



The slide features a blue header with the 'NATIONAL GUARD' logo in the top right corner. The main title is '21st Century Soldier Competencies'. To the right of the text is the official seal of the Army National Guard, which depicts a Minuteman soldier standing with a rifle, surrounded by a green wreath and the words 'ARMY NATIONAL GUARD' and 'RELIABLE RESPECTABLE RELEVANT'. Below the seal is a faint, larger image of a soldier in full combat gear. The list of competencies is as follows:

- Character and accountability
- Comprehensive fitness
- **Adaptability and initiative**
- **Lifelong learner (includes digital literacy)**
- Teamwork and collaboration
- **Communication and engagement (oral, written, negotiation)**
- **Critical thinking and problem solving**
- Cultural and joint, interagency, intergovernmental, and multinational competence
- **Tactical and technical competence (full spectrum capable)**

At the bottom of the slide, there is a small grey box with the text 'Strength Maintenance Training Center' and a small number '1' in the bottom right corner.

Method of Instruction: Facilitation / Small Group
Facilitator to Student Ratio: 1:25
Time of Instruction: 30 minutes
Media: Power point

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DATE PREPARED: 5 December 2014

DATE REVISED: 21 January 2015

LEARNING OUTCOME: The goal of this lesson is to provide the tools that students need to analyze market share data and construct a target market plan. Students will also understand how to evaluate a target market plan by identifying strengths, weaknesses, opportunities, and threats and make adjustments based changes in the data and/or operational environment. Furthermore, students will be able to develop strategies to improve market share using a target market plan.

This lesson will address the following 21st Century Soldier Competencies:

- Adaptability and initiative: A target market plan needs to be adapted on a regular basis in order to address any changes in the market. The RRNCO needs to be able to adjust the market plan and adjust their behaviors to fit the new market in order to meet

mission. The RRNCO should be able to recognize when standard procedures are not effective and be able to use innovation to handle any given situation.

- Lifelong learner: A good target market plan will be the product of the tools available for the RRNCO to evaluate their market. Many of these products are contained in the ARISS system. The RRNCO needs to be able to continually learn how to utilize this technology to its fullest capabilities in order to maximize their effectiveness as a recruiter. Additionally, the RRNCO need to be able to evaluate their skill level with the ARISS system, any other existing or emerging systems, or any new techniques that may make them more effective and efficient. The ability to learn new tactics and technology may be the difference between success and failure as the RRNCO progresses in their career.

- Communication and engagement: RRNCOs must be able to communicate their target market plan to leadership through written, oral, and digital communications.

- Critical thinking and problem solving: The RRNCO must be able to use critical thinking and problem solving to evaluate their current target market and target market plan in order to make the necessary changes to their specific plan in order to improve their efficiency and effectiveness as recruiters.

- Tactical and technical competence: The RRNCO must be technically competent in using the RZ tools to develop and maintain an effective target market plan. They should continue to develop their skills in order to become technical experts and leaders in their field.

ASSIGNED READING: N/A

INSTRUCTOR ADDITIONAL READINGS: N/A

CLASSROOM AIDS REQUIRED:

Facilitator Note: Incorporate the political, military, economic, social, infrastructure, and physical environment and time (PMESII & PT) into each lesson and classroom work as appropriate. Facilitator will illustrate them with appropriate examples from the Operating Environment (OE) as it pertains to the lesson.

Safety Requirements: In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete a DA Form 7566 Composite Risk management Worksheet during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC).

Risk Assessment: Low : Environmental related risk assessment: No food or drink allowed near or around electrical equipment (CPU, file servers, printers, projectors, etc.) due to possible electrical shock or damage to equipment. Exercise care in personal movement in and through

such areas. Avoid all electrical cords and associated wiring. In the event of an electrical storm, you may be required to power down. Use precautions with electrical equipment during thunderstorms / electrical.

Environmental Considerations: Facilitator should conduct a risk assessment to include environmental considerations IAW FM 3-34.5, Environmental Considerations (MCRP 4-11B), and ensure students are briefed on hazards and control measures. Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to FM 3-34-5 Environmental Considerations and GTA 05-08-002 ENVIRONMENTAL – RELATED RISK ASSESSMENT.

