports and entertainment programming.
 - imports virtually no sports and entertainment programming.
 - both A and C

Matching

Match each term with the correct definition below.

- | | |
|--------------------------|---------------------|
| a. mission statement | g. Millennials |
| b. Ratings | h. Publicity |
| c. personal seat license | i. personal selling |
| d. mass market | j. Sample |
| e. up-front fees | k. marketing plan |

f. Promotion

l. Forecast

- _____ 21. broad categories of consumers
- _____ 22. a fixed fee to obtain the right to buy season tickets to a sports event
- _____ 23. the identification of the nature of a business
- _____ 24. communicating with customers through advertising, publicity, sales promotion, or personal selling
- _____ 25. the figure representing the number of people per thousand who watch a TV show
- _____ 26. strategic plan on how a company will carry out its marketing activities
- _____ 27. group of people selected for a survey to predict what a larger population wants
- _____ 28. face-to-face communication between a seller and a customer
- _____ 29. methods of promotion including sponsoring events and getting a company's name in front of customers
- _____ 30. people born after 1979

**Chapter 11 Pretest
Answer Section****TRUE/FALSE**

1. T
2. F
3. T
4. T
5. T

MULTIPLE CHOICE

6. B
7. B
8. A
9. A
10. B
11. A
12. D
13. A
14. B
15. A
16. C
17. B
18. D
19. A
20. D

MATCHING

21. D
22. C
23. A
24. F
25. B
26. K
27. J
28. I
29. H
30. G

CHAPTER 11 POST-TEST

True/False

Indicate whether the sentence or statement is true or false.

- ___ 1. Sales promotion items are often referred to as specialty advertising items.
- ___ 2. Most employees rank higher pay as the number one consideration for employee satisfaction.
- ___ 3. Even low-budget movies like *The Blair Witch Project* can generate huge amounts of publicity.
- ___ 4. The mission statement is extremely important for a business's sense of direction.
- ___ 5. Blockbuster countered a 20% drop in earnings by guaranteeing customers that the top movies would be available to rent or their next rental would be free.

Multiple Choice

Identify the letter of the choice that best completes the statement or answers the question.

- ___ 6. Publicity differs from advertising in that publicity is _____.
 a. always true
 b. free
 c. more expensive than most advertising
 d. all of the above
- ___ 7. The process of determining what customers want is _____.
 a. mass marketing
 b. marketing research
 c. information marketing
 d. none of the above
- ___ 8. Finding data needed to make marketing decisions is _____.
 a. data mining
 b. mass marketing
 c. information marketing
 d. none of the above
- ___ 9. The most critical element in a marketing plan is _____.
 a. keeping the focus on the customer
 b. the timeline for sales
 c. the budget statement
 d. none of the above
- ___ 10. A fixed fee that a customer pays to obtain the right to buy season tickets is a(n) _____.
 a. distribution fee
 b. personal seat license
 c. up-front fee
 d. none of the above
- ___ 11. A business or event is a financial success if it _____.
 a. makes a profit
 b. is able to pay its bills
 c. continues to exist
 d. none of the above
- ___ 12. Marketing research is _____.
 a. looking for patterns in data
 b. collecting and organizing data
 c. the process of determining what customers want

d. all of the above

- ___ 13. Unsolicited e-mail is known as ____.
- spam
 - mass marketing
 - mass advertising
 - none of the above
- ___ 14. The prediction of expense and revenue from an event is the ____.
- income statement
 - forecast
 - balance sheet
 - none of the above
- ___ 15. A written component of an overall company strategic plan that addresses how the company will carry out its key marketing functions is a ____.
- marketing plan
 - customer focus plan
 - goal strategy
 - none of the above
- ___ 16. Blockbuster Video is owned by ____.
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 - Viacom
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- ___ 17. Nielsen Media Research uses ____ households as the sample of more than 98 million households with TVs in the United States.
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- Fans
 - Television
 - Economy
 - Competitive environments
- ___ 20. United States ____.
- dominates the export of sports and entertainment programming.
 - imports a lot of sports and entertainment programming.
 - imports virtually no sports and entertainment programming.
 - both A and C

Matching

Match each term with the correct definition below.

