Developing Marketing Model Canvas as an Assessment Tool for Marketing Curriculum

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Abstract This paper aims to share the experiences of designing a new all-inclusive assessment tool for marketing curriculum. For decades marketing plan has been considered as a universally acceptable component of marketing curriculum. Normally it has the highest weightage in the list of assessment items for any marketing syllabus at undergraduate, graduate, and executive education. But assessing marketing plan itself is considered as a difficult job by academics. This paper proposes all-inclusive, one-page Marketing Model Canvas as a tool for assessing marketing plan curriculum. It has seven parts; Customers; Competitors; Value Proposition; Product and Branding; Place and Distribution; Pricing; and Promotion.

Keywords Marketing Model Canvas, Marketing, Curriculum, Business Model Canvas

1. Introduction

Throughout the world 'Marketing Plan' is considered as an integral part of marketing curriculum and most common element at different levels marketing curriculum i.e., undergraduate, graduate, and doctoral programs. It has also been considered as an essential component of experiential learning methodology employed by business education.

Teaching an experiential learning-based course is considered as a hall-mark of top business school faculty. It takes time to learn how to get the most out of these marketing plans not only for the students but also for the

faculty.

Assessing marketing plans in the classroom environment was always considered as a problem especially at the undergraduate levels [1]. Business School faculty was always in search of an assessment tool to evaluate the students' work. One of the approaches used to evaluate the marketing plan was the assessment through rubrics but detailed rubrics for assessing marketing plan was never thought and practiced. This paper provides a new robust and all-inclusive tool to assess marketing plans in the classroom environment.

Wharton Business School launched the first Marketing course titled as "Marketing Products" in 1904 and launched additional courses on advertising and salesmanship in 1909.[2] Other institutions like Harvard Business School, University of Wisconsin, Ohio State University, Northwestern University also made significant contributions toward the first marketing courses. [3]

Harvard Business School has been known for its initiative of incorporating experiential learning (Case method teaching) methodology in business education [4]. Similarly, MIT Sloan School of Management—have practiced "action learning" for decades [5]. In search of excellence their faculty members realized that there were no textbooks suitable to a graduate program in business. Their first solution to this problem was to interview leading practitioners of business and to write detailed accounts of what these managers were doing [6]. Now experiential learning is part of approximately 90% of full-time business education. This curriculum change is being universally accepted across MBA programs, and experiential learning

is an integral part of all full-time MBA programs [7].

In business curriculum especially in marketing courses experiential learning (including case method teaching and marketing plan as assignment) has been driven by market forces, and not by internal business school initiatives to improve student learning. [8].

Marketing plan is a written document that summarizes what the marketer has learned about the marketplace, indicates how the firm plans to reach its marketing objectives, and helps direct and coordinate the marketing effort [9]. As an academic assignment 'Marketing plan' can be classified into three classes [10]:

- Develop marketing plan for a live-client,
- Develop marketing plan using a written case setting, or
- Develop marketing plan for a real product using publicly available information or data.

Regardless of the type of marketing plan, it is considered as the most important component of course assessment. In some cases, market plan as a single assignment captures a weightage 40% of the total course assessment. Table 1 shows various examples of marketing plan and its weightage in marketing curriculum assessment.

2. Materials and Methods

The objective of the current study was to develop a robust validated customized scale to be used in marketing

