

Lesson Plan - Understanding the Need for Market Information

Course Title: Marketing

Session Title: Understanding the Need for Market Information

Performance Objective:

- Upon completion of this lesson, the student will explain the importance of information in making marketing decisions.

Specific Objectives:

- Students will define discretionary purchases by consumers.
- Students will describe the categories of information needed by marketers.
- Students will explain the types of information needed for effective marketing decisions.

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.

- **124.32(c)(1)(A)**
...categorize business activities as production, marketing, management, or finance.
- **124.32(c)(1)(B)**
...explain the interdependence each business activity has with marketing.
- **124.32(c)(1)(C)**
...explain the impact of an international economy on business activities.
- **124.32(c)(3)(A)**
...explain the marketing concept.
- **124.32(c)(5)(A)**
...explain the importance of target markets.
- **124.32(c)(5)(B)**
...describe advantages and disadvantages of market segmentation and mass marketing.
- **124.32(c)(5)(C)**
...distinguish among geographic, demographic, psychographic, and behavioral segmentation.
- **124.32(c)(9)(A)**
...research the use of information technology in marketing.
- **124.32(c)(9)(B)**
...select and use the tools of information technology in marketing.
- **124.33(c)(3)(A)**
...research market segmentation trends.
- **124.32(c)(3)(B)**
...identify types of segmentation in markets.
- **124.33(c)(17)(A)**

- ...explain the importance of marketing research.
- **124.33(c)(17)(B)**
...describe areas of marketing research.
- **124.33(c)(17)(D)**
...identify trends affecting marketing research.
- **124.33(c)(17)(E)**
...discuss benefits and limitations of marketing research.
- **124.33(c)(18)(A)**
...describe the marketing research process.
- **124.33(c)(18)(B)**
...identify methods of collecting data.
- **124.33(c)(18)(C)**
...describe ways technology is used in research.

Interdisciplinary Correlations:

English:

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

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

10.42(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.

10.42(b)(7)(G) – Reading/comprehension

...summarize texts.

110.42(7)(J) – Reading/comprehension

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

110.42(4)(A) – Writing/inquiry/research

...use writing to formulate questions, refine topics, and clarify ideas.

110.42(4)(B) – Writing/inquiry/research

... use writing to discover, organize, and support what is known and what needs to be learned about a topic.

World Geography -- Economics

113.34 (c)(12)(A) – Economics

Compare global trade patterns at different periods of time and develop hypotheses to explain changes that have occurred in world trade and the implications of these changes.

Accommodations for Learning Differences:

For ED, ESL, LD, Special Ed, at Risk, 504, etc. allow the following:

1. Allow students less than best responses to vocabulary and assignment sheets.
2. Allow students more errors on research and PowerPoint presentations.
3. Allow students more time on internet research.

Teacher Preparation:**References:**

1. Marketing, Third Edition, James L. Burrow, Southwestern Cengage, Learning
2. Marketing Essentials, McGraw Hill
3. USA Today and local newspapers

Instructional Aids:

1. Understanding the Need for Marketing Information PowerPoint presentation
2. Customer Survey for a Restaurant or Automobile Dealership
3. Customer Survey for a Restaurant or Automobile Dealership Rubric
4. Marketing to the Generations Part Five
5. Marketing to the Generations Rubric
6. Internet

Materials Needed:

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

Equipment Needed:

1. Computers for students to complete projects.
2. Projector for PowerPoint presentation.

Learner Preparation:

1. Ask students to describe how their family's needs have changed as the children in the household grew older. Ask students how values and purchases change for an aging population.
2. Ask students to research the Gallup Corporation. What is the mission/purpose of this company? How do businesses use market research?
3. "Not all consumers even in the same age group are created alike." Ask students to explain what this statement means.

Lesson Plan**Introduction (LSI Quadrant I):**

1. Survey the class to determine how many students have a job. Then ask those students with jobs if they are satisfied with their purchase choices. Define discretionary income and good/bad strategies used by consumers when spending discretionary income.
2. Survey the class to determine if any students desire to be politicians. Then explain how political campaigns monitor success through research polls conducted by organizations like The Gallup Corporation. Ask students why an increasing number of businesses are counting on research companies to find out about customer satisfaction with their company.



Important Terms for this Lesson:

- discretionary purchases-purchases that are not essential/consumers can decide whether or not to purchase these items

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
	<p>I. The Need for Information</p> <ul style="list-style-type: none"> A. Consumer Differences B. Expanding Choices for Discretionary Purchase C. Competition D. The Global Marketplace 	<p>A. Ask students to write a paragraph about what good or service they enjoy buying. They must explain their strategy for making purchases in this category of goods or services.</p> <p>D. Ask students how many of the products they own are imports. How have events like the Olympics influenced the international marketplace?</p>
	<p>II. Deciding on Information Needs</p> <ul style="list-style-type: none"> A. Approaches to Planning <ul style="list-style-type: none"> 1. information from customers 2. information from sales associates 3. information from marketing research B. Categories of Information <ul style="list-style-type: none"> 1. consumers <ul style="list-style-type: none"> a. age b. gender c. income d. education e. family size f. occupation g. attitudes h. primary needs i. purchase frequency j. brand preferences 	<p>A. Survey students to determine how many have been asked to complete a company survey. What is the reason for the survey? Did the student have an incentive for completing the survey?</p> <p>Ask students to describe a situation where they received</p>

	<ul style="list-style-type: none"> k. information needs l. media preferences m. shopping behavior <p>2. marketing mix</p> <ul style="list-style-type: none"> a. basic products b. product features c. services d. product packaging e. guarantees f. after-sale-customer service g. product price h. credit choices i. discounts j. location and method of sale k. type of distribution used l. promotion and sales methods m. promotional message n. promotional media <p>3. business environment</p> <ul style="list-style-type: none"> a. type of competition b. competitors' strengths c. competitors' strategies d. economic conditions e. government regulations f. new technology g. consumer protection h. ethical issues i. tax policies j. proposed laws k. international markets 	<p>outstanding customer service and a situation where the service was awful. What was missing in the second experience and how could that company benefit from customer feedback?</p> <p>B. Ask students to define the current economic climate. How has climate affected their purchasing decisions?</p>
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Copy and paste Multiple Intelligences Graphic in appropriate place in left column.

								
Verbal Linguistic	Logical Mathematical	Visual Spatial	Musical Rhythmic	Bodily Kinesthetic	Intra- personal	Inter- personal	Naturalist	Existentialist

Application

Guided Practice (LSI Quadrant III):

1. "When people earn more money, they become addicted to spending more

money.” What does this statement mean?

2. Ask students to describe what type of after-sale customer service they expect to receive from a new car dealership.
3. Ask students to explain how the global marketplace has affected product choices and prices.

Independent Practice (LSI Quadrant III):

1. Students will complete Part Five of the “Marketing to Generations” project. Use Marketing to the Generations Rubric as the evaluation tool for this project.
2. Students will use Customer Survey for a Restaurant or Automobile Dealership to design a short customer survey for a restaurant or automobile dealership service center. The survey should include 10 questions with a rating scale of 1-5, 5 being the best rating. Students will present their findings to the class.

Summary

Review (LSI Quadrants I and IV):

Q: Why must a business pay attention to an individual consumer’s personal needs?

A: Every consumer is different and has their own special needs. Each person has different expectations from the business.

Q: What is a discretionary purchase?

A: This is a purchase beyond basic needs, something that is not necessary for survival

Q: How do businesses compete for sales of items with little differences?

A: emphasize brand name, availability, and price

Q: Why does a business need marketing research when entering a new international market?

A: to collect information about the country, consumers, values, and economy

Evaluation

Informal Assessment (LSI Quadrant III):

1. Instructor will observe students during Independent Practice assignments, class discussion, class participation, and PowerPoint discussions.
2. Instructor will assist individual students as needed.

Formal Assessment (LSI Quadrant III, IV):

Use Marketing to the Generations Rubric to evaluate the Fifth part of the “Marketing to the Generations” project. The Customer Survey for a Restaurant or Automobile Dealership Project will be evaluated using the Customer Survey for a Restaurant or Automobile Dealership Rubric for completeness and quality of questions.

Extension/Enrichment (LSI Quadrant IV):

1. Ask students to create a survey for students to complete about the high school cafeteria. No leading questions can be asked on the survey. Students will conduct the survey to determine how the cafeteria can meet the expectations of its customers.
2. Ask students to research another country to learn about their standard of living, demand for goods and services, and unique cultural trade practices. Prepare a

report about doing business in that country.

Marketing to the Generations Project

Name_____

Goal: To learn about four target markets that have different backgrounds, needs, and spending habits.

Part 1: Conduct Internet research for the following four generations: Silent (Mature) Generation, Babyboomers, Generation X, and Generation Y. Print two sheets of information for each group and highlight the main points. Make sure that you locate the most useful marketing information about each group.

Part 2: Design a poster with pictures from a magazine or newspaper to represent each generation. Divide the poster into quadrants—one for each generation. Each quadrant should include pictures of people to represent each generation and 20 facts about each generation.

Part 3: Prepare 20-bulleted list for each generation. The list should include descriptive characteristics, needs, and buying habits.

Part 4: Write four paragraphs to describe five goods/services that each generation will purchase and why. Each paragraph should be at least five sentences and printed.

Part 5: Prepare a PowerPoint presentation about the four generations, using the information from assignments #1-4. Each generation should have at least four slides.

Marketing to Generation X, Generation Y, Baby Boomers, and the Silent Generation

Marketing to the Generations Rubric

Student Name: _____

CATEGORY	20	15	10	5
Research for Each Generation	Thorough research printed and highlighted for each generation	Thorough research printed/not highlighted for each generation	Adequate research printed/highlighted for each generation	Incomplete information for the 4 generations
Poster Representing the 4 Generations	Appealing poster that accurately illustrates people for each generation	Appealing poster that does not accurately illustrate people for each generation	Acceptable poster with inaccurate pictures	Poorly constructed poster with incomplete information (pictures)
Bulleted List for Each Generation	20 Solid Facts for Each Generation	20 Less than Solid Facts for Each Generation	15-19 Facts for Each Generation	Less than 15 Facts for Each Generation
Paragraphs Describing Purchases for Each Generation	High quality paragraphs with at least 5 purchase needs and explanations for each generation	High quality paragraph with less than 5 purchase needs and explanations for each generation	Acceptable paragraph with 5 purchase needs for each generation. Lacking explanations for the purchases	Incomplete information about purchase needs and rationale for each group
PowerPoint Presentation	At least three high quality, informative slides for each generation	Less than three high quality, informative slides for each generation	Adequate number of slides, slide content inadequate	Incomplete slide show with inadequate information for each generation

Total Score _____

Maximum Score 100 pts.

Customer Survey for a Restaurant or Automobile Dealership

Name _____

Dealership:

New automobiles and homes are the largest purchases for many individuals. Consumers have many choices when selecting a new car. They pay attention to gas mileage, special interest rates, customer service, and numerous other factors when deciding on the automobile to purchase.

The best automobile dealerships have sales associates who follow-up the sale by communicating with the customer to determine the level of satisfaction. Also the best sales associates communicate periodically with customers to make them aware of new models, great price breaks, and special service deals.

Assignment: You have just purchased your first new automobile. Create a customer survey for an automobile dealership with 10 non-leading questions that would be easy and quick for customers to complete. This data should be relevant to the customer and the automobile dealer in order for the dealership to maintain excellent customer service.

Restaurant:

In today's on-the-go society, a large number of families choose to dine out several times a week and are demanding a good quality dining experience for their family. With the large number of restaurants and fast-food chains, competition for customers is becoming fierce and price competition is giving way to quality service.

The best restaurants are now following up with surveys to determine customer satisfaction with their dining experience. Many restaurants use a web site on their sales receipt and will reward the customer for taking a brief survey. This survey enables the restaurant the ability to improve the quality of service.

Assignment: Create a customer survey for a restaurant of your choice with a minimum of 10 non-leading questions that would be easy and quick for customers to complete. This data should be relevant to the customer and the restaurant in order for the restaurant to maintain and improve their excellent customer service.

Customer Survey for a Restaurant or Automobile Dealership Rubric

Student Name: _____

CATEGORY	25	20	15	10 or less
Quality of Survey Questions	Excellent 10 non-leading questions	At least 8 good non-leading questions	5-7 good non-leading questions	Fewer than 5 non-leading questions
Rating Scale Appropriate for Survey Questions	Rating scale (rubric) appropriate and easy for consumers to use	Rating scale (rubric) good but not appropriate for all questions asked	Rating scale (rubric) does not match the type of questions asked	Survey questions cannot be rated by consumers on a rubric
Rating Categories for the Restaurant	Categories selected were researched and validated by the actual restaurant	Categories selected were researched but not validated by the actual restaurant	Categories selected were not researched or validated by the actual restaurant	Inappropriate categories to survey
Presentation of Information	Well-organized, convincing presentation	Good presentation that could be enhanced with more information based on the survey results	Fair presentation needing much more information about survey questions and results	Poor presentation lacking quality information about the survey and results of the survey

Total Score _____
 Maximum Score 100 pts.