The distributive education program for grades 7 to 12 is organized around three career education phases: the career education phase (grades 7-10), the distributive phase (grade 11), and the competency cluster phase (grade 12). The grade 11 syllabus provides a six-page introduction which covers scheduling, cooperative work experience, the school store, student clubs, facilities and equipment, teacher certification, and the philosophy of the course. Each of the approximately 150 modules presents behavioral objectives, topics, content and instructional areas, teaching suggestions and student activities correlated with occupational clusters, and evaluation criteria correlated with behavioral objectives. The modules are organized according to the following headings: function, scope and trends of marketing; career opportunities; product information; buying merchandise; merchandise mathematics; marketing research; sales promotion; communications; personal selling; credit and collections; human relations; recordkeeping, manual and automatic data processing; business and government relations, and marketing management. An 18-page multimedia bibliography lists books, periodicals, films, and filmstrips covering the various facets of distributive education. (JR)
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(with years when terms expire)

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Director, Division of Occupational Education Instruction
Robert H. Bielefeld

Chief, Bureau of Distributive Education
Douglas T. Adamson
FOREWORD

In June 1971, the following representatives of occupational clusters in distribution and manufacturing met in Albany to determine the trends in their fields and their implications for change in curriculum and educational theory and practice.

- Mr. Bernard Allanson, President, N.Y.S. Council of Retail Merchants - General Merchandising
- Mr. Hobson Chinnis, Sales Manager, The Concord Hotel - Hotel and Lodging
- Mr. Alexander A. Courtney, President, Tri-Cities Manpower - Management
- Mr. Ralph P. DuPont, Executive Secretary, Albany Board of Realtors - Real Estate
- Miss Kathryn G. Karl, Assistant Vice President, State Bank of Albany - Finance and Credit
- Mr. Nerve Larche, Manager, American Airlines - Transportation
- Dr. Robert Miller, SUNY at Albany and former advertising executive - Advertising
- Mr. John Moran, Personnel Director, Central Markets - Food Distribution, and
- Mr. Norris Poummit, Chairman of The Board, The Colad Corp. - Wholesaling.

In July 1971, the following Coordinators of Distributive Education met in Albany:

- Mrs. Anita Alcabes of Long Beach High School,
- Mr. Malvin Cutler of the N.Y. City Board of Education,
- Mr. Norman Elson of Guilderland Central High School,
- Mr. Paul Miller of Kensington High School, Buffalo,
- Mr. Robert Pierson of Bethlehem Senior High School, Delmar,
- Mr. Robert Pucci of Sanford Calhoun High School, Merrick,
- Dr. Edwin Schultheis of North Babylon High School,
- Mr. Harmon Sweet of James Sperry High School, Henrietta, and
- Mr. Herman Zimmering of Valley Stream Central High School.

This committee used the grid of marketing functions correlated by the previous committee with U.S. distributive occupations to determine priorities and emphases for the one-year course. They developed modules and selected topics to be written in each module.

The employers and educators listed above were invaluable in structuring the 14 modules upon which the one-year course was based. However, the writers had the arduous and lengthy task of correlating the student behavioral objectives with the topics, content, and instructional objectives, the teaching suggestions and student activities correlated with the occupational cluster, and the evaluation techniques correlated with the behavioral objectives.

FOREWORD

Following representatives of occupational clusters in distribution and marketing met in trends in their fields and their implications for change in curriculum.

-sen, President, N.Y.S. Council of Retail Merchants - General Merchandising,
-m, Sales Manager, The Concord Hotel - Hotel and Lodging,
-Courtney, President, Tri-Cities Manpower - Management,
-ont, Executive Secretary, Albany Board of Realtors - Real Estate,
-Carl, Assistant Vice President, State Bank of Albany - Finance and Credit,
-Manager, American Airlines - Transportation,
-t, SUNY at Albany and former advertising executive - Advertising,
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-it, Chairman of The Board, The Colad Corp. - Wholesaling.

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-s of the N.Y. City Board of Education,
-o of Guilderland Central High School,
-s of Kensington High School, Buffalo,
-an of Bethlehem Senior High School, Delmar,
-one of Sanford Calhoun High School, Merrick,
-heis of North Babylon High School,
-s of James Sperry High School, Henrietta, and
-ring of Valley Stream Central High School.

A grid of marketing functions correlated by the previous committee with U.S.O.E. codes of to determine priorities and emphases for the one-year course. They decided upon 14 topics to be written in each module.

