



# GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

## MARKETING, SALES, AND SERVICE

**PATHWAY:** Marketing and Management

**COURSE:** Advanced Marketing

**UNIT 4:** Marketing Research Impacts on Business



## INTRODUCTION

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### **Annotation:**

In this unit, students will review marketing research terms, learn the steps in the marketing research process, analyze a case study, and complete a research project with a local business.

### **Grade(s):**

X	9 <sup>th</sup>
X	10 <sup>th</sup>
X	11 <sup>th</sup>
X	12 <sup>th</sup>

### **Time:**

10 – 50 minute class meetings

### **Author:**

Revised by Meghan Hatcher

### **Additional Author(s):**

### **Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



## FOCUS STANDARDS

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**GPS Focus Standards:** Please list the standard and elements covered.

**MKT-AM-4 Gather, synthesize, evaluate, and disseminate marketing information to make business and marketing decisions.**

- a. Analyze the nature of sales forecasts.
- b. Evaluate the elements of test marketing and the use of findings.
- c. Compare the advantages and disadvantages of various research approaches.
- d. Analyze data for the existence of statistical patterns.
- e. Explain the role of ethics in marketing research.

**GPS Academic Standards:**

*ELA12W1 The student produces writing that establishes an appropriate organized structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.*

*SSEMA6 The student will explain how changes in exchange rates can impact the purchasing power of individuals in the United States and in other countries.*

*MM2D2. Students will determine an algebraic model to quantify the association between two quantitative variables.*

*MM2D1. Using sample data, students will make informal inferences about population means and standard deviations.*

**National / Local Standards / Industry / ISTE:**



## UNDERSTANDINGS & GOALS

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**Enduring Understandings:** Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

- Students will be able to effectively pick an appropriate research tool for a particular setting, analyze the results, and implement a new strategy for a specified business.
- Student will also be able to identify situations where marketing research would be needed.

**Essential Questions:** Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

- Why is it important to understand how to conduct market research?
- Why is it important to understand the pros and cons of market research to a company?

**Knowledge from this Unit:** Factual information.

- Students will explore the importance of conducting marketing research and how it can help or hinder a company.

**Skills from this Unit:** Performance.

- Students will have an opportunity to work with local businesses and provide research services for the business.



# ASSESSMENT(S)

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**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
  - ☐ Quizzes/Tests
  - ☐ Unit test
- ☐ Group project
- ☐ Individual project
- ☒ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - ☐ Self-check rubrics
  - ☐ Self-check during writing/planning process
  - ☐ Journal reflections on concepts, personal experiences and impact on one's life
  - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
  - ☐ Academic prompts
  - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
  - ☐ Essay tests
  - ☐ Observe students working with partners
  - ☐ Observe students role playing
- ☐ Peer-assessment
  - ☐ Peer editing & commentary of products/projects/presentations using rubrics
  - ☐ Peer editing and/or critiquing
- ☐ Dialogue and Discussion
  - ☐ Student/teacher conferences
  - ☐ Partner and small group discussions
  - ☐ Whole group discussions
  - ☐ Interaction with/feedback from community members/speakers and business partners
- ☒ Constructed Responses
  - ☐ Chart good reading/writing/listening/speaking habits
  - ☒ Application of skills to real-life situations/scenarios
- ☐ Post-test

**Assessment(s) Title:**

**Assessment(s) Description/Directions:**

**Attachments for Assessment(s):** Please list.



# LEARNING EXPERIENCES

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**Instructional planning:** Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

## Sequence of Instruction

### 1. Identify the Standards. Standards should be posted in the classroom for each lesson.

**MKT-AM-4 Gather, synthesize, evaluate, and disseminate marketing information to make business and marketing decisions.**

- a. Analyze the nature of sales forecasts.
- b. Evaluate the elements of test marketing and the use of findings.
- c. Compare the advantages and disadvantages of various research approaches.
- d. Analyze data for the existence of statistical patterns.
- e. Explain the role of ethics in marketing research.

### 2. Review Essential Questions.

- Why is it important to understand how to conduct market research?
- Why is it important to understand the pros and cons of market research to a company?

### 3. Identify and review the unit vocabulary.

#### Day 1: Introduction

-Review with students the importance of marketing research highlighting examples that benefited companies and some that may not have.

