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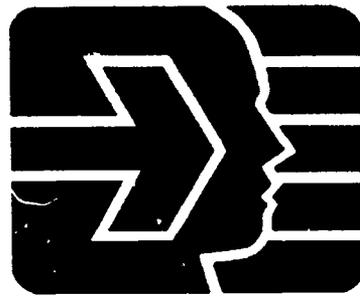
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ABSTRACT

This document provides an overview of a project to identify the basic academic skills, advanced academic skills, and the higher-order workplace competencies for marketing education. It describes the following project activities: review of current literature and research in the field; review by business and industry representatives of the skills and competencies identified; alignment of the skills and competencies with the Missouri marketing education core curriculum; and development of teaching strategies and activities to support the integration of the skills and competencies into the core curriculum. Chapter 2 contains the definitions of the 6 basic academic skills, 7 advanced academic skills, and 37 higher-order workplace competencies. Chapter 3 presents the alignment of the marketing education core curriculum competencies using the skills and competencies. This alignment identifies the competencies within the nine curriculum units for Fundamentals of Marketing and Advanced Marketing courses. Chapter 4 provides worksheets for teachers to identify and cross-reference the skills and competencies with current teaching activities in each of the curriculum units in chapter 3. (YLB)

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**Identification and Development of
Academic and Higher-Order Workplace Competencies
in the Missouri Marketing Education Core Curriculum
Section I**



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Division of Vocational and Adult Education
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**IDENTIFICATION AND DEVELOPMENT OF
ACADEMIC AND HIGHER-ORDER WORKPLACE COMPETENCIES
IN THE MISSOURI MARKETING EDUCATION CORE CURRICULUM**

Project Number: 93-1333-110-6

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Overview of Project

IDENTIFICATION AND DEVELOPMENT OF ACADEMIC AND HIGHER-ORDER WORKPLACE COMPETENCIES IN THE MISSOURI MARKETING EDUCATION CORE CURRICULUM

Introduction

While it is essential for individuals who graduate from a marketing program to demonstrate the ability to perform many different tasks, a simplistic approach to competence, based only on a list of job tasks, is unrealistic. To be successful in the work world, an employee must demonstrate a broad range of capabilities. For example, an employee performing a wide spectrum of job-related tasks while coping with procedures which differ from those learned in school, interacting with many possibilities, and working under pressure to meet deadlines. Many of the competencies relate to attitude, others relate to knowledge and skills learned.

Marketing workers must not only possess basic skills, but to be competent they must be able to interact effectively with others, analyze information, and make decisions. It is generally acknowledged that students need academic skills to enable them to be productive, advance on-the-job, and to take advantage of training and educational opportunities.

Marketing education presents a unique opportunity to integrate the basic academic skills, advanced academic skills, and higher-order workplace competencies into the curriculum to remain a viable force in preparing students for work and life. They must not only possess basic skills, but to be competent they must be able to utilize resources, interact effectively with others, analyze information, apply systems, and select appropriate technology.

The identification of the basic academic skills, advanced academic skills, and the higher-order workplace competencies involved a four step process which included:

1. Reviewing current literature and research in the field to identify the basic academic skills, advanced academic skills, and higher-order workplace competencies.
2. Involving business and industry representatives to review the 6 basic academic skills, 7 advanced academic skills, and 37 higher-order workplace competencies initially identified, and to agree or disagree with the statements; suggest modification of any skill or competency listed; and assist with aligning the skills and competencies with the Missouri Marketing Education core curriculum.
3. Aligning the Fundamentals of Marketing and Advance Marketing competencies with the basic academic skills, advanced academic skills, and higher-order workplace competencies.
4. Developing teaching strategies and activities to support the integration of the skills and competencies into the Missouri Marketing Education core curriculum.