curriculum. The entire procedure was based on the notion of "adoption" to "adaptation" originated by the seminal work of Alexander Osterwalder's Business Model Canvas [22] [23] [24]. Accordingly proposed Marketing Model Canvas has been divided into ten sections; **Marketing Objective** section explains the purpose of the marketing plan; **Customers** section including customer needs and wants, customer segment and customer profile; **Competitors** section including major competitors, strategies for competition including leader's, challenger's and follower's strategies and competitive tools; **Value Proposition** section including unique selling proposition, positioning objective and perceptual maps; **Product** section including product line objectives, product mix description, **Branding** section illustrates brand development objectives, brand sponsorship objectives, branding elements brand equity measures and brand portfolio role; **Place** section including distribution objectives and distribution network; **Pricing** section including pricing objectives, competitor's prices, retail price, promotional pricing and discounts; and **Promotion** section includes advertising objective, advertising media selection, digital media tools, sales promotion tools, PR tools, Sales Force utilization and event sponsorship. **Financial Implications** section explains where the cost streams (what is incurred to operate the marketing model) and the revenue stream (the cash gained from each customer segments) should be considered. These sections were identified with the help of earlier studies [25] [26] [27] [28].

Table 1. Summary of Courses with Marketing Plan as a % of course assessment

Institution & Country	Course Title	Program	Marketing Plan as % of course assessment
Harvard Business School, USA	Marketing Management	Graduate	25% [11]
DeGroote School of Business, Canada	Applied Marketing Management	Undergraduate	25% [12]
Rutgers School of Business USA	Strategic Marketing Planning	Graduate	25% [13]
University of South Australia, Australia	Marketing Practicum	Graduate	30% [14]
IESE Business School, Spain	Marketing Planning & Implementation	Executive	30% [15]
University of Wellington, New Zealand	International Marketing	Graduate	30% [16]
Western University, Canada	Fundamentals of Marketing	Undergraduate	20% [17]
University of Wellington, New Zealand	Strategic Marketing	Executive	20% [18]
Sheridan College, Canada	Marketing Analysis and Planning	Undergraduate	40% [19]
University of Canterbury, Canada	Retail Marketing	Undergraduate	40% [20]
Georgian College, Canada	Marketing on the Web	Undergraduate	40% [21]

2.1. Validity

In the second phase validity was ensured through a panel of eight faculty members from different business schools, teaching marketing subjects at different levels i.e., undergraduate, MBA and executive education. Table 2 shows tabular presentation of respondents' demographic data. Typical validation sessions were started with a presentation stating the objective of the research, problems in assessing marketing plans and a need to make one-page, all-inclusive Marketing Model Canvas similar on the business model canvas. They were presented the initial draft of the model and solicited their suggestions.

A few suggestions were incorporated in the subsequent drafts of the model i.e., inclusion of customer needs and wants in customer section, perceptual maps in value proposition section and addition of digital media in

promotion section.

After two weeks a follow-up meeting was held and different suggestions were incorporated in the final draft and presented to the respondents. Table 3 shows individual validity of each section obtained through validity tests.

2.2. Pilot Testing

At the final stage Marketing Model Canvas was tested at a leading business school. It was included in three marketing courses during the fall and spring semesters of academic year 2020-2021. Students have been adequately taught to prepare a marketing plan as part of their curriculum. They were given semester long duration to complete this assignment and present in front of their class fellows. Table 4 presents the results of pilot test for the Marketing Model Canvas.

Table 2. Respondent's demographic data

Demographics	Respondent's Data							
	1	2	3	4	5	6	7	8
Age (Groups)	25-35	25-35	35-45	35-45	35-45	35-45	45-55	45-55
Gender (M-Male; F-Female)	F	F	M	M	M	M	M	M
Education (Levels)	Master	Master	PhD	PhD	PhD	PhD	PhD	PhD
Experience (Years)	1- 5	1- 5	5 -10	5 -10	10-15	10-15	15-20	> 25

Table 3. Respondent's Validity Check

Section	Respondent's Validity Check							
	1	2	3	4	5	6	7	8
Customers	√	√	√	√		√	√	
Competitors	√	√	√	√	√		√	
Value proposition	√	√		√	√	√		
Product & Branding	√	√	√	√	√	√	√	√
Place	√	√	√	√	√	√	√	√
Pricing	√	√	√	√	√	√	√	√
Promotion	√	√	√	√	√	√	√	√