- | | |
|--------------------------|---------------------|
| a. mission statement | g. millennials |
| b. ratings | h. publicity |
| c. personal seat license | i. personal selling |
| d. mass market | j. sample |
| e. up-front fees | k. marketing plan |
| f. promotion | l. forecast |

- _____ 21. broad categories of consumers
- _____ 22. a fixed fee to obtain the right to buy season tickets to a sports event
- _____ 23. the identification of the nature of a business
- _____ 24. communicating with customers through advertising, publicity, sales promotion, or personal selling
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- _____ 27. group of people selected for a survey to predict what a larger population wants
- _____ 28. face-to-face communication between a seller and a customer
- _____ 29. methods of promotion including sponsoring events and getting a company's name in front of customers
- _____ 30. people born after 1979

PL/VS OPEN-RESPONSE QUESTIONS

Read all parts of each open-response question before you begin. Write your answers to the open response question in the space provided on the next page.

Write your answer to the question in the space provided on the next page.

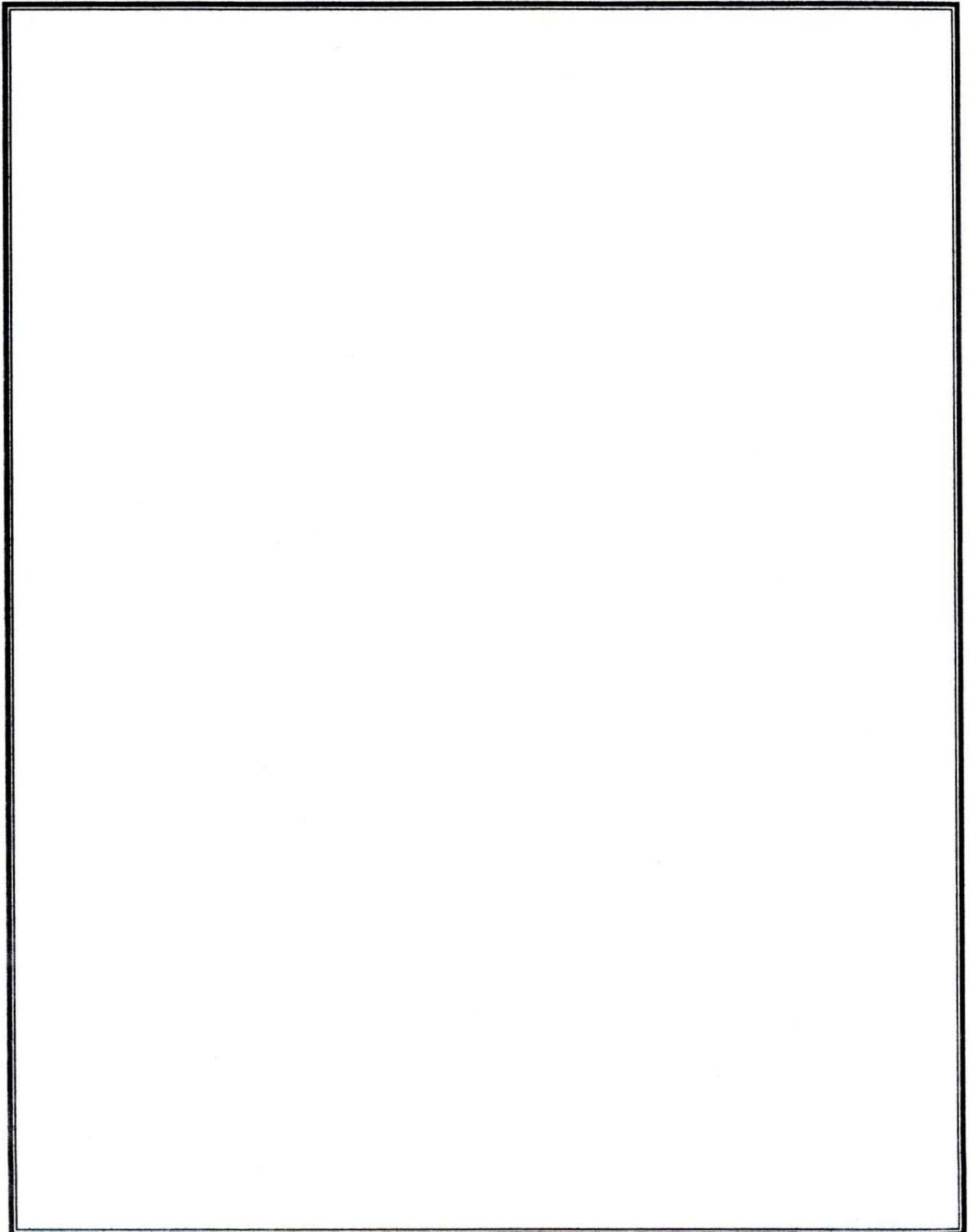
Chapter 11

A strategic plan of what and how a company will carry out key marketing components is called a marketing plan.