The coordinators listed above were invaluable in structuring the 14 modules upon sound occupational and practice. However, the writers had the arduous and lengthy task of creating:

-ioral objectives correlated with the topics, content, and instructional areas,
-estions and student activities correlated with the occupational clusters, and
techniques correlated with the behavioral objectives.
Over a two-year period, the following persons were involved in writing and rewriting the modules:

- Mr. John Bellantoni of Edgemont High School, Scarsdale,
- Mr. Edwin Bernard of East Ridge High School, Irondequoit,
- Mrs. Donna Clement formerly of Shaker High School, Latham,
- Mr. John McCracken of Williamsville South High School,
- Mr. Paul Miller of Kensington High School, Buffalo,
- Dr. Edwin Schultheis of North Babylon High School, Long Island,
- Mr. Wesley Scott of Herricks High School, New Hyde Park, and
- Mr. Harmon Sweet of James Sperry High School, Henrietta.

Associates John J. Brophy and William C. Plimley of the Bureau of Distributive Education of the Bureau of Secondary Curriculum Development supervised the development of the modules and the manuscript for publication.

G. Earl Hay, Supervisor
Vocational Curriculum Unit
Bureau of Secondary Curriculum Development

Gordon E. Van Hooft, Director
Division of Curriculum Development
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Chultheis of North Babylon High School, Long Island,
Scott of Herricks High School, New Hyde Park, and
Sweet of James Sperry High School, Henrietta.

J. Brophy and William C. Plimley of the Bureau of Distributive Education and Alvin E. Rubin
condary Curriculum Development supervised the development of the modules and prepared the
ication.

G. Earl Hay, Supervisor
Vocational Curriculum Unit
Bureau of Secondary Curriculum Development

Director
Curriculum Development
MESSAGE TO THE INSTRUCTOR

Young men and women in the high schools of New York State have been preparing for careers in distribution since the distributive education program was initiated in 1938 under the provisions of the Dean Act. Approximately 40,000 high school students are enrolled in occupational programs designed to provide them with the knowledge, skills, and competencies needed for immediate employment or to continue in collegiate marketing programs. 650 teachers in comprehensive high schools and area occupational programs in New York State offer one- and two-year distributive education programs. They use classroom-lab cooperative work experiences, curriculum-related student club activities, school store operational projects in the business community to improve and maintain the quality of their instruction.

Distribution and marketing for the 11th grade is the subject matter of an occupational program for persons interested in employment primarily in the wholesale and retail trade. This category accounts for more than 25 percent of all persons employed in New York State and is expected to remain so. Sales positions are the most visible occupations to the consumer, but there are nearly as many mid-management, and management careers open to high school graduates.

In order to assist teachers in providing adequately and competently educated marketing personnel, the distribution and marketing syllabus for the 11th grade has been thoroughly revised and is presented as a course in the program. Curriculum innovations such as modular structure, objectives stated in behavioral terms, and evaluative techniques related to those objectives have all been incorporated. Performance outcomes at a basic level of learning, using 17 marketing clusters, are followed by selected cluster specialization in the 12th grade for students interested in career preparation at a vocational level. Instruction throughout the program emphasizes a marketing function approach.

The group of teachers who prepared this publication know that a successful educational program is the first door to a career. Their professional talents and efforts are very much appreciated since publication is a major factor in providing such a program.

Douglas T. Adamson, Chief
Bureau of Distributive Education

Robert H. Bielerfeld, Director
Division of Occupational Education
Instruction

-- 12 --
MESSAGE TO THE INSTRUCTOR

Men in the high schools of New York State have been preparing for careers in marketing and distribution. An education program was initiated in 1938 under the provisions of the George-Ge 40,000 high school students are enrolled in occupational programs designed to provide skills, and competencies needed for immediate employment or to continue their education. Programs. 650 teachers in comprehensive high schools and area occupational centers in one- and two-year distributive education programs. They use classroom-laboratory materials, sciences, curriculum-related student club activities, school store operations, and business community to improve and maintain the quality of their instructional program.

Marketing for the 11th grade is the subject matter of an occupational preparatory program designed for employment primarily in the wholesale and retail trade. This category of employment accounts for 25 percent of all persons employed in New York State and is expected to increase. Retail is the most visible occupations to the consumer, but there are nearly as many sales supporting, management careers open to high school graduates.

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Teachers who prepared this publication know that a successful educational program opens the door. Their professional talents and efforts are very much appreciated since the ideas in this or factor in providing such a program.

Douglas T. Adamson, Chief
Bureau of Distributive Education

Director
General Education
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INTRODUCTION

Distributive education has been challenged to design a program that would reflect the late operational learning environment that is possible in the schools of today and tomorrow with the marketing and distribution subject matter would be learned. Such a design has been incorporated distribution and marketing syllabus as part of a total program. The distributive education pro stated, uses the best of what is known in education about how learning occurs and imposes that curriculum. The new program is less concerned with time, credits, courses, and scheduling and with learning. Program elements correlated with this publication cover three phases in the tot

Career Education Phase: Awareness by at least grades 7 through 10 that people work and work reasons; that he, as a student, has certain abilities, interests, and aptitudes; that he can make decisions and decisions about his immediate educational and occupational goals; that he clearly understands the values of work to himself and society, the variety and kinds of work, the fields and clusters of work, and prerequisites for employment.