Identification of Basic Academic Skills and Advanced Academic Skills

For employers, the basic workplace skills challenge has been slowly coming into focus for some time. Reading, writing, and math deficiencies have been the first to surface in the workplace. In addition, skills that involve problem-solving, listening, and negotiation are also seen as essential. The changes in today's workplace are requiring new skills in order to be able to change. The skills identified in the SCANS Report, What Work Requires of Schools (1991), identified a three-part foundation. The foundation includes the basic literacy and computational skills, the thinking skills necessary to put knowledge to work, and the personal qualities that prepare workers to be dedicated and trustworthy. These skills and competencies can be taught as part of the core curriculum in every public school.

Employees will have to read well enough to understand and interpret diagrams, directories, correspondence, charts, and graphs. Without the ability to read, employees will have difficulty in locating the information needed to make decisions or to recommend a course of action. Additional reading requirements involve:

- interpret blueprints and materials in catalogs,
- read and prepare written correspondence related to inquiries and complaints, and
- read the text of technical manuals from equipment vendors.

Writing skills will require more employees to prepare correspondence, instructions, charts, graphs, and proposals in order to make requests, explain, illustrate, and convince others. Therefore writing requirements on the job may require:

- writing memoranda to justify resources or explain plans,
- prepare instructions for operating equipment,
- develop narrative to explain graphs and tables, and
- draft suggested modification to company procedures.

Mathematics and computational skills require employees to maintain records, estimate results, use computers that require knowledge of spreadsheets, identify trends, or suggest a new course of action. Additional math skills will require:

- reconciling differences between inventory and financial records,
- estimate discounts on the spot while negotiating sales,
- use spreadsheet programs to monitor expenditures, and
- project resource needs for the next planning period.

Listening as well as speaking will be essential in order to explain schedules and procedures, communicate with customers, work in teams, understand customer concerns, and teach others. Listening and speaking skills will translate on the job to:

- training new workers or explaining new schedules to a work team,
- describing plans to a supervisor or client, and
- answering questions from customers about post-sales service.

As a result of the literature review, and the recommendations from the SCANS Report, the following definitions and list of basic academic skills and advanced academics skills were identified. The specific definition for each skill listed is provided on **page 7**.

Basic Academic Skills - The essential knowledge, skills, and abilities in arithmetic, communications and cultural awareness needed by individuals to function independently in society. These skills needed for entry level employment include:

Arithmetic
Cultural awareness
Listening
Reading
Speaking
Writing

Advanced Academic Skills - The skills acquired through the enhancement of the basic academic skills, utilizing logic and creativity. These skills needed to sustain a career include:

Abstract thinking
Applied science
Creative thinking
Cultural diversity
Mathematics
Problem solving
Self-Directed learning

Identification of Higher-Order Workplace Competencies

The five competencies identified from the SCANS (1991) research were identified as the foundation for the higher-order workplace competencies for this project. These competencies build on the basic academic skills and advanced academic skills. The five areas include: (a) resources, (b) interpersonal, (c) information, (d) systems, and (e) technology. The competencies were identified as being essential to prepare students that are going directly to work and those planning further education. Utilizing these five competency areas will insure that a student can apply the classroom learning with the outside world. The specific definition for each competency is provided on **pages 8 through 10**.

Higher-Order Workplace Competencies - The ability to apply the use of resources, interpersonal characteristics, information, systems, and technologies utilizing basic and advanced academic skills. Competencies needed to advance in a career include:

Resources:

- Allocates resources
- Evaluate other's performance and provide feedback
- Identifies resources
- Plans resources
- Manages time
- Sets realistic goals interrelated to the workplace
- Set priorities

Interpersonal:

- Assume responsibility for own decisions and actions
- Collaborates with others
- Demonstrates flexibility and adaptability
- Demonstrates leadership abilities
- Participate as a team member
- Recognize consequences of inappropriate behavior
- Resolves conflicts
- Resolves problem situations
- Show empathy, respect, and support for others
- Teaches others new skills
- Uses workplace ethics and honesty
- Works effectively with cultural diversity

Information:

- Communicates information
- Converts information to useable forms
- Evaluates information
- Identifies and applies current trends and issues
- Information acquisition
- Information processing
- Uses computers to process information