Table 4. Marketing Model Canvas – Pilot Test Results

Course Title	Level	No of Participants	Major problems	Submission Rate
Principles of Marketing	Undergraduate	40	Nil	100%
Marketing Management	MBA	31	Nil	100%
Strategic Marketing	EMBA	7	Nil	100%

Objective:			Brand :		
CUSTOMER NEEDS	COMPETITORS	VALUE PROPOSITIONS	PRODUCT STRATEGIES	PLACE STRATEGIES	PROMOTION STRATEGIES
	Market Leader _____	Positioning Objective	Product Line Objective	Distribution Objective	Advertising Objective
	Market Challenger _____	☐ Positioning	☐ Line Stretching	☐ Intensive	☐ Informative
	Market Follower _____	☐ Re-Positioning	☐ Line Filling	☐ Selective	☐ Persuasive
	MAJOR COMPETITORS	☐ De-Positioning	☐ Line Modernization	☐ Exclusive	☐ Reminder
	Competitor # 1 _____	Unique Selling Proposition	☐ Line Featuring	Distribution Network	☐ Reinforcement
	Competitor # 2 _____	USP # 1 _____	☐ Line Pruning	☐ Superstores	Advertising Media
CUSTOMER WANTS	Competitor # 3 _____	USP # 2 _____	Product Mix	☐ Supermarket	☐ Broadcast - TV
	Competitor # 4 _____	USP # 3 _____	Product Mix - Width _____	☐ Convenience Store	☐ Broadcast Radio
	COMPETITIVE STRATEGIES	Perceptual Maps	Product Line - Length _____	☐ Discount Store	☐ Print - Newspaper
	Leader Strategies		Product Item - Depth _____	☐ Department Store	☐ Print - Magazine
	☐ Position Defense		BRANDING STRATEGIES	☐ Specialty Store	☐ Print - Newsletter
	☐ Flank Defense		Brand Development Objective	☐ Catalog Showroom	☐ Print - Brochure
	☐ Preemptive Defense		☐ Line Extension	☐ Own Outlet	☐ Outdoor - Billboards
CUSTOMER SEGMENT	☐ Counteroffensive Defense		☐ Brand Extension	☐ Something New	☐ Outdoor - POP
Geographic	☐ Mobile Defense		☐ Multi-brand	PRICING STRATEGIES	☐ Direct mail
☐ Region	☐ Contraction Defense		☐ New Brand	Pricing Objective	☐ Telephone
☐ City	Challenger Strategies		Brand Sponsorship Objective	☐ Maximize Market share	☐ Internet
☐ Density	☐ Frontal attack		☐ Private Label	☐ Maximize Profit	Digital Media Tools
☐ Climate	☐ Flank attack		☐ Licensed Brand	☐ Survival	☐ Facebook
Demographic	☐ Encirclement attack		☐ Co-Brand	Competitor's Prices	☐ Instagram
☐ Age	☐ Bypass attack		Brand Portfolio Role	Competitor # 1 _____	☐ Twitter
☐ Gender	☐ Guerrilla warfare		☐ Flankers	Competitor # 2 _____	☐ YouTube
☐ Family size	Follower Strategies		☐ Cash cows	Competitor # 3 _____	☐ Snapchat
☐ Family Life cycle	☐ Counterfeiter		☐ Low-end entry level	Competitor # 4 _____	☐ Google Map
☐ Race	☐ Cloner		☐ High-end prestige	Retail Price	Sales Promotion Tools
☐ Occupation	☐ Imitator		Brand Equity Tools	Retail Price per unit _____	☐ Samples/Free trials
☐ Income	☐ Adapter		☐ Brand Reinforcement	Wholesale Price per unit _____	☐ Coupons
☐ Education	COMPETITIVE TOOLS		☐ Brand Revitalization	Cost per Unit _____	☐ Cash refund offers
Psychographic	☐ Price discounts		☐ Brand Activations	Promotional Pricing	☐ Price offs
☐ Life Style	☐ Lower-priced goods		☐ Brand Extensions	☐ Loss-leader pricing	☐ Premiums
☐ Personality	☐ Value-priced goods		Branding Elements	☐ Special-event pricing	☐ Prizes
Behavioral	☐ Prestige goods		Brand Naming	☐ Cash rebates	☐ Loyalty rewards
☐ Occasions	☐ Product proliferation		☐ Individual names	☐ Low-interest financing	☐ Tie-in promotions
☐ Benefits	☐ Product innovation		☐ Blanket family names	☐ Longer payment terms	PR Tools
☐ Uses	☐ Improved services		☐ Separate family names	☐ Warranties & service	☐ Press Release
☐ Attitudes	☐ Distribution innovation		☐ Corporate/individual name combo	☐ Psychological discounting	☐ CEO Speeches
CUSTOMER PROFILE	☐ Manufacturing-cost reduction		☐ URLs	Discounts	☐ Public service activities
☐ Age	☐ Intensive advertising promotion		☐ Logo	☐ Cash discount	Sales Force
☐ Gender	☐ Increase users		☐ Character	☐ Quantity discount	Number of Sales Staff _____
☐ Income	☐ Increase usage		☐ Slogan	☐ Functional discount	☐ Commission & Benefits
☐ Social Status	☐ Increase usage		☐ Jingle	☐ Seasonal discount	Event Sponsorship
☐ Preference	☐ Something New		☐ Something New	☐ Trade Allowance	Number of Events _____
Total Sales Expected (Number of units)			Total Promotion Budget		0
Total Sales Proceeds (Number of Units X Unit Price)			Total Discounts offered		0
Total Cost (Number of units sold X Unit Cost)			Total Marketing Cost		0