- A.) Identify three important components of a marketing plan.
- B.) Choose one of the three components listed in 'A', and explain why it is an important component of a marketing plan.

Do not write on this page. Please write your answer to this open-response question on the next page.

PL/VIS OPEN-RESPONSE QUESTIONS



**Chapter 11 Post-test
Answer Section****TRUE/FALSE**

1. T
2. F
3. T
4. T
5. T

MULTIPLE CHOICE

6. B
7. B
8. A
9. A
10. B
11. A
12. D
13. A
14. B
15. A
16. C
17. B
18. D
19. A
20. D

MATCHING

21. D
22. C
23. A
24. F
25. B
26. K
27. J
28. I
29. H
30. G

Sports and Entertainment Marketing **FLYER AND BROCHURE RUBRIC** Mr. Adam P. Locke

Category	4	3	2	1
Content	Student lists information that is pertinent to the marketing of the play (name of play, date, time, and a synopsis of the play).	Flyer, brochure, or advertisement includes three of the four primary information (name of play, date, time, or synopsis of the play.)	Flyer, brochure, or advertisement includes 1 or two of the four primary information.	Flyer, brochure, or advertisement does not include any of the four primary information.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information but lacks attractiveness.	The brochure's formatting and organization of material are confusing to the reader.
Writing - Mechanics	Capitalization and punctuation are correct throughout the original copy of the brochure.	Capitalization and punctuation are correct throughout the brochure after feedback from an adult.	There are 1-2 capitalization and/or punctuation errors in the brochure even after feedback from an adult.	There are several capitalization or punctuation errors in the brochure even after feedback from an adult.
Graphics and/or Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.

Marketing Plan Rubric

		3	2	1	0
Goals	Student lists includes in-depth (more than one sentence) description of the goals of our marketing project.	Student lists and includes a short (one sentence description) of our marketing project.	Student lists the description of the goals of our marketing project.	Student does not mention the goals of our marketing project in the marketing plan.	
Event Planning	Student lists and describes the event being marketed, as well as the day, date, and times of the event.	Student lists and describes the event being marketed, but fails to list one or two details (day, date, time of the event).	Student only lists the name or only the day, date, or time of the event being marketed.	Student does not mention the name, day, date, or time of the event.	
Promotional Strategies	Student describes the most effective ways to distribute marketing information on the event (at least three ways).	Student describes two ways to distribute marketing information on the event.	Student describes one way to distribute marketing information on the event.	Student does not mention ways to distribute marketing on the event.	
People	Student lists each person responsible for each segment of the marketing plan and describes the job of that person.	Student lists most of the people responsible for each segment of the marketing plan and describes the job of that person.	Student lists some of the people responsible for each segment of the marketing plan and/or describes the job of that person.	Student does not list the people responsible for each segment of the marketing plan.	
Timelines	Student describes and lists dates for each part of the marketing project to be completed (marketing plan, promotional strategies, review, evaluation)	Student describes and lists dates for two to three parts of the marketing project to be completed (marketing plan, promotional strategies, review, evaluation)	Student describes and lists dates for one part of the marketing project to be completed (marketing plan, promotional strategies, review, evaluation)	Student does not include a timeline with the marketing project.	
Review and Evaluation	Student reviews marketing plan after the event has taken place and evaluates it by creating a Microsoft Excel spreadsheet accompanied by a written report.	Student reviews marketing plan after the event and includes either a Microsoft Excel spreadsheet or a report.	Student reviews marketing plan after the event, but does not create a Microsoft Excel spreadsheet or a report.	Student does not review or evaluate marketing plan.	
Writing Mechanics	Paper has little to no grammatical mistakes and is properly formatted.	Paper has few grammatical errors and only has a few formatting mistakes.	Paper has several grammatical errors and has many formatting mistakes.	Paper is not easily readable due to grammatical and formatting errors.	

800-19-2000

Name: _____ Date: _____ Class: _____

Matching

Match each term with the correct definition below.

