

Contextualized Learning Activities (CLAs)

This learning activity is based on the Arts and Culture SHSM; however, it can be adapted to suit any of the majors or regular classroom curriculum.

Contact Information	
Board	Waterloo Catholic District School Board
Development date	July 2009
Contact person	Mark Temple, Bobbi Bester
Position	Teachers
Phone	519-578-3660
Fax	519-578-5291
E-mail	mark.temple@wcdsb.ca bobbilou.bester@wcdsb.ca

Specialist High Skills Major	<i>Arts and Culture</i>
Course code and course title	<i>BMI 3C – Introduction to Marketing</i>
Name of contextualized learning activity/activities	<i>Differentiation and Positioning for the Arts and Culture Industry</i>
Brief description of contextualized learning activity/activities	<i>Students will apply critical and creative thinking techniques for a complete understanding the importance of positioning in the hospitality and tourism industry. Students will select a sector within the Arts and Culture field (Art, Music, Dance and Drama) of interest and analyze the positioning of current businesses in that field. Once students have understood the current competitive environment they will create a business to fill an existing gap.</i>
Duration	<i>9 hours (includes 3 class periods for the final assignment which should be changed based on student strength)</i>
Overall expectations	<i>MFV.2 explain how marketing influences consumers and competition; MMV.1 explain the stages of product development;</i>

<p>Specific expectations</p>	<p>- explain the importance of branding in product positioning; - using consumer profiles, explain how products are positioned in various market segments (egg. socio-economic groups, specific ethnocultural groups, groups with specific lifestyles);</p>
<p>Catholic graduate expectations (if applicable)</p>	<p>CGE2b -reads, understands and uses written materials effectively; CGE2d -writes and speaks fluently one or both of Canada’s official languages; CGE3b -creates, adapts, evaluates new ideas in light of the common good; CGE3c -thinks reflectively and creatively to evaluate situations and solve problems; CGE5a -works effectively as an interdependent team member;</p>
<p>Essential Skills and work habits</p>	<p><u>Essential Skills</u></p> <ul style="list-style-type: none"> ✓ Reading Text ✓ Writing ✓ Computer Use <p><u>Numeracy</u></p> <ul style="list-style-type: none"> ✓ Data Analysis: <p><u>Thinking Skills</u></p> <ul style="list-style-type: none"> ✓ Job Task Planning and Organizing ✓ Decision Making ✓ Problem Solving . ✓ Finding Information <p><u>Work habits</u></p> <ul style="list-style-type: none"> ✓ Teamwork ✓ Reliability ✓ Organization ✓ Initiative ✓ Entrepreneurship

Instructional/Assessment Strategies

Teacher's notes

Students should have previous knowledge of consumer profiles (Demographics, Geographics and Psychographics). Teacher should refresh their knowledge of utility and positioning in regards to products and services. The teacher should book a computer lab or Library/Resource Centre to allow students to do research on the final project. Prior to instruction, the teacher should try to book a guest speaker to wrap up the learning.

Appendices attached

Context

1. Teacher begins instruction on product differentiation by bringing in examples of competing products with obvious differences (i.e. Kit Kat vs. Cote D'or chocolate bars). Begin class discussion on similarities and differences.
2. Introduce the concept of utility (form, possession, time, information and place). A handout is provided in [Appendix A](#), but can be adjusted according to the teaching/learning styles.
3. Teacher should formatively assess student knowledge of utilities through an application exercise, [Appendix B](#).
4. Students will learn how various competing businesses position themselves in the marketing environment. Refer to the PowerPoint slideshow on positioning for a possible teaching tool (saved separately as Appendix C). Students can complete the fill in the blank note template during instruction – [Appendix D](#).
5. Formatively assess student understanding of positional mapping through class activity. [Appendix E](#)
6. Teacher can bring in a guest speaker from a local niche business to discuss their differentiation and positioning. They can share their experiences on how they found the gap in the marketplace and offer their customers a unique product/service. For teachers in the Waterloo Region, speakers can be booked through the Speaker's Bureau (<http://www.bus-edpartnership.org>)
7. Students begin work on summative assignment. [Appendix F](#)

Strategies

Students will engage in a variety of instructional strategies throughout the activities in this Contextualized Learning Activity component. Students will receive instruction in various forms (discussions, handouts, PowerPoint, guest speaker), in order to accommodate various learning strategies. In addition to this students will work in small group activities, discussion forums in class and individually on assignments and projects.

