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ABSTRACT

This report presents results of a project to identify alternative delivery systems for marketing education and to disseminate marketing education resource information. It describes project objectives and activities, including development of a regional delivery approach, preparation of trainers to conduct regional inservice meetings, and regional inservice training for superintendents, instructors, and curriculum coordinators at the secondary and postsecondary levels. The two-page report is followed by an evaluation instrument used to receive feedback on inservice training. The majority of the report consists of material presented at the inservice programs on Iowa's new vocational education standards and the model programs for marketing education. A draft marketing program guide contains an overview of the discipline, goals, mission statement, and curriculum framework. The model programs section begins with secondary-level course options and course descriptions. Marketing education competencies are presented in an organizational diagram followed by a competency summary and competency/objective listing. A state infusion summary and sample student record are provided. The model program for the postsecondary level is then presented, giving program options, course options, and course descriptions. Other contents include information on professional literature and organizations and lists of state minimum competencies for general marketing and entrepreneurship. (YLB)

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FINAL REPORT

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Title of program: MARKETING EDUCATION REGIONAL STAFF DEVELOPMENT
(CIP #63.04000000 05 05 19 28)

Administrative Agency: Kirkwood Community College
6301 Kirkwood Boulevard
Cedar Rapids, Iowa 52406

Program Coordinator: David Jensen, Vocational-Technical Dean

Date Submitted: July 15, 1991

Objective(s) of project:

- Identification of alternative delivery systems for marketing education
- Dissemination of marketing education resource information
- Implementation of the Iowa Marketing Plan
- Development of articulation processes

Procedure(s) utilized:

- Development of a regional delivery approach to provide for implementation of the above objectives
- Preparation of "trainers" to conduct regional inservice meetings to meet the objectives of the project

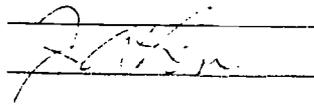
Audience served:

- Current marketing education instructors at the secondary and postsecondary level
- AEA curriculum coordinators
- LEA business and marketing instructors, curriculum coordinators, principals and superintendents

Description of any special activities:

No special activities

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Activities aimed at promoting Educational equity:

These activities were not aimed at individual program equity but might have a bearing on equity of access by providing additional marketing programming at the secondary level.

Evaluation procedures:

Nine regional inservices were held. An evaluation instrument (Attachment A) was utilized to receive feedback on these inservices.

Evaluation findings/outcomes:

Over 86 percent of the regional inservice attendees returned the evaluation form. Over 81 percent indication that the inservice on Iowa's new vocational education standards and the model programs for marketing education was very helpful. sixty-three percent indicated that would like to attend a follow-up meeting in April.

Benefit or project benefit(s):

Superintendents, instructors and curriculum coordinators took the initiative to schedule further inservices in the local areas.

Dissemination of model programs (Attachment B) for marketing education and inservice on Iowa's marketing education plan allowed the marketing community to get a head start on meeting the new Iowa vocational education requirements for secondary education.

The concept of regional meetings allowed more educational personnel to benefit from the inservice a reduced cost to participants.

Recommendations for additional study/action:

Regional meetings should be continued in order to increase the audiences receiving inservice.

The concept of Statewide marketing plans should be continued.

Additional articulation agreements need to be developed.

MARKETING EDUCATION REGIONAL INSERVICE

LOCATION	ATTEND- ANCE	# HIGH SCHOOLS	INST COORDS	CURRIC PRINCI- PAL	SUPT EVAL	RETURNED	SF449 HELPFUL	ME HELPFUL	# ME PRGMS	ADDITIONAL INFO	APRIL ATTEND.	
ANKENY	31	27	11	9	9	2	29	25	27	8	20	22
CALMAR	13	8	9	3	0	1	8	8	8	2	6	6
CED RAPIDS	38	27	30	1	4	3	34	30	31	12	20	20
CHEROKEE	39	25	17	9	10	3	33	31	30	7	26	29
FT. DODGE	8	7	4	4	0	0	8	8	8	0	7	6
HARLAN	40	23	17	7	13	3	35	35	35	7	31	29
MASON CITY	26	19	14	6	5	1	20	20	20	1	20	11
OTTUMWA	21	15	15	3	2	1	21	21	21	3	17	16
WATERLOO	20	13	17	2	0	1	16	15	15	3	10	10
TOTALS	236	165	134	44	43	15	204	193	195	43	157	149
PERCENTS			56.8%	18.6%	18.2%	6.4%	86.4%	81.8%	82.6%		66.5%	63.1%

SCHOOL CURRENTLY MEETS/COULD MEET ME REQUIREMENTS:

WEST MONONA
 GRAETTINGER
 NORTH TAMA
 WEST BURLINGTON ARNOLD
 SEYMOUR
 NEW LONDON
 FREEMONT MILLS
 WOODBINE
 LENOX
 LOGAN-MAGNOLIA

COLLINS-MAXWELL
 INDIANOLA
 SOUTH O'BRIEN
 NORTH FAYETTE
 CLEAR CREEK-AMANA
 WASHINGTON
 CAMANCHE
 SPALDING CATHOLIC
 SERGEANT BLUFF-LUTON
 OKOBOJI

MARKETING EDUCATION INSERVICE MEETING

EVALUATION FORM

1. The information presented on vocational education standards (SF449) was helpful. Yes _____ No _____

Comments: _____

2. The presentors at the inservice session provided information which established the value of offering the students in your school an opportunity to enroll in marketing courses. Yes _____ No _____

Comments: _____

3. I think my school currently meets/could meet the requirements in the following occupational program areas.

Yes _____	No _____	Agriculture
Yes _____	No _____	Home Economics
Yes _____	No _____	Business/Office
Yes _____	No _____	Health Occupations
Yes _____	No _____	Ind Arts/Trades & Industry
Yes _____	No _____	Marketing

4. I am interested in receiving additional information on how to initiate a new marketing program. Yes _____ No _____

5. I would be willing to attend an April inservice meeting which would provide the curriculum basics of a Marketing Education program.
Yes _____ No _____ Best time of the day to hold the meeting _____

6. If yes to questions 4 and/or 5, please complete the following information.

Name _____ Title _____

School _____

Address _____

City/Zip _____

Telephone Number () _____

CHAPTER IX

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OVERVIEW

One of the most important purposes of public education in Iowa is to prepare youth for a successful transition to the world of work and in so doing, to meet our changing economy's need for a skilled and flexible workforce.

Marketing is an important part of the American economic system. It is that segment of economics which identifies the customer's needs and desires for products and services, provides information for new and improved products and services and informs consumers about the many diverse products and services that are available. These marketing activities should result in an increased standard of living for members of society and in a profit for business owners.

Marketing is one of the fastest growing areas of employment in Iowa and across the nation. It is estimated that over one-third of the American labor force is employed in a marketing occupation or in a position requiring marketing skills. The largest percentage of these marketing jobs is in profit-oriented business; however, people with marketing skills are increasingly being employed to help market the services of not-for-profit organizations (i.e. hospitals, religious organizations, charities and government agencies).

Marketing is a field that gives expression to creativity and requires problem solving, decision-making, and critical thinking to successfully meet the needs of the public. Judgement in carrying out functional marketing takes is a key to successful job performance. Basic academic skills are particularly important for employment success and advancement in marketing careers.

Thus, marketing education is uniquely suited to meet the occupational needs of a growing Iowa economy and to deliver entrepreneurial and small-business management education.

GOALS

Marketing education in Iowa has two goals. The first goal is to provide the necessary training for graduates to immediately enter marketing careers upon graduation. The second goal is to provide students the academic knowledge base and learning experience necessary to pursue advanced education in marketing.

MISSION

Achieving the goals of marketing education requires a unity of purpose which is reflected in the following mission statement:

"The mission of marketing education is to develop competent workers for marketing occupations through instructional programs that provide participants with the necessary skills and knowledge to enter career-level positions in marketing, continue their marketing education, assist in the improvement of marketing techniques, and build an understanding of the wide range of social and economic responsibilities that accompany the right to engage in a marketing business in the United States economic system>"

The mission of marketing education contains four directives:

- 1). to provide students with the training, education, and direct experiences necessary to enter meaningful work and further their education
- 2). to provide students the academic knowledge base and learning experience necessary to pursue advanced degrees in marketing
- 3). to improve marketing practices in the local community
- 4). to develop an entrepreneurial attitude in program participants

Curriculum Framework

The marketing education program instructional content should have as its primary focus the marketing functions and their applications. Students at all levels of instruction must either possess or attain competence in a variety of foundational skills essential to the understanding and application of the marketing functions. The curriculum framework for marketing programs is, therefore, divided into two categories: Foundational Skills for Marketing and Marketing Functions and Applications.

Foundational Skills for Marketing

Human Resource Foundations: Basic skills and understandings, critical to success in many occupations, that may be viewed as pre- or co-requisites for the study of marketing. Topics include 1) mathematics, 2) communications, 3) self-understanding, 4) human relations skills, 5) decision-making, and 6) resource usage skill.

Marketing and Business Foundations: An understanding of the business environment and the marketing and management systems within which business decisions are implemented. Topics include: 1) functions of business, 2) ownership structures, 3) management functions, 4) budgeting considerations, and 5) business operations.

Economic Foundations: Basic economic principles and concepts of free- enterprise and free-market economies that are fundamental to and understanding of marketing activities. Topics include 1) basic concepts, 2) economic systems, 3) cost-profit relationships, 4) international concepts of trade and interdependence, and 5) economic trends and indicators.

Marketing Functions

Distribution: Activities associated with the physical movement or transfer of ownership of a product or service from producer to consumer.

Financing: Determining the need for and availability of financial resources to facilitate marketing activities.

Management of Marketing Information: Procedures and methods for the continuous gathering,

analyzing, and dissemination of information to facilitate marketing decisions including the automatic processing of these data.

Pricing: Determining an exchange price at which buyer and seller perceive optimum value for the goods or services.

Product Planning for Goods and Services: The process of developing the product or service mix in response to market opportunities.

Promotion: Communication information about products, services, images, and/or ideas to influence purchase behavior.

Purchasing: Planning and procedures necessary to obtain goods and services for use in the business or for resale.

Risk Management: Managing marketing activities to optimize the relationships of potential loss to gain.

Selling: Responding to consumer needs and wants through planned, personalized communications in order to influence purchase decisions and ensure satisfaction.

Management: Organizing, planning, staffing, training, coordinating, researching, and directing the efficient operation of a business.

Entrepreneurship: Activities involved in organizing and managing a business and assuming the risk of success or failure. Program and specific courses in marketing education should remain flexible and diverse. This recognizes two facts relative to marketing. First, marketing is a fast changing, dynamic, and expanding field. Second, the field of marketing is broad and serves diverse client groups. marketing programs should be designed and implemented to serve a wide variety of students-- the college bound, the student preparing for immediate employment, and the individual wishing to update and/or upgrade marketing knowledge.

Basic Concepts
 Economic Systems
 Cost-profit Relationships
 International Concepts
 Economic Trends/Indicators



Business Concepts
 Marketing Concepts
 Management Concepts
 Operational Concepts

1. Foundational Skills (e.g. Math, Communication)
2. Self Understanding
3. Interpersonal Skills
4. Human Resource Management
5. Career Development

Educational Levels

Instruction should be provided in a wide range of marketing theory and skills applications designed to prepare students for varying levels of employment. Employment in marketing can be categorized in levels from simple to complex in terms of assigned responsibilities and the extent of skills and knowledge required. The occupational requirements for each level of employment guide the identification of instructional objectives and learning activities. Pre-baccalaureate Marketing Education is directed to instruction at the following levels of marketing employment.

ENTRY-LEVEL marketing occupations involve standard of routine activities with limited need for decision-making skills. These jobs may be obtained by individuals with no previous marketing education, experience, or commitment to a marketing career. Competencies required to secure and hold such a job address good personal appearance, general business behavior, and basic skills such as math and communications. Examples include: cashier, sales person, or stock clerk.

CAREER-SUSTAINING level marketing occupations involve performing more complex duties, using routine decision-making skills, and limited control of one's own working environment. Individuals in a career-sustaining level job should have a basic understanding of the marketing concept and its foundations and have indicated an initial interest in marketing as a potential career. Examples include: Sales associate, customer relations clerk, teller, sales representative, or telemarketing representative.

MARKETING SPECIALIST careers involve frequent use of decision-making and leadership skills. Jobs at this level require mastery of marketing skills across functions or extensive technical knowledge/skill in one function (e.g., selling or advertising). Individuals at the marketing specialist level need to have a thorough understanding of the marketing concept and its functions. Examples include: Fashion merchandiser, advertising sales representative, financial sales representative, or buyer.

MARKETING SUPERVISOR positions involve a high level of competence in decision-making and leadership. Individuals in this role are responsible for planning, coordinating, and supervising people and/or marketing-related activities. Examples include: advertising manager, distribution center manager, customer relations manager, or sales manager.

MANAGER/ENTREPRENEUR implies competence in a variety of tasks related to owning a business or managing a department within an organization. Individuals at this level are fully responsible for the success or failure of a unit within an organization or of a small-business enterprise. A comprehensive understanding of marketing and management competencies is required to function in this role. Examples include: merchandise manager, marketing manager, store manager, or owner.

Levels of Instruction

Marketing education programs should be made accessible to interested persons at the secondary, post-secondary, and adult levels. To assure sequential objectives and learning experiences from one level of instruction to the next, articulation between secondary and post-secondary curricula should be carefully planned.

Secondary programs: Most secondary marketing education programs are comprised of classes which provide instruction for a range of marketing occupations. Students with differing marketing career objectives are served in a single program through a variety of instructional techniques, such as large group instruction, individualized instruction, cooperative work experience and vocational student organization activities (DECA) and the school store.

Post-secondary programs: At the post-secondary level, the same organizational patterns exist but with greater variety in course offerings. Multiple career goals are accommodated through general marketing or mid-management programs. Some programs are also offered with specializations similar to those in secondary programs, but with more emphasis on service occupations, such as those in real estate and hospitality industries.

Adult programs: At the adult level, classes are organized to meet mainly short-term educational objectives. These classes are offered by local education agencies, post-secondary institutions, and industry. Most often those enrolled are employed workers who wish to advance themselves in the present jobs or to prepare for new employment opportunities.

Marketing education programs at all levels should strive to serve a cross-section of the population. The programs should meet the needs of those individuals seeking immediate employment in the field of marketing, those desiring further education and those pursuing careers in management and business ownership.

ARTICULATION

The needs of students and industry must form the basis for planning and implementing effective instruction and training in marketing education programs. Instruction in marketing is available to students in secondary and post-secondary institutions as well as employed and unemployed adults through adult marketing programs. In order to assure that sequential objectives are achieved and learning experiences occur from one level to the next, careful articulation between program levels is

necessary. Articulation refers to an effort to arrange instructional programs in a connected sequence in order to avoid instructional repetition.

MARKETING EDUCATION CURRICULUM GUIDELINES INTRODUCTION

For many years, marketing education programs have received the support and endorsement of business on the national, state and local levels. Businesses have demonstrated that support by employing students on a part-time basis while the students were enrolled in marketing education, by hiring and promoting program graduates, through participation in advisory committees, as resource speakers, as sites for field trips, by sharing resource materials, funding projects and supporting student activities.

Students, parents, counselors and administrators have traditionally recognized marketing education a vocational program using the cooperative education method and a strong student organization (DECA) to prepare students for careers in marketing, merchandising, and management.

Over the years, marketing education has become increasingly diverse. We teach many things, at different levels, to a very heterogeneous group of students, utilizing widely varied program structures, and a vast array of course titles. The proliferation of other cooperative vocational programs has added to an already complex mix. Schools and teachers have been asked to do more in their classes, particularly in high schools, including beginning and basic skills instruction. At the same time, programs at all levels are expected to serve students with more broad ranges of backgrounds and special needs. The result has been that we, as marketing educators, have found it increasingly difficult to answer the most basic questions asked of us: "What is marketing education?" "What do your students learn?"

MODELS

Because the competencies to be mastered are many and the levels of mastery of the competencies vary, plus the size of school districts, and the total resources available to that individual school district are varied, there are as many models to follow as there are districts to be served. For these reasons, the following models are just that, models to be followed to give guidance to developing a successful marketing education program for the individual school district.

It must be pointed out that the majority of the post-secondary programs in Iowa are specialized programs such as Food Marketing, Retail Marketing, etc. For these specialized

programs, there will be special competencies dealing with that individual occupational area or industry that need to added where necessary.

COURSE OFFERINGS

The marketing education program has as its primary focus the marketing functions and their applications. Students at all levels must either possess or attain competency in a variety of foundational skills essential to the understanding and application of the marketing functions. These goals are most often achieved in the secondary school setting through the offering of a two-year comprehensive marketing curriculum consisting of an introductory and an advanced marketing course.

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. The 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.

HOW TO USE THE GUIDE

This Marketing Program Guide contains a listing of competencies gathered from a variety of sources. While every effort has been made to make it complete, due to the complex and diverse nature of the discipline, this can only provide a primer of minimum competencies. Individual instructors should feel free to add to and develop additional competencies as needed.

This document is meant to be a self-contained guide to help marketing educators build a quality program. Using this guide the instructor may implement a program that fulfills the necessary requirements required by Iowa Vocational education standards. The authors wish to stress that this Guide is only an aid that may be used to develop programs and to meet the needs of individual school districts and individual programs and lead to the establishment of articulation agreements between secondary and post-secondary schools.

To use the Marketing Program Guide, instructors should refer to the competency listing to ascertain where each competency may fit into a particular subject area. Note that the bold-faced and underlined entries are the General Marketing Minimum Competencies as identified by a Technical Committee of Practitioners in Marketing and Entrepreneurship; the bracketed numbers immediately following each competency correspond to instructional materials available through the MarkEd Resource Center, The Ohio State University, 1375 King Avenue, P.O. Box 12226, Columbus, Ohio, 43212-0226.