Figure 1. Marketing Model Canvas as an Assessment Tool for Marketing Curriculum

2.3. Results

Marketing Model Canvas has ten sections (Figure 1):

1. **Marketing Objective** outlines the purpose of the marketing plan and provides a clear direction for marketing team to follow, review and support.
2. including launching a new line extension, brand extension, increasing market penetration,
3. **Customers** including customer needs, wants, segment and profile.
4. **Competitors** including major competitors, strategies for competition including leaders, challengers and followers' strategies and competitive tools.
5. **Value Proposition** including unique selling proposition, positioning objective and perceptual maps.
6. **Product and Branding** including product line objectives, product mix description, brand development objectives, brand sponsorship objectives, branding elements brand equity measures and brand portfolio role.

7. **Place and Distribution** including distribution objectives and distribution network.
8. **Pricing** including pricing objectives, competitor's prices, retail price, promotional pricing, and discounts.
9. **Promotion and Advertising** includes advertising objectives, advertising media selection, digital media tools, sales promotion tools, PR tools, Sales Force utilization and event sponsorship.
10. **Financial Implications** where the cost **stream** (what is incurred to operate the marketing model) and the revenue stream (the cash gained from each customer segments) should be considered.

2.4. Rubrics Development

In order to enhance the effective utilization of the Marketing Model Canvas, rubrics were developed (Table 5) and tested for student's assessments of their Marketing Model presentations. Three important points need to be considered while using these rubrics. Firstly, these rubrics are effective for all three conditions for a Marketing

Model Canvas may be considered (a) marketing plan for a live-client, (b) marketing plan using a written case setting, or (c) marketing plan for a real product using publicly available information or data. Secondly these rubrics are developed for general purpose marketing plans, for services marketing plans small adjustments needs to be made before announcements of rubrics. Financial implications sections may be omitted for undergraduate students.

2.5. Benefits

From the above exercise few observations can easily be made; (a) Marketing Model Canvas provides a new way for marketing academics to include one-page, all-inclusive assessment tool as part of any marketing subject; (b) Students found it easier to complete their market plan assignments using this template but with greater depth and with greater ease.