Assessment and Evaluation of Student Achievement

(List all assessment and evaluation strategies and tasks and attach handouts, tests, assignments, exercises, etc.)

As you plan, please keep the following important considerations in mind:	
<i>How will we know students are learning?</i>	<i>How will we know students have learned?</i>
1. Class discussions	Diagnostic assessment
2. Utility Worksheet	Formative assessment
3. Positioning Worksheet	Formative assessment
4. Final Culminating Project	Summative assessment
Assessment tools	
<ul style="list-style-type: none">• rubrics• worksheets	

Resources

Websites www.bus-edpartnership.org www.code.on.ca
Other Notman, David and Jack Wilson. <i>The World of Marketing: A Canadian Edition</i> . Nelson 2002.

Accommodations

As with all instruction, teacher should make accommodations based on individual student needs.

List of Attachments

Appendix	Title
A	Utility Definition table
B	Utility Application Exercise
C	PowerPoint on Positioning (saved as a .ppt file)
D	Student worksheet
E	Positional Map
F	Summative Assignment

Marketing & Product Development

Utility refers to what a _____ to make it valuable and different on the market.

Type of Utility	Explanation	Example
Form Utility		
Information Utility		
Place Utility		
Time Utility		
Possession Utility		

Marketing & Product Development Application

For each of the following descriptions, identify which utility is being described.

Description	Enter the Utility Type	Types of Utility
Making the product easy to own		form
Product availability when it is needed		place
How a product is distributed		information
How a product is designed		time
What the consumer needs to know about the product		possession

For each of the following situations, identify and explain which utility is being represented.

Situation	Utility	Explanation
Highway billboards that indicate the distance to and features of a hotel		
Twist-off milk carton caps		
Exciting new colours used for computer hardware		
Roller ball technology for pens		
E-commerce (e.g., ordering products via corporate Websites)		

Appendix B

- Choose 3 products of your choice and do a “utility analysis” on each. For each, focus on the “utility / utilities” that best differentiates it from the competition.

Product	Utility Description
<p>Example:</p> <p>iPod</p>	<p><u>Form Utility (Design):</u> The iPod has the best “navigation” tools that allow you to easily find the song you want. This provides them with a significant advantage over the competition</p> <p><u>Place Utility:</u> The iPod is widely available at all main tech retailers as well as on the Apple website. As a result, it is very easy for me to find the iPod to purchase.</p> <p><u>Information Utility:</u> The iPod is very well supported by both the Apple and iTunes websites as well as other public bulletin boards and forums. As a result, whatever information I need to support my iPod is very easy to access</p>

Product Positioning – Note Template
(Refer to “Positioning PowerPoint”)

POSITION IN THE MARKET

- The location of a product or service alongside key _____
- The way customers perceive a product relative to competing products
- Refers to the place the product occupies in the customer’s _____ of the market
- A product’s position ultimately depends on the attitudes of people in the target market
- Firms will seek to _____ to increase sales

POSITIONING

- The process of _____ in the minds of customers
- Arranging for a brand or product to occupy a _____ in the minds of target customers relative to competing products and brands
- As we know, it is vital in business to offer a product or service that is both demanded by the customer and different than your competition
- In 1980, Michael Porter created his “_____” concept
- Porter believes that for a business to position themselves as unique, they must either be:

- Let’s take a look at each.....

1. DIFFERENTIATION

- Be _____
- Have a feature or benefit that _____. If you're the only business selling that particular product, the consumer has no option but to buy from you
- EXAMPLE: How is RIM's "Blackberry" different from the competition? What do they do that nobody else does?