Foreign Disclosure: FD1, No limitations.

Concrete Experience:

Facilitator Note: Hand out regional market analysis data for sample competing products (i.e. Coke and Pepsi). The example should have data representing five different regions

Concrete Experience Instruction:

Assign a region to each group and have them review the market analysis data.

Have each group answer the following questions:

Why do you think the top product is out performing the other products in your region?

What strategy would you use to improve the sales of Coke in your area?

Facilitator Note: Have each group select a spokesperson to brief their ideas and answers to the questions.

Publish

Was there a difference in the way each area provided strategy in improving sales in their area? Why?

Process

If your region had the higher market share, would you do anything different? What about the lowest?

Would your course of action be dependent on your current market share?

How did you feel when you had the highest market share? How about the lowest?

Slide 2



Concrete Experience:

Say: Welcome to Trump Tower! Mr. Trump is ready for you. You can all head into the boardroom now.

Do: Advance to the next slide.

Slide 3



Say: Welcome to the boardroom. ...Not the most pleasant place on Earth, but a place that you have to survive to become what you want to be.

Life is tough. Life is mean. The fact is: you might think that you've been doing pretty well so far, but I say "You can do better than that." You can really top it, and THAT'S what I want to see out of you folks.

For this exercise, I'm going to break you up into five teams, and then I want you to pick a leader for each team.

Facilitator Note: Divide the class up into five teams. Give the teams one minute to chose a team leader.

Say: *Right now I want to know WHO is your team leader?*

Facilitator Note: Ask each team why they chose that person to be their leader.

Say: "Alright, that sounds good."

Concrete Experience Instruction:

Assign a region to each group and have them review the market analysis data.

Facilitator Note: *The five regions are: Northeast, Southeast, Midwest, Northwest, and Southwest.*

Do: Advance to the next slide.

Slide 4



Say: "For this exercise, each team will be a regional sales team for Coca Cola. We're going to be taking a look at each of your region's sales numbers so far this year, and contrasting that against last year's national sales averages."

Do: Advance to the next slide.

Slide 5



Do: Review the National Average with the class, and advance to the next slide.

Slide 6



Do: Review the North East Region with the class, and advance to the next slide.

Slide 7



Do: Review the South East Region with the class, and advance to the next slide.

Slide 8



Do: Review the Midwest Region with the class, and advance to the next slide.

Slide 9



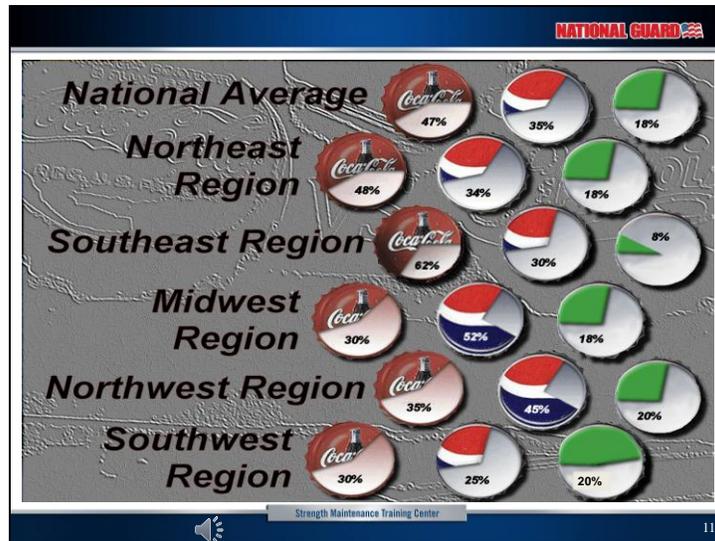
Do: Review the Northwest Region with the class, and advance to the next slide.

Slide 10



Do: Review the Southwest Region with the class, and advance to the next slide.

Slide 11



Say:

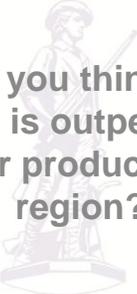
Now, I'm going to give you ten minutes, and I want each team to report back to me.

Do: Advance to the next slide.

Slide 12



Why do you think the top product is outperforming the other products in your region?



