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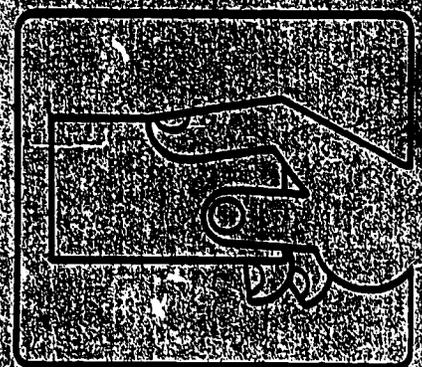
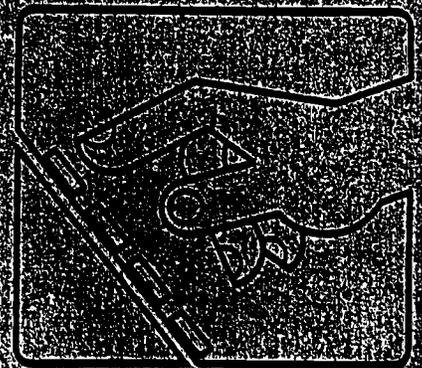
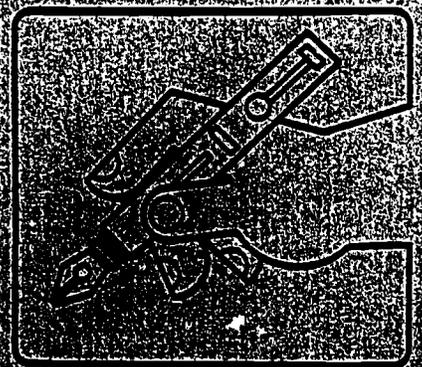
**ABSTRACT**

This handbook contains a competency-based curriculum for teaching marketing education in Alaska. The handbook is organized in seven sections. Section 1 introduces the competency-based curriculum, while Section 2 provides the scope and sequence and hierarchy of marketing education competencies. Section 3, the core of the curriculum, includes the competencies and tasks for marketing education. Its three parts cover basic marketing (employability skills, communications, human relations, business mathematics), intermediate marketing (economics, marketing), and applied marketing (business operations, merchandising, customer service, salesmanship, store/business management, display merchandising, advertising). Section 4 contains course descriptions to assist school districts in developing their vocational programs. Section 5 contains a curriculum analysis matrix to be used in determining competencies to be included in specific marketing education courses. Section 6 contains a sample skills card to be used in evaluating competency completion by students. Section 7 lists resources and materials available from a variety of sources in Alaska and throughout the country. (KC)

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# MARKETING EDUCATION CURRICULUM

Bill Sheffield, Governor

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Developed by the . . .

**ALASKA DEPARTMENT OF EDUCATION**  
Adult and Vocational Education

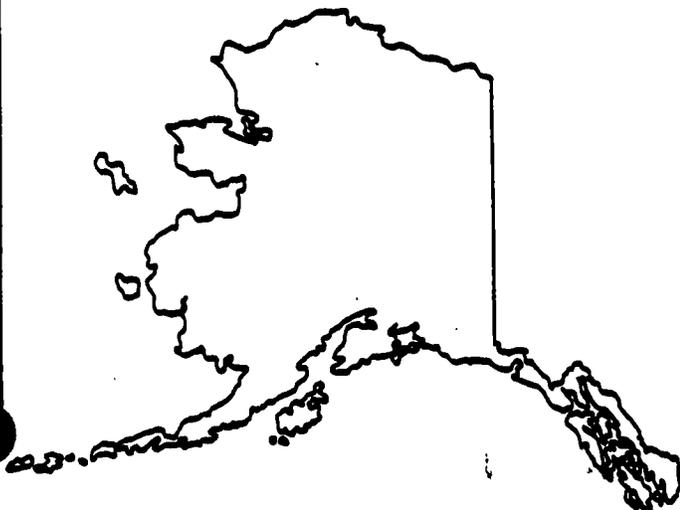
Marshall L. Lind, Commissioner

Gerald D. Hiley, Director for Vocational  
Education

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# Table of Contents

|  |     |
|--|-----|
| Forward. . . . .   | i   |
| Acknowledgements . . . . .   | iii |
| I. Introduction to Competency-Based Curriculum                                       |     |
| Competency-Based Curriculum . . . . .  | 3   |
| Curriculum Delivery Systems . . . . .  | 4   |
| Role of Instructor in Curriculum Planning, Implementation<br>and Evaluation. . . . . | 5   |
| II. Program Development . . . . .  | 9   |
| Hierarchy of Marketing Education Competencies . . . . .                              | 10  |
| III. Competencies and Tasks  |     |
| Basic Marketing Education Competencies:  |     |
| Employability Skills . . . . .   | 13  |
| Communications . . . . .   | 17  |
| Human Relations. . . . .   | 21  |
| Business Mathematics . . . . .   | 25  |
| Intermediate Marketing Education Competencies:                                       |     |
| Economics. . . . .   | 29  |
| Marketing. . . . .   | 35  |
| Applied Marketing Education Competencies:  |     |
| Business Operations. . . . .   | 41  |
| Merchandising. . . . .   | 47  |
| Customer Service . . . . .   | 55  |
| Salesmanship . . . . .   | 59  |
| Store/Business Management. . . . .   | 63  |
| Display Merchandising. . . . .   | 73  |
| Advertising. . . . .   | 77  |
| IV. Course Descriptions . . . . .  | 83  |
| V. Curriculum Analysis Matrix. . . . .   | 87  |
| VI. Sample Skills Card. . . . .  | 109 |
| VII. Suggested Resources . . . . .   | 113 |

# Forward

The dictionary defines a market as "a gathering of people for buying and selling". As such, marketing deals with buying and selling. One consistently reads news reports that the American economy is fast becoming a service economy. In fact, in a time of declining oil revenues, it is the strong service economies in the United States which are remaining strong. Alaska's galloping tourist industry and retail trade services are expected to become one of the largest sources of employment in the State. "Growth in Alaska's population combined with increasing per capita income will result in an even larger number of businesses that provide goods and services." (Alaska Planning Information, Alaska Department of Labor, February 1986).

This handbook is a competency-based curriculum. The competencies and identified units basically came from those utilized in other states. Surveys/competency lists were distributed to Alaskan employers/employees from Nerland's Home Furnishings in Anchorage to Polar Jewellery in Nome, to Aleutian Photography in Dutch Harbor to KINY Radio in Juneau. From the completed competency lists, competencies were ranked in order of importance and tasks were written, outlining the general scope of the competencies. During two audioconferences, educators from around the state provided input for completing the draft. A task force of three educators convened to review the handbook.

The handbook is organized in seven sections:

Section I presents an introduction to competency-based curriculum. The role of vocational instructors in curriculum planning, implementation and evaluation is also included.

Section II provides the scope and sequence and hierarchy of marketing education competencies.

Section III is the core of the curriculum, it includes the competencies and tasks for marketing education.

Section IV contains course descriptions to assist school districts in developing their vocational programs.

Section V contains the curriculum analysis matrix to be used in determining competencies to be included in specific marketing education courses.

Section VI contains a sample skills card to be used evaluating competency completion by students.

Section VII lists information on resources and specific materials available from a variety of sources in Alaska and throughout the country.

It is recommended that all students participate in career awareness and exploration experiences to help them understand the connection between school and work and make career plans.

# Acknowledgements

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This handbook reflects the competencies needed for entry-level employment because of the input of Alaskan business professionals. Thanks and recognition go to the following technical committee members for their patience and cooperation:

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Eric Eckholm, Pacific Communications  
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A task force of Alaskan educators helped to define the units, competencies, and tasks. The task force participated in two audioconferences and reviewed drafts mailed to them. The following individuals on the Marketing Education Curriculum Task Force provided guidance and expertise during one or both audioconferences:

Thomas Davis  
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Anchorage

Charles Johnston  
Selawick High School  
Selawick

Michael Wykis  
Soldotna High School  
Soldotna

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Special thanks go to South East Regional Resource Center employees Dody Maki who assisted in the completion of this handbook; Ginger Murar who assisted in the compilation of resources and graphics; Dave Wood who designed the graphics and layout; and to Steve Wooldridge for production assistance.

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Karen Ryals  
Assistant Administrator for Vocational Education  
Office of Adult and Vocational Education  
Alaska Department of Education  
June 1986

# **Introduction to Competency-Based Curriculum**

# Competency-Based Curriculum

Vocational education should be directed toward the skills, knowledge, and attitudes needed for successful employment. Changes in technology are affecting the job requirements in marketing. Such changes require marketing educators to continually update their curriculum in order to prepare students for competition in the job market.

An effective method for delivering vocational education is through a competency-based curriculum. This curriculum is based on a task analysis of the key occupations in marketing. Once a competency-based curriculum is set in place, student performance must be measured on levels of proficiency in those competencies. Thus, the critical features of competency-based education are:

- 1) validating competencies to be included in the curriculum; and
- 2) evaluation of student competency levels.

This curriculum handbook sets direction for local curriculum developers. It provides a framework for developing courses of study and lesson plans in local schools.

## Curriculum Based On Competencies

Competence refers to the adequate performance of a task. The task may be evaluated according to the performance or process, the product, or both.

Competency-Based Vocational Education consists of programs that derive their content from the tasks performed in each occupation/job and assess student performance on the basis of preset performance standards.

Learning materials define the competencies the student is to learn, the criteria by which the student will be evaluated, and the conditions under which the evaluation will occur.

Competency-based instruction places emphasis on the ability to do, as well as on learning how and why. Student performance and knowledge are individually evaluated against the stated criteria, rather than against group norms.

The competency process utilizes a checklist of attitudes, knowledge and skills that are commonly needed by entry level employees in marketing occupations. In developing this curriculum handbook, a cross-section of business people were asked to respond to the checklist on the basis of needs within their own establishments. The checklists were tallied and summarized to determine which attitudes, knowledge and skills were common to firms in Alaska. Also, the competencies in each area were ranked as to decreasing importance.

## Student Performance Assessment

A curriculum becomes competency-based when students are assessed on the basis of their competence. Sample skill cards are provided in this guide for teachers who wish to use them in assessing the competency levels of their students. The card has four levels of proficiency which allow continued development of skills. The card can be used to monitor students' progress as they move between marketing classes, between teachers and grade levels and between school and work. The completed skills card is an important part of a placement portfolio when students begin their job searches.

# Curriculum Delivery Systems

## Vocational Student Leadership Organizations

Some of the competencies in this curriculum guide cannot be fully met in traditional classroom and office lab settings. The Distributive Education Clubs of America (DECA) is a delivery system which can be integrated into the regular school program. Human relations skills as well as business skills will be enhanced by student participation in DECA. Competitive events including computation and communications, selling and job interview contests help motivate students to higher levels of proficiency. DECA activities should complement instruction in the marketing classroom and lab. They should be integrated as a curriculum delivery system and not allowed to become an extracurricular activity.

## Cooperative Work Experience

Some of the competencies identified in this guide cannot be fully developed at a school site. A work station in the community offers realistic experiences in fulfilling the program goals in career development and human relations. Cooperative Work Experience offers an excellent vehicle for the delivery of instruction. With well developed training plans, teachers and employers can cooperate to prepare students for employment. Cooperative Work Experience extends the instructional program beyond the availability of equipment and instructor time at the local school. Teachers and employers must maintain regular communications to assure that students are receiving a high quality experience.

The Rural Student Vocational Program (RSVP) provides a two week fulltime work experience for students from rural areas where job stations are limited or non-existent.

The Job Training Partnership Act (JTPA) provides on-the-job experience to disadvantaged youth in both urban and rural areas.

# **Role of Instructor in Curriculum Planning, Implementation and Evaluation**

The vocational instructor fulfills many roles which include the following responsibilities:

- Prepares a written vocational program plan.
- Develops and maintains a written program philosophy with objectives that support the philosophy.
- Maintains a written list of competencies identified as needed for the program area.
- Devises and maintains a classroom management system for implementing the curriculum materials provided for the program area.
- Evaluates the curriculum content periodically to determine curriculum changes and update. This includes the involvement of the students (present and former), advisory committee members, and other personnel.
- Blocks units of instruction and plans lesson plans based on the competencies of the occupation.
- Provides appropriate instructional materials, supplies, and equipment for the students to use.
- Reviews the instructional materials to assure that they are free from sex bias and sex role stereotyping.
- Works with an advisory committee.
- Assists and/or serves as an advisor to the appropriate student organization related to the vocational program area.
- Plans and arranges an appropriate classroom learning environment. This involves assisting students of different abilities to work at their own pace and in cases where remedial instruction is needed, securing additional help for those students.
- Reinforces basic skills of reading, communication (written & oral) and computation through vocational education experiences.
- Helps determine what objective(s) should be established for handicapped students as a part of the individual educational plan (IEP) development.
- Uses a grading procedure that is made available to all students at the beginning of their training.
- Sets an example for grooming and dress that is generally found in the occupational area in business or industry to enable students to establish appropriate standards.

## **Benefits of the Competency-Based Curriculum**

**Competency-based vocational education offers several benefits to students:**

- 1. The competencies/tasks are directed to the student and provide measurable criteria for determining when the student has acquired the necessary knowledge and skills.**
- 2. Students receive realistic training for the job. They become competent in tasks that are relevant to the occupation.**
- 3. Students know what is expected of them throughout the course. The competencies are made available to them at the onset. They know what they will be doing and how well it must be done.**
- 4. Each student is individually responsible for completing each competency attempted in the curriculum.**
- 5. Students are not compared with other students in their accomplishments because each is expected to work according to his/her individual capabilities and learning style. Because of the various evaluation policies of different school systems, the ideal of not comparing students in determining grades is not always possible. However, the basic thrust of the competency-based program is to evaluate each student according to his/her accomplishment of each task as he/she works up to individual capability.**

# II Program Development

# Program Development

The format of this handbook was selected to aid administrators and teachers in concentrating on the skills of the job categories for which they are training. It will assist in selecting the array of courses and the delivery system which fit the school. This provides the flexibility of varying the course content to include the most valuable skills as appropriate for the scope and sequence. The primary importance is that students are able to secure the skills necessary for entry level employment. Schools can vary their delivery systems to maximize student opportunities by:

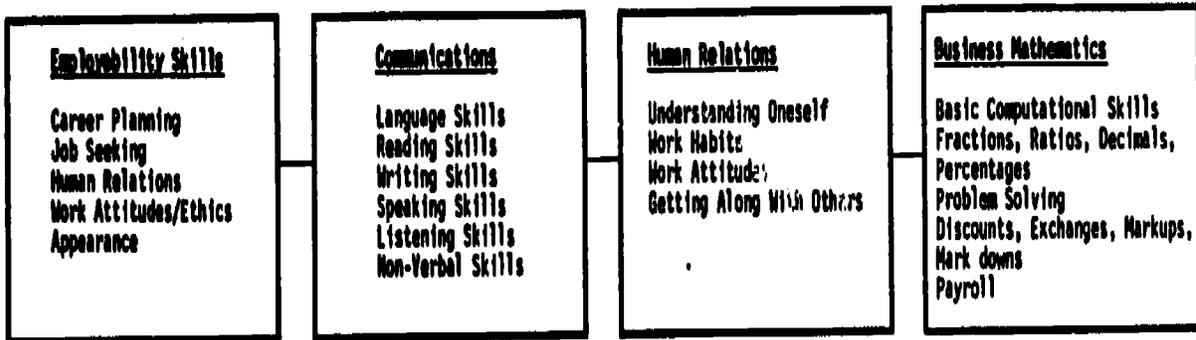
1. Offering courses on alternate years or other planned sequences
2. Offering two or more courses in the same class
3. Providing individualized materials and instruction

A matrix is included in this guide for use in planning the courses to be offered and the content of each course.

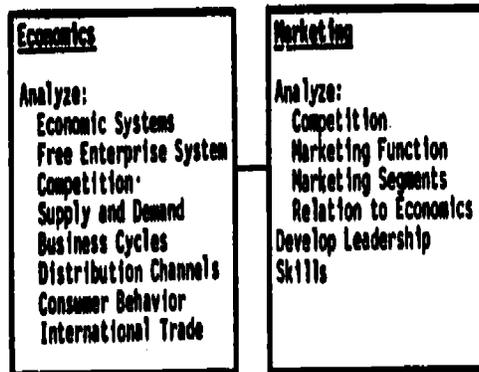
The following chart shows the hierarchy of marketing education competencies starting with basic competencies and detailing intermediate and applied competencies for marketing education.