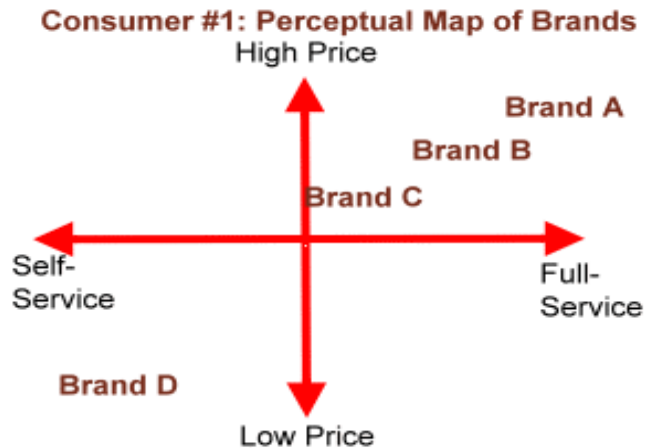
2. COST LEADER / CHEAPER

- The "me too" strategy...we offer the same product as everyone else, but _____
- Compete by being the _____
- If you can _____ your product / service cheaper, you can _____ it cheaper
- As a result, if your product is similar to the competition's yet it is cheaper, _____

Product Differences should be.....

POSITIONAL MAP

- The _____ within a specific market place showing its positioning relative to the competition
- Defines the market in terms of the way buyers _____ of competing products
- Shows how products compete in the _____ and suggests how a product can be positioned to maximize sales



CONSTRUCTING A POSITIONAL MAP

- Select key variables that differentiate products
 - I.e. – _____
- Conduct _____ to find out how brands are perceived
- _____ on a two dimensional diagram based upon the _____ you feel position the industry competitors

EXAMPLE:

- Let's create a "positional map" for the grocery industry in Kitchener / Waterloo.....

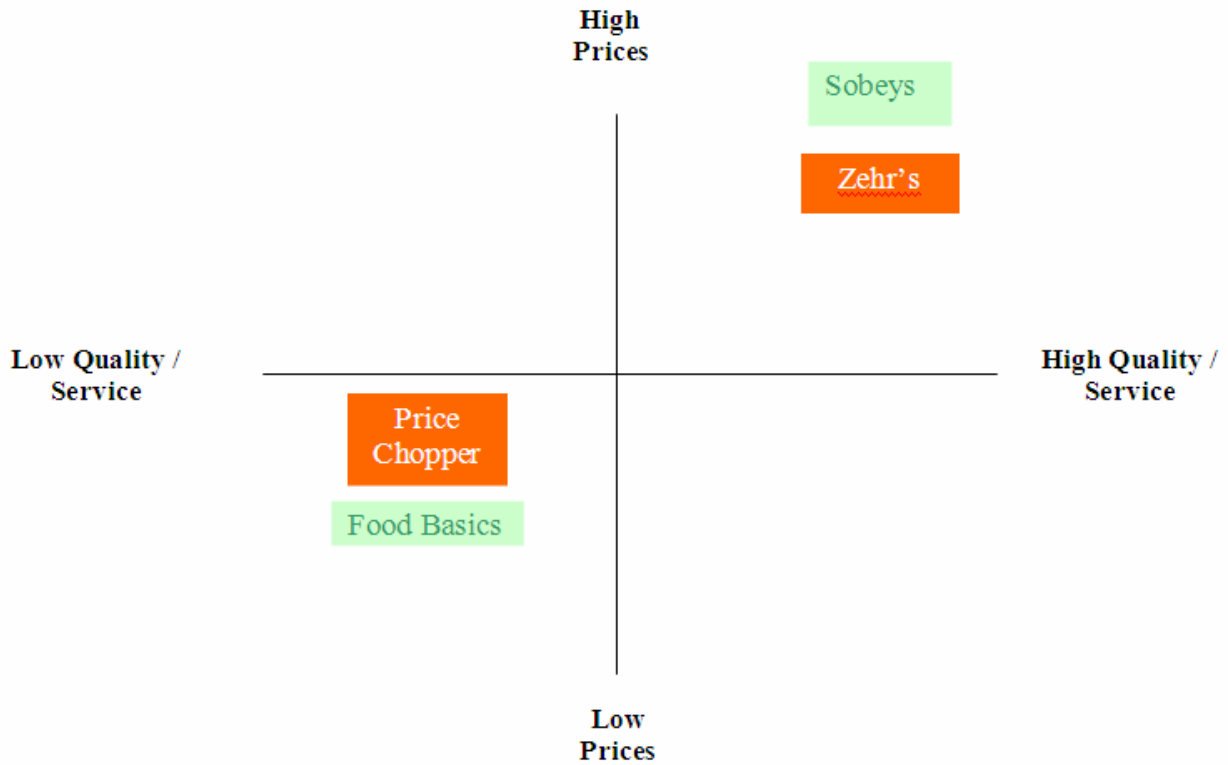
The main players are:

- Price Chopper
- Sobey's
- Zehrs
- Food Basics

We need to decide on:

- Relevant _____ we can use to differentiate the competitors
- Their position relative to each other.....

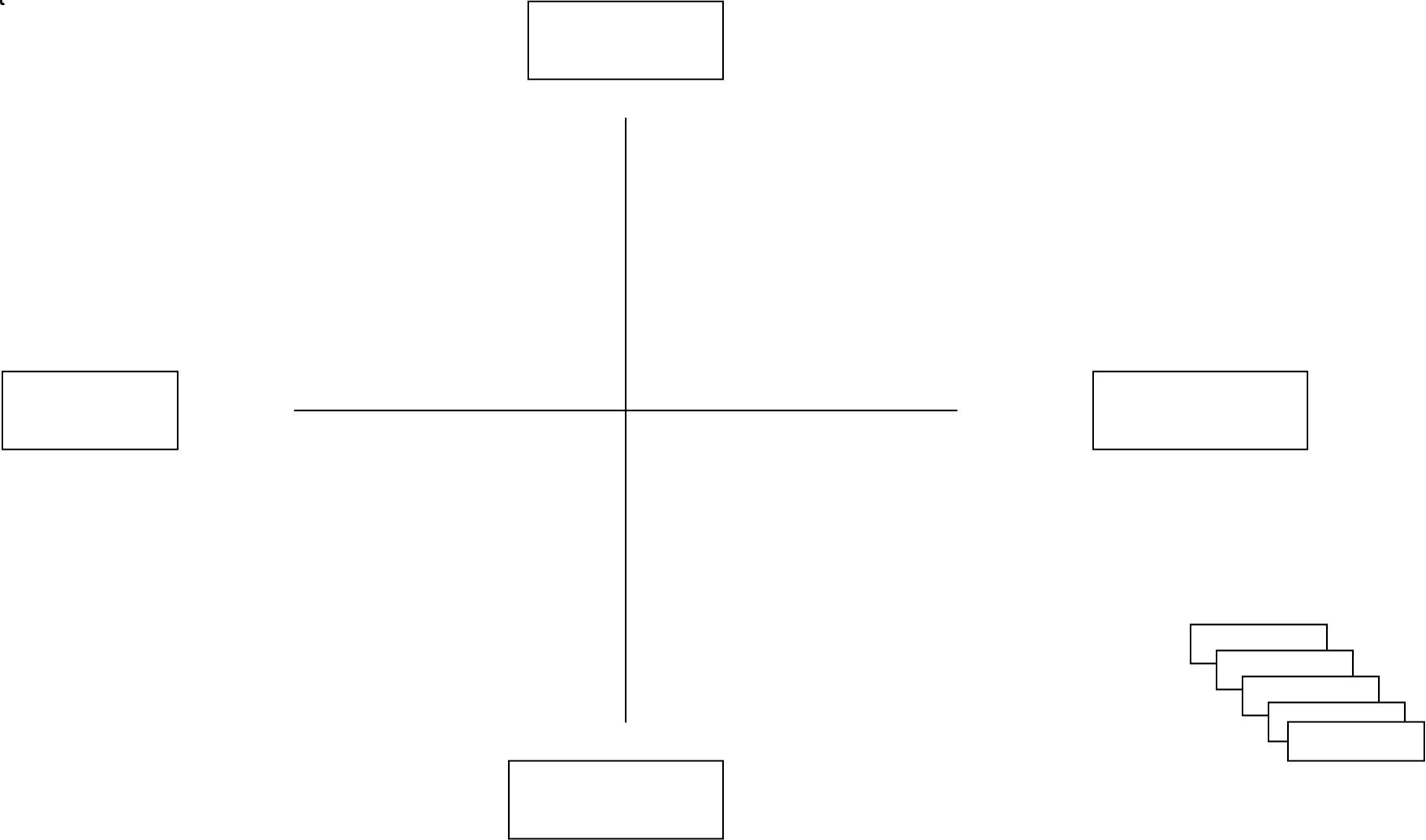
A Positional Map of Grocery Stores in Kitchener / Waterloo



