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THIS IS HOW WE TEACH MARKETING RESEARCH

LESSON PLAN

TIME REQUIRED

45-minutes

RATIONALE

Marketing-Information Management: Students will learn to understand 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:

- Explain the concept of market and market identification.
- Explain factors that influence customer buying behavior.
- Describe the need for marketing data.
- Describe the use of technology in the marketing-information management function.
- Explain the 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 fall, we encourage you to do so by **September 23, 2024**. This experience is an excellent opportunity for your students to participate in real-life marketing research used by companies to better serve the population.

Online Activity: Take the Survey (40 minutes)
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.

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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 a matter that relates to society's perception of people's personal lives. Different cultures have different perceptions, and what may be "normal" behavior in one society may be a significant social issue in another.)

After this discussion, assign the survey so students can experience marketing research through their participation. The survey is accessible at https://bit.ly/tswtsfall24 beginning on **August 12, 2024**.

APPLICATION ACTIVITIES

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

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

ASSESSMENT + FOLLOW-UP

Once the surveys are completed and submitted online, ask students to answer the following questions in class discussion:

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

- Access to DECA Direct Online: www.decadirect.org/articles/share-whats-trending-in-the-fall-2024-taking-stock-with-teens-survey
- Access to a computer and https://bit.ly/tswtsfall24 *(Available on August 12, 2024).*
- Sufficient time (40 minutes) to complete the survey in one class period
- Teacher signature/initials are required before submitting the survey online

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THIS IS HOW WE LEARN MARKETING RESEARCH

APPLICATION ACTIVITY

INSTRUCTIONS

- For each market segmentation (demographics, psychographics, geographics), write at least three examples in the grid.
- Type **https://bit.ly/tswtsfall24** in the web browser *(Beginning on August 12, 2024)*.
- 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** ensure it **EQUALS 100%** (it gives you a total as you fill in). Otherwise, it will **not allow** you to move on. **Only use whole numbers.**
- **Do NOT hit the "back" button** at the top of your browser. This will cancel everything.
- As you complete the survey, write down questions that provide them information related 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 serve you better.
- When you have finished, please keep the "completed survey" screen up and ask your teacher to initial your paper.
- Once your teacher has initialed your paper, answer the "afterthoughts" questions and be prepared to participate in class discussion.

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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 related to each market segmentation.

MARKET SEGMENTATION	QUESTIONS TO GATHER INFORMATION
Demographics *Examples:*	1. 2. 3.
Psychographics *Examples:*	1. 2. 3.
Geographics *Examples:*	1. 2. 3.

AFTERTHOUGHTS

1. Why do you think companies want answers to questions 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 the characteristics of effective data-collection instruments.

4. What's your favorite brand, and why?

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