Additionally, the competencies are coded for instructor ease in identification and aid in meeting State Infusion Standards (Higher Order Thinking Skills- HOTS; Multicultural Nonsexist-MCNS; Career- CAR; Technical- TECH; Human Growth and Development-HGD; Learning Skills- LSK; and Communication Skills- COM). Those competencies set in regular type are those most often taught in post-secondary programs and as such are not required in the secondary setting.

SECONDARY
MARKETING CURRICULUM



Marketing
Education

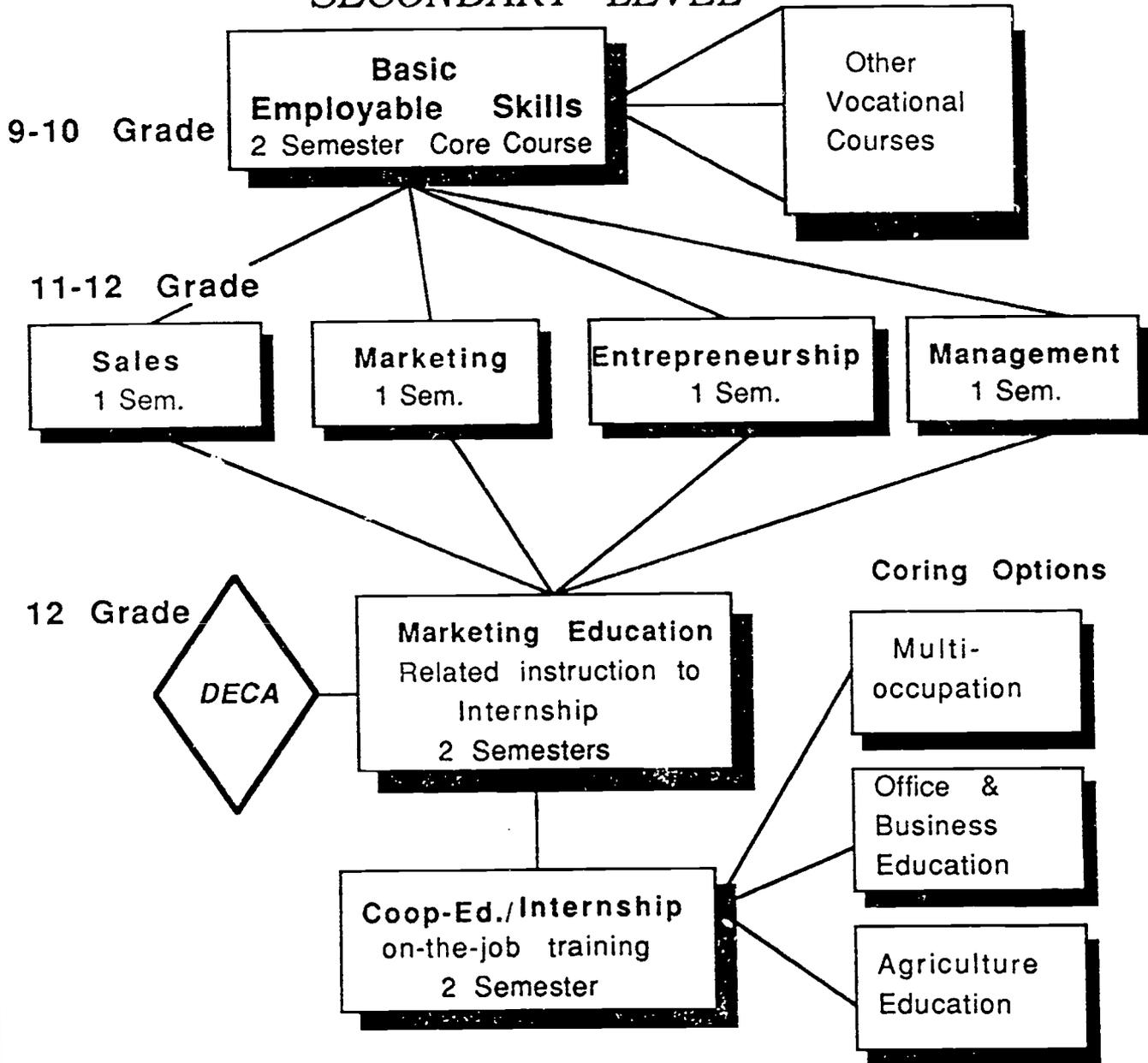
Skills That Last a Lifetime

COURSE OPTIONS
COURSE OUTLINES
MINIMUM COMPETENCIES
STUDENT PROFILE
STATE INFUSIONS
MINIMUM COMPETENCIES

CREATED BY A. VICTOR COLLINS - OELWEIN HIGH SCHOOL - OELWEIN, IOWA

MARKETING COURSE OPTIONS

SECONDARY LEVEL

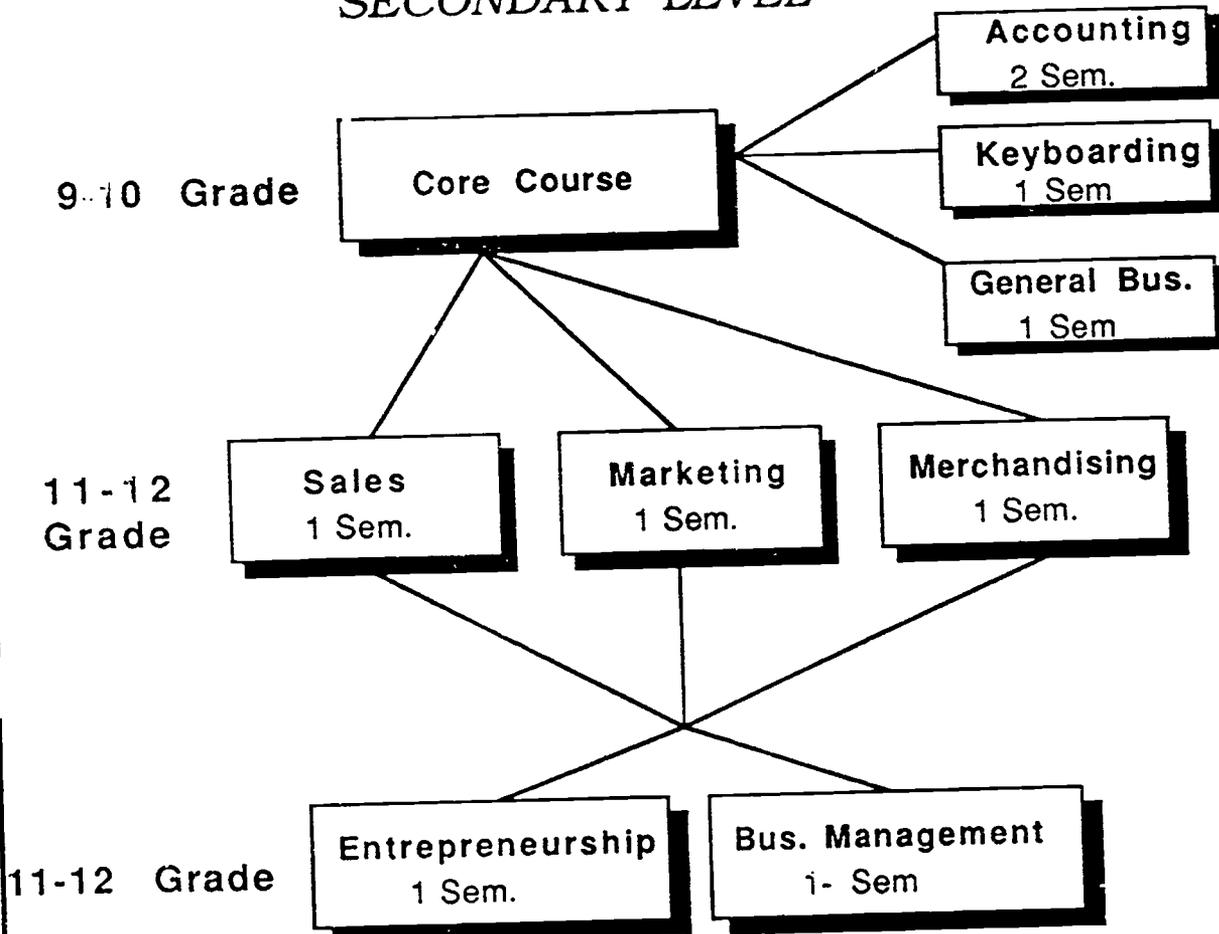


6 Semester Courses meet the Vocational Education Standards

Note: The model shows two coring options; one at the 9th/10th grade level, and one at the 12th grade level. Standards only allow coring at one level.

MARKETING COURSE OPTIONS

SECONDARY LEVEL



6 Semester Courses meet the Vocational Education Standards

Note: The model shows a coring option at the 9th/10th grade level, without an internship/ coop program at the senior level. Four of the five marketing courses would be offered at the 11-12 grade levels.

MARKETING COURSE OPTIONS

COMPETENCIES

Basic Employable skills 2 Semester Core Course	1.0, 2.0, 3.0,
Sales 1 Sem.	1.3, 1.4, 4.01, 8.0, 12.0
Marketing 1 Sem.	2.01, 4.0, 5.01, 6.01, 7.01, 8.01, 9.0, 10.0, 11.01
Entrepreneurship 1 Sem.	2.0, 3.0, 4.0, 5.0, 6.01, 8.0, 9.01, 9.02, 9.04, 10.1, 11.01
Management 1 Sem.	1.6, 2.3, 4.0, 5.0, 6.0, 9.01, 9.05, 10.0, 11.0, 12.02, 12.05
Marketing Education Related instruction with Internship/Coop. 2 Semesters	1.0, 3.0, Leadership

Note: The above curriculum arrangement is only a suggestion.
The curriculum should be arranged to meet each schools need.

SALES**(Persuasive Communications)****Grades 10-12****one unit****One Semester****Improve your verbal communications.**

Sales is a course in human relations and communications. "To survive in the 1990's and beyond a student must know how to sell." The students will learn to sell themselves and their ideas. The course covers personality and the reasons people act and react the way they do. The techniques of preparing for and completing a sales presentation are studied. Each student is encouraged to improve his/her attitude and personality, to sell his/her ideas and work in a group. A good salesperson will always be in demand.

NOTE: CREDITS EARNED IN THIS COURSE CAN BE TRANSFERRED TO MOST AREA SCHOOLS AND COMMUNITY COLLEGES (DEPENDING ON THE STUDENT'S MAJOR FIELD OF STUDY).

COURSE OUTLINE

- UNIT 1: CAREERS, OPPORTUNITIES, AND BENEFITS OF PERSONAL SELLING
- UNIT 2: THE EFFECT OF SELLING IN A FREE ENTERPRISE ECONOMY
- UNIT 3: COMMUNICATION STYLES (NEGOTIATION)
- UNIT 4: THE CUSTOMER (ANALYZE CUSTOMER NEEDS AND WANTS)
- UNIT 5: THE SELLING SYSTEM
- UNIT 6: SOURCES OF PRODUCT INFORMATION
- UNIT 7: UNDERSTANDING YOURSELF (personality)
- UNIT 8: KNOWING YOUR COMPANY AND THE COMPETITION
- UNIT 9: TIME MANAGEMENT
- UNIT 10: SALES DEMONSTRATION TECHNIQUES
- UNIT 11: SELLING ETHICS

**Marketing curriculum competencies/objectives suggestions:
1.3, 1.4, 4.01, 8.0, 12.0**

Marketing

Grades 10-12

One Unit

One Semester

Marketing is a people-oriented field; it is the process of determining consumer needs and then directing products and services to meet those needs. Marketing includes such activities as: market research, buying, pricing, promotion, advertising, financing, etc. Marketing also includes instruction in merchandising and management. In the United States, over 50% of the country's employment is in areas that require an understanding of and skill in marketing. Marketing is a popular college major.

NOTE: CREDITS EARNED IN THIS COURSE CAN BE TRANSFERRED TO MOST AREA SCHOOLS AND COMMUNITY COLLEGES (DEPENDING ON THE STUDENT'S MAJOR FIELD OF STUDY).

MARKETING CURRICULUM OUTLINE

Unit I Introduction To Marketing

- A. Classroom Management
- B. World Wide Use Of Natural Resources
- C. The Use Of Marketing In The World
- D. Careers In Marketing

Unit II The Marketing Environment

- A. Economics/Private Enterprise
- B. International Trade
- C. Business Cycles
- D. Competition
- E. Profit
- F. Supply and Demand
- G. Price

Unit III Elements Of Marketing

- A. Marketing
- B. Marketing Functions
- C. Marketing Strategies
- D. Utility

Unit IV The Marketing Mix

- A. People
- B. Product - Fashion Brands (optional)
- C. Promotion
- D. Place -Channels of Distribution
- E. Pricing

Unit V Developing A Marketing Plan (optional)

Marketing Competencies/objectives: 2.01, 4.0, 5.01, 6.01, 7.01, 8.01, 9.0, 10.0, 11.01

Entrepreneurship
Grades: 11-12 **One Unit** **(one semester)**

A study of the decisions that affect the ownership and management of a business enterprise. This course will give students instruction into the decisions and activities that have to be made and completed to start a new business enterprise or become an owner of some type of existing business.

Units of instruction include an orientation to business ownership, the methods of becoming an owner, an "in-depth" personal evaluation of each student's experiences and abilities that could be useful in business ownership or management, and a computer controlled simulation that allows the students to have some "practical" experience in making the day-to-day decisions that business owners have to make.

This course is especially useful to students that someday will work in the business world, someday have the dream of owning their own business, or for those students who will continue further study in any type of business area at a post-secondary school. Credits earned in this course may be used for advanced standing credits at many area and community colleges in Iowa toward business degrees.

Entrepreneurship Course Outline

- I. **Overview of Entrepreneurship in America (4 Weeks)**
 - A. Benefits of Entrepreneurship Education
 - B. America's Free Enterprise System
 - C. Nature of Small Business
 - D. Success/Failure Factors

- II. **Could I Be An Entrepreneur (4 Weeks)**
 - A. Skills, Abilities, and Characteristics of Entrepreneurs.
 - B. Personal Assessment of Own Abilities.
 - C. Types of Businesses I Could Start
 - D. What About Working For Someone Else
 - E. Preparations to Become a Business Owner

- III. **Basic Decisions of Ownership (4 Weeks)**
 - A. Ownership Options
 - B. Determination of Legal Form of Ownership
 - C. Financial Considerations
 - D. Location Decisions

- IV. **Basic Decisions of Business Management (3 Weeks)**
 - A. Product/Service Mix
 - B. Marketing
 - C. Pricing
 - D. Personnel
 - E. Records Management
 - F. Profit/Loss Determination

- V. **Making Management Decisions (3 Weeks)**
 - A. Location Decisions Simulation
 - B. Jeans Factory--Computer Simulation
 - C. Enterprise Sandwich Shops--Computer Simulation

Entrepreneurship curriculum competencies/objectives suggestions:
 2.0, 3.0, 4.0, 5.0, 6.01, 8.0, 9.01, 9.02, 9.04, 10.1, 11.01,

Management

Grade 12

One Unit

One Semester

This course places emphasis on planning, organizing, directing, and controlling of materials, labor and capital in the successful operation of a business enterprise. How to make things happen.

COURSE OUTLINE

- UNIT 1 WHAT MANAGEMENT IS: MAKING THINGS HAPPEN
- UNIT 2 WHAT MANAGERS DO: HOW THEY MAKE THINGS HAPPEN
- UNIT 3 THE PLANNING PROCESS
- UNIT 4 DECISION MAKING
- UNIT 5 SETTING ORGANIZATIONAL OBJECTIVES AND GOALS
- UNIT 6 COMMUNICATING WITH PEOPLE
- UNIT 7 MOTIVATING EMPLOYEES
- UNIT 8 LEADERSHIP
- UNIT 9 CAREER OPPORTUNITIES IN MANAGEMENT

Management competencies/objectives suggestions: 1.6, 2.3, 4.0, 5.0, 6.0, 9.01, 9.05, 10.0, 11.0, 12.02, 12.05.

**Marketing Education
(related course)**

Grade 12 (or special approval) Two Units Two semesters

PREPARE TO HOLD A JOB AND TO GO TO COLLEGE AT THE SAME TIME.

Prerequisite/coerequisite: Students must take salesmanship, and marketing either before or at the same time enrolled. A student must complete both semesters unless approved by the instructors.

Marketing Education is designed to prepare students for the working world in a marketing related career. Instruction covered includes: written communication, oral communication, leadership, management, employer/employee relationships, etc. The students will have an opportunity to improve any weaknesses they may have with their basic educational skills.

Students may take this course and not be involved in on-the-job training. However, a student must take this course to be involved in on-the-job training. All students will be able to join DECA. Each student will be required to attend the employer/employee banquet at the end of the year.

NOTE: CREDITS EARNED IN THIS COURSE CAN BE TRANSFERRED TO MOST AREA SCHOOLS AND COMMUNITY COLLEGES (DEPENDING ON THE STUDENT'S MAJOR FIELD OF STUDY) CREDITS WILL ONLY TRANSFER UPON THE COMPLETION OF BOTH SEMESTERS.

COURSE OUTLINE

- UNIT 1. ORIENTATION**
- UNIT 2 PERSONAL RECORDKEEPING AND MONEY MANAGEMENT**
- UNIT 3. EMPLOYER/EE RELATIONSHIPS (WORK ADJUSTMENT)**
- UNIT 4. LEADERSHIP (CLUB ACTIVITIES)**
- UNIT 5. CUSTOMER RELATIONS AND COURTESY**
- UNIT 6 BUSINESS COMMUNICATION (WRITTEN AND VERBAL)**
- UNIT 7 MERCHANDISE MATH (INCLUDING BASIC MATH SKILLS)**
- UNIT 8 CAREER PLANNING/JOB SEEKING SKILLS**

Marketing Education competencies/objectives suggestions: 1.0, 3.0, 8.0, 12.04

Marketing Education Internship/Coop Ed.

