

In *JA Marketing Principles 2*, a one-semester teacher-led course, high school students learn about marketing in the world around them and potential careers in the field.

Students will:

- Learn the necessary concepts applicable to state and national educational standards
- Apply these standards-based concepts to the real world
- Synthesize elective concepts through a cumulative, tangible deliverable (project)
- Analyze a business situation or principle through the use of a case study
- Demonstrate the skills necessary for future career pathway success



Volunteers engage with students through a variety of activities that includes subject matter guest speaking and coaching or advising for case study and project course work. Volunteer activities help students better understand the relationship between what they learn in school, their future career, and their successful participation in today's global economy.

The following pages outline the JA course plan.

Course Theme	Theme Topics	Project Topic
Market Research	1: What Is Market Research? 2: Types of Market Research 3: Tools of Market Research 4: Market Research Process	Content Marketing: Students learn about the importance of content marketing and how to develop a content plan that provides valuable information to customers while also promoting a business.
Marketing Plan	1: The Purpose of a Marketing Plan 2: Elements of a Marketing Plan 3: Developing a Marketing Plan 4: Budget	Messaging Across the Channels: Students learn about the communication mix, the specific methods and media used to promote products and services to a target market.
Sales and Marketing Methods	1: Sales and Marketing 2: Retail Marketing 3: Online Marketing and E-Commerce 4: B2B Marketing	Customer Service Trends: Students learn about the definition and importance of customer service and create a strategy based on the company's practices and needs.
Careers in Marketing	1: Planning for a Career in Marketing 2: Marketing Careers in the New Economy 3: Retail Marketing Careers 4: Marketing Career Fair	Emotional Connection: Students learn about the importance of making an emotional connection with customers.

For the guiding standards that are presented below, the legend for reference is as follows:
CCTC – Common Career Technical Core; **NBEA** – National Business Education Association.

THEME 1: MARKET RESEARCH

Session	Session Description	Guiding Standards	Student Learning Objectives
1: What Is Market Research?	Students learn how market research allows companies to gather, analyze, and interpret information to make strategic decisions about their product line and how it is marketed.	<ul style="list-style-type: none"> • CCTC–MK 4.8: Explain marketing research activities to develop or revise a marketing plan. • NBEA–MRKT V. Marketing Research: Analyze the role of marketing research in decision-making. 	<ol style="list-style-type: none"> 1. Examine the reasons market research is conducted. 2. Learn key steps in the process of conducting market research. 3. Research the methods businesses use to conduct market research. 4. Demonstrate how market research benefits companies.
2: Types of Market Research	Students learn about primary (qualitative) and secondary (quantitative) research and the contribution they make to marketing.	<ul style="list-style-type: none"> • CCTC–MK–SAL 1.2: Employ marketing information to plan marketing activities. • NBEA–MKT III. Analyze the influence of external factors on marketing. • NBEA–MKT IV. The Marketing Mix Achievement Standard: Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process. 	<ol style="list-style-type: none"> 1. Define qualitative and quantitative market research. 2. Evaluate the purposes of qualitative and quantitative market research. 3. Examine methods of quantitative market research. 4. Apply quantitative market research methodology to a business scenario.
3: Tools for Market Research	Students understand a product's market and create a marketing plan. They learn about the different types of research tools used to gather data on demographics and lifestyles.	<ul style="list-style-type: none"> • CCTC–MK–COM 3.1: Plan marketing research activities to ensure appropriateness and adequacy of data-collection efforts. • CCTC–MK–COM 3.2: Design qualitative marketing research study to ensure appropriateness of data-collection efforts. • NBEA–MRKT V: External Factors: Analyze the influence of external factors on marketing. 	<ol style="list-style-type: none"> 1. Examine methods of qualitative market research. 2. Identify an appropriate research tool to design a qualitative research study. 3. Conduct a qualitative research study (in-depth interview). 4. Analyze the results of qualitative research.

THEME 1: MARKET RESEARCH (continued)

Session	Session Description	Guiding Standards	Student Learning Objectives
4: Market Research Process	Students learn about market research tools used to gather data on demographics and lifestyles. Through gaining an understanding of the market, students can create a marketing plan.	<ul style="list-style-type: none"> • CCTC–MK-COM 3.3: Collect marketing information to ensure accuracy and adequacy of data for decision-making in marketing communications. • CCTC–MK 4.8: Explain marketing research activities to develop or revise marketing plan. • NBEA–Marketing V. Marketing Research: Analyze the role of marketing research in decision-making. 	<ol style="list-style-type: none"> 1. Identify steps in the market research process used to measure brand identity. 2. Research how brands have handled image problems in the past. 3. Perform market research related to brand identity. 4. Present quantitative data to a “marketing department” and give recommended solutions to an identified brand identity problem. 5. Exhibit polished and effective presentation technique.