- As a result, a business can use the “map” to:
 1. Understand its positioning relative to the competition
 2. Understand how a product can be positioned to maximize sales
- By understanding its position in the marketplace, a business can then begin to create a _____.

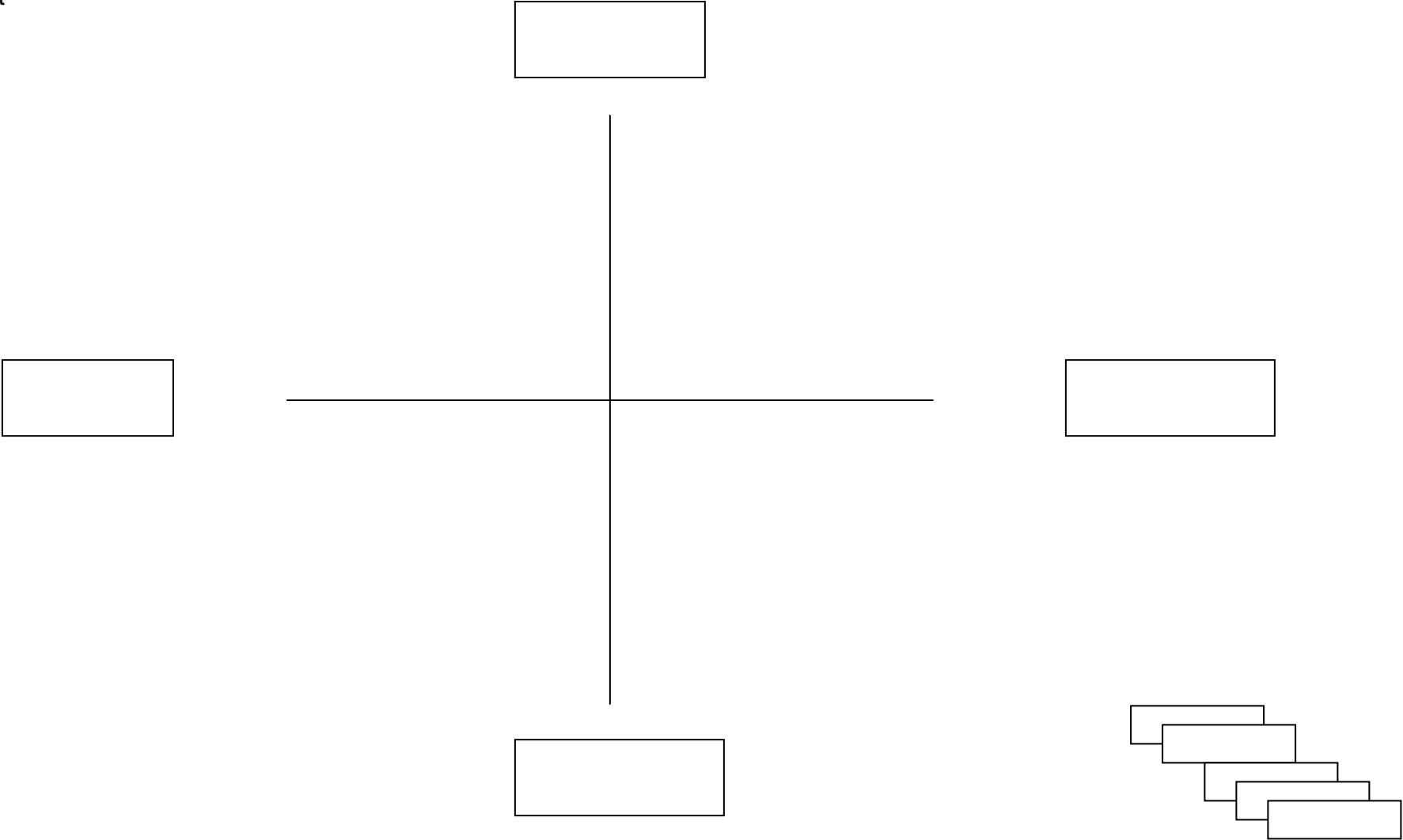
Industry / Product Positioning

Industry / #1 : _____
Product



Appendix E

Industry / # 2: _____
Product



Arts and Culture Market Exploration

You are considering opening up a business. For your business to succeed you must apply what you have learned about the concepts of utility and positioning to a specific sector of the market. You will select an area of the “Arts and Culture” sector that interests you and assess its current business environment. Once you have analyzed the current marketing environment you will attempt to come up with a business idea to fill a gap that may exist.

Steps:

1. Pick a subcategory from one the following 4 major areas of “Arts and Culture” and then choose a specific focus for your business idea:

Subcategory	Possible business Ideas / opportunities
<u>Art:</u>	art gallery, art supply store, photography, web design, videography, crafts, etc.
<u>Music:</u>	store (instruments, lessons, CDs, etc.)
<u>Dance:</u>	dance studio / lessons, clothing, equipment, etc.
<u>Drama:</u>	acting studio / lessons, festival, theatre, etc.

Note: This is not an exhaustive list and is simply a guide to provide you with some beginning opportunities. Be creative – create a business that your research reveals a “gap” in (a need that is not being met) and one that you are interested in.