Distribution and Marketing Phase: This part of the program is divided into one-, two-, and or modules of learning at the 11th grade that provide the fundamentals of distribution and market clusters or groups of closely related occupations. The objective of student learning at this stage is of secondary purpose--but the fundamental functions of marketing being learned continues the narrowing down of his career choice in the preparation process. The clusters include services, apparel and accessories, automotive services, finance and credit, food distribution, dising, home furnishings, hotel and lodging, industrial marketing, insurance, international trade services, petroleum services, real estate, recreation and tourism, transportation, and warehouse

Ordinarily, distribution and marketing would follow the career education program that is to 10. If such a program has not been available to the student, then this course would serve as an overview of marketing.

Competency Cluster Phase: Occupational competency in one or more of the 17 clusters listed is the objective of the 12th grade part of the program. Schools that offer the program will three or four of the clusters that reflect the major employment options of marketing in their State. Teaching modules--sometimes two or three to cover one cluster--will be available for the combination of student interest and employment opportunities are key elements as to which clusters and when to change the program that is available. Schools within the same district would not normally choose the same clusters at the same time. Even if they were to do so, provision for individual and students is anticipated.

This is a challenging program for teachers and students. It is a design that has breadth in learning environment of today's and tomorrow's students; is flexible as to when and how long it
INTRODUCTION

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Phase: Awareness by at least grades 7 through 10 that people work and work for different
student, has certain abilities, interests, and aptitudes; that he can make informed judg-
it his immediate educational and occupational goals; that he clearly understands the
f and society, the variety and kinds of work, the fields and clusters of careers, and the

Marketing Phase: This part of the program is divided into one-, two-, and three-week segments
at the 11th grade that provide the fundamentals of distribution and marketing taught through
losely related occupations. The objective of student learning at this stage is not the
ondary purpose--but the fundamental functions of marketing being learned while the student
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ices, real estate, recreation and tourism, transportation, and warehousing.

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same time. Even if they were to do so, provision for individual and small group instruc-
ing program for teachers and students. It is a design that has breadth and depth; fits the
today's and tomorrow's students; is flexible as to when and how long it is taken; reflects
employment needs, trends, and opportunities; is within reach of students with a little effort. The classroom laboratory, the school store, the club activities of DECNY-DECA, cooperative work, instructional programs in the business community are all program elements that help the student prepare for one or more clusters and a career in marketing and distribution. Strong multi-opportunities are available to secondary students; and they may obtain and progress in a variety of responsible positions with additional experience. A program in distributive education is an option in a comprehensive high school and an area occupational center.

Sequences and Scheduling

The three-unit major Regents sequence (Group 2 requirement) for high school graduation vocational preparation in this subject field is:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit</th>
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<tbody>
<tr>
<td>11</td>
<td>1</td>
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<tr>
<td>12</td>
<td>1</td>
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<tr>
<td>11 or 12</td>
<td>1 or 2</td>
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The content of the distribution and marketing course is outlined in this publication.

The selected marketing clusters for the 12th grade include subject matter determined to include advertising services, visual merchandising, department and specialty store retailing, wholesale and retail buying, finance and credit, supermarketing, travel and transportation, and other subject matter that are related to the marketing and distribution course for distributive education. Employment opportunities and needs within a business, as well as student interest and aptitude are the major factors in determining which clusters students will select.

Cooperative work experience is available for credit in either the 11th or 12th grade. The marketing and distribution course should be concerned with attitudinal development and exploring the work experience while improving their basic marketing skills. It will be directly related to cluster preparation in the 12th grade. All students should have an opportunity for work experience while enrolled in a selected marketing cluster in the 12th grade; and competency development should progress at state and advanced levels.

The third unit in the three-unit vocational sequence will be recognized when a course in a related occupational subject area. The related occupational subject may be offered in the fields of family and consumer science, home economics, health occupations, trade, and technical education, but must provide product knowledge that the distributive education student needs for success in a marketing or business program.
trends, and opportunities; is within reach of students with a little effort and imagination. Students may utilize the school store, the club activities of DECNY-DECA, cooperative work experience, and internships in the business community are all program elements that help the student become competently prepared for more clusters and a career in marketing and distribution. Strong multi-level employment opportunities are available to secondary students; and they may obtain and progress in a variety of rewarding and satisfying positions with additional experience. A program in distributive education is an essential offering that high school and an area occupational center.