THEME 2: MARKETING PLAN

Session	Session Description	Guiding Standards	Student Learning Objectives
1: The Purpose of a Marketing Plan	Students learn the importance of a marketing plan to describe a company’s marketing strategies and how those strategies will be implemented.	<ul style="list-style-type: none"> • CCTC–MK-10: Use marketing strategies and processes to determine and meet client needs and wants. • NBEA–Marketing I. Foundations of Marketing: Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society. 	<ol style="list-style-type: none"> 1. Explain the role of essential purpose of a marketing plan in business. 2. Review and analyze a company’s marketing plan. 3. Research and develop a market snapshot for a marketing plan.

THEME 2: MARKETING PLAN (continued)

Session	Session Description	Guiding Standards	Student Learning Objectives
2: Elements of a Marketing Plan	Students learn the elements of a marketing plan and how they combine to provide a roadmap for implementing marketing strategies.	<ul style="list-style-type: none"> • CCTC–MK 10.4: Utilize marketing information to develop a marketing plan. • NBEA–Marketing IV. The Marketing Plan: Describe the elements, design, and purposes of a marketing plan. 	<ol style="list-style-type: none"> 1. Define the essential components of a marketing plan. 2. Develop approaches for creating a marketing plan. 3. Examine successful mission statements and explain their role in marketing plans. 4. Create a written product description for a marketing plan.
3: Developing a Marketing Plan	Students gain experience in developing a marketing plan, including a situational analysis that is a key element of any plan.	<ul style="list-style-type: none"> • CCTC–MK-COM 3.1: Plan marketing research activities to ensure appropriateness and adequacy of data-collection efforts. • CCTC–MK-COM 3.2: Design qualitative marketing research study to ensure appropriateness of data-collection efforts. • NBEA–MRKT V: External Factors: Analyze the influence of external factors on marketing. 	<ol style="list-style-type: none"> 1. Review the approaches to developing and writing the elements of a marketing plan. 2. Describe the elements and purpose of a SWOT Analysis. 3. Organize questions to solve a situation through a SWOT Analysis. 4. Apply SWOT Analysis to the development of a marketing strategy.
4: Market Research Process	Students learn about market research tools used to gather data on demographics and lifestyles. Through gaining an understanding of the market, students can create a marketing plan.	<ul style="list-style-type: none"> • CCTC–MK 02.4: Determine needed resources for a new marketing project or business venture. • NBEA–Marketing VI. The Marketing Plan. Describe the elements, design, and purposes of a marketing plan. 	<ol style="list-style-type: none"> 1. Describe the importance of a marketing budget as an element of a marketing plan. 2. Examine methods of creating a marketing budget. 3. Use methods of tracking, monitoring, and analyzing marketing metrics as related to ROI (return on investment). 4. Adjust marketing activities based on plan results.

THEME 3: SALES AND MARKETING RECORDS

Session	Session Description	Guiding Standards	Student Learning Objectives
1: Sales and Marketing	In many companies, sales and marketing function hand in hand. Marketing evaluates customer wants and needs, then develops, implements, and tweaks a plan to meet those wants and needs while generating profits. Sales has the direct link to the customer and closes the deal.	<ul style="list-style-type: none"> • CCTC–MK 10.3: Explain sales processes and techniques to enhance customer relationships and to increase the likelihood of making a sale. • NBEA–Marketing IV. Examine the role of salespeople in building customer relationships. • NBEA–Marketing IV. Plan and organize a sales presentation (e.g., approaching prospects, asking appropriate questions, relating features and benefits to customer needs). 	<ol style="list-style-type: none"> 1. Examine the reasons market research is conducted. 2. Learn key steps in the process of conducting market research. 3. Research the methods businesses use to conduct market research. 4. Demonstrate how market research benefits companies.
2: Retail Marketing	Retailers market themselves to raise awareness of their stores and drive sales. Retail marketing involves selling products to consumers from a fixed location. For the purposes of this session, it does not include e-commerce or online sales.	<ul style="list-style-type: none"> • CCTC–MK-MGT 4.3: MK-SAL 1.2: Employ marketing information to plan marketing activities. • NBEA–MKT IV. The Marketing Mix: Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process. 	<ol style="list-style-type: none"> 1. Explain the unique aspects of retail marketing. 2. Describe the characteristics of an effective retail business. 3. Describe the connection between store location, company brand, and product marketing strategies. 4. Evaluate two highly effective retail stores, and explain why they are successful with two different markets.
3: Online Marketing and E-Commerce	The Internet has grown to become a major force in marketing and sales. Businesses and individuals who market and sell online can reach large audiences at a low cost and consumers can research and purchase products from anywhere at any time.	<ul style="list-style-type: none"> • CCTC–MK-SAL 1.2: Employ marketing information to plan marketing activities. • NBEA–Marketing I. Foundations of Marketing: Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society. 	<ol style="list-style-type: none"> 1. Describe online marketing and e-commerce. 2. Distinguish the advantages and disadvantages of buying online for both seller and buyer. 3. Explain search engine optimization and social media marketing as a method of driving e-commerce traffic. 4. Create a Web page promoting e-commerce best practices.