- | | |
|-------------------------------------|------------------------------|
| a. mission statement | g. millennials |
| b. ratings | h. publicity |
| c. personal seat license | i. personal selling |
| d. mass market | j. sample |
| e. up-front fees | k. marketing plan |
| f. promotion | l. forecast |

- | | |
|---|---|
| J | 21. broad categories of consumers |
| | 22. a fixed fee to obtain the right to buy season tickets to a sports event |
| Q | 23. the identification of the nature of a business |
| C | 24. communicating with customers through advertising, publicity, sales promotion, or personal selling |
| F | 25. the figure representing the number of people per thousand who watch a TV show |
| B | 26. strategic plan on how a company will carry out its marketing activities |
| K | 27. group of people selected for a survey to predict what a larger population wants |
| I | 28. face-to-face communication between a seller and a customer |
| P | 29. methods of promotion including sponsoring events and getting a company's name in front of customers |
| G | 30. people born after 1979 |

Name: _____ Date: _____ Class: _____

CHAPTER 11 PRETEST

True/False*Indicate whether the sentence or statement is true or false.*

1. Sales promotion items are often referred to as specialty advertising items.
- I 2. Most employees rank higher pay as the number one consideration for employee satisfaction.
- I 3. Even low-budget movies like *The Blair Witch Project* can generate huge amounts of publicity.
- I 4. The mission statement is extremely important for a business's sense of direction.
- F 5. Blockbuster countered a 20% drop in earnings by guaranteeing customers that the top movies would be available to rent or their next rental would be free.

Multiple Choice*Identify the letter of the choice that best completes the statement or answers the question.*

- D 6. Publicity differs from advertising in that publicity is _____.
 a. always true
 b. free
 c. more expensive than most advertising
 d. all of the above
- D 7. The process of determining what customers want is _____.
 a. mass marketing
 b. marketing research
 c. information marketing
 d. none of the above
- C 8. Finding data needed to make marketing decisions is _____.
 a. data mining
 b. mass marketing
 c. information marketing
 d. none of the above
- C 9. The most critical element in a marketing plan is _____.
 a. keeping the focus on the customer
 b. the timeline for sales
 c. the budget statement
 d. none of the above
- A 10. A fixed fee that a customer pays to obtain the right to buy season tickets is a(n) _____.
 a. distribution fee
 b. personal seat license
 c. up-front fee
 d. none of the above
- B 11. A business or event is a financial success if it _____.
 a. makes a profit
 b. is able to pay its bills
 c. continues to exist
 d. none of the above

Name: _____ Date: _____ Class: _____

- D 12. Marketing research is _____.
 a. looking for patterns in data
 b. collecting and organizing data
 c. the process of determining what customers want
 d. all of the above
- D 13. Unsolicited e-mail is known as _____.
 a. spam
 b. mass marketing
 c. mass advertising
 d. none of the above
- A 14. The prediction of expense and revenue from an event is the _____.
 a. income statement
 b. forecast
 c. balance sheet
 d. none of the above
- A 15. A written component of an overall company strategic plan that addresses how the company will carry out its key marketing functions is a _____.
 a. marketing plan
 b. customer focus plan
 c. goal strategy
 d. none of the above
- A 16. Blockbuster Video is owned by _____.
 a. Paramount Pictures
 b. CBS
 c. Viacom
 d. MTV
- B 17. Nielsen Media Research uses _____ households as the sample of more than 98 million households with TVs in the United States.
 a. 1,000
 b. 5,000
 c. 10,000
 d. 100,000
- D 18. Which of the following is not a step involved in scientific marketing research?
 a. collect, organize, and analyze the data
 b. define the problem
 c. analyze the situation
 d. get opinions from others in the industry
- C 19. _____ keep(s) sports and entertainment marketing running smoothly.
 a. Fans
 b. Television
 c. Economy
 d. Competitive environments
- D 20. United States _____.
 a. dominates the export of sports and entertainment programming.
 b. imports a lot of sports and entertainment programming.
 c. imports virtually no sports and entertainment programming.
 d. both A and C

Name: _____ Date: _____ Class: _____

Matching*Match each term with the correct definition below.*

- | | |
|-------------------------------------|--------------------------------|
| f. mission statement | g. millennials |
| b. ratings | h. publicity |
| e. personal seat license | i. personal selling |
| d. mass market | j. sample |
| g. up-front fees | k. marketing plan |
| i. promotion | l. forecast |