**Major Regents Sequence** (Group 2 requirement) for high school graduation recommended for this subject field is:

<table>
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<tr>
<th>Grade Level</th>
<th>Credit</th>
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<td>Distribution and marketing</td>
<td>11</td>
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<tr>
<td>Selected marketing cluster(s)</td>
<td>12</td>
</tr>
<tr>
<td>Cooperative work experience</td>
<td>11 or 12</td>
</tr>
</tbody>
</table>

The distribution and marketing course is outlined in this publication.

Marketing clusters for the 12th grade include subject matter determined locally from courses in sales, visual merchandising, department and specialty store retailing, wholesaling, warehousing, supermarketing, travel and transportation, and other subject matter that relates to the field of distributive education. Employment opportunities and needs within a region of the State depend on the interest and aptitude of students. Work experience is available for credit in either the 11th or 12th grade. Students in the distribution course should be concerned with attitudinal development and exploratory objectives in addition to improving their basic marketing skills. It will be directly related to a student's area of interest in the 12th grade. All students should have an opportunity for work experience when they select a marketing cluster in the 12th grade; and competency development should be at intermediate levels.

Completion in the three-unit vocational sequence will be recognized when a course is part of another area. The related occupational subject may be offered in the fields of agriculture, business economics, health occupations, trade, and technical education, but must provide service or support that the distributive education student needs for success in a marketing occupation. The related
A vocational preparation that results in four or more units of credit would not be unusual and with the program options that are available in area occupational centers. Interested students are encouraged to choose a second marketing cluster specialization in the 12th grade, complete the appropriate marketing subject in cooperative work experience, or select an appropriate vocational subject from another subject area to support their marketing career objective with product or service knowledge.

Area occupational centers, as well as local schools, offer distributive education at the high school grades for extended class and laboratory periods of instruction. Additional credit allotments, provided in State syllabuses, are possible by formally applying to the Bureau of Secondary Curricula at the State Education Department. Outlines of the additional subject matter being taught and the performance being developed will be part of the approval process in recognizing additional credit for subjects covered in the State syllabus.

**Student Programming and Descriptive Titles**

Students from a full range of scholastic abilities are able to benefit from instruction in distributive education. The methods used for teaching are predominately task- or project-oriented with a wide range of books and resource materials available as well as the business community itself. Interest and ability to learn the subject matter are certainly valuable attributes for this program; but students who are undecided on a career choice will find the program particularly useful. There are no prerequisites and preparation for employment is the program's primary objective. Colleges under the State University of New York, as well as a dozen private two-year colleges, offer specialized programs for students who wish to continue their formal educational preparation.

Research and follow-up of students in this program validate the recommendation that average students receive more than one year of instruction for employment in occupations related to the instruction period. Continuing their marketing education at post-secondary institutions. Scheduling students in the 11th grade is implicit if a degree of competency specialization in a marketing cluster is to occur by the students. Guidance personnel and marketing teachers need to provide career awareness at this level if student enrollment is motivated by interest and employment needs.

Schools with 800 or more students in grades 9 through 12 typically have a large enough student body to support a two-year classroom program with cooperative work experience. Regional employment needs determine a higher or lower student interest. The one-year program should be firmly established before an academic year offering.
or-sequence credit should be part of a planned preparatory program for an individual student.

ul" subjects in other vocational and academic subject offerings, but none are required, nor

prerequisite to be scheduled before a student enrolls in a distributive education program.

Preparation that results in four or more units of credit would not be unusual in larger schools.

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rolled in a second marketing cluster specialization in the 12th grade, complete the allowable two units

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Area occupational centers offer distributive education programs to schools too small for enrollment as well as marketing cluster specializations that would not be efficiently offered in addition, product and service knowledge from other vocational subject areas are frequently marketing students. How, where, and when the student takes the program presents several options: the full two-year program at a local school or an area center; the 11th year distribution and marketing course at a local school with some or all of the clusters in the local school or the area occupational center; or only the 11th year in the marketing clusters at the area center.

The term, "distributive education," has been used for over 25 years by educators in this describe a total program. Marketing, or Distribution and Marketing, is the title of this course grade and replaced the name formerly used, Distribution 1. The title, Distribution 2, will takes to convert 12th grade titles to the specialized clusters that describe the content of program. Already being used in some schools are sales promotion and advertising, display, supermarketing, general retailing, travel services, warehousing, hotel and resort services, services, wholesaling, and service station merchandising and management.

The names and titles used in the distributive education program are important for commun of persons before students enroll, during the educational program, and after students complete preparation. Descriptive names for the 12th grade program are to the student's advantage, f understand what has been planned and accomplished.

Cooperative Work Experience

Cooperative work experience in distributive education is paid, part-time employment by in a distributive or marketing occupation that is planned and coordinated with a classroom p vocational instruction and is supervised by qualified personnel from the educational agency. enrolled or have completed at least one unit of a classroom program in distributive educatio.

