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A COMPUTER-BASED APPLICATION  
TO UNDERSTANDING MARKETING FLOW PLANS:  
THE BRIDGES  
MARKETING PLAN FLOW CHART

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Lynn M. Hunt

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## INTRODUCTION

The scene is the Jelita Cold Storage supermarket, 1983. The refrigerated display shelves still contain many bottles of New Zealand milk. There are gaps where the cartons of Australian milk stood. A glance at the price tags reveals the reason: New Zealand milk, \$5.99; Australian milk, \$3.05. Now, walk over to the meat department. Small Australian flags decorate the fare. A request for New Zealand lamb sends the assistant scuttling out the back to search. Finally, move over to the fruit stand plastered with large posters of New Zealand apples. Underneath, the apples are French. Why? There have been no shipments of New Zealand apples for several months. This shopping expedition was concluded with a trip to the Trade Commissioner at the New Zealand High Commission. The questions:

- Why are New Zealand's goods priced so high compared with competitors?
- Why are New Zealand's products not attractively displayed? and
- Why aren't advertising efforts and supply deliveries better coordinated?

brought a surprised, "We don't need to market. Everyone knows our products are the best!".

This statement is demonstrably untrue. In the last ten to twelve years our guaranteed access to traditional markets has begun to weaken. We have been forced to seek new markets and trading partners



whose reasons for buying our products do not contain a large element of loyalty. Many of these new markets, particularly those in the Middle East and Asia represent a greater degree of risk from political instability and right of access (Love, 1985). Survival depends on knowing the dangers and recognising opportunities, understanding the particular consumer needs of these people, determining what role we want to play, and developing strategies to achieve those ends. In short we have to plan; a process of seeking to shape one's own future by manipulating the controllable variables and anticipating the impact of the uncontrollable.

Our domestic markets are in a state of equal disarray. The dismantling of the protective trade barriers that allowed inefficient local industries to monopolise the home market, was begun by the restructuring and CER policies of the Muldoon Government. The Lange Government has been even more zealous in removing these defences. The result has been an increasingly competitive domestic market where New Zealand goods have had to compete with foreign products on their own merits. Many companies have subsequently collapsed.

Those that have prospered in this cut-throat environment, such as Cruskits, Eta Snack Food and Arnotts (Valentine, 1985) have largely practised sound marketing planning principles. But, there's the rub.

The widespread adoption of marketing planning in New Zealand has been hindered by two factors: 1. A confusion between marketing and other activities such as advertising and selling that constitute a small fraction of the former and 2. A dearth of marketing expertise.

The first of these has been well documented as a problem that has haunted the growth of marketing in the United States (Kotler, 1983 p.18) but it is agreed by marketing experts in New Zealand, such as Professor W. Cartwright and Professor S. Bridges that this it is also a common misunderstanding in this country. Many companies do not pursue the idea of marketing/planning because they believe they are already doing it (Valentine, 1985). The problem arises largely because of the second factor, a lack of marketing expertise.

Marketing Departments in New Zealand universities are typically small. There are virtually no New Zealand marketing textbooks; American texts fill the breach. The few who have these skills are too busy practising their profession to find the time to train others. It is to this issue - the dissemination of marketing skills, that this project is addressed.

The problem has three dimensions:

- Determining the Content, ie. what marketing skills?
- Finding a Delivery Psychology, ie. a design science for instruction
- Choosing a Delivery Technology, ie. a medium for creating learning

The remainder of this report is concerned with the description and rationale of how these three aspects can be brought into effect.

## MARKETING

According to Ackoff (1970, p56) planning is "the design of a desired future and of effective ways of bringing it about". In marketing terms this is the process of identifying all the important environment variables, evaluating the potential impact of those over which a company has no control, setting acceptable objectives and developing a set of strategies that accomodate the uncontrollable while moving towards the "desired future". Failure to plan is the process of playing Russian roulette with the environmental variables; you may sometimes win, but the law of probability is against it.

Marketing planning has reached its most developed form in the United States where it has become a critical component of strategic planning in most large corporations. Here it is a highly sophisticated activity that requires immense and expensive resource input into original research, forecasting and complex analysis. Where planning is effective the results have been the desired control over the future. IBM have demonstrated this principle with their successful take-over of the number one position in the micro-computer field.

In New Zealand, however, business units operate on a smaller scale. Most do not have the resources for the complicated planning of their American counterparts, yet their small size and lack of market power make planning for risk reduction in an uncertain environment even more imperative. Professor Bridges (1978) specifies the reasons for the failure of small and medium-sized businesses to engage in sophisticated marketing planning as:

1. Insufficient time - the marketing function is often performed by one person who may also be responsible for other managerial tasks. Coping with the day-to-day problems becomes the all-embracing activity.
2. Top management has a closer relationship to employees so that the need for formalised written communication is reduced.

Professor Bridges suggests a third reason. He argues that the marketing of a product by small companies is simpler, requires a lower level of investment, and so yields a lower rate of return. Planning has less impact on outcomes in smaller companies and for this reason it is not as necessary as for large companies. However, small companies, like small boats on the sea, are more vulnerable to changes in the business ocean and therefore have a greater need for the risk reduction that good planning can bring, not less. Unfortunately, the sophisticated planning methods that help to ensure this require a high investment, and spread over the relatively low output of small companies the return is poor.

The solution to this dilemma was developed with true Kiwi ingenuity by an American: Professor S. Bridges. While working for a small New Zealand company, Tullen Industries Ltd., he drew on his experience of marketing planning American-style, and pragmatically evolved a marketing plan that offered many of the advantages of its more sophisticated parent, but drastically reduced the cost of the resource input.

Called the Marketing Plan Flow Chart, this marketing plan has gained widespread acceptance by the business community. When used by people skilled in marketing the results have been outstanding. The success stories of Tullen Snips and Trim Pork bear witness to this. Frequently however, the Marketing Plan Flow Chart is used by people with little or no formal marketing training and its effectiveness falls commensurately. Clearly, then there is a need for giving these people the marketing skills to allow them to plan effectively.

#### The Marketing Plan Flow Chart

All the critical information relating to the product or service for which a plan is being developed is included on a single chart 58 by 76 centimetres. Although detailed analyses or reports may be appended the single chart becomes a highly effective communication tool. It also allows the busy executive to see at a glance where there are gaps or weaknesses that require attention.

Section One of the chart deals with the collection and analysis of all the available information. The crucial importance of correctly defining the product benefit and who the target market will be is the reason for putting these two activities in a section (Section Two) on their own and distinguished by a circle, rather than the box which encloses the other sections.

The third section requires the setting of objectives, both financial and marketing. Clearly these cannot be decided upon until Section One and Two have been completed. Sections Four and Five are

concerned with developing strategies to reach the set objectives. First of all in a general way, in Section Four, then specifically in Section Five. Any plan should only be tentative since not all future events can accurately be predicted. A section on evaluation and auditing provide new data for Section One which then follows through to the other sections.

## INSTRUCTIONAL DESIGN

As with any good marketing practice the starting point for deciding upon an instructional theory is the potential students. Since it is anticipated that most of these will be business people three constraints need to be accommodated:

1. Time - They will want to acquire marketing skills in the shortest possible time therefore instruction must be EFFICIENT.
2. Money - The time taken for instruction costs money. While this sort of training may be regarded as an investment, business people will expect a return on that investment, therefore instruction must be EFFECTIVE. At the end of the course they must have gained the necessary skills.
3. Varied educational backgrounds - Many successful business people have little formal education, others will have university degrees. The instructional theory and strategies must be sufficiently flexible to cater for these individual differences.

Most instructional psychologists subscribe to one of two major schools of thought: cognitive or behavioural theories. The most significant difference between the two theories relates to the importance that is placed on the role of the learner in the act of learning. Cognitive psychologists stress the part that mental activities play in intervening between the environment and

the person's action upon that environment. While not denying the importance of environmental influences upon the learner, cognitivists do not give these influences the central role in explaining learning outcomes in the same way as do behaviourists. Instead, cognitive explanations stress the critical role of the learner's activities in determining what is learned from any experience. Rothkopf (1970) illustrates this point very humourously in terms of the person's activities in determining the learning outcome of a situation by paraphrasing the old adage, "You can lead a horse to water but the only water that gets into her stomach is what she drinks."

In contrast, behaviourists emphasize the centrality of the stimulus-response relationship in the creation of learning. Behaviourists believe that any analysis of learning should avoid considering the internal mental processes of the learner and should focus instead on only those aspects which are observable. The key factor in determining whether or not learning is likely to occur is the degree to which the response is reinforced.

When behaviour - learning is defined as a relatively permanent change in behaviour - is reinforced, the probability of its recurrence is increased. Neutral reinforcement decreases the probability of recurrence, and the absence of reinforcement will eventually extinguish behaviour. Immediate reinforcement is more likely than delayed reinforcement to increase the probability of behaviour recurring.



Behaviourists believe that if new behaviour is to be learned, reinforcement should be immediate and continuous (throughout the instruction period). The method of acquiring this new behaviour is called "shaping". Shaping involves reinforcing "successive approximations" of the desired (criterion) behaviour. The learner is made to take small steps to the desired goal, and at each step the instructor ensures that the response (answer given) is correct and reinforced.

The principles that the behaviourists espouse have been effectively applied to many training problems. Their methods work, as the experiments done by Skinner with rats demonstrate (Skinner, 1954). However, they suffer from a number of problems. Often tasks are broken down into very small steps and the student practices each small step until a predetermined level of mastery is gained. Unfortunately, because each step is so small and learned in isolation from the overall task, students often find it difficult to see the relevance in the small step that is being focussed on. Learning becomes boring and some students will "switch off".

Another difficulty with behaviourist methods relates to their concern with stressing only the observable. Before the student can be reinforced they must make some approximation towards the correct response. If the student is unable to make any approximation the behaviourist teacher can't determine what is causing the failure in learning, since it is presumably a cognitive failure on the part of the student. The teacher can repeat, or give alternative instruction, but there is nothing in behaviourists theory that can help him/her

diagnose the cause of the problem. Instruction therefore, contains a large element of chance.

Cognitive theories try to determine "how" students learn. By understanding the mental processes that the student performs the instructional designer can not only diagnose problems, but can predetermine what instructional strategies will be most effective. One theory that has incorporated all the major cognitive learning theories into a single comprehensive theory is the Elaboration Theory by Charles Regeiluth.

The Elaboration Theory is made up of three instructional models and a system for prescribing those models on the basis of the goals of the course. It is primarily concerned with the structuring and sequencing of course material. The appropriate method used for instructional delivery is determined by another theory that is incorporated into the Elaboration Theory; The Component Display Theory (CDT). On the basis of the type of content (fact, concept, procedure or principle) and the level of skill required (remember, use, find) the CDT prescribes the method of presentation, practice and evaluation.

Instruction following the Elaboration Theory begins with an overview of the simplest and most fundamental ideas within the subject matter. This overview is not a summary. Summaries are condensed and abstract reviews and therefore difficult for the novice to understand. An overview by contrast, the overview aims to teach these simple, fundamental ideas at a concrete, application level. These ideas are

presented so that the rest of the course provides more detail or knowledge about them.

As the student, using the information gained in the overview, chooses one aspect of the course work to study in more detail the principles of overviewing (called epitomising by the Theory) come into effect again. At the completion of the second overview, which covered some aspect of the course in greater detail than the first overview, the student can again choose to go deeper, or across the work. Each downward level provides greater depth and complexity.

The Theory also covers the use of learning-prerequisite sequences. These are based on learning hierarchies, that is what facts or ideas must be mastered before a given idea can be taught. A frequent cause of failure to learn is the absence of a critical learning pre-requisite. For example, no amount of instruction on multiplication will be successful if a child cannot count.

The Component Display Theory defines a matrix comprised of the four types of content; fact, concept, procedure and principle, and three levels of performance; remember, use and find. The contents of the boxes of this matrix is married to two other matrices: a primary presentation form, which determines all the possible combinations of what can be taught, ie generalities or instances, and how they can be presented, ie expository or inquisitory; and a secondary presentation form which denotes possible elaborations, for example mathemagenic. This marriage produces a prescription for the most effective method of

teaching all known types of single units of information. The CDT completes the Elaboration Theory which provides the instructional designer with all the necessary prescriptive tools for designing successful learning.

## THE DELIVERY SYSTEM

The preference for using a computer-based delivery system over more conventional teaching approaches relates to a number of advantages the computer offers. The most significant of these is perhaps, its capacity for immediate, individualised interaction with the student. The computer can give instant reinforcement to student answers and make diagnostic decisions based on that response in a way that instructors, trying to interact with up to thirty people (or more) at once can never do. The result is that students are more highly motivated (from the reinforcement) and do not waste time pursuing or holding incorrect ideas until the instructor corrects their work. Students also benefit from the unlimited patience of the computer. Computers do not get irritated or frustrated with students who are able to learn without the negative interacting effects of failure or tutor and peer disapproval. This particularly for older and less experienced trainees can be a major factor in learning.

Another advantage the computer offers is the releasing of resources from a fixed time and place. Traditional teaching requires all the students, the instructor and resource material be assembled in one place at one time. In the business environment this is logistically more difficult than in schools. A computer lesson encoded onto a floppy-disk can be sent to any location and used as required or convenient for individual students (given access to a micro-computer). The time and money saved by not having to give people time off work, hiring temporary staff to cover for them and pay for the accomodation at training centres can be quite substantial.

Until recently the practice of using computers for instructional delivery was limited. The cost of hardware and software development was prohibitive, and there were few people with the appropriate skills in computer technology. The first and third of these have changed dramatically in the last five to ten years. A personal computer with two disk-drives and a printer that cost \$15,000 in 1983 can now be purchased for well under \$4,000 today.

The third problem, lack of expertise, has also changed as various academic and industrial projects have produced, and are producing substantial numbers of people skilled in all aspects of CBT hardware and software design. An example of this is the Poly computer, developed by Neil Scot at Wellington Polytechnic, which provided a fertile ground for acquiring new skills for many people.

The expense of developing interactive instructional materials has proved the most stubborn obstacle to remove. The early tools for writing instructional programmes were the general computing languages of the time, such as BASIC and PASCAL. The difficulties associated with using such languages were:

1. The languages are complex and difficult to learn. Few instructional designers had the necessary computing skills to write instructional computer programmes that were of the same level of sophistication as their instructional design skills. Likewise, computer programmers were rarely trained in instructional design.

2. Writing even a short program took a long time and required extensive testing and de-bugging. This was an expensive process and should parts of the content subsequently need changing or up-dating, revising the program was often even more laborious than writing it in the first place, particularly if a different programmer was used.

Authoring languages were developed which contained special commands, pertinent to the computer-based trainer, that were designed to simplify the process of program writing. These languages, such as Super-Pilot by Apple, were only partially successful. They still required considerable computing skills, and productivity (ratio of computer-based training material output to programming input) remained low.

The answer that evolved was authoring systems. These programs are simplify instructional programming by giving the designer and instructional structure that only requires content input. Authoring systems, defined by Burke (1982) as those which provide "...embedded CBT logic, requiring little or no facility with programming, or in many cases instructional design logic, tend to be menu-driven/prompted, or if syntax based, syntactically simple and therefore easy to use and learn." The system constantly prompts the user about what options are available. Chosing an option takes the designer to a display that requires instructional input, information or questions. The format of the input as it is entered is the same as in the final program. No commands are necessary.



The computer generates an instructional sequence based on the instructional designer's specifications. Further, they usually provide a system of error-checking on in-put so that very little de-bugging will be necessary when the programme is finished.

Some CBT systems make use of powerful authoring languages like TAL (TICCIT Authoring Language) within an authoring system such as TICCIT (Merrill, Schneider and Fletcher, 1980). However, while these improve the productivity of authors in developing CBT courseware, they have the disadvantage of locking authors into a system with all its inherent drawbacks.

Many authoring systems are very restrictive in what they will allow the designer to do. IBM's "Electric Poet" for instance, enables the designer to quickly learn to use the system and generate text and graphics easily. Its interactive capabilities, however, are very poor, in that the program cannot respond to student input in a meaningful way. To be recognised as correct the student's answer must be letter perfect, including capitalisation. An incorrect answer cannot be given feedback other than the correct answer. The program cannot branch to remedial or advanced sections in response to an analysis of student input.

The lack of flexibility inherent in most authoring systems has severely limited their potential as teaching aids. As the cost of information processing has decreased and the cost of labour intensive, conventional lecture-based training courses rises (Buchanan, 1979), the pressure to find an authoring system that is both easily mastered



by a non-programmer and yet enables the designer to fully utilise the computer's capabilities has intensified.