Table 5. Marketing Model Canvas – Rubrics for Assessments

Criteria	Unsatisfactory (0-1 Marks)	Satisfactory (2-3 Marks)	Excellent (4-5 Marks)
Marketing Objective	Marketing objective is missing or not quantifiable.	Marketing objective is unclear and/or not appropriately quantified.	Marketing objective is clearly stated and appropriately quantified.
Customer	Little or no detail provided on the customer needs and wants, its market segments and customer profiles.	Provides an incomplete description of customer needs and wants; inappropriate customer segments and/or incomplete customer profile.	An outstanding assessment that clearly identifies the target market, its characteristics and needs, and utilizes secondary sources to support this assessment.
Competitor	Major competitors are not identified; competitive strategies are not selected; competitive tools are checked.	Major competitors are identified but not correct or the irrelevant market key players are identified; competitive strategies are selected but not relevant; inappropriate competitive tools are selected.	Excellent competitor analysis: major competitors are correctly identified and relevant market key players are identified; competitive strategies are correctly selected; appropriate competitive tools are selected. Make sure only type of competitive strategy has been selected from leader, challenger, or follower strategies.
Value Proposition	Little to no information is provided on the positioning objectives, USP of the product /service, its features and benefits, its perceptual maps.	Positioning objectives are mentioned but not correct, Inappropriate USP of the product /service is mentioned, perceptual maps are based on incorrect bases.	Appropriate positioning objectives are mentioned, USP of the product /service is relevant, excellent perceptual maps are drawn using appropriate bases.
Product Strategies	No details are given about product line objectives and/or product mix.	Incorrect details are given about product line objectives and/or product mix.	Appropriate product line objectives are mentioned and correct details of product mix are given.
Branding Strategies	Branding objectives are not mentioned; branding tools are not identified, brand portfolio role not mentioned, branding elements are not selected.	Branding objectives are mentioned; branding tools are identified, brand portfolio role is mentioned, branding elements are selected but some missing's are there.	Appropriate branding objectives are mentioned; correct branding tools are identified, appropriate brand portfolio role is mentioned, reasonable branding elements are selected.
Place Strategies	Distribution objectives are not mentioned; distribution network is not selected.	Distribution objectives are not in line with PLC stage; inappropriate distribution channel is selected.	Appropriate distribution objectives are mentioned and adequate distribution channel is selected.
Pricing Strategies	Pricing objectives are not mentioned, competitor's prices not mentioned, retail price details not mentioned, promotional priming tools and discounting tools are not selected.	Pricing objectives are not in line with PLC stage, competitor's prices vary, incomplete retail price details are mentioned, inappropriate promotional priming tools and discounting tools are selected.	Pricing objectives are in line with PLC stage, competitor's prices and retail price details are in line with each other, appropriate promotional priming tools and discounting tools are selected and amount of discount mentioned.
Promotion Strategies	Advertising objectives are not mentioned, advertising media is missing, digital media tools are missing, sales promotional tools and PR tools are not selected, sales force and event sponsorship details are ignored.	Advertising objectives are not in line with the PLC stage, wrong advertising media is selected, inappropriate digital media tools are selected, inappropriate sales promotional tools and PR tools are selected, incomplete sales force and event sponsorship details are mentioned.	Advertising objectives are in line with the PLC stage, adequate advertising media is selected, appropriate digital media tools are selected, appropriate sales promotional tools and PR tools are selected, sales force and event sponsorship details are mentioned.
Financial Implications	No calculation given for cost stream and/or revenue stream.	Incorrect calculations were presented for cost stream and/or revenue stream.	Reasonable calculations were presented for cost stream and/or revenue stream.

3. Conclusions

Despite its limitations, the findings of this study provide a new way for marketing academics to include this one-page, all-inclusive Marketing Model Canvas as part of their marketing subject. Students will also find it easier to complete their market plan assignments using this template but with greater depth. The study produces various implications for social scientists especially those who would like to convert instruments in their research or those who would like to develop new instruments to measure something with an old reliable construct for a new discipline.

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