Three-hundred hours of educational work experience is required for one unit of credit w units for the total cooperative work experience in either the 11th or 12th grade. Education includes activities that cover attitudes toward work and work habits as well as knowledge an The competencies developed and the degree of attainment is a matter of individual student ev employer-employee relationship is not present, work by students is considered as a laboratory in the classroom program.

Training agreements (not contracts) involving the student, the educational agency, and will become a more important factor in coordinating the in-school experience with the on-the degree of different learning activities is expected during the work experience phase, de-em pur poses the repetitive experiences where the student has reached a satisfactory degree of o
centers offer distributive education programs to schools too small for sufficient student marketing cluster specializations that would not be efficiently offered in a single school. And service knowledge from other vocational subject areas are frequently available to low, where, and when the student takes the program presents several options depending on center arrangements: the full two-year program at a local school or an area occupational distribution and marketing course at a local school with some or all advanced marketing school or the area occupational center; or only the 11th year in the local school with all the area center.

The term, "distributive education," has been used for over 25 years by educators in this subject field to ram. Marketing, or Distribution and Marketing, is the title of this course for the 11th grade titles that formerly used, Distribution 1. The title, Distribution 2, will be used as long as it grade titles to the specialized clusters that describe the content of a particular marketing used in some schools are sales promotion and advertising, display, fashion merchandising, al retailing, travel services, warehousing, hotel and resort services, finance and credit, and service station merchandising and management.

Titles used in the distributive education program are important for communicating with a variety of schools enroll, during the educational program, and after students complete the occupational titles names for the 12th grade program are to the student's advantage, for more persons will been planned and accomplished.

Experience

Experience in distributive education is paid, part-time employment by a full-time student marketing occupation that is planned and coordinated with a classroom program of related and is supervised by qualified personnel from the educational agency. The student must be credited at least one unit of a classroom program in distributive education.

Hours of educational work experience is required for one unit of credit with a maximum of two cooperative work experience in either the 11th or 12th grade. Educational work experience that cover attitudes toward work and work habits as well as knowledge and skill development. Developed and the degree of attainment is a matter of individual student evaluation. Where the relationship is not present, work by students is considered as a laboratory or preparation time.

Contracts (not contracts) involving the student, the educational agency, and the business sponsor important factor in coordinating the in-school experience with the on-the-job experience. A earning activities is expected during the work experience phase, de-emphasizing for creditive experiences where the student has reached a satisfactory degree of competency.
A close relationship between the school and the employer is the hallmark of a distributive cooperative program, distances between work stations and start-up time in developing a program in determining the policy of allowing at least one daily class period to the teacher-coordinator coordination time for each 20-25 students in the cooperative program.

The large number of students in cooperative work experience programs demonstrate the value seen by students, parents, teachers, guidance counselors, school administrators, and employers, unlikely that cooperative work experience will ever be mandated for all students in the program emphasis in all schools with programs.

The School Store

The school store is an educational laboratory as well as a business established for the merits it provides within the school. It complements the daily classroom instruction in distribution and marketing concepts and the multitude of sales and sales-supporting occupations in this controlled atmosphere. In order to take maximum advantage of the learning situation afforded by the school store, the teacher-coordinator must carefully plan projects with a particular instructional objective in mind. In terms of actual activities, these projects range from routine clerical and employment tasks to creative selling and sophisticated product promotional plans.

From a financial standpoint, the school store should be treated as an extracurricular activity entitled, The Safeguarding, Accounting, and Auditing of Extraclassrooms Activity Funds, Finance available from The University of the State of New York, The State Education Department, Division of Management Services, Albany 12234, as a guide in setting up acceptable accounting procedures for such funds.
between the school and the employer is the hallmark of a distributive education program. 

The training sponsor monthly requires understanding and time. The number of students in a program are all consider-

e policy of allowing at least one daily class period to the teacher-coordinator for each 20-25 students in the cooperative program.

Students in cooperative work experience programs demonstrate the value of the program to teachers, guidance counselors, school administrators, and employers. While it is work experience will ever be mandated for all students in the program, it deserves major with programs.

An educational laboratory as well as a business established for the merchandise and in the school. It complements the daily classroom instruction in distributive occupations most effectively when they have an immediate opportunity to put theory into practice.