One answer to this need has been offered by the computer company "WICAT" from Utah, USA. They developed an authoring system called "WISE". This system distinguishes itself from other authoring systems in that it is based on a menu and prompt method that facilitates the rapid acquisition of competencies in using the system without sacrificing any quality of the instructional material produced. As the designer becomes more skilled the computer allows him/her to delve into further experimentation with the computers capabilities and produce instructional structures that maybe unique to a particular subject area. These new sub-programs, written in Pascal (the language in which the authoring system is written), then become available to other users via the menu options.

A menu works very much like menus in a restaurant. The author is presented with a list of alternative activities, for example, "give information", "ask a question". When an option is selected the author is taken to another menu or a prompt, such as "enter a number between 0 - 100 for maximum attempts at this question".

Creating and manipulating text and graphics is done through relatively simple two stroke commands, for example, CT - "create text". The size, shape and location of graphics is controled by cursor keys. Creating animations is more complex, requiring a series of commands. The task is made more difficult because once the commands are given there is no visible entry where they can be edited for

errors or changes. The graphics themselves become invisible except when they are being activated through the student lesson mode, at which point no editing can be done.

A WISE lesson is made up of two parts: the logic, which controls the branching and judging, and the displays. Displays are the images that appear on the screen when the student runs the lesson. Each display with its attendant logic is called a "frame".

The program is built up by creating frames and linking them in the order in which they appear to students. Normally, the display is created first. Usually, this is the most time-consuming part of the task.

When the display is satisfactory the logic has to be completed. There are two important concepts that have to be understood; branching and judging. Branching is the ability to go to another part of the lesson quickly on the basis of a logical decision. WISE allows this decision to be determined by either:

- The author
- The student
- WISE itself

For example, if the author wanted all the students to see the Introduction and Chapter One of the lesson, the program can take them through both of these parts before they see anything else. Then the author programs the computer to allow the student to decide where to branch by giving them a menu; for instance, they might chose between

Capters Two, Three and Four of the lesson. In the meantime WISE keeps track of the score whenever the student answers a question. If the student's cumulative score drops below a certain point, WISE can branch to a section of remedial or review material. The author then determines whether the student or WISE is in charge of the next move.

Judging refers to the different set of criteria the author defines for assessing and scoring student input. For example, Is spelling important? Should extraneous words be counted as part of the answer or should they be ignored? How many times does the student have to get the correct answer?

WISE has eleven frame types which fall into the following categories:

- \* Presentation frames
- \* Menu frames
- \* Question and answer frames
- \* Others (such as calculation frames and one frame type for creating special applications not covered by the others)

The creation of frames requires a minimum author input. Additional programming is optional, depending on the particular effects the author is seeking.

Menu frames require:

- A display
- Instruction as to whether student response will be by cursor, alpha-numeric characters or pressing a touch panel
- A destination frame for each selection

Question and answer frames display information and accept and judge student responses. There are three alternatives multi-choice, textual free-response or numeric free-response. The answer judging procedures associated with question and answer frames include:

- A multiple choice routine that can ignore extraneous blanks and characters or attributes, such as upper- or lower-case or punctuation, and can recognise sub-sets of correct answers.
- A synonym dictionary defined by the author, for use in free-response judging
- An "ignorable words" list defined by the author
- Checking for key words
- A spelling tolerance algorithm, enabling WISE to recognise a student answer in spite of misspellings
- Numeric judging, enabling the author to specify a range of acceptable responses

- Exact response judging, allowing the author to indicate when synonyms and improper spellings cannot be tolerated

The author controls what feedback will be given to both right and wrong answers. This feedback can range from short phrases to whole screens. To allow for a broad spectrum of student answers, you can specify how WISE should respond to the unanticipated answer.

Other frames allow you to link lessons together, or to execute PASCAL routines.

WISE graphics may consist of computer-generated text and graphics, video-disk still and motion pictures, or video-disk frames with computer overlays.

## STRUCTURING AND SEQUENCING THE MPFC LESSON

The total content input for this marketing lesson, if completed, would amount to a whole textbook-equivalent in volume and take many months to input just text material, without any interactive sequences or documentation. For this reason it was decided, after consultation with the supervisor and advisor that the program should aim to be a prototype rather than a finished product. In this way further polishing, testing and revision could proceed at a later date.

The lesson is organised so that when a student first approaches the lesson they must complete an overview of the whole lesson. They are then in a position to make intelligent decisions about what they would prefer or need to do next. Each section also has an overview of its content. The first time the student attempts a section they must complete the overview, then they are free to chose whether to procede to another section or look in greater depth at one part of the section whose overview they have just finished. Again, each part of a section has an overview and the same rules apply. In this way the student has the freedom to move across the entire lesson in broad sweeps, or delve to a lower level for greater depth wherever the interest or need is felt.

Examples of material appropriate to the lower levels, questions and other interactive activities were included, rather than the intensive coverage that would normally accompany such a lesson. It is

believed that trialing the program with selected students will reveal essential data on the type of in-depth material, analysis and evaluation that is most appropriate to the target audience.

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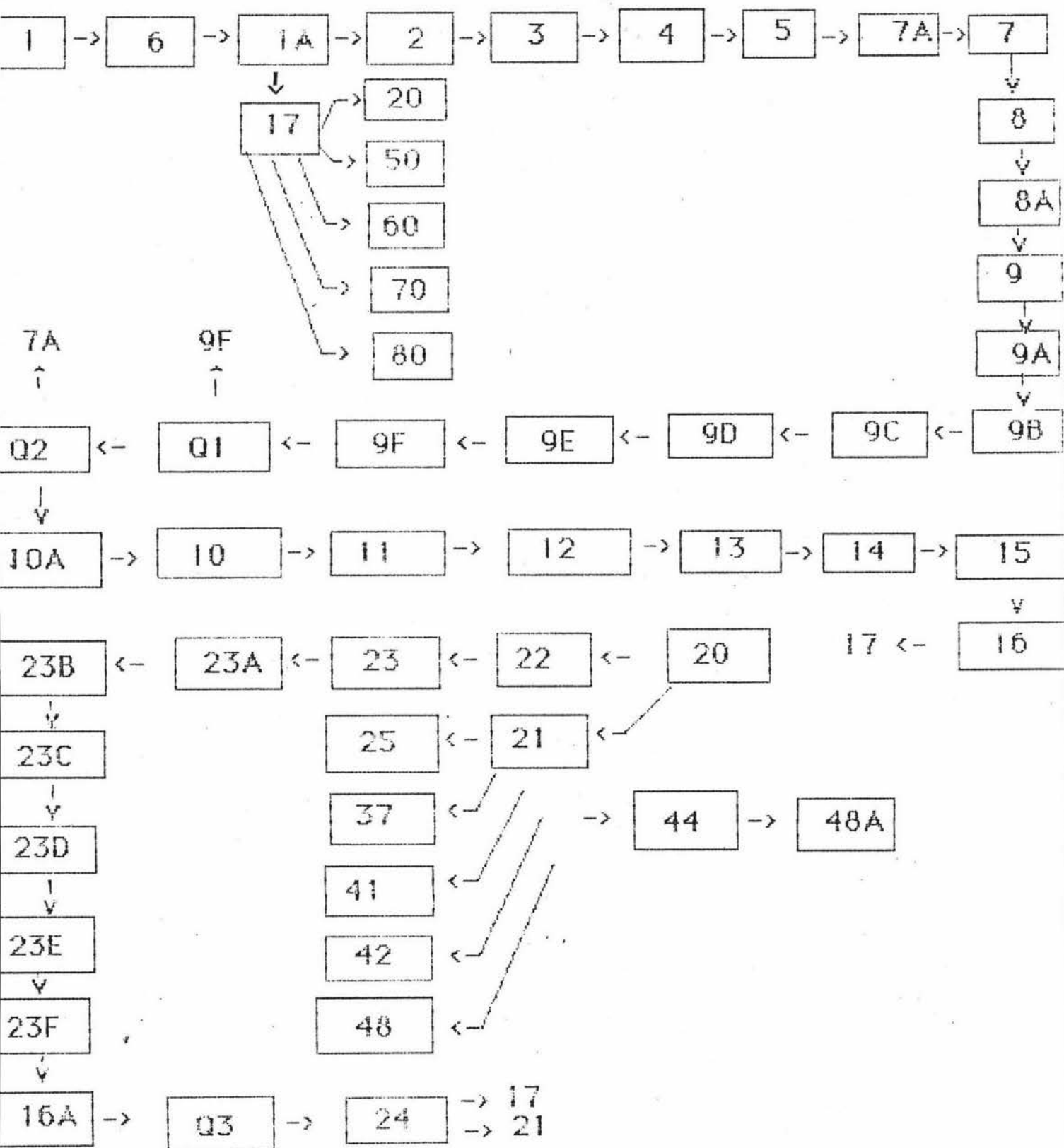
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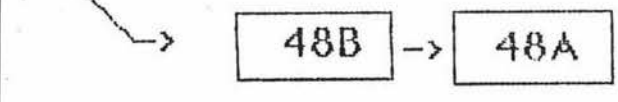
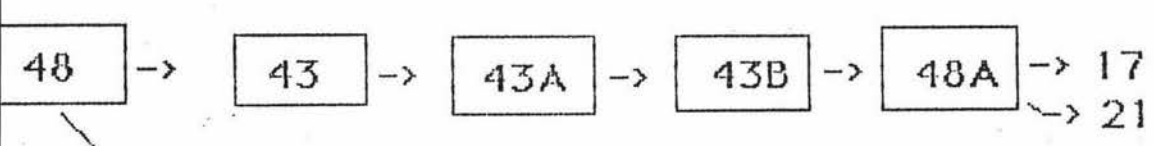
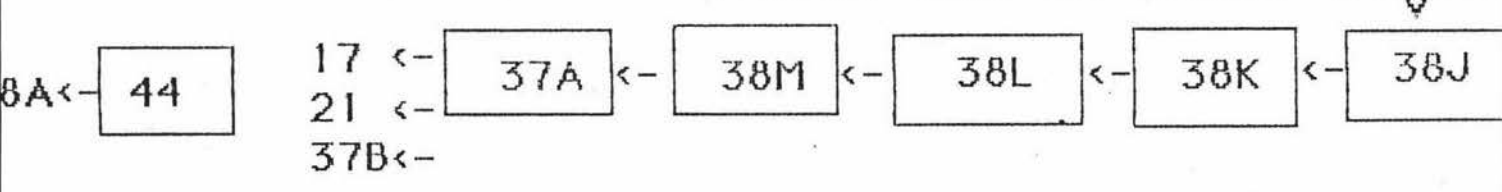
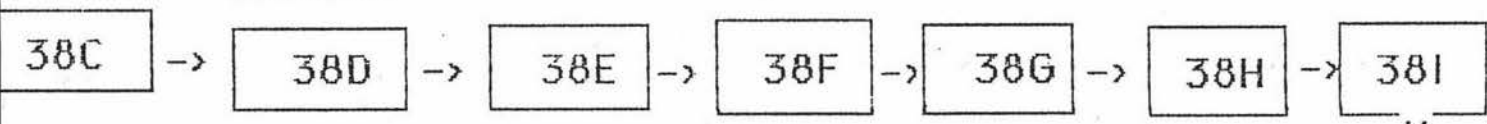
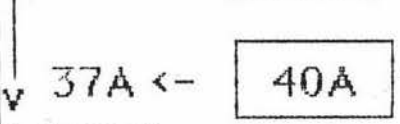
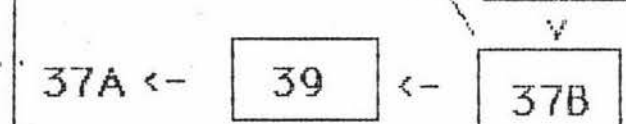
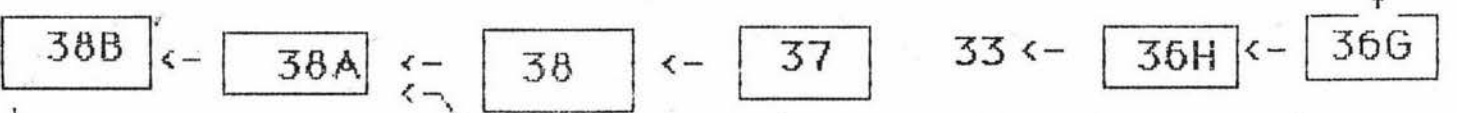
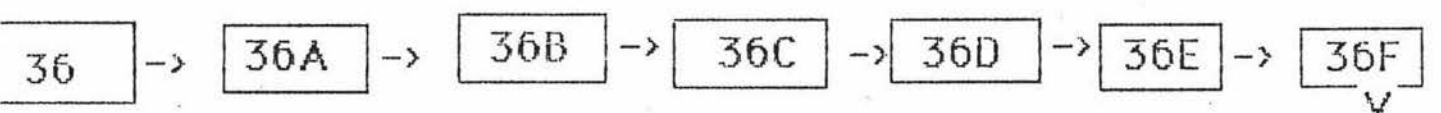
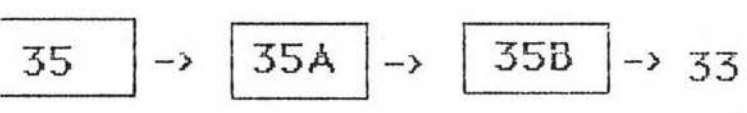
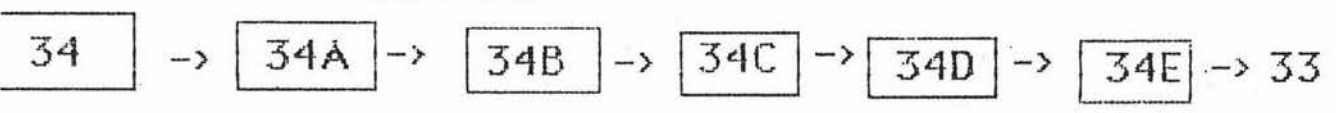
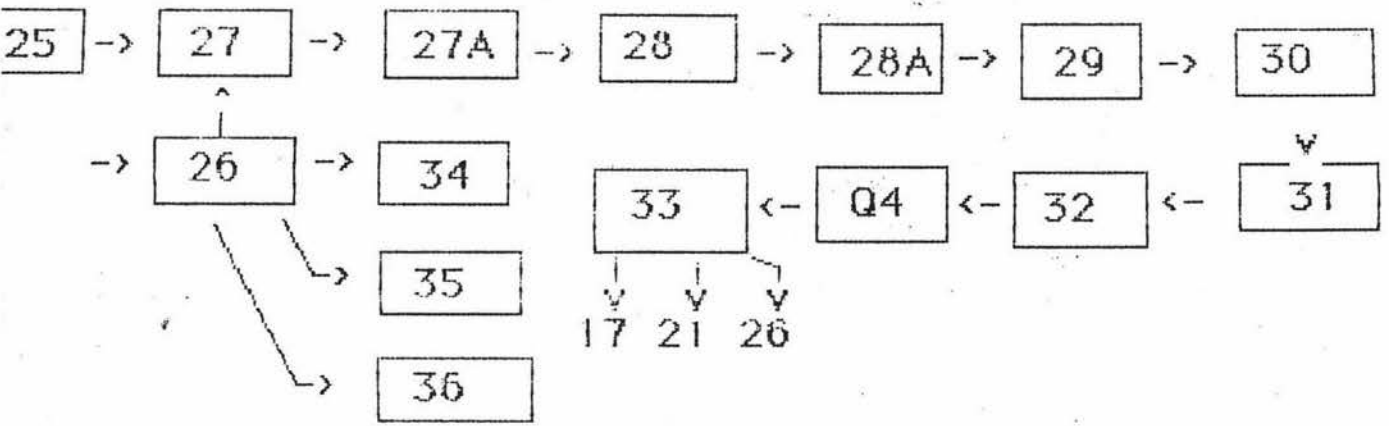
A P P E N D I X   A