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Say:

Why do you think the top product is outperforming the other products in your region?

Do: Advance to the next slide.

Slide 13



What strategy would you use to improve the sales of Coca Cola in your area?



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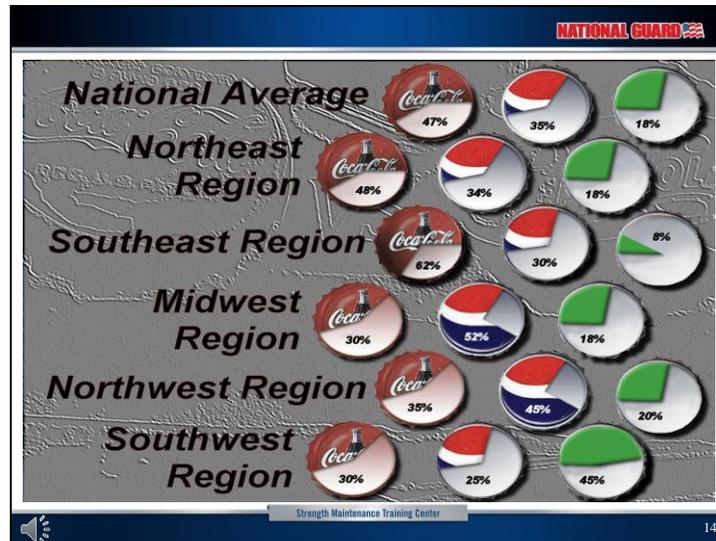
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The image shows a presentation slide with a dark blue header and footer. The header contains the 'NATIONAL GUARD' logo. The main content area is white and features a central question: 'What strategy would you use to improve the sales of Coca Cola in your area?'. Behind the text is a faint, light-colored illustration of a Minuteman soldier standing on a pedestal. The footer contains a speaker icon on the left, the text 'Strength Maintenance Training Center' in the middle, and the number '13' on the right.

Say:

What strategy would you use to improve the sales of Coca Cola in your area?

Do: Advance to the next slide.



Say: Your ten minutes begins now.

Do: After the teams have had time to consider the problem, have each team leader brief their ideas and answers to the questions.

Publish

Ask:

- Was there a difference in the way each area provided strategy in improving sales in their area? Why?

Process

Ask:

- If your region had the higher market share, would you do anything different? What about the lowest?
- Would your course of action be dependent on your current market share?
- How did you feel when you had the highest market share? How about the lowest?

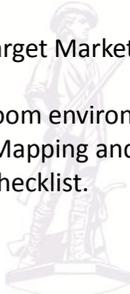
Do: Advance to the next slide.



Terminal Learning Objective

Action: Construct a Target Market Plan

Condition: In a classroom environment with access to the Graphical Accessions Mapping and Analysis Tool (GAMAT), NG Pam 601-1 and a checklist.



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TLO

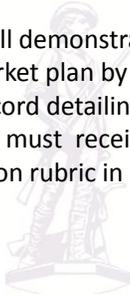
Action – Construct a Target Market Plan

Condition – In a classroom environment with access to the Graphical Accessions Mapping and Analysis Tool (GAMAT) NG Pam 601-1 and a checklist



Terminal Learning Objective

Standard: Student will demonstrate the ability to construct a target market plan by writing a Memorandum for Record detailing the target market plan report. Students must receive a minimum score of 80% IAW the evaluation rubric in order to receive a “GO.”



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TLO

Standard – Student will demonstrate the ability to construct a target market plan by writing a Memorandum to the NCOIC with the target market plan as enclosures. Students must receive a minimum score of 80% IAW the evaluation rubric in order to receive a “GO.”

Note: Connect the TLO to the Concrete Experience.

Say: So would having the knowledge and tools to acquire the market share analysis have made the scenario with Coke easier?



Define a Target Market Plan

In your own words, what is a target market plan?

What are the components of a target market plan?

If you could turn back time, what would you have liked to have known about your market when you first started out as an RRNCO?

In regard to the market plan, would you make any recommendations to a new SQI4?

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GENERALIZE NEW INFORMATION (GNI)

Learning/Step Activity One – Define a Target Market Plan.