-Ask students if they are aware of the biggest mistake Coca Cola ever made. Tell them it had to do with marketing research.

\*\*View the following web site: [http://www.buildingbrands.com/didyouknow/08\\_new\\_coke.php](http://www.buildingbrands.com/didyouknow/08_new_coke.php)

-Following the discussion, a good review Power Point is MKT-AM-4 Review Marketing Research PP.

-Homework: Go home and research some way that major companies conduct marketing research.

Resources may include internet, newspaper, TV, your parents.

#### Day 2:

-Review some of the types of research your student found.

-Relate them to the steps in the marketing research process. This should be review at the advanced level having been covered in Marketing Principles as well

-A good starting point is to talk about processes. Every decision usually has a process. Buying and new pair of shoes, going out to eat are two examples.

-Next view the Power Point presentation MKT-AM-4 Marketing Research Process PP.

#### Day 3:

-NIVIA Case study, MKT-AM-4 NIVIA Case study. This is an excellent example of steps a company takes when conducting marketing research. You can have students read silently or aloud followed by a class discussion. Be sure and point out how the research process was followed. This is also a good time to talk about consequences for companies who do not conduct efficient marketing research.

-As presented in the review PP, there are different types of marketing research determined by what information you are trying to figure out.

-A good review of the different types is MKT-AM-4 Types of Marketing Research PP

**Day 4:**

-Generate a discussion on Going Green. What does it mean for a company to be green? How has marketing been affected by the new going green campaign?

-Read the MKT-AM-4 Green Marketing Article.

-Present the idea that with this new growing trend, companies are constantly trying to find out what their customers want in terms of eco-friendliness. Finding out what customers want and need can be done through marketing research.

-Pass out and read over the MKT-AM-4. Tell students they will be selecting one of the 3 types of retailers to conduct their research on and then finding an actual local business to contact. The nature and scope of the project is fairly large so suggesting that they sit down and develop a plan of action would be a good place to start. Students will have 1 week to contact businesses conduct research on what their customers want in terms of going green. Their plan of actions should be separated into daily tasks.

\*\*Once your students have decided on a business to use, they need to get teacher approval. The teacher may then choose to contact the business and let them know what is going on. Some businesses may be more interactive than others.

-Guidelines for the written portion and the presentation portion are in project file.

**Days 5-9:**

Project Research Time

-Students will have class time to work on their project however this will include some out of class actions as well. Going to the stores and talking to the customers and staff should all be done outside of school.

-The teacher will serve as facilitator at this time. Random checks to make sure that students are staying on task and following their plan of action would be a good assessment.

**Day 10:**

Written Reports Due and Presentation should begin. This would be a good time to have the people from the businesses that students worked with come in and view the findings and recommendations. (this may go over 1 class meeting)

**4. Assessment Activity.**

**Attachments for Learning Experiences:** Please list.

**Notes & Reflections:** May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.

- The research project in this unit is a revision of the DECA marketing research event. The topic for these changes each year so you can tweak the project to match each topic.



## CULMINATING PERFORMANCE TASK (Optional)

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### **Culminating Unit Performance Task Title:**

MKT-Am-4 Marketing Research Project

### **Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

The performance assessment was designed after the DECA Marketing research event. At the advanced level, this project gives them the opportunity to connect with local business and conduct market research for them that they may or may not use. This project can be done on an individual basis or in partners depending on class dynamics. First step, read over the directions and expectation thoroughly. Address as many questions as you can prior to starting the project. Students should create a timeline for their projects including days to contact businesses, conduct research, analyze, etc. This will be done at the start and turned into the teacher for monitoring purposes. Class time will be provided for work on the project and presentation. Guidelines for written portion and presentation are laid out in the directions of the project.

\*\* This can also be great publicity for your program. Contacting administrators and even the local paper to tell them see your students are using skills working with industry professionals.

### **Attachments for Culminating Performance Task:**

Rubric attached to assignment file



## UNIT RESOURCES

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### **Web Resources:**

**Attachment(s):** Supplemental files not listed in assessment, learning experiences, and performance task.

### **Materials & Equipment:**

**What 21st Century Technology was used in this unit:**

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		