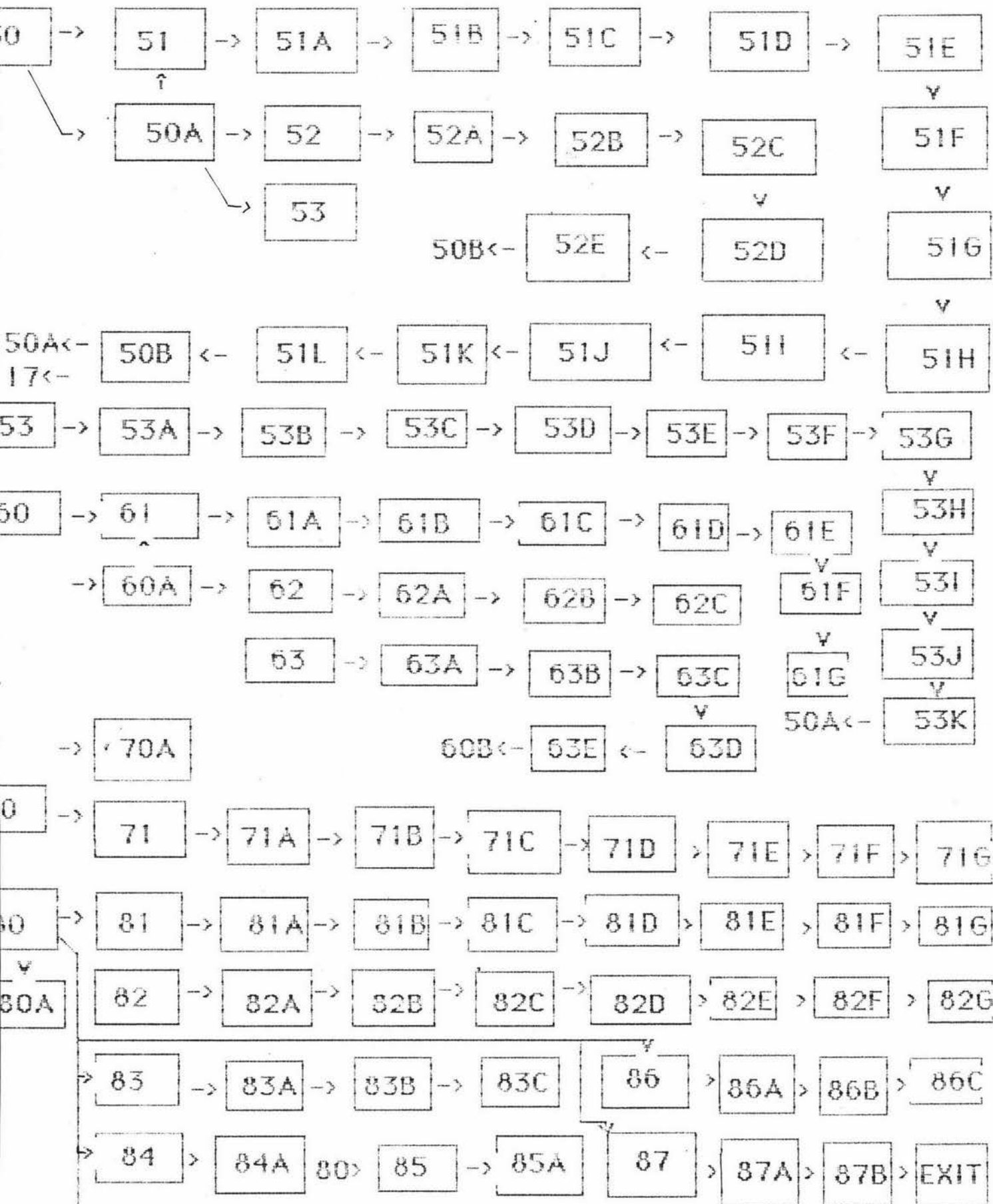
FRAME LOGIC

## FRAME LOGIC

Each frame is numbered, the sequencing of the lesson by frames is shown below.







A P P E N D I X B

INDIVIDUAL LESSON PLANS

-----  
These are the textual statements of the display screen as originally planned. It contains all the inherent problems of translating the living image of the electronic medium on to a page. Rather than attempt to recreate the graphics, animations, and layout of the screens, photographs of sample screen have been included.  
-----

Press RETURN to Continue

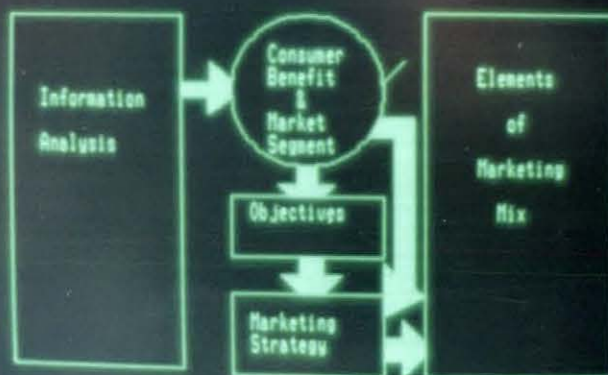
A Self-Instructional Programme on using:

THE BRIDGES'  
MARKETING PLAN  
FLOW CHART

Press RETURN to Continue

How the Programme is Organised

The Bridges' Marketing Plan Flow Chart has five sections:

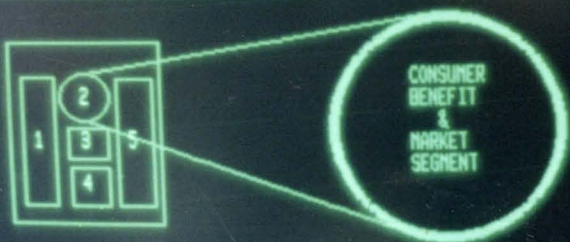




Press RETURN to Continue

### How to Use this Programme

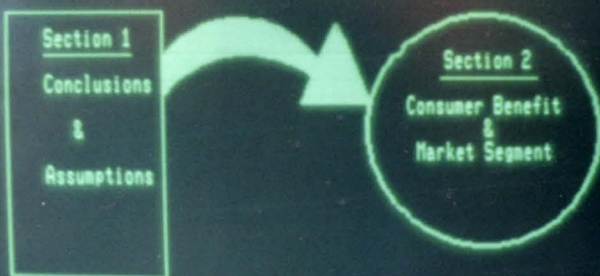
The first lesson is an overview of all five sections. When this has been completed you can choose which of the sections you want to study in greater depth.



Press RETURN to Continue

### Section 2. Consumer Benefit & Market Segment

Conclusions and assumptions that result from the analysis done in Section 1 are used as the basis for completing Section 2.





ANALOGY

Press RETURN to Continue

Developing a Marketing Plan is very like building a house.

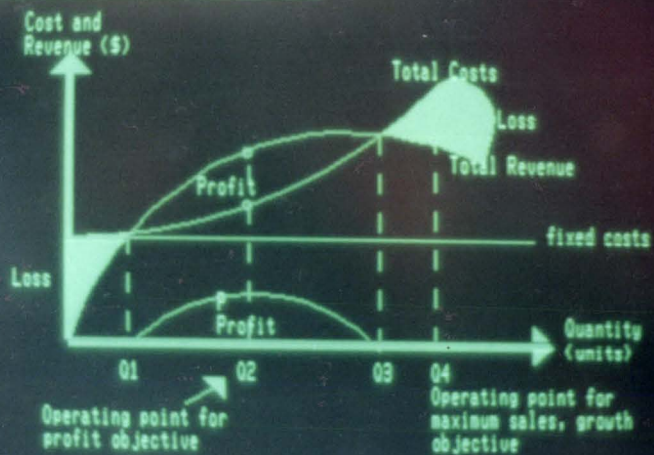
The information you collect provides the materials for the foundations.



How well you analyse and interpret the available data determines how solid your foundation will be.

To maximise total revenue the firm should operate at Q4, but this would be to make a loss. To maximise profits it should operate at Q2.

Press RETURN to Continue



Type your answer  
and press RETURN

What are the three activities  
carried out while developing  
a marketing plan?

collecting analysing and responding to data

Great! You're doing fine. Press RETURN to answer  
another question.

Press RETURN to Continue

For Example

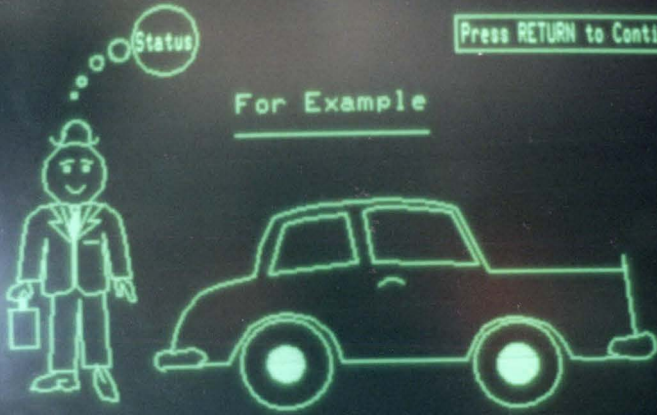




Press RETURN to Continue

Status


For Example



To the consumer the benefit of owning a Rolls might be STATUS.

Press RETURN to Continue

Market Share



Company's Market Share

Share of all other competitors

Total Industry Sales

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME:FIRST PRIOR FRAME:N/A

PRESS

A self-instructional Programme Using:

THE BRIDGES'  
MARKETING PLAN FLOW CHART

=====  
if MENU:                    selections                    destinations  
                          1.  
                          2  
                          3.  
                          4.  
                          5.  
                          Special Conditions:  
=====

=====  
if PRESENTATION  
                          Next frame name: 6  
                          Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )  
                          Ans or Fld #                    Judgement                    Feedback                    Spec Cond                    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1    FRAME TYPE: MENU    FRAME NAME: 1A    PRIOR FRAME:F

-----  
TYPE

MENU

Is this the first time you have looked  
at this lesson

- 1. Yes
- 2. No

-----  
if MENU:                    selections                    destinations  
1.                    1                                    2  
2                    2                                    17  
3.  
4.  
5.  
Special Conditions:

-----  
if PRESENTATION  
Next frame name:  
Special conditions:

-----  
if QUESTION: (FR or MC)    Max attempts(    )    Max attempts destin. (    )  
Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.

-----  
if CALCULATION: (fill as necessary)  
-----

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1    FRAME TYPE: PRES    FRAME NAME: 2    PRIOR FRAME:1A

PRESS

ABOUT THIS PROGRAMME

This programme is designed so that you the student can determine which content you want to cover, the depth of analysis at any particular point and the order in which you proceed through the material

=====  
if MENU:                    selections                    destinations  
                          1.  
                          2.  
                          3.  
                          4.  
                          5.  
                          Special Conditions:

=====  
if PRESENTATION  
                          Next frame name: 3  
                          Special conditions:

=====  
if QUESTION: (FR or MC)    Max attempts(    )    Max attempts destin. (    )  
                          Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME:3 PRIOR FRAME:2

PRESS

HOW THE PROGRAMME IS ORGANIZED

The Bridges' Marketing Flow Plan Chart (MFPC)  
has 5 sections

=====  
if MENU:                    selections                    destinations  
                          1.  
                          2.  
                          3.  
                          4.  
                          5.  
                          Special Conditions:  
=====

=====  
if PRESENTATION  
                          Next frame name: 4  
                          Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts(    ) Max attempts destin. (    )  
                          Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1    FRAME TYPE: PRES    FRAME NAME: 4    PRIOR FRAME: N/A

PRESS

HOW TO USE THIS PROGRAMME

The first lesson is an overview of all the 5 sections. When this has been completed you can choose which of the sections you want to study in greater depth.

=====  
if MENU:                    selections                    destinations  
                          1.  
                          2.  
                          3.  
                          4.  
                          5.  
                          Special Conditions:

=====  
if PRESENTATION  
                          Next frame name: 5  
                          Special conditions:

=====  
if QUESTION: (FR or MC)    Max attempts(    )    Max attempts destin. (    )  
                          Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.

=====  
if CALCULATION: (fill as necessary)  
=====



INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 5 PRIOR FRAME:N/A

PRESS

After a section has been completed you can either focus on one aspect of the same section in ever greater depth, or study another section at the same level of intensity as the first section. In this way you can move across the material, digging for greater detail wherever you feel the need or interest.

=====  
if MENU:                    selections                    destinations  
                              1.  
                              2.  
                              3.  
                              4.  
                              5.  
                              Special Conditions:  
=====

=====  
if PRESENTATION  
                              Next frame name: 7A  
                              Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts(    ) Max attempts destin. (    )  
                              Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1    FRAME TYPE: PRES    FRAME NAME: 7A    PRIOR FRAME:N/A

PRESS

INTRODUCTION

The Bridges' Marketing Plan Flow Chart  
is a process of collecting information.

MPFC

=====  
if MENU:                    selections                    destinations  
                              1.  
                              2.  
                              3.  
                              4.  
                              5.  
                              Special Conditions:

=====  
if PRESENTATION  
                              Next frame name: 7  
                              Special conditions:

=====  
if QUESTION: (FR or MC)    Max attempts(    )    Max attempts destin. (    )  
                              Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1    FRAME TYPE: PRES    FRAME NAME: 7    PRIOR FRAME:N/A

PRESS

ANIMATION

=====  
if MENU:                    selections                    destinations  
                              1.  
                              2.  
                              3.  
                              4.  
                              5.  
                              Special Conditions:  
=====

=====  
if PRESENTATION  
                              Next frame name: 8  
                              Special conditions:  
=====

=====  
if QUESTION: (FR or MC)    Max attempts(    )    Max attempts destin. (    )  
                              Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 8 PRIOR FRAME: 7A

PRESS

...analysing that information

=====  
if MENU:                    selections                    destinations  
                             1.  
                             2.  
                             3.  
                             4.  
                             5.  
                             Special Conditions:  
=====

=====  
if PRESENTATION  
                             Next frame name: 8A  
                             Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts(    ) Max attempts destin. (    )  
                             Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 8A PRIOR FRAME:8

PRESS

ANIMATION

=====  
if MENU:                    selections                    destinations  
                              1.  
                              2.  
                              3.  
                              4.  
                              5.  
                              Special Conditions:  
=====

=====  
if PRESENTATION  
                              Next frame name: 9  
                              Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts(    ) Max attempts destin. (    )  
                              Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1    FRAME TYPE: PRES    FRAME NAME: 9    PRIOR FRAME:8

PRESS

...AND MAKING DECISIONS BASED ON THE  
RESULTS OF THIS ANALYSIS

```
=====
if MENU:           selections           destinations
                  1.
                  2.
                  3.
                  4.
                  5.
                  Special Conditions:
=====
```

```
=====
if PRESENTATION
    Next frame name: 9A
    Special conditions:
=====
```

```
=====
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )
  Ans or Fld #      Judgement      Feedback      Spec Cond  N.F.
=====
```

```
=====
if CALCULATION: (fill as necessary)
=====
```

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 9A PRIOR FRAME:9

PRESS

ANIMATION

```
=====
if MENU:           selections           destinations
    1.
    2.
    3.
    4.
    5.
    Special Conditions:
```

```
=====
if PRESENTATION
    Next frame name: 9B
    Special conditions:
```

```
=====
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )
    Ans or Fld #           Judgement           Feedback           Spec Cond   N.F.
```

```
=====
if CALCULATION: (fill as necessary)
=====
```

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 9B PRIOR FRAME:9

PRESS

ANALOGY

Developing a Marketing Plan is very much like building a house.

The information you collect provides the materials for the foundations.

How well you analyse and interpret the available data determines how solid your foundation will be.

=====  
if MENU:                    selections                    destinations  
                          1.  
                          2.  
                          3.  
                          4.  
                          5.  
                          Special Conditions:  
=====

=====  
if PRESENTATION  
                          Next frame name: 9C  
                          Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )  
          Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====



INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: MENU FRAME NAME: 20 PRIOR FRAME:N/A

TYPE

Is this the first time you have studied  
Section One?

1. Yes
2. No

```
=====
if MENU:                selections                destinations
1.                        1                        22
2.                        2                        21
3.
4.
5.
Special Conditions:
```

```
=====
if PRESENTATION
    Next frame name:
    Special conditions:
```

```
=====
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )
Ans or Fld #      Judgement      Feedback      Spec Cond  N.F.
```

```
=====
if CALCULATION: (fill as necessary)
=====
```

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: MENU FRAME NAME: 21 PRIOR FRAME:N/A

TYPE

What would you like to do now?

1. Market Trends
2. Competitive analysis
3. Government Regulations
4. Economic analysis
5. Company analysis
6. Research
7. Conclusions & Assumptions

```
=====
if MENU:                selections                destinations
    1.                   1                       25
    2.                   2                       37
    3.                   3                       46
    4.                   4                       47
    5.                   5                       48
    6.                   6                       49
    7.                   7                       45
Special Conditions:
```

```
=====
if PRESENTATION
    Next frame name:
    Special conditions:
```

```
=====
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )
    Ans or Fld #           Judgement           Feedback           Spec Cond   N.F.
```

```
=====
if CALCULATION: (fill as necessary)
=====
```

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 22 PRIOR FRAME:N/A

PRESS

SECTION 1 INFORMATION / ANALYSIS

OVERVIEW

The main purpose of this section is the collection and analysis of relevant information.