# Hierarchy of Marketing Education Competencies

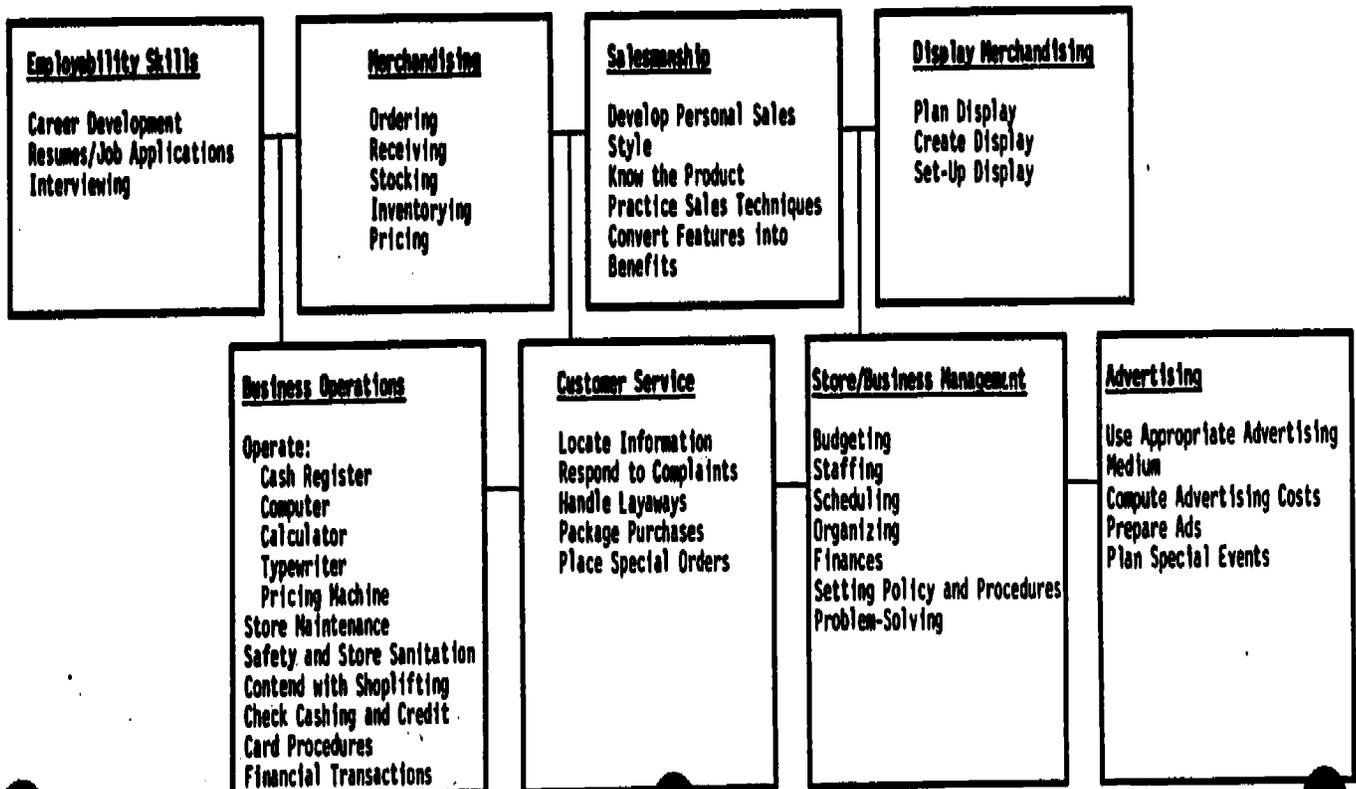
## Basic Marketing Education Competencies



## Intermediate Marketing Education Competencies

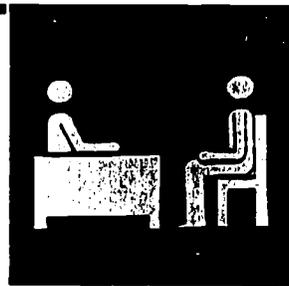


## Applied Marketing Education Competencies



# III Competencies and Tasks

# Employability Skills



**Competency: Identify career choices**

**Tasks: Conduct a self assessment:**

- a. Assess values in relation to work
- b. Recognize skills and aptitudes
- c. Describe employment history and experience
- d. Describe obstacles to employment
- e. Use Alaska Career Information System and other career counseling systems and publications

**Identify career clusters**

- a. Know specific jobs within clusters and duties
- b. Describe apprenticeship programs

**Explain the use of labor market information**

- a. Describe the current local labor market
- b. Identify growth/demand occupations
- c. Relate career choices to local labor market

**Select a career goal**

- a. Know how skills could be used in other jobs
- b. Plan for career goal
- c. Develop specific steps to reach goal

**Competency: Identify employment opportunities**

**Tasks: Identify requirements for job**

Investigate educational and occupational opportunities

Locate resources for finding employment

Confer with prospective employers

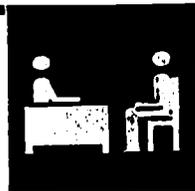
**Competency: Prepare a resume and job application**

**Tasks: Obtain a social security number**

**List:**

- a. past and present work experience
- b. hobbies and interests
- c. community activities or memberships
- d. in-school activities or memberships
- e. awards, positions or club offices

Identify adult references including addresses and phone numbers  
Write a cover letter of application



**Competency: Prepare for an interview**

**Tasks:** Explain how to contact an employer and schedule an interview  
Describe questions and responses asked in an interview  
Explain proper etiquette for an interview  
Explain how to end an interview  
Explain how to groom for an interview

**Competency: Dress appropriately on the job**

**Tasks:** Describe proper dress for working:

- a. as a cashier
- b. as a auto mechanic
- c. as a retail clerk
- d. in retail management
- e. as a sales representative

Describe the importance of a well-groomed appearance

**Competency: Be reliable and dependable**

**Tasks:** Maintain acceptable attendance records  
Explain importance of being on time  
Give timely notice of interruptions to work schedule  
Demonstrate reliability  
Follow rules of work site or training site

**Competency: Identify the problem solving process**

**Tasks: Identify problems**

Get information about problems

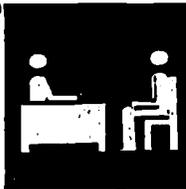
Analyze problems

Develop alternative solutions

Analyze alternatives

Choose a course of action

Persevere through obstacles



**Competency: Identify personal responsibilities related to employment**

**Tasks: Compile adequate transportation sources**

List adequate child care alternatives

inventory independent living skills

Develop personal finance plan

Discuss employer's expectations regarding substance abuse

**Competency: Maintain good health for effective job performance**

**Tasks: Relate regular exercise with good job performance**

Relate adequate rest and nutrition with good job performance

Discuss the issue of smoking on the job

Discuss the issue of drug abuse as it relates to job performance

**Competency: Identify proper termination procedures**

**Tasks: Describe how to:**

- a. Write a letter of termination
- b. Conduct an exit interview
- c. Write a letter of recommendation
- d. Request for advance notice
- e. Make final settlements (in regards to retirement, physical injury, social security, severance pay, etc.)



**Competency: Identify employee rights and responsibilities**

**Tasks:** Discuss state labor laws relating to compensation

Explain the use of tax forms

Explain the minimum wage and types of exempt businesses

Explain employee benefits, legal rights and responsibilities of the work place

Explain the role of unions, labor contracts and the grievance procedure

Discuss a sample company personnel policy

**Competency: Use effective leadership skills**

**Tasks:** Describe the Distributive Education Club of America (DECA) and how it teaches leadership skills:

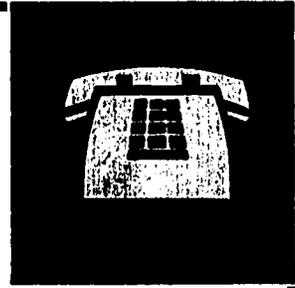
- a. Participate in meetings according to rules of parliamentary procedure
- b. Function effectively on committees by accepting assigned responsibilities
- c. Plan and conduct effective group leadership activities
- d. Participate in society in a democratic way
- e. Be punctual and dependable
- f. Follow rules, standards, and policies
- g. Work cooperatively with others

Identify characteristics and responsibilities of leaders

Demonstrate characteristics and responsibilities of group members.

Evaluate career options and employment opportunities

# Communications



**Competency: Follow verbal and written instructions**

**Tasks: Follow directions**

Ask for clarification

Use listening skills

Review situations of poor communications

Explain the importance of reading directions when assembling and repairing merchandise

**Competency: Keep sensitive communications confidential**

**Tasks: Explain the importance of confidentiality on certain types of jobs**

Explain the type of information which a company needs to keep secret

Discuss the competitive atmosphere between companies

Define "information leaks"

**Competency: Communicate effectively with customers, co-workers, and supervisors**

**Tasks: Discuss the course of action to bring problems to the attention of management**

Explain the chain of command for a company

Discuss the value of being truthful to customers

Explain how to translate technical terms into customer's language

Follow company procedures for handling customer complaints

Identify common on-the-job co-worker problems

Explain the role of unions and the grievance procedure



**Competency: Suggest improvements to management**

**Tasks:** Identify situations where change is possible  
Communicate changes effectively and tactfully  
Follow established lines of communication

**Competency: Use appropriate vocabulary in a product description**

**Tasks:** Explain the importance of using specialized terms when describing a product  
Describe terms associated with the product

**Competency: Identify the role of communications technology in business**

**Tasks:** Explain traditional methods of business communications  
Explain the importance of the business letter  
Discuss changes in business communications brought about by computer/electronic technology

**Competency: Use effective business writing skills**

**Tasks:** Explain characteristics of standard English for business  
Use appropriate and specialized vocabulary  
Write:

- a. a letter of application
- b. a standard business letter
- c. an inter-office memo

Locate and correct errors in spelling, grammar and punctuation

**Competency: Complete forms and reports**

**Tasks:** Demonstrate how to complete forms concisely, correctly, neatly and legibly  
Locate and correct errors in spelling, grammar and punctuation  
Effectively fill out:

- a. an employee injury report form
- b. an employee leave slip
- c. an employee insurance report form
- d. a request for a loan

**Competency: Give verbal presentations**

**Tasks: Differentiate between hard and soft selling techniques**

**Speak with:**

- a. enthusiasm
- b. tempo
- c. clarity and distinction

**Discuss the importance of:**

- a. technical vocabulary
- b. appropriate gestures
- c. correct pronunciation and enunciation
- d. sufficient volume
- e. correct grammar

**Competency: Use the telephone effectively**

**Tasks: Answer the telephone properly using:**

- a. proper business identification and greeting
- b. a cheerful and enthusiastic voice
- c. clear and distinct speech
- d. a pleasant tone and pitch
- e. sufficient volume
- f. conviction and confidence
- g. the proper close

**Identify inexpensive telephone rate periods**

**Name cost-saving telephone services**

**Practice a sales script which could be utilized to motivate a consumer to buy over the phone**

**Competency: Introduce people**

**Tasks: Pronounce names clearly and distinctly**

**Provide information about people being introduced**

**Maintain good eye contact during introductions**

**Follow business protocol**

**Competency: Conduct effective business meetings**

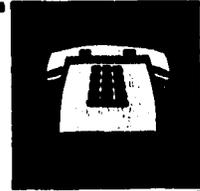
**Tasks: Identify main purposes for meetings**

**Use parliamentary procedure**

**Differentiate among technical language and commonly-understood language**



**Competency: Use the microcomputer**



**Tasks: Use a:**

- a. word processing program
- b. computer spread sheet program

**Enter information into spread sheet cells**

**Analyze information**

# Human Relations



**Competency: Identify how human values affect behavior**

**Tasks: Define values**

**Explain how to clarify values such as:**

- a. Prizing and cherishing
- b. Publicly affirming, when appropriate
- c. Choosing alternatives
- d. Choosing freely
- e. Acting
- f. Acting with a pattern, consistency, and repetition

**Evaluate a belief and place a value on that belief**

**Assess personal values**

**Discuss how human and material things affect a person's values**

**Competency: Understand human motivation**

**Tasks: Explain the value of curiosity in learning situations**

**Discuss several human motivations including:**

- a. The desire to finish a job
- b. Friendship
- c. Power
- d. Combinations of patterns

**Discuss what motivates the student to do a good job and how to complete the job**

**Competency: Use self-directed behavior**

**Tasks: Clarify a situation through:**

- a. interests
- b. abilities
- c. values

**Explain why self-understanding is essential to good human relations**

**Define self-image**

**Discuss how to make a decision in a given situation**

**Competency: Identify personality traits**

- Tasks:** Compile a list of positive and negative personality traits  
Complete a personality inventory and analyze it  
Analyze personality strengths and weaknesses



**Competency: Make effective decisions**

- Tasks:** List objectives for completion of a task  
Arrange the objectives in a proper sequence  
Establish a timeline for completing the objectives  
Follow the timeline  
Complete a flow chart  
Explain how the flow chart displays:
- a. Options
  - b. Steps needed to reach the goal
  - c. Decisions the student will need to make

**Competency: Demonstrate work maturity**

- Tasks:** Describe the importance of openness to new situations on the job  
Discuss the characteristics of the mature person:
- a. Self-acceptance
  - b. Consideration and respect for others
  - c. Self-control
  - d. Positive thinking and attitudes
  - e. Flexibility
- Describe the importance of flexibility on the job  
Name ways to develop and maintain good relationships on the job  
Explain the difference between personal and job-related problems  
Describe the importance of orderly and systematic behavior in a business  
Describe the characteristics of good leadership

**Competency: Maintain good personal relations**

- Tasks:** Use positive attitudes with others  
Accept supervision and criticism  
Cooperate with others  
Accept the chain of command



**Competency: Be honest**

- Tasks:** Define honesty and integrity  
Explain what to do if another employee is seen stealing  
Relate the role of individual employees to overall company performance

**Competency: Work responsibly**

- Tasks:** Explain the importance of being on time  
Name ways to curb habitual tardiness  
Develop a time management schedule  
Describe the importance of employee neatness

**Competency: Demonstrate initiative and productivity**

- Tasks:** Explain importance of:
- a. Organizing time effectively
  - b. Being responsible
  - c. Caring about the quality of work
- Discuss the value of constructive suggestions

**Competency: Be assertive**

- Tasks:** Differentiate among assertive, aggressive, and passive behavior  
Discuss whom to go to for employee problems

**Competency: Work constructively with employers, customers, and co-workers**

- Tasks:** Explain how to resolve inter-office conflicts  
Discuss the customer/employee relationship

**Competency: Resolve conflicts**

**Tasks:** Generate alternatives in solving a problem

Explain ways to judge information

Explain methods of collecting and classifying information

Discuss ways to interpret documents

Identify methods of group problem solving

Explain methods for determining trends

**Competency: Respond to customer inquiries**

**Tasks:** Describe questions a customer may ask

Discuss store policies

List traits that could be annoying to customers



# Business Mathematics



**Competency: Compute basic addition and subtraction**

**Tasks: Solve typical addition and subtraction problems**

Add numbers with decimals with and without the calculator

Subtract numbers with decimals with and without the calculator

Use the cash register to add and subtract

Add sales tax to sales price

**Competency: Compute basic multiplication and division**

**Tasks: Solve typical multiplication and division problems**

Divide decimal numbers

Divide cost of article by number of units to compute unit price

Compute mailing cost giving weight of merchandise and postage rates

Multiply discount by total sales and deduct discount from sales

Use the formula of measurement to compute yardage

Use the calculator and/or cash register to multiply and divide

**Competency: Perform basic mathematic computations with fractions**

**Tasks: Solve problems using fractions**

Translate decimals and/or percents to fractions

Translate fractions to decimals and/or percents

Change mixed numbers to improper fractions and the reverse in business problems

Reduce fractions in business problems

Determine lowest common denominator (LCD) in business problems

Add, subtract, multiply and divide fractions in business problems

08

31

**Competency: Calculate percentages**

**Tasks: Solve percentage problems**

Convert fractions to percentages in business problems

Convert percentages to decimals in business problems

Use the calculator to compute percentages in business problems



**Competency: Compute sales tax for items**

**Tasks: Calculate local tax (if any) for given items**

Count the cash in the till

Add sales slips

Add paid out slips

Show how tax is recorded on the cash register

**Competency: Make change**

**Tasks: Announce the total amount of sale to the customer**

State the amount of cash given by the customer

Place cash on the change slab

Count change while removing money from cash drawer

Give the fewest number of coins

Count change out loud to the customer using the count-back method

Place money in cash drawer and close it

Thank customer

Demonstrate how the register is proven, over, or short

Use cash registers both with and without change indicators

Discuss the problem of "short change artists, split bill passers, till dippers" etc.

Discuss making change for Canadian money in U.S. currency according to current rate of exchange



**Competency: Calculate markups and mark downs**

**Tasks: Explain the use of markups and mark downs**

Compute markups and mark downs

Compare markups and mark downs in several businesses

**Competency: Calculate discounts and exchange rates**

**Tasks: Explain the types of discounts:**

- a. Cash discounts
- b. Trade discounts
- c. Quantity discounts
- d. Promotional
- e. Seasonal

Define cash discounts, trade discounts, and quantity discounts

Compute the above discounts with varying rates

Multiply rate of discount by volume of items discounted

Compute employee discounts

**Competency: Compute salaries**

**Tasks: Complete a W-2 form**

Compare the advantages and disadvantages of adding W-2 deductions

Fill out a time slip

Multiply hours by hourly wage

Compute a straight salary

Compute a straight commission

Compute a draw plus commission

Compute gross pay and net pay

Explain the paycheck stub and how each part is computed including:

- a. Gross pay
- b. Net pay
- c. Federal withholding
- d. State withholding
- e. Fringe benefits
- f. Other deductions

Discuss with whom to discuss check discrepancies

**Competency: Apply mathematical concepts**

**Tasks:** Determine mathematics ability through a pre-test on math concepts

Define metric terms, units, and symbols which relate to marketing occupations

Compute linear, area, volume, capacity, mass, and temperature calculations

Describe metric and American measurement instruments and tools which relate to marketing occupations

Discuss how math is used by marketing personnel (e.g. trainees, manufacturers, sales-support, service personnel in banks and credit bureaus, etc.)