Grade 12 (or special approval) Two Units Two semesters

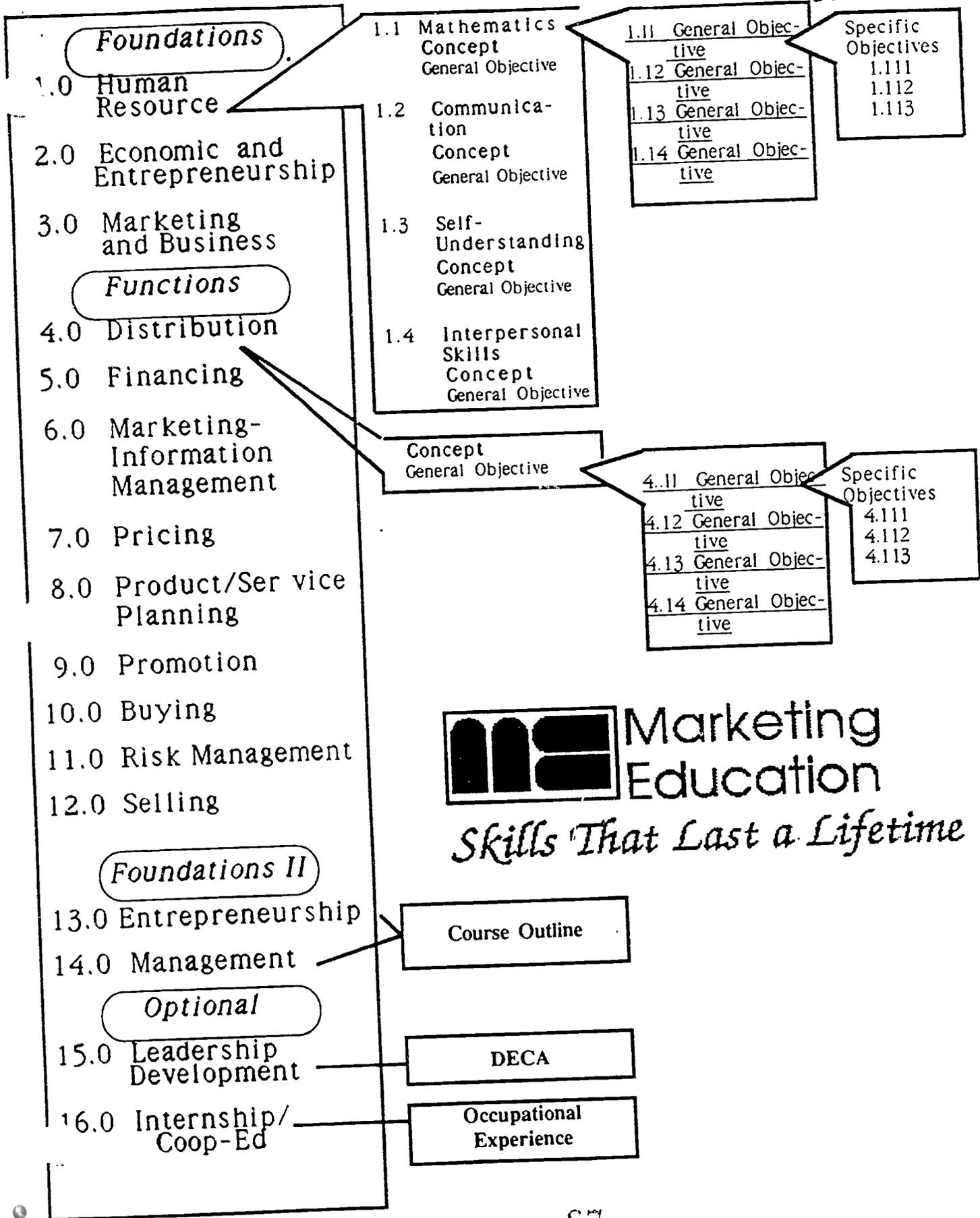
Coerequisite: Each student must take Marketing Education (related class) while enrolled in ME Internship.

This course will introduce the student to the actual working world. The coordinator will assist students in locating a training station that is agreed upon by the student, employer, and coordinator. An effort will be made to locate training as close to the student's interest as possible. The student may not change training stations without the approval of the teacher/coordinator. Each student and his/her employer will develop a training plan. The employer will grade the student. The student will receive 1 credit a semester for an average of 15 hrs. worked at the training station each week. A student who is fired because he/she is unemployable (stealing etc.) will fail the course. However, if the student loses the job through no fault of his/her own an effort will be made to place him/her again.

Each student must attend the employer/employee banquet in the spring. Credit for first semester is given upon the completion of the second semester of internship.

NOTE: CREDITS EARNED IN THIS COURSE CAN BE TRANSFERRED TO MOST AREA SCHOOLS AND COMMUNITY COLLEGES (DEPENDING ON THE STUDENT'S MAJOR FIELD OF STUDY) CREDITS WILL ONLY TRANSFER UPON THE COMPLETION OF BOTH SEMESTERS.

CONSULT STATE GUIDE ON INTERSHIP/COOP EDUCATION.



 **Marketing Education**
Skills That Last a Lifetime

MARKETING EDUCATION COMPETENCY OUTLINE

1.0 HUMAN RESOURCE FOUNDATIONS

- 1.1 Mathematics
 - 1.11 Solve mathematical problems
 - 1.12 Use monetary procedures involving customer transactions
 - 1.13 Apply the concept of pricing products and services
 - 1.14 Prepare business records (accounting operations)
- 1.2 Communications
 - 1.21 Communicate effectively in a marketing environment
 - 1.22 Use effective verbal and nonverbal communication
 - 1.23 Explain the elements of effective written communication
 - 1.24 Explain the uses of advanced technological communication devices
- 1.3 Self-Understanding
 - 1.31 Work with minimal supervision
 - 1.32 Give examples of personality traits important to business
- 1.4 Interpersonal skills
 - 1.41 Explain the importance of self-confidence
 - 1.42 Understand the importance of human relations
 - 1.43 Solve marketing problems by using rational decision making processes
 - 1.44 Work as a part of a team to achieve marketing goals
 - 1.45 Develop positive working relationships
 - 1.46 Use effective customer relations
- 1.5 Career development
 - 1.51 Identify career opportunities in marketing
 - 1.52 Understand marketing career paths, types of jobs, and occupational characteristics
 - 1.53 Apply job-seeking skills effectively
 - 1.54 Apply entrepreneurial skills when developing a career plan
- 1.6 Human resource management
 - 1.61 Apply concepts and principles of managing human resources
 - 1.62 Distinguish roles and duties within the organization
 - 1.63 Interpret types and purposes of training
 - 1.64 Recognize and interpret characteristics of organization leaders

2.0 ECONOMIC FOUNDATIONS

- 2.1 Basic economics
 - 2.11 Understand economic concepts that affect marketing in the United States' private enterprise system
 - 2.12 Describe how supply and demand relate to profit and pricing
 - 2.13 Understand labor's effects on our economic system

2.2 Economic systems

- 2.21 Understand the elements of government control that affect private enterprise in the United States
- 2.22 Explain the influence of international economics on business decisions made in the United States

2.3 Entrepreneurship and economic trends

- 2.31 Interpret economic trends and the effects of these trends on marketing
- 2.32 Describe the role of the entrepreneur in the United States private enterprise system
- 2.33 Make a positive economic contribution to the employer

3.0 MARKETING AND BUSINESS FOUNDATIONS**3.1 Business ownership and operation**

- 3.11 Describe organization structure and its implications for organization function
- 3.12 Understand ownership structures of a business
- 3.13 Recognize management functions within business operations
- 3.14 Apply budgetary procedures to a business operation

3.2 Marketing functions and concepts

- 3.21 Understand the role marketing plays in the United States economy
- 3.22 Interpret how marketing processes relate to business operations

4.0 DISTRIBUTION FUNCTION

- 4.01 Determine channels of distribution in marketing
- 4.02 Illustrate procedures of stock control
- 4.03 Prepare merchandise in inventory for sale

5.0 FINANCING FUNCTION

- 5.01 Understand that effective marketing and business practices are based on adequate financial resources, and proper use of credit
- 5.02 Facilitate the marketing process by providing consumer credit to increase the consumer's capacity to spend

6.0 MARKETING INFORMATION MANAGEMENT FUNCTION

- 6.01 Comprehend the marketing-information management is an important component of the marketing process
- 6.02 Use the marketing-information management process
- 6.03 Apply market-research techniques

7.0 PRICING FUNCTION

- 7.01 Recognize the factors influencing product/service pricing
- 7.02 Calculate and apply pricing concepts in accordance with organizational procedures to improve sales

8.0 PRODUCT/SERVICE PLANNING FUNCTION

- 8.01 Apply the process of product/service development
- 8.02 Explain that marketing has a responsibility to develop safe products/services which consumers want and need
- 8.03 Use product information and assortment strategies to increase sales

9.0 PROMOTION FUNCTION

- 9.01 Describe the elements of the marketing-communications mix
- 9.02 Apply the principles of creating advertising, promotion, and publicity messages in order for promotion to be effective
- 9.03 Apply effective visual-merchandising concepts
- 9.04 Describe the role of public relations and publicity in a company's promotional mix
- 9.05 Manage elements of the promotion function

10.0 BUYING FUNCTION

- 10.01 Assess the buying process
- 10.02 Perform operations that facilitate buying decisions

11.0 RISK MANAGEMENT FUNCTION

- 11.01 Assess the different types of risk which must be managed to maximize profit
- 11.02 Identify the activities that can help control risk in the physical environment
- 11.03 Explain the use of insurance in controlling losses due to risks
- 11.04 Explain how that controlling inventory shrinkage is important to reducing business loss
- 11.05 Identify those things that can be done to reduce risk

12.0 SELLING FUNCTION

- 12.01 Identify sales related occupations
- 12.02 Explain and demonstrate the selling process
- 12.03 Analyze customer types and buying motives
- 12.04 Analyze the sales person's personality and how to adjust to other personalities (customer service)
- 12.05 Match the organization's products and services with the customers wants and needs to increase sales

1.0 HUMAN RESOURCE FOUNDATIONS

Human resource foundations represent the basic skills and understandings critical to success in many occupations. These skills and understandings are pre- or corequisites for studying marketing in a vocational context. General areas of study include mathematics, communications, self-understanding, interpersonal skills, career development, and human resource management.

1.1 MATHEMATICS

Fundamental mathematical operations are the foundation of business mathematics used in marketing.

1.11 GENERAL OBJECTIVE:

The student should be able to solve mathematical problems.

SPECIFIC OBJECTIVES

1.111 The student should be able to perform calculations involving addition, subtraction, multiplication, division, fractions, percentages, ratios, and algebraic equations. (MA:097-MA:103, MA:337, LAPS 41-44)

1.1111 The student should be able to convert fractions to decimal equivalents.

1.1112 The student should be able to convert percents to decimals and decimals to percents.

1.1113 The student should be able to round answers, especially amounts of money.

1.112 The student should be able to use charts and graphs. (MA:113)

1.113 The student should be able to use a calculator to solve mathematical problems. TECH

1.12 GENERAL OBJECTIVE:

The student should be able to use monetary procedures involving customer transactions. [Correct usage of monetary procedures requires applying fundamental mathematical operations to minimize loss and retain customer satisfaction.]

SPECIFIC OBJECTIVES

1.121 The student should be able to make change. (MA:386)

1.122 The student should be able to count and balance a cash drawer. (MA:338, MA:047, MA:361, LAP 47)

1.123 The student should be able to operate an electronic cash register. TECH

1.124 The student should be able to prepare money for a cashier's station.

1.125 The student should be able to handle checks, credit cards, etc. in customer transactions. (MA:091, MA:081, MA:055)

1.126 The student should be able to secure customer credit information.

1.127 The student should be able to verify identification for checks, credit cards, and age. (MA:050)

1.128* The student should be able to complete a cash or charge sales transaction. (MA:092, LAP 49)

1.13 GENERAL OBJECTIVE:

The student should be able to apply the concept of pricing products and services.

SPECIFIC OBJECTIVES

1.131 The student should be able to use price charts.

1.132 The student should be able to calculate correct prices of goods and services.

1.133 The student should be able to calculate tax, discount, and miscellaneous charges for purchases. (MA:089)

1.134 The student should be able to calculate markups, markdowns, percent gain or loss, turnover and sales curves.

1.135 The student should be able to calculate mail and delivery charges.

1.14 GENERAL OBJECTIVE:

The student should be able to prepare business records. [Accounting operations are needed to keep business records in marketing in order to control business operations.]

SPECIFIC OBJECTIVES

1.141 The student should be able to calculate gross profit.

1.142 The student should be able to interpret a profit-loss statement. (MA:352) HOTS

1.143 The student should be able to explain the procedure used to calculate payroll.

1.144 The student should be able to prepare sales budgets. HOTS

1.145 The student should be able to complete a department inventory and identify merchandise shorts and longs.

1.146 The student should be able to prepare a department budget. HOTS

1.147 The student should be able to calculate net sales. (MA:352)

1.148 The student should be able to demonstrate accounting procedures (payable and receivable).

1.2 COMMUNICATIONS

Interpersonal communication is influenced by a set of learnable skills and the technology of communications. Effective use of communication skills and technologies is a prerequisite for success in marketing.

1.21 GENERAL OBJECTIVE:

The student should be able to communicate effectively in a marketing environment. Effective communication supports and contributes to the goals of a marketing business. (All objectives meet communications infusion standards. COM)

SPECIFIC OBJECTIVES

1.211 The student should be able to explain the elements of effective communication. (CO:015)

1.212 The student should be able to listen to and follow directions. (CO:119) L/SK

1.213 The student should be able to explain types and uses of industry and company communications and publications.

1.214* The student should be able to effectively communicate with associates, suppliers, customers, and staff.

1.215 The student should be able to conduct a business meeting.

1.2151 The student should be able to participate productively in meetings.

1.2152 The student should be able to lead a discussion.

1.216 The student should be able to give directions and make requests.

1.217 The student should be able to file material in an organized manner.

1.22 GENERAL OBJECTIVE:

The student should be able to use effective verbal and nonverbal communication to meet a marketing organization's goals. (All objectives meet communication infusion standards. COM)

SPECIFIC OBJECTIVES

1.221 The student should be able to communicate effectively on the telephone (correct identification, tact, pleasant tone, and clear transmittal of information.) (CO:114)

1.222 The student should be able to prepare and give oral presentations to individuals and small groups.

1.2221* The student should be able to organize thoughts and write clearly.

1.2222* The student should be able to clearly express their point of view.

1.223 The student should be able to use appropriate expressions, vocabulary, and grammar. (CO:004)

1.224 The student should be able to listen actively. (CO:119)

1.225 The student should be able to use appropriately use and read nonverbal communication.

1.226 The student should be able to solve problems by using logic, rational thinking, judgement, and decision-making skills. HOTS

1.227 The student should be able to explain the importance of promoting interpersonal understanding.

1.228 The student should be able to listen, question, and give feedback.

1.229 The student should be able to process oral and written communications.

1.23 GENERAL OBJECTIVE:

The student should be able to explain the elements of effective written communication. [Comprehension and production of written information are necessary communication tools in marketing to facilitate business operations.] (All objectives meet communication infusion standards. COM)

SPECIFIC OBJECTIVES

1.231 The student should be able to identify product/service codes.

1.232 The student should be able to list reading material available from a business.

1.233 The student should be able to locate written information using manuals, handbooks, indexes and glossaries.

1.234 The student should be able to complete business forms correctly.

1.235 The student should be able to prepare readable messages. (CO:016)

1.236 The student should be able to prepare memos, reports, instructions, and business letters using the appropriate format, spelling and punctuation. (CO:113, CO:094, CO:009)

1.237 The student should be able to use standard written English.

1.238 The student should be able to apply the steps of a sale using verbal and nonverbal communication.

1.24 GENERAL OBJECTIVE:

The student should be able to explain the uses of advanced technological communication devices. Marketing organizations increasingly rely on advanced technological communication devices to increase business efficiency. (All objectives meet technology infusion standards. TECH.)

SPECIFIC OBJECTIVES

1.241 The student should be able to access and input microcomputer information.

1.242 The student should be able to use microcomputers to streamline business operations.

1.243* The student should be able to use a word processing program.

1.244 The student should be able to use a simple accounting program.

1.245 The student should be able to explain how desk top publishing programs can be used in business situations. HOTS

1.247 The student should be able to use business equipment correctly.

1.2471 The student should be able to use a FAX machine.

1.2472 The student should be able to show the proper care of a computer and a computer floppy disk.

1.248 The student should be able to demonstrate computer literacy.

1.3 SELF- UNDERSTANDING

There are personal characteristics and behaviors associated with success in marketing.

1.31 GENERAL OBJECTIVE:

The student should be able to work with minimal supervision.

SPECIFIC OBJECTIVES

1.311* The student should be able to organize time productively. (HR:044)

1.3111 The student should be able to follow rules and regulations. L/SK

1.3112* The student should produce quality work. L/SK

1.3113 The student is able to work within guidelines. L/SK

1.3114 The student takes responsibility for mistakes and/or good work.

1.3115 The student maintains clear and orderly work area.

1.312 The student should be able to keep an assignment and date book.

1.313 The student should be able to set short range and long range goals. (HR:014, LAPS 6,7) HOTS, CAR

1.3131 The student should be able to evaluate and adjust personal goals. (HR:295, LAP 3) HOTS, CAR

1.314 The student should be able to adjust to peak workloads. HOTS

1.3141 The student should be able to work well under pressure.

1.315 The student should be able to work with minimal supervision.

1.3151 The student accepts supervision willingly.

1.316* The student should be able to adjust to change. (HR:301, LAP 8) HOTS

1.317 The student should be able to identify her/his personal strengths and weaknesses. HOTS

1.318 The student should be able to demonstrate appropriate personal business appearance. (HR:263, LAP 13) HGD

1.3181* The student should demonstrate personal hygiene and cleanliness. HGD

1.3182* The student complies with safety and health rules. HGD

1.32 GENERAL OBJECTIVE:

The student should be able to give examples of personality traits recognized as important to business.