The overview will primarily be concerned with collecting information. Analysis is dealt with in the individual parts of Section 1

=====  
if MENU:                    selections                    destinations  
                              1.  
                              2.  
                              3.  
                              4.  
                              5.  
                              Special Conditions:  
=====

=====  
if PRESENTATION  
                              Next frame name: 23  
                              Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts(    ) Max attempts destin. (    )  
                              Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1    FRAME TYPE: PRES    FRAME NAME: 23    PRIOR FRAME:22

PRESS

SOURCES OF INFORMATION

Collecting information for a marketing plan requires assessing a variety of sources. These sources can be divided into three categories:

1. Secondary sources
2. Subscription sources
3. Primary sources

=====

if MENU:	selections	destinations
	1.	
	2.	
	3.	
	4.	
	5.	
	Special Conditions:	

=====

if PRESENTATION  
Next frame name: 23A  
Special conditions:

=====

if QUESTION: (FR or MC)	Max attempts( )	Max attempts	destin. ( )
Ans or Fld #	Judgement	Feedback	Spec Cond N.F.

=====

if CALCULATION: (fill as necessary)

=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 23A PRIOR FRAME:23

PRESS

SECONDARY SOURCES

Secondary sources include data that have been collected for some purpose other than the problem at hand.

For example:

The Department of Statistics collects data on population, housing, retailing, wholesaling, and manufacturing. These data rarely answer the marketing question fully, but they do provide an inexpensive rough cut that gives direction to more refined methods.

=====  
if MENU:                    selections                    destinations  
                          1.  
                          2.  
                          3.  
                          4.  
                          5.  
                          Special Conditions:  
=====

=====  
if PRESENTATION  
                          Next frame name: 23B  
                          Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )  
                          Ans or Fld #                    Judgement                    Feedback                    Spec Cond                    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 23B PRIOR FRAME:N/A

PRESS

INTERNAL SECONDARY DATA

Internal secondary data includes a company's accounting and sales records.

External Secondary Data

External Secondary Data is often available in business libraries, government departments and through the Government Printer

=====  
if MENU:                    selections                    destinations  
                          1.  
                          2.  
                          3.  
                          4.  
                          5.  
                          Special Conditions:  
=====

=====  
if PRESENTATION  
                          Next frame name: 23C  
                          Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts(    ) Max attempts destin. (    )  
                          Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 23C PRIOR FRAME:N/A

PRESS

SUBSCRIPTION SOURCES

Subscription sources include a wide variety of data that are collected by research firms for special purposes and are made available to markets for a fee.

One of the disadvantages of this data source is that it is available to competitors as well. Some companies buy this type of research simply to know as much about their competitors as their competitors know about them.

=====  
if MENU:                    selections                    destinations  
                          1.  
                          2.  
                          3.  
                          4.  
                          5.  
                          Special Conditions:

=====  
if PRESENTATION  
                          Next frame name: 23D  
                          Special conditions:

=====  
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )  
                          Ans or Fld #                    Judgement                    Feedback                    Spec Cond                    N.F.

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 23D PRIOR FRAME:N/A

PRESS

PRIMARY DATA

Primary data are collected to answer specific marketing questions. A survey is frequently used to as a primary source of information. Focus group interviews - a qualitative approach used to identify sub-problems. A structured questionnaire is then given to a random sample of respondents to find solutions to these problems.

=====  
if MENU:                    selections                    destinations  
                          1.  
                          2.  
                          3.  
                          4.  
                          5.  
                          Special Conditions:  
=====

=====  
if PRESENTATION  
                          Next frame name: 23E  
                          Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )  
          Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====



INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1    FRAME TYPE: PRES    FRAME NAME: 23E    PRIOR FRAME: N/A

PRESS

THE FOCUS GROUP INTERVIEW

The focus-group interview process allows members of the group to provide some stimuli for discussion. It gives unstructured rich data in the language of the consumer. It can be less expensive and quick. Subjects for these interviews are not selected randomly, and there are no structured measuring instruments such as the questionnaire. The interviewer must be an expert in group interviewing and be thoroughly familiar with the clients marketing situation in order to summarize the data in a meaningful report.

=====  
if MENU:                    selections                    destinations  
                          1.  
                          2.  
                          3.  
                          4.  
                          5.  
                          Special Conditions:  
=====

=====  
if PRESENTATION  
                          Next frame name: 23F  
                          Special conditions:  
=====

=====  
if QUESTION: (FR or MC)    Max attempts(    )    Max attempts destin. (    )  
                          Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 23F PRIOR FRAME:N/A

PRESS

CONDUCTING RESEARCH

Primary research may be conducted by your firm or by an outside research consultancy, such as MASSEY UNIVERSITY, or BERL Limited. Many small firms do not have the expertise to carry out their own research so they must rely on others.

The cost of research is beyond the resources of many small firms. These organizations need to compensate by using other sources more intensively.

=====  
if MENU:                    selections                    destinations  
                              1.  
                              2.  
                              3.  
                              4.  
                              5.  
                              Special Conditions:  
=====

=====  
if PRESENTATION  
                              Next frame name:l6A  
                              Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts(    ) Max attempts destin. (    )  
                              Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE:MENU FRAME NAME:25 PRIOR FRAME:N/A

TYPE

Is this the first time you hav studied  
Marketing Trends

1. Yes
2. No

```
=====
if MENU:                selections                destinations
    1.                    1                        27
    2.                    2                        26
    3.
    4.
    5.
Special Conditions:
```

```
=====
if PRESENTATION
    Next frame name:
    Special conditions:
```

```
=====
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )
    Ans or Fld #           Judgement           Feedback           Spec Cond N.F.
```

```
=====
if CALCULATION: (fill as necessary)
=====
```

INDIVIDUAL LESSON PLAN

LESSON NAME:MFPC1    FRAME TYPE:MENU    FRAME NAME: 26    PRIOR FRAME:N/A

TYPE

Which of these would you like to do?

1. Overview of marketing trends
2. Growth rates
3. Growth rate factors
4. Forecasting

```
=====
if MENU:
    selections      destinations
    1.              1              27
    2.              2              34
    3.              3              35
    4.              4              36
    5.
    Special Conditions:
```

```
=====
if PRESENTATION
    Next frame name:
    Special conditions:
```

```
=====
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )
    Ans or Fld #            Judgement            Feedback            Spec Cond    N.F.
```

```
=====
if CALCULATION: (fill as necessary)
=====
```

INDIVIDUAL LESSON PLAN

LESSON NAME:MFPC1    FRAME TYPE:PRES    FRAME NAME: 27    PRIOR FRAME:N/A

PRESS

OVERVIEW MARKETING TRENDS

The term "market trends" refers to the pattern of consumer demand for a product or service.

To qualify as a "trend" figures from at least four years are required. Using fewer than 3 may cause you to make inaccurate assumptions about what's likely to happen in the future.

=====

if MENU:	selections	destinations
	1.	
	2.	
	3.	
	4.	
	5.	
	Special Conditions:	

=====

if PRESENTATION	Next frame name: 27A
	Special conditions:

=====

if QUESTION: (FR or MC)	Max attempts( )	Max attempts	destin. ( )
Ans or Fld #	Judgement	Feedback	Spec Cond N.F.

=====

if CALCULATION: (fill as necessary)
-------------------------------------

=====

INDIVIDUAL LESSON PLAN

LESSON NAME:MFPC1    FRAME TYPE: PRES    FRAME NAME:27A    PRIOR FRAME:27

PRESS

FOR EXAMPLE

Total sales of NZ wines

Year	Sales (000 litres)
1982	38 711
1983	38 789
1984	42 603
1985	43 810 (Est.)

=====  
if MENU:                    selections                    destinations  
                                 1.  
                                 2.  
                                 3.  
                                 4.  
                                 5.  
                                 Special Conditions:  
=====

=====  
if PRESENTATION  
                                 Next frame name: 28  
                                 Special conditions:  
=====

=====  
if QUESTION: (FR or MC)    Max attempts(    )    Max attempts destin. (    )  
                                 Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME:28 PRIOR FRAME:27A

PRESS

Growth Rates

These are the total increases or decreases in sales over the previous year.

They are usually expressed as a percentage and may be calculated in terms of either:

- units
- dollars

=====  
if MENU:                    selections                    destinations  
                          1.  
                          2.  
                          3.  
                          4.  
                          5.  
                          Special Conditions:  
=====

=====  
if PRESENTATION  
                          Next frame name:28A  
                          Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )  
                          Ans or Fld #                    Judgement                    Feedback                    Spec Cond                    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME:MFPC1    FRAME TYPE: PRES    FRAME NAME:28A    PRIOR FRAME:28

PRESS

FOR EXAMPLE

Total sales of NZ wines

Year	Sales (units)	Growth Rate
1982	38 711	-
1983	38 789	.2%
1984	42 603	9.8%
1985	43 810	2.8%

=====  
if MENU:                    selections                    destinations

- 1.
  - 2
  - 3.
  - 4.
  - 5.
- Special Conditions:

=====  
if PRESENTATION

Next frame name: 29  
Special conditions:

=====  
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )  
Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.

=====  
if CALCULATION: (fill as necessary)  
=====



INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 29 PRIOR FRAME:28A

PRESS

Important Fluctuations

Significant fluctuations within the yearly cycle are lost by the "averaging" effect of annual growth rates.

For example, ice cream sales are much higher in summer. This pattern would not be reflected in an annual growth rate figure.

=====  
if MENU:                    selections                    destinations  
                          1.  
                          2.  
                          3.  
                          4.  
                          5.  
                          Special Conditions:  
=====

=====  
if PRESENTATION  
                          Next frame name: 30  
                          Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts(    ) Max attempts destin. (    )  
          Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME:MFC1      FRAME TYPE: PRES    FRAME NAME: 30    PRIOR FRAME: 29

PRESS

Other significant variations may occur. Some examples of these are:

- by geographical region
- by urban or rural area
- by day of week

Which factors are important will depend on the product or service being offered.

```
=====
if MENU:                selections                destinations
    1.
    2.
    3.
    4.
    5.
    Special Conditions:
=====
```

```
=====
if PRESENTATION
    Next frame name:31
    Special conditions:
=====
```

```
=====
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )
    Ans or Fld #                      Judgement                      Feedback                      Spec Cond    N.F.
=====
```

```
=====
if CALCULATION: (fill as necessary)
=====
```

INDIVIDUAL LESSON PLAN

LESSON NAME:MFPCL    FRAME TYPE: PRES    FRAME NAME: 31    PRIOR FRAME:30

PRESS

FORECASTING

Forecasting involves estimating future growth rates by projecting from past trends.

These estimates may be moderated by determining the impact of new factors.

A variety of methods; ranging from your own intuition to sophisticated mathematical models can be used.

=====  
if MENU:                    selections                    destinations  
                          1.  
                          2.  
                          3.  
                          4.  
                          5.  
                          Special Conditions:  
=====

=====  
if PRESENTATION  
                          Next frame name: 32  
                          Special conditions:  
=====

=====  
if QUESTION: (FR or MC)    Max attempts(    )    Max attempts destin. (    )  
                          Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME:MFPC1      FRAME TYPE: PRES      FRAME NAME: 32      PRIOR FRAME: 31

PRESS

FOR EXAMPLE

Year	Furniture Sales Sales (\$000)	Change
1981	31.7	-
1982	28.0	3.7
1983	24.5	3.5
1984	21.0	3.5
1985	17.4	3.6
1986	13.8 (est)	3.6

This simple example shows how furniture sales can be estimated by projecting a trend. An important assumption is that there are no influences in this trend.

=====  
if MENU:                      selections                      destinations  
                                 1.  
                                 2.  
                                 3.  
                                 4.  
                                 5.  
                                 Special Conditions:  
=====

=====  
if PRESENTATION  
                                 Next frame name: 33  
                                 Special conditions:  
=====

=====  
if QUESTION: (FR or MC)    Max attempts(    )    Max attempts destin. (    )  
                                 Ans or Fld #                      Judgement                      Feedback                      Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: MENU FRAME NAME: 33 PRIOR FRAME:N/A

TYPE

What would you like to do now?

1. Another section
2. Another part of Section 1
3. A deeper look at market trends

```
=====
if MENU:                selections                destinations
    1.                    1                        17
    2.                    2                        21
    3.                    3                        26
    4.
    5.
Special Conditions:
```

```
=====
if PRESENTATION
    Next frame name:
    Special conditions:
```

```
=====
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )
    Ans or Fld #          Judgement          Feedback          Spec Cond  N.F.
```

```
=====
if CALCULATION: (fill as necessary)
=====
```

INDIVIDUAL LESSON PLAN

LESSON NAME:MFPC1    FRAME TYPE:PRES    FRAME NAME: 34    PRIOR FRAME:N/A

PRESS

GROWTH RATES

Market demand is measured by the sales volume of a given period, usually a year.

The figure can be expressed as absolute changes. For example:

Year	Sale (units)	Change
1983	600	-
1984	800	200
1985	935	135

=====  
if MENU:                    selections                    destinations  
                          1.  
                          2  
                          3.  
                          4.  
                          5.  
                          Special Conditions:  
=====

=====  
if PRESENTATION  
                          Next frame name: 34A  
                          Special conditions:  
=====

=====  
if QUESTION: (FR or MC)    Max attempts(    )    Max attempts destin. (    )  
                          Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME:MFPC1    FRAME TYPE: PRES    FRAME NAME: 34A    PRIOR FRAME:34

PRESS

...or as percentages.

For example

Year	Sales (units)	Change
1983	600	-
1984	800	33.3%
1985	935	16.9%

Absolute numbers are useful when only a few figures are being compared. When large amounts of data are being handled, percentages make comparisons easier.

=====  
if MENU:                    selections                    destinations  
                          1.  
                          2.  
                          3.  
                          4.  
                          5.  
                          Special Conditions:

=====  
if PRESENTATION  
                          Next frame name: 34B  
                          Special conditions:

=====  
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )  
                          Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME:MFPC1    FRAME TYPE:PRES    FRAME NAME: 34B PRIOR FRAME:34A

PRESS

To calculate percentage changes

1. Subtract the later year's sales from the previous year to find the difference.
2. Divide the answer by the sales for the previous year.
3. Multiply the answer by 100/1.

=====

if MENU:	selections	destinations
	1.	
	2.	
	3.	
	4.	
	5.	
	Special Conditions:	

=====

if PRESENTATION

    Next frame name: 34C

    Special conditions:

=====

if QUESTION:	(FR or MC)	Max attempts( )	Max attempts	destin. ( )
Ans or Fld #	Judgement	Feedback	Spec Cond	N.F.

=====

if CALCULATION: (fill as necessary)

=====



INDIVIDUAL LESSON PLAN

LESSON NAME:MFPC1    FRAME TYPE:PRES    FRAME NAME:34C    PRIOR FRAME:34B

PRESS

FOR EXAMPLE

YEAR	SALES (units)
1983	750
1984	837

1.  $750-837=87$
2.  $87/750=0.116$
3.  $0.116 \times 100/1=11.6\%$

=====

if MENU:                    selections                    destinations

1.  
2.  
3.  
4.  
5.  
Special Conditions:

=====

if PRESENTATION

Next frame name: 34D  
Special conditions:

=====

if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )  
Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.

=====

if CALCULATION: (fill as necessary)

=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 34D PRIOR FRAME:34C

PRESS

WHY DOLLAR UNITS

The MFPC asks you to state market growth in both units and dollars. Having both figures gives a more balanced perspective. For example,

A high growth rate in dollar terms may simply reflect increased prices, not a greater number of sales. These two possible interpretations have a very different implications for planning.

=====  
if MENU:                    selections                    destinations  
                              1.  
                              2.  
                              3.  
                              4.  
                              5.  
                              Special Conditions:  
=====

=====  
if PRESENTATION  
                              Next frame name: 34E  
                              Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts(    ) Max attempts destin. (    )  
                              Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME:MFPC1    FRAME TYPE:PRES    FRAME NAME:34E    PRIOR FRAME:34D

PRESS

On the other hand a low growth rate in dollar terms may seem to suggest a sluggish demand growth. Another possible explanation is a moderate growth in value coupled with rapidly falling prices.

By stating both growth rates over the previous few years it is possible to avoid making such erroneous judgements about market trends.