Method of Instruction: Facilitation

Facilitator to Student Ratio: 1:25

Time of Instruction: 25 minutes

Media: Power point

Facilitator note: Facilitate a discussion with the questions listed below:

Q: What is the objective of a target market plan?

Expected Response: A target market plan is a tool that shows a target population base, current market data, and production experience for a particular geographic area. The information provides help to develop future plans. Knowing the market situation, the use of well-conceived and carefully executed advertising and sales promotion efforts will be beneficial to the RRNCO.

Facilitator state: This definition comes from NG PAM 601 para 2-24. The name has changed since the regulation was written; the old name was Strength Maintenance Area Information Model.

Q: How many of you have a current target market plan?

Q: For those of you with a current target market plan, how effective is your plan?

Q: For the rest of you, what is the reason for not having a current target market plan?

Breakout Instructions:

Facilitator Note: Have the students break into groups (5 or 6 students per group).

Facilitator Note: Have each group answer the following questions:

Note: Everyone should see the questions on the Power Point slide.

In your own words, what is a target market plan?

What are the components of a target market plan?

If you could turn back time, what would you have liked to have known about a target when you first started out as an RRNCO?

In regard to the target market plan, what would you make any recommendations to a new SQI4?

Facilitator Note: Each group will have 15 minutes to answer the questions and 5 minutes per group to discuss the material.

Breakout Session – Key Points:

1. Determine the location of the Strength Maintenance office in reference to the community and market area, schools, industry, establishments frequented by target population. (Travel distance, time).

2. Establish a Strength Maintenance perimeter, usually by zip code.

3. Identify addresses of current accessions.

4. Determine the number and location of other reserve units and armed forces recruiters in the area and how well they are doing.

5. Identify addresses of unit members living in assigned areas.

6. Determine the location of all post-secondary educational facilities in the area (colleges, vocational schools, trade schools, etc.) and the number of potential

prospects attending.

7. Determine the high schools in the area and the number of juniors and seniors enrolled as well as the total number of males and females attending.

8. Identify, if possible, the number of high school students who plan to continue their education.

9. Determine what area is potentially more productive.

10. Determine past production statistics and ARNG features that are successful. (educational programs, cash bonuses).

11. Determine the number of qualified prospects, ages 18-25.

12. Determine the industries within the area and the employment/unemployment rate. It is also very important to know what the employers' attitude is toward the military.

13. Determine the attitude and assistance of the supported units towards the Strength Maintenance mission. It can be helpful to the RRNCO to know how the units are involved within the community.

14. Acquire the names of all Soldiers who have an ETS within four years.

15. Acquire a copy of your assigned unit's vacancy report.

16. Determine the number of prospects that enlisted in other service branches.

17. Learn the attitudes of the communities you serve.

18. Know when activities in the community are scheduled and list them.

19. Identify COI/VIP locations, i.e. businesses, schools, civic, government.

Facilitator Note: Conduct a check on learning using the questions below.

Q: What is the importance of having a target market plan?

A: It allows the RRNCO to know his or her assigned area and serves as a tool that can provide a way to constantly look for opportunities to expand the community understanding of the ARNG. It can also provide information or data about new business and potential prospects.

Q: What are some of the key areas you would focus on in your target market plan?

A: Reference the list of key points from above.

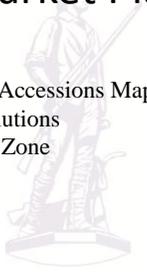
Facilitator Note: Review and summarize the key points of this LSA:

In this learning step, we defined a target market plan by discussing what a target market plan is to you, and how you use one and by discussing the key points that should be incorporated into a target market plan. Are there any questions before we move on to discuss resources that you can use to construct a target market plan?



Discuss Resources for a Target Market Plan

- GAMAT (Graphical Accessions Mapping and Analysis Tool)
- Nielson Segment Solutions
- Report Management Zone



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Learning/Step Activity Two – Discuss Resources for a Target Market Plan.

Method of Instruction: Demonstration

Facilitator to Student Ratio: 1:25

Time of Instruction: 40 minutes

Media: On Line

Facilitator Note: Facilitate a discussion with the questions listed below:

Q: Now that we have discussed what types of information that should be included in the target market plan, where do you go to get this information?