SPECIFIC OBJECTIVES

1.321 The student should be able to demonstrate responsible behavior by taking pride in work performance: exhibiting a positive attitude; being dependable, prompt, disciplined, self-controlled, enthusiastic, flexible, adaptable, and creative; maintaining good health habits. (HR:303, LAP 20; HR:022, LAP 5; HR:267, LAP 4; HR:317, LAP 14; HR:294, LAP 18) HGD

1.322 The student should be able to develop personality traits important to business and getting along with others. (HR:286, LAP 10)

1.323 The student should be able to demonstrate a positive attitude by maintaining integrity, and being honest, diligent, loyal, creative, and interested in improving self to be able to advance in a marketing career. (HR:274, LAP 11; HR:312, LAP 19; HR:317, LAP 14; HR:296, LAP 15)

1.324 The student should be able to explain the concept of self-esteem. (HR:023, LAP 12; HR:302, LAP 2) HGD

1.325 The student should use multicultural and gender practices. MCNS

1.4 INTERPERSONAL SKILLS

Employment in marketing requires developing positive relationships with co-workers, supervisors, and customers.

1.41 GENERAL OBJECTIVE:

The student should be able to explain the importance of self-confidence. [Situations conducive to developing self-confidence are those in which the individual experiences success and makes an actual contribution.]

SPECIFIC OBJECTIVES

1.411 The student should be able to identify characteristics that show self-confidence. HGD

1.412 The student should be able to identify activities that help build self-confidence in self and in others. COM

1.42 GENERAL OBJECTIVE:

The student should understand the importance of human relations in marketing.

SPECIFIC OBJECTIVES

1.421 The student should be able to define human relations.

1.422 The student should be able to discuss ways that human relations affects productivity. HOTS

1.4221* The student should exhibit dependability.

1.4222* The student should practice punctuality.

1.4223 The student accepts new challenges.

1.4224 The student will ask for assistance when needed.

1.4225* The student interacts with others in a courteous and tactful manner. MCNS

1.4226 The student demonstrates initiative.

1.4227* The student demonstrates motivation in self and others.

1.423 The student should be able to appraise personal human relations skills. HOTS

1.424 The student should be able to use effective human relations behavior to build a positive image among business patrons and suppliers. HOTS

1.425 The student should be able to address needs of both tasks and people to achieve business objectives. HOTS

1.426 The student should be able to use a appropriate manners.

1.427 The student should be able to identify the importance of human relations in marketing.

1.43 GENERAL OBJECTIVE:

The student should be able to solve marketing problems by using rational decision-making processes. (All objectives meet the higher order thinking skills standard. HOTS)

SPECIFIC OBJECTIVES

1.431 The student should be able to use the steps in problem-solving process.

1.432 The student should be able to apply the steps in the decision-making process.

1.433 The student should be able to use thinking skills and concepts at work.

1.434 The student should be able to use creative-thinking techniques.

1.435 The student should be able to demonstrate the steps in the planning process.

1.436 The student should be able to make decisions when necessary.

1.437* The student should be able to identify components of the innovation process.

1.44 GENERAL OBJECTIVE:

The student should be able to work as part of a team to achieve marketing goals. (All objectives meet multicultural non-sexist standards MCNS.)

SPECIFIC OBJECTIVES

1.441 The student should be able to work with a group to achieve a group goal.

1.442 The student should be able to work effectively with different personalities.

1.443 The student should be able to use group-process skills needed for group problem solving. HOTS

1.444 The student should be able to foster team relationships.

1.4441 The student should be able to participate in a team self-evaluation.

1.4442 The student should be able to help set goals for the group to improve.

1.4443 The student should be able to help another member of the team to meet the team goal.

1.4444* The student takes responsibility for mistakes and/or good work.

1.445 The student should be able to coordinate his or her tasks and activities with those of others.

1.446 The student should be able to demonstrate a positive attitude toward co-workers and supervisors.

1.447 The student should be able to exhibit assertiveness appropriately. (HR:021, LAP 16)

1.448 The student should be able to take the role of leader, or follower, depending on the situation.

1.449* The student should be able to recognize conflict and work to reduce it. HOTS

1.45 GENERAL OBJECTIVE:

The student should be able to develop positive working relationships. (All objectives meet multicultural non-sexist standards MCNS)

SPECIFIC OBJECTIVES

1.451 The student should be able to accept constructive criticism.

1.452 The student should be able to trust and respect associates.

1.453 The student should be able to show empathy for others. (HR:028, LAP 17)

1.454 The student should be able to demonstrate a positive orientation in working with people.

1.455 The student should be able to demonstrate work place discipline.

1.4551* The student should respect the property of others.

1.4552* The student should participate in effective safety programs for employees.

1.46 GENERAL OBJECTIVE:

The student should be able to use effective customer relations that promote sales and favorably represent the employer. (All objectives meet multicultural non-sexist standards MCNS.)

SPECIFIC OBJECTIVES

1.461 The student should be able to explain how his/her behavior affects a business.

1.462 The student should be able to explain the importance of good community relations to business success.

1.463 The student should be able to explain customer relations. (HR:035)

1.464 The student should be able to interpret business policy for customers. (HR:030) HOTS

1.465 The student should be able to tactfully handle customer inquiries and complaints. (HR:004, HR:045, LAP 21; HR:046, LAP 106)

1.4651 The student should be able to show empathy while dealing with conflict. (HR:028, LAP 17)

1.466 The student should be able to explain the importance of building customer relations that favorably represent the business. (HR:038)

1.467 The student should be able to explain the nature of positive customer relations. (HR:035)

1.468 The student should be able to conduct effective customer relations to promote sales. HOTS

1.469 The student should be able to exhibit positive customer relations attitudes of enthusiasm, courtesy sincerity, helpfulness, and friendliness. (HR:039) HOTS

1.5 CAREER DEVELOPMENT

An individual uses available resources and the ability to perceive and accept the world realistically to successfully pursue career opportunities. (All objectives meet career standards. CAR)

1.51 GENERAL OBJECTIVE:

The student should be able to identify career opportunities in marketing. The career-decision-making and career-seeking process in marketing is related to personal goals, attributes, and achievements.

SPECIFIC OBJECTIVES

1.511 The student should be able to relate occupational interests to personal attributes. HOTS

1.512 The student should be able to identify traits and behaviors associated with successful marketing employees.

1.513 The student should be able to identify personal interests, attitudes, and values in relation to occupational success.

1.514* The student should be able to state work expectations realistically (requirements for a job).

1.515* The student should be able to prepare personal goals.

1.516 The student should be able to design an action plan to achieve a career goal. HOTS

1.517* The student should be able to identify career expectations and goals relating to personal needs, attributes, values, and interests.

1.518* The student should be able to prepare a career plan to enhance career opportunities.. HOTS

1.519 The student should be able to explain the roles of education, training, and experience in career planning.

1.52 GENERAL OBJECTIVE:

The student should understand marketing career paths, types of jobs, and occupational characteristics.

SPECIFIC OBJECTIVES

1.521 The student should be able to identify types of jobs available and requirements for employment.

1.522 The student should be able to give examples of emerging and changing job opportunities and requirements.

1.523 The student should be able to compile job descriptions to identify duties and responsibilities of specific jobs. HOTS

1.524 The student should be able to identify career paths in marketing.

1.525 The student should be able to identify the kind of education required for a specific job.

1.526 The student should be able to identify available post-secondary and college education opportunities.

1.527 The student should be able to calculate the cost of advanced education programs. HOTS

1.528 The student should be able to give examples of education and training resources for marketing.

1.53 GENERAL OBJECTIVE:

The student should be able to apply job-seeking skills effectively.

SPECIFIC OBJECTIVES

1.531 The student should be able to explain salary and benefit information.

1.532 The student should be able to demonstrate job-seeking procedures.

1.5321 The student should be able to locate job prospects.

1.5322 The student should be familiar with the services of an employment agency.

1.5323 The student should be able to find pertinent information on company history, technology, and the market. HOTS

1.5324 The student should be able to identify sources of job information.

1.5325 The student should be able to identify the role of marketing professionals/trade organizations in career development.

1.533 The student should be able to complete job search forms.

1.5331 The student should be able to summarize types of employment tests.

1.5332 The student should be able to summarize guidelines for completing employment tests.

1.5333 The student should be able to prepare a resume. COM

1.5334 The student should be able to complete application forms. COM

1.5335* The student should be able to write a letter of application. COM

1.5336 The student should be able to identify good personal references.

1.5337 The student should be able to write a follow up letter. COM

1.5338 The student should be able to write a letter of inquiry. COM

1.534 The student should be able to schedule and complete a good interview demonstration. COM

1.5341 The student should be able to show how to prepare for an interview. COM

1.5342 The student should be able to exhibit appropriate behavior in an interview. COM

1.5343 The student should be able to explain how to dress for an interview.

1.5344 The student should be able to show the job-specific skills that relate to the prospective job.

1.535 The student should be able to relate a well-planned job search to employability. HOTS

1.536* The student should be able to evaluate a job offer. HOTS

1.537 The student should be able to demonstrate interest in a desired job.

1.538 The student should exhibit a desire for personal improvement.

1.54 GENERAL OBJECTIVE:

The student should be able to apply entrepreneurial skills when developing a career plan.

SPECIFIC OBJECTIVES

1.541 The student should be able to give examples of needs expected to be satisfied when employed or self-employed.

1.542 The student should be able to apply the steps of a sale when completing the job search process. HOTS, COM

1.543 The student should use the elements of promotion when completing the job search process. HOTS, COM

1.6 HUMAN RESOURCE MANAGEMENT

A student should be able to help develop a working climate that fosters creative thought, personal growth and builds employee morale and motivation necessary for an effective organization. (All objectives meet career standards. CAR)

1.61 GENERAL OBJECTIVE:

The student should be able to apply concepts and principles of managing human resources:

SPECIFIC OBJECTIVES

1.611 The student should be able to explain employment procedures. (MN:017, LAP 52)

1.6111* The student shall be able to explain how to comply with state and federal employment laws.

1.612 The student should be able to explain compensation factors. (MN:012, MN:027, MN:012)

1.6121* The student should be able to identify payroll components.

1.613 The student should be able to relate employee participation in policy making to accomplishment of business goals. (MN:041, LAP 48) HOTS

1.614 The student should be able to devise criteria for performance evaluation. (MN:021) HOTS

1.6141 The student should be able to summarize the appraisal process.

1.6142 The student should be able to summarize the purpose of the appraisal process.

1.6143 The student should be able to explain the nature of remedial action. (MN:047)

1.615 The student should be able to explain the characteristics of an effective grievance procedure. (MN:034, LAP 45)

1.616 The student should be able to explain types of terminations.

1.617 The student should be able to prepare evaluations that promote motivation and improvement in performance. (MN:029, LAP 47; MN:031) HOTS

1.618 The student should be able to identify methods of building employee morale. (MN:025, LAP; MN:026, LAP 49)

1.619 The student should be able to identify methods of building employee motivation.

1.62 GENERAL OBJECTIVE:

The student should be able to distinguish roles and duties within the organization.

SPECIFIC OBJECTIVES

1.621 The student should be able to explain the functions of a manager/supervisor. (MN:024, LAP:50)

1.622 The student should be able to explain the relationship between his/her own job and other related jobs. HOTS

1.623 The student should be able to explain the duties and responsibilities of his/her own job and other related jobs. HOTS

1.624 The student should be able to explain priority setting in his or her duties and responsibilities.

1.625 The student should be able to demonstrate responsibility for accomplishing company goals.

1.626* The student should be able to develop a personnel plan for the organization. (MN:042) HOTS

1.6261* The student should be able to develop a job description. HOTS

1.627* The student should be able to explain the procedure for determining hiring needs, interviewing and selecting employees. (MN:734)

1.628 The student should be able to develop job classifications. (MN:043)

1.629 The student should be able to explain personnel policies. (MN:039)

1.63 GENERAL OBJECTIVE:

The student should interpret types and purposes of training. Employee training and development is a planned process to provide employees with learning experiences that enhance their contributions to organizational goals.

SPECIFIC OBJECTIVES

1.631 The student can complete all employment forms.

1.632* The student should be able to schedule and orient new employees. (MN:691, LAP 44)

1.633 The student should be able to teach specific procedures and duties. (MN:020) COM

1.634* The student should be able to identify specific training needs.

1.635 The student should be able to interpret an evaluation form.

1.636 The student should be able to make personal adjustments to improve his/her job evaluation. HOTS

1.64 GENERAL OBJECTIVE:

The student should recognize and interpret characteristics of organization leaders. Leadership is the use of noncoercive influence to direct and coordinate group members' activities toward accomplishing group objectives.

SPECIFIC OBJECTIVES

1.641 The student should be able to use leadership behavior in initiating duties. (MN:030, LAP 4)

1.642 The student should be able to use leadership behavior in planning.

1.6421* The student should be able to organize an event.

1.6422* The student should be able to delegate and follow-up duties.

1.643 The student should be able to explain the advantages and disadvantages of the major styles of leadership.

1.644 The student should be able to explain when each style of leadership should be used.

1.645 The student should be able to explain how to adjust to each of the leadership styles.

1.646 The student should be able to identify a leadership style with which they feel comfortable.

1.647 The student should be able to identify the characteristics of a follower.

#1

Reason Why People Lose Jobs

Poor Human Relation
Skills

2.0 ECONOMIC FOUNDATIONS

Basic economic principles and the concepts of free enterprise and free-market economies are fundamental to understanding market activities.

2.1 BASIC ECONOMICS

Knowledge of basic economic principles and concepts of private enterprise and free-market economies are fundamental to understanding marketing activities.

2.11 GENERAL OBJECTIVE:

The student should understand economic concepts that affect marketing in the United States' private enterprise system. [Economics is how individuals and organizations choose to use resources to produce goods and services for distribution and consumption.]

SPECIFIC OBJECTIVES

2.111 The student should be able to explain economic terms appropriately. HOTS

2.112 The student should be able to explain the concept of economic goods and services. (EC:002, LAP 10)

2.113 The student should be able to explain the concept of economic resources. (EC:003, LAP 14)

2.114 The student should be able to explain the concept of economics and economic activities. (EC:001, LAP 6)

2.115* The student should be able to explain the concept of private enterprise.

2.12 GENERAL OBJECTIVE:

The student should be able to describe how supply and demand relate to profit and pricing. [The price mechanism, working through supply and demand in competitive markets, affects the fundamental questions of the United States' mixed private enterprise system: What? For whom? and How?]

SPECIFIC OBJECTIVES

2.121* The student should be able to explain the concept of supply and demand. (EC:005, LAP 11)

2.122 The student should be able to explain the concept of scarcity.

2.123 The student should be able to explain the concept of price. (EC:006, LAP 12)

2.124* The student should be able to explain the concept of profit. (EC:010, LAP 2)

2.125 The student should be able to predict how risk taking and competition affect profit. (EC:011, LAP 3) HOTS

2.126 The student should be able to relate productivity to profit. (EC:013)

2.127 The student should be able to use supply-and-demand curves and predict the influence of each on pricing and profit. HOTS

2.128* The student should be able to analyze the concept of competition. (EC:012, LAP 8)

2.129 The student should be able to explain the concept of utility. (EC:004, LAP 13)

2.13 GENERAL OBJECTIVES:

The student should understand labor's effects on our economic system. [Specialization and division of labor have characterized modern economies. Productivity may increase at the cost of interdependence.]

SPECIFIC OBJECTIVES

2.131 The student should be able to explain the relationship among productivity and the division and specialization of labor. (EC:014, LAP 7)

2.132 The student should be able to explain the concept of organized labor and business. (EC:015, LAP 5)

2.133 The student should be able to give examples of benefits and drawbacks of organized labor.

2.2 ECONOMIC SYSTEMS

The economic role of government has been expanding. More and more activities in our complex, interdependent society have come under direct regulation and control. [The impact of government regulations and international economics on United States private enterprise.] (All objectives meet global standards. GLO)

2.21 GENERAL OBJECTIVES

The student should understand elements of government control that affect private enterprise in the United States. [The United States has a mixed economy in which elements of government control intermingle with market elements in organizing production and distribution.]

SPECIFIC OBJECTIVES

2.211 The student should be able to discuss the three basic questions that all economic systems must answer.

2.212 The student should be able to explain how the major economic systems differ. (EC:007)

2.213 The student should be able to explain the relationship between business and government. (EC:008, LAP 16)

2.214 The student should be able to explain the relationship between business and government in the United States economy.

2.215 The student should be able to compare the United States economic system with other economic systems.

2.216 The student should be able to explain processing/ manufacturing and distribution concepts.

2.22 GENERAL OBJECTIVE:

The student should be able to explain the influence of international economics on business decisions made in the United States. Economies of individual nations are interdependent. Decisions made by a foreign government may influence marketing decisions made by a local business person.

SPECIFIC OBJECTIVES

2.221* The student should be able to explain the nature of international trade. (EC:016, LAP 4)

2.222 The student should be able to explain how each major form of government responds to economic questions.

2.3 ENTREPRENEURSHIP AND ECONOMIC TRENDS

Entrepreneurship includes attitudes and behaviors that provide the means for innovation and change.

2.31 GENERAL OBJECTIVE:

The student should be able to interpret economic trends and the effects of these trends on marketing. [Economic trends affect the functioning of the United States economy and, in turn, affect business policy and marketing activities.]

SPECIFIC OBJECTIVE

2.311 The student should be able to give examples of economic trends.

2.312 The student should be able to describe how economic trends affect marketing decisions.

2.313* The student should be able to explain the concept of business cycles. (EC:018, LAP 5)

2.314 The student should be able to explain how major economic trends affect business decisions. HOTS

2.315* The student should be able to analyze market potential and venture feasibility. HOTS

2.316* The student should be able to identify opportunities necessary for successful entrepreneurship.