- B 21. broad categories of consumers
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- D 23. the identification of the nature of a business
- H 24. communicating with customers through advertising, publicity, sales promotion, or personal selling
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- C 27. group of people selected for a survey to predict what a larger population wants
- E 28. face-to-face communication between a seller and a customer
- I 29. methods of promotion including sponsoring events and getting a company's name in front of customers
- G 30. people born after 1979

M U H L E N B E R G C O M M U N I T Y T H E A T R E
I N C O R P O R A T E D P R E S E N T S

Anne of Green Gables

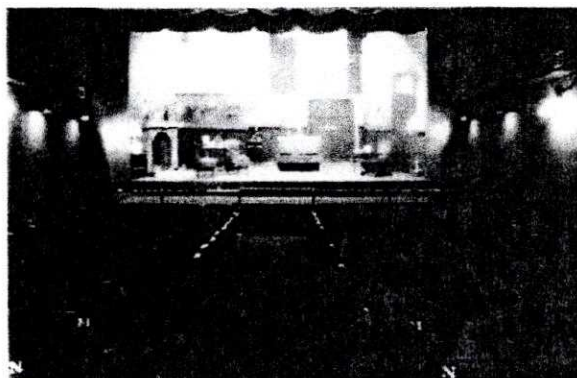
- February 29th, March 1st, 7th, and 8th 7p.m.
- March 2nd and 9th 2p.m.

Tickets can be purchased at the door of the Theatre on the day of the play or they can be bought ahead of time. If you would like to buy tickets ahead of time please contact:

Phone- 338-7165 or 799-1826

Email- pandajoiner@hotmail.com

Theatre Location- 119 North Main Street
Greenville, KY 42435



Anne of Green Gables

A MCTI Palace Theatre Production



*Do not miss this great
Production!*

Dates:

Friday

Feb. 29 - 7:00 P.M.

March 7 - 7:00 P.M.

Saturday

March 1 - 7:00 P.M.

March 8 - 7:00 P.M.

Sunday

March 2 - 2:00 P.M.

March 9 - 2:00 P.M.

Marketed by:
Muhlenberg North
Sports Marketing Class

Contact person:
Panda Allen
338-7165 or 799-1826

Theatre located in the
downtown area of Greenville

Written by:
Sylvia Ashby

Directed by:
Panda Allen

From the novel
by:
L.M.

Anne of Green Gables

Marketing Plan

2nd Block 03/10/2008

Goals

The goal of my marketing plan is to get more people from the public to come the Muhlenberg Community Theatre. I will be putting flyers on the bulletin board at Central City Stewart's Foodliner, with information, about Anne of Green Gables. My goal for this play is to let everyone, which walks in Central City Stewart's Foddliner, know that Muhlenberg Community Theatre is still open to public.

Event Planning

Anne of Green Gables will be held at Muhlenberg Community Theatre. The play is about an orphan girl with red hair, that was taken in by a man and women that lives on a farm in Green Gables.

The play will be preformed at 7:00pm February 29 th , March 1 st , 7 th , and 8 th	The play will be preformed at 2:00pm March 2 nd , and 9 th
---	---

Promotional Strategies

Ways to distribute the information about the play would be the Blue Channel (channel 3), posting flyers, and putting ads in the newspaper.

People

- Panda- She gave the information about the play.
- Mrs. Day- She helps with ideas.
- Mr. Locke- He had the transportation in line for the class.
- Amber Robinson- I made a flyer.

Timelines

- The marketing plan should have been ready and read over by February 20, 2008. So we would know the goals, planning, and all the other things that needed to be done.
- The promotional strategy, in my case, should have been completed and ready to hang by the 27th of February. So the information could get around to people.
- On the 6th of March we will be going to see Anne of Green Gables.
- The review and evaluation should be completed on March the 10th of 2008.

Review and Evaluation

- Attendance
- Money made from ticket sales

Marketing Plan

Anne of Green Gables: Presentation by Muhlenberg Community Theater, Incorporated

Introduction:

Muhlenberg North High marketed a presentation by Muhlenberg Community Theater: *Anne of Green Gables* by Sylvia Ashby from the novel by L.M. Montgomery and directed by Panda Allen. As a class we discussed what we thought would be the best strategies to use to advertise this play to the marketing area available to us.