=====  
if MENU:                    selections                    destinations  
                  1.  
                  2.  
                  3.  
                  4.  
                  5.  
                  Special Conditions:  
=====

=====  
if PRESENTATION  
                  Next frame name: 33  
                  Special conditions:  
=====

=====  
if QUESTION: (FR or MC)    Max attempts(    )    Max attempts destin. (    )  
                  Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME:MFPC1    FRAME TYPE: PRES    FRAME NAME:35    PRIOR FRAME:N/A

PRESS

GROWTH RATE FACTORS

While annual growth rates paint a broad picture of changing market patterns, a single figure may hide a number of important variations or fluctuations in demand within that year.

These variations can result from differences in:

- time; eg., seasons
- place; eg., regions
- demography; eg., age

```
=====
if MENU:                selections                destinations
    1.
    2.
    3.
    4.
    5.
    Special Conditions:
```

```
=====
if PRESENTATION
    Next frame name: 35A
    Special conditions:
```

```
=====
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )
    Ans or Fld #            Judgement            Feedback            Spec Cond    N.F.
```

```
=====
if CALCULATION: (fill as necessary)
=====
```

INDIVIDUAL LESSON PLAN

LESSON NAME:MFPC1      FRAME TYPE: PRES      FRAME NAME: 35A      PRIOR FRAME:35

PRESS

FOR EXAMPLE

Time:            Gloves in winter  
                 restaurant meals after 6.00pm  
                 hot bread on Sundays

Place:           boats in coastal regions  
                 tractors in rural areas  
                 home fuel in the South Island

Demography:    records to teens  
                 cosmetics to women  
                 sweets to children

=====

if MENU:	selections	destinations
	1.	
	2.	
	3.	
	4.	
	5.	
	Special Conditions:	

=====

if PRESENTATION

                 Next frame name: 35B

                 Special conditions:

=====

if QUESTION: (FR or MC)	Max attempts( )	Max attempts	destin. ( )
Ans or Fld #	Judgement	Feedback	Spec Cond N.F.

=====

if CALCULATION: (fill as necessary)

=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME:35B PRIOR FRAME:35A

PRESS

IMPACT ON OTHER PARTS OF THE MPFC

An analysis of time and place variations can impact on decision about "when" and "where" to direct the marketing effort in in SECTIONS 4 and SECTIONS 5 of the MPFC.

Demographic variations will give a pointer to which markets and segments offer the best opportunities as determined in SECTION TWO.

Figures should be broken down into these categories only if doing so offers some useful insight.

=====  
if MENU:                    selections                    destinations  
                          1.  
                          2.  
                          3.  
                          4.  
                          5.  
                          Special Conditions:  
=====

=====  
if PRESENTATION  
                          Next frame name: 33  
                          Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )  
                          Ans or Fld #                    Judgement                    Feedback                    Spec Cond                    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME:MFPC1    FRAME TYPE:PRES    FRAME NAME:36    PRIOR FRAME:N/A

PRESS

FORECASTING

Forecasting is the ability to anticipate future trends by evaluating the impact of all significant influences on that trend.

Often the strongest indication of future sales comes from a careful examination of past sales. A straight line projection of these figures makes a sensible starting point.

=====  
if MENU:                    selections                    destinations  
                              1.  
                              2.  
                              3.  
                              4.  
                              5.  
                              Special Conditions:  
=====

=====  
if PRESENTATION  
                              Next frame name: 36A  
                              Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts(    ) Max attempts destin. (    )  
                              Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====



INDIVIDUAL LESSON PLAN

LESSON NAME:MFPC1    FRAME TYPE:PRES    FRAME NAME: 36A    PRIOR FRAME:36

PRESS

OTHER FOCECASTING INFLUENCES

Projections from past trends should be moderated by other analyses such as:

1.    Economic factors - is the economy boyant or depressed?  
      Are disposable incomes rising or falling?
2.    Government regulations - will tariff restrictions  
      change? will subsidies be removed?
3.    Product life cycle - at what stage is the product?

if MENU:                    selections                    destinations

- 1.
- 2.
- 3.
- 4.
- 5.

Special Conditions:

if PRESENTATION  
      Next frame name: 36B  
      Special conditions:

if QUESTION: (FR or MC)    Max attempts(    )    Max attempts destin. (    )  
      Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.

if CALCULATION: (fill as necessary)

INDIVIDUAL LESSON PLAN

LESSON NAME:MFPC1    FRAME TYPE: PRES    FRAME NAME:36B    PRIOR FRAME:36A

PRESS

ECONOMIC FACTORS AND GOVERNMENT REGULATIONS

These influences are covered in other parts of SECTION 1, but require mentioning here because of their strong impact on sales.

They affect sales by controlling the amount of disposable income consumers have, and hence their purchasing power. Also, the business environment in which companies must operate.

=====  
if MENU:                    selections                    destinations  
                              1.  
                              2  
                              3.  
                              4.  
                              5.  
                              Special Conditions:

=====  
if PRESENTATION  
                              Next frame name: 36C  
                              Special conditions:

=====  
if QUESTION: (FR or MC)    Max attempts(    )    Max attempts destin. (    )  
                              Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME:MPFC1    FRAME TYPE: PRES    FRAME NAME:36C    PRIOR FRAME:36B

PRESS

FOR EXAMPLE

Hight Income Rates

These increase the cost of production which must then be either: passed on to consumers, causing a fall in sales; or, absorbed by the company, causing a fall in profits.

Tariff Removal

This allows entry of cheaper foreign goods, causing a fall in the sales of locally produced, but more expensively priced goods.

=====  
if MENU:                    selections                    destinations  
                              1.  
                              2.  
                              3.  
                              4.  
                              5.  
                              Special Conditions:

=====  
if PRESENTATION  
                              Next frame name:36D  
                              Special conditions:

=====  
if QUESTION: (FR or MC)    Max attempts(    )    Max attempts destin. (    )  
                              Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME:MPFC1    FRAME TYPE: PRES    FRAME NAME:36D    PRIOR FRAME:36C

PRESS

PRODUCT LIFE CYCLE

Products are believed to have a life cycle that passes through six stages:

1. Introduction
2. Growth
3. Maturity
4. Saturation
5. Decline
6. Adandonment

```
=====
if MENU:                selections                destinations
    1.
    2.
    3.
    4.
    5.
    Special Conditions:
```

```
=====
if PRESENTATION
    Next frame name: 36E
    Special conditions:
```

```
=====
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )
    Ans or Fld #                      Judgement                      Feedback                      Spec Cond    N.F.
```

```
=====
if CALCULATION: (fill as necessary)
=====
```

INDIVIDUAL LESSON PLAN

LESSON NAME:MPFC1    FRAME TYPE:PRES    FRAME NAME:36E    PRIOR FRAME:36D

PRESS

WHY PRODUCT LIFE CYCLES ARE USEFUL

Sales behave differently, partially in relation to profits, in the various stages. Knowing which stage your product has entered will NOT give you an accurate sales forecast, but it will help you to predict the likely trend of industry sales in the medium term.

=====  
if MENU:                    selections                    destinations  
                              1.  
                              2.  
                              3.  
                              4.  
                              5.  
                              Special Conditions:  
=====

=====  
if PRESENTATION  
                              Next frame name: 36F  
                              Special conditions:  
=====

=====  
if QUESTION: (FR or MC)    Max attempts(    )    Max attempts destin. (    )  
                              Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME:MPFC1    FRAME TYPE:PRES    FRAME NAME:36F    PRIOR FRAME:36E

PRESS

Sales volume curve and profit margin

PRODUCT LIFE CYCLE STAGE

```
=====
if MENU:                selections                destinations
    1.
    2.
    3.
    4.
    5.
    Special Conditions:
```

```
=====
if PRESENTATION
    Next frame name: 36G
    Special conditions:
```

```
=====
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )
    Ans or Fld #            Judgement            Feedback            Spec Cond    N.F.
```

```
=====
if CALCULATION: (fill as necessary)
=====
```

INDIVIDUAL LESSON PLAN

LESSON NAME:MPFC1    FRAME TYPE: PRES    FRAME NAME: 36G    PRIOR FRAME:36F

-----  
RELATIONSHIP BETWEEN SALES AND PROFIT CURVES

While similar in shape the two curves have different timing. The profit curve starts to decline while the sales curve is still rising. This is because a company must increase its advertising and selling or cut prices to continue sales growth in the face of increasing competition. These extra promotion efforts or price cuts reduce profits.

-----  
if MENU:                    selections                    destinations  
                              1.  
                              2.  
                              3.  
                              4.  
                              5.  
                              Special Conditions:

-----  
if PRESENTATION  
                              Next frame name: 36H  
                              Special conditions:

-----  
if QUESTION: (FR or MC)    Max attempts(    )    Max attempts    destin. (    )  
                              Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.

-----  
if CALCULATION: (fill as necessary)  
-----

INDIVIDUAL LESSON PLAN

LESSON NAME:MPC1      FRAME TYPE: PRES FRAME NAME: 36H PRIOR FRAME:36G

PRESS

PRODUCT LIFE CYCLE

The length of the life cycle varies among products, ranging from a few weeks or a short season (hot pants in 1970) to several decades (colour telephones). Even the duration of each stage may be different among products.

Knowing the particular stage of a product can:

- indicate future sales paterns
- direct marketing effort

=====  
if MENU:                    selections                    destinations  
                              1.  
                              2.  
                              3.  
                              4.  
                              5.  
                              Special Conditions:  
=====

=====  
if PRESENTATION  
                              Next frame name: 33  
                              Special conditions:  
=====

=====  
if QUESTION: (FR or MC)    Max attempts(    )    Max attempts destin. (    )  
                              Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====



INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1    FRAME TYPE: MENU    FRAME NAME: 37    PRIOR FRAME:N/A

TYPE

Is this the first time you have  
looked at competitive analysis?

1. Yes
2. No

```
=====
if MENU:
    selections      destinations
1.                1                38
2.                2                37B
3.
4.
5.
Special Conditions:
```

```
=====
if PRESENTATION
    Next frame name:
    Special conditions:
```

```
=====
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )
Ans or Fld #      Judgement      Feedback      Spec Cond      N.F.
```

```
=====
if CALCULATION: (fill as necessary)
=====
```

INDIVIDUAL LESSON PLAN

LESSON NAME:MPFC1    FRAME TYPE: MENU    FRAME NAME: 37A    PRIOR FRAME:N/A

TYPE

What would you like to do now?

1. Another Section
2. Another part of Section 1
3. A deeper look at Competitive Analysis

```
=====
if MENU:                selections                destinations
    1.                   1                       17
    2.                   2                       21
    3.                   3                       37B
    4.
    5.
Special Conditions:
```

```
=====
if PRESENTATION
    Next frame name:
    Special conditions:
```

```
=====
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )
    Ans or Fld #            Judgement            Feedback            Spec Cond    N.F.
```

```
=====
if CALCULATION: (fill as necessary)
=====
```

INDIVIDUAL LESSON PLAN

LESSON NAME:MFPC1    FRAME TYPE:PRES    FRAME NAME: 38    PRIOR FRAME:N/A

PRESS

COMPETITIVE ANALYSIS  
OVERVIEW

In order to develop a successful marketing strategy you need to know how strong your competitors are. Where their strengths and weaknesses lie and what future actions they may take.

=====

if MENU:	selections	destinations
	1.	
	2.	
	3.	
	4.	
	5.	
	Special Conditions:	

=====

if PRESENTATION  
    Next frame name: 38A  
    Special conditions:

=====

if QUESTION:	(FR or MC)	Max attempts( )	Max attempts	destin. ( )
Ans or Fld #	Judgement	Feedback	Spec Cond	N.F.

=====

if CALCULATION: (fill as necessary)

=====

INDIVIDUAL LESSON PLAN

LESSON NAME:MFPC1    FRAME TYPE: PRES    FRAME NAME: 38A    PRIOR FRAME:38

PRESS

SALES AND MARKETING SHARE

Market share refers to the sales percentage of the total market that a company has. While these two figures are related, it is useful to have both of them.

=====  
if MENU:                    selections                    destinations  
                              1.  
                              2.  
                              3.  
                              4.  
                              5.  
                              Special Conditions:  
=====

=====  
if PRESENTATION  
                              Next frame name: 38B  
                              Special conditions:  
=====

=====  
if QUESTION: (FR or MC)    Max attempts(    )    Max attempts destin. (    )  
                              Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 38B PRIOR FRAME: 38A

PRESS

MARKET SHARE

Company's  
market share

Total Industry Sales

=====  
if MENU:                    selections                    destinations

- 1.
- 2.
- 3.
- 4.
- 5.

Special Conditions:

=====  
if PRESENTATION

Next frame name: 38C

Special conditions:

=====  
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )  
Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.

=====  
if CALCULATION: (fill as necessary)  
=====



INDIVIDUAL LESSON PLAN

LESSON NAME:MFPC1    FRAME TYPE: PRES    FRAME NAME: 38D    PRIOR FRAME: 38C

PRESS

COMPETITORS STRENGTHS AND WEAKNESSES

Once you have evaluated the performance of your major competitors it is a good idea to analysis the factors which are responsible for it. You will be especially interested in elements of the marketing mix since you can:

- a. influence these through counter-strategies in your own mix.
- b. Learn how you can improve your marketing mix and avoid making the same mistakes.

=====  
if MENU:                    selections                    destinations  
                              1.  
                              2.  
                              3.  
                              4.  
                              5.  
                              Special Conditions:  
=====

=====  
if PRESENTATION  
                              Next frame name: 38E  
                              Special conditions:  
=====

=====  
if QUESTION: (FR or MC)    Max attempts(    )    Max attempts destin. (    )  
                              Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 38E PRIOR FRAME: 38D

PRESS

ELEMENTS OF THE MARKETING MIX

PRODUCT

To the consumer a product is a bundle of perceived benefits that will meet his/her needs. In addition it includes the physical components and the attributes that will deliver (hopefully) the desired benefit.

=====  
if MENU:                    selections                    destinations  
                          1.  
                          2.  
                          3.  
                          4.  
                          5.  
                          Special Conditions:

=====  
if PRESENTATION  
                          Next frame name: 38F  
                          Special conditions:

=====  
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )  
          Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.

=====  
if CALCULATION: (fill as necessary)  
=====



INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 38EPRIOR FRAME:38E

PRES

STATUS

for example

To the consumer the benefit of owning a rolls royce  
might be perceived status.

=====  
if MENU:                    selections                    destinations  
                          1.  
                          2.  
                          3.  
                          4.  
                          5.  
                          Special Conditions:

=====  
if PRESENTATION  
                          Next frame name: 38G  
                          Special conditions:

=====  
if QUESTION: (FR or MC) Max attempts(    ) Max attempts destin. (    )  
          Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME:MFPC1    FRAME TYPE: PRES    FRAME NAME:38G    PRIOR FRAME:38F

PRESS

(SAME DIAGRAM AS FOR 38F)

To the sales person the car is the sum of the attributes  
that deliver the benefit.

=====  
if MENU:                    selections                    destinations  
                              1.  
                              2.  
                              3.  
                              4.  
                              5.  
                              Special Conditions:

=====  
if PRESENTATION  
                              Next frame name: 38H  
                              Special conditions:

=====  
if QUESTION: (FR or MC)    Max attempts(    )    Max attempts destin. (    )  
                              Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME:MFPC1 FRAME TYPE: PRES FRAME NAME: 38H PRIOR FRAME:38G

PRESS

(diagram same as for 38G)

To the car manufacturer the car is a collection of component parts

```
=====
if MENU:           selections           destinations
                  1.
                  2.
                  3.
                  4.
                  5.
                  Special Conditions:
=====
```

```
=====
if PRESENTATION
    Next frame name: 38I
    Special conditions:
=====
```

```
=====
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )
  Ans or Fld #      Judgement      Feedback      Spec Cond  N.F.
=====
```

```
=====
if CALCULATION: (fill as necessary)
=====
```

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 38I PRIOR FRAME: 38H

PRESS

PACKAGING

Packaging consists of two parts:

- the inner which is the container that holds the product. Eg., the bottle which contains the drink.
- the outer which is the container in which the product will travel to the retail outlets. This is not normally displayed to the consumer. Eg., cardboard box holding a dozen packets of cornflakes.

=====  
if MENU:                    selections                    destinations  
                          1.  
                          2.  
                          3.  
                          4.  
                          5.  
                          Special Conditions:  
=====

=====  
if PRESENTATION  
                          Next frame name: 38J  
                          Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )  
          Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME:MFPC1    FRAME TYPE: PRES    FRAME NAME: 38JPRIOR    FRAME:38I

PRESS

PRICING

The price of a product is a major determinant of the market for that item. Price will affect the firm's competitive position and its share of the market. As a result, price has considerable bearing on your company's revenue and net profit.