Systems:

- Diagnose deviations in system performance
- Identifies alternative system to improve performance
- Predicts impact on system performance
- Recommends appropriate action to be taken
- Risk taking
- Suggest modifications to existing systems
- Understand organizational systems
- Understand social systems
- Understand the relationship between two or more systems

Technology:

- Applies technology
- Maintains technology
- Selects technology
- Solves problems with appropriate technology
- Uses technology to monitor performance

Integrating Skills and Competencies with the Marketing Education Core Curriculum

Definitions for the basic academic skills, advanced academic skills, and higher-order workplace competencies identified on the previous pages are provided on pages 7-10. In addition to the definitions, a list of the six basic academic skills, seven advanced academic skills, and forty higher-order workplace competencies that are identified within the five areas of resources, interpersonal, information, systems, and technology are provided.

Alignment of the Marketing Education core curriculum competencies utilizing the basic academic skills, advanced academic skills, and higher-order workplace competencies are provided on pages 11-19. This alignment identifies the competencies within the nine curriculum units for Fundamentals of Marketing and Advanced Marketing.

Worksheets are provided for teachers to identify and cross-reference the skills and competencies (i.e. abstract thinking with market planning) with current teaching activities in each of the curriculum units on pages 21-26.

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**Definition of Basic Academic Skills, Advanced Academic Skills,
and Higher-Order Workplace Competencies**

BASIC ACADEMIC SKILLS

1. Arithmetic - Performs basic computations including addition, subtraction, multiplication, division, fractions, decimals, and percentages. Makes reasonable estimates without a calculator.
2. Cultural Awareness - Demonstrates an awareness of diversity in cultural backgrounds.
3. Listening - Receives, interprets, and responds to verbal and nonverbal messages.
4. Reading - Locates, understands, summarizes, and interprets written information. Infers the meaning of unknown words. Judges the accuracy of information.
5. Speaking - Organizes ideas and effectively communicates oral messages appropriate to the situation. Selects appropriate methods for conveying information within a group setting.
6. Writing - Organizes and communicates thoughts, ideas, and information in writing appropriate to the situation. Records information accurately and completely. Demonstrates the ability to edit and revise written information.

ADVANCED ACADEMIC SKILLS

1. Abstract Thinking - Demonstrates an ability to process symbols, pictures, graphs, objects and other information, and to organize such information within previously processed information.
2. Applied Science - Demonstrates a knowledge of basic scientific principles and can employ them in personal and professional situations.
3. Creative Thinking - Combines ideas or information in new ways, connects unrelated items, uses imagination, reveals new possibilities.
4. Cultural Diversity - Demonstrates a respect for and an understanding of various cultures.
5. Mathematics - Solves practical problems by choosing appropriate mathematical techniques. Uses quantitative data to support conclusions. Effectively expresses mathematical ideas orally and in writing.
6. Problem Solving - Recognizes that a problem exists, identifies possible solutions, devises and implements a plan of action to resolve the problem, evaluates and monitors progress, and revises plan as indicated by findings.
7. Self-Directed Learning - Recognizes and applies preferred learning style. Uses efficient learning techniques to acquire and apply new knowledge and skills.

HIGHER-ORDER WORKPLACE COMPETENCIES

1. **RESOURCES** - Know how to allocate time, money, materials, space and staff.
 - A. **Allocates Resources** - Effectively distributes resources, including time, money, materials, space and staff.
 - B. **Evaluates Other's Performance and Provide Feedback** - Assesses people's knowledge, skills, abilities; identifies present and future workloads, matches individual talents to appropriate workload; monitors performance.
 - C. **Identifies Resources** - Determines appropriate resources required and acquires them.
 - D. **Plans Resources** - Forecasts and schedules storage and application of resources.
 - E. **Manages Time** - Selects relevant activities, ranks activities in order of importance, allocates time to activities; understands, prepares and follows schedules.
 - F. **Sets Realistic Goals Interrelated to the Workplace** - Allocates, identifies, and plans resources within specific workplace constraints.
 - G. **Sets Priorities** - Ranks items in order of importance.

