**Principles of Marketing**

**Project 5 :: Mascot Misery**

**viking3.gif**

**Project Description**

In this project, students are introduced to the scope and nature of marketing information and research. Students are told that the school is facing a dilemma—that it must change the school mascot—and it is up to the students to develop a marketing research plan to gather information to help solve the dilemma. Each team conducts extensive research and develops a marketing research proposal to submit to the school principal and business members of the advisory committee. The principal and business professionals study the marketing research proposal, ask the teams questions, and then select the best thought-out marketing research proposal.

**Duration:** ~~4 weeks~~ **3.5 weeks**

**Driving question:** What is the best way to choose a new school mascot since ours can no longer be used?

**Quizzes:** **Quiz 5A** – November 25

**Quiz 5B** – December 5

**Quiz 5C** – December 12

**Exam**: No end of project exam – the **Webxam** will be given **BEFORE** Christmas break on Thursday, December 18th.

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| **November 2014** | | | | | | |  |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** | **Notes:** |
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|  |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |  |
|  |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |  |
|  |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | Nov 18: Introduce Mascot Misery |
|  |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | Nov 25: **QUIZ 5A** |
| Nov 26-28: NO SCHOOL |
| 30 |  |  |  |  |  |  |  |
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**Calendar of Important Events**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **December 2014** | | | | | | |  |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** | **Notes:** |
|  | 1 | 2 | 3 | 4 | 5 | 6 | Dec 4: Primary/Secondary Data Seek & Find **DUE** |
| Dec 5: **QUIZ 5B** |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |  |
| Dec 12: **QUIZ 5C** |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | Dec 16: Marketing Research Proposal **DUE** |
| Dec 18: **WEBXAM** |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |  |
| Dec 25: Christmas Day |
| 28 | 29 | 30 | 31 |  |  |  |  |
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Use these questions after conducting extensive research on methods used to design marketing-research studies, options used to obtain marketing-research data, and data-collection methods.

## A. What is the marketing research problem/issue?

B. What are the objectives of the marketing research project?

C. What design will the marketing research study use?

D. What data-collection methods will be used in marketing research study?

E. Who will be involved in the marketing research study?

F. How much time will be needed to conduct the marketing research study?

G. What materials will be needed to conduct the marketing research study?

| **Rubric: Marketing Research Proposal** | | | | |
| --- | --- | --- | --- | --- |
| **Criteria** | **Professional** | **Experienced** | **Developing** | **Novice** |
| **Content**  The information contained in and communicated by the marketing research proposal  60 points | ❑ All components of the marketing research proposal were complete and in writing. 10 | ❑ All components of the marketing research proposal were addressed in writing, but some aspects needed further description. 9 | ❑ Most of the marketing research proposal’s components were in writing; the missing elements diminished the proposal’s effectiveness. 8 | ❑ Many of the marketing research proposal’s components lacked sufficient detail to take action or were missing altogether. 7 |
| ❑ The marketing research proposal’s marketing problem clearly and concisely described the focus of the research.  10 | ❑ The marketing research proposal’s marketing problem described the focus of the research well, but some clarification was required. 9 | ❑ The marketing research proposal’s marketing problem was difficult to follow/understand.  8 | ❑ The marketing research proposal’s marketing problem was incomplete or missing altogether.  7 |
| ❑ Research objectives were clearly identified and appropriately described the research project goals. 10 | ❑ Research objectives were identified and appropriately described the research project goals for the most part, but some clarification was necessary. 9 | ❑ The research objectives were difficult to follow/understand.  8 | ❑ The research objectives were not attainable or missing.  7 |
| ❑ The selected research design was clearly stated, explained, and appropriate for the research project. 10 | ❑ The selected research design was clearly stated, somewhat explained, and appropriate for the research project, but some further explanation was needed. 9 | ❑ The selected research design was stated and appropriate for the research project, but no explanation of the design was provided.  8 | ❑ The selected research design was inappropriate for the project or missing altogether.  7 |
| ❑ Data collection method(s) were clearly identified, explained in detail, and appropriate for the research project. 10 | ❑ Data collection method(s) were clearly identified, somewhat explained, and appropriate for the research project, but further detail was required. 9 | ❑ Data collection method(s) were identified and appropriate for the research project, but no explanation was provided. 8 | ❑ Data collection method(s) were inappropriate or missing.  7 |
| ❑ The marketing research proposal clearly specified time, personnel, and supplies needed to carry out the marketing research. 10 | ❑ For the most part, the marketing research proposal clearly specified time, personnel, and supplies needed to carry out the marketing research. 9 | ❑ The marketing research proposal did not clearly specify time, personnel, and supplies needed to carry out the marketing research. 8 | ❑ The marketing research proposal did not contain a listing of time, personnel, and supplies needed to carry out the marketing research. 7 |
| **Communication Skills**  The ability to express oneself so as to be understood by others 20 points | ❑ Information was clear and easy to understand. 10 | ❑ Information was clear with only a few items being difficult to understand. 9 | ❑ Information was not clear and took much effort to understand. 8 | ❑ Information was too vague to understand. 7 |
| ❑ Completed marketing research proposal was neat, grammatically correct, and error-free.  10 | ❑ Completed marketing research proposal was neat but contained minor errors. 9 | ❑ Completed marketing research proposal contained spelling and grammatical errors that were distracting. 8 | ❑ Completed marketing research proposal was messy, with many errors in spelling and grammar. 7 |
| **Organization**  The way in which the information is put together  20 points | ❑ Marketing research proposal components were clearly identified.  10 | ❑ Marketing research proposal components were identified, but not always clearly.  9 | ❑ Marketing research proposal components were identified, but not clearly.  8 | ❑ Marketing research proposal components were not identified at all.  7 |
| ❑ Information presented was logical and easy to follow.  10 | ❑ Information presented was generally logical and easy to follow.  9 | ❑ Information presented was sometimes difficult to follow.  8 | ❑ Information was difficult to follow and illogical.  7 |

**Group Reflection/Discussion**

Students will retrieve the marketing plan that they selected and used during the Marketing Plan Analysis project. Tell them to review information about that business’s competitors. In groups, students should answer these questions:

1. Who are the company’s primary competitors?
2. Who are other direct or indirect competitors for the company?
3. How did the business access information about its competitors?
4. What resources/sources would you recommend that the business also investigate?
5. What data would you recommend the business collect?

6. What research approaches should be the business use to collect needed information?

7. What sources will you use to investigate the class’s nonprofit business?

Discuss the groups’ responses with the class. Then, ask each team to share its ideas regarding the class’s business venture. The class comes to an agreement about the business’s marketing research activities. The results of this whole-class discussion should be saved for use in the Business Strategies course.