Our first suggestion was to use the public information channel in our area on Comcast Channel 3, otherwise known as the "Blue Channel." This channel plays advertisements all day long for non profit organizations as well as our schools. It is maintained by Comcast and the advertisings are together by Mr. Steven Williams at South High School. Other marketing strategies included the use of flyers that students in our class would make and distribute land trips to other schools to talk to classes about attending the play.

Mr. Lock and Ms. Day contacted Mr. Williams about the Channel 3 advertisement. Students were mainly involved in creating flyers to distribute among the population of the surrounding area. Students were also supposed to go to the school to help teachers schedule times for class viewings.

Goals:

My main goal was to help create a marketing plan that would best promote the production *Anne of Green Gables* in a community that is not well known for its artistic pursuits! People here just do not attend the theater very much. I definitely had to take this into account when planning my strategy. I mainly worked on a flyer to distribute in the local area. I needed to show that going to a play is a terrific, family experience. That became my target audience. Other goals included planning timelines, getting the materials together for print, and making arrangements to visit the schools.

Promotional Strategies:

The reason we do a marketing plan is to show prospective theater goers what is available at our community theater. Promotion is one of the biggest expenses a production might have, but it is what will draw in the crowds.

My basic promotional strategy was to promote the times and place of the play. It was necessary for consumers to see that they had several viewing times available to them.

First we listed the times on Comcast Channel 3, then we worked on the flyers and set time lines for the distribution. We felt that these strategies were the most appropriate for our area. The channel 3 plan would catch many people who rely on it for local cable listings. The flyer would alert people who might not receive cable television.

Timelines:

Fortunately the play ran for 5 performances; there were also two special school day performances for students. We wanted the Comcast advertisement to run for at least two weeks before the play started as well as the time during the play. Run time: Feb 15 through March 9, 2008.

The flyer needed to be finished at least one week before printing to give Mr. Lock and Ms. Day time to approve them. We could start handing out the flyer and putting them on car wind shields the weekend before the play started.

These timelines should give people time to plan their theater experience!

Attendance:

The estimated population of Muhlenberg County is about 30,000 people. In planning our marketing strategy we had to consider the number of people who would even be interested in a play like *Anne of Green Gables*. The Muhlenberg Community Theater seats 200 people with 4 handicap spots. Muhlenberg County is a rural area made up mostly of farms and coal mines. The theater is an old movie theater that has been converted by local people who were interested in bringing theater to our community. The marketing strategies we planned (plus the advertisement in the local papers) are the most cost effective for our small area in a place with such a small seating capacity.

Reflection:

I believe that our overall marketing plan would have been very effective if we could have put it all into effect the way we planned it. We ran into problems because of the weather in Muhlenberg County this year. School was closed for six days of the twenty schoolwork days before the play. That meant that it was difficult for students to complete everything.

In review, I see that time was our enemy. I wish that I had known about this "job" earlier in the semester. I think our marketing plan was good, but timing was extremely critical; that is where we failed. We did not carry out the plan for distributing the flyers because we did not get things finished in the time we had.

It is really hard to know how effective the plan might have been. It was not given a fair chance to succeed. We know that we did not help this client as much as we hoped because the theater was never 'sold out,' and the only class that attended during the special performance on March 9, 2008 was ours. We did not promote this activity to the schools as planned.

The major ways we could improve this marketing plan would be to meet the timelines and follow through on the project goals. We did not do either of these.

The Marketing Plan we used to distribute the play Anne of Green Gables consist of several marketing strategies such as, making flyers, talking about the play, announcing the plays opening on channel 3, sending e-mails to all other schools trying to get them to come such as south high and south middle, and personal selling. Each person in the sports and entertainment marketing class had a roll in distributing the play. For example, one person was in charge of personal selling, another was in charge of getting word out to other schools, while someone else was marketing to the public.

Before everyone could start promoting the play we first had to find out what the play was about, how long it was, how much tickets were and what's the appropriate age group to see this play. After finding all this out we then had to come up with some procedures.

In order to get word out about the play Anne of Green Gables before March 4th, everyone had to accomplish each of the task assigned. For example my part in this was to tell South Middle about the play. For me to do this I first had to make a flyer talking about the play. On the flyer it said what the play was about, when it started, times, and how much. I kept the flyer simple and to the point. Second, I had to get e-mails of teachers and principles, and then I was to attach the flyer to an e-mail and send it out to all teachers and principles. These goals were appropriate because the goals allowed us to reach the target market.