2. **INTERPERSONAL** - Can work on teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds.
 - A. **Assume Responsibility For Own Decisions and Action** - Takes personal responsibility for accomplishing goals, accepts accountability.
 - B. **Collaborates with Others** - Consults with others before making final decision, works jointly with others.
 - C. **Demonstrates Flexibility and Adaptability** - Listens to and reflects on other's opinions and new information, logically integrates new ideas into one's own.
 - D. **Demonstrates Leadership Abilities** - Communicates ideas to justify a position, persuades or motivates individuals or groups, establishes credibility.
 - E. **Participate as a Team Member** - Works cooperatively with others and contributes to group ideas and suggestions.
 - F. **Recognize Consequences of Inappropriate Behavior** - Understands the consequences of actions before committing to a decision, evaluates alternatives in regards to possible consequences.
 - G. **Resolves Conflict** - Demonstrates an understanding of various conflict resolution techniques and applies them appropriately.

- H. Resolves Problem Situations - Works toward an agreement that may involve resolving divergent interests. Demonstrates competence in negotiations.
 - I. Shows Empathy, Respect, and Support for Others - Works and communicates with clients and co-workers to satisfy their expectations. Actively listens to avoid misunderstandings, communicates in a positive manner.
 - J. Teaches Others New Skills - Helps others to learn and apply knowledge to tasks. Assesses performance and provides feedback as appropriate.
 - K. Uses Workplace Ethics and Honesty - Demonstrates an understanding of appropriate ethical values and chooses course of action. Can be trusted.
 - L. Works Effectively with Cultural Diversity - Works well with men and women, and with a variety of ethnic, social, or educational backgrounds.
3. **INFORMATION** - Acquire and evaluate data, organize and maintain files, interpret and communicate information, and use computers to process information.
- A. Communicates Information - Transmits information to others using oral, written, graphic, pictorial, or multi-media methods. Chooses the best format for displaying information.
 - B. Converts Information to Useable Forms - Transforms data into different formats for presentation or organizational purposes.
 - C. Evaluates Information - Determines the relevance, accuracy, and appropriateness of information.
 - D. Identifies and Applies Current Trends and Issues - Demonstrates an awareness of current information and the knowledge of where to find such information; can process new information into existing knowledge base.
 - E. Information Acquisition - Identifies the need for data, obtains data from existing sources or creates information if determined necessary.
 - F. Information Processing - Organizes, converts, and maintains information in a systematic manner.
 - G. Uses Computers to Process Information - Uses computers to acquire, organize, analyze, and communicate information. Involves entering, storing, retrieving, and formatting data.
4. **SYSTEMS** - Understand social, organizational, and technological systems; can monitor and correct performance; and design or improve systems.
- A. Diagnose Deviations in System Performance - The ability to detect deviation from a system's intended functions or performance.

- B. Identifies Alternative System to Improve Performance - Demonstrates competence in recommending alternative system designs based on relevant feedback.
- C. Predicts Impact on System Performance - Identifies trends and gathers necessary information about how the system is intended to function.
- D. Recommends Appropriate Action To Be Taken - Takes necessary action to rectify system malfunctions and ensures quality of product and/or service.
- E. Risk Taking - Responsibly challenges the status quo to benefit the larger system, recognizes the possibility of a loss.
- F. Suggest Modifications to Existing Systems - Exhibits competence with improving or redesigning a system. Makes suggestions for improving the functioning or productivity of a system.
- G. Understand Organizational Systems - Knows how social, organizational, and technological systems work and can operate effectively within them.
- H. Understand Social Systems - Functions within the formal and informal codes of the social system. Knows the right people to ask for information.
- I. Understand the Relationship Between Two or More Systems - Understands and predicts the effects the actions one system has on another system. Understands the interrelatedness of social, organizational, and technological systems.

5. **TECHNOLOGY** - Select equipment and tools, apply technology to specific tasks, maintains and troubleshoots equipment.

