



# THIS IS HOW WE TEACH MARKETING RESEARCH

## LESSON PLAN

### TIME REQUIRED

45-50 minutes

### RATIONALE

#### **Marketing-Information Management**

Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions

### INTENDED OUTCOMES

At the conclusion of this session, students will be able to:

- Describe the need for marketing data.
- Describe the use of technology in the marketing-information management function.
- Explain characteristics of effective data-collection instruments.

### INSTRUCTIONAL CONTENT

As a long-time important partner with DECA, Piper Sandler is interested in our students and their opinions. We are fortunate to have such an outstanding organization as our partner.

One way we can support our partnership is to have all DECA members participate in the “Taking Stock with Teens Survey.” If your students have not taken the survey this year, we encourage you to do so by **March 25, 2020**. This experience is a great opportunity for your students to participate in real-life marketing research that is used by companies to better serve the population.

Discuss the importance of market research. Explain how Marketing Information Management helps companies use research to understand the concepts, systems and tools to gather, access, synthesize, evaluate and disseminate information to make business decisions.

Ask students to share experiences they may have had in participating in market research such as taking on-line surveys or answering in-store surveys.

Lead discussion on various types of information companies might need from teenagers and why they would need it.

Define types of market segmentation that are important for market research:

- Demographics: defines population, such as age, income, gender, marital status, ethnic background, etc.
- Psychographics: defines human attributes, such as values, attitudes, lifestyles, personalities, etc.
- Geographics: defines local, state or regional location, urban or rural settings, or community aspects

 **TIP** | Students will need these examples to complete the worksheet.

Ask students to think about social issues in which they are currently interested. Discussion is not necessary, but use examples of issues so that students understand the terminology. (A social issue is an issue that relates to society's perception of people's personal lives. Different societies have different perceptions and what may be "normal" behavior in one society may be a significant social issue in another society.)

After the survey is complete, you may wish to present and discuss the [Fall 2019 results](#) and [news release](#). You may wish to ask students by show of hands if they agree with the key findings.

## APPLICATION ACTIVITIES

Assign students the responsibility of taking the Taking Stock with Teens Survey.

- Use this as a classroom activity if possible so that the teacher can sign off on the completed survey
- Allow ample time for the survey, which may take the entire class period.

## ASSESSMENT + FOLLOW-UP

Once the surveys are completed and submitted online have students answer the following questions:

1. Describe the use of technology in the marketing-information management function. What effect would this survey have if it were a pen and paper survey instead of an online document?
2. Why do you think the survey asks for specific information such as the brand of clothing or cosmetics you use?
3. What companies can use the data from this survey? How do you think they can use it?

## RESOURCES + MATERIALS

- Student access to computer with login access to the website
- Sufficient time to complete the survey in one class period
- Teacher signature/initials required prior to submitting survey online

## APPLICATION ACTIVITY

### INSTRUCTIONS

- For each market segmentation (demographics, psychographics, geographics), write at least three examples in the grid.
- Type <http://bit.ly/teensurveyspring20> in the web browser.
- Begin taking the Piper Sandler survey. When it asks you “what is your DECA chapter / high school” type **[school] DECA**.
- When you fill out percentage numbers, you **MUST** make sure it **EQUALS 100%** (it gives you a total as you fill in). Otherwise it will **not allow** you to move on.
- **Do NOT hit the “back” button** at the top of your browser. This will cancel everything.
- As you are completing the survey, write down questions that provide them information as it relates to each market segmentation in the grid.
- It is a longer survey. Be patient. You are participating in Marketing Research. Companies use this information to better serve you.
- When you have finished, please keep the “completed survey” screen up and ask for your teacher to initial your paper.
- Once your teacher has initialed your paper, answer the “after thoughts” questions and be prepared to participate in class discussion.

Name \_\_\_\_\_

Hour \_\_\_\_\_

**TEACHER'S INITIALS WHEN FINISHED** \_\_\_\_\_

Before completing the survey, list examples of each market segmentation. As you complete the survey, write questions that provide information as it relates to each market segmentation.

MARKET SEGMENTATION	QUESTIONS TO GATHER INFORMATION
<b>Demographics</b> <i>Examples:</i>	1.  2.  3.
<b>Psychographics</b> <i>Examples:</i>	1.  2.  3.
<b>Geographics</b> <i>Examples:</i>	1.  2.  3.

**AFTER THOUGHTS**

1. Why do you think companies want answers to questions that were asked in the survey? How do you think they will use the data?
  
  
  
  
  
  
  
  
  
  
2. Describe how the use of technology enhanced the collection of the data.
  
  
  
  
  
  
  
  
  
  
3. Based on your participation in this marketing research, explain characteristics of effective data-collection instruments.