A: Some possible sources of this information include GAMAT, your NCOIC, Marketing NCO, Leadership, or the Web.

Facilitator State: We are going to focus on some of the key resources that you can use to acquire the data that will help you populate your target market plan.

Facilitator State: The first resource that we are going to look at is the Graphical Accessions Mapping and Analysis Tool (GAMAT) with is found in the ARISS system. GAMAT is a web-based data-mapping tool that visually displays prospecting and production data on specially designed maps based on the users' recruiting territory. GAMAT assists users in analyzing prospecting and market penetration success by

displaying information that includes, but is not limited to, leads, prospects, applicants, and market share data.

This tool provides a good visual of your area and you can quickly see where you are working productively and areas where you are lacking. It can also help you plan an effective route for area canvassing.

An RRNCO must get out in his community and become known as the ARNG RRNCO. To do this, market analysis data must be reviewed to determine the locations where the target market may be found. The RRNCO must frequently visit locations, such as eating establishments, shopping malls, game rooms, sports clubs, schools, auto shops, etc. Territory canvassing is an ongoing process that requires the RRNCO to get out and talk to people in the community about the ARNG. The RRNCO cannot do this by remaining in his/her office. A successful RRNCO is one that prospects through territory canvassing on a regular basis. A visual tool can help some RRNCOs make the visual connection to their own.

Facilitator Note: Log into IKROME and navigate to GAMAT in order to demonstrate the tools available in in the mapping tool. Have the students log into IKROME and follow along so they can see real data from their own market.

Facilitator Ask: Does anyone currently use GAMAT to develop their target market plan? If so, what aspects of the tool do you use? What do you see as the benefits of using GAMAT?

Facilitator Note: Allow students to respond to the above questions, then go into GAMAT and demonstrate the features mentioned in order to demonstrate to the other students. The features demonstrated should include the various options from:

1. The map:
 - a. Navigating the map
 - b. Map view
 - c. Satellite view
 - d. Street view
2. Layers:
 - a. People
 - b. Places
3. Search

Facilitator State: The search tab is a list created from the selection made using the Layers tab. For example, if you select Lead under People in the Layers section, then click the search tab, a list of all leads will appear. At this point, you have the option to search for a specific lead, or you can click on the advance feature to apply more specific

filters. For example, you can apply a filter by zip code to view all leads within that zip code, or you can filter by RSID to see all leads for that specific ID.

4. Boundaries Tab

Facilitator State: The boundaries tab does what it sounds like it does. It shows the boundaries for your territory. The boundaries are set by zip codes in FAZR. This tool may be useful to view the layout of your territory. You can select to view boundaries at the RRNCO, RRNCOIC, Region, or State level. You can also select None if you like; however, the data may use some of its meaning if you do not view actual boundaries.

Another feature of the boundaries tab that may be useful is available by clicking the down arrow next to the word Boundaries on the Boundaries tab. This opens up the Market Share feature. You have the option to look at the Current FY or Previous FY market share. Once you select the FY, you may choose the RSID or RSID's market you wish to view by putting a check mark next to the appropriate RSID.

Q: How many of you know what your market share is for your area? What about the recruiter's area next to yours?

Facilitator Note: Allow students to answer these questions by a show of hands.

Q: What do you think is a good market share to have in any area? Will it fluctuate from one area to the next? If so, why?

A: Market share can depend on many factors, including the number of recruiters from other branches of service in the area, any military installations in the area, branding, etc.

At this point you should be able to see your market share by color on the map. A color coded legend at the bottom left hand of the map will show the market share range you fall into. By left clicking on the highlighted area, the Market Share Pie Chart will appear. This pie chart will provide your market share and the market share of the other service branches.

Q: How do you think this tool could be useful in developing, or even improving, a Target Market Plan?

Facilitator Note: Allow students time to discuss how they could use this tool to develop their plan or improve on a current plan. If students indicated earlier in the lesson that they do use GAMAT, allow them to lead the conversation as much as possible.

Key Points bring out in the conversation:

1. GAMAT can show you which areas in your territory are the most productive and least productive. By using Boundaries with previous FY selected, you can see where most of your leads or applicants are coming from.