Point out common errors in business math

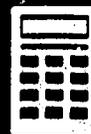
**Competency: Process customer returns**

**Tasks:** Differentiate among exchange, cash refund, or credit charge on return

Complete the appropriate return form

Compute sales tax credit (if applicable)

Compute amount of refund, credit, or amount due



# Economics



**Competency: Analyze principles of economics**

**Tasks: Define gross national product**

Map the GNP in recent times to identify economic trends

Discuss aspects of all economic systems

Contrast a planned economy with a free market economy

Discuss influences determining what should be produced

Discuss influences determining how a product should be produced and distributed

Explain the role of competition in the American economy

Explain the role of risk and profit in the American economy

Discuss the role of the consumer in the American economy

Diagram the flow of products from producer to final sale

Construct a business flow chart

Identify the effects of the Gross National Product Index (GNP) on local businesses

- a. Consumers
- b. Business firms
- c. Government

Recognize important economics activities

Explain how the State of Alaska obtains its revenues

Explain principles of Alaska's permanent fund

Discuss the establishment of Native corporations in the ANSCA act

**Competency: Identify different economic systems**

**Tasks: Contrast market (free enterprise), direct, and traditional economies**

Define free enterprise

Identify types of business ownership

Describe the:

- a. capitalistic economic system
- b. socialistic economic system
- c. the communistic economic system



**Competency:** Identify the elements of the free enterprise system

**Tasks:** Explain the concept of the marketplace

Identify "Horatio Alger stories" attributed to free enterprise

Identify major world free enterprise economies

Compare the free enterprise system to other economic systems

Discuss the following in terms of the free enterprise system:

- a. Freedom of choice
- b. Freedom of enterprise
- c. Freedom of occupational choice
- d. Freedom of competition
- e. Freedom to own property

Explain the key components of a modified free enterprise system

**Competency:** Identify the relationship between economics and marketing in our society

**Tasks:** Define marketing

Identify the "marketing concept" principle

Identify marketing's service function

Explain the importance of marketing to our economy

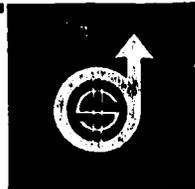
Define economics

Explain the four basic allocation questions of various economic systems:

- a. What goods and services shall be produced?
- b. How shall the goods and services be produced?
- c. How much can be produced?
- d. For whom should the goods and services be produced?

Define "goods" and "services" as they relate to our economy

**Competency: Apply the principles of supply and demand in determining price**



**Tasks: Define "supply" and "demand"**

Describe the interaction between supply and demand

Define market price

Describe a buyer's market

Describe a seller's market

Explain what happens when supply exceeds demand

Explain what happens when demand exceeds supply

Identify factors which influence supply and demand

Explain how supply and demand influence pricing in given scenarios

Give examples of cause and effect reasoning

**Competency: Analyze consumer behavior patterns**

**Tasks: Describe the value of customer polls**

Discuss careful shopping, impulse buying, convenience buying, and specialty buying

Describe consumer buying trends in the local village or community

Discuss Nielsen or other ratings as they relate to marketing

**Competency: Identify effects of competition on buyers and sellers**

**Tasks: Define competition**

Explain the importance of competition to the free enterprise system

Explain ways companies can compete with themselves by introducing new products

Explain effects of business competition

Discuss portions of the Sherman Anti-Trust Act affecting distribution

Discuss effects of the Clayton Act and other price regulatory legislation

Discuss U.S. patent laws protecting inventions and ideas



**Competency: Analyze the ethics of various business practices**

- Tasks:** Explain recent changes in business expense deductions  
Explain how ethical behavior influences on-the-job conditions  
Describe how to initiate and operate a price war  
Discuss the effects of a business belittling a competitor  
Discuss honesty in advertising

**Competency: Identify business cycles**

- Tasks:** Define business cycles  
Identify phases of business cycles  
Identify characteristics of business cycle phases

**Competency: Understand the effects of market segmentation on selling or marketing**

- Tasks:** Identify potential markets for a product  
Identify problems involving market segmentation  
Identify demographic characteristics for a market segment

**Competency: Identify types of product utility**

- Tasks:** Define product utility  
Discuss the types of product utility including:
- a. Possession
  - b. Form
  - c. Place
  - d. Price

**Competency: Identify methods of establishing product quality**

- Tasks:** Explain quality standards  
Explain "quality control"  
Describe methods for improving quality control  
Describe methods of statistical quality control



**Competency: Identify types and channels of distribution systems**

**Tasks: Define "channel of distribution"**

Identify types of distribution

Identify functions of channel intermediaries

Define integrated distribution

Explain local, state and national distribution systems

**Competency: Appraise business risks**

**Tasks: Define business risks including:**

- a. economic
- b. natural
- c. human

Identify ways businesses can reduce risks

Identify ways in which sound management can reduce risks

Identify insurable risks and uninsurable risks

Explain the purpose of insurance

Contrast blue chip stocks with high-risk stocks

Give examples of blue chip and high-risk stocks

**Competency: Identify resources on economic information**

**Tasks: Explain the type of information found in the Wall Street Journal, Alaska Magazine, Alaska Department of Labor reports, etc.**

Describe the function of the New York Stock Exchange, American Exchange, and Over the Counter

Discuss how to read stock information from the N.Y. Stock Exchange, American Exchange and Over the Counter

Define the relationship between market standing and economic environmental conditions

**Competency: Analyze information relating to variety of businesses**

**Tasks: Explain the use of graphs and charts in business reports**

Describe different methods of data analysis

Explain uses of a bar chart and a line graph

Discuss methods and importance of samples



**Competency: Identify how profits affect a business**

**Tasks: Explain how profits influence employment**

Describe the relationship between costs and income

Define "cash flow"

Utilize mathematics and statistics necessary for basic economic calculations

Discuss how profits affect investments in goods and fixtures

Explain how profits affect employee job satisfaction and morale

Explain how profits affect business ethics

Solve given problems involving profit and loss

**Competency: Identify procedures of international trade**

**Tasks: Identify Pacific Rim countries**

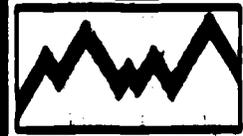
Discuss the importance of Pacific Rim trade to Alaska

Define international trade

Identify reasons for international trade

Explain the relationship between OPEC and Alaska's oil production revenues

# Marketing



**Competency: Understand the role of marketing in the free enterprise system**

**Tasks: Identify the characteristics of the free enterprise system**

**Define economics**

**Contrast micromarketing and macromarketing**

**Discuss the relationship between economics and marketing**

**Competency: Identify important marketing principles**

**Tasks: Describe principles of marketing such as:**

- a. Products
- b. Services
- c. Stores and other businesses
- d. Promotion
- e. Price
- f. People
- g. Supply for other businesses
- h. Both for and not for profit companies
- i. Everyone is a part of marketing

**Competency: Identify economic systems**

**Tasks: Contrast four types of economies:**

- a. Market economies
- b. Direct economies
- c. Traditional economies
- d. Subsistence economies

**Review how the Alaska economy operates**

**Relate the importance of tourism to the Alaska economic system**

**Explain why profit is the driving force behind free enterprise**

**Compare capitalist with socialist economic systems**

**Competency: Identify problems common to economic systems**

**Tasks: Discuss allocation questions basic to various economic systems:**

- a. What goods and services shall be produced?
- b. How shall the goods and services be produced?
- c. How much can be produced?
- d. For whom should the goods and services be produced?



**Competency: Use terms associated with competition**

**Tasks: Define terms associated with competition such as:**

- a. Break-even point
- b. Demand
- c. Economic goods
- d. Market position
- e. Market share
- f. Price
- g. Price discrimination
- h. Price fixing
- i. Supply
- j. Target return

**Competency: Identify marketing functions**

**Tasks: Identify the marketing concept**

Describe how marketing serves the public

Explain the value added to goods and services by marketing

Explain important activities of marketing such as:

- a. Exchange activities
- b. Physical distribution activities
- c. Facilitating activities

Discuss the importance of marketing in business

Describe the marketing mix:

- a. Product
- b. Price
- c. Place
- d. Promotion

**Competency: Use marketing terms**



**Tasks: Define marketing**

Define marketing terms such as:

|                  |                 |              |
|------------------|-----------------|--------------|
| Advertising      | Agents          | Approach     |
| Balance of trade | Brand           | Broker       |
| Capital          | Clients         | Consumer     |
| Copy             | Corporation     | Customer     |
| Demand           | Depression      | Discount     |
| Distribution     | Economy         | Entrepreneur |
| Ethnic group     | Export          | Fashion      |
| Goods            | Import          | Label        |
| Lifestyle        | Monopoly        | Perishable   |
| Pilferage        | Premium         | Price        |
| Production       | Promotion       | Profit       |
| Publicity        | Retailer        | Response     |
| Services         | Survey          | Sponsor      |
| Stimulus         | Standardization | Supply       |
| Target market    | Trade barrier   | Trademark    |
| Utility          |                 | Warehouse    |

**Competency: Analyze strategies of marketing in society**

**Tasks: Discuss what rules public opinion**

Identify the role of the Better Business Bureaus

Describe community support in a marketing business

Discuss the role of equal opportunity in employment

Explain Quality of Work Life (QWL) issues such as:

- a. Safety
- b. Employee benefits
- c. High Tech/High Touch as it relates to productivity
- d. Networking

Identify business's responsibility in environmental protection

Identify business's responsibility in consumer advocacy including:

- a. Safeguarding of trademarks and brands
- b. Dealing with lemons
- c. Laws governing unfair practices
- d. Consumer safety (including UL approval)

Explain the role of ethics in a business

Discuss the role of business in providing public services such as fire and corrections

Discuss strategies of marketing management

**Competency: Identify the role of management in marketing**

**Tasks: Describe the job of:**

- a. the marketing manager
- b. sales manager
- c. advertising manager
- d. product manager
- e. marketing research manager
- f. marketing services manager

**Competency: Analyze marketing managerial functions**

**Tasks: Discuss the management functions of:**

- a. Planning
- b. Organizing
- c. Directing
- d. Controlling
- e. Scheduling

Explain the performance of each managerial function

**Competency: Understand the marketing concept**

**Tasks: Discuss personal opinions about fulfilling the needs of customers at a profit**

Explain concepts such as "the customer is always right"

Discuss the role of marketing management such as:

- a. Understanding the buyer
- b. Helping the buyer make the best selection
- c. Increasing profits

**Competency: Apply supply and demand principles in product marketing**

**Tasks: Define supply and demand**

Discuss the equilibrium price and what governs it

Describe price fixing and price discrimination

Discuss resale price maintenance

Explain the result of deceptive pricing

Explain what happens when inventories of a product exceed demand

Explain what happens when inventories of a product do not match demand





**Competency: Make decisions based on market segments**

**Tasks: Name various market segments for different products**

Divide local/state market into marketing segments

Describe the advantages of identifying marketing segments

Divide the same group into marketing segments by age, sex, geography, etc.

Categorize other bases for identifying market segments such as attitudes or familial status

Discuss the limits of market segmentation

**Competency: Identify channels of distribution**

**Tasks: Explain the role of middlemen and agents in distribution**

Contrast different types of distribution channels for consumer goods including:

- a. Manufacturer to consumer
- b. Manufacturer to retailer to consumer
- c. Manufacturer to wholesaler to retailer to consumer
- d. Manufacturer to agent to retailer to consumer
- e. Manufacturer to agent to wholesaler to retailer to consumer

Contrast different types of distribution channels for industrial goods including:

- a. Manufacturer to industrial user
- b. Manufacturer to industrial distributor to industrial user
- c. Manufacturer to agent to industrial user
- d. Manufacturer to agent to industrial distributor to industrial user

Explain the use of a direct channel of distribution including:

- a. Selling at the point of production
- b. Selling at the producer's retail store
- c. Selling door to door
- d. Selling through the mail
- e. Indirect channels of distribution

**Competency: Identify the importance of image in marketing**

**Tasks: Compare the image of store brand or generic products with national brands**

Explain the importance of product image

Discuss ways to build and improve product image

- Explain the importance of corporate image
- Discuss ways to build and improve corporate image
- Explain the importance of brand image
- Discuss ways to build and improve brand image



**Competency: Use appropriate selling procedures**

**Tasks:** Discuss the importance of product knowledge and customer service to the buyer

List sources for locating information about an item for sale

List the steps of a sale

- a. Present the merchandise
- b. Use descriptive phrases
- c. Use selling features
- d. Identify benefits
- e. Involve the customer with the merchandise
- f. Use a logical sequence of presentation

**Competency: Use appropriate methods to influence the buyer**

**Tasks:** Explain where to find information about consumer buying behavior

Discuss the effects of advertising and display on the buyer

List ways to remind actual and prospective customers of their needs

Recognize influences on buyer behavior

Identify techniques from motivation research

**Competency: Analyze skills required for a career in marketing**

**Tasks:** Explain how to find the marketing career you want

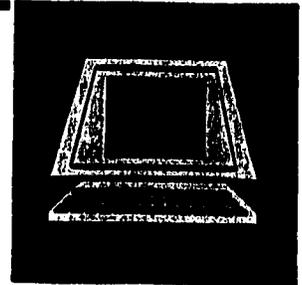
Analyze your personal interests and abilities including:

- a. What kinds of work you do well
- b. Special skills you may have
- c. Special interests you have
- d. Career goals

Recognize competencies necessary for marketing jobs including:

- a. Social competencies
- b. Marketing competencies
- c. Technology competencies
- d. Basic skills competencies
- e. Economic competencies

# Business Operations



**Competency: Operate and maintain common business equipment**

**Tasks: Operate:**

- a. a calculator
- b. an electric typewriter
- c. a price marking machine
- d. a computer
- e. a cash register
- f. a printer

**Competency: Operate a cash register or terminal**

**Tasks: Identify parts of the cash register**

Index correct amount keys and department keys

Index proper transactions

Subtotal transactions

Compute tax

Total transactions

Register amount tendered by customer

Obtain amount of change due

Void efforts (over rings or under rings)

Organize the cash drawer

Read register totals

Operate a mechanical cash register

Change tapes on the cash register

Prove cash drawer

Compare cash register tape to drawer receipts

Compare leasing to the purchase of a cash register or electronic terminal

**Competency: Use correct check cashing and credit card procedures**

**Tasks: Identify government, payroll, and personal checks**



Identify common check errors such as:

- a. post-dating
- b. amount in figures differing from amount written out
- c. altered checks
- d. incomplete information
- e. transposition

Identify and write down pertinent information for a check-cashing customer

Have check signed in the presence of cashier

Have check written for amount according to store policy

Explain use of a check verifying service

Compare several credit card contracts to compare payment requirements

Explain methods of obtaining information about credit applications and sources of credit information

Describe how to:

- a. Ask customer for credit card
- b. Check credit card against invalid list
- c. Complete the charge slip including:
  1. Extended amounts
  2. Tax
  3. Total
- d. Use the charge plate imprint machine (addressograph)
- e. Obtain the customer's signature on the charge slip
- f. Receive authorization if necessary
- g. Politely return customer's card

**Competency: Apply appropriate pricing techniques for merchandise and services**

**Tasks: Describe when it is useful to use markup pricing**

Contrast markup pricing with:

- a. cost-plus pricing
- b. demand-oriented pricing
- c. competition-oriented pricing

Explain proper markup for various businesses

Contrast purchasing merchandise and services for resale with other merchandise and services

**Competency: Mark merchandise**

**Tasks: Mark various merchandise examples**

Use "theft-proof" tags

Mark price changes on merchandise when necessary

Select appropriate marking equipment supplies and forms

Record price changes according to store procedures

Match tickets to merchandise

**Competency: Perform appropriate customer service**

**Tasks: Describe how to place orders using store catalogs and forms**

Explain how long a given retailer must plan product orders ahead

Complete a customer layaway

Explain policies on product installation and repair

Review a customer service contract

**Competency: Receive and check merchandise**

**Tasks: Explain procedures to follow when handling merchandise**

- a. Inspect shipments to see that they are safe and intact
- b. Store received goods
- c. Process a received order
- d. Bring product out of storage
- e. Check orders to ship
- f. Fill order
- g. Bill customer
- h. Properly wrap and pack incorrect type or amount of merchandise

**Competency: Stock merchandise**

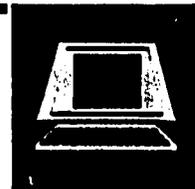
**Tasks: Place merchandise in the proper location**