- A. Applies Technology - Understands the overall intent and the proper procedures for setting up and operating machines. Knows how the parts of the machine interact, and how the machine interacts within a broader production system.
- B. Maintains Technology - Prevent, identify, or solve problems with machines or other technologies. Generates workable solutions to problems. Recognizes when to seek additional help.
- C. Selects Technology - Judges which set of procedures, tools, or machines will produce the desired result within the organizational constraints. Can visualize applicable technology for situation.
- D. Solves Problems with Appropriate Technology - Prepares machines or systems of machines efficiently to get desired results. Correctly interprets machine output. Applies the appropriate technology to the task.
- E. Uses Technology to Monitor Performance - Demonstrates the ability to use the appropriate technology to distinguish trends and predict impact of action on systems operation.

**Alignment of Missouri's Marketing Education Competencies
with the Basic Academic Skills, Advanced Academic
Skills, and Higher-Order Workplace Competencies**

FUNDAMENTALS OF MARKETING COMPETENCIES

UTILIZING BASIC ACADEMIC SKILLS

Communications in Marketing

- A004 Speak in a business like manner
- A005 Use proper listening skills
- A006 Use the telephone in a business like manner
- A007 Use non-verbal communication to help convey feelings
- A008 Read and understand written communications
- A009 Complete letters, forms, reports, and memorandums

Economic Concepts

- B003 Recognize that economic goods are the products and services offered to meet consumer needs and wants
- B004 Define economics as a process
- B007 Identify the major types of economic resources
- B009 Explain the meaning of private free enterprise
- B010 Describe the different types of business ownership
- B013 Define profit
- B014 Identify elements that need to be accounted for before a profit can be made
- B016 Define supply and demand
- B031 Define Gross National Product
- B032 Identify components of GNP calculations

Employment and Advancement

- C001 Identify personal occupational requirements
- C002 Describe entry-level marketing jobs available in most communities
- C004 Identify possible advancement patterns
- C006 Meet the standards of appearance and behavior required for the interview
- C008 Complete employment application forms for marketing employment
- C009 Recognize the purposes and types of employment tests and general guidelines for taking them
- C012 Describe desirable work habits
- C013 Explain gross pay and net pay

Human Relations in Marketing

- D001 Define human relations
- D002 Identify human relationships in marketing businesses
- D005 Identify personal strengths and weaknesses
- D006 Describe the importance of a positive self-image

Marketing Operations

- E001 Perform addition and subtraction applications in marketing
- E002 Perform multiplication and division applications in marketing
- E003 Perform fraction and percentage applications in marketing
- E004 Calculate correct prices of products or services and total amounts of purchases
- E009 Explain the term perpetual inventory
- E010 Explain the procedures of a physical inventory
- E012 Define the terminology used in pricing
- E014 Arrange currency and coin in cash drawer
- E015 Maintain proper amount of cash in appropriate denominations in cash drawer
- E017 Handle cash transactions including change making activities

Market Planning

- F006 Identify the methods of gathering primary marketing data
- F011 Define product line and product mix
- F012 Identify the stages of the product life cycle

Advertising and Sales Promotion

- H001 Identify the major advertising media used to promote sales
- H002 Identify the basic types of displays used to promote sales
- H003 Identify the special promotion activities used to promote sales
- H005 Identify the major elements of a print or broadcast advertisement
- H012 Identify the basic elements of display arrangement

Selling

- I001 Identify how to analyze customer needs and wants
- I002 Identify how to determine the buying motives of customers and then appeal to them
- I008 Identify sources of product or service knowledge
- I015 Identify the various types of selling, besides retailing, that takes place in marketing

Marketing Concepts

- J001 Define marketing
- J003 Define marketing concepts
- J005 Define the meaning of a market for a product
- J008 Define channel of distribution
- J009 Describe two basic types of distribution
- J010 Describe the function performed by channel intermediaries
- J012 Explain the marketing concept
- J013 Define marketing mix