THEME 3: SALES AND MARKETING RECORDS (continued)

Session	Session Description	Guiding Standards	Student Learning Objectives
4: B2B Marketing	Business to business (B2B) marketing involves promoting the sale of one company's product or service to another company. All companies, government agencies, medical institutions, and educational systems engage in B2B activities, and B2B marketing is how they learn about and sell to each other.	<ul style="list-style-type: none"> • CCTC–MK-SAL 1.2: Employ marketing information to plan marketing activities. • NBEA–Marketing IV. The Marketing Mix: Analyze the elements of the marketing mix, their interrelationships and how they are used in the marketing process. 	<ol style="list-style-type: none"> 1. Define <i>B2B marketing</i>. 2. Describe the difference in B2B marketing and B2C (consumer) marketing. 3. Research ways that companies market their products and services to B2B customers. 4. Develop a marketing plan for a B2B company.

THEME 4: CAREERS IN MARKETING

Session	Session Description	Guiding Standards	Student Learning Objectives
1: Planning for a Career in Marketing	Careers in marketing require skills in research, behavioral psychology, and visual arts. Marketers monitor trends and develop and promote products and services. The role of marketing in the world is increasing and marketing as a field is anticipated to grow 9 percent a year between 2014 and 2024, making this a viable career option.	<ul style="list-style-type: none"> • CCTC–MK 5: Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways. • NBEA–Marketing I. Foundations of Marketing: Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society. 	<ol style="list-style-type: none"> 1. Evaluate career categories in marketing. 2. Evaluate anticipated future opportunities in the marketing career cluster. 3. Learn traits of successful marketing employees. 4. Compare and contrast marketing jobs to jobs in business management and administration.

THEME 4: CAREERS IN MARKETING (continued)

Session	Session Description	Guiding Standards	Student Learning Objectives
2: Marketing Careers in the New Economy	<p>Today, marketing takes place in virtually every kind of company, whether small and local or a multinational behemoth. Marketing departments in large companies work with ad agencies, public relations firms, independent consultants, and others. Small companies often use independent firms and individuals to conduct research, run promotions, or hold events. This session addresses international career options in the first of two groups of marketing areas and have students research needed skills.</p>	<ul style="list-style-type: none"> • CCTC–MK-5: Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways. • NBEA–Marketing I. Foundations of Marketing: Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society. • NBEA–Marketing I. Career Exploration & Research II: Utilize career resources to develop a career information portfolio that includes international career opportunities. 	<ol style="list-style-type: none"> 1. Research careers in market research and analysis, product and brand management, advertising promotions, and public relations. 2. Compare international marketing jobs at large, medium, and small companies.
3: Tools for Market Research	<p>Students understand a product’s market and create a marketing plan. They learn about the different types of research tools used to gather data on demographics and lifestyles.</p>	<ul style="list-style-type: none"> • CCTC–MK 5: Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways. • NBEA–Marketing I. Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society. • NBEA–Career Exploration & Research II: Utilize career resources to develop a career information portfolio that includes international career opportunities. 	<ol style="list-style-type: none"> 1. List the educational requirements for marketing jobs. 2. Describe international jobs in retailing and customer occupations. 3. Develop expertise in a specific customer service sales occupation.

THEME 4: CAREERS IN MARKETING (continued)

Session	Session Description	Guiding Standards	Student Learning Objectives
4: Marketing Career Fair	<p>Becoming an expert in a career area allows a job applicant to become comfortable asking and answering questions that will help determine whether a job is a good fit. In a career fair, students share what they have learned about marketing careers and evaluate areas that might be a good fit with their talents and interests.</p>	<ul style="list-style-type: none"> • CCTC–MK 5: Describe career opportunities and the means to achieve those opportunities to each of the Marketing Career Pathways. • NBEA–Marketing I: Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society. • NBEA–Marketing I: Utilize career resources to develop a career information portfolio that includes international career opportunities. 	<ol style="list-style-type: none"> 1. Discuss the job application process. 2. Develop explanatory materials about a job/career path. 3. Attend a mock career fair as both a recruiter and possible job applicant.

Case Study: Creating the Customer Experience

Students will evaluate the strengths and weaknesses of a fictional café and design a survey to gauge and improve customer experience.