Clean and dust merchandise

Arrange merchandise according to store procedures

Explain how merchandise is rotated

Carefully handle merchandise





**Competency: Control the inventory**

**Tasks:** Use standard inventory control techniques

Use several different stockkeeping procedures

Contrast public, private, and bonded warehouses

Compute stock turnover

Complete departmental stock control records

**Competency: Identify major types of businesses**

**Tasks:** Discuss types of business ownership including:

- a. Sole proprietorship
- b. Partnership
- c. Cooperatives
- d. Corporations

List strengths/weaknesses and advantages/disadvantages of each type of ownership

**Competency: Analyze the importance of finance to a business**

**Tasks:** Define finance

Explain the use of capital

Contrast long-term capital with working capital

Analyze a balance sheet and income statement

Estimate capital needs

Discuss the use of credit as a source of business financing

Identify sources of capital including:

- a. Business suppliers
- b. Investors
- c. Banks
- d. Loan Companies
- e. Factors
- f. Insurance Companies
- g. Small Business Administration

Discuss the issue of credit risk

Explain the importance of moving inventory in a business

**Explain efficient uses of capital including:**

- a. Stock turnover
- b. Accounts receivable turnover
- c. Working capital ratio

**Discuss inventory liquidation**

**Competency: Complete business records**

**Tasks: Complete a financial statement including:**

- a. Income statement
- b. Operating ratio
- c. Sales revenue
- d. Cost of goods sold
- e. Expenses
- f. Pretax earnings
- g. Net income

**Complete a balance sheet including:**

- a. Assets
- b. Liabilities
- c. Owner's equity
- d. Current ratio

**Complete a sales budget and an expense budget**

**Compute accounts receivable**

**Use a computer spread sheet**

**Competency: Prevent shoplifting**

**Tasks: Explain the importance of observing customers**

**Name primary shoplifting methods**

**Identify shoplifting patterns**

**Correlate shoplifting patterns with certain products**

**Follow company policy for shoplifting**

**Explain security procedures used to prevent theft including:**

- a. the use of two-way mirrors and television cameras in stores
- b. the value of rental security guards



**Competency: Perform store maintenance**

**Tasks:** Use a mop and a buffer/floor scrubber

Wash windows

Dust merchandise

Clean restrooms

Maintain equipment such as lights, cash registers, marking machines and typewriters

Clean and sanitize all equipment and tools

**Competency: Work safely**

**Tasks:** Describe the importance of keeping aisles clear

Explain how to correctly climb a ladder

Explain how to arrange stock to prevent accidents

Explain how to post signs in the case of workplace hazards

**Competency: Follow procedures for reporting accidents**

**Tasks:** Report accidents according to company procedures

Comfort accident victim

Get assistance

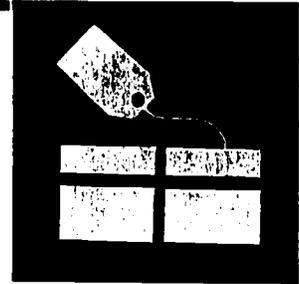
Perform necessary first aid

Find out information about the accident

Fill out an employee accident form



# Merchandising



**Competency: Develop a merchandising plan**

**Tasks: Discuss the importance of coordinating the five rights of merchandising:**

- a. Right product
- b. Right place
- c. Right quantity
- d. Right time
- e. Right price

Explain how merchandise planning is based on analysis of past performance and reflects current market and economic projections

List and discuss components of merchandise planning including:

- a. Planned sales
- b. Planned stock
- c. Planned purchases
- d. Planned markdown
- e. Planned markup

Explain "top down" and "bottom up" merchandise planning

List methods of locating vendors and factors in choosing a supplier

Describe a sample merchandising plan

**Competency: Use merchandise and marking terms**

**Tasks: Define the following terms:**

- a. merchandising
- b. buyer's order
- c. invoice
- d. apron
- e. price code
- f. blind check
- g. direct check
- h. receiving record
- i. bill of lading
- j. vendor
- k. vendee

**Competency: Identify factors influencing consumer buying**

**Tasks: List consumer buying factors**

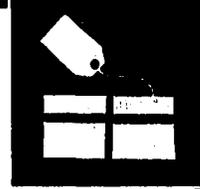
Identify socio-economic and cultural influences on buying

Discuss proper ethical conduct of the buyer and vendor

Discuss legal aspects influencing buying

Discuss fair trade practices

Discuss government regulations affecting merchandising



**Competency: Determine customer demand**

**Tasks: Explain the importance of studying customer wants and needs**

Determine methods of discovering customer demand

Identify buying signals elicited by the customer

Discuss simple market surveys used to determine customer demand

**Competency: Calculate product turnover**

**Tasks: Compute stock turnover**

Compute inventory turnover

Show where rate of turnover is recorded in company bookkeeping

Compare reasonable turnover for several types of products

**Competency: Select appropriate merchandise**

**Tasks: Describe factors in merchandise selection including:**

- a. quality
- b. fashion orientation
- c. price ranges
- d. depth and breadth of assortment
- e. brand policy
- f. image

Develop a merchandise profile



**Competency: Complete a merchandise order**

**Tasks: Calculate discounts**

Determine billing date

Figure delivery dates

Review terms of sale

Compare prices, features and competitive feature of merchandise

Complete sample purchase orders

**Competency: Verify invoices**

**Tasks: Compare unit, unit price, and subtotal categories on invoice to purchase order**

Compare service and/or shipping charges on invoice to purchase order

Point out where the receiver signs the invoice

Discuss invoice control

**Competency: Inventory merchandise**

**Tasks: Tag merchandise prior to inventory**

Separate merchandise and group according to department numbers

Inventory shelf and storage items proceeding left to right, top to bottom

Mark inventory sheets

**Competency: Stock, reorder and restock merchandise**

**Tasks: Identify the steps required to receive merchandise from the stockroom**

Identify the process of stocking merchandise

Describe methods of internal and external theft

Explain safety aspects of proper stockkeeping

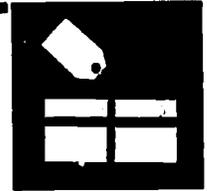
Develop a model stock layout plan

Explain causes and prevention of stock shortages/damages

Calculate open to buy using formula

Locate stock on the selling floor, in an understock, or a reserve stock

Describe the housekeeping duties which must be performed in connection with proper stock care



**Competency: Control inventory**

**Tasks:** Identify physical and perpetual inventory

Relate the two inventory methods

Complete a unit control inventory

Determine stock count

Determine overages and shortages using the two inventory methods

Explain dollar and unit control method of inventory control

**Competency: Handle goods appropriately**

**Tasks:** Identify methods of physically handling goods

Define quality and quantity check

List quantity checking methods

Point out items of information on a price ticket

Explain the receiving, checking, and marking of merchandise

Use safety precautions to eliminate accidents while handling goods and equipment

**Competency: Calculate product prices**

**Tasks:** List factors influencing pricing

Discuss internal factors influencing pricing such as:

- a. cost of goods
- b. selling costs
- c. store image
- d. customer appeal

Describe external factors affecting retail pricing such as:

- a. supply and demand
- b. competition
- c. legal restrictions

Complete pricing problems

Analyze a local retail business's pricing

Explain markup, initial markup, and maintain markup



**Competency: Markup and mark down merchandise**

**Tasks: Record markups**

Record mark downs

Record additional markups

Revise retail prices

Illustrate formulas for determining markup percentages based on retail costs

**Competency: Use merchandise information in the sale of a product**

**Tasks: Identify sources of merchandise information such as the merchandise itself, handtags, labels, leaflets, box covers, and price tags**

Recite prices, available sizes, colors, styles, or models of given merchandise to a customer

Recite other product information to a customer

Discuss the importance of customer confidence in the salesperson

Identify ways to interpret features of products to benefit customers

Explain merchandise guarantees and warranties to customer

Use the A-I-D-C-A formula

A = Attention  
I = Interest  
D = Desire  
C = Conviction  
A = Action

Suggest items of merchandise or services that can be substituted for those unavailable

Compare several retail articles to help a customer select between them

**Competency: Stimulate sales**

**Tasks: Contrast different types of sales**

**Explain the function of:**

- a. a sale
- b. a loss leader
- c. discounts and coupons

**Competency: Calculate the stock-sales ratio**

**Tasks: Explain the stock-sales ratio**

**Complete set stock-sales ratios**

**Competency: Calculate the break-even point for a business**

**Tasks: Compare costs to receipts**

**List expenses**

**List monthly, quarterly, and end of year expenses**

**Estimate projected receipts, allowing for fluctuations**

**Competency: Apply credit principles**

**Tasks: Discuss the importance of credit in relation to business operations**

**Name the three C's of credit: Capital, Character, and Capacity**

**Explain a store's credit policies, terms and plans**

**Discuss the methods of obtaining information about credit applicants and sources of credit information**

**Discuss the procedures in requesting information from the credit bureau**

**Explain the procedure in filling out a credit application and how to reject or accept a credit application**

**Explain credit operations by outlining the accounting procedures used to detail a charge sale from purchase to payment**

**Explain billing, recording payment, and procedures for collecting overdue accounts**

**Discuss the role of data processing in marketing, and specifically, credit operations**



**Competency: Prevent shoplifting**

**Tasks: Explain ways of preventing shoplifting including:**

- a. Greeting all customers
- b. Naming primary shoplifting methods
- c. Correlating shoplifting patterns with certain products
- d. Following company policy to prevent shoplifting

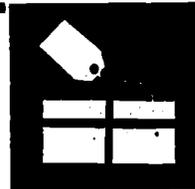
**Competency: Identify careers in merchandising**

**Tasks: Describe careers in:**

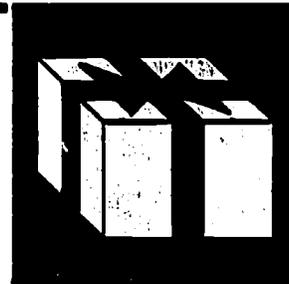
- a. merchandising
- b. fashion design
- c. buying

**Describe the jobs of a:**

- a. merchandise manager
- b. warehouseperson
- c. sales person
- d. shelf stocker



# Customer Service



**Competency:** Use terms basic to retailing

**Tasks:** Define:

- a. supplier
- b. wholesaler
- c. client
- d. salesperson

Identify the Product Life Cycle (PLC)

**Competency:** Identify the brand name and trade mark

**Tasks:** Compare national, private and generic brands

Identify brand name products from popular phrases and slogans

Identify the reasons for brand name importance and preference

Discuss trademarks, and how they may be registered with the U.S. Patent Office

**Competency:** Identify functions of product packaging

**Tasks:** Explain the relationship between packaging and sales

Explain the relationship between packaging and reducing product damages and handling

Explain how pre-packaging eliminates packing at the point of sale

Explain the purpose of product disclaimers on packages

Identify packaging responsibility

List the main types of materials used in packaging

**Competency:** Use product knowledge in making a sale

**Tasks:** Explain how a salesperson can become knowledgeable in product function

Explain why product knowledge and service technology are important to a sales employee

List sources of product information

**Report changes in the product in the last few years**

**Describe:**

- a. how a given product was constructed
- b. materials used to make the product
- c. uses for the product
- d. product performance
- e. care of the product
- f. outstanding features or selling points of the product

**Explain the guarantee or warranty covering the product**

**Explain the product tag or label**

**Competency: Package customer purchases**

**Tasks: Select appropriate materials considering durability, economy, and decoration**

**Reflect the store image in the product wrapping or packing**

**Pack or wrap the purchase in minimal time**

**Competency: Handle lay-away sales**

**Tasks: Inform customer of company policy on layaways**

**Take money and record down-payment according to company policy**

**Mark lay-away product**

**Inform customer when to pick up the product**

**Competency: Process customer exchanges**

**Tasks: Inspect returned product**

**Repackage returned product**

**Record item returned on saleslip**

**Assist customer in finding a replacement item**

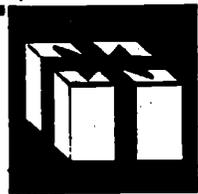
**Competency: Respond to a customer complaint appropriately**

**Tasks: Demonstrate courtesy to the customer**

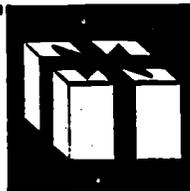
**Demonstrate concern for the customer's need**

**Represent product and business honestly**

**Follow store policy**



**Competency: Package merchandise for return to wholesaler**



**Tasks: Wrap merchandise**

Include proper correspondence with merchandise returned

Record merchandise return on company records

**Competency: Place orders using store catalogs and special request forms**

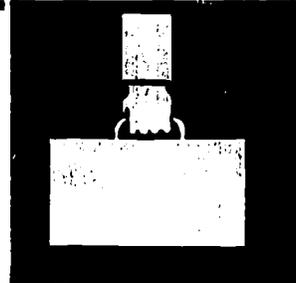
**Tasks: Fill out form completely**

Extend figures accurately

Record information legibly

Identify customer request accurately

# Salesmanship



**Competency: Identify important skills of selling**

**Tasks: Soft-sell a product**

Hard-sell a product

Use descriptive phrases

Use selling features

Identify benefits

Involve the customer with the merchandise

Use a logical sequence of presentation

Discuss the importance of product knowledge and customer service to the buyer

List sources to locate information about an item for sale

**Competency: Identify the steps of a sale**

**Tasks: Describe the steps of a sale:**

- a. Greeting the customer
- b. Approaching the customer
- c. Determining the customer's wants and needs
- d. Presenting the merchandise
- e. Handling objections
- f. Suggesting related items
- g. Closing the sale

**Competency: Promote products and services**

**Tasks: Differentiate among advertising, publicity, and sales promotion**

Explain visual merchandising techniques

Identify various types of displays and their effectiveness

Cite examples of promotional activities in the community

Classify a number of advertisements by promotional techniques

Describe advertising needs of service businesses

Develop a sales promotion plan around key days and weeks, seasons, local celebrations, state and national events

Develop a sales promotion budget

Estimate gross sales

Estimate percentage of sales earmarked for advertising, including monthly dollar allowance, types of advertising, etc.

**Competency: Determine customer buying motives**

**Tasks: Describe concepts in buying motives:**

- a. Response-action
- b. Cues
- c. Patterns

**Explain motives for buying:**

- a. Primary motives
- b. Selective motives
- c. Patronage motives
- d. Rational motives
- e. Emotional motives

**Describe how to "read" customers to determine needs**

**Explain buying motives dependent on:**

- a. Price considerations
- b. Store considerations
- c. Brand considerations

**Use credit information as a selling tool**

**Competency: Use a personal sales style**

**Tasks: Describe selling techniques**

**Identify personal selling style**

**Discuss ways of analyzing customer needs and fitting them to the correct product for sale**

**Competency: Use several types of sales approaches**

**Tasks: Differentiate among several approaches such as the service opener, the special interest approach, the question approach etc.**

**Contrast floor salesmanship with self-service buying**

**Discuss the importance of a personal style of salesmanship**

**Demonstrate merchandise in the ways it may be used by the customer**

**Competency: Sell the merchandise**

**Tasks:** Determine when to approach a customer to open a sale and when and how to close a sale

Describe sales situations step-by-step and identify logical point(s) where a closing statement might be applied

Treat the customer courteously

Keep the customer's needs in mind first

Represent management's viewpoint to customers

Demonstrate pride in serving the customer

Use an appropriate type of approach to customer

Question customer's desires, wants, and needs

Select appropriate merchandise for customer

Offer substitute merchandise to customer if appropriate

Identify selling strategies

Point out warranty or guarantee

Point out service agreement

Discuss company policy for return of merchandise

Differentiate between product features and benefits

List sources to locate information about an item for sale

**Competency: Handle customers tactfully**

**Tasks:** Explain ways to identify and handle:

- a. Nervous customers
- b. Dependent customers
- c. Disagreeable customers
- d. Trying customers
- e. Common-sense customers

**Competency: Deal effectively with customer objections**

**Tasks:** Identify techniques for overcoming objections to buying

Effectively handle objections

Question the customer to determine objections

**Identify types of objections**

**Identify selling techniques for several products or services**

**Discuss feature-benefit method of handling objections**

**Compare and contrast different methods of handling objections**



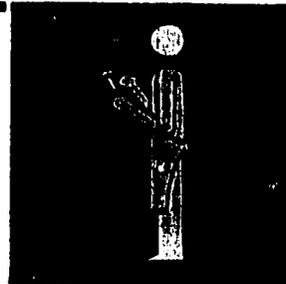
**Competency: Process mail and telephone orders**

**Tasks: Describe the importance of adequate merchandise knowledge in telephone selling**

**Explain procedures for processing telephone orders:**

- a. Greet the caller
- b. Identify self
- c. Identify retail store and department
- d. Listen to the request
- e. Answer customer's questions
- f. Complete a telephone order sales check
- g. Suggest additional merchandise
- h. Repeat all recorded information to the caller

# Store/Business Management



**Competency: Identify the steps in starting a business**

**Tasks: Develop a business plan**

- a. conduct a community survey
- b. analyze the survey
- c. determine goals and objectives for the business

**Describe home based businesses**

**Explain ways to obtain credit including:**

- a. what's involved
- b. how to apply
- c. ways to get started
- d. credit checks