2.32 GENERAL OBJECTIVES:

The student should be able to describe the role of the entrepreneur in the United States private enterprise system.

SPECIFIC OBJECTIVES

2.321 The student should be able to define entrepreneurship.

2.322 The student should be able to illustrate the socioeconomic contributions of business. (MB:008, LAP 17)

2.323 The student should be able to determine the cost-profit relationships of a business.

2.324 The student should be able to identify the risks involved in entrepreneurship.

2.325 The student should be able to explain the scope of small business in the American economy.

2.326 The student should be able to discuss the advantages and disadvantages of entrepreneurship.

2.327 The student should be able to predict the future direction of a business. HOTS

2.33 GENERAL OBJECTIVE:

The student should be able to make a positive economic contribution to the employer. [The successful marketing entrepreneur has a genuine interest in what people need and the needs of the business.]

SPECIFIC OBJECTIVES

2.331 The student should be able use appropriate conduct to maintain profitability.

2.332 The student should follow appropriate business ethics and laws.

2.3321* Recognize relevant ethical issues in business.

2.333 The student should be able to behave in a way that promotes the business' community image.

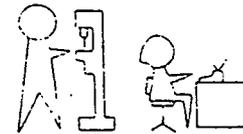
2.334 The student should be able to produce dignity and esteem at the work place.

2.335* The student should be able to cope positively with change.

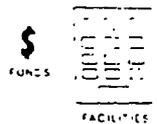
2.336* The student should identify the personal characteristics of entrepreneurs.

2.337 The student should be able to demonstrate an entrepreneurial attitude.

2.338 The student should be able to conduct himself or herself in a manner congruent with the company's performance standards.

ECONOMIC SYSTEMS USENATURAL
RESOURCES

LABOR



CAPITAL



GOODS

TO PRODUCE

SERVICES

3.0 MARKETING AND BUSINESS FOUNDATIONS

Marketing and business foundations represent the basic skills and understandings of the marketing concept and the business environment and management systems within which it is implemented. Concepts include functions of business, ownership structures, marketing functions and concepts, channels, management functions, budget considerations, business operations, and specialized applications of business operations.

3.1 BUSINESS OWNERSHIP AND OPERATION

Business operations grow and have needs for short-term or long-term capital. Businesses make different decisions based on the advantages and disadvantages of their form of ownership.

3.11 General Objective:

The student should be able to describe organization structure and its implications for organization function.

SPECIFIC OBJECTIVES

3.111 The student should be able to summarize the functions of each department in an organization. (MB:001)

3.112 The student should be able to explain the functions of business. (MB:003, LAP 1)

3.113 The student should be able to break down specific jobs or operations into representative functions.

3.114 The student should be able to analyze the structure of a business organization. HOTS

3.115* The student should identify skills required of a business owner.

3.116 The student should be able to explain types of power (management). (MB:002)

3.117 The student should be able to explain relationship between authority and responsibility.

3.118 The student should be able to identify the goals and objectives of a marketing organization.

3.119 The student should be able to explain organization structure. (MB:007, LAP 7)

3.1191* The student should be able to explain types of business ownership.

3.12 GENERAL OBJECTIVE:

The student should understand ownership structures of a business.

SPECIFIC OBJECTIVES

3.121 The student should be able to compare sources and methods of financing a business.

3.122 The student should be able to compare legal forms of business ownership. (MB:007, LAP 7)

3.123* The student should be able to identify governmental regulations affecting business ownership. (MN:036)

3.124* The student should recognize the importance of technical assistance from professionals (i.e. legal, financial, technical, and insurance).

3.125* The student should be able to select and analyze prospective business locations.

3.126* The student should be able to design the physical layout for a business.

3.127* The student should be able to evaluate the process of buying or selling an existing business opportunity. HOTS

3.13 GENERAL OBJECTIVE:

The student should be able to recognize management functions within business operations.

SPECIFIC OBJECTIVES

3.131 The student should be able to explain the function of management. (MB:002)

3.132 The student should be able to explain the roles, rights, and responsibilities on the employee and employer.

3.133* The student should be able to give examples of strategies to reach business goals. (MN:074)

3.134 The student should be able to manage for profit through planning, directing, and coordinating. HOTS

3.135 The student should be able to describe the social and ethical responsibilities of management. MCNS

3.136* The student should be able to analyze a business plan.

3.137 The student should be able to prepare a marketing plan. HOTS

3.138* The student should be able to establish operating policies, procedures and budgets. (MN:038)

3.14 GENERAL OBJECTIVE:

The student should be able to apply budgetary procedures to a business operation.

SPECIFIC OBJECTIVES

3.141 The student should be able to explain (or relate) budgetary terms associated with business and marketing operations.

3.1411 The student should be able to explain the nature of overhead/operating costs. (MN:081)

3.1412 The student should be able to explain the employee role in expense control. (MN:016)

3.1413* The student should be able to identify loss-prevention processes.

3.142 The student should understand the importance of record-keeping and planning. (MN:065, LAP 46)

3.1421* The student should be able to select a financial record-keeping system.

3.1422* The student should be able to perform a cash flow analysis. HOTS

3.143 The student should be able to create a budget to control a business operation.

3.1431* The student should be able to develop expense control plans. (MN:059)

3.1432 The student should be able to explain the nature of operating budgets. (MN:083)

3.144 The student should be able to develop a sales-support budget. (MN:061)

3.145 The student should be able to develop a company-wide budget. (MN:653)

3.146* The student should be able to prepare an analysis of financial positions and statements. (MN:069) HOTS

3.147* The student should be able to evaluate business performance.

3.2 MARKETING FUNCTIONS AND CONCEPTS

Marketing improves the economy as it plays a key role in the process of production, distribution, and consumption.

3.21 GENERAL OBJECTIVE:

The student should understand the role marketing plays in the United States economy. [Marketing is a critical tool businesses use to increase productivity and profitability and, in turn, keep the United States economy viable.]

SPECIFIC OBJECTIVES

3.211 The student should be able to explain the importance of marketing in the national economy.

3.212 The student should be able to summarize the relationship of marketing by a business, by the United States, by the International Community. (GLO)

3.213 The student should be able to conduct marketing activities to support an organization's marketing efforts.

3.214 The student should follow appropriate laws and regulations when marketing goods and services. (MN:036)

3.22 GENERAL OBJECTIVE:

The student should be able to interpret how marketing processes relate to business operations.

SPECIFIC OBJECTIVES

3.221 The student should be able to explain marketing functions and related activities. (MB:009, LAP 2)

3.222 The student should be able to explain the concept of merchandising. (MB:010)

3.223 The student should be able to summarize the concept of marketing strategies. (MB:011, LAP 4)

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3.224 The student should be able to explain the concept of market and market identification. (MB:012, LAP 5)

3.225 The student should be able to explain the nature of channels of distribution. (MB:013, LAP 3)

3.226 The student should be able to appraise marketing's role in United States society.

3.227 The student should be able to list career opportunities in the field of marketing. CAR

3.228* The student should evaluate the benefits of professional organization affiliation.

THE MARKETING CONCEPT:

A BUSINESS AIMS ALL ITS EFFORTS AT SATISFYING ITS CUSTOMERS WHILE MAKING A PROFIT. TWIN GOALS OF CUSTOMER SATISFACTION AND PROFIT.

THEORY:

IF A FIRM'S ACTIVITIES ARE COORDINATED TO MEET THE NEEDS AND WANTS OF ITS CUSTOMERS, A PROFIT WILL RESULT.

MARKETING DEFINED

MAZUR 1947: THE DELIVERY OF A STANDARD OF LIVING TO SOCIETY.

A.M.A. 1960: PERFORMANCE OF BUSINESS ACTIVITIES THAT DIRECT THE FLOW OF GOODS AND SERVICES FROM PRODUCER TO CONSUMER OR USER.

UNKNOWN: GETTING THE RIGHT GOODS TO THE RIGHT PEOPLE AT THE RIGHT PLACE AT THE RIGHT TIME AT THE RIGHT PRICE.

STANTON 1971: TOTAL SYSTEM OF INTERACTING BUSINESS ACTIVITIES DESIGNED TO PLAN, PRICE, PROMOTE AND DISTRIBUTE WANT-SATISFYING GOODS AND SERVICES TO PRESENT AND POTENTIAL CUSTOMERS.

KOTLER 1980: HUMAN ACTIVITY DIRECTED AT SATISFYING NEEDS AND WANTS THROUGH EXCHANGE PROCESSES.

ROSS 1983: A COORDINATED SYSTEM OF BUSINESS ACTIVITIES DESIGNED TO PROVIDE PRODUCTS AND SERVICES THAT SATISFY THE NEEDS AND WANTS OF CONSUMERS THROUGH EXCHANGE PROCESSES

4.0 DISTRIBUTION FUNCTION

The distribution function refers to physically moving or transferring ownership of a product or service from producer to consumer. Concepts include: channels of distribution; the nature of the channels and channel members, (middlemen); distribution activities, (transportation, packaging, storing, inventory control, receiving process, etc.)

4.01 GENERAL OBJECTIVE:

The student should determine channels of distribution in marketing. (A marketing plan must consider the channels of distribution that will be used to deliver the product to the customer.)

SPECIFIC OBJECTIVES

4.011 The student will be able to describe the nature and scope of physical distribution. (DS:001)

4.012 The student will be able to give examples of businesses that can be a part of a direct or indirect channel of distribution and explain their function.

4.013 The student will be to explain how a business can control their distribution channels.

4.014 The student will be able to show how the cost of goods is affected by the channel of distribution.

4.015 The student should be able to arrange for delivery of merchandise.

4.02 GENERAL OBJECTIVE:

The student should illustrate procedures of stock control. (Methods of stock control to include receiving, stocking, and reordering merchandise.)

SPECIFIC OBJECTIVES

4.021* The student should be able to explain the nature of inventory management and control. (DS:023)

4.022 The student should be able to explain and maintain a unit inventory control system. (DS:020, DS:027) HOTS

4.023 The student should be able to describe the processes associated with shipping receiving merchandise. (DS:004, DS:005, DS:007)

4.024 The student shall determine the availability and location of merchandise.

4.025 The student should be able to use procedures to locate lost or damaged goods.

4.026 The student should be able to process returns to vendors. (DS:010)

4.027 The student should be able to process returned and exchanged merchandise. (DS:009)

4.028 The student should be able to prepare procedures for reordering goods from vendors.

4.029 The student should explain safety procedures used in stockroom activities.

4.03 GENERAL OBJECTIVE:

The student should be able to prepare merchandise in inventory for sale.

SPECIFIC OBJECTIVES

4.031 The student shall be able to price mark stock when preparing merchandise for sale.
(DS:013)

4.032 The student will be able to explain the process of recording price changes sale prices.
(DS:012)

4.033 The student will identify the housekeeping duties in connection with proper stock care.

THE MARKETING MIX THE 4 (SOMETIMES 5) P's

PRODUCT MIX:

- THE PRODUCTS OR SERVICES OFFERED BY THE COMPANY.
 - Product planning and development
 - Standardization and grading
 - Packaging

PRICING MIX:

- DETERMINING THE SELLING PRICE

PROMOTION MIX:

- ADVERTISING
- PUBLIC RELATIONS
- SALES PROMOTION
- PERSONAL SELLING
- PUBLICITY

PLACE MIX:

- TRANSPORTING GOODS FROM THE POINT OF ORIGIN TO THE POINT OF CONSUMPTION

PEOPLE:

- CUSTOMERS
- EMPLOYEES

5.0 FINANCING FUNCTION

The financing function refers to determining the need for and availability of financial resources to fund marketing activities. Topics include budgeting financial needs, sources, of capital, obtaining business credit, extending credit to consumers and organizations, and managing financial activities.

5.01 GENERAL OBJECTIVE:

The student should understand that effective marketing and business practices are based on adequate financial resources, and proper use of credit.

SPECIFIC OBJECTIVES

5.011 The student should be able to explain the nature and scope of finance. (FI:001, FI:023)

5.012 The student should be able to explain financial budgeting.

5.013 The student should be able to explain the purposes and importance of a good credit rating.

5.014* The student should be able to identify sources of capital.

5.015 The student should be able to summarize the purposes of obtaining business credit.

5.016 The student should be able to appraise a financial position based on ratios of assets to liabilities and assets to owner's equity.

5.017 The student should be able to compute the cost of obtaining business credit (interest costs).
HOTS

5.02 GENERAL OBJECTIVE:

The student should facilitate the marketing process by providing consumer credit to increase the consumer's capacity to spend.

SPECIFIC OBJECTIVES

5.021 The student should be able to explain the purposes and importance of consumer credit. (FI:002)

5.022* The student should be able to interpret credit policies and procedures. (FI:005)

5.023 The student should differentiate between installment and mortgage loans. (FI:007, FI:008)

5.024* The student should be able to prepare policies and procedures for extending credit to business clients, and individual consumers. (FI:003, FI:004, FI:006, FI:009)

5.025* The student should be able to explain correct billing and collection procedures. (FI:010, FI:012, FI:014, FI:015, FI:016)

5.026 The student should be able to prepare policies and procedures for debt collection. (FI:20, FI:021) HOTS

6.0 MARKETING INFORMATION MANAGEMENT FUNCTION

The marketing-information management function refers to systematically gathering, analyzing, and distributing information to facilitate marketing decisions. Topics include the need for and uses of marketing information, the system of marketing-information management, using the scientific method of problem solving, forecasting, conducting primary and secondary research.

6.01 GENERAL OBJECTIVE:

The student should comprehend that marketing-information management is an important component of the marketing process, helping to identify market segments, determine the marketing mix, evaluate consumer attitudes, and provide other information required for sound marketing decisions.

SPECIFIC OBJECTIVES

6.011 The student should be able to explain the need for marketing-information management. (IM:001)

6.012 The student should be able to summarize the uses of a marketing-information system.

6.013 The student should be able to identify types of forecasting used in marketing. (IM:003, IM:007, IM:009)

6.014 The student should be able to explain the scientific method in problem solving.

6.015 The student should be able to give examples of primary and secondary research. (MarkEd LAPS not complete)

6.016 The student should be able to summarize the steps in conducting research.

6.017 The student should be able to give examples of technology used in marketing-information management.
TECH

6.02 GENERAL OBJECTIVE:

The student should be able to use the marketing-information management process.

SPECIFIC OBJECTIVES

6.021 The student should be able to collect primary marketing data.

6.022 The student should be able to design a marketing plan. HOTS

6.023* The student should be able to interpret research data to identify and establish target markets.

6.03 GENERAL OBJECTIVE:

The student should be able to apply market-research techniques.

SPECIFIC OBJECTIVES

6.031 The student should be able to engage in competitive shopping.

6.032 The student should be able to obtain information from research.

7.0 - PRICING FUNCTION

The pricing function refers to determining an exchange price for goods and services at which both buyer and seller perceive optimum value. Topics include pricing objectives, strategies and techniques, external considerations, determining selling prices, adjusting selling price, and managing the pricing function.

7.01 GENERAL OBJECTIVE:

The student should recognize the factors influencing product/service pricing which include: demand, production and distribution costs, gross margin, competition, etc.

SPECIFIC OBJECTIVES

7.011 The student should be able to explain the nature and scope of pricing. (PI:001)

7.012 The student should be able to give examples of factors that affect the selling price. (PI:002)

7.013 The student should be able to explain the psychological effects of pricing. (PI:005, Lap 1)

7.014 The student should be able to give examples of external pricing considerations (demand, competition, etc.).

7.015 The student should be able to explain the legal considerations of pricing. (PI:003)

7.016 The student should be familiar with the nature of company pricing policies and strategies. (PI:004)

7.02 GENERAL OBJECTIVE:

The student should be able to calculate and apply pricing concepts in accordance with organizational procedures to improve sales.

SPECIFIC OBJECTIVES

7.021 The student should be familiar with pricing codes.

7.022 The student should be familiar with the procedure used to adjust prices (for price increases/decreases, and for sales). (PI:008)

7.023 The student should be able to calculate and establish a selling price. (Mgt. PI:007) HOTS

7.024 The student should be able to calculate break-even points and maintained markup. (PI:006) HOTS

7.025 The student should be able to calculate markups, markdowns, and discounts.

7.026 The student should be able to identify the items that should be marked down to increase traffic or to move a slow item.

7.027 The student should be able to explain the importance of recording markdowns.

7.028 The student should be able to identify and implement alternatives to price reductions.

8.0 PRODUCT/ SERVICE PLANNING FUNCTION

The product/service planning function refers to developing the product or service mix in response to market opportunities. Topics include product/service mix, quality assurance, grades and standards, warranties and guarantees, positioning, and managing the product/service function.

8.01 GENERAL OBJECTIVE:

The student should apply the process of product/service development.

SPECIFIC OBJECTIVES

8.011 The student should be able to explain the scope of product/service planning. (PP:001)

8.012 The student should be able to explain the critical aspects of business image. (PP:002)

8.013 The student should be able to explain quality assurances that include: grades/standards and warranties/guarantees. (PP:019, PP:020)

8.014* The student should be able to use a variety of information sources in planning a product/service mix. (PP:003, PP:006, PP:007) HOTS

8.02 GENERAL OBJECTIVE:

The student should explain that marketing has a responsibility to develop safe products/services which consumers want and need.

SPECIFIC OBJECTIVES

8.021 The student should be able to explain consumer protection provisions from legal and government agencies. (PP:017, PP:018, PP:009)

8.022 The student should be able to explain the environmental factors conducive to customer/client satisfaction. (PP:010, PP:013)

8.03 GENERAL OBJECTIVE:

The student should be able to use product information and assortment strategies to increase sales.

SPECIFIC OBJECTIVES

8.031 The student should be able to demonstrate the features and benefits of the product/service being sold. (Sales Comp.)