=====  
if MENU:                    selections                    destinations  
                              1.  
                              2.  
                              3.  
                              4.  
                              5.  
                              Special Conditions:

=====  
if PRESENTATION  
                              Next frame name: 38K  
                              Special conditions:

=====  
if QUESTION: (FR or MC)    Max attempts(    )    Max attempts destin. (    )  
                              Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME:MFPC1    FRAME TYPE: PRES    FRAME NAME:38K    PRIOR FRAME:38J

PRESS

DISTRIBUTION

A channel of distribution is the route taken by the TITLE  
of the goods as they move from:

PRODUCER

to MIDDLEPERSON

to CONSUMER

People who help transport the goods but do not play a  
part in the negotiating of the sale. Eg., the  
railways ARE NOT part of the distribution channel.

=====  
if MENU:                    selections                    destinations  
                          1.  
                          2.  
                          3.  
                          4.  
                          5.  
                          Special Conditions:

=====  
if PRESENTATION  
                          Next frame name: 38L  
                          Special conditions:

=====  
if QUESTION: (FR or MC)    Max attempts(    )    Max attempts destin. (    )  
                          Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME:MFPC1    FRAME TYPE: PRES    FRAME NAME: 38LPRIOR    FRAME:38K

PRESS

ADVERTISING AND PROMOTION

Advertising and promotion are different elements of the marketing mix.

Advertising is selling through PRINT or the ELECTRONIC medium, eg., newspapers or television.

Promotion is sponsored communication which does NOT use the media. Such activities would include trade fairs; exhibits; coupons; samples; contests; rebates; and point-of-purchase material.

=====  
if MENU:                    selections                    destinations  
                          1.  
                          2.  
                          3.  
                          4.  
                          5.  
                          Special Conditions:  
=====

=====  
if PRESENTATION  
                          Next frame name: 38M  
                          Special conditions:  
=====

=====  
if QUESTION: (FR or MC)    Max attempts(    )    Max attempts destin. (    )  
  Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCUL]HUSR&<4zupp<}o<ry~yoo}ne5!!  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME:MFPC1      FRAME TYPE: PRES      FRAME NAME: 38MPRIOR      FRAME:38L

PRESS

PREDICTING COMPETITIVE DEVELOPMENTS

Apart from industrial espionage, there is no substitute for a thorough knowledge of your competitor's

- market power
- strengths and weaknesses
- modus operandi

Also, typical industry responses to a particular market condition; for assisting in anticipating future competitor behaviour.

=====

if MENU:	selections	destinations
	1.	
	2.	
	3.	
	4.	
	5.	

Special Conditions:

=====

if PRESENTATION

Next frame name: 37A

Special conditions:

=====

if QUESTION: (FR or MC)	Max attempts( )	Max attempts	destin. ( )
Ans or Fld #	Judgement	Feedback	Spec Cond N.F.

=====

if CALCULATION: (fill as necessary)

=====



INDIVIDUAL LESSON PLAN

LESSON NAME:MFPC1      FRAME TYPE: MENU FRAME NAME: 47 PRIOR FRAME:N/A

-----  
TYPE

Is this the first time you've looked  
at economic analysis?

1. Yes
2. No

-----  
if MENU:                      selections                      destinations  
1.                              1                                      42  
2.                              2                                      47B  
3.  
4.  
5.  
Special Conditions:

-----  
if PRESENTATION  
Next frame name:  
Special conditions:

-----  
if QUESTION: (FR or MC)    Max attempts(    )    Max attempts destin. (    )  
Ans or Fld #                      Judgement                      Feedback                      Spec Cond    N.F.

-----  
if CALCULATION: (fill as necessary)  
-----

INDIVIDUAL LESSON PLAN

LESSON NAME:MFPC1    FRAME TYPE: MENU    FRAME NAME: 48    PRIOR FRAME:N/A

-----  
TYPE

Is this the first time you've  
looked at Company Analysis?

- 1.    Yes
- 2.    No

-----  
=====

if Menu:	selections	destinations
1.	1	43
2.	2	48B
3.		
4.		
5.		

Special Conditions:

-----  
=====

if PRESENTATION

Next frame name:  
Special conditions:

-----  
=====

if QUESTION: (FR or MC)    Max attempts(    )    Max attempts destin. (    )

Ans or Fld #                      Judgement                      Feedback                      Spec Cond    N.F.

-----  
=====

if CALCULATION: (fill as necessary)

-----  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME:MFPC1    FRAME TYPE: MENU    FRAME NAME: 49    PRIOR FRAME:N/A

-----  
TYPE

Is this the first time you have  
looked at Research?

1.    Yes
2.    No

-----  
if MENU:

          selections

          destinations

- |    |   |     |
|----|---|-----|
| 1. | 1 | 44  |
| 2  | 2 | 49B |
| 3. |   |     |
| 4. |   |     |
| 5. |   |     |

Special Conditions:

-----  
if PRESENTATION

Next frame name:

Special conditions:

Special Conditions:

-----  
Special conditions:

-----  
if CALCULATION: (fill as necessary)  
-----

INDIVIDUAL LESSON PLAN

LESSON NAME:MFPC1    FRAME TYPE: PRES    FRAME NAME:41    PRIOR FRAME:N/A

PRESS

GOVERNMENT REGULATIONS

Government regulations and laws influence businesses in a variety of ways:

- laws that regulate business transactions, eg., contracts
- consumer protection; especially as relates to health, packaging, weights and measures
- protection from foreign competition
- protection for employees eg., pay, working conditions and discriminations
- monetary policy, eg., interest rates

if MENU:                      selections                      destinations

1.  
2.  
3.  
4.  
5.  
Special Conditions:

if PRESENTATION

Next frame name: 41A  
Special conditions:

if QUESTION: (FR or MC)    Max attempts(    )    Max attempts destin. (    )

Ans or Fld #                      Judgement                      Feedback                      Spec Cond    N.F.

if CALCULATION: (fill as necessary)

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 42 PRIOR FRAME:N/A

PRESS

ECONOMIC ANALYSIS

Businesses are affected by economic factors through the flow of money.

When the economy is depressed people have less money to spend so sales fall.

If tighter credit restrictions are imposed businesses find it more difficult to expand production.

if MENU:                    selections                    destinations

- 1.
- 2.
- 3.
- 4.
- 5.

Special Conditions:

if PRESENTATION

Next frame name:42A

Special conditions:

if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )

Ans or Fld #	Judgement	Feedback	Spec Cond	N.F.
--------------	-----------	----------	-----------	------

if CALCULATION: (fill as necessary)

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 43 PRIOR FRAME:N/A

PRESS

COMPANY ANALYSIS

In order to build on strengths and minimise weaknesses your organization must first identify what it is. A number of techniques have been developed, such as the Company Capability Profile, to assist in this task.

=====  
if MENU:                    selections                    destinations  
                             1.  
                             2.  
                             3.  
                             4.  
                             5.  
                             Special Conditions:  
=====

=====  
if PRESENTATION  
                             Next frame name: 43A  
                             Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts(    ) Max attempts destin. (    )  
                             Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 43A PRIOR FRAME:43

PRESS

OBJECTIVES

The strategy of any organization is generally based on meeting a hierarchy of:

- purpose
- objectives
- goals

=====  
if MENU:                    selections                    destinations  
                              1.  
                              2.  
                              3.  
                              4.  
                              5.  
                              Special Conditions:

=====  
if PRESENTATION  
                              Next frame name: 43B  
                              Special conditions:

=====  
if QUESTION: (FR or MC) Max attempts(    ) Max attempts destin. (    )  
                              Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME:43B PRIOR FRAME:43A

PRESS

CONFLICTING OBJECTIVES

To achieve the organization's purpose, Company objectives should be adhered to.

If the relevant objectives are explicitly stated in the planning stage of the project then there is less likelihood of conflict between those company objectives and project objectives.

=====  
if MENU:                    selections                    destinations  
                                 1.  
                                 2.  
                                 3.  
                                 4.  
                                 5.  
                                 Special Conditions:  
=====

=====  
if PRESENTATION  
                                 Next frame name: 43C  
                                 Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )  
                                 Ans or Fld #                    Judgement                    Feedback                    Spec Cond                    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====



INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 44 PRIOR FRAME:N/A

PRESS

RESEARCH

Research falls into two categories:

1. Quantitative
2. Qualitative

Quantitative research refers to hard data based on objective facts. For example, the number of men who watch TV between 6-7pm.

Qualitative research is based on evaluating people's emotions and behaviour, such as taste. The data is often more subjectively derived and therefore more prone to error.

=====  
if MENU:                    selections                    destinations  
                              1.  
                              2.  
                              3.  
                              4.  
                              5.  
                              Special Conditions:  
=====

=====  
if PRESENTATION  
                              Next frame name: 44a  
                              Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts(    ) Max attempts destin. (    )  
                              Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1    FRAME TYPE: PRES    FRAME NAME: 45    PRIOR FRAME:N/A

PRESS

CONCLUSIONS AND ASSUMPTIONS

After analysing all the available data it is necessary to state the conclusions you have drawn.

Because you don't have access to all the information it will be necessary for you to fill in the gaps by making assumptions (or estimates).

It is important to list these assumptions (which may be forgotten, or overlooked) so that if a wrong judgement is made, they can be reviewed or revised.

=====

if MENU:	selections	destinations
	1.	
	2.	
	3.	
	4.	
	5.	
	Special Conditions:	

=====

if PRESENTATION

    Next frame name: 45A

    Special conditions:

=====

if QUESTION:	(FR or MC)	Max attempts( )	Max attempts	destin. ( )
Ans or Fld #		Judgement	Feedback	Spec Cond    N.F.

=====

if CALCULATION: (fill as necessary)

=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE:MENU FRAME NAME: 50 PRIOR FRAME:N/A

-----  
TYPE

Is this the first time you've  
looked at Section 2

1. Yes
2. No

-----  
if MENU:                    selections                    destinations  
1.                    1                                    51  
2.                    2                                    50H  
3.  
4.  
5.  
Special Conditions:

-----  
if PRESENTATION  
Next frame name:  
Special conditions:

-----  
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )  
Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.

-----  
if CALCULATION: (fill as necessary)  
-----

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 51 PRIOR FRAME: N/A

PRESS

SECTION TWO

CONSUMER BENEFIT AND MARKET SEGMENT

Overview

This section requires you to draw on the information you analysed in Section One and use to paint a clear picture of your customer's needs.

The consumers are known collectively as a MARKET.

=====

if MENU:	selections	destinations
	1.	
	2.	
	3.	
	4.	
	5.	
	Special Conditions:	

=====

if PRESENTATION

Next frame name: 51a

Special conditions:

=====

if QUESTION:	(FR or MC)	Max attempts( )	Max attempts destin. ( )
Ans or Fld #	Judgement	Feedback	Spec Cond N.F.

=====

if CALCULATION: (fill as necessary)

=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 51A PRIOR FRAME:N/A

PRESS

Let's start defining a

MARKET

A market is a group of people with:

- needs
- purchasing power
- willingness to buy

=====  
if MENU:                    selections                    destinations

- 1.
- 2.
- 3.
- 4.
- 5.

Special Conditions:

=====  
if PRESENTATION

Next frame name: 51B

Special conditions:

=====  
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )  
Ans or Fld #                    Judgement                    Feedback                    Spec Cond                    N.F.

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: MENU FRAME NAME:60 PRIOR FRAME:N/A

PR

Is this the first time you have looked  
at section three?

1 - Yes

2 - No

```
=====
if MENU:           selections           destinations
1. 1               61
2. 2               60A
3.
4.
5.
Special Conditions:
```

```
=====
if PRESENTATION
Next frame name:
Special conditions:
```

```
=====
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )
Ans or Fld #      Judgement      Feedback      Spec Cond  N.F.
```

```
=====
if CALCULATION: (fill as necessary)
=====
```

INDIVIDUAL LESSON PLAN

LESSON NAME:MFPC1 FRAME TYPE: MENU FRAME NAME: 60A PRIOR FRAME:N/A

	TYPE
What would you like to look at now?	
1. Overview objectives	
2. Financial objectives	
3. Marketing objectives	

---

if MENU:	selections	destinations
1.	1	61
2.	2	62
3.	3	63
4.		
5.		
Special Conditions:		

---

if PRESENTATION  
Next frame name:  
Special conditions:

---

if QUESTION:	(FR or MC)	Max attempts( )	Max attempts	destin. ( )
Ans or Fld #	Judgement	Feedback	Spec Cond	N.F.

---

if CALCULATION: (fill as necessary)

---

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: MENU FRAME NAME: 60B PRIOR FRAME:N/A

TYPE

Chose one of the following

1. Another Section
2. Another part of Section Three
3. A deeper look at Finacial Objectives

```
=====
if MENU:                selections                destinations
1.                      1                      17
2.                      2                      60A
3.                      3                      60E
4.
5.
Special Conditions:
```

```
=====
if PRESENTATION
Next frame name:
Special conditions:
```

```
=====
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )
Ans or Fld #           Judgement           Feedback           Spec Cond   N.F.
```

```
=====
if CALCULATION: (fill as necessary)
=====
```



INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: MENU FRAME NAME: 60C PRIOR FRAME:N/A

TYPE

Chose one of the following

1. Another section
2. Another part of Section Three
3. A deeper look at Marketing Objectives

```
=====
if MENU:
    selections      destinations
    1.              1              17
    2.              2              60A
    3.              3              60D
    4.
    5.
Special Conditions:
```

```
=====
if PRESENTATION
    Next frame name:
    Special conditions:
```

```
=====
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )
    Ans or Fld #      Judgement      Feedback      Spec Cond  N.F.
```

```
=====
if CALCULATION: (fill as necessary)
=====
```

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: MENU FRAME NAME: 60D PRIOR FRAME:N/A

TYPE

Which of these would you like to do?

1. Overview Marketing Objectives
2. Trial
3. Repeat
4. Awareness

=====

if MENU:	selections	destinations
1.	1	
2.	2	
3.	3	
4.	4	
5.		

Special Conditions:

=====

if PRESENTATION

Next frame name:

Special conditions:

=====

if QUESTION:	(FR or MC)	Max attempts( )	Max attempts destin. ( )
Ans or Fld #	Judgement	Feedback	Spec Cond N.F.

=====

if CALCULATION: (fill as necessary)

=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: MENU FRAME NAME: 60E PRIOR FRAME:N/A

	TYPE
1. Overview Financial Objectives	
2. Sales/Market Share Objectives	
3. Profitability Objectives	
4. Return on Investment Objectives	

=====  
if MENU:                    selections                    destinations  
                                 1    61  
                                 2  
                                 3  
                                 4  
                                 5  
                                 Special Conditions:  
=====

=====  
if PRESENTATION  
                                 Next frame name:  
                                 Special conditions:  
=====

=====  
if QUESTION: (FR or MC)    Max attempts(    )    Max attempts destin. (    )  
                                 Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: MENU FRAME NAME: 60F PRIOR FRAME:N/A

TYPE

What would you like to do  
now?

1. Another section
2. A deeper look at the objectives

```
=====
if MENU:                selections                destinations
    1.                    1.                        17
    2.                    2.                        60A
    3.
    4.
    5.
Special Conditions:
```

```
=====
if PRESENTATION
    Next frame name:
    Special conditions:
```

```
=====
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )
    Ans or Fld #          Judgement          Feedback          Spec Cond  N.F.
```

```
=====
if CALCULATION: (fill as necessary)
=====
```

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 61 PRIOR FRAME:N/A

PRESS

OVERVIEW OBJECTIVES

Setting objectives serves two important functions:

1. It helps focus the resources of a company in a given direction.
2. It provides a standard by which progress can be measured.

=====  
if MENU:                    selections                    destinations  
                                 1.  
                                 2.  
                                 3.  
                                 4.  
                                 5.  
                                 Special Conditions:  
=====

=====  
if PRESENTATION  
                                 Next frame name: 61A  
                                 Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts(    ) Max attempts destin. (    )  
                                 Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 61A PRIOR FRAME:61

PRESS

CONFLICTING OBJECTIVES

Care should be taken that objectives do not conflict. For example, the objectives of an international petroleum company were:

1. Emphasise the search for gas and oil in North Africa.
2. Build up the oil and gas business outside the United States.
3. Became a factor in the chemical business.
4. Achieve a growth in earnings of 8-10% p.a.
5. Reach a return of 10% on investment a.s.a.p.
6. Compare favourably with other companies in the business of achieving trad. industry indicies.