**Determine the structure which best fits the needs of the business**

- a. sole proprietorship
- b. partnership
- c. limited partnership
- d. corporation

**Explain the role of Small Business Administration (SBA) loans in starting a business**

**Competency: Locate the business**

**Tasks: Analyze customer transportation, access, parking, and so forth, relative to alternative site locations**

**Complete a location feasibility study for your business**

**Determine the costs of renovating or improving a site for your business**

**Prepare an occupancy contract for your business**

**Competency: Design the space needed for a business**

**Tasks: List all items needed for starting the business**

**Diagram a store layout taking the following into consideration:**

- a. featuring most profitable items
- b. considering merchandise protection
- c. incorporating customers' needs
- d. eliminating safety hazards when placing fixtures and merchandise
- e. placing merchandise to permit easy restocking
- f. following company stocking procedures



**Competency: Apply the regulations governing new or home-based businesses**

**Tasks: Obtain necessary state, local and federal license applications**

Complete application for state and if necessary local business licenses

Complete application(s) for special federal licenses relating to product of business as appropriate

Obtain information on zoning and complete permit if required

Complete the form to secure a social security number

**Competency: Understand laws governing business transactions**

**Tasks: Describe how to develop and execute a contract**

Explain when title passes on goods which are in transit

List consequences of default on contracts

List conditions which void a contract

**Competency: Identify how to borrow money for a business**

**Tasks: Explain how credit can help expand inventory and obtain discount purchases**

Identify sources of credit

Determine the financing necessary for your business

Fill out a credit application

Explain how to request and obtain credit information

Analyze cash flow problems

**Competency: Understand insurance**

- Tasks:** Identify types of insurance available for a business  
Determine the type of insurance needed for a business  
Determine how to find the best insurance rates and coverage

**Competency: Understand managerial functions and principles**

- Tasks:** Discuss do's and don'ts of managerial functions

Discuss the managerial functions of:

- a. Planning
- b. Organizing
- c. Leading
- d. Controlling

**Competency: Identify major areas of retailing**

- Tasks:** Describe functions of:

- a. Merchandising
- b. Sales promotion
- c. Finance and credit
- d. Personnel
- e. Operations

**Competency: Understand union and non-union involvement in a company**

- Tasks:** Contrast the role of management and labor  
Explain the role of labor unions  
List major objectives of unions and management  
Explain collective bargaining  
Discuss United States and Alaska wage and hour laws  
Describe the impact of a business's personnel policies on employees

**Competency: Advertise, hire and train new employees**

- Tasks:** Describe the role of placement services including Job Service  
Explain where to find prospective employees  
Introduce the new employee to others  
Use recruitment and hiring practices free from sex bias and sex discrimination



**Explain store policies and procedures**

**Explain departmental merchandise**

**Use training methods such as telling, showing, and demonstrating**

**Assist the new employee in completing duties**

**Identify ways to motivate others for best performance**

**Describe company standards for employee grooming, employee courtesy, and dress code**

**Describe ways of providing training to fit employee needs**

**Trace lines of authority and explain their importance**



**Competency: Use appropriate management style**

**Tasks: Contrast different styles of management**

**Define one's personal philosophy of business management**

**Name several models of human communication**

**Identify how a management style can affect an entire business**

**Identify positive styles of management**

**Contrast management requirements in several different types of businesses**

**Contrast human performance with other aspects of a business**

**Competency: Maintain a pleasant working environment**

**Tasks: Explain how a manager can influence the working environment**

**Describe the role of proper housekeeping in a business**

**Discuss issues such as employee breaks, music, coffee and smoking**

**Competency: Follow management policies and procedures**

**Tasks: Identify company policy in personnel and procedural manuals**

**Sketch out the chain of command for a given company**

**Determine who to contact using company policy procedures**

**Contrast costs of personnel with costs of supplies**

**Describe methods of job analysis**

**Competency: Use the DICE method of problem solving**

**Tasks: Explain the steps of DICE:**

- a. Define problem
- b. Identify solutions
- c. Choose best solution
- d. Evaluate how one solves problem

**Competency: Use good planning and organizational skills**

**Tasks: Identify tasks to be completed**

**Explain the importance of:**

- a. Allowing sufficient time to complete tasks
- b. Prioritizing tasks in order of importance
- c. Combining tasks efficiently
- d. Requesting assistance when needed

**Competency: Plan job tasks and schedule employees**

**Tasks: Write employee job descriptions**

Identify job titles

Work with a department manager to organize, budget, and schedule workloads

Make out an employee schedule

Delegate employee duties

Write a policy for schedule changes

Deal with employee schedule changes

Describe the customer relations effects of scheduling personnel for adequate check-out coverage

**Competency: Convey directions and instructions to employees**

**Tasks: Speak clearly and concisely**

Describe methods of giving instructions

Explain how to give instructions without intimidation



**Competency: Compute employee costs**

**Tasks: Compute employee overtime**

Map out an employee schedule including several different wage rates

Compute costs of employee benefits

Compare different employee insurance policies

**Competency: Appraise an employee**

**Tasks: Rate employee according to an evaluation form**

Be positive with the employee

Offer areas for improvement to the employee

**Competency: Receive and process merchandise**

**Tasks: Describe warehousing methods of unloading trucks, operating materials, handling equipment, processing priorities, and routing merchandise**

Complete a merchandise routing assignment

Discuss records required in receiving and processing merchandise

Complete a receiving apron, composite receiving report, and daily receiving report

Sketch a flow chart illustrating a vendor's invoice, packing slip, freight bill, bill of lading, delivery receipt, and purchase order

**Competency: Prevent stock shortages**

**Tasks: Explain causes of shortages, damages, and theft of stock**

Review inventory on a regular basis to determine replacement needs

Relate effective stockkeeping to stock shortage prevention

Discuss employee theft of merchandise, cash, and time





**Competency: Maintain business records**

**Tasks:** Record cash receipts including the date, name, invoice number and the price of the item

Make disbursements by check to provide a record of the date, name, check number and amount of each item

Record information on equipment for depreciation purposes, including date of purchase, name of supplier, description of item, amount paid and check number

Record insurance information to include type of policy, name of insurance, effective dates, expiration date, and annual premiums

Assess the financial status of the business

Keep records to provide information needed to figure tax deductions

**Competency: Build customer goodwill to help increase sales**

**Tasks:** Describe the location of customer facilities

Describe the purpose of customer services such as:

- a. meeting competition
- b. encouraging one-stop shopping
- c. attracting customers to the store
- d. treating the customer personably

**Competency: Compute business taxes**

**Tasks:** Identify taxable and non-taxable items (if applicable)

Compute tax for given receipts (if applicable)

Explain where and when local tax is to be sent (if applicable)

**Competency: Authorize a customer's check**

**Tasks:** Identify government, payroll, and personal checks

Identify common check errors such as:

- a. post-dating
- b. amount in figures differing from amount written out
- c. altered checks
- d. incomplete information
- e. transposition errors

Ask for identification and write down pertinent information for a check-cashing customer

- Have check signed in the presence of cashier
- Have check written for amount according to store policy
- Use a check verifying service



**Competency: Handle customer exchanges**

- Tasks:** Deal with the customer courteously
- Check merchandise for damage
  - Offer the customer similar merchandise
  - Mark receipt of refund in books
  - Properly store exchange item
  - Package replacement item

**Competency: Process business credit card transactions**

- Tasks:** Compare several credit card contracts payment requirements
- Explain methods of obtaining information about credit applicants and sources of credit information
- Describe how to:
- a. Ask customer for credit card
  - b. Check credit card against invalid list
  - c. Complete the charge slip including:
    - 1. Extended amounts
    - 2. Tax
    - 3. Total
  - d. Use the charge plate imprint machine (addressograph)
  - e. Obtain the customer's signature on the charge slip
  - f. Receive authorization if necessary
  - g. Politely return customer's card

Contrast use of company credit card with that of major bank cards

Identify the procedures for sending out statements, recording payments, and collecting overdue accounts

**Competency: Record and disburse refunds**

- Tasks:** Fill out a customer refund slip
- Offer the customer substitute merchandise in lieu of refund
  - Mark refund in company bookkeeping

**Competency: Fill out a deposit form**

**Tasks: Count and wrap day's receipts**

Record final deposit amount on deposit slip

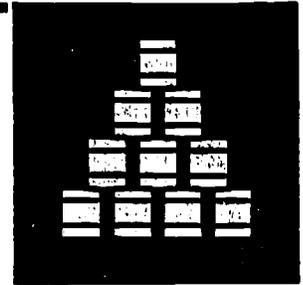
Place receipts in deposit bag

Transport deposit to bank

Discuss precautions to take to secure deposit



# Display Merchandising



**Competency:** identify the principles and patterns of display

**Tasks:** Define display

Describe the following types of display:

- a. Open display
- b. Closed display
- c. Platform display
- d. Wall display

List and explain the jobs that displays accomplish

Using the color wheel, identify the primary, secondary, and tertiary colors

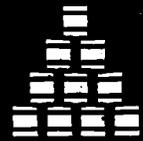
Describe how secondary and tertiary colors are formed

Describe how to rate displays according to:

- a. Originality and creativity
- b. Theme
- c. Timeliness
- d. Cleanliness
- e. Color and texture
- f. Lighting
- g. Technical skill
- h. Balance and line arrangement

In terms of displays explain:

- a. Dominance
- b. Repetition
- c. Gradation
- d. Contrast
- e. Unity
- f. Harmony
- g. Scale
- h. Proportion
- i. Balance
- j. Arrangement



**Competency: Plan displays**

**Tasks:** Use magazines, photos, and texts to show different types of displays

Discuss pros and cons of the selected pictures

Plan a display with one or more of the following purposes:

- a. Prestige
- b. Publicity
- c. Educating the public
- d. Introduce new styles
- e. Show new uses for goods
- f. Build goodwill

Plan a display with one or more of the following uses:

- a. Attracting the attention of the customer
- b. Introducing new products
- c. Presenting merchandise attractively
- d. Giving customers suggestions regarding related merchandise
- e. Presenting special sales to customers
- f. Reminding customers of merchandise they need or want

Explain the use of sizes, shapes, colors, and directions of display patterns

**Competency: Create signs and selling aids**

**Tasks:** Know the product

Write copy which answers customer questions and points out product features

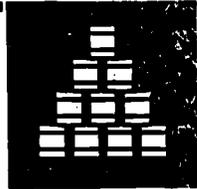
Construct a lead-in line to give reasons for buying, suggested use or buying benefit

Construct a headline which identifies merchandise by name, trademark, or brand

Price merchandise correctly

Describe the importance of:

- a. Reminding buyer of a need or want
- b. Illustrating copy to balance with sign size
- c. Spacing lines appropriate for sign size
- d. Spacing letters evenly on sign
- e. Centering words and lines on page
- f. Properly inking in letters
- g. Lettering copy using stencils and/or paste-ons
- h. Using a variety of themes for seasonal and promotional signs



**Competency: Set up counter/window/interior displays**

**Tasks: Plan a theme**

Complete sketch of display

Estimate budget for display

Submit budget for approval

List materials for building display

List special needs for setting up display (extra personnel, equipment)

Estimate the cost of a display

Construct a display or model (diorama):

- a. to attract attention
- b. with selling power
- c. with a central theme

Use color, harmony, balance, and proportion in display or model construction

Design a counter display, model, or mass display or model

**Competency: Use the basic types and props of display**

**Tasks: Explain what a prop is and how it can be used in a display**

Discuss the ways in which props can be developed, built, or purchased

Investigate different types of additional display accessories (e.g. signs, floors, floral arrangements)

Experiment with various modes of lighting with a display

Dress a mannequin (if available) in a variety of clothes

**Competency: Use displays effectively**

**Tasks: Complete a sample customer survey**

List and explain the jobs that displays accomplish

**Competency: Perform display housekeeping**

**Tasks: Wash a mannequin (if available)**

Wash windows

Repair a display prop

Check lights for effectiveness

Replace merchandise

Gather tools for display dismantling

Safely dismantle display

Return merchandise to stock or selling area

Clean display area

Vacuum floor/covering

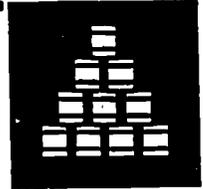
Polish props

Store and label display materials

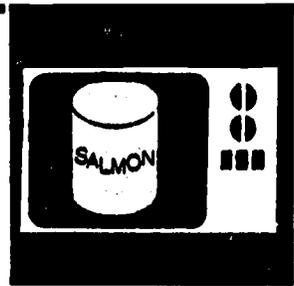
Check displayed merchandise for problems before returning to stock

Record damaged merchandise

Check lights for replacement



# Advertising



**Competency:** Analyze the major purposes of advertising

**Tasks:** Name general purposes of advertising

Contrast the purpose of consumer and trade publication advertising

List types of groups or institutions which advertise

Explain the purpose of advertising to the consumer, retailer and manufacturer

Discuss how advertising helps promote mass distribution

Explain how advertising builds goodwill in customers

Compare public interest announcements and commercial advertising

**Competency:** Identify various types of media

**Tasks:** Define broadcast media rate period

List advantages and disadvantages of:

- a. television advertising
- b. radio advertising
- c. print advertising

**Competency:** Identify costs of radio, television and print advertising

**Tasks:** List advantages and disadvantages of advertising costs in radio, television and print

Compare costs of novelty advertising (matchbooks, pens, give-aways) to newspaper advertising

Compare the cost of advertising through an advertising agency with direct advertising

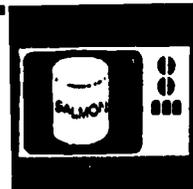
**Competency:** Identify types of sales promotion

**Tasks:** Describe direct mail advertising

Describe novelty advertising

**Classify a collection of print ads**

**Differentiate between promotional and institutional advertising and promotional mix**



**Competency: Identify parts of a printed advertisement**

**Tasks: Explain the purpose of a headline in a print advertisement**

**Write a headline and copy for an advertisement**

**Explain the value of white space in an advertisement**

**Explain the meaning of a logo and trademark (TM) sign**

**Identify national ads, retail ads, and institutional ads**

**Competency: Analyze advertisements**

**Tasks: Explain how to critique an advertisement**

**Evaluate an ad using the A.I.D.C.A. formula**

**Discuss the value of pollster responses to advertising**

**Discuss the issue of "truth in advertising"**

**Identify examples of the following types of advertisements:**

- a. national
- b. local
- c. primary
- d. selective
- e. retail
- f. cooperative
- g. consumer
- h. trade
- i. industrial

**Identify the target audience for various advertising messages**

**Contrast qualities of a national ad with those of a local ad**

**Contrast qualities of a retail ad with those of a trade publication**

**Competency: Plan an ad layout**

**Tasks: Describe considerations for laying out an ad**

**Contrast vertical and horizontal print ads**

**Identify various typestyles by name and characteristic**

Compare various printed ads according to impact on readers

Contrast impact of various typestyles on readers

Design a poster, picture caption, formal and editorial layout format



**Competency: Prepare an ad layout**

**Tasks: Sketch an ad layout**

Select art and layout for advertisement

Lay out the ad in several different ways

Discuss the impact of several different layouts to the reader

Draw or trace a sketch for an advertisement

Explain where commercial clip art may be obtained

**Competency: Compute advertising costs**

**Tasks: Compute radio advertising costs for several drive periods**

Spread a fixed advertising budget over several media according to cost and effect

Identify the advertising methods and schedules for a particular product

Compare effects of size and cost for a newspaper ad

**Competency: Prepare sales scripts**

**Tasks: Write a:**

- a. :15 second radio spot
- b. :30 second radio spot
- c. :60 second radio spot
- d. public service announcement

Write a sales script that could be utilized to motivate a consumer to buy over the phone

**Competency: Plan a business promotion**

**Tasks: Create a long term promotional plan**

Analyze competitive promotional activities

Evaluate promotional effectiveness

**Competency: Plan special events**

**Tasks: Plan and advertise a garage sale.**

**Plan a grand opening**

**Explain where to purchase novelties for a retail promotion**

**Plan a promotional sale for a retail store**

**Develop an advertisement with a central theme/idea (e.g., anniversary sale, holiday theme)**

**Competency: Identify jobs in advertising**

**Tasks: Describe the job of:**

- a. an account executive
- b. a copy writer
- c. a pasteup artist
- d. a commercial artist
- e. a creative director

# IV Course Descriptions

62

84

# Course Descriptions

The brief course descriptions provide conceptual frameworks for educational planners that seek to design and implement a balanced program in marketing education. Teachers can use these descriptions to organize course offerings in marketing education. These descriptions are examples of content organization and are too brief for purposes of program approval. Local schools will need to be much more definitive regarding the content of their courses than is reflected in these course descriptions.

Course: Marketing I  
Length: One Year  
Grades: 9-12

This course is designed to develop fundamental skills needed in a majority of distributive occupations, including: basic economics, communications, human relations, business mathematics, salesmanship, advertising, merchandising and some operations. This course can improve student placement services in entry-level jobs, or in senior year cooperative work programs.