After going to the play and seeing all the people that showed up, I realized that we as a class could have done a lot better. The only people that showed up was my class. The goals were appropriate but we should have taken it more serious, and judge our time better.

which cut the time in half. So I did not full complete the flyer until February 29th, which was the first day of the play at the Muhlenberg Community Theatre.

The capacity of the Muhlenberg Community Theatre is 204 persons. The population of Muhlenberg County is approximately 30,000. The attendance of a play at the Theatre is around 50 people per show. In a county of 30,000 there are only 50 people coming to the theatre; there is either poor marketing going on or a lack of interest. This attendance could have been better for "Anne of Green Gables" if time was used more appropriately on the marketing plan and the flyer.

The overall outcome of the marketing plan and the attendance at the play was not as good as I had planned. There wasn't enough time put into the marketing, and there was a lack of effectiveness. The goal was to raise the awareness of the Muhlenberg County Theatre in the production of Anne of Green Gables. This goal was not met; there were no more people at the theatre than there normally are. The solution for this problem would be to start the marketing plan two weeks earlier and to have posted the flyers a week before the play was performed so people in the community could have made plans to go see the play, "Anne of Green Gables".

Name: _____ Date: _____ Class: _____

CHAPTER 11

True/False*Indicate whether the sentence or statement is true or false.*

- T 1. Sales promotion items are often referred to as specialty advertising items.
- T 2. Most employees rank higher pay as the number one consideration for employee satisfaction.
- T 3. Even low-budget movies like *The Blair Witch Project* can generate huge amounts of publicity.
- T 4. The mission statement is extremely important for a business's sense of direction.
- F 5. Blockbuster countered a 20% drop in earnings by guaranteeing customers that the top movies would be available to rent or their next rental would be free.

Multiple Choice*Identify the letter of the choice that best completes the statement or answers the question.*

- D 6. Publicity differs from advertising in that publicity is _____.
 a. always true
 b. free
 c. more expensive than most advertising
 d. all of the above
- B 7. The process of determining what customers want is _____.
 a. mass marketing
 b. marketing research
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 d. none of the above
- A 8. Finding data needed to make marketing decisions is _____.
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 b. mass marketing
 c. information marketing
 d. none of the above
- A 9. The most critical element in a marketing plan is _____.
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 c. the budget statement
 d. none of the above
- F 10. A fixed fee that a customer pays to obtain the right to buy season tickets is a(n) _____.
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 d. none of the above

Name: _____ Date: _____ Class: _____

Matching*Match each term with the correct definition below.*

- | | |
|---------------------------|--------------------------------|
| a. mission statement | g. millennials |
| b. ratings | h. publicity |
| c. personal seat license | f. personal selling |
| d. mass market | j. sample |
| e. up-front fees | k. marketing plan |
| f. promotion | l. forecast |

- | | |
|----------|---|
| <u>F</u> | 21. broad categories of consumers |
| <u>P</u> | 22. a fixed fee to obtain the right to buy season tickets to a sports event |
| <u>G</u> | 23. the identification of the nature of a business |
| <u>I</u> | 24. communicating with customers through advertising, publicity, sales promotion, or personal selling |
| <u>L</u> | 25. the figure representing the number of people per thousand who watch a TV show |
| <u>E</u> | 26. strategic plan on how a company will carry out its marketing activities |
| <u>B</u> | 27. group of people selected for a survey to predict what a larger population wants |
| <u>A</u> | 28. face-to-face communication between a seller and a customer |
| <u>C</u> | 29. methods of promotion including sponsoring events and getting a company's name in front of customers |
| <u>D</u> | 30. people born after 1979 |

PL/VS OPEN-RESPONSE QUESTIONS

Read all parts of each open-response question before you begin. Write your answers to the open response question in the space provided on the next page.

Write your answer to the question in the space provided on the next page.

Chapter 11

A strategic plan of what and how a company will carry out key marketing components is called a marketing plan.

- A.) Identify three important components of a marketing plan.
- B.) Choose one of the three components listed in 'A', and explain why it is an important component of a marketing plan.

Do not write on this page. Please write your answer to this open-response question on the next page. ☞

PL/VIS OPEN-RESPONSE QUESTIONS

A. Oral
Timeline
Prompts
Storing

B. Goal is written
Lead cause of fall
What things you
needed to do
and when did
where