=====  
if MENU:                    selections                    destinations  
                                 1.  
                                 2.  
                                 3.  
                                 4.  
                                 5.  
                                 Special Conditions:  
=====

=====  
if PRESENTATION  
                                 Next frame name: 61B  
                                 Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts(    ) Max attempts destin. (    )  
                                 Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

## INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 61B PRIOR FRAME:61A

PRESS

While they sound reasonable, a closer look reveals that they are conflicting the first three growth objectives

- search for oil
- build up oil and gas business
- enter chemical business

The next two are profit oriented goals:

- achieve a growth in earnings
- reach 10% on investment

All these can not be achieved simultaneously

```
=====
if MENU:           selections           destinations
    1.
    2.
    3.
    4.
    5.
    Special Conditions:
=====
```

```
=====
if PRESENTATION
    Next frame name: 61C
    Special conditions:
=====
```

```
=====
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )
    Ans or Fld #           Judgement           Feedback           Spec Cond   N.F.
=====
```

```
=====
if CALCULATION: (fill as necessary)
=====
```

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE:PRESS FRAME NAME: 61C PRIOR FRAME:61B

PRESS

To maximise total revenue  
the firm should operate at  
Q4, but this would be to make  
loss. To maximise profits,  
operate at Q2

```
=====
if MENU:                selections                destinations
    1.
    2.
    3.
    4.
    5.
    Special Conditions:
```

```
=====
if PRESENTATION
    Next frame name: 61D
    Special conditions:
```

```
=====
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )
    Ans or Fld #      Judgement      Feedback      Spec Cond  N.F.
```

```
=====
if CALCULATION: (fill as necessary)
=====
```



INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 61D PRIOR FRAME:61C

PRESS

Making Trade-Offs

Once objectives have been defined it becomes necessary to make trade-offs in choosing among conflicting. The graph just shown illustrates the need to compromise between long-run growth and short-term profitability.

=====  
if MENU:                    selections                    destinations  
                          1.  
                          2.  
                          3.  
                          4.  
                          5.  
                          Special Conditions:  
=====

=====  
if PRESENTATION  
                          Next frame name: 61E  
                          Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts(    ) Max attempts destin. (    )  
                          Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MC1      FRAME TYPE: PRES    FRAME NAME: 61E    PRIOR FRAME:61D

PRESS

Two types of objectives are important to the MPFC

- financial
- marketing

Financial Objectives

1. Sales/market share

An important aspect of stating these objectives is that in addition to being a statement about company sales they are an expression of how well the company expects to do compared with other businesses in the industry.

=====  
if MENU:                    selections                    destinations  
                              1.  
                              2.  
                              3.  
                              4.  
                              5.  
                              Special Conditions:  
=====

=====  
if PRESENTATION  
                              Next frame name: 61F  
                              Special conditions:  
=====

=====  
if QUESTION: (FR or MC)    Max attempts(    )    Max attempts destin. (    )  
                              Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 61F PRIOR FRAME:61E

PRESS

Profitability Objective

Profits are limited by the cost of production on the one hand and by the marketability of the product on the other. Profit maximization therefore entails the most efficient allocation of resources by management. The financial measures of these are:

Gross profit margin  
and  
Net profit margin

=====  
if MENU:                    selections                    destinations  
                  1.  
                  2.  
                  3.  
                  4.  
                  5.  
                  Special Conditions:  
=====

=====  
if PRESENTATION  
                  Next frame name: 61G  
                  Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts(    ) Max attempts destin. (    )  
                  Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 61G PRIOR FRAME:61F

PRESS

Return on Investment

This is the ratio of income per period of average investment for that period.

The important consideration here is whether the ANTICIPATED return on INVESTMENT for the particular project is equal to or higher than returns available from other sources.

If you can get a higher interest from putting your money in the bank-you should consider whether other benefits justify continuing present investment strategy.

=====  
if MENU:                    selections                    destinations  
                  1.  
                  2.  
                  3.  
                  4.  
                  5.  
                  Special Conditions:  
=====

=====  
if PRESENTATION  
                  Next frame name: 61H  
                  Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts(    ) Max attempts destin. (    )  
                  Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 61H PRIOR FRAME:61G

PRESS

Marketing Objectives

The ultimate aim of marketing is to persuade consumers to become loyal buyers of your product. However, this buying behaviour is the final stage of a chain.

First, you must make consumers AWARE of your product.  
Second, you must get them to TRIAL it.  
Third, they must be persuaded to REPEAT their purchase.

=====

if MENU:	selections	destinations
	1.	
	2.	
	3.	
	4.	
	5.	
	Special Conditions:	

=====

if PRESENTATION  
Next frame name:60F  
Special conditions:

=====

if QUESTION:	(FR or MC)	Max attempts( )	Max attempts	destin. ( )
Ans or Fld #	Judgement	Feedback	Spec Cond	N.F.

=====

if CALCULATION: (fill as necessary)

=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: MENU FRAME NAME: 70A PRIOR FRAME:N/A

TYPE

What would you like to look at?

1. Overview of marketing strategy.
2. Product positioning
3. Market demand
4. Promotional strategy
5. Communication strategy
6. Broad image
7. Budget
8. Marketing research

```
=====
if MENU:
    selections          destinations
    1.      1           71
    2.      2           72
    3.      3           73
    4.      4           74
    5.      5           75
    Special Conditions:
```

```
=====
if PRESENTATION
    Next frame name:
    Special conditions:
```

```
=====
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )
    Ans or Fld #      Judgement      Feedback      Spec Cond  N.F.
```

```
=====
if CALCULATION: (fill as necessary)
=====
```

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 71 PRIOR FRAME:N/A

PRESS

MARKETING STRATEGY OVERVIEW

Strategy, as opposed to tactics, is concerned with making broad plans about ways in which a company intends to reach its marketing objectives. Tactics, which are expressed in Section Five are the specific details of the strategic plan.

=====  
if MENU:                    selections                    destinations  
                          1.  
                          2.  
                          3.  
                          4.  
                          5.  
                          Special Conditions:  
=====

=====  
if PRESENTATION  
                          Next frame name: 71A  
                          Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )  
                          Ans or Fld #                    Judgement                    Feedback                    Spec Cond                    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 71A PRIOR FRAME:N/A

PRESS

PRODUCT POSITIONING

A product position is the image the product projects in relation to:

1. Competitive products
2. Other products marketed by the company.

=====  
if MENU:                    selections                    destinations  
                          1.  
                          2.  
                          3.  
                          4.  
                          5.  
                          Special Conditions:  
=====

=====  
if PRESENTATION  
                          Next frame name: 71B  
                          Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts(    ) Max attempts destin. (    )  
                          Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====



INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 71B PRIOR FRAME:N/A

PRESS

FOR EXAMPLE

An example of how soft drinks might be positioned against each other

=====  
if MENU:                    selections                    destinations  
                                 1.  
                                 2.  
                                 3.  
                                 4.  
                                 5.  
                                 Special Conditions:  
=====

=====  
if PRESENTATION  
                                 Next frame name:71C  
                                 Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )  
                                 Ans or Fld #                    Judgement                    Feedback                    Spec Cond                    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 71C PRIOR FRAME:N/A

PRESS

MARKET DEMAND

The company must decide whether it will focus its marketing attention on trying to increase consumer buying of:

- a class of product (i.e., PRIMARY DEMAND, such as Yoghurt
- a broad of product (i.e., SECONDARY DEMAND, such as Yoplait

=====

if MENU:	selections	destinations
	1.	
	2.	
	3.	
	4.	
	5.	
	Special Conditions:	

=====

if PRESENTATION  
Next frame name: 71D  
Special conditions:

=====

if QUESTION: (FR or MC)	Max attempts( )	Max attempts	destin. ( )
Ans or Fld #	Judgement	Feedback	Spec Cond N.F.

=====

if CALCULATION: (fill as necessary)

=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 71D PRIOR FRAME:N/A

PRESS

PROMOTIONAL STRATEGY

The company can promote its product:-

- by enthusing people in the distribution chain and relying on them to pass their enthusiasm on to the next link, down to the final consumer; a PUSH strategy.

or

- concentrate on stimulating interest in the consumer and allowing the demand to PULL the goods through the distribution channels.

=====

if MENU:	selections	destinations
	1.	
	2.	
	3.	
	4.	
	5.	
	Special Conditions:	

=====

if PRESENTATION  
Next frame name:71E  
Special conditions:

=====

if QUESTION: (FR or MC)	Max attempts( )	Max attempts	destin. ( )
Ans or Fld #	Judgement	Feedback	Spec Cond N.F.

=====

if CALCULATION: (fill as necessary)

=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRESFRAME NAME:71E PRIOR FRAME:N/A

PRESS

COMMUNICATION STRATEGY

The theme is the main idea or message that you want to convey about your product.

For Example:

KENTUCKY FRIED: "Finger Linking Good"  
TOYOTA: "You're so right"

This theme should be reflected in packaging, advertising, promotion, publications and merchandising materials

=====  
if MENU:                    selections                    destinations  
                          1.  
                          2.  
                          3.  
                          4.  
                          5.  
                          Special Conditions:  
=====

=====  
if PRESENTATION  
                          Next frame name: 71F  
                          Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts(    ) Max attempts destin. (    )  
                          Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 71F PRIOR FRAME:N/A

PRESS

BRAND IMAGES

A product's image is the way that consumer's "see" it.

For example:

Appeltizer is seen as a sophisticated substitute for alcohol.

AIM is seen as a tooth paste that is serious about preventing tooth decay.

McLEAN'S is seen as a tooth whitener

=====  
if MENU:                    selections                    destinations  
                          1.  
                          2.  
                          3.  
                          4.  
                          5.  
                          Special Conditions:  
=====

=====  
if PRESENTATION  
                          Next frame name: 71G  
                          Special conditions:  
=====

=====  
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )  
                          Ans or Fld #                    Judgement                    Feedback                    Spec Cond                    N.F.  
=====

=====  
if CALCULATION: (fill as necessary)  
=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 71G PRIOR FRAME:N/A

PRESS

BUDGET

Too often the budget allowance for marketing programmes is based on the "afford" method, i.e.,

"How much can we afford? what shall we spend it on?"

The problem with this method is that the amount decided upon bears no relation to the marketing need.

More realistically, you should be asking,

"What marketing goals do you want to achieve?"

"How much do we need to get there?"

=====

if MENU:	selections	destinations
	1.	
	2	
	3.	
	4.	
	5.	
	Special Conditions:	

=====

if PRESENTATION

Next frame name: 71H

Special conditions:

=====

if QUESTION:	(FR or MC)	Max attempts( )	Max attempts destin. ( )
Ans or Fld #	Judgement	Feedback	Spec Cond N.F.

=====

if CALCULATION: (fill as necessary)

=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1    FRAME TYPE: PES    FRAME NAME: 71H    PRIOR FRAME: N/A

PRESS

MARKETING RESEARCH

One of the consequences of writing down available information on a plan like the MFPC is the realization of how little there is, and what the gaps in data are.

This affords the company which is able to have the opportunity of having relevant market research conducted.

=====

if MENU:	selections	destinations
	1.	
	2.	
	3.	
	4.	
	5.	
	Special Conditions:	

=====

if PRESENTATION  
Next frame name: 71I  
Special conditions:

=====

if QUESTION:	(FR or MC)	Max attempts( )	Max attempts	destin. ( )
Ans or Fld #	Judgement	Feedback	Spec Cond	N.F.

=====

if CALCULATION: (fill as necessary)

=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 71I PRIOR FRAME:N/A

PRESS

AUDITING

=====  
if MENU:                    selections                    destinations  
                          1.  
                          2.  
                          3.  
                          4.  
                          5.  
                          Special Conditions:

=====  
if PRESENTATION  
                          Next frame name:  
                          Special conditions:

=====  
if QUESTION: (FR or MC) Max attempts(    ) Max attempts destin. (    )  
                          Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.

=====  
if CALCULATION: (fill as necessary)

=====



INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE:MENU FRAME NAME: 80 PRIOR FRAME:N/A

PRESS

Is this the first time you have looked  
at Section Five?

1. Yes
2. No

```
=====
if MENU:           selections           destinations
1.                 1                   81
2.                 2                   80A
3.
4.
5.
Special Conditions:
```

```
=====
if PRESENTATION
Next frame name:
Special conditions:
```

```
=====
if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )
Ans or Fld #           Judgement           Feedback           Spec Cond   N.F.
```

```
=====
if CALCULATION: (fill as necessary)
=====
```

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: MENU FRAME NAME: 80A PRIOR FRAME:N/A

	TYPE
Choose one of the following:	
1. Overview of the marketing mix	
2. Product/Product Name	
3. Packaging	
4. Pricing	
5. distribution	
6. Advertising-Media/Copy strategy	
7. Merchandising	
8. Consumer promotion	
9. Public relations	
10. Selling	
11. Credit	
12. Legal	

if MENU:	selections	destinations
1.	1	81
2	2	82
3.	3	83
4.	4	84
5.	5	85
6.	6	86
7.	7	87
8.	8.	88
9.	9.	89
10.	10	90
11.	11	91
12.	12	92

if PRESENTATION  
 Next frame name:  
 Special conditions:

if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )  
 Ans or Fld # Judgement Feedback Spec Cond N.F.

if CALCULATION: (fill as necessary)

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 81 PRIOR FRAME:N/A

PRESS

MARKETING MIX OVERVIEW

Marketing mix is a set of controllable variables that your firm will blend to produce the response it wants from the target market.

=====

if MENU:	selections	destinations
	1.	
	2.	
	3.	
	4.	
	5.	
	Special Conditions:	

=====

if PRESENTATION  
Next frame name: 81A  
Special conditions:

=====

if QUESTION:	(FR or MC)	Max attempts( )	Max attempts	destin. ( )
Ans or Fld #	Judgement	Feedback	Spec Cond	N.F.

=====

if CALCULATION: (fill as necessary)

=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 81A PRIOR FRAME:81

PRESS

THE FOUR P's

The marketing mix consists of everything your firm can do to influence the demand for its product. The many possibilities can be collected into four groups of variables known as the four "P's".

1. Product
2. Price
3. Place
4. Promotion

=====

if MENU:	selections	destinations
	1.	
	2.	
	3.	
	4.	
	5.	
	Special Conditions:	

=====

if PRESENTATION  
Next frame name: 81C  
Special conditions:

=====

if QUESTION:	(FR or MC)	Max attempts(	)	Max attempts	destin. (	)
Ans or Fld #	Judgement	Feedback	Spec Cond	N.F.		

=====

if CALCULATION: (fill as necessary)

=====

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 81B PRIOR FRAME:81C

PRESS

FINDING THE RIGHT RECIPE

The four ingredients in the mix are inter-related. The decisions in one area usually affect decisions in others.

The aim is to seek to combine the four elements, or mix, that will lead to the optimum SYNERGISTIC results.

Definition:

Synergistic - the combination such that each element enhances the others so that the total effect is greater than the sum of the parts.

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if MENU:                    selections                    destinations  
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if QUESTION: (FR or MC) Max attempts(    ) Max attempts destin. (    )  
                          Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
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if CALCULATION: (fill as necessary)  
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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 81C PRIOR FRAME: 81A

PRESS

THE FOUR P's for the  
Marketing Mix

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if MENU:           selections           destinations
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                  Special Conditions:
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    Special conditions:
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if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )
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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 81D PRIOR FRAME:81B

PRESS

THE PRODUCT

"Product" stands for the "goods and services" combination that the company offers the target market

For example:

Helene Curtis's new pain relief product might consist of 50 white tablets packaged in a dark green bottle with a child-proof cap and a shelf-life of three years, bearing the brand-name "Relief" and offered with a money-back guarantee if the customer is not satisfied.

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if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )  
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if CALCULATION: (fill as necessary)  
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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 81E PRIOR FRAME: 81D

PRESS

THE PRICE

"Price" stands for the amount of money that consumers have to pay to obtain the product.

For example:

Helene Curtis suggests retail and wholesale prices, discounts, allowances, and credit terms. Its "price" has to be commensurate with the perceived value of the offer, or else consumers will turn to competitors for their purchase.

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if MENU:                    selections                    destinations  
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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 81F PRIOR FRAME: 81E

PRESS

THE PLACE

"Place" stands for the various activities undertaken by the company to make the product accessible and available to target consumers.

For Example:

The Helene Curtis chooses wholesalers and retailers, motivates them to give the product good attention and exposure, check on stock, and arranges efficient transportation and storage of the product.