8.032 The student should be able to show customers the proper use and care of the product. (Sales Comp.)

8.033 The student should be able to discuss concerns of business locations, space allocations, and layout considerations. (PP:011, PP:012)

8.034 The student should be able to design an assortment plan. (PP:004, PP:005) HOTS

9.0 PROMOTION FUNCTION

The promotional function refers to communication information about products, services, image, or ideas to influence consumer behavior. Topics include the communication process, promotional mix, sales promotion techniques

9.01 GENERAL OBJECTIVE:

The student should describe the elements of the marketing-communications mix. (All objectives meet communication standards. COM)

SPECIFIC OBJECTIVES

9.011 The student should be able to give examples of the types of promotion. (PR:001, PR:002)

9.012 The student should be able to explain the concept of promotional mix. (PR:003)

9.0121 The student should be able to explain the roles of publicity and public relations in promotion. (PR:055, PR:056)

9.0122 The student should be able to summarize the purpose of brands, trademarks, and slogans. (PR:004, PR:005, PR:006)

9.013 The student should be able to explain the function of advertising in marketing communications.

9.014* The student should be able to give examples of types of advertising media. (PR:007)

9.0141 The student should be able to list the considerations used when selecting a promotional media (PR:010)

9.015 The student should be able to calculate the cost of each media. (PR:009) HOTS

9.016 The student should be able to identify the elements of an advertisement. HOTS

9.0161* The student should be able to evaluate media/advertising effectiveness. (PR:013) HOTS

9.017 The student should be able to coordinate promotional and personal selling activities. (PR:076, PR:078)

9.0171* The student should be able to prepare an advertising/promotional plan/calendar. (PR:077, PR:079) HOTS

9.018 The student should be able to employ legal and ethical standards in promotion.

9.02 GENERAL OBJECTIVE:

The student should be able to apply the principles of creating advertising, promotion, and publicity messages in order for promotion to be effective. (All objectives meet communication standards. COM)

SPECIFIC OBJECTIVES

9.021* The student should be able to identify the target market to be reached with the message.

9.022 The student should be able to prepare a print advertisement layout. (PR:014, PR:018) HOTS

9.0221 The student should be able to prepare advertising headlines. (PR:015)

9.0222 The student should be able to prepare advertising copy. (PR:016)

9.0223 The student should be able to identify all the elements of a logo.

9.0224 The student should be able to select and place an illustration in an ad. (PR:017)

9.0225 The student should be able to include the minor elements (subhead, borders, white space, price etc.) in a print advertisement.

9.0226 The student should be able to incorporate the elements of design (line, color, balance, type size, type style, etc.) into a print advertisement.

9.0227 The student should be able to check advertising proofs. (PR:021)

9.023 The student should be able to evaluate the cost of the advertisement in relation to expected sales generated by the ad. HOTS

9.024 The student should be able to create a radio spot.

9.025 The student should be able to evaluate the cost effectiveness of other advertising media (billboards, specialty items, television spots, yellow pages etc.).

9.026 The student should be able to evaluate an advertisement.

9.03 GENERAL OBJECTIVE:

The student should be able to apply effective visual-merchandising concepts.

SPECIFIC OBJECTIVES

9.031 The student should be able to explain the purpose and nature of visual merchandising. (PR:023, PR:025)

9.032 The student should be able to arrange merchandise effectively. (PR:026)

9.033 The student should be able to create clean and visually appealing sales areas.

9.034 The student should be able to explain how interior and exterior displays contribute to a store's image. (PR:024)

9.035* The student should be able to construct a display. (PR:026 through PR:050) HOTS

9.0351 The student should be able to describe the choice of merchandise, fixtures, and settings used in displays.

9.0352 The student should be able to identify the design elements (line, color, balance, lighting) used in a display.

9.0353 The student should be able to show how the display theme will contribute to the total store's sales promotion theme.

9.0354 The student should be able to identify, prepare and price merchandise for display.

9.0355 The student should be able to create a sign to be used in a display. (PR:034, PR:035, PR:036)

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9.0356 The student should be able to dismantle a display. (PR:054)

9.036 The student should be able to critique a display. (PR:051)

9.04 GENERAL OBJECTIVE:

The student should be able to describe the role of public relations and publicity in a company's promotional mix.

SPECIFIC OBJECTIVES

9.041 The student should be able to define public relations.

9.042 The student should be able to describe the various elements of public relations.

9.043 The student should be able to write a news release. (PR:057) COM

9.044 The student should be able to identify good customer relations techniques.

9.045 The student should be able to develop and practice good customer relations.

9.046 The student should identify potential publicity activities for a business.

9.047* The student should be able identify public relations activities in a promotional mix.

9.048 The student should be able to identify the duties of a public relations specialist. CAR

9.05 GENERAL OBJECTIVE:

The student should manage elements of the promotion function.

SPECIFIC OBJECTIVES

9.051 The student should be able to devise an advertising budget. (PR:070)

9.052 The student should be able to explain the use of advertising agencies. (PR:080, PR:081)

9.053 The student should be able to analyze a contract for advertising. (PR:011, PR:012) HOTS

9.054 The student should be able to identify all activities necessary to coordinate a total company sales promotional activity. HOTS

9.055 The student should be able to identify careers and opportunities in the advertising industry. CAR

CU

10.0 BUYING FUNCTION

The buying function refers to obtaining goods and services for resale. Topics include determining buying needs, identifying vendors or suppliers, and buying activities.

10.01 GENERAL OBJECTIVE:

The student should be able to assess the buying process.

SPECIFIC OBJECTIVES

10.011 The student should be able to describe the nature and scope of purchasing. (PU:001)

10.012 The student should be able to identify company buying/purchasing policies. (PU:002)

10.013 The student should be able to explain the nature of the buying process. (PU:003)

10.0131* The student should be able to explain the process of determining what to buy and what quantities to buy. (PU:004, PU:005)

10.0132 The student should be able to determine when to buy. (PU:006)

10.014* The student should be able to give examples of vendor-reliability considerations. (PU:007)

10.015 The student should be able to construct a buying plan. (PU:010) HOTS

10.016 The student should be able to analyze basic inventory and inventory turn.

10.017* Identify inventory control procedures.

10.018 The student should interpret payment authorization.

10.0181 The student should be able to check merchandise and approve invoices for payment.
(PU:017)

10.019 The student should be able to place orders manually, by the computer and with the FAX machine. (PU:015)
TECH

10.02 GENERAL OBJECTIVE:

The student should be able to perform operations that facilitate buying decisions.

SPECIFIC OBJECTIVES

10.021 The student should be able to compute open-to-buy.

10.022 The student should be able to compute merchandise discounts, and gross margins. (PU:013, PU:023)

10.023 The student should be able to compute the final cost of a product or service to the organization. (PU:014)

10.024 The student should be familiar with procedures for handling problem shipments. (PU:016)

10.025 The student should be familiar with procedures for returning defective or returned/unsold merchandise to the vendor.

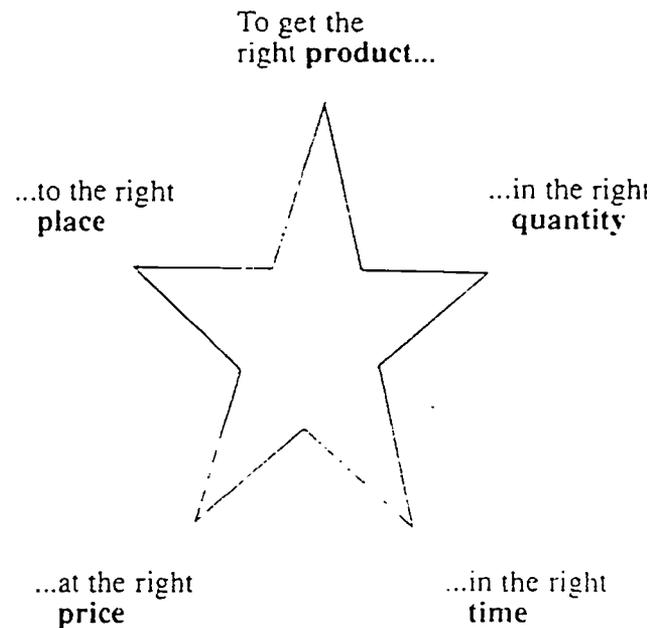
10.026 The student should be able to identify products for resale.

10.027* The student should be able to requisition supplies.

10.028 The student should be able to analyze/select appropriate inventory and merchandising plans. (PU:012 PU:025)

10.029 The student shall be able to analyze an invoice including: terms, dating, shipping etc.

The Basic Buying Function



"Goods well bought
are half sold!"

"So goes buyer, so
goes store."

11.0 RISK MANAGEMENT FUNCTION

The risk management function refers to managing marketing activities to minimize potential loss and improve an organization's profitability. Topics include pure and speculative risk, controllable and uncontrollable factors, insurable and uninsurable risks, security and safety considerations, and managing the variables associated with risk.

11.01 GENERAL OBJECTIVE:

The student should be able to assess the different types of risk which must be managed to maximize profit. There are two basic types of business risks: insurable and uninsurable. Uninsurable risks include potential losses that are uncontrollable (for example, changes in consumer buying habits). Insurable risks include potential losses that are controllable (for example, fire and theft).

SPECIFIC OBJECTIVES

11.011 The student should be able to explain types of risk. (RM:001, RM:002)

11.012 The student should be able to give examples of controllable and uncontrollable risks.

11.013 The student should be able to explain pure and speculative risk.

11.02 GENERAL OBJECTIVE:

The student should be able to identify the activities that can help control risk in the physical environment. (Organizations encounter potential losses resulting from the physical environment that can be reduced when employees are aware of safe working procedures.)

SPECIFIC OBJECTIVES

11.021 The student should be able to explain strategies for learning about safe working procedures. (RM:003)

11.022 The student should be able to use building and business-area security systems. (RM:004) TECH

11.023 The student should be able to prepare procedures for handling accidents. (RM:012)

11.024 The student should be able to identify the procedure to follow in the event of a fire. (RM:008)

11.025 The student should be able to explain warning signs used to identify hazardous chemicals, locations etc. TECH

11.03 GENERAL OBJECTIVE:

The student should be able to explain the use of insurance in controlling losses due to risks. Topics to include: techniques of dealing with risks by purchasing insurance and belonging to other organizations.

SPECIFIC OBJECTIVES

11.031 The student should be able to explain the role of insurance in risk management (risk transfer).

11.032 The student should be able to give examples of types of insurance available to organizations.

11.033 The student should be able to compute the cost of an organization's insurance.

11.034 The student should be able to appraise types of insurance available to organizations.

11.035 The student should be able to explain how a business can transfer risks through ownership.

11.036 The student should be able to show the cost to the business of the risks retained by the business.

11.037 The student should understand the principle of risk avoidance.

11.04 GENERAL OBJECTIVE:

The student should be able to explain that controlling inventory shrinkage is important to reducing business loss.

SPECIFIC OBJECTIVES

11.041 The student should be able to explain the implications of record-keeping error.

11.0411 The student should be able to create policies and procedures to reduce shrinkage from record-keeping errors. HOTS

11.042 The student should be able to trace error to its source and correct it. HOTS

11.043 The student should be able to handle checks, money, and credit cards to eliminate shortages.

11.0431 The student should be able to show how to handle cash register and money making errors.

11.044 The student should be able to explain store policies used to reduce shoplifting. (RM:006)

11.0441 The student should be able to identify methods used by shoplifters.

11.0442 The student should be able to create policies and procedures to reduce shrinkage from shoplifting. HOTS

11.0443 The student should be able to identify equipment used to control shoplifting. TECH

11.0444 The student should be able to explain the procedure used when apprehending a shoplifter.

11.045 The student should be able to explain store policies used to reduce internal theft. (RM:007)

11.0451 The student should be able to identify types of internal theft.

11.0452 The student should be able to calculate the cost of each type of internal theft. HOTS

11.0453 The student should be able to create policies and procedures to reduce shrinkage from internal theft.

11.0454 The student should be able to explain the procedure to follow when observing internal theft.

11.0455 The student should be able to explain the economic effects of internal and external theft.

11.046 The student should be able to explain the personal cost to someone who is caught stealing.

11.047 The student should know what to do in the event the business is robbed while he/she is on duty. (RM:005)

11.05 GENERAL OBJECTIVE:

The student should be able to identify those things that can be done to reduce risk.

SPECIFIC OBJECTIVES

11.051 The student should be able follow opening and closing procedures.

11.052 The student should be able to use organization equipment properly.

11.053 The student should be able to recognize counterfeit money.

11.054 The student should be able to show the proper procedure for handling all kinds of checks.

11.055 The student should be able to recognize a properly written and endorsed check.

11.056 The student should be able to recognize acceptable identification instruments.

11.057 The student should know what to do with damaged, returned, defective, or broken merchandise.

11.058 The student should be able to explain how to record errors and shortages.

12.0 SELLING FUNCTION

The selling function refers to responding to consumer wants and needs through planned, personalized communication to influence purchase decisions and ensure customer satisfaction. Topics include understanding customers, the process and techniques of selling, the ethics of selling, product service knowledge, supporting activities, and managing the selling function.

12.01 GENERAL OBJECTIVE:

The student should be able to identify sales related occupations. (All objectives meet career standards. CAR)

SPECIFIC OBJECTIVES

12.011 The student should be able to demonstrate the need for salespersons. (SE:017, LAP 117)

12.012 The student should be able to explain the need for salespersons in a free enterprise form of government.

12.013 The student should be able to show the advantages and disadvantages of a career in sales.

12.014 The student should be able to explain the number of opportunities in sales and sales related fields.

12.015 The student should be able to identify the career opportunities in the four major areas of selling (retail, direct, wholesale, and industrial).

12.0151 The student should be able to explain methods of pay, sales quota, incentives, etc. used in the sales profession.

12.016 The student should know educational requirements needed to qualify for a career in sales.

12.02 GENERAL OBJECTIVE:

The student should be able to explain and demonstrate the selling process. (All objectives meet communication standards. COM)

SPECIFIC OBJECTIVES

12.021 The student should be able to explain the selling process. (SE:048, LAP 126)

12.0211 The student should be able to demonstrate that the selling process is a communication process.

12.0212 The student should be able to explain the elements of the preapproach.

12.0213 The student should be able to greet customers courteously with a smile plus explain and demonstrate several openings (APPROACH). (SE:869, LAP 101)

12.0214 The student should be able to explain and demonstrate methods used to qualify a customer (INTEREST). (SE:024, LAP 114 & SE:042, LAP 120)

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12.0215 The student should be able to show methods of demonstrating product/service selling (DESIRE). (SE:871, LAP 111, SE:893, LAP 103)

12.0216 The student should be able to prepare feature/benefit statements. (SE:873, LAP 113)

12.0217 The student will be able to demonstrate and explain methods of handling objections (CONVICTION). (SE:874, LAP 100)

12.0218 The student will demonstrate trial close and closing techniques (ACTION). (SE:895, LAP 107)

12.0219 The student will demonstrate and explain techniques to increase the sale (suggestive selling techniques). (SE:875, LAP 110)

12.022 The student should be able to package customer' purchases appropriately.

12.023 The student will explain the techniques used to follow up a sale. (SE:057, LAP 119)

12.024 The student should be able to explain the need for product knowledge when selling.

12.0241 The student should be able to identify sources of product information. (SE:011, LAP 104)

12.0242 The student should be able to identify product knowledge for promotional material and selling information. (SE:012, SE:052)

12.03 GENERAL OBJECTIVE:

The student should be able to analyze customer types and buying motives.

SPECIFIC OBJECTIVES

12.031 The student should be able to recognize customer personality characteristics. (SE:810, LAP 112)

12.032 The student should be able the explain how to adjust to each type of customer.

12.033* The student should be able to determine customer needs, wants, and overcome objections.

12.034 The student should be able to identify customer buying motives. (SE:883, LAPS 102, 109).

12.04 GENERAL OBJECTIVE:

The student should analyze the sales person's personality and how to adjust to other personalities (customer service).

SPECIFIC OBJECTIVES

12.041 The student should be able to identify the four major personality styles.

12.042 The student should be able to identify the strengths and weaknesses of each personality style.

12.043 The student should be able to explain how each personality style must adjust to get along with another style.

12.044 The student should be able to identify techniques to help adjust to an irate customer.

12.0441 The student should be able to process customer complaints professionally. COM

12.0442 The student should be able to demonstrate good techniques of listening. COM

12.045* The student should be able explain techniques used by businesses to create a loyal customer and repeat business.

12.046* The student should be able to show the importance of customer service (problem solving). HOTS

12.047*. The student should be able to explain the value-added concept (adding value to a product with several intangibles such as better trained salespeople, better customer service, etc.)

12.048 The student should be able to exhibit self-motivation in selling.

12.049 The student should be able to identify personality characteristics (honesty, enthusiasm, initiative, trust etc.) that enable a salesperson to be successful.

12.05 GENERAL OBJECTIVE:

The student should be able to match the organization's products and services with the customer's wants and needs to increase sales.

SPECIFIC OBJECTIVES

12.051* The student should be able to use skills and concepts of personal selling.