Q: Where are you more likely to focus your efforts? The areas that historically produce a lot of applicants, or the areas that do not produce?

Facilitator State: In general, you are going to focus your efforts in the areas where you are more likely to gain applicants, you will not spend as much time in the areas where productivity is low.

Q: If you see an area where production is low, but you drill down into the Market Share Pie Chart and notice that Active Component or the Air Force have a high percentage of Market Share, what can that tell you? How will that impact your Target Market Plan?

Possible Responses: If you drill into an area and find that other branches have a high market share and are being productive in an area, you may want to find out why? Is there an Active Army Installation in that area? Is there an Air Force base in that area? Are there any other factors that could be contributing to your low production?

Q: If you see no obvious reasons why the other branches are successful in an area while you are not, could that be a sign that you are not focusing enough time in that area?

Facilitator State: What are some other things you can look at to determine if you should spend more time in an area? What about demographics? Could the demographics in a region contribute to low production?

Q: What is your target demographic?

Possible Response: People between the ages of 18-25.

Demographics

Q: How could the demographics of an area effect the production in an area?

Facilitator Note: Allow the student to answer the question based on experience.

Possible Responses:

If the average age of the area is higher, the number of potential leads will be lower, making the area less productive.

If the average hits the target age group, the number of leads may be higher.

If the average income of the area is high, it may impact the ability to sell the National Guard as a source of income or education benefits.

Facilitator State: There are a number of free websites that you can use to look up demographic information one website is the “my best segments” section of the Nielsen

Segment Solutions website.
<https://segmentationsolutions.nielsen.com/mybestsegments/>

Facilitator Note: Navigate to the website, click on “Enter ZIP Code” and type in a zip code to view.

Facilitator State: This website can provide a look at the household income levels in a zip code as well as the household composition (household size), the population by age, and the population by Race and Ethnicity.

Q: Why are each of these areas important to the development of your target market plan?

Facilitator Note: Allow students to respond to this question using their own experiences and opinions, then follow up using the following information to ensure all key points are addressed.

How to Use Demographic Information for your Target Market Plan

Marital Status: The potential applicants could possibly benefit from Tricare Reserve Select.

Household Income/Occupation: The potential applicants could benefit from job skills or an additional income or college benefits such as GI Bill, FTA, State TA or ELRP.

Race/Gender/Age: Does the area have a large market for your target age group? All male units? This could change your plan.

On the left hand side of the screen, it also provides the most common segments found in the zip code. If you look at the segmentation shown, it closely corresponds to the Household segmentation codes for RZ and LZ.

Q. Do you use the segmentation codes currently? If so, how? If not, how do you feel you can utilize these codes as you develop your Target Market Plan?

Possible Responses:

The codes can assist in determining which markets to focus on.

The codes can be used to plan and customize the conversation you have with a lead from that area. (i.e. income, bonuses, education benefits for people in lower or middle income areas or duty to country and community, travel, adventure, experience or some other motivation for segments that may not be as interested in the financial aspects.)

Facilitator State: One of the key things to take away from this is that there may be a valid reason why an area of your territory is not producing, but if you do not fully

understand the area, you will not know what the reasons are and you may actually be missing out on some applicants without knowing.

Another tool that you can use to get a report to show you Market Share can be accessed through Report Management Zone.

1. Go to <https://ikrome.goarmy.com>.
2. Click on Report Management Zone.
3. Click on Explore to change the view.
4. Click Data Warehouse.

Click DWH DOD MEPCOM Contracts for Mapping.

1. Click Mkt Rsid
2. Change the dropdown to Begin With
3. Enter two letter state abbreviation (ALL CAPS) (Can be very specific and enter the complete four digit RSID as well).
4. Hit OK.
5. Select Tools at the top, select Process Query, then Current.
6. Click Zip Mapping on the Left side of the screen.

This displays the Market Share by Zip Code for your entire state. The report breaks down the data by Branch and Service. The percentage column on the right shows what market share the ARNG owns and the DOD column shows the total number of contracts for that particular Zip Code.

Click DWH Marketshare Analysis.

- Select the last fiscal year.
2. Pick a State of your choice.
 3. Click Process.