FUNDAMENTALS OF MARKETING COMPETENCIES

UTILIZING ADVANCED ACADEMIC SKILLS

Communications in Marketing

- A010 Describe the importance of reading current business news media
- A011 Describe the communication process

Economic Concepts

- B005 Identify economic activities
- B006 Explain the importance of understanding economics
- B008 Identify examples of economic resources according to major type
- B011 Compare and contrast the characteristics and values of three major economic systems
- B015 Explain why profit is an essential part of the private free enterprise system
- B017 Distinguish between buyer's and seller's markets
- B019 Identify that the market price of a product is based on what a consumer is willing to give and what a seller is willing to take
- B021 Explain why competition is important to the successful functioning of a private free enterprise system
- B033 Explain why the U.S. GNP has continued to grow

Employment and Advancement

- C003 Identify possible advancement patterns
- C007 Complete a personal resume and letter of application
- C010 Complete a personal interview and follow-up
- C011 Explain the importance of rules and regulations in a business

Human Relations in Marketing

- D003 Identify the importance of self-understanding in establishing effective human relationships
- D004 Analyze personal strengths and weaknesses
- D007 Identify sources for self-understanding
- D008 Develop a plan of short and long-term goals

Marketing Operations

- E005 Handle various types of payment for purchases
- E006 Handle returns for exchange, cash refunds, or charge credit
- E007 Handle COD and layaway sales transactions
- E008 Explain the importance of inventory control
- E011 Explain the importance of pricing
- E013 Calculate mark-up and mark-downs
- E016 Balance cash drawer against cash register reading
- E018 Use sales sheets in reporting daily sales
- E019 Maintain records of cash received and bank deposits
- E020 Identify importance of preventing stock shrinkage

Marketing Planning

- F004 Explain the role that product/service planning activities play in a company's success in the marketplace
- F005 Identify factors that influence product/service planning
- F008 Explain the difference between the total market approach and the segmentation approach to product planning
- F010 Identify the functions of packaging to meet the needs of specific marketing
- F013 Explain the steps in product planning

Advertising and Sales Promotion

- H004 Identify how sales promotion benefits the marketing business, employee, and consumer
- H008 Compare current promotional material sent out to consumers by a business and its competitors (ex. catalogs, manufacturers' brochures, etc.)
- H009 Identify the costs of various advertising media
- H014 Analyze print and broadcast advertisements

Selling

- I003 Approach the customer, determine needs, and begin the sale
- I004 Present the features and benefits of a product or service
- I005 Overcome customer's objections and excuses
- I006 Close the sale
- I007 Follow-up to service the sale
- I009 Use information on tags, labels, stamps, wrappers, etc. to help the customer buy intelligently
- I010 Convert product or service knowledge into selling points
- I011 Compare goods or services favorably with competing products or services
- I012 Suggest advertised product or services needed from one's own company that might satisfy customer's needs
- I013 Coordinate products or services with related items in an attempt to increase the amount of the sale
- I014 Suggest larger quantities, higher priced goods, and additional goods in an effort to increase the average sale

Marketing Concepts

- J002 Explain the importance of marketing in our economy
- J004 Explain the functions involved in marketing products and services
- J006 Describe how a market for a product can be identified

FUNDAMENTALS OF MARKETING COMPETENCIES

UTILIZING HIGHER-ORDER WORKPLACE COMPETENCIES

Economic Concepts

- B018 Describe the influences and interactions of supply and demand
- B020 Identify the effects of competition on buyers and sellers

Employment and Advancement

- C005 Develop a confident attitude toward participating in an employment interview
- C014 Identify ways of integrating school and work experiences together

Human Relations in Marketing

- D009 Develop professional relationships with customers, co-workers, supervisors, and managers

Marketing Planning

- F007 Apply one or more of the methods to gather primary data

Advertising and Sales Promotion

- H010 Identify the importance of visual merchandising as it applies to a business image
- H011 Select appropriate, seasonal, and timely display merchandise
- H013 Plan location of displays