School store operation include:

- portunity to supplement and reinforce the knowledge and skills required for marketing occupations.
- ess-like procedures and attitudes.
- develops leadership, initiative, and management ability.
- employment training and education.
- merchandise at economical prices for the faculty and student body.

hat the school store be operated in conjunction with a distributive education club or as e supervision and guidance of the classroom teacher. The school store should serve as an tool relating practical store activities to the classroom. The abstract nature of many concepts and the multitude of sales and sales-supporting occupations can be explored here. In order to take maximum advantage of the learning situation afforded by the r-coordinator must carefully plan projects with a particular instructional goal or terms of actual activities, these projects range from routine clerical and entry level tive selling and sophisticated product promotional plans.

 endpoints, the school store should be treated as an extracurricular activity. A publication for Accounting, and Auditing of Extraclassrooms Activity Funds, Finance Pamphlet 2, is rsity of the State of New York, The State Education Department, Division of Educational any 12234, as a guide in setting up acceptable accounting procedures for the control of
Divisions or departments can be created as in an actual business, and students should participate within these departments. By limiting teacher-oriented instruction, most learning will be a result of projects involving students in a good deal of roleplaying within the framework of the school's departments.

The responsibilities of operating a school store can and should be assumed by the distribution of the store, but they cannot be expected to perform without supervision from the teacher-advisor. The teacher-advisor must exercise supervision to keep the operation from becoming so large in terms of the variety of merchandise and inventories carried that it loses its educational value and becomes a full-fledged merchandising operation. Store hours must, of necessity, be planned to give the best experience to the students at a time when the body has the opportunity to shop.

The school store project is an integral part of a distributive education instructional planning and student-store supervision are a necessity. Consequently, one class should be designated in the teacher's daily schedule for those activities associated with this educational project.

Student Club Activities

Motivation is an important element in the learning process and a co-curricular club program is a secondary offering, namely, DECA-DECNY, the Distributive Education Clubs of America - District of New York. Membership is through a local chapter organization while the student is enrolled in a particular educational program. The emphasis of the club activities is on individual and group activities in the local community that develop and promote an interest in marketing education; and the acquiring of conscious understandings for vocational competence and the responsibilities of citizenship in our economic system.

The DECNY experiences are annually reviewed to assess their educational value to the member throughout the state. Individual achievement and accomplishments are recognized directly as well as within regions, statewide, and nationally. Learning activities are being designed to cluster specialties to complement the 12th grade curriculum.

Teacher-advisors of local chapters use the club activities as an alternative approach to matter and as reinforcement for their classroom teaching. Competitive events provide quality evaluation of progress. The basis for many rewarding and self-fulfilling experiences are regular program activities.

A chapter organization in a local school must present a program of learning activities designed for the occupational needs and interests of their students for the employment region they represent. The program should not be limited to only those who seek the competitive events aspect of the program. A program designed for students who need assistance at all stages of their development in vocational, personal, and social growth.
departments can be created as in an actual business, and students should perform specific tasks. By limiting teacher-oriented instruction, most learning will be accomplished through students in a good deal of roleplaying within the framework of the school store organization.

Roles of operating a school store can and should be assumed by the distributive education cannot be expected to perform without supervision from the teacher-advisor. Caution should be the operation from becoming so large in terms of the variety of merchandise handled and that it loses its educational value and becomes a full-fledged merchandising establishment. Of necessity, be planned to give the best experience to the students at a time when the student tunity to shop.

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Certification of Teacher

Certification regulations currently provide one route for teaching distributive education: a degree with 36 credit hours in business and marketing and one year of work experience, plus 30 level study. The program also includes 12 hours of professional education and supervised student level study. Colleges and universities may require additional preparation for graduation.

The certification issued covers "business and distributive education." A teacher qualified in a vocational subject area is certified to coordinate the related cooperative work experience program. Certification for coordinator of diversified cooperative work experience covers more than one vocational subject area. A business and distributive education teacher may extend licensing to that of a diversified cooperative work experience teacher by completing six semester hours of college study in the organization and development of a diversified cooperative work experience program.

Facilities and Equipment

In New York State, there are four basic components to the instructional facility that is required to simulate the working environment:

- Classroom-laboratory
- School store
- Office or small conference area
- Library resource and audiovisual area.

Each of these elements provides for a program function in an educational setting. Classroom and school store areas in new facilities are often combined in an approvable space of 1,000 square feet for high school and 1,200 square feet in area occupational center programs. Separate school store space cover 400 square feet for customer service sections and storage. The office or small conference area is essential for operating the cooperative work experience and could be part of the school store segment and followup services are part of the school's program, desk and telephone space for the business and distributive education teacher-coordinator are frequently a part of this facility.

In addition to these facilities, projects are developed by teachers to enable students to be more active in the community as a supplement to the classroom.
ulations currently provide one route for teaching distributive education: the baccalaureate hours in business and marketing and one year of work experience, plus 30 hours of upper ram also includes 12 hours of professional education and supervised student teaching. Some ies may require additional preparation for graduation.