2. Using the business you selected, create a list of local businesses (minimum of 5), that compete with each other. Suggested places to find businesses: www.canada411.ca, <http://www.greaterkwchamber.com>
3. Research each of the companies you have found to create a chart, similar to the one we did in class. Be sure to analyze various utilities that show the similarities and differences between the companies.
4. Using this information, create a positional map that represents the industry based on price and one other criteria of your choice.
5. Based on your positional map, write a one page summary that covers the following:
 - a. Product utility – how would you be similar and different ?
 - b. Positioning – where would your company fit on the map (If there is a gap, where?) (add your business onto the positional map you made in part 5)

RUBRIC

Knowledge	<input type="checkbox"/> Familiar with the 5 forms of utilities <input type="checkbox"/> Understands concept of a positional map <input type="checkbox"/> Able to identify competing businesses within the same subcategory	I R 1 2 3 4
Application	<input type="checkbox"/> Correctly places businesses on the positional map	I R 1 2 3 4
Thinking	<input type="checkbox"/> Effectively researched the utilities of various businesses <input type="checkbox"/> Correctly identifies appropriate variable for positioning businesses	I R 1 2 3 4
Communication	<input type="checkbox"/> Effectively interpret the positional map to find a potential business idea <input type="checkbox"/> Expresses business idea within context of assignment <input type="checkbox"/> Free of spelling and grammatical errors	I R 1 2 3 4