Marketing Concepts

- J007 Identify demographic characteristics that would compose market segments for particular products
- J011 Identify factors that influence the length/width of a channel

ADVANCED MARKETING COMPETENCIES

UTILIZING BASIC ACADEMIC SKILLS

Communications in Marketing

A007 Read a variety of business communications and determine the relevant information

Economic Concepts

B009 Describe how government regulates business activities

B010 Describe the types and levels of union organization

B013 Define international trade

Employment and Advancement

C006 Prepare a resume

Marketing Planning

F014 Describe the stages of product development

F024 Describe the forms of market testing

Advertising and Sales Promotion

H005 Check advertising copy for omissions, additions, and corrections

H006 Check available quantities of an advertised product before a promotion breaks

H015 Define promotional mix

H016 Describe the potential elements of a promotional mix

Marketing Concepts

J001 Define marketing strategy

J004 Identify the elements of the marketing mix

ADVANCED MARKETING COMPETENCIES

UTILIZING ADVANCED ACADEMIC SKILLS

Communications in Marketing

- A002 Give oral presentations to groups of marketing personnel
- A006 Compose business letters, reports, and memorandums
- A008 Communicate orally or in writing the important information gained from reading and research

Economic Concepts

- B008 Identify reasons for government regulation of business activities
- B011 Identify the issues most commonly discussed during labor-management negotiations
- B016 Explain the meaning of business risks
- B017 Identify types of risks that businesses encounter

Employment and Advancement

- C003 Identify educational resources available within the community which develop career advancement opportunities
- C004 Locate job prospects
- C005 Describe the process for obtaining full-time employment in marketing

Human Relations in Marketing

- D001 Explain theories of employee motivation
- D002 Identify ways to maintain a pleasant working environment
- D003 Describe the importance of recognizing the accomplishments of others
- D004 Explain the importance of professional marketing organizations and cite examples
- D005 Explain the importance of trade associations in specific areas of marketing
- D006 Identify and explain the importance of participating in community affairs

Marketing Operations

- E004 Authorize checks according to the firm's policy
- E005 Calculate stock turnover
- E006 Maintain stock control records
- E008 Complete purchase orders
- E009 Complete invoices
- E016 Complete financial statements (i.e. balance sheet, income statement)

Marketing Planning

- F001 Identify a marketing research project
- F002 Develop a marketing research design
- F004 Gather primary data
- F008 Present a research report
- F009 Identify sources of ideas for new products
- F010 Identify the methods of screening ideas for new products
- F012 Identify the forms and importance of pre-testing a product prototype
- F015 Identify the factors that affect pricing
- F016 Identify the most widely adopted pricing policies
- F018 Identify the most widely used pricing strategies

Advertising and Sales Promotion

- H001 Plan and develop seasonal and storewide themes
- H002 Select products for promotion that are seasonal and timely
- H007 Select the most effective locations within the business to place displays
- H013 Inform personnel of the schedule of company sales promotion activities
- H017 Identify the major advantages and disadvantages of different forms of product promotion
- H018 Describe the most important factors that management should consider when designing a promotional mix

Selling

- I001 Determine the importance of making an appointment in advance and being on time
- I002 Identify ways of dealing with ancillary personnel
- I003 Announce the purpose for the call immediately to the prospective customer
- I005 Prepare and organize sales aids
- I006 Keep customer records
- I014 Gain customer's attention with a strong opening remark
- I015 Make a smooth, natural and interesting sales presentation
- I016 Show how the product or service will satisfy the needs of the customers
- I017 Plan for customers' participation

Marketing Concepts

- J002 Identify factors that affect marketing strategies

ADVANCED MARKETING COMPETENCIES

UTILIZING HIGHER-ORDER WORKPLACE COMPETENCIES

Communications in Marketing

- A001 Teach individual employees to perform job duties
- A003 Interpret management policies to employees
- A004 Interpret employee problems to management
- A005 Interpret progress of departments, systems, or functions within the business to management
- A009 Interpret tables, graphs, and charts in order to gain marketing information relevant to a business