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ese facilities, projects are developed by teachers to enable students to use the business ment to the classroom.
Equipment suggestions derived from several sources in distributive education are categorized into Essential and Very Useful.

<table>
<thead>
<tr>
<th>Essential</th>
<th>Very Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual or dummy merchandise</td>
<td>Adding Machine</td>
</tr>
<tr>
<td>Cash register</td>
<td>Ad layout table</td>
</tr>
<tr>
<td>Cashwrap unit</td>
<td>Display forms</td>
</tr>
<tr>
<td>Display cases</td>
<td>Display props</td>
</tr>
<tr>
<td>File cabinets</td>
<td>Fitting mirror</td>
</tr>
<tr>
<td>Filmstrip projector</td>
<td>Mannequins</td>
</tr>
<tr>
<td>Merchandise units</td>
<td>Opaque projector</td>
</tr>
<tr>
<td>Movie projector</td>
<td>Pegboards</td>
</tr>
<tr>
<td>Overhead projector</td>
<td>Portable lights</td>
</tr>
<tr>
<td>Projection screen</td>
<td>Shadowboxes</td>
</tr>
<tr>
<td>Record player</td>
<td>Single-concept project</td>
</tr>
<tr>
<td>Shelving</td>
<td>Study carrels</td>
</tr>
<tr>
<td>Slide projector</td>
<td>35mm camera</td>
</tr>
<tr>
<td>Tape recorder</td>
<td>Showcase or sign prop</td>
</tr>
<tr>
<td>Telephone</td>
<td>Sign holders</td>
</tr>
<tr>
<td>Work tables</td>
<td>Tool cabinet</td>
</tr>
<tr>
<td></td>
<td>Typewriter and desk</td>
</tr>
<tr>
<td></td>
<td>Video-tape equipment</td>
</tr>
</tbody>
</table>

The above list is not meant to be all inclusive and will vary depending on the market and the equipment could be found in the classroom-laboratory, office, or resource center and audiovisual area.

**Philosophy of this Course**

The curriculum material in this publication was written by experienced teachers who have conducted programs for several years. Their judgments as to what should be taught and their selection of teaching the topics for the objectives identified represents a professional interest and dedication to excellence. The State Education Department recognizes as outstanding.

The performance objectives that are identified module by module and topic by topic are part of instruction. The degree of competency developed may vary as well as the instructional methods and activities, and the time needed to accomplish the objective. Other valid objectives may be added by the teacher; and the number of objectives listed in most modules allows for the selection of appropriate ones.
The objectives derived from several sources in distributive education are categorized as follows:

<table>
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<tr>
<td>Store cases</td>
<td>Display props</td>
</tr>
<tr>
<td>Cabinets</td>
<td>Fitting mirror</td>
</tr>
<tr>
<td>Trip projector</td>
<td>Mannequins</td>
</tr>
<tr>
<td>Retail display units</td>
<td>Opaque projector</td>
</tr>
<tr>
<td>Projector</td>
<td>Pegboards</td>
</tr>
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<td>Seating screen</td>
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</tr>
</tbody>
</table>

This is not meant to be all inclusive and will vary depending on the marketing clusters selected in the 12th grade. The equipment could be found in the classroom-laboratory, model store, center and audiovisual area.

The material in this publication was written by experienced teachers who have successfully conducted several years. Their judgments as to what should be taught and their suggestions for ways of for the objectives identified represents a professional interest and dedication that the treatment recognizes as outstanding.

Objectives that are identified module by module and topic by topic are the desired outcomes degree of competency developed may vary as well as the instructional methods, learning time needed to accomplish the objective. Other valid objectives may be added for particular objectives in most modules allows for the selection of the most.
Regardless of these variables, the overall course objective should not be obscured in the classroom activities. Distribution and marketing in this course should give the student a brief look at the marketing field while developing knowledge and skills at a basic level for the functions of marketing.

It will be difficult to teach within the time constraints suggested in this syllabus. One week has been roughly allowed for topics such as introduction to marketing, career opportunities, marketing information, buying, marketing research, credit, recordkeeping, and marketing management topic. Communications and business and government relationships completes the time allowances.

Classroom time becomes extremely important and there is always the desire to go deeper and the teacher is involved in a particular module. The marketing cluster specialty which follows this module provide the student with time to review before moving toward intermediate and advanced competitive skills. The desire to learn more and to improve his marketing knowledge is a desirable outcome of the course as the student looks forward to a specialized marketing cluster in the next stage of his developd distributive education.
variables, the overall course objective should not be obscured in the day to day rush of Distribution and marketing in this course should give the student a breadth and scope of developing knowledge and skills at a basic level for the functions of marketing.