This report displays market share by RSID for your state. This report shows two percentages to the right. The DOD NG MS is the market share compared against all other branches of service. The RES/NG MS is how well the ARNG has done compared to all other reserve branches. The additional tabs to the right will display the data in different formats. Click FY Chart and Results to display the data as a chart.

The Air Force Reserves and Air National Guard typically does not process their contracts at MEPS so the data is somewhat skewed for the Reserves.

Facilitator Note: Conduct a check on learning using the questions below.

Q: What are some of the key demographic areas that should be considered in a target market plan?

A: Age, Income, Education, Unemployment, Occupation, Marital Status, etc.

Q: What is the benefit of using market share as a guide in a target market plan?

A: it compares the ARNG's market share with the other branches of service and can aid in developing a plan to attack other markets.

Facilitator Note: Review and summarize the key points of this LSA:

In this learning step, we discussed the various resources that you can use to construct your target market plan. Are there any questions before we move on?



Learning/Step Activity Three – Construct a Target Market Plan Report.

Method of Instruction: Facilitation

Facilitator to Student Ratio: 1:25

Time of Instruction: 10 minutes

Media:

Construct a Target Market Plan Report Rubric review.

Facilitator State: For this assignment you will complete a Memorandum with enclosures detailing a Target Market Plan for your territory. If you are not currently assigned a territory, your SGL will assign you a territory. The memo should be formatted and the writing style should be consistent with the regulatory guidance of AR 25-50. The memo should include six sections/enclosures.

1. This first section should be an executive summary and include quarterly and yearly goals.
2. The second section should define your target market, including an area description, the demographics of the area, and an analysis of the competition in the area.
3. The third section should describe your focus and plan, specifically your recruitment plan for your Primary, Secondary and Tertiary demographics.

4. In the fourth section should contain a SWOT Analysis on the territory assigned by the SGL. The SWOT analysis should contain an thorough analysis of the following:

- a. The Strengths of the current Target Market Plan
- b. The Weaknesses of the current Target Market Plan
- c. The Opportunities available to improve Market Share.
- d. The Threats that are present that could cause a reduction to Market Share.

5. The fifth section should contain your marketing strategy and identify resources to use to carry out that strategy. i.e, Mobile Teams, NGB Resources, State Resources, etc.

- The sixth section should describe how you plan to implement the marketing plan using the 5-1-2-1+1 model.

Note: Explain that this should be in their own words, not straight from the regulation.

Grading: In order for students to receive a "GO," they must achieve an 80% or higher IAW the 'Construct a Target Market Plan' evaluation rubric.



REVIEW AND SUMMARY

Method of Instruction: Facilitation
Facilitator to Student Ratio: 1:25
Time of Instruction: 20 minutes
Media: PowerPoint

DEVELOP

Facilitator Note: Facilitate a discussion on how to use this information in the field. Attempt to tie this back to the original Concrete Experience. Allow students to discuss real world scenarios related to the following topics:

What is on their Target Market Plan, if they have one.

Does having a knowledge of your Target Market aid you in making your mission?

How often they evaluate a Target Market Plan and how they determine when changes need to be made?

APPLY

Evaluation: The knowledge gained in this lesson will be tested through the preparation of a written paper. Students must receive a score of 80% IAW the Target Market Plan Report Rubric in order to receive a “GO”.

Where they get the information to prepare their Target Market Plan.

Check on Learning:

Q: What are some of the key areas you would focus on in your target market plan?

A: Reference the list of key points from learning step 1.

Q: What are some of the key demographic areas that should be considered in a target market plan?

A: Age, Income, Education, Unemployment, Occupation, Marital Status, etc.

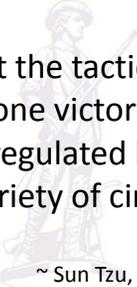


Summary:

In this lesson, we defined a Target Market plan, discussed the resources available to assist you in completing a target market plan. We also discussed the requirements to complete your target market report and to evaluate a target market report. Any questions?



“Do not repeat the tactics which have gained you one victory, but let your methods be regulated by the infinite variety of circumstances.”



~ Sun Tzu, Chinese Philosopher
in *The Art of War*

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