

Marketing Plan Project

Overview

Over the course of this term, you will step into the shoes of a marketer and you will go through the steps of developing a marketing plan in three phases. All phases of the marketing plan are based on the case and organization **Great Western Brewing**.

You will find the information that you need to complete this marketing plan through:

- Any materials I distribute in class and post to Course Tools
- In-class discussions
- The course textbook
- Your own research (online and other)

Table 2.2 in your textbook (page 65) outlines the contents of a marketing plan. The marketing plan you develop in this class will address most, but not all, of the contents listed in Table 2.2 – modifications have been made to ensure the project is feasible for this course.

The marketing plan is divided into three phases. Phases 1 and 2 are completed individually or with a partner, and are worth a total of 15%. Phase 3 is a team assignment worth a total of 15%. I have described each phase in detail below. Please make sure you read through each phase very carefully so that you don't miss anything.

Phase 1 – Analysis of the Marketing Environment (7.5%; suggested length 1000 words, 1400 words max.)

Phase 1 is to be completed individually or with a partner. Do not consult or discuss this assignment with any other person, except your partner (if applicable). In this phase, you will summarize the following and you will clearly explain why they matter to the organization's marketing efforts:

- *Strengths and weaknesses of the organization/brand; and*
- *Threats and opportunities facing the organization/brand (including a competitor analysis).*

You do not need to cover all of the elements of the macro and microenvironments that are listed in the textbook (Chapter 4); you need to decide which are most relevant to this situation. You should also consider the way in which consumer behave (Chapter 6) as you complete this exercise. You will find information on completing this analysis not only from the textbook/in-class discussions and from the case materials, but also from your own research, knowledge, and thinking.

Phase 2 – Target Market and Positioning Strategy (7.5%; suggested length 1000 words, 1400 words max.)

Phase 2 is to be completed individually or with a partner. Do not consult or discuss this assignment with any other person, except your partner (if applicable). Based on your analysis in Phase 1 (which includes the capabilities of the company and competitors), you will discuss:

- *What should the overall market targeting strategy be? Who should the primary target market be? Who should the secondary target market be? Describe well using multiple segmentation variables. Include an in-depth consumer profile for primary target market*

(can be an appendix outside of word count, if you'd like). Be sure to fully justify your decisions.

- *How should the organization/brand be positioned to appeal to the primary target market? Develop and include a formal positioning statement. You may also want to include a positioning map and even a collage as an appendix (bonus points for this!). Again, be sure to fully justify your decisions.*

Phase 3 – Marketing Plan for 2017 (15% written report; approximately 2000 words, not including appendix; 5% pitch)

Phase 3 will be conducted in groups of 4 students. You may discuss this assignment only within your own group. First, you will select one target market and positioning strategy from amongst your group members (include this as an appendix). Then, you will outline a recommended marketing plan for the organization/brand for 2017. Your marketing plan will include the following sections:

1. Introduction that summarizes the target market and positioning (complete version in Appendix);
2. Specific, relevant, and measurable objectives;
3. Product/branding strategy and tactics;
4. Pricing strategy and tactics;
5. Distribution strategy and tactics; and
6. Advertising and promotions strategy and tactics.

PLUS Appendix:

Complete target market and positioning strategy borrowed or adapted from Phase 2

Your marketing plan should read like a guide to the marketing department – it should tell them everything it will need to do in the coming year. It should also include a persuasive rationale for every decision that is included in the marketing plan.

For each of the sections of your marketing plan:

- Be sure that you are **very specific about the details** of what the organization should do differently and how.
- Provide a thorough justification for all of your suggestions.

As you complete your marketing plan, keep the following points in mind:

- Your marketing plan should be aimed at helping you to achieve your stated objectives.
- You may use the following to help you build your justification:
 - Your analyses of the organization, the marketing environment, and the critical issues (Phase 1);
 - The target market and positioning strategy (Phase 2);
 - All course materials, project materials, individual and group research; and
 - Your own thinking, logic, and creativity.

Each team member will pitch marketing plans at the end of the term in small groups. More information about your pitches will be provided prior to pitch day.

At the end of term, you will be asked to evaluate your team members' contributions to this project. A form will be provided to assist you with this.

General Instructions

Please follow these formatting guidelines for all phases: 12 point font, single spaced. You must properly reference all external sources (see <http://library.usask.ca/howto/citation.php> for guidance).

All phases will be submitted via Course Tools Assignments as **Word documents** (no PDFs please). Phases that are not turned in or are turned in late will receive a grade of 0. If there are exceptional circumstances that will prevent you from completing an assignment on time, please contact me ahead of time. Decisions regarding these exceptional circumstances will be made on a case-by-case basis, and are not guaranteed to be in your favour. Please use good judgment and remember that exceptional circumstances must be *truly* exceptional.

Appendix B

University of Saskatchewan Grading System

The University of Saskatchewan grading system is described below and can also be found at <http://students.usask.ca/current/academics/grades/grading-system.php>. These categories correspond to the columns in the assignment rubrics, where 5 = exceptional, 4 = excellent, 3 = good, 2 = satisfactory, and 1 = minimal pass.

90-100 Exceptional

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

80-90 Excellent

An excellent performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

70-79 Good

A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

60-69 Satisfactory

A generally satisfactory and intellectually adequate performance with evidence of

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

50-59 Minimal Pass

A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

<50 Failure

An unacceptable performance