12.052 The student should be able to organize product knowledge to create customer belief and interest. HOTS

12.053 The student should be able to demonstrate a product/service effectively.

12.054 The student should use ethical sales techniques.

12.055 The student should be able to use buying motives as a basis for sales presentations.

12.056 The student should be able to adapt to different types of customers. MCNS

12.0561 The student should be able to use language that the customer understands. COM

12.0562 The student should be able to outline the sales presentation to the customer.

12.0563 The student should be able to keep the focus of the sale on the customer.

12.0564 The student should be able to give the customer reassurance after the sale.

12.0565 The student should be able to evaluate the sale to determine ways of improving. HOTS

12.057 The student should be able to show enjoyment in helping the customer make a purchase.

12.058 The student should be able to manage tension during the sale.

12.059 The student should be able to process telephone orders. (SE:835)

State Infusion Summary

Below is a listing of the marketing competencies/objectives that fulfill the state infusion guidelines 12.5 (256) of the Iowa code

Career (CAR): Instruction which assists the learner in learning about self and society in relationship to the world of work.
1.313, 1.3131, 1.5 (45), 1.6 (39), 3.227, 9.048, 9.055, 12.01 (7)

Global Education (GLO): Instruction which attempts to teach students about the whole world.
2.2 (30), 3.212

Human Growth and Development (HGD): Instruction should promote positive self-concept, understanding personal growth and development and relationships with peers and family members in the home, school, and community.
1.318, 1.3181, 1.3182, 1.321, 1.324, 1.411

Communication Skills (COM): Instruction which attempts to improve the students ability to transmit or receive thoughts, opinions, an information using the communication modes of reading, writing, visual and nonverbal expression, viewing, listening, and speaking.
1.21 (9), 1.22 (11), 1.412, 1.5333, 1.5334, 1.5335, 1.5337, 1.5338, 1.534, 1.5341, 1.5342, 1.542, 1.543, 1.633, 9.01(13), 9.02 (13), 9.043, 12.02 (15), 12.0441, 12.0442, 12.0561

Learning Skills (L/SK): Instruction should develop behaviors leading to the successful attainment of a variety of simple to complex academic tasks, e.g., self evaluation; goal setting; time management; locating, receiving, and selecting information; etc.
1.212, 1.3111, 1.3112, 1.3113,

Higher Order Thinking Skills (HOTS): Instruction which attempts to teach problem solving and decision making; and critical thinking behaviors that involve reorganizing in meaningful ways academic content and general knowledge.
1.142, 1.144, 1.146, 1.226, 1.245, 1.313, 1.3131, 1.314, 1.316, 1.317, 1.422, 1.424, 1.425, 1.43 (7), 1.443, 1.449, 1.464, 1.468, 1.469, 1.511, 1.516, 1.518, 1.523, 1.527, 1.5323, 1.535, 1.536, 1.542, 1.543, 1.613, 1.614, 1.617, 1.623, 1.626, 1.6261, 1.636, 2.111, 2.125, 2.127, 2.314, 2.315, 2.327, 3.114, 3.127, 3.134, 3.137, 3.1422, 3.146, 4.022, 5.017, 5.026, 6.022, 7.023, 7.024, 8.014, 8.034, 9.015, 9.016, 9.0161, 9.0171, 9.022, 9.023, 9.035, 9.053, 9.054, 10.015, 11.0411, 11.042, 11.0442, 11.0452, 11.0453, 12.046, 12.052, 12.0565

Multicultural-Nonsexist (MCNS): Instruction should include multicultural and nonsexist approaches to the educational program.
1.325, 1.4225, 1.44 (13), 1.45 (7), 1.46 (10), 3.135, 12.056

Technology (TECH): The use of technology in the educational program.
1.113, 1.123, 1.24 (9), 6.017, 10.019, 11.022, 11.025, 11.0443

MARKETING EDUCATION STUDENT RECORD

NAME: _____ DATE: _____

INSTRUCTOR: _____

Directions: Evaluate the student by checking the appropriate number or letter to indicate the degree of competency.

Rating Scale:	3 Mastered (80%)
	2 Partially Mastered (70%)
	1 Not Mastered
	N Not taught

3	2	1	N
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1.0 HUMAN RESOURCE FOUNDATIONS

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1.1 Mathematics

- 1.11 Solve mathematical problems
- 1.12 Use monetary procedures involving customer transactions
- 1.13 Apply the concept of pricing products and services
- 1.14 Prepare business records (accounting operations)

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1.2 Communications

- 1.21 Communicate effectively in a marketing environment
- 1.22 Use effective verbal and nonverbal communication
- 1.23 Explain the elements of effective written communication
- 1.24 Explain the uses of advanced technological communication devices

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1.3 Self-Understanding

- 1.31 Work with minimal supervision
- 1.32 Give examples of personality traits important to business

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1.4 Interpersonal skills

- 1.41 Explain the importance of self-confidence
- 1.42 Understand the importance of human relations
- 1.43 Solve marketing problems by using rational decision making processes
- 1.44 Work as a part of a team to achieve marketing goals
- 1.45 Develop positive working relationships
- 1.46 Use effective customer relations

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1.5 Career development

- 1.51 Identify career opportunities in marketing
- 1.52 Understand marketing career paths, types of jobs, and occupational characteristics
- 1.53 Apply job-seeking skills effectively
- 1.54 Apply entrepreneurial skills when developing a career plan

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1.6 Human resource management

- 1.61 Apply concepts and principles of managing human resources
- 1.62 Distinguish roles and duties within the organization
- 1.63 Interpret types and purposes of training
- 1.64 Recognize and interpret characteristics of organization leaders

2.0 ECONOMIC FOUNDATIONS



2.1 Basic economics

- 2.11 Understand economic concepts that affect marketing in the United States' private enterprise system
- 2.12 Describe how supply and demand relate to profit and pricing
- 2.13 Understand labor's effects on our economic system



2.2 Economic systems

- 2.21 Understand the elements of government control that affect private enterprise in the United States
- 2.22 Explain the influence of international economics on business decisions made in the United States



2.3 Entrepreneurship and economic trends

- 2.31 Interpret economic trends and the effects of these trends on marketing
- 2.32 Describe the role of the entrepreneur in the United States private enterprise system
- 2.33 Make a positive economic contribution to the employer

3.0 MARKETING AND BUSINESS FOUNDATIONS



3.1 Business ownership and operation

- 3.11 Describe organization structure and its implications for organization function
- 3.12 Understand ownership structures of a business
- 3.13 Recognize management functions within business operations
- 3.14 Apply budgetary procedures to a business operation



3.2 Marketing functions and concepts

- 3.21 Understand the role marketing plays in the United States economy
- 3.22 Interpret how marketing processes relate to business operations



4.0 DISTRIBUTION FUNCTION

- 4.01 Determine channels of distribution in marketing
- 4.02 Illustrate procedures of stock control
- 4.03 Prepare merchandise in inventory for sale



5.0 FINANCING FUNCTION

- 5.01 Understand that effective marketing and business practices are based on adequate financial resources, and proper use of credit
- 5.02 Facilitate the marketing process by providing consumer credit to increase the consumer's capacity to spend



6.0 MARKETING INFORMATION MANAGEMENT FUNCTION

- 6.01 Comprehend the marketing-information management is an important component of the marketing process
- 6.02 Use the marketing-information management process
- 6.03 Apply market-research techniques

7.0 PRICING FUNCTION

- 7.01 Recognize the factors influencing product/service pricing
- 7.02 Calculate and apply pricing concepts in accordance with organizational procedures to improve sales

8.0 PRODUCT/SERVICE PLANNING FUNCTION

- 8.01 Apply the process of product/service development
- 8.02 Explain that marketing has a responsibility to develop safe products/services which consumers want and need
- 8.03 Use product information and assortment strategies to increase sales

9.0 PROMOTION FUNCTION

- 9.01 Describe the elements of the marketing-communications mix
- 9.02 Apply the principles of creating advertising, promotion, and publicity messages in order for promotion to be effective
- 9.03 To apply effective visual-merchandising concepts
- 9.04 Describe the role of public relations and publicity in a company's promotional mix
- 9.05 Manage elements of the promotion function

10.0 BUYING FUNCTION

- 10.01 To assess the buying process
- 10.02 To perform operations that facilitate buying decisions

11.0 RISK MANAGEMENT FUNCTION

- 11.01 Assess the different types of risk which must be managed to maximize profit
- 11.02 Identify the activities that can help control risk in the physical environment
- 11.03 Explain the use of insurance in controlling losses due to risks
- 11.04 Explain how that controlling inventory shrinkage is important to reducing business loss
- 11.05 Identify those things that can be done to reduce risk

12.0 SELLING FUNCTION

- 12.01 Identify sales related occupations
- 12.02 Explain and demonstrate the selling process
- 12.03 Analyze customer types and buying motives
- 12.04 Analyze the sales person's personality and how to adjust to other personalities (customer service)
- 12.05 Match the organization's products and services with the customers wants and needs to increase sales

MODEL PROGRAM

POST-SECONDARY

Community college marketing education programs provide instruction in most marketing employment levels. Programs range from certificate programs (less than one year), to diploma programs (one year but less than two years), to associate of applied science programs (two years). Although the community college may seek approval to offer each program level separately, most colleges provide the AAS degree program with opt-out points within a two year curriculum for those students not wishing to complete the total sequence.

Community colleges may also provide specialized marketing programs such as fashion marketing, food marketing, insurance and real estate marketing. Area employment needs, student interest, size of the college district, play a major role in the availability of general marketing offerings as well as specialized marketing programs.

Guidelines for the above awards have been cooperatively established by the Department of Education and the community colleges. These guidelines are general in nature, and are considered minimum requirements, allowing individual community colleges to be more prescriptive in defining their award criteria.

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MARKETING EDUCATION

PROGRAM OPTIONS - POST-SECONDARY

CERTIFICATE PROGRAM

Employment Level: Entry,
 Career Sustaining.
 College Credit: 9 -18
 Semester hours
 General Education
 Requirement: None

DIPLOMA PROGRAM

Employment Level: Career
 Sustaining, Mktg.
 Specialist.
 College Credit: 18 -40
 Semester hours
 General Education
 Requirement: Min. 3
 semester hours from
 communications, social
 sciences, math/science.

ASSOCIATE OF APPLIED SCIENCE

Employment Level: Mktg.
 Manager, Supervisor,
 Entrepreneur.
 College Credit: Min. 60
 semester hours.
 General Education
 Requirement: Min. 12
 semester hours with at least
 one course from communications,
 social sciences, math/science,
 and humanities. Fifty percent
 (50%) of the program consists of
 Technical courses.

MARKETING - POST-SECONDARY

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COURSE OPTIONS

SUGGESTED COURSES

Entry, Career Sustaining Level

Intro to Business
Sales
Intro to Retail Marketing
Principles of Advertising
Marketing Math
Communication Skills
Intro to Microcomputers
and Data ProcessingCareer Sustaining Marketing
Supervisor LevelGeneral Education
Requirement
Retailing
Principles of Marketing
Professional Development
Business Law
InternshipSUGGESTED COURSES IN
ADDITION TO BOTH GROUPS
ABOVEMarketing Supervisor, Manager
Entrepreneur LevelGeneral Education
Requirement
Principles of Management
Accounting I
Management Accounting
Small Business Management
Personnel Management
Retail Merchandising
Personal Finance
Buying

COURSE DESCRIPTIONS

INTRODUCTION TO BUSINESS

This survey course examines the important factors of the organization and management of business. It includes a general survey of ownership, marketing, physical factors, personnel, finance, legal environment, taxation and the general aspects of our economic and free enterprise system.

SALES

This course is designed to understand a wide variety of selling situations including personal selling, selling through self-selection and self-service. Personality development is stressed in addition to the principles of selling.

MARKETING MATH

This course includes discussion and application of math skills to marketing problems. Emphasis is placed on daily calculation in marketing occupations and basic occupational skills.

RETAILING

This is a comprehensive study of the principles and practices of retail distribution. Included are areas of study in retail policies as they affect location, layout, buying, receiving and marketing.

RETAIL MERCHANDISING

This course gives the student an understanding of the quantitative aspects of retail operations such as pricing, inventory, stock-turn and control.

PRINCIPLES OF MARKETING

The fundamental principles of the flow of goods and services from the producer to consumer. Areas of study include: buying, selling, transportation, storage, risk taking, financing, advertising and market information, all in reference to their importance in the marketing structure.

PROFESSIONAL DEVELOPMENT

This course deals with the procedures for developing a positive self concept, setting professional goals, behavior modification, development of a "winning psychological attitude," as well as involvement in state and national D.E.C.A. activities. Leadership skills and knowledge of parliamentary procedures are also studied.

PRINCIPLES OF ADVERTISING

This course is an analysis of the principles used in the various media of advertising and the non-personal selling efforts.

PRINCIPLES OF MANAGEMENT

This course places emphasis on planning, organizing, directing

and controlling of materials, labor and capital in the successful operation of a business enterprise.

INTRO TO MICROCOMPUTERS AND DATA PROCESSING

This course is designed to introduce students to, and acquaint them with computers and their value in the retail environment. Emphasis is placed on computer operation, data entry, and analysis of computer output. Also included are business game projects for management decision-making purposes.

BUSINESS LAW

This introductory course is designed to acquaint future marketing managers with the principles of law as they relate to business. The legal principles of the contract, agency and employment, negotiable instruments, suretyship, bailments and personal property are studied.

PERSONNEL MANAGEMENT

This course covers the fundamentals of human resources management. An exploration is made of the techniques involved in the delegation of authority and the supervision.

BUYING

This course emphasizes the procedures involved in the merchandising of fashion buying. Emphasis is placed on fashion markets, record keeping, market planning, and purchasing of merchandise to cover planned sales, fashion promotions, customer wants, needs and desires.

PERSONAL FINANCE

This is a study of the management of one's personal financial resources. Topics included are the management of income and expenditures, budgeting and financial protection.

INTRODUCTION TO RETAIL MARKETING

This course gives the student a comprehensive overview of retail marketing. Special emphasis is given to trends in retailing and to individuals and organizations that have significantly contributed to the evolution and dynamics of retail marketing.

INTERNSHIP

This course is designed to give the student-trainee work experience in selected retail organizations. The emphasis is on job experiences that parallel the needs and the career aspirations of the student. Internship is supervised by the marketing instructor.

ACCOUNTING 1

This course offers an introduction to fundamental bookkeeping procedures, preparation of financial statements and the uses of accounting data in the operation of a business.

MANAGEMENT ACCOUNTING

This course offers a study of accounting principles from a management viewpoint. This includes federal and state taxes, payroll and department accounting for the retail operation.

SMALL BUSINESS MANAGEMENT

This course is designed to examine the fundamentals of organizing and managing a small business. Topics include: finance, marketing, competition, site analysis, franchising, and personnel/employee relations.

CLASSROOM INSTRUCTION

Classroom instruction should be provided in a wide range of marketing theory and skill applications designed to prepare the student for career-sustaining, marketing specialist, marketing supervisor, or manager/entrepreneur occupations.

Instruction should focus on the marketing functions of distribution, financing, management of marketing information, pricing, product planning for goods and services, promotion, purchasing, risk management, selling, management and entrepreneurship. It may also include basic educational foundations, business foundations, and economic foundations.

COOPERATIVE WORK EDUCATION/INTERNSHIP

Cooperative work experience shall be regularly scheduled to develop a vocational understanding of specific marketing occupations. This would involve student placement at a training station providing hands-on experience in a variety of marketing skills. The teacher and job training sponsor will work together to reinforce concepts learned in the classroom and their application to real business situations. The marketing laboratory experience, which might include a school store or an ongoing project related to marketing is also acceptable. For further information, see the Iowa Cooperative Vocational Education Handbook.

SCHOOL STORE - AND LAB

In many school settings, marketing educators recognize the potential of the school store for providing real "learning by involvement" experiences for students. When competition for co-op and work experience job openings becomes stiffer, marketing teachers may find that the school store will not only be an alternative to the cooperative program, but a more effective training tool than many co-op experiences.

The store must be set up and operated in a form that closely resembles that of a typical moderate to large size retail organization. Within this framework, many of the normal functions, activities and procedures of an actual retail enterprise are established and performed, so that the entire

process becomes a meaningful application of the total operation on a smaller scale. The store can thus provide students with virtually unlimited tasks that are performed at the various operating and managerial levels of a full scale retail organization.

DECA

DECA is a vocational student organization for students enrolled in the marketing education program. DECA is a method of instruction which, through a variety of activities, reinforces what the student learns with recognition, opportunities to develop an individual sense of responsibility, and a greater understanding and appreciation of marketing, merchandising, and management. Refer to Chapter IV for further information.

ADVISORY COUNCIL COMMITTEE

Course offerings, curriculum, and the instructional programs should be developed with input from community representatives in the marketing area. The advisory committee serves as a tool to provide assistance to the local teacher in all phases of the program. Refer to Chapter III for further information.

PROFESSIONALISM

The effectiveness of marketing education teacher is dependent upon both the technical skill and knowledge of the discipline they bring to the classroom and the image they project to the varying target markets with which they deal. These markets (publics) would include the advisory council, other professional educators, administrators, parents, students, support staff and training station sponsors.

With all the minimum standards that apply to being an educator, there are some specialized areas of professional commitment which have proven to be important for successful marketing education teachers. Among these are:

1. Service to students and the profession.
2. Continued emphasis on acquiring additional knowledge.
3. Membership in professional organizations.

Meeting the Iowa certification requirements should be considered only the first step of establishing the marketing teacher as a professional. Successful teaching experience must be coupled with an ongoing dedication to quality education in general and specifically, marketing education. This dedication is evidenced by continued effort to improve teaching practices, commitment to the growth of marketing education as a discipline, maintenance of high ethical standards, and service to students, parents, the school and the marketing education profession.

Service to Students

Effective teachers believe that their most important function is to serve the needs of students. Marketing education believe that they must:

1. Take responsibility for the success of their students.
2. Keep students task-oriented.
3. Set a good example for their students.
4. Be good classroom managers.
5. Use a variety of instructional methods.
6. Program their students for success.
7. Challenge their students.

Service to the Profession

Service to the profession is difficult to measure but can be traced to many things. Marketing Education Teacher are:

1. Continuously keeping themselves current through reading professional journals and other publications.
2. Aware of the expectations of parents and administrators.
3. Receptive to change in the practice of teaching.
4. Conscientious and proficient in planning.
5. Dependable.
6. Generous in contributing their time and talent to the community and the profession.
7. Aware that their actions and ethical standards will impact on the program and their students.

Acquisition of Knowledge to Improve Teaching

There are several methods of improving teaching through acquiring additional knowledge. The marketing education teacher continually strives to remain current and improve his/her knowledge base. Among the methods of achieving this goal are:

PROFESSIONAL LITERATURE

Selected publications which should form the basis of a marketing education teacher reading are:

MARKETING EDUCATION SPECIFIC

Ideas for Marketing Educators
Marketing Education Resource Center.
Formerly IDECC)
The Ohio State University
1564 West First Avenue
Columbus, OH 43212

Marketing Educator's News
Marketing Education Association
1908 Association Drive
Reston, VA. 22091

The Journal of Cooperative Education
Cooperative Education Association, Inc.
3311 Toledo Terrace, Suite A101
Hyattsville, MD 20782

Marketing Educator's Journal
Marketing Education Association
1908 Association Drive
Reston, VA 22091

Marketing News
American Marketing Association
250 South Wacker Drive
Chicago, IL.

Training and Development Journal
American Society for Training
and Development
1630 Duke Street
Alexandria, VA. 22314

GENERAL RELATED PUBLICATIONS

The Balance Sheet
South-Western Publishing Company
5101 Madison Road
Cincinnati, OH. 45227

Vocational Education Journal
American Vocational Association
1410 King Street
Alexandria, VA. 22314

Business Education World
McGraw-Hill Book Company
1212 Avenue of the Americas
New York, NY. 10020

TRADE PUBLICATIONS

Advertising Age
Crain Communications
740 North Rush Street
Chicago, IL. 60611
(312) 649-5200

Chain Store Age
Business Guides, Inc.
425 Park Avenue
New York, NY. 10022
(212) 371-9400

Restaurant Business
Bill Communications, Inc.
633 Third Avenue
New York, NY. 10017
(212) 986-4800

Sales and Marketing Management
Bill Communications, Inc.
633 Third Avenue
New York, NY. 10017
(212) 986-4800

Restaurant News
Hani Productions
5636 East Beverly Blvd.
Los Angeles, CA. 90022

Stores Magazine
National Retail Merchant's Association
100 West 31st Street
New York, NY 10001

Ad Week
New England Advertising Week, Inc
100 Boylston Street
Boston, MA. 02116
(213) 482-0876

American Demographics
American Demographics, Inc.
108 North Cayuga Street
Ithaca, NY. 14850
(607) 273-6343

The dedicated professionals and leaders of Iowa marketing education program's also regularly participate in workshops, seminars, and classes provided through universities, colleges and other institutions of the state.

PROFESSIONAL ORGANIZATIONS

A profession is distinguished by the professional organizations which define the criteria for admission, lead in research and work for the continued growth of the profession. The following professional organizations are recommended to the Iowa marketing education teacher for minimum acceptable involvement:

Iowa Marketing Educators (IME)
c/O Kenn Patterson
Senior High School
Fort Dodge, IA> 50501

An organization for secondary and post-secondary marketing instructors and business educators in the marketing and management areas. The purposes of this group are:

- A. To establish improved communication among local programs, the State Department of Education, teacher preparation institutions, professional groups, business groups, and all of those interested in marketing education.
- B. To promote a better understanding of the purposes, operations and standards of marketing education.
- C. To cooperate with and support the National Marketing Education Association, the Iowa Vocational Association, and the American Vocational Association through membership.
- D. To encourage and assist members in the use of high ethical standards in our organization and profession.
- E. To emphasize and encourage the promotion, improvement, and expansion of marketing education programs in Iowa.

Marketing Education Association
1908 Association Drive
Reston, VA. 22091

MEA is for instructors, teacher-coordinators, local and state supervisors, teacher-educators and other personnel responsible for maintaining, improving and supporting marketing education programs. Its purposes are to develop high professional standards among the membership; to foster a better understanding of marketing education and its importance; to improve MEA by encouraging the dissemination of new ideas, fostering practical research, implementing promotional plans, and providing conferences and seminars; to support the marketing student organization; to establish a unified position on issues, policies and legislation; to provide opportunities for better leadership development and professional growth; to improve relationships with other agencies, organizations, and institutions; and to serve as a catalyst for business support and involvement.

Iowa Vocational Association
1410 King Street
Alexandria, VA. 22314

The national, professional organization of teachers, administrators, supervisors, and teacher-educators engaged in the various phases of vocational/technical education programs at the national level and the professional advancement of its members.

Other recommended associations are:

American Marketing Association
250 South Wacker Drive
Chicago, IL. 60606

Professional society of marketing and marketing research executives, sales and promotion managers, advertising specialists, teachers and others interested in marketing. fosters research; sponsors seminars, conferences, and student marketing clubs; provides educational placement service and doctoral consortium.

Chamber of Commerce
(Local Organization)

National Retail Merchant's Association
100 West 31st Street
New York, NY. 1001

Sales and Marketing Executives International
380 Lexington Avenue
New York, NY. 10017

With appropriate membership, the marketing educator receives professional periodicals containing state of the art information, inspirational conferences, opportunities to serve, professional/recognition, and personal affiliation with the "cutting edge" of the profession. The benefits of these organizations go far beyond the membership fees required. Typical of professional organizations are the following benefits:

1. Conferences dealing with issues, practices and materials.
2. Publications, curriculum materials.
3. Opportunity for active professional leadership.
4. Opportunity to serve on committees and study groups.
5. Recognition of outstanding professionals within the organization.
6. Input into local, state and national issues.
7. Networking through the local affiliates.
8. Public Relations.
9. Legislative leadership and advocacy.

General Marketing

Related Basic Skills:
What the instruction should reinforce.

Competency

Occupational Competencies:

Occupational Competencies:	Skill Area (Code)	Verb/Links
1. Determine customer needs, wants and overcome objections 1.2.033	Language Arts (177)	Evaluates;information oral written;relevant ; irrelevant.
2. Determine the availability and location of merchandise. 4.024	Math	Calculates;evaluates;reasoning;invalid arguments. (018)
3. Demonstrate computer literacy. 1.248	Language Arts (266)	Presents;informal speech;information requests.
4. Present products features and benefits. 12.0216	Language Arts (262)	Presents;formal speech; expository
5. Demonstrate suggestive selling techniques 12.0219	Language Arts	Presents;formal speech;persuasive
6. Greet customer courteously with a smile 12.0213	Language Arts (030)	Appreciates;approach;mood;tone

7	Close sale. 12.0218	Language Arts (270)	Presents informal speech;persuasive
8.	Follow-up with customers. 12.023	Language Arts (043)	Collects;organizes;information-oral written observations.
9.	Package customer's purchase appropriately. 12.022		
10	Process customer complaint professionally. 12.0441, 1.465	Language Arts	Comprehends;information-oral;written (121)
11.	Explain the economic effects of internal and external theft. 11.0455	Free Enterprise Free Enterprise (066)	Identifies;cost factors;capital resources. (120) Describes;explains;economic concepts
12.	Process returned and exchanged merchandise 1.026	Math (261) Language Arts (012)	Uses calculator; addition; subtraction Adapts ; styles; purpose
13.	Identify inventory control procedures. 10.007	Language Arts (208)	Identifies;information oral-written;main ideas.
14.	Utilize marketing and advertising tool and techniques 9.013	Free Enterprise	Describes ;explains ; purpose ; strategy
15.	Demonstrate the use of business machines . and telecommunications.1.113, 1.221, 1.125	Language Arts (267)	Presents ; informal speech ; information supplying
16.	Process oral and written communications 1.229	Language Arts (243)	Infers; predicts; information-oral; written; main idea
17.	File materials in an organized manner. 1.217	Language Arts (039)	Collects; organizes ; information-oral; written; classification.
18.	Use money processing procedures. 1.121, 1.125,1.126	Language Arts	Comprehends ;information-written (132)

19.	Explain the relationship of government and business. 2.213	Free Enterprise (087)	Describes; explains; government impacts; costs.
20.	Analyze the concept of competition. 2.128	Free Enterprise (013)	Defines; economic terms; competition
21.	Analyze the concept of supply and demand. 2.121	Free Enterprise (072)	Describes; explains; economic concepts; supply; demand
22.	Explain the concept of organized labor and business. 2.132	Free Enterprise.	Describes; explains; labor relations (109)
23.	Explain the concept of business cycles. 2.313	Free Enterprise (061)	Describes; explains business cycles
24.	Explain the nature of international trade. 2.221	Free Enterprise	Defines; economic terms; trade international
25.	Analyze the concepts of profit. 2.124	Free Enterprise (044)	Defines; economic terms; profit
26.	Demonstrate research as it relates to marketing. 6.015	Language Arts (047)	Collects; organizes; information-oral; written; research formal.
27.	Use multicultural and gender equity practices. 1.325	Language Arts (013)	Applies; use; definitions.
Leadership			
1.	Follows directions. 1.212	Language Arts (121)	Comprehends information; oral & written
2.	Speaks effectively in front of others 1.222	Language Arts (261)	Presents informal; formal speech
3.	Lead a discussion. 1.2152	Language Arts (261)	Presents informal speech; discussion



4. Organizes an event.
1.6421
5. Delegates and follow-up duties.
1.6422
6. Utilizes time effectively.
1.311
7. Prioritizes series of tasks.
1.624
8. Defines goals.
1.515
9. Works effectively with others.
1.454
10. Listens effectively.
1.224, 1.228
11. Facilitates group interaction.
1.441
12. Resolve conflict.
1.449
13. Adapts to environment; situation.
1.316
14. Exhibits a positive attitude.
1.446

Job Getting; Job Keeping

1. Identifies requirements for a job.
1.514
2. Completes required forms.
1.631
3. Writes application letter
1.5335
4. Evaluates job offer.
1.536
1.536

Language Arts
(012) Adapts ; style; purpose

Language Arts Comprehends information-oral
(121)

Languages Arts Composes; edits; forms; documents; W-4;
(065) forms; work permits

Language Arts Composes; edits job application
(062)

- | | | | |
|-----|--|------------------------|--|
| 5. | Interacts with others in a courteous and tactful manner.
1.4225 | | |
| 6. | Accepts individual differences.
1.442 | | |
| 7. | Respects the property of others.
1.4551 | | |
| 8. | Organizes thought and clearly expresses point of view.
1.2222 | Language arts | Presents; informal speech |
| 9. | Organizes thought and writes clearly.
1.2221 | Language Arts | Composes; edits paragraphs |
| 10. | Exhibits dependability.
1.4221 | | |
| 11. | Practices punctuality.
1.4222 | | |
| 12. | Asks for help when needed.
1.4224 | | |
| 13. | Accepts new challenges.
1.4223 | | |
| 14. | Accepts supervision willingly.
1.315 | | |
| 15. | Adapts to change/demonstrates flexibility.
2.335 | | |
| 16. | Manages time effectively.
1.311 | | |
| 17. | Follows rules and regulations.
1.3111 | | |
| 18. | Produces quality work.
1.3112 | | |
| 19. | Works within guidelines.
1.3113 | | |
| 20. | Takes responsibility for mistakes and /or good work. | | |
| 21. | Complies with safety and health rules
1.3182 | Language Arts
(141) | Comprehends ; information writer; main
idea |
| 22. | Utilizes equipment correctly.
1.247 | | |
| 23. | Maintains clean and orderly work area.
1.3115 | | |

- 24. Demonstrates personal hygiene and cleanliness.
1.3181
- 25. Exhibits initiative.
1.4226
- 26. Demonstrates motivation.
1.4227

Entrepreneurship

1.	Analyze business structure. 3.114	Language Arts (183)	Evaluates; information-written; clarity (183)
2.	Identify skills required of a business owner. 3.115		
3.	Recognize relevant, ethical issues in business. 2.3321		
4.	Analyze the contents of a business plan. 3.136	Language Arts (183)	Evaluates; information-written; clarity
5.	Recognize the importance of technical assistance. 3.124		
6.	Explain types of business ownership. 3.118	Free Enterprise (065)	Describes; explains; economic concepts

Marketing Education---Entrepreneurship

Related Basic Skills:
What the instruction should reinforce.

Competency

Occupational Competencies:

Competency	Skill Area	Verb/Links
1. Profile characteristics of an entrepreneur. 2.336,3115	Math (139)	Estimates; rounds; expected outcomes
2. Analyze market potential and venture feasibility 2.315	Language Arts	Identifies; information written; key (224)
3. Identify components of a business plan. words/phrases. 3.136	Language Arts (266)	Presents; informal speech; information-requests
4. Obtain assistance from professionals (i.e. legal, financial, technical, and insurance) 3.124	Language Arts (214)	Identifies; informal-written
5. Identify different types of business ownership. 3.1191	Free Enterprise (092) Language Arts (135)	Describes; explains; government; costs; regulation Comprehends; information-written; character traits
6. Identify government regulations as they apply to business ownership.3.123	Language Arts (003)	Adapts; diction; structure; purpose.
7. Select business location 3.125	Free Enterprise (049)	Defines; economic terms; resources.
8. Plan mission, goals and objectives for business. 3.133	Language Arts	Adapts; diction; structure; purpose (003)
9. Evaluate sources of start-up capital. 3.121,5.014	Language Arts	Adapts; diction; structure; purpose (003)
10. Establish operating policies, procedures and budgets 3.138, 3.141, 3.1411		

11.	Evaluate business performance 3.147	Language Arts (227)	Evaluate; information- written, adequacy; sufficiency.
12.	Develop expense control plan. 3.1431	Math (097) Language Arts (092)	Constructs; charts; table; graphs Composes; reports information; supplying
13.	Design physical business layout. 3.126	Math (014)	Calculates; evaluates; measurement; precision
14.	Identify loss-prevention processes 3.1413	Language Arts (249)	Infers; predicts; information-written; oral; cause-effect relationships.
15.	Maintain procedures of effective safety programs for employee 1.4552, 1.3182	Language Arts (002)	Adapts; diction; structure; audience;
16.	Demonstrate computer literacy in the use of word processor, spreadsheets, and data manages 1.243, 1.246	Science (499)	Computers; information processing
17.	Develop personnel needs. 1.626		
18.	Prepare job descriptions. 1.6261	Language Arts (058)	Composes; edits; documents
19.	Identify techniques for recruiting, interviewing and selecting employees. 1.627	Language Arts (225)	Identifies; information-written; main idea.
20.	Comply with state and federal employment laws 1.6111	Languages Arts (132)	Comprehends; information-written
21.	Identify orientation and training techniques 1.632	Language Arts (214)	Identifies; information-written;
22.	Identify proper techniques. 1.634	Languages Arts (214)	Identifies; information--written.

23.	Schedule employees 1.632	Math (014)	Construct; graphs
24.	Identify credit policies and procedures 5.022	Language Arts (214)	Identifies; information--written
25.	Establish personal and business credit worthiness. 5.024	Free Enterprise (129)	prepares; personal budget; needs; income; wants
26.	Prepare plan for product mix 8.014	Language Arts (056)	Composes; draft-oral-written; sequence
27.	Select suppliers and purchase equipment, supplies, and merchandise. 10.014, 10.0131, 10.027	Language Arts (047)	Collects; organizes; information-oral; written;
28.	Establish pricing policies and strategies. 7.016	Language Arts (058)	Composes; documents
29.	Establish inventory control program. 4.021, 10.017	Language Arts (058)	Compose; documents
30.	Determine target market and evaluate media to address the target market. 9.021	Language Arts (047)	Collects; organizes; information-oral; written; research
31.	Identify different methods of advertising media. 9.0146, 9.061	Language Arts	Identifies; information-written; (214)
32.	Prepare advertising/promotional plan 9.0171,	Language Arts (056)	Composes; drafts written; sequence
33.	Plan public relations 9.047	Language Arts (056)	Composes; drafts written; sequence
34.	Prepare a product display. 9.035		
35.	Select financial record-keeping system. 3.1421	Language Arts (182)	Evaluates; information written; appropriateness

36.	Analyze financial statements 3.146	Math (158)	Verifies/Conclusions
37.	Perform cash flow analysis 3.1422	Math (158)	Verifies; conclusions
38.	Identify payroll components. 1.6121	Language Arts	Identifies; information - written
39.	Establish procedures for customer billing. 5.025	Language Arts (056)	Compose; drafts-written; sequence
40.	Determine customer needs, wants, and concerns 12.033	Language Arts (230) Free Enterprise (115)	Identifies; point of view; third person Describes; explains needs; wants; goods; services
41.	Establish target market(s) 6.023	Free Enterprise (013)	Defines economic terms; competition
42.	Evaluate and analyze competition. 2.128	Math (018)	Evaluates; reasoning; invalid arguments
43.	Demonstrate effective personal sales skills. 12.051	Language Arts (063)	Presents; formal speech; persuasive
44.	Process sales transactions 1.128	Math (022) Language Arts	Computes; addition; subtraction Collects; organizes; information-oral; written;
45.	Establish customer service procedures 12.046	Language Arts	Composes; drafts; written; sequence
46.	Explain value-added concept. 12.047	Free Enterprise (006)	Define; economic terms
47.	Identify strategies to generate repeat business. 12.045	Language Arts (055)	Composes; drafts-oral; written; originality.

48. Evaluate the benefits of professional organization affiliation (i.e. trade associations, community organizations such as Chamber of Commerce, PAC/ lobbying groups, professional associations, credit bureau, unions). 3.228

Language Arts
(167)

Evaluates; information-oral-written

Leadership

1. Identifies opportunities necessary for successful entrepreneurship. 2.315

2. Communicate effectively with others. 1.214

Language Arts
(265)

Presents; informal speech; discussion

3. Manages time effectively. 1.311

4. Organizes and delegates effectively. 1.6421, 1.6422

Language Arts
(156)

Describes; explains; languages situations; purpose

5. Set goals and set priorities. 1.515

6. Resolves conflict 1.449

Language Arts
(004)

Adapts; diction; structure; situation

7. Adapts to environment / situation. 1.316

8. Motivates self and others. 1.4227

9. Accepts challenge of competition. 2.128

Job getting, Job keeping

1. Identifies requirements for a job. 1.514

2. Evaluates job offer. 1.536

3. Interacts with others in a courteous and tactful manner. 1.4225

Language Arts
(004)

Adapts; diction; structure; situation

MARKETING EDUCATION
PROGRAM MANAGEMENT COMMITTEE

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