It to teach within the time constraints suggested in this syllabus. Only three weeks each for topics such as introduction to marketing, career opportunities, merchandise math, g, and human relations. Two weeks each is the estimated time for product and service marketing research, credit, recordkeeping, and marketing management topics. One week for ness and government relationships completes the time allowances.

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SELECTED REFERENCE AND INSTRUCTIONAL MATERIAL SOURCES

Complete addresses of the publishers mentioned below are listed in alphabetic order at the end of this section, pp. 21-23.

TEXT AND REFERENCE BOOKS

Advertising Services


Ocko, Judy Young. Retail advertising copy: the how, the what, the why. National Retail Me 1971. 96 pp. $4.95.


Valenti, Gabriel M. Interior display: a way to increase sales. Small Business Administrati
SELECTED REFERENCE AND INSTRUCTIONAL MATERIAL SOURCES

Complete addresses of the publishers mentioned below are listed in alphabetic order at the end of this section, pp. 21-23.

BOOKS


Retail advertising copy: the how, the what, the why. National Retail Merchants Association. 5.


Apparel and Accessories


Dan River Mills, Inc. *A dictionary of textile terms*.


Gore, Budd. *How to sell the whole store as fashion*. National Retail Merchants Association.


ITT Educational Publishing. *Color, line, and design*. 152 pp. $5.48.

——— *Fashion buying*. 121 pp. $3.75.

——— *Fashion coordination*. 156 pp. $5.48.


*A dictionary of textile terms.*


*The fashion business your business?* Fairchild Publications, Inc. 300 pp. $6.95.

Small Business Administration. *Apparel and accessories for women, misses and children.*


National Retail Merchants Association. *Sell the whole store as fashion.* 32 pp. $3.00.

University of Texas. *Menswear.* 95 pp. $6.00.

University of Texas. *Teen-wear.* 95 pp. $6.00.

Dorothy *Color, line, and design.* 152 pp. $5.48.

*121 pp. $3.75.*


Apparel and Accessories (Cont'd)

The Butterick Company, Inc. Fabric dictionary. 6 pp. $.05.


$7.00.


Automotive


Instructional Materials Services. Auto parts kit. University of Texas. 5 books.


Finance and Credit


Dun & Bradstreet, Inc. 10 keys to basic credits and collections. 1964. 41 pp. $1.00.


Basic fashion training. The University of Texas. 1969. 76 pp.

Fabric dictionary. 6 pp. $.05.


Services. Auto parts kit. University of Texas. 5 books.


Money and banking in our everyday living. Free.

10 keys to basic credits and collections. 1964. 41 pp. $1.00.

Credit and collections. South-Western Publishing Company. 1968. 134 pp. $3.44.


Financial terminology. 49 pp.
Finance and Credit (Cont'd)

Phelps, C. W. Retail credit fundamentals. National Retail Credit Association. 1952. 375 p

Schiffer, Allyn, M. & Swartz, Robert J. Credit and collection know-how. Fairchild Publications. 254 pp. $5.60.

Small Business Administration. Financing--short and long term needs. 1965. 75 pp. $1.50.

Floristry

Instructional Materials Services. Floristry merchandising and services. University of Texas. $3.50.


Food Distribution


Chancey, Gilbert. Supermarket or food store (unit): grocery department. University of Kent.

Chisholm, Robert F. The darlings: the mystique of the supermarket. Chain Store Publishing. 204 pp. $10.00.


Instructional Materials Services. Grocery merchandising. University of Texas. 1955. 41 pp

--- Foodstore operating procedures - part II. University of Texas. 60 pp
(Cont'd)


administration. Financing—short and long term needs. 1965. 75 pp. $1.50.


rating procedures—part II. University of Texas. 60 pp.
Food Distribution (Cont'd)

—— Foodstore organization - part I. University of Texas. 1956. 80 pp.


The Quaker Oats Company. The convenience food store. 1970. $5.95 for the set.

Food Service

Axler, Bruce. Buying and using convenience foods. ITT Educational Publishing. 96 pp. $1.99


Maizel, Bruno. Food and beverage cost controls. ITT Educational Publishing. 216 pp. $6.94

—— Food and beverage purchasing. ITT Educational Publishing. 256 pp. $6.94.


General Merchandise

McLaughlin, Daniel J. *Food marketing and distribution.* Chain Store Publishing Corporation. 50.


*The convenience food store.* 1970. $5.95 for the set.

*and using convenience foods.* ITT Educational Publishing. 96 pp. $1.99.

*Gathering revenues and restaurant checks.* ITT Educational Publishing. 96 pp. $1.99.

*Food service.* Instructional Materials Services. 1970. 140 pp. $5.00.

*Managing and operating a successful food service operation.* Chain Store Publishing Corporation. 50.

*Food service/lodging English.* Cahners Publishing.


*Food and beverage cost controls.* ITT Educational Publishing. 216 pