

Implementation Date
Fall 2008

PROGRAM CONCENTRATION: Marketing, Sales & Service
CAREER PATHWAY: Optional Course for All
Marketing Pathways
COURSE TITLE: Marketing Research

In this course, high school students will gain an understanding of marketing research and the role it plays in the field of marketing. By using primary and secondary research, the students will learn the value of knowing the customer and be able to identify a viable target market. Through the exploration of survey techniques, students will be aware of different methods of discovering information that is beneficial to the successful implementation of a marketing plan. By planning and implementing a data collection experiment, students will learn to examine research design and collection methods, treatments, control groups, experimental units, random assignment and replication, and the identification of possible sources of bias and placebo effects. Exposure to career possibilities and ethical issues are also important aspects to this course.

In order to increase the number of application experiences, students should participate in work-based learning activities and the student organization, DECA, An Association of Marketing Students. It is also highly advantageous for students to participate in a school-based enterprise.

CRITICAL ELEMENTS OF MARKETING RESEARCH

The goal of this course is to provide all students with an introduction to the principles of marketing research as well as an explanation of how research is used in our world. This course will also bring an awareness of the prevalence and importance of marketing research in business today. This awareness will provide students the competence to be better consumers, marketers, and responsible business leaders.

MKT-MR-1. Students will analyze the impact of marketing research in business and industry.

- a. Define marketing research.
- b. Explain the marketing information system concept.
- c. Describe the role and importance of marketing research as a marketing and management decision-making tool.
- d. Explain marketing research as a means for implementing the marketing concept and for developing and implementing a marketing strategy.
- e. Assess when marketing research is needed and when it should not be conducted.
- f. Compare and contrast basic and applied marketing research.
- g. Distinguish among the various categories of marketing research activities.

Implementation Date
Fall 2008

ACADEMIC STANDARDS:

ELA12W2. The student demonstrates competence in a variety of genres.

ELA12W3. The student uses research and technology to support writing.

MC1P1. Students will solve problems (using appropriate technology).

MC1P4. Students will make connections among mathematical ideas and to other disciplines.

MC2A2. Students will solve simple equations.

MKT-MR-2. Students will differentiate between primary and secondary research.

- a. Differentiate between primary and secondary data.
- b. Identify the general examples of exploratory research.
- c. Discuss the advantages and disadvantages of primary data (i.e., credibility, availability, cost in dollars, cost in terms of time).
- d. Discuss the advantages and disadvantages of secondary data (i.e., availability, relevance, accuracy, and sufficiency).
- e. Discuss various internal and external sources of secondary data.
- f. Search and retrieve data from database sources with computers and Internet technology.

ACADEMIC STANDARDS:

ELA12W2. The student demonstrates competence in a variety of genres.

ELA12W3. The student uses research and technology to support writing.

MC1P1. Students will solve problems (using appropriate technology).

MC1P4. Students will make connections among mathematical ideas and to other disciplines.

MC2A2. Students will solve simple equations.

MKT-MR-3. Students will categorize stages in the marketing research Process.

- a. Explain that explicit problem definition is essential for effective marketing research.
- b. Diagram the steps in the marketing research process.
- c. Implement the marketing research process.

Implementation Date
Fall 2008

ACADEMIC STANDARDS:

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

ELA12W2. The student demonstrates competence in a variety of genres.

ELA12W3. The student uses research and technology to support writing.

MC1P1. Students will solve problems (using appropriate technology).

MC1P4. Students will make connections among mathematical ideas and to other disciplines.

MC2A2. Students will solve simple equations.

MC3D1. Using sample data, students will make informal inferences about population means and standard deviations.

MA1D3. Students will relate samples to population.

MKT-MR-4. Students will identify demographic information in order to define a target market.

- a. Define demographics.
- b. Discuss the difference between psychographics and demographics.
- c. Discuss the importance of segmentation of demographics.
- d. Identify and interpret sources of demographic data. (i.e., U.S. Census Bureau, DOL, etc.).
- e. Develop a customer profile.
- f. Distinguish between market and target market.

ACADEMIC STANDARDS:

ELA12W2. The student demonstrates competence in a variety of genres.

ELA12W3. The student uses research and technology to support writing.

MC1P1. Students will solve problems (using appropriate technology).

MC1P4. Students will make connections among mathematical ideas and to other disciplines.

MC2A2. Students will solve simple equations.

Implementation Date
Fall 2008

MC3D1. Using sample data, students will make informal inferences about population means and standard deviations.

MA1D3. Students will relate samples to population.

MKT-MR-5. Students will construct sampling designs in the marketing research process.

- a. Identify the issues concerning the identification of the target population and the selection of the sampling frame.
- b. Explain the concept of census versus sample, including types of sampling situations.
- c. Identify methods for determining sample size and explain the concept of sample distribution.
- d. Distinguish between random sampling and systematic (non-sampling) errors.
- e. Discuss the advantages and disadvantages of the various types of probability and non-probability samples.
- f. Identify how to choose an appropriate sample design.

ACADEMIC STANDARDS:

ELA12W2. The student demonstrates competence in a variety of genres.

ELA12W3. The student uses research and technology to support writing.

MC1P1. Students will solve problems (using appropriate technology).

MC1P4. Students will make connections among mathematical ideas and to other disciplines.

MC2A2. Students will solve simple equations.

MC3D1. Using sample data, students will make informal inferences about population means and standard deviations.

MA1D3. Students will relate samples to population.

MKT-MR-6. Students will organize and sort data to create a visual representation of information.

- a. Utilize a computer software spreadsheet or SPSS designed for descriptive analysis.
- b. Interpret the findings from basic data analysis.

ACADEMIC STANDARDS:

Implementation Date
Fall 2008

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

ELA12W2. The student demonstrates competence in a variety of genres.

ELA12W3. The student uses research and technology to support writing.

MC1P1. Students will solve problems (using appropriate technology).

MC1P4. Students will make connections among mathematical ideas and to other disciplines.

MC2A2. Students will solve simple equations.

MKT-MR-7. Students will identify elements of survey techniques in order to Create primary research instruments.

- a. Outline the steps of questionnaire design including preliminary decisions and the five considerations regarding questionnaire content.
- b. Identify the five general issues in question phrasing, types of response formats, and strategies for sequencing questions.
- c. Explain the process of designing data collection strategies.
- d. Identify the differences among ranking, rating, sorting, and making choices to measure attitudes and preferences.
- e. Evaluate and discuss Likert scales, semantic differentials, and other types of attitude scales.
- f. Recognize that decisions about data collection methods and measurement scales influence the format and layout of questionnaires.

ACADEMIC STANDARDS:

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

ELA12W2. The student demonstrates competence in a variety of genres.

ELA12W3. The student uses research and technology to support writing.

MC1P1. Students will solve problems (using appropriate technology).

MC1P4. Students will make connections among mathematical ideas and to other disciplines.

Implementation Date
Fall 2008

MC2A2. Students will solve simple equations.

MKT-MR-8. Students will plan research design and implement data collection.

- a. Make data usable by organizing and summarizing data into frequency distributions, proportions, and measurements of central tendency.
- b. Describe data collection systems, decision support systems, and the system components of a marketing information system.
- c. Classify marketing research as exploratory research, descriptive research, or causal research.
- d. Identify and select an appropriate survey research design.
- e. Distinguish between scientific observation and casual observation.
- f. Define experimentation and discuss the requirements necessary for making a true experiment.
- g. Identify the types of laboratory experiments and their applications.
- h. Distinguish between internal and external validity.
- i. Distinguish between standard test marketing method, controlled-store and mini-market tests, electronic test markets, and simulated test markets.
- j. Plan and conduct experiments that include the identification of research objectives, research design and collection methods, treatments, control groups, experimental units, random assignments and replication as well as the identification of possible sources of bias and placebo effects.

ACADEMIC STANDARDS:

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

ELA12W2. The student demonstrates competence in a variety of genres.

ELA12W3. The student uses research and technology to support writing.

MC1P1. Students will solve problems (using appropriate technology).

MC1P4. Students will make connections among mathematical ideas and to other disciplines.

MC2A2. Students will solve simple equations.

MC3D1. Using sample data, students will make informal inferences about population means and standard deviations.

MA1D3. Students will relate samples to population.

Implementation Date
Fall 2008

MKT-MR-9. Students will evaluate organizational and ethical issues of the Marketing research process.

- a. Recognize the degree of marketing research sophistication in various organizations.
- b. Discuss the organizational structure of marketing research in various organizations.
- c. Explain why ethical questions are philosophical questions.
- d. Define societal norms.
- e. Describe the three parties involved in most research situations and determine how the interactions among them may identify a series of ethical questions.
- f. Identify the rights and obligations of the respondent, the researcher, and the client sponsor.
- g. Take each of the three parties' perspectives and identify selected issues (i.e., deception, privacy, and advocacy research).
- h. Discuss the role of codes of ethics in marketing research.

ACADEMIC STANDARDS:

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

ELA12W2. The student demonstrates competence in a variety of genres.

ELA12W3. The student uses research and technology to support writing.

MC1P4. Students will make connections among mathematical ideas and to other disciplines.

MC2A2. Students will solve simple equations.

MKT-MR-10. Students will identify potential career opportunities in marketing research and appropriate career path credentials.

- a. Identify appropriate individual career titles and career paths within marketing research.
- b. Determine the skill requirements and educational qualifications to enter a selected marketing research.
- c. Create a career plan to obtain the skills and educational qualifications to enter a selected marketing research career.

ACADEMIC STANDARDS:

Implementation Date
Fall 2008

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

ELA12W2. The student demonstrates competence in a variety of genres.

ELA12W3. The student uses research and technology to support writing.

MC1P4. Students will make connections among mathematical ideas and to other disciplines.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

Implementation Date
Fall 2008

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.

**Marketing, Sales and Service
National Cluster Knowledge and Skill Standards
Marketing Research**

National Standards for Marketing, Sales and Service Career Cluster	Marketing, Sales, and Service
---	--------------------------------------

Implementation Date
Fall 2008

Cluster Knowledge and Skills	Marketing Research Course
<p>Pathway Statement: Manage marketing-information and research activities to facilitate business's development and growth and to contribute to customer satisfaction.</p> <p>Performance Element: Acquire foundational knowledge of marketing-information and research to understand what information and equipment are needed to carry out marketing information and research activities.</p> <p>Performance Element: Employ marketing information to plan marketing activities.</p>	<p>CM-MME-MR1 Analyze the impact of marketing research in business and industry.</p>
<p>Pathway Statement: Manage marketing-information and research activities to facilitate business's development and growth and to contribute to customer satisfaction.</p> <p>Performance Element: Collect marketing information to facilitate decision making.</p>	<p>CM-MME-MR2 Differentiate between primary and secondary research.</p>
<p>Pathway Statement: Manage marketing-information and research activities to facilitate business's development and growth and to contribute to customer satisfaction.</p> <p>Performance Element: Design and implement marketing research activities to test hypotheses and/or resolve issues.</p>	<p>CM-MME-MR3 Categorize stages in the marketing research process.</p>
<p>Pathway Statement: Manage marketing-information and research activities to facilitate business's development and growth and to contribute to customer satisfaction.</p> <p>Performance Element: Collect marketing information to facilitate decision making.</p>	<p>CM-MME-MR4 Identify demographic information in order to define a target market.</p>

Implementation Date
Fall 2008

**Marketing, Sales and Service
National Cluster Knowledge and Skill Standards
Marketing Research**

<p>Pathway Statement: Manage marketing-information and research activities to facilitate business's development and growth and to contribute to customer satisfaction.</p> <p>Performance Element: Design and implement marketing research activities to test hypotheses and/or resolve issues.</p>	<p>CM-MME-MR5 Construct sampling designs in the marketing research process.</p>
<p>Pathway Statement: Manage marketing-information and research activities to facilitate business's development and growth and to contribute to customer satisfaction.</p> <p>Performance Element: Process marketing information to translate data into useful information for decision making.</p> <p>Performance Element: Report findings to communicate research information to others.</p>	<p>CM-MME-MR6 Organize and sort data to create a visual representation of information.</p>
<p>Pathway Statement: Manage marketing-information and research activities to facilitate business's development and growth and to contribute to customer satisfaction.</p> <p>Performance Element: Design and implement marketing research activities to test hypotheses and/or resolve issues.</p>	<p>CM-MME-MR7 Identify elements of survey techniques in order to create primary research instruments.</p>
<p>Pathway Statement: Manage marketing-information and research activities to facilitate business's development and growth and to contribute to customer satisfaction.</p> <p>Performance Element: Design and implement marketing research activities to test hypotheses and/or resolve issues.</p> <p>Performance Element: Process marketing information to translate data into useful information for decision making.</p>	<p>CM-MME-MR8 Plan research design and implement data collection.</p>

Implementation Date
Fall 2008

**Marketing, Sales and Service
National Cluster Knowledge and Skill Standards**

Marketing Research

<p>Pathway Statement: Manage marketing-information and research activities to facilitate business's development and growth and to contribute to customer satisfaction.</p> <p>Performance Element: Acquire foundational knowledge of marketing-information and research to understand what information and equipment are needed to carry out marketing information and research activities.</p>	<p>CM-MME-MR9 Evaluate organizational and ethical issues of the marketing research process</p>
<p>Pathway Statement: Manage marketing-information and research activities to facilitate business's development and growth and to contribute to customer satisfaction.</p> <p>Performance Element: Analyze marketing-information and research careers to determine careers of interest.</p> <p>Performance Element: Compare individual's abilities, interest, and attitudes with those associated with marketing-information and research success to determine the match between the two.</p>	<p>CM-MME-MR10 Identify potential career opportunities in marketing research and appropriate career path credentials.</p>
<p>National Standards' Source(s):</p>	
<p><i>MarkED, Inc.: (National Standards for Marketing, Sales & Service Career Cluster)</i></p>	

National Standards' Source(s):

NBEA: National Business Education Curriculum Standards

IBEA: Idaho Business Education Curriculum Standards