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if MENU:                    selections                    destinations  
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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 81G PRIOR FRAME: 81F

PRESS

PROMOTION

"Promotion" stands for the various activities undertaken by the company to communicate the merits of its products and to persuade target customers to buy it.

For example:

Thus, Helene Curtis buys advertising, employs sales people and sets up sales promotions and arranges publicity for the products

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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 82 PRIOR FRAME:N/A

PRESS

PRODUCT/PRODUCT NAME

What is a product?

A PRODUCT is anything tha can be offered to a market for attention, acquisition, use or consumption tha might satisfy a want or a need. It includes physical objects, services, persons, places, organizations and ideas.

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                                 3.  
                                 4.  
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                                 Special conditions:  
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if CALCULATION: (fill as necessary)  
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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 82A PRIOR FRAME: N/A

PRESS

THE THREE LEVELS OF A PRODUCT

In developing a product, the product planner needs to think about the product on three levels.

LEVEL ONE:

This answers the question.

What is the consumer really buying?

Every product is really the packaging of a problem-solving service.

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if QUESTION: (FR or MC) Max attempts(    ) Max attempts destin. (    )  
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if CALCULATION: (fill as necessary)  
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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1    FRAME TYPE: PRES    FRAME NAME:82B    PRIOR FRAME:N/A

PRESS

FOR EXAMPLE:

A woman buying lipstick is not simply buying lip colour.

REVLON - "In the factory we make cosmetics - in the store we sell hope".

ELMER WHEELER (salesman) - "Don't sell the steak, sell the sizzle".

The marketer's job is to uncover the needs underlying every product and to sell BENEFITS, not features.

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if CALCULATION: (fill as necessary)  
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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 82C PRIOR FRAME: 82B

PRESS

LEVEL TWO: THE TANGIBLE PRODUCT

The product planner has to turn the core product into a tangible product.

For example:

Lipstick, computers, educational seminars and political candidates are all tangible products.

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if MENU:                    selections                    destinations  
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if CALCULATION: (fill as necessary)  
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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 82D PRIOR FRAME:82C

PRESS

CHARACTERISTICS OF TANGIBLE PRODUCTS

Tangible products may have as many as five characteristics:

1. A quality level
2. Features
3. Styling
4. A brand name
5. Packaging

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    Special Conditions:
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    Special conditions:
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if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )
    Ans or Fld #           Judgement           Feedback           Spec Cond   N.F.
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if CALCULATION: (fill as necessary)
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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 82E PRIOR FRAME:82D

PRESS

LEVEL THREE: THE AUGMENTED PRODUCT

Finally, additional services and benefits may be offered that make up the augmented product.

For example:

AVONS's augmented product includes personal attention, delivery, money-back guarantees, etc.

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if MENU:                    selections                    destinations

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- 3.
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Special Conditions:

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if PRESENTATION

Next frame name: 82F

Special conditions:

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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME:82F PRIOR FRAME:82E

THE AUGMENTED PRODUCT

PRESS

To augment a product it is necessary to look at the buyer's total consumption system.

"The way a purchase of a product performs the total task of whatever it is that s/he is trying to accomplish when using the product".

It is not what they produce in the factory, but what is added to the factory output in the form of packaging services, customer advice, financing, delivery arrangements, warehousing and other things that people value.

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if CALCULATION: (fill as necessary)  
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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 82G PRIOR FRAME:82F

PRESS

THREE LEVELS OF PRODUCT

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if MENU:

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- 4.
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Special Conditions:

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if PRESENTATION

Next frame name: 82H

Special conditions:

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if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )  
Ans or Fld # Judgement Feedback Spec Cond N.F.

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if CALCULATION: (fill as necessary)  
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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 82H PRIOR FRAME:82G

PRESS

PRODUCT NAME

BRAND NAME

The brand name is that part of a brand that can be vocalised (as opposed to symbolised)

For example: AVON, McDONALDS, EUROPA

Branding can add value to a product. The discipline of writing out the rationale behind the name will help reveal weaknesses in the logical process that leads to the adoption of it

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if CALCULATION: (fill as necessary)  
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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1    FRAME TYPE: PRES    FRAME NAME: 83    PRIOR FRAME:N/A/

PRESS

PACKAGING OVERVIEW

Many physical products offered to the market have to be packaged. Packaging can have a minor role (e.g., inexpensive hardware items), or a major role (e.g., cosmetics).

Some packages such as Coca Cola bottle and the L'egg's container have become world famous.

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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 83A PRIOR FRAME:N/A

PRESS

INDIVIDUAL PACKAGE

For each individual package you need to decide:

What are your objectives?

Primarily; protective, decorative, useful, etc.?

What is your strategy?

To have a package that fits easily into supermarket shelves?

A package that makes product use easier, eg., carton with a lip.

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if CALCULATION: (fill as necessary)  
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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 83B PRIOR FRAME:83A

PRESS

INNER

The package inner is the container that encloses the tangible product.

For example:

The bottle containing Old Spice After Shave, or an egg carton.

You need to be able to make decisions about:

- what the inner will do for the product
- how it will achieve this
- what the cost objectives are

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if CALCULATION: (fill as necessary)  
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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 83C PRIOR FRAME:83B

PRESS

THE OUTER PACKAGE

The package outer is the packaging that is primarily used for storage, identification and transportation.

In addition it can have advertising or display functions.

For example:

The corrugated cardboard box carrying a dozen packets of biscuits.

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if MENU:                    selections                    destinations  
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                          Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 84 PRIOR FRAME:N/A

PRESS

PRICING OVERVIEW

The company first has to decide what it wants to achieve with a particular product. If the company has selected its target market and market positioning carefully, then its marketing mix strategy, including price, will be fairly straight forward.

For example:

If the Easy Rider Motor Company wants to produce a luxurious mobile home for the affluent customer segment, this implies charging a high price

The pricing strategy is largely determined by the prior decision of market positioning.

if MENU:

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Special Conditions:

if PRESENTATION

Next frame name: 84A

Special conditions:

if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )  
Ans or Fld # Judgement Feedback Spec Cond N.F.

if CALCULATION: (fill as necessary)



INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 84A PRIOR FRAME:N/A

PRESS

ADDITIONAL PRICING OBJECTIVES

At the same time, the company may pursue additional objectives. The clearer a firm is about its objectives, the easier it is to set a price.

Examples of common objectives

1. Survival
2. Current profit maximisation
3. Market share maximisation
4. Product quality leadership

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if QUESTION: (FR or MC) Max attempts(    ) Max attempts destin. (    )  
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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 85 PRIOR FRAME:N/A

PRESS

DISTRIBUTION OVERVIEW

Most producers work with intermediaries to bring their product to market. These people or firms take the TITLE, or assist in transferring the title, to a good or service as it moves from producer to consumer.

For example:

manufacturer

retailer

wholesaler

consumer

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if MENU:                    selections                    destinations

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Special Conditions:

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if PRESENTATION

Next frame name: 85A

Special conditions:

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if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )  
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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 85A PRIOR FRAME:N/A

PRESS

ALTERNATIVE CHANNELS

The company must first decide what its distribution objectives are.

For example:

Nation-wide mass distribution. Exclusive outlets, etc.

The objectives are reached by employing the appropriate strategies. Choosing the right channel necessitates asking:

1. What type of business intermediaries to employ?
2. How many intermediaries?
3. What the terms & responsibilities of each channel participant are.

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Next frame name: 80B

Special conditions:

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if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )  
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if CALCULATION: (fill as necessary)  
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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 86 PRIOR FRAME:N/A

PRESS

CONSUMER ADVERTISING - MEDIA & COPY  
STRATEGY

OVERVIEW

Advertising is any controlled form of non-personal presentation and promotion of ideas, goods or services by an identified sponsor that is used to inform, persuade the selected market.

Two important decision areas are

THE MEDIA TO BE USED AND THE COPY  
STRATEGY USED

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                                 Next frame name: 86A  
                                 Special conditions:  
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                                 Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
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if CALCULATION: (fill as necessary)  
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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 86A PRIOR FRAME:N/A

PRESS

MEDIA

Media are the advertising vehicles that are used for the delivery of the advertising message.

For example:

Radio, newspapers, magazines.

The goal of the advertiser is to reach the greatest number within the target market at the lowest cost.

What are the source factors to consider in comparison with the various media resources?

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if MENU:                    selections                    destinations  
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                              Ans or Fld #                    Judgement                    Feedback                    Spec Cond    N.F.  
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if CALCULATION: (fill as necessary)  
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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 86B PRIOR FRAME:N/A

PRESS

FACTORS IN MEDIA SELECTION

other advertising		target market
directory advertising		advertising
direct mail advertising		objectives
radio advertising		cost
point-of-purchase		ad by competitors
outdoor advertising	USE DEPENDS	media selectivity
newspaper advertising	ON	media availability
magazine advertising		media flexibility
transit advertising		media acceptance
screen advertising		media benefits
television advertising		

if MENU:                      selections                      destinations

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- 2.
- 3.
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Special Conditions:

if PRESENTATION

Next frame name: 86C

Special conditions:

if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )  
Ans or Fld #                      Judgement                      Feedback                      Spec Cond                      N.F.

if CALCULATION: (fill as necessary)

INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 86C PRIOR FRAME:86B

PRESS

COPY STRATEGY

"Copy" is the content material of an advertisement.

The aim of good copy-writing is AIDA.

A-ttention to product is seen

I-interest - it holds consumer interest

D-esire - created desire for the product

A-ction - stimulates buying action

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if MENU:           selections           destinations
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if PRESENTATION
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if QUESTION: (FR or MC) Max attempts( ) Max attempts destin. ( )
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if CALCULATION: (fill as necessary)
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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 87 PRIOR FRAME:N/A

PRESS

MERCHANDISING - OVERVIEW

Merchandising is all the activities associated with having

- the right goods at
- the right place at
- the right time

For example

In 1875 a stockroom boy called F.W. Woolworth suggested arranging the merchandise so that customers could see and handle it.

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if MENU:                    selections                    destinations  
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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 87A PRIOR FRAME:87

PRESS

COMMUNICATION

Communication with consumers, vendors and other branch stories is an essential element of merchandising. Rapid changes in consumer tastes must be detected to avoid overstocking and costly price markdowns.

Rapid communication between branches is needed to shift inventory to the areas of highest demand.

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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 87B PRIOR FRAME:N/A

PRESS

TIMING

Timing is important in the pricing element of merchandising strategy. Taking the market down too soon foregoes profit. An insufficient markdown or one taken too late may fail to clear the inventory in time for new stock. Investment and space charges increase causing a need to reduce much heavier markdowns.

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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME:88 PRIOR FRAME:N/A

PRESS

CONSUMER PROMOTION-OVERVIEW

Consumer promotion consists of a wide variety of promotional tools designed to stimulate earlier and stronger market responses. These tools include:

- samples
- coupons
- money-refund offers
- prices-off

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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 88A PRIOR FRAME:N/A

PRESS

PROMOTION OBJECTIVES

Consumer promotion objectives are derived from marketing communication objectives which are derived from product objectives.

For example:

- encourage more usage and purchase of larger size units.
- building trial among non-users.
- attracting competitor's brand users.

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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 89 PRIOR FRAME:N/A

PRESS

PUBLIC RELATIONS OVERVIEW

Public relations is the management function that evaluates public attitudes, identifies the policies and procedures of an individual or organization with the public interest, and plans and executes a programme of action to earn public understanding.

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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 89A PRIOR FRAME:89B

PRESS

PUBLICITY

An important aspect of public relations is publicity. This involves "securing editorial space, as divorced from paid space, in all media read, viewed, or heard by a company's customers or prospects, for the specific purpose of assisting in the meeting of sales goals".

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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE:pres FRAME NAME: 89B PRIOR FRAME:89

PRESS

PUBLIC RELATION TOOLS

1. Press Relations  
The aim of press relations is to place newsworthy information in the news media to attract attention to a person, product or service.
2. Product Publicity  
This involves various efforts to publicise specific products.
3. Corporate Communications  
This activity covers internal and external communications to promote understanding of the institution.

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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 89C PRIOR FRAME:89A

PRESS

FOR EXAMPLE

The wine growers of California hired a public relations firm to develop a publicity programme to support two major marketing objectives:

1. Convince Americans that drinking wine is a pleasurable part of good living.
2. Improve the image and market share of Californian wines among all wines.

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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 89D PRIOR FRAME:N/A

PRESS

THE FOLLOWING PUBLICITY OBJECTIVES WERE ESTABLISHED:

1. Develop magazine stories about wine and get them placed in top magazines (TIME, HOUSE BEAUTIFUL) and in newspapers (food columns, feature sections).
2. Develop stories about wines - many health values and direct them to the medical profession.
3. Develop specific publicity for the young adult market, government bodies, and various ethnic groups.

These objectives were fashioned into specific goals so that they could be evaluated.

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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1    FRAME TYPE: PRES    FRAME NAME: 90    PRIOR FRAME:N/A

PRESS

SELLING OVERVIEW

Personal selling is oral presentation in a conversation with one or more prospective purchasers for the purpose of making a sale.

This form of selling is most effective at certain stages of the building process, particularly building up buyer's preferences, convictions and action. This is because selling has three distinctive qualities:

- personal confrontation
- cultivation
- response

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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 90A PRIOR FRAME:90

PRESS

QUALITIES OF PERSONAL SELLING

1. PERSONAL CONFRONTATION

Personal selling involves an alive, immediate and interactive relationship between two or more persons. Each party is able to observe each other's needs and characteristics at close hand and make immediate adjustments.

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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 90B PRIOR FRAME:90A

PRESS

2. CULTIVATION

Personal selling permit all kinds of relationships to spring up, ranging from a "matter-of-fact" relationship to a deep personal friendship. The effective sales representative will normally keep the customer's interest at heart if s/he wants a long-run relationship

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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 90C PRIOR FRAME:90B

PRESS

3. RESPONSE

Personal selling makes a buyer feel under some obligation for having listened to the sales talk. The buyer has a greater need to attend and respond, even if the response is a polite "Thank you..."

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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 91 PRIOR FRAME:N/A

PRESS

CREDIT OVERVIEW

No business concern wants to sell on credit to a customer who will prove unable or unwilling to pay his/her accounts. Therefore, most businesses establish a credit department which is responsible for making decisions on the credit worthiness of each prospective customer. The credit department investigates the credit paying ability and credit record of each new customer and determines the maximum amount of credit to be extended.

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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 91A PRIOR FRAME:91

PRESS

INVESTIGATING CREDIT WORTHINESS

If the prospective customer is a business concern, such as a retail store, the financial statements of the shop will be obtained and analysed to determine its financial condition and the trend of operating results. It is always better to rely upon the financial statements that have been audited by independent public accountants.

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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 91B PRIOR FRAME:91A

PRESS

COLLECTING CREDIT DATA

Regardless of whether or not the prospective customer is a business concern or an individual, the investigation by the credit department may include the need to obtain a report from a credit agency.

A credit agency compiles credit data on individuals and business concerns and distributes this information on to its clients. Most business concerns that have a large turnover financed by credit find it worthwhile to subscribe to a credit agency.

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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 91C PRIOR FRAME:91B

PRESS

LOSSES FROM BAD DEBTS

Inevitable, some debts will prove uncontrollable. Regardless of how thoroughly the credit department investigates the prospective customers, some credit losses will arise as a result of errors of judgement, or because of unanticipated developments.

Infact, a limited amount of credit loss is evidence of a sound credit policy. If the credit department is too cautious and conservative in raing customers, it might avoid all credit losses, but in doing so, loose profitable business by rejecting many acceptable accounts.

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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 92 PRIOR FRAME:N/A

PRESS

LEGAL CONSIDERATIONS-OVERVIEW

CENTRAL GOVERNMENT

Businesses must operate within the constraints of the Law. Numerous laws define how businesses should be set up, operate and terminate. It is the responsibility of each concern to be familiar with, and conform to the applicable legal requirements.

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INDIVIDUAL LESSON PLAN

LESSON NAME: MFPC1 FRAME TYPE: PRES FRAME NAME: 92A PRIOR FRAME:90

PRESS

CONTRACTS

An important area requiring legal compliance is that of contracts. The law relating to contracts ensure that agreements between one party and the other are enforceable. Transactions such as hire purchase agreements, leasing agreements, and everyday buying and selling are regulated by a legal procedure that makes it clear how business should be conducted.

Similarly, procedures relating to commerical enterprises including partnerships, limited liability companies, etc., are set down in appropriate company law enactments.

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