Course: Marketing II  
Length: One Year  
Grades: 10-12

This course involves further refinement of Marketing I fundamentals, with additional work in buying, pricing, management and sales promotion techniques. Individual instructional plans should be developed which emphasize career objectives and which help students acquire product awareness and special skills. These individual plans should be developed along with on-the-job training plans in cooperation with employers. Only those who have successfully completed Marketing I should be enrolled, and each Marketing II student should also be enrolled in Cooperative Vocational Education.

Course: Cooperative Vocational Education I  
Length: One Year (2 hour block)  
Grades: 10-12

This course involves supervised employment to complement in-school instruction; a minimum of ten hours per week is usually the equivalent of one or more units of credit.

Course: Cooperative Vocational Education II  
Length: One Year (2 hour block)  
Grades: 10-12

This course is supervised employment for the second year student upon completion of Marketing I and Cooperative Vocational Education I. A minimum of ten hours per week is usually the equivalent of one unit of credit.

**Course:** School Store I  
**Length:** One Year  
**Grades:** 9-12

This course involves first-year marketing students in the operation of an in-school retail store serving the needs of the student body. Students perform functions of selling, stock control, recordkeeping and others related to entry level employees.

**Course:** School Store II  
**Length:** One Year  
**Grades:** 10-12

This course offers an opportunity for second-year students to manage a retail store under supervision. Functions performed include buying, pricing, promotion, employee scheduling and operational decision-making.

**Course:** Entrepreneurship/Home-Based Business  
**Length:** One Year  
**Grades:** 9-12

This course offers instruction in marketing principles from the viewpoint of the business owner. Instruction is given to develop skills in assessing personal interests and skills in management, marketing, recordkeeping, advertising, purchasing, securing insurance, raising capital, complying with regulations, designing space and paying taxes. Business structures and potential kinds of businesses are also explored.

V  
**Curriculum  
Analysis Matrix**

# Curriculum Analysis Matrix

## Identified Competencies by Course Offerings

This competency checklist should be used by teachers in identifying competencies to be included in specific classes in marketing education. This checklist is a curriculum analysis tool for use by teachers in assigning responsibilities for the competencies of a total marketing education program.

All courses taught in the marketing education program are identified in the columns at the top of the matrix. The individual competencies can be allocated to specific courses. One method for analyzing the competency list is to assign letters where the competency will be introduced (I), taught (T), or mastered (M). Curriculum sequences can be organized through this approach.

To assist marketing teachers to reinforce basic skills instruction, competencies have been cross-referenced with the following academic areas:

|                     |                    |
|---------------------|--------------------|
| Math (M)            | Science (S)        |
| Social Studies (SS) | Language Arts (LA) |

This will assist local school districts in awarding cross-credit (academic credit) for participation in vocational classes they deem appropriate.

The following checklists are also cross-referenced with the Job Training Partnership Act pre-employment competencies and student leadership competencies. The Job Training Partnership Act provides funds to train economically disadvantaged youth to enter and succeed in employment. Each Private Industry Council responsible for administering these funds adopted youth pre-employment competencies as one of the measures for positive termination for program participants. The other measures are attained through unsubsidized employment, or through another training program.

The following categories of work-related knowledge must be evaluated and measured in the course of a participant's enrollment in a JTPA program:

1. Pre-Employment Competencies, which require the participant to demonstrate the skills and knowledge necessary to identify career objectives, seek and obtain employment and understand job performance.
2. Work Maturity Competencies, which require the participant to demonstrate the ability to apply skills in a training position.
3. Educational Skills Competencies, which require the participant to demonstrate basic computer and communication skills necessary to enter the labor market.
4. Occupational Skills Competencies, which require that the participant demonstrate proficiency in those skills necessary to maintain employment in a specific occupation or occupational cluster.

The pre-employment and work maturity competencies have been specifically cross-referenced in this curriculum so that marketing instructors could specify where these competencies are integrated into the curriculum.

These youth competencies were identified by the Vice Presidents of the Task Force on Youth Employment, Private Sector/Education Roundtables: Summary Report 1979 as critical elements for employability of the nation's youth.

Student leadership programs are designed to be an integral part of the curriculum. The competencies are reinforced by student participation in approved student organizations such as Distributive Education Clubs of America. The student leadership competencies have been cross-referenced in this handbook to assist the marketing education instructor identify specifically where these competencies will be taught.

#### DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

Distributive Education Clubs of America is an organization whose program of leadership, personal development and career encouragement is designed specifically for students enrolled in marketing, merchandising and management studies.

DECA activities focus on four themes, symbolized by the four points of the group's diamond-shaped emblem:

##### Vocational Understanding

DECA members are well prepared to take their places in the business world. They acquire first-hand knowledge of merchandising, management and the opportunities available in their chosen careers.

##### Civic Consciousness

Students learn to recognize their obligations to the communities in which they live by studying local needs and planning community betterment.

##### Social Intelligence

Through social events, DECA members are given opportunities to develop the attitudes and behaviors necessary in our society. Additionally, they become aware of their social environment and the need for cooperative effort among all elements of society.



##### Leadership Development

DECA activities give students opportunities to participate in many activities designed to teach her/him to be not only a leader but also a follower.

The national organization, headquartered in Reston, Virginia, was established in 1946. Today it has about 5,000 chapters with some 170,000 members - including high school, college and professional people.

#### KEY

- M Math
- SS Social Studies
- S Science
- LA Language Arts
- \* Pre-Employment Competencies
- + Student Leadership Competencies

# Recommended Competencies by Course Offerings

## Competencies

|              |  | Marketing I | Marketing II | Vocational Education I | Vocational Education II | Cooperative | School Store I | School Store II | Home-Based Business | Entrepreneurship/ |
|--------------|--|-------------|--------------|------------------------|-------------------------|-------------|----------------|-----------------|---------------------|-------------------|
|              | <u>EMPLOYABILITY SKILLS</u>                              |             |              |                        |                         |             |                |                 |                     |                   |
| *<br>+<br>LA | Identify career choices                                  |             |              |                        |                         |             |                |                 |                     |                   |
| *<br>+<br>LA | Identify employment opportunities                        |             |              |                        |                         |             |                |                 |                     |                   |
| *<br>+<br>LA | Prepare a resume and job application                     |             |              |                        |                         |             |                |                 |                     |                   |
| *<br>+<br>LA | Prepare for an interview                                 |             |              |                        |                         |             |                |                 |                     |                   |
| *<br>+       | Dress appropriately on the job                           |             |              |                        |                         |             |                |                 |                     |                   |
| *<br>+       | Be reliable and dependable                               |             |              |                        |                         |             |                |                 |                     |                   |
| *<br>+<br>LA | Identify the problem solving process                     |             |              |                        |                         |             |                |                 |                     |                   |
| *<br>+       | Identify personal responsibilities related to employment |             |              |                        |                         |             |                |                 |                     |                   |
| *<br>S       | Maintain good health for effective job performance       |             |              |                        |                         |             |                |                 |                     |                   |
| *<br>LA      | Identify proper termination procedures                   |             |              |                        |                         |             |                |                 |                     |                   |
| *<br>SS      | Identify employee rights and responsibilities            |             |              |                        |                         |             |                |                 |                     |                   |

| Recommended Competencies by Course Offerings |  | Marketing I | Marketing II | Vocational Education I | Cooperative Vocational Education I | Cooperative Vocational Education II | School Store I | School Store II | Home-Based Business | Entrepreneurship/ |
|--|--|-------------|--------------|------------------------|------------------------------------|-------------------------------------|----------------|-----------------|---------------------|-------------------|
|  |  |             |              |                        |                                    |                                     |                |                 |                     |                   |
| *<br>+                                       | Use effective leadership skills                                    |             |              |                        |                                    |                                     |                |                 |                     |                   |
|  | <b><u>COMMUNICATIONS</u></b>                                       |             |              |                        |                                    |                                     |                |                 |                     |                   |
| *<br>+<br>LA                                 | Follow verbal and written instructions                             |             |              |                        |                                    |                                     |                |                 |                     |                   |
| *  | Keep sensitive communications confidential                         |             |              |                        |                                    |                                     |                |                 |                     |                   |
| *<br>+<br>LA                                 | Communicate effectively with customers, co-workers and supervisors |             |              |                        |                                    |                                     |                |                 |                     |                   |
| *<br>LA                                      | Suggest improvements to management                                 |             |              |                        |                                    |                                     |                |                 |                     |                   |
| LA   | Use appropriate vocabulary in a product description                |             |              |                        |                                    |                                     |                |                 |                     |                   |
| LA<br>SS                                     | Identify the role of communications technology in business         |             |              |                        |                                    |                                     |                |                 |                     |                   |
| *<br>LA                                      | Use effective business writing skills                              |             |              |                        |                                    |                                     |                |                 |                     |                   |
| *<br>LA                                      | Complete forms and reports   |             |              |                        |                                    |                                     |                |                 |                     |                   |
| +<br>LA                                      | Give verbal presentations  |             |              |                        |                                    |                                     |                |                 |                     |                   |
| LA   | Use the telephone effectively                                      |             |              |                        |                                    |                                     |                |                 |                     |                   |

| <b>Recommended Competencies by Course Offerings</b> |   | Marketing I | Marketing II | Vocational Educational | Cooperative Vocational Educational | School Store I | School Store II | Home-Based Business | Entrepreneurship/ |  |  |  |  |
|---|---|-------------|--------------|------------------------|------------------------------------|----------------|-----------------|---------------------|-------------------|--|--|--|--|
| <b>Competencies</b>                                 |   |             |              |                        |                                    |                |                 |                     |                   |  |  |  |  |
| +<br>LA   | Introduce people                          |             |              |                        |                                    |                |                 |                     |                   |  |  |  |  |
| +<br>LA   | Conduct effective business meetings       |             |              |                        |                                    |                |                 |                     |                   |  |  |  |  |
| M<br>LA   | Use the microcomputer                     |             |              |                        |                                    |                |                 |                     |                   |  |  |  |  |
|   | <u><b>HUMAN RELATIONS</b></u>             |             |              |                        |                                    |                |                 |                     |                   |  |  |  |  |
| SS  | Identify how human values affect behavior |             |              |                        |                                    |                |                 |                     |                   |  |  |  |  |
| SS  | Understand human motivation               |             |              |                        |                                    |                |                 |                     |                   |  |  |  |  |
| SS  | Use self-directed behavior                |             |              |                        |                                    |                |                 |                     |                   |  |  |  |  |
| *<br>SS   | Identify personality traits               |             |              |                        |                                    |                |                 |                     |                   |  |  |  |  |
| *<br>+<br>SS  | Make effective decisions                  |             |              |                        |                                    |                |                 |                     |                   |  |  |  |  |
| *<br>+  | Demonstrate work maturity                 |             |              |                        |                                    |                |                 |                     |                   |  |  |  |  |
| *<br>+  | Maintain good personal relations          |             |              |                        |                                    |                |                 |                     |                   |  |  |  |  |
| *<br>+  | Be honest                                 |             |              |                        |                                    |                |                 |                     |                   |  |  |  |  |



# Recommended Competencies by Course Offerings

## Competencies

|         |  | Marketing I | Marketing II | Vocational Education I | Cooperative Vocational Education II | School Store I | School Store II | Home-Based Business | Entrepreneurship/ |  |  |  |  |
|---------|--|-------------|--------------|------------------------|-------------------------------------|----------------|-----------------|---------------------|-------------------|--|--|--|--|
| M       | Make change  |             |              |                        |                                     |                |                 |                     |                   |  |  |  |  |
| M       | Calculate markups and mark downs   |             |              |                        |                                     |                |                 |                     |                   |  |  |  |  |
| M       | Calculate discounts and exchange rates                                   |             |              |                        |                                     |                |                 |                     |                   |  |  |  |  |
| M<br>SS | Compute salaries   |             |              |                        |                                     |                |                 |                     |                   |  |  |  |  |
| M       | Apply mathematical concepts  |             |              |                        |                                     |                |                 |                     |                   |  |  |  |  |
| M       | Process customer returns   |             |              |                        |                                     |                |                 |                     |                   |  |  |  |  |
|         | <u>ECONOMICS</u>   |             |              |                        |                                     |                |                 |                     |                   |  |  |  |  |
| SS      | Analyze principles of economics  |             |              |                        |                                     |                |                 |                     |                   |  |  |  |  |
| SS      | Identify different economic systems                                      |             |              |                        |                                     |                |                 |                     |                   |  |  |  |  |
| SS      | Identify the elements of the free enterprise system                      |             |              |                        |                                     |                |                 |                     |                   |  |  |  |  |
| SS      | Identify the relationship between economics and marketing in our society |             |              |                        |                                     |                |                 |                     |                   |  |  |  |  |
| SS      | Apply the principles of supply and demand in determining price           |             |              |                        |                                     |                |                 |                     |                   |  |  |  |  |

| Recommended Competencies by Course Offerings |   | Marketing I | Marketing II | Vocational Education I | Cooperative Vocational Education I | Cooperative Vocational Education II | School Store I | School Store II | Home-Based Business | Entrepreneurship/ |
|--|---|-------------|--------------|------------------------|------------------------------------|-------------------------------------|----------------|-----------------|---------------------|-------------------|
|  |   |             |              |                        |                                    |                                     |                |                 |                     |                   |
| SS   | Analyze consumer behavior patterns                                    |             |              |                        |                                    |                                     |                |                 |                     |                   |
| SS   | Identify effects of competition on buyers and sellers                 |             |              |                        |                                    |                                     |                |                 |                     |                   |
| SS   | Analyze the ethics of various business practices                      |             |              |                        |                                    |                                     |                |                 |                     |                   |
| SS   | Identify business cycles  |             |              |                        |                                    |                                     |                |                 |                     |                   |
| SS   | Understand the effects of market segmentation on selling or marketing |             |              |                        |                                    |                                     |                |                 |                     |                   |
| SS   | Identify types of product utility                                     |             |              |                        |                                    |                                     |                |                 |                     |                   |
| SS   | Identify methods of establishing product quality                      |             |              |                        |                                    |                                     |                |                 |                     |                   |
| SS   | Identify types and channels of distribution systems                   |             |              |                        |                                    |                                     |                |                 |                     |                   |
| SS   | Appraise business risks   |             |              |                        |                                    |                                     |                |                 |                     |                   |
| SS   | Identify resources on economic information                            |             |              |                        |                                    |                                     |                |                 |                     |                   |
| SS   | Analyze information relating to a variety of businesses               |             |              |                        |                                    |                                     |                |                 |                     |                   |
| SS   | Identify how profits affect a business                                |             |              |                        |                                    |                                     |                |                 |                     |                   |

# Recommended Competencies by Course Offerings

## Competencies

|    |  | Marketing I | Marketing II | Vocational Education I | Cooperative | Vocational Education II | Cooperative | School Store I | School Store II | Home-Based Business | Entrepreneurship/ |
|----|--|-------------|--------------|------------------------|-------------|-------------------------|-------------|----------------|-----------------|---------------------|-------------------|
| SS | Identify procedures of international trade                     |             |              |                        |             |                         |             |                |                 |                     |                   |
|    | <u>MARKETING</u>   |             |              |                        |             |                         |             |                |                 |                     |                   |
| SS | Understand the role of marketing in the free enterprise system |             |              |                        |             |                         |             |                |                 |                     |                   |
| SS | Identify important marketing principles                        |             |              |                        |             |                         |             |                |                 |                     |                   |
| SS | Identify economic systems                                      |             |              |                        |             |                         |             |                |                 |                     |                   |
| SS | Identify problems common to economic systems                   |             |              |                        |             |                         |             |                |                 |                     |                   |
| SS | Use terms associated with competition                          |             |              |                        |             |                         |             |                |                 |                     |                   |
| SS | Identify marketing functions                                   |             |              |                        |             |                         |             |                |                 |                     |                   |
| SS | Use marketing terms  |             |              |                        |             |                         |             |                |                 |                     |                   |
| SS | Analyze strategies of marketing in society                     |             |              |                        |             |                         |             |                |                 |                     |                   |
| SS | Identify the role of management in marketing                   |             |              |                        |             |                         |             |                |                 |                     |                   |
| SS | Analyze the marketing managerial functions                     |             |              |                        |             |                         |             |                |                 |                     |                   |

# Recommended Competencies by Course Offerings

## Competencies

|          |   | Marketing I | Marketing II | Vocational Education I | Cooperative Vocational Education I | Cooperative Vocational Education II | School Store I | School Store II | Home-Based Business | Entrepreneurship/ |  |  |  |  |
|----------|---|-------------|--------------|------------------------|------------------------------------|-------------------------------------|----------------|-----------------|---------------------|-------------------|--|--|--|--|
| SS       | Understand the marketing concept                        |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |  |
| SS       | Apply supply and demand principles in product marketing |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |  |
| SS       | Make decisions based on market segments                 |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |  |
| SS       | Identify channels of distribution                       |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |  |
| SS       | Identify the importance of image in marketing           |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |  |
| LA       | Use appropriate selling procedures                      |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |  |
| LA<br>SS | Use appropriate methods to influence the buyer          |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |  |
| *<br>+   | Analyze skills required for a career in marketing       |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |  |
|          | <b><u>BUSINESS OPERATIONS</u></b>                       |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |  |
|          | Operate and maintain common business equipment          |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |  |
| M        | Operate a cash register or terminal                     |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |  |
| M        | Use correct check cashing and credit card procedures    |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |  |

