

## **Lesson Plan —Research the Market**

**Course Title:** Entrepreneurship

**Session Title:** Research the Market

**Performance Objective:**

- Upon completion of this lesson, the student will understand the role that market research plays in business.

**Specific Objectives:**

- Students will explain the role of market research.
- Students will identify the six steps involved in market research.

### **Preparation**

**TEKS Correlations:**

This lesson, as published, correlates to the following TEKS. Any changes/alterations to the activities may result in the elimination of any or all of the TEKS listed.

- **124.12(c)(2)(A)**  
explain the marketing concept
- **124.12(c)(2)(B)**  
explain how each component of the marketing mix contributes to successful entrepreneurial ventures
- **124.12(c)(14)(A)**  
identify benefits and limitations of marketing research
- **124.12(c)(14)(B)**  
identify components of the marketing research process
- **124.12(c)(14)(C)**  
explain how to use the marketing research process in order to identify potential markets, analyze demand, forecast sales, and make other decisions

**Interdisciplinary Correlations:**

**English**

**110.42(b)(6)(A) – Vocabulary Development**

...expand vocabulary through wide reading, listening, and discussing

**110.42(b)(6)(B) – Vocabulary Development**

... rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary

**110.42(b)(7)(F) – Reading/comprehension**

...identify main ideas and their supporting details

**110.42(b)(7)(G) – Reading/comprehension**

...summarize texts

**110.42(b)(7)(J) – Reading/comprehension**

...read silently with comprehension for a sustained period of time

**Accommodations for Learning Differences:**

It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the [Special Populations page](#) of this website.

**Teacher Preparation:****References:**

1. Entrepreneurship Ideas in Action, Fourth Edition, Cynthia L. Greene, Southwestern Cengage
2. Making a Job: A Basic Guide to Entrepreneurship Readiness, Marilyn Kourilsky, Kauffman Foundation for Entrepreneurial Leadership
3. USA Today and local newspapers

**Instructional Aids:**

1. "Research the Market" PowerPoint Presentation
2. Possible New Product Success Assignment #1
3. Possible New Product Success Rubric
4. Business Expansion Decision Assignment #2
5. Business Expansion Decision Rubric
6. Zip Code Life Styles Assignment #3
7. Zip Code Life Styles Rubric
8. Research the Market Assignment Sheet
9. Internet

**Materials Needed:**

1. Construction paper
2. Scissors and glue
3. Poster board

**Equipment Needed:**

1. Computers for students to complete projects
2. Projector for PPT

**Learner Preparation:**

1. Ask students to research business failures in the United States. Then ask students to develop a Top Five List for Business Failures. Then discuss how market research can possibly reduce the amount of business failure.
2. Break the class into teams consisting of two students. Then ask each team to develop five solid survey questions for the student body to answer about improving the school cafeteria. The entire class will put together the best 20 survey questions and actually conduct the survey with an appropriate sampling of the student population.
3. Ask students to give examples of secondary data they have used to write reports. Write the list of sources on the board. Then ask students the disadvantages of conducting research on the Internet. Explain how secondary sources of data

must be validated for reliability.

**Lesson Plan**

**Introduction (LSI Quadrant I):**

1. Ask each student to research a popular franchise and write 20 facts about the franchise. The information gathered is an example of secondary data. Then collect/use the information generated by the students for a trivia game. Students will learn information about industry leaders.
2. Ask students the last time that they filled out a survey. Did they willingly answer the questions or did they receive some type of reward for completing the survey? Then ask students what a restaurant could do to get more responses on a customer survey aimed at improving customer service.
3. Ask students to give examples of businesses that have closed recently. Then ask students to explain how marketing research may have saved the business from closing.



**Important Terms for this Lesson:**










- Market research - a system for collecting, recording, and analyzing information about customers, competitors, goods, and services
- Primary data - information collected for the very first time to fit a specific purpose
- Survey - a list of questions to ask your customers to find out demographic and psychographic information
- Focus group - an in-depth interview with a group of target customers who provide valuable ideas on products or services
- Secondary data - found in already-published sources

**Outline**

**Outline (LSI Quadrant II):**

Instructors can use the PowerPoint presentation, slides, handouts, current events, the Internet, and note pages in conjunction with the following outline.

MI	Outline	Notes to Instructor
  	<ol style="list-style-type: none"> <li>I. Role of Market Research - system for collecting, recording, and analyzing information about customers, competitors, goods, and services               <ol style="list-style-type: none"> <li>A. Determine Marketing Strategies - to determine which will be most effective and most profitable</li> <li>B. Market Research - has limits because it can be expensive and time-consuming</li> <li>C. Types of Data                   <ol style="list-style-type: none"> <li>1. Primary                       <ol style="list-style-type: none"> <li>a. collected for the first time</li> <li>b. collected to fit a purpose</li> </ol> </li> </ol> </li> </ol> </li> </ol>	<p>Ask students to give examples of trends in the automobile industry for the past five or ten years. Then explain how the auto industry uses market research to determine what types of cars to produce.</p>

	<ul style="list-style-type: none"> <li>c. survey - list of questions to ask customers to find out demographic and psychographic information</li> <li>d. observation - watching and counting the number of people making purchases</li> <li>e. focus group - in-depth interview with a group of target customers who provide valuable ideas on products or services</li> <li>f. disadvantages of primary data - time-consuming and more expensive to gather than secondary data</li> </ul> <p>2. Secondary Data - found in already-published sources</p> <ul style="list-style-type: none"> <li>a. data on population, family size, household income, economic trends, industry forecasts, and other information</li> <li>b. information found in government publications, books about specific industries, web sites for government and businesses, books about successful entrepreneurs, trade magazines and journals, newspaper articles and statistics</li> </ul>	<p>Explain how a successful supermarket can use a focus group of the best customers to determine strategies to increase sales and customer satisfaction. Ask students to use the Internet to research demographic information about their community. Popular web sites include the U.S. Census and the chamber of commerce for their community. Then explain how these sources of secondary information can help a business decide to locate in a new community.</p>						
	<p>II. Six Steps of Market Research</p> <ul style="list-style-type: none"> <li>A. Define the Question</li> <li>B. Determine the Data Needed</li> <li>C. Collect the Data</li> <li>D. Analyze the Data</li> <li>E. Take Action</li> <li>F. Evaluate Results</li> </ul>	<p>Ask students to use the market research steps to determine where they will attend college. Students should outline their six steps to determine which college meets their needs.</p>						
<p><b>Copy and paste Multiple Intelligences Graphic in appropriate place in left column.</b></p>								
								
<p>Verbal Linguistic</p>	<p>Logical Mathematical</p>	<p>Visual Spatial</p>	<p>Musical Rhythmic</p>	<p>Bodily Kinesthetic</p>	<p>Intra-personal</p>	<p>Inter-personal</p>	<p>Naturalist</p>	<p>Existentialist</p>

## Application

**Guided Practice (LSI Quadrant III):** Using the PowerPoint presentation, the teacher will explain the importance of researching the market before opening a business. Ask students to give an example of a business in the community that has recently closed. Then ask students to explain how market research could have prevented the business from closing.

Ask students to give an example of a decision or a purchase based on a personal hunch instead of spending time and to conduct research before making the decision. Stress the fact that investors and lenders will want to see solid data to back up marketing strategies contained in a business plan.

Show students the price tag for a piece of clothing from the department store. Then explain how the (UPC) bar code on the price tag provides market research data with every Point of Sale purchase. Also discuss how shopper cards can trace purchases to specific customer demographics.

## Independent Practice (LSI Quadrant III):

- **Possible New Product Success Assignment #1**

Divide the class into teams (2 students per team). Ask teams to develop a new product that members believe will be very useful for students at their school. Each team must develop a questionnaire for potential consumers of this product to gauge their interest. The teams must survey at least 50 students from their school to complete the questionnaire. Each team must tabulate the results to determine if the product is a good idea and write a report to support the idea. This project will be evaluated using a related rubric.

- **Business Expansion Decision Assignment #2**

Tell students that their family-owned business processes and sells grape juice to food distributors. In order to grow, the business needs to expand its product line. Apply the six market research steps to help determine an additional product for your business. Record the market research steps with text and illustrations on a decision-making mural. This project will be evaluated using a related rubric.

- **Zip Code Life Styles Assignment #3**

Select a zip code in the United States. Then conduct research about the demographics for that zip code. Write a paper that describes the demographics and lifestyle for the zip code. The report should also include pictures to further describe the population and the related lifestyle for the zip code. This project will be evaluated using a related rubric.

## Summary

### Review (LSI Quadrants I and IV):

**Q:** Why do entrepreneurs need to conduct market research?

**A:** The business conducts market research to determine which marketing strategies will be most effective and most profitable.

**Q:** What are the limitations of market research?

**A:** Market research has its limits because it can be very expensive and time-consuming.  
**Q:** What is the difference between primary and secondary data?  
**A:** Primary data is brand new data and secondary data is information that already exists.

### **Evaluation**

**Informal Assessment (LSI Quadrant III):**

1. Instructor will observe students during Independent Practice.
2. Instructor will assist students as needed

**Formal Assessment (LSI Quadrant III, IV):**

Use the assigned rubrics to evaluate the three Independent Practice Assignments (LSI Quadrant III)

**Extension/Enrichment (LSI Quadrant IV):**

1. The U.S. automobile industry is currently in financial trouble. Ask students to research the U.S. automobile industry to determine the latest strategies being used to overcome foreign competition and to produce economical vehicles. Then ask students how the U.S. automobile manufacturers could improve sales by conducting research.
2. Research your family to determine your roots. Design a family tree that represents at least four generations in both sides of your family. This research will shed more light on your family's background.

## **Entrepreneurship - Research the Market Independent Practice Assignment Sheet**

### **Possible New Product Success Assignment # 1**

This project will be completed as a team project (2 students per team). Your team must develop a new product that you believe will be very useful for students at your school. Your team must develop a questionnaire for potential consumers of this product to gauge their interest. Your team must survey at least 50 students from your school to complete the questionnaire. Each team must tabulate the results to determine if the product is a good idea and write a report to support the idea. This project will be evaluated using a related rubric.

### **Business Expansion Decision Assignment #2**

Your family-owned business processes and sells grape juice to food distributors. In order to grow, the business needs to expand its product line. Apply the six market research steps to help determine an additional product for your business. Record the market research steps with text and illustrations on a decision-making mural. This project will be evaluated using a related rubric.

### **Zip Code Life Styles Assignment #3**

Select a zip code in the United States. Then conduct research about the demographics for that zip code. Write a paper that describes the demographics and lifestyle for the zip code. The report should also include pictures to further describe the population and the related lifestyle for the zip code. This project will be evaluated using a related rubric.

# Entrepreneurship - Research the Market Group Planning - Research Project: Possible New Product Success Rubric Assignment #1

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Student Name: \_\_\_\_\_

CATEGORY	25	20	15	10 or less
<b>Ideas/Research Questions</b>	Researchers independently identify at least 4 reasonable, insightful, creative ideas/questions to pursue when doing the research.	Researchers independently identify at least 4 reasonable ideas/questions to pursue when doing the research.	Researchers identify, with some adult help, at least 4 reasonable ideas/questions to pursue when doing the research.	Researchers identify, with considerable adult help, 4 reasonable ideas/questions to pursue when doing the research.
<b>Delegation of Responsibility</b>	Each student in the group can clearly explain what information is needed by the group, what information s/he is responsible for locating, and when the information is needed.	Each student in the group can clearly explain what information s/he is responsible for locating.	Each student in the group can, with minimal prompting from peers, clearly explain what information s/he is responsible for locating.	One or more students in the group cannot clearly explain what information they are responsible for locating.
<b>Plan for Organizing Information</b>	Students have developed a clear plan for organizing the information as it is gathered and in the final research product. All students can independently explain the planned organization of the research findings.	Students have developed a clear plan for organizing the information in the final research product. All students can independently explain this plan.	Students have developed a clear plan for organizing the information as it is gathered. All students can independently explain most of this plan.	Students have no clear plan for organizing the information AND/OR students in the group cannot explain their organizational plan.
<b>Surveys</b>	Surveys from 50 respondents were conducted in a timely, appropriate manner to gather needed information.	Surveys from 40-45 respondents were conducted to gather needed information.	Surveys from 30-39 respondents were conducted to gather needed information.	Insufficient numbers of surveys were conducted to gather needed information.

**Total Score** \_\_\_\_\_  
**Maximum 100 Points**

## Entrepreneurship- Research the Market Mural: Business Expansion Decision Rubric Assignment #2

Student Name: \_\_\_\_\_

CATEGORY	20	15	10	5 or less
<b>Planning/organization</b>	Student can describe the intent and plan of complete mural and how his/her part will contribute to the whole. Works with team to come up with general plan of what will be done before beginning.	Student has carefully planned his/her part of the mural and can describe how s/he will get the work done and a vision for his/her part. Gets team input on plan for his/her contribution before beginning.	Student has planned his/her part of the mural and can describe how s/he will get the work done and a vision for his/her part. Does not solicit much group input when making plan.	Leaps into action without any evidence of planning or focus.
<b>Balance and Use of Space</b>	Use of positive and negative space creates a feeling appropriate to the theme. Objects are placed for best effect. Overall, it just feels right.	Use of positive space is good and the painting is relatively balanced, but negative space could be utilized better to create a more cohesive feel.	The mural seems to have a little too much background or seems a little too busy. Balance has not been achieved.	The mural seems unfinished (too much empty space) or there is not enough balance between foreground and background causing it to seem much too busy and unfocused.
<b>Time and Effort</b>	Class time was used wisely. Much time and effort went into the planning and creation of the mural. It is clear the students worked at home as well as at school.	Class time was used wisely, but it did not appear there was much work done outside of class.	Class time was not always used wisely, but additional work was done at home or other times during the day.	Class time was not used wisely and no additional effort was put in at other times or places.
<b>Market Research Steps</b>	Six market research steps thoroughly defined.	Six market research steps listed but needed more definition.	Six market research steps listed but not defined.	Not all six market research steps included.
<b>Thematic Accuracy</b>	The theme of the assignment and all steps of market research are accurately placed on the background.	The theme of the assignment and most of the market research steps are accurately placed on the background.	The theme of the assignment is covered.	The theme of the assignment is not covered.

**Total Score** \_\_\_\_\_  
**Maximum 100 Points**

## Entrepreneurship – Research the Market Research Report: Zip Code Life Styles Rubric Assignment #3

Student Name: \_\_\_\_\_

CATEGORY	20	15	10	5 or less
<b>Organization</b>	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
<b>Amount of Information</b>	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
<b>Quality of Information</b>	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
<b>Sources</b>	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
<b>Mechanics</b>	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.

**Total Score** \_\_\_\_\_  
**Maximum 100 Points**