Economic Concepts

- B012 Explain the effects of unionism on labor and management
- B014 Explain why nations engage in international trade
- B015 Describe how international trade affects the economic interdependence of nations
- B018 Explain how businesses deal with the various types of risks

Employment and Advancement

- C001 Identify qualities necessary for management/entrepreneurship
- C002 Compare personal qualities with those needed for management/entrepreneurship

Human Relations in Marketing

- D007 Describe the social obligation of marketing
- D008 Describe ethical behavior in marketing

Marketing Operations

- E007 Determine relationships between stock and sales
- E013 Interpret break-even points
- E014 Interpret stock turnover in relation to department or company operating profits
- E015 Interpret financial statements
- E017 Compare ways to ship merchandise in terms of cost and suitability

Marketing Planning

- F003 Research the secondary data resources
- F005 Apply sampling techniques to identify the sample population
- F006 Prepare a research instrument
- F007 Prepare a research report
- F011 Identify the methods used for evaluating a new product idea
- F017 Set pricing objectives for a product/service
- F019 Plan sales
- F020 Plan stock
- F021 Plan reductions
- F022 Plan purchases
- F023 Plan markup

Advertising and Sales Promotion

- H003 Plan advertising and displays which adhere to store promotional policies
- H004 Obtain and use current product information necessary for effective and timely promotional activities
- H008 Develop a schedule/calendar for changing major displays
- H009 Allocate promotional space for an item based on its sales volume
- H011 Coordinate promotional activities with local activities or seasonal events
- H014 Coordinate national or chain advertising with local business promotions

Selling

- I004 Plan in advance what section of sales territory will be covered in a given day
- I009 Set and evaluate sales goals or quotes

Marketing Concepts

- J003 Describe a marketing strategy for a given situation
- J005 Determine a marketing mix

**Placement of Current Teaching Activities
with Skills and Competencies**

FUNDAMENTALS OF MARKETING

| | Communications (A) | Economic Concept (B) | Employment & Advancement (C) | Human Relations (D) | Marketing Operations (E) | Market Planning (F) | Advertisement & Sales Promotion (H) | Selling (I) | Marketing Concepts (J) |
|----------------------------------|-----------------------|----------------------------|------------------------------------|---------------------------|--------------------------------|---------------------------|---|----------------|------------------------------|
| BASIC ACADEMIC SKILLS | | | | | | | | | |
| 1. Arithmetic | | | | | | | | | |
| 2. Cultural Awareness | | | | | | | | | |
| 3. Listening | | | | | | | | | |
| 4. Reading | | | | | | | | | |
| 5. Speaking | | | | | | | | | |
| 6. Writing | | | | | | | | | |

FUNDAMENTALS OF MARKETING

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|---------------------------|--------------------|----------------------|------------------------------|---------------------|--------------------------|---------------------|-------------------------------------|-------------|------------------------|
| 1. Abstract Thinking | | | | | | | | | |
| 2. Applied Science | | | | | | | | | |
| 3. Creative Thinking | | | | | | | | | |
| 4. Cultural Diversity | | | | | | | | | |
| 5. Mathematics | | | | | | | | | |
| 6. Problem Solving | | | | | | | | | |
| 7. Self-Directed Learning | | | | | | | | | |

FUNDAMENTALS OF MARKETING

| HIGHER-ORDER WORKPLACE COMPETENCIES | Communications (A) | Economic Concept (B) | Employment & Advancement (C) | Human Relations (D) | Marketing Operations (E) | Market Planning (F) | Advertisement & Sales Promotion (H) | Selling (I) | Marketing Concepts (J) |
|---|-----------------------|----------------------------|------------------------------------|---------------------------|--------------------------------|---------------------------|---|----------------|------------------------------|
| 1. Resources | | | | | | | | | |
| 2. Interpersonal | | | | | | | | | |
| 3. Information | | | | | | | | | |
| 4. System | | | | | | | | | |
| 5. Technology | | | | | | | | | |

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