# Recommended Competencies by Course Offerings

## Competencies

|        |   | Marketing I | Marketing II | Vocational Education I | Cooperative | Vocational Education II | Cooperative | School Store I | School Store II | Home-Based Business | Entrepreneurship/ |  |  |  |
|--------|---|-------------|--------------|------------------------|-------------|-------------------------|-------------|----------------|-----------------|---------------------|-------------------|--|--|--|
| M      | Apply appropriate pricing techniques for merchandise and services |             |              |                        |             |                         |             |                |                 |                     |                   |  |  |  |
|        | Mark merchandise  |             |              |                        |             |                         |             |                |                 |                     |                   |  |  |  |
| LA     | Perform appropriate customer service                              |             |              |                        |             |                         |             |                |                 |                     |                   |  |  |  |
| M      | Receive and check merchandise                                     |             |              |                        |             |                         |             |                |                 |                     |                   |  |  |  |
|        | Stock merchandise   |             |              |                        |             |                         |             |                |                 |                     |                   |  |  |  |
| M      | Control the inventory   |             |              |                        |             |                         |             |                |                 |                     |                   |  |  |  |
| SS     | Identify major types of businesses                                |             |              |                        |             |                         |             |                |                 |                     |                   |  |  |  |
| SS     | Analyze the importance of finance to a business                   |             |              |                        |             |                         |             |                |                 |                     |                   |  |  |  |
| M      | Complete business records   |             |              |                        |             |                         |             |                |                 |                     |                   |  |  |  |
| SS     | Prevent shoplifting   |             |              |                        |             |                         |             |                |                 |                     |                   |  |  |  |
|        | Perform store maintenance   |             |              |                        |             |                         |             |                |                 |                     |                   |  |  |  |
| *<br>+ | Work safely   |             |              |                        |             |                         |             |                |                 |                     |                   |  |  |  |

# Recommended Competencies by Course Offerings

## Competencies

|         |  | Marketing I | Marketing II | Vocational Education I | Cooperative Vocational Education II | School Store I | Home-Based Business School Store II | Entrepreneurship/ |  |  |  |
|---------|--|-------------|--------------|------------------------|-------------------------------------|----------------|-------------------------------------|-------------------|--|--|--|
| *<br>+  | Follow procedures for reporting accidents    |             |              |                        |                                     |                |                                     |                   |  |  |  |
|         | <u>MERCHANDISING</u>                         |             |              |                        |                                     |                |                                     |                   |  |  |  |
| SS      | Develop a merchandising plan                 |             |              |                        |                                     |                |                                     |                   |  |  |  |
| LA      | Use merchandise and marking terms            |             |              |                        |                                     |                |                                     |                   |  |  |  |
| SS      | Identify factors influencing consumer buying |             |              |                        |                                     |                |                                     |                   |  |  |  |
| SS      | Determine customer demand                    |             |              |                        |                                     |                |                                     |                   |  |  |  |
| M       | Calculate product turnover                   |             |              |                        |                                     |                |                                     |                   |  |  |  |
| SS      | Select appropriate merchandise               |             |              |                        |                                     |                |                                     |                   |  |  |  |
| M       | Complete a merchandise order                 |             |              |                        |                                     |                |                                     |                   |  |  |  |
| M<br>LA | Verify invoices                              |             |              |                        |                                     |                |                                     |                   |  |  |  |
| M       | Inventory merchandise                        |             |              |                        |                                     |                |                                     |                   |  |  |  |
| M       | Stock, reorder and restock merchandise       |             |              |                        |                                     |                |                                     |                   |  |  |  |

# Recommended Competencies by Course Offerings

## Competencies

|         |  | Marketing I | Marketing II | Vocational Education I | Cooperative Vocational Education I | Cooperative Vocational Education II | School Store I | School Store II | Home-Based Business | Entrepreneurship/ |  |  |  |
|---------|--|-------------|--------------|------------------------|------------------------------------|-------------------------------------|----------------|-----------------|---------------------|-------------------|--|--|--|
| M       | Control inventory                                    |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |
| M       | Handle goods appropriately                           |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |
| SS<br>M | Calculate product prices                             |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |
| M       | Markup and mark down merchandise                     |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |
| LA      | Use merchandise information in the sale of a product |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |
| SS      | Stimulate sales                                      |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |
| M       | Calculate the stock-sales ratio                      |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |
| M       | Calculate the break-even point for a business        |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |
| M<br>SS | Apply credit principles                              |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |
| SS      | Prevent shoplifting                                  |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |
| *<br>+  | Identify careers in merchandising                    |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |
|         | <u>CUSTOMER SERVICE</u>                              |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |

# Recommended Competencies by Course Offerings

## Competencies

|          |   | Marketing I | Marketing II | Vocational Educational Cooperative | Vocational Educational Cooperative | School Store I | School Store II | Home-Based Business/Entrepreneurship |  |  |  |  |  |
|----------|---|-------------|--------------|------------------------------------|------------------------------------|----------------|-----------------|--------------------------------------|--|--|--|--|--|
| LA       | Use terms basic to retailing                                |             |              |                                    |                                    |                |                 |                                      |  |  |  |  |  |
| SS       | Identify the brand name and trade mark                      |             |              |                                    |                                    |                |                 |                                      |  |  |  |  |  |
| SS       | Identify functions of product packaging                     |             |              |                                    |                                    |                |                 |                                      |  |  |  |  |  |
| SS<br>LA | Use product knowledge in making a sale                      |             |              |                                    |                                    |                |                 |                                      |  |  |  |  |  |
|          | Package customer purchases                                  |             |              |                                    |                                    |                |                 |                                      |  |  |  |  |  |
| M        | Handle lay-away sales                                       |             |              |                                    |                                    |                |                 |                                      |  |  |  |  |  |
| M        | Process customer exchanges                                  |             |              |                                    |                                    |                |                 |                                      |  |  |  |  |  |
| LA       | Respond to a customer complaint appropriately               |             |              |                                    |                                    |                |                 |                                      |  |  |  |  |  |
|          | Package merchandise for return to wholesaler                |             |              |                                    |                                    |                |                 |                                      |  |  |  |  |  |
| LA<br>M  | Place orders using store catalogs and special request forms |             |              |                                    |                                    |                |                 |                                      |  |  |  |  |  |
|          | <u>SALESMANSHIP</u>   |             |              |                                    |                                    |                |                 |                                      |  |  |  |  |  |
| LA       | Identify important skills of selling                        |             |              |                                    |                                    |                |                 |                                      |  |  |  |  |  |

# Recommended Competencies by Course Offerings

## Competencies

|          |   | Marketing I | Marketing II | Vocational Education I | Cooperative Vocational Education I | Cooperative Vocational Education II | School Store I | School Store II | Home-Based Business | Entrepreneurship/ |
|----------|---|-------------|--------------|------------------------|------------------------------------|-------------------------------------|----------------|-----------------|---------------------|-------------------|
| LA       | Identify the steps of a sale              |             |              |                        |                                    |                                     |                |                 |                     |                   |
| LA<br>SS | Promote products and services             |             |              |                        |                                    |                                     |                |                 |                     |                   |
| LA<br>SS | Determine customer buying motives         |             |              |                        |                                    |                                     |                |                 |                     |                   |
| LA       | Use a personal sales style                |             |              |                        |                                    |                                     |                |                 |                     |                   |
| SS<br>LA | Use several types of sales approaches     |             |              |                        |                                    |                                     |                |                 |                     |                   |
| LA       | Sell the merchandise                      |             |              |                        |                                    |                                     |                |                 |                     |                   |
| LA       | Handle customers tactfully                |             |              |                        |                                    |                                     |                |                 |                     |                   |
| LA       | Deal effectively with customer objections |             |              |                        |                                    |                                     |                |                 |                     |                   |
| LA       | Process mail and telephone orders         |             |              |                        |                                    |                                     |                |                 |                     |                   |
|          | <b><u>STORE/BUSINESS MANAGEMENT</u></b>   |             |              |                        |                                    |                                     |                |                 |                     |                   |
| SS<br>LA | Identify the steps in starting a business |             |              |                        |                                    |                                     |                |                 |                     |                   |
| SS<br>M  | Locate the business                       |             |              |                        |                                    |                                     |                |                 |                     |                   |

| Recommended Competencies by Course Offerings |  | Marketing I  | Marketing II | Vocational Education I | Cooperative Vocational Education I | School Store I | School Store II | Entrepreneurship/ Home-Based Business |  |  |  |  |
|--|--|--------------|--------------|------------------------|------------------------------------|----------------|-----------------|---------------------------------------|--|--|--|--|
|  |  | Competencies |              |                        |                                    |                |                 |                                       |  |  |  |  |
| M<br>SS                                      | Design the space needed for a business                       |              |              |                        |                                    |                |                 |                                       |  |  |  |  |
| SS   | Apply the regulations governing new or home-based businesses |              |              |                        |                                    |                |                 |                                       |  |  |  |  |
| SS   | Understand laws governing business transactions              |              |              |                        |                                    |                |                 |                                       |  |  |  |  |
| SS<br>M                                      | Identify how to borrow money for a business                  |              |              |                        |                                    |                |                 |                                       |  |  |  |  |
| SS   | Understand insurance   |              |              |                        |                                    |                |                 |                                       |  |  |  |  |
| SS   | Understand managerial functions and principles               |              |              |                        |                                    |                |                 |                                       |  |  |  |  |
| SS   | Identify major areas of retailing                            |              |              |                        |                                    |                |                 |                                       |  |  |  |  |
| SS   | Understand union and non-union involvement in a company      |              |              |                        |                                    |                |                 |                                       |  |  |  |  |
| LA   | Advertise, hire and train new employees                      |              |              |                        |                                    |                |                 |                                       |  |  |  |  |
| SS<br>LA                                     | Use appropriate management style                             |              |              |                        |                                    |                |                 |                                       |  |  |  |  |
| LA   | Maintain a pleasant working environment                      |              |              |                        |                                    |                |                 |                                       |  |  |  |  |
| *<br>+<br>LA<br>SS                           | Follow management policies and procedures                    |              |              |                        |                                    |                |                 |                                       |  |  |  |  |

# Recommended Competencies by Course Offerings

## Competencies

|      |   | Marketing I | Marketing II | Vocational Education I | Cooperative Vocational Education I | School Store I | School Store II | Home-Based Business | Entrepreneurship/ |
|------|---|-------------|--------------|------------------------|------------------------------------|----------------|-----------------|---------------------|-------------------|
| * SS | Use the DICE method of problem solving          |             |              |                        |                                    |                |                 |                     |                   |
| LA   | Use good planning and organizational skills     |             |              |                        |                                    |                |                 |                     |                   |
| M    | Plan job tasks and schedule employees           |             |              |                        |                                    |                |                 |                     |                   |
| LA   | Convey directions and instructions to employees |             |              |                        |                                    |                |                 |                     |                   |
| M    | Compute employee costs                          |             |              |                        |                                    |                |                 |                     |                   |
| LA   | Appraise an employee                            |             |              |                        |                                    |                |                 |                     |                   |
| M SS | Receive and process merchandise                 |             |              |                        |                                    |                |                 |                     |                   |
| M    | Prevent stock shortages                         |             |              |                        |                                    |                |                 |                     |                   |
| M    | Maintain business records                       |             |              |                        |                                    |                |                 |                     |                   |
| SS   | Build customer goodwill to help increase sales  |             |              |                        |                                    |                |                 |                     |                   |
| M    | Compute business taxes                          |             |              |                        |                                    |                |                 |                     |                   |
| M    | Authorize a customer's check                    |             |              |                        |                                    |                |                 |                     |                   |

# Recommended Competencies by Course Offerings

## Competencies

|          |   | Marketing I | Marketing II | Vocational Education I | Cooperative Vocational Education II | School Store I | School Store II | Home-Based Business | Entrepreneurship/ |
|----------|---|-------------|--------------|------------------------|-------------------------------------|----------------|-----------------|---------------------|-------------------|
| LA       | Handle customer exchanges                       |             |              |                        |                                     |                |                 |                     |                   |
| M        | Process business credit card transactions       |             |              |                        |                                     |                |                 |                     |                   |
| M        | Record and disburse refunds                     |             |              |                        |                                     |                |                 |                     |                   |
| M        | Fill out a deposit form                         |             |              |                        |                                     |                |                 |                     |                   |
|          | <b><u>DISPLAY MERCHANDISING</u></b>             |             |              |                        |                                     |                |                 |                     |                   |
| LA       | Identify the principles and patterns of display |             |              |                        |                                     |                |                 |                     |                   |
| SS<br>LA | Plan displays                                   |             |              |                        |                                     |                |                 |                     |                   |
| LA       | Create signs and selling aids                   |             |              |                        |                                     |                |                 |                     |                   |
| M        | Set up counter/window/interior displays         |             |              |                        |                                     |                |                 |                     |                   |
|          | Use the basic types and props of display        |             |              |                        |                                     |                |                 |                     |                   |
| SS<br>LA | Use displays effectively                        |             |              |                        |                                     |                |                 |                     |                   |
|          | Perform display housekeeping                    |             |              |                        |                                     |                |                 |                     |                   |

# Recommended Competencies by Course Offerings

## Competencies

|          |   | Marketing I | Marketing II | Vocational Education I | Cooperative Vocational Education I | Cooperative Vocational Education II | School Store I | School Store II | Home-Based Business | Entrepreneurship/ |  |  |  |
|----------|---|-------------|--------------|------------------------|------------------------------------|-------------------------------------|----------------|-----------------|---------------------|-------------------|--|--|--|
|          | <b><u>ADVERTISING</u></b>                                 |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |
| SS       | Analyze the major purposes of advertising                 |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |
| SS       | Identify various types of media                           |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |
| M        | Identify costs of radio, television and print advertising |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |
| SS<br>LA | Identify types of sales promotion                         |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |
| LA       | Identify parts of a printed advertisement                 |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |
| LA<br>SS | Analyze advertisements                                    |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |
| LA       | Plan an ad layout   |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |
|          | Prepare an ad layout                                      |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |
| M        | Compute advertising costs                                 |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |
| LA       | Prepare sales scripts                                     |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |
| LA<br>SS | Plan a business promotion                                 |             |              |                        |                                    |                                     |                |                 |                     |                   |  |  |  |



**VI**  
**Sample**  
**Skills Card**

# Sample Skills Card

This section of the guide provides teachers with an example format of an instrument for evaluating the effectiveness of instruction. The skills record allows teachers to assess competency at four levels of proficiency. Teachers are encouraged to construct their own skills performance record using the competency lists in the curriculum section of this guide.

## Instructions for Use

The list of vocational skills/traits was developed from a task analysis of a marketing education competency.

### LEVEL CODE KEY:

- 1 Introductory Level: Can do simple parts of task. Needs to be told/shown how to do most of the task. Needs extremely close supervision.
- 2 Minimum Level: Can do most parts of the task. Needs help only with most difficult parts. Needs close supervision.
- 3 Average Level: Can do all parts of task. Needs only spot-check of completed work. Meets local demands for speed and accuracy. Needs moderate job entry supervision.
- 4 Proficiency Level: Can complete task quickly and accurately. Can direct others in how to do the task. Needs little supervision.

DIRECTIONS: The instructor/employer may write, date and initial in appropriate square.

## Package Customer Purchases

| 1 | 2 | 3 | 4 |   |
|---|---|---|---|---|
|   |   |   |   | - Inspect returned product                      |
|   |   |   |   | - Repackage returned product                    |
|   |   |   |   | - Record item returned on sales slip            |
|   |   |   |   | - Assist customer in finding a replacement item |

COMMENTS:

# VII Suggested Resources

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# Suggested Resources

This section identifies specific resources and sources for finding instructional materials and supplies for marketing education.

The following source lists have been characterized by media type to facilitate teacher use: resource libraries, publishers of texts and instructional materials, state resources, periodicals, associations, special books and pamphlets and multi-media materials.

The Alaska Department of Education has not formally reviewed nor approved all the resources listed in this section. Teachers are encouraged to preview materials before using them in the classroom.

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## **Resource Libraries**

**Alaska Vocational Materials Library**  
Office of Adult and Vocational Education  
Alaska Department of Education  
Box F  
Juneau, AK 99811  
(907) 465- 2980

- . Business Education Curriculum
- . Business Education Resources
- . Choices & Challenges: A Young Man's and Teen Woman's Journal for Self-Awareness and Personal Planning
- . Cooperative Education and On-The-Job Training Handbook
- . Home-Based Business Resources
- . Local Advisory Committee: Handbook for Vocational Administrators
- . Pre-Employment Competencies Resource Guide

The Library maintains curricula for all vocational areas. Resources are loaned for a two-month review period. There are also many materials which may be purchased from the Library's special collections. Some materials are available free of charge.

The Library's catalog is computerized and may be operated on an Apple Computer using Appleworks software. The catalog may be obtained by sending \$10.00 (please make your check payable to the South East Regional Resource Center) or by sending five blank disks for duplication.

**Alaska State Film Library**  
Juneau Center  
P. O. Box G  
Juneau, AK 99811  
(907) 465-2916

- . A Gift From Mrs. Timm
- . Goodbye Gutenberg
- . How Could That Happen
- . Innocent Bystanders
- . International Operation
- . Kingdom of Moche
- . Soopergoop
- . To Sell or Not to Sell
- . The One Minute Manager
- . The 6 Billion \$\$\$ Sell

**Alaska Career Information System**  
Office of Adult and Vocational Education  
Alaska State Department of Education  
Box F  
Juneau, AK 99811  
(907) 465-2980

- . Comprehensive career guidance system developed by Alaskans and for Alaskans seeking occupational and educational opportunities in out of Alaska.

**Northwestern Vocational Curriculum**  
Coordination Center  
St. Martin's College  
Lacey, WA 98503

- . 10-State regional library of vocational materials. Can be accessed through the Alaska Vocational Materials Library.

National Center for Research in  
Vocational Education  
The Ohio State University  
1960 Kenny Road  
Columbus, OH 43210

- . Marketing & Distributive Education: Review & Synthesis of the Research.
- . Marketing Education: A Future Perspective
- . PACE - A Program for Acquiring Competence in Entrepreneurship
- . Vocational Education Curriculum Materials database of all 50 states. Can be accessed through the Alaska Vocational Materials Library.

## **Publishers**

Academic Press College Division  
Orlando, FL 32887

Addison-Wesley Publishing Co, Inc.  
Jacob Way  
Reading, MA 01867

Bennett & McKnight  
A Division of Glencoe Publishing Co.  
17337 Ventura Blvd.  
Encino, CA 91316

Bobbs-Merrill Company  
Macmillan Publishing Company  
866 Third Ave.  
New York, NY 10022  
(212) 697-7050

Business Publications, Inc.  
Suite 1121  
13773 North Central Expressway  
Dallas, TX 75243

Charles E. Merrill Publishing Co.  
A Bell & Howell Division  
Attention: College Advertising  
P.O. Box 508  
Columbus, OH 43216  
(614)890-1111

Crain Books Division  
NTC Business Books  
4255 West Touhy Ave.  
Lincolnwood, IL 60645  
(312) 679-5500

Delmar Publishers Inc.  
P.O. Box 15-015  
Albany, NY 12212

Fairchild Books & Visuals  
7 East 12 Street  
New York, NY 10003

Gregg Division/McGraw-Hill Book Co.  
8171 Redwood Highway  
Novato, CA 94947  
(415) 897-5293

Harcourt Brace Jovanovich, Inc.  
6277 Sea Harbor Drive  
Orlando, FL 32821

Houghton Mifflin Company  
777 California Avenue  
Palo Alto, CA 94304

John Wiley & Sons, Inc.  
605 Third Avenue  
New York, NY 10158

MPC Educational Publishers  
3839 White Plains Road  
Bronx, NY 10467

Scott, Foresman & Company  
630 Weddell Drive  
Sunnyvale, CA 94089

South Western Publishing Company  
855 California Street  
Palo Alto, CA 94304

Superintendent of Documents  
U.S. Government Printing Office  
Washington, D.C. 20402

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EMC Publishing Co.  
Changing Times Education Service  
300 York Ave.  
St. Paul, MN 55101

West Publishing Company  
College Department  
P.O. Box 64526  
St. Paul, MN 55164

## **State Resources**

Alaska Department of Commerce and  
Economic Development  
Office of Enterprise  
Box D  
Juneau, AK 99811  
(907) 465-2018

. Establishing a Business in Alaska

Alaska Seafood Marketing Institute  
526 Main Street  
Juneau, AK 99801  
(907) 586-2902

. ASMI-GRAM Newsletter  
. Challenge for Excellence (video)  
. Competitive Edge (video)  
. Fresh and Frozen Salmon - How to  
Sell It (video)  
. Handle With Care: A Retail  
Seafood Quality Primer

Arizona Department of Education Research  
Coordinating Unit  
1535 W. Jefferson  
Phoenix, AZ 85007

. Preparing for Entrepreneurship

Curriculum Development Unit  
Office of Vocational Education  
2024 Capital Plaza Tower  
Frankfort, KY 40601  
(502) 564-2890

. Cashier-Checker  
. Retailing

Curriculum & Instructional  
Materials Center (CIMC)  
Oklahoma State Department  
of Vocational & Technical Education  
1500 West Seventh Avenue  
Stillwater, OK 74074

. Distributive Education I & II  
. Fashion Merchandising  
. Learning Activity Packages for  
Business Management & Ownership  
and Cashier-Checker

Curriculum Publications  
Clearinghouse  
Western Illinois University  
Horrabin Hall 46  
Macomb, IL 61455  
(309) 298-1917

- . Entrepreneurship Education
- . Marketing & Distributive Educational Curriculum Guides
- . Microcomputer Applications in Vocational Education: Business, Marketing & Management
- . Occupational Orientation: Business, Marketing & Management Occupations
- . Vocational-Technical Education Consortium of States (V-TECS): Catalogs of Performance Objectives & Curriculum Guides for Marketing & Distributive Ed.

Distributive Education  
Materials Lab  
115 Townshend Hall  
1885 Neil Ave.  
The Ohio State University  
Columbus, OH 43210

- . Materials for all areas of distributive education

Extension Instruction & Materials Center (EIMC)  
The University of Texas at Austin  
P. O. Box 7218  
Austin, TX 78713  
(512) 471-7716

- . Advanced Marketing Curriculum
- . Advertising
- . Applied Arithmetic for Distribution
- . Basic Visual Merchandising
- . Business & Personal Services Marketing
- . Career Planning in the Private Enterprise System
- . Checking & Cashiering
- . Color Fundamentals of Marketing
- . Financial Management
- . Fundamentals of Retail Selling
- . Making Basic Math Skills Work for you in Marketing
- . Merchandising
- . Practical Selling
- . Show and Sell

Instructional Materials Laboratory  
10 Industrial Education Bldg.  
University of Missouri-Columbia  
Columbia, MO 65211  
(314) 882-2883

- . Business Management & Ownership
- . Buying and Pricing
- . Careers in Marketing
- . Communications
- . Customer Service
- . Economics of Marketing
- . Human Relations in Marketing and Distribution
- . Listed Sources of Reference Materials for Distributive Ed.
- . Mathematics
- . Operating Your Own Business
- . Selling

115

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Interstate Distributive Education  
Curriculum Consortium (IDECC)  
Ohio State University  
1564 West First Ave.  
Columbus, OH 43212  
(614) 486-6708

- . Learning Activity Packages for Human Relations, Apparel & Accessories, Economics & Marketing, Selling, Mathematics, and Tourism
- . Marketing: Handbook for the 80's

Kansas Vocational Curriculum Center  
Pittsburg State University  
Pittsburg, KS 66762  
(316) 231-7000

- . Business Management & Ownership
- . Distributive Education I & II
- . Fashion Merchandising

Maryland Vocational Curriculum  
Research & Development Center  
Attention: Dissemination Unit  
University of Maryland  
J.M. Patterson Building  
College Park, MD 20742  
(301) 454-2260

- . Resource Guide to Competency-Based Vocational Education: Distributive Education

Michigan Career Education and  
Vocational Education  
Resource Center  
133 Erickson Hall  
Michigan State University  
East Lansing, MI 48824  
(517) 353-4397

- . Marketing & Distributive Education
- . The School Store Handbook

Occupational Curriculum  
Laboratory  
East Texas State University  
Commerce, TX 75428  
(214) 886-5623

- . Communications
- . Human Relations In Business
- . Managing the Office Employee
- . Managing the Office Environment
- . Math Skills for the Office

Oregon Career Development Center  
Marion Education Service District  
651 High Street NE Suite 4  
Salem, OR 97301

- . Basic Skills in Vocational Education: Computer Skills, Mathematics, Reading, Speaking/Listening and Writing

Oregon Department of Education  
700 Pringle Parkway SE  
Salem, Oregon 97310

- . Cluster Guides for Accounting, Marketing and Office Occupations

Portland Community College  
Institute for Community Assistance  
12000 SW 49th Ave.  
Portland, OR 97219  
(503) 244-6111

- . A User's Guide to Educational Marketing

Publications Unit  
Vocational Studies Center  
School of Education  
University of Wisconsin-Madison  
964 Educational Sciences Building  
1025 West Johnson Street  
Madison, WI 53706  
(608) 263-4357

- . Achieving Success in Small Business: A Competency-Based Educational Program for Persons Interested in Small Business Ownership
- . E.T.C.-Entrepreneurship Training Components
- . Student teacher modules for: Apparel Store, Bicycle Store, Business & Personal Services, Flower & Plant Store, Specialty Food Store, Innkeeping, and Travel Agency
- . Steps to Starting a Small Business

University of Arkansas  
Vocational Education Department  
Fayetteville, AR 72701

- . Small Business Ownership Management Entrepreneurship

## ***Periodicals***

Alaska Publishing Company  
PO Box 102696  
Anchorage, AK 99510

- . Alaska Business Monthly

American Academy of Advertising  
P.O. Box 3275  
Laramie, WY 82071  
(307) 766-6108

- . Journal of Advertising

ANNY Publications  
230 Park Ave.  
New York, NY 10017

- . ANNY (Advertising News of New York)

American Marketing Association  
222 S. Riverside Plaza  
Chicago, IL 60606

- . Journal of Marketing

Bill Communications, Inc.  
633 Third Ave.  
New York, NY 10017

- . Sales & Marketing Management: The Magazine of Marketing

Billboard Publications, Inc.  
One Astor Plaza  
New York, NY 10036

- . Merchandising

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|   |   |
|---|---|
| Foundation for Student Communication, Inc.<br>Aaron Burr Hall<br>Princeton, NJ 08450                      | . Business Today<br>(free for students)   |
| Future Business Leaders of America<br>Phi Beta Lambda, Inc.<br>1908 Association Drive<br>Reston, VA 22091 | . Tomorrow's Business Leader              |
| Howard P. Hudson & Mart E. Hudson<br>2626 Pennsylvania Ave. NW<br>Washington, DC 20037                    | . Public Relations Quarterly              |
| Inc. Publishing Corporation<br>PO Box 2538<br>Boulder, CO 80322   | . Inc. Magazine                           |
| McGraw-Hill Book. Co. Inc.<br>1221 Ave. of the Americas<br>New York, NY 10020                             | . Business Week                           |
| National Assn. of Business Economists<br>28349 Chagrin Blvd.<br>Suite 201<br>Cleveland, OH 44122          | . Business Economics                      |
| National Business Education Association<br>1914 Association Drive<br>Reston, Virginia 22091               | . Business Education Forum                |
| Superintendent of Documents<br>U. S. Government Printing Office<br>Washington, DC 20402                   | . Consumer Price Index<br>Detailed Report |
| Times Publishing Company<br>407 Gilbert Ave.<br>Cincinnati OH 45202                                       | . Visual Merchandising                    |
| West Virginia University<br>Bureau of Business Research<br>Morgantown, WV 26506                           | . Journal of Small Business<br>Management |

## **Associations**

American Advertising Federatic  
1225 Connecticut Ave. NW  
Washington, DC 20036  
(202) 659-1800

- . Information on publications & services for educators

American Association for  
Instructional Materials (AAVIM)  
120 Driftmeir Engineering Center  
Athens, GA 30602  
(404) 542-2586

- . Performance-Based Teacher Education Modules: Category M: Assisting Students in Improving Their Basic Skills
- . Vocational Competency Measures Tests for Apparel Sales, Fabric Sales & Grocery Clerk

American Association of  
Advertising Agencies  
200 Park Ave.  
New York, NY 10017

- . Information on careers in Advertising

American Marketing Association  
250 S. Walker Drive Suite 200  
Chicago, IL 60606  
(312) 648-0536

- . Extensive collections on Marketing
- . Journal of Marketing
- . Marketing News

American Retail Federation  
1616 H St. NW  
Washington, DC 20006  
(202) 783-7971

- . Information on publications and services for educators

American Vocational Association  
1410 King Street  
Alexandria, VA 22314

- . Getting Along on the Job
- . The Development of Standards for Secondary Distributive Education Programs

American Society of Professional Salesmen  
1050 17th Street NW Suite 490  
Washington, DC 20036  
(202) 659-2616

- . Information on publications & services for educators

Direct Selling Association  
1625 Eye St. NW  
Washington, DC 20006  
(202) 785-2060

- . Information on publications & services for educators

Distributive Education Clubs  
of America Inc. (DECA)  
1908 Association Drive  
Reston, VA 22091  
(703) 860-5000

- . A Guide For DECA Chapter Officers
- . A Program of Action
- . DECA Handbook

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Marketing & Distributive Education  
Association (MDEA)  
1908 Association Drive  
Reston, VA 22091  
(703) 476-4299

. Marketing Educator's News

National Association of Wholesale  
Distributors  
1725 K Street NW  
Washington, DC 20006

. Information on Wholesale  
Selling

National Business Education  
Association  
1914 Association Drive  
Reston, VA 22091

. Standards For Excellence in  
Business Education

Retail Clerks International Union  
Suffridge Bldg  
1775 K St. NW  
Washington, DC 20006  
(202) 223-3111

. Information on publications &  
services for educators

Office Education Association  
5454 Cleveland Ave  
Columbus, OH 43229  
(614) 895-7277

. Advisor's Newsletter  
. Competitive Events Guidelines  
. Leadership Development Series

Sales & Marketing Executives  
International  
Student Education Division  
300 Lexington Avenue  
New York, NY 10001

. Information on careers in Sales

## ***Special Books/Pamphlets***

A Wiley-Interscience Publication  
John Wiley & Sons  
605 Third Ave.  
Dept. 0194 JOM  
New York, NY 10158

. Where to Find Business  
Information: A Worldwide  
Guide for Everyone Who  
Needs the Answers to  
Business Questions

Berkeley Books  
200 Madison Ave.  
New York, NY 10016  
(212) 686-9820

. The One-Minute Manager

**Cooperative Extension Service  
Statewide Office  
University of Alaska  
303 Tanana Drive  
Fairbanks, AK 99701**

- . Alaska's Agricultural Potential
- . Community Evaluations For Economic Development
- . Economic Interrelationships within Alaska's Developing Agricultural Industry
- . Getting Started in Farming on a Small Scale
- . How To Analyze an Investment in Farmland
- . Marketing the Uniqueness of Small Towns
- . Organizing Your Home Business Center
- . Planning For Rural Industry
- . Resources Required to Enter Grain Farming
- . Sharpening Two Skills Important in Making Decisions About Money
- . To Grow or Not To Grow: Questions About Economic Development

**Jane Taylor Wilson  
800 Roberto Ave.  
Santa Barbara, CA 93109**

- . Leadership Alive: A Handbook of Exercises & Resources for Leadership Development

**Prentice-Hall, Inc  
P.O. Box 500  
Englewood Cliffs, NJ 07632  
(201) 592-2000**

- . How I Raised Myself from Failure to Success in Selling

**Random House  
Vintage Books Division  
201 E. 50th St.  
New York, NY 10022  
(212) 751-2600**

- . Ogilvy on Advertising

**VGM Career Horizons  
A Division of National Textbook Company  
4255 West Touhy Avenue  
Lincolnwood, IL 60646**

- . Planning Your Own Home Business

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## **Multi-Media Materials**

Alaska Center for Economic Education  
University of Alaska  
601-A Gruening Building  
Fairbanks, Alaska 99701  
(907) 474-6520

Career Aids, Inc.  
20417 Nordhoff St.  
Dept. S  
Chatsworth, CA 91311  
(818) 341-8200

DCA Educational Products, Inc.  
4685 Stenton Ave.  
Philadelphia, PA 19144

ERIC Document Reproduction Service  
P.O. Box 190  
Arlington, VA 22210

International Film Bureau, Inc.  
332 South Michigan Ave.  
Chicago, Illinois 60604

National Archives & Records Administration  
National Audiovisual Center  
8700 Edgeworth Drive  
Capitol Heights, MD 20743

National Innovative Media Co.  
Route #2, Box 301B  
Calhoun, Kentucky 42327

North Carolina Rural Renaissance  
Consortium  
Media Processing Services Center  
Department of Community Colleges  
100 South Harrington Street  
Raleigh, NC 27603  
(919) 733-7714

Pictures, Inc.  
811 W. 8th Avenue  
Anchorage, AK 99501

S.E. Warner Software, Inc.  
2627 Minnetonka Drive  
P.O. Box 727  
Cedar Falls, IA 50613

Teaching Aids, Inc.  
P.O. Box 1798  
Costa Mesa, CA 92626

Thompson-Mitchell and Associates  
3384 Peachtree Road NE  
Atlanta, GA 30326

Universal Education and Visual  
Arts  
P.O. Box 8705  
100 Universal City Plaza  
Universal City, CA 91608

Vocational Media Associates  
Prentice-Hall Media  
P.O. Box 1050  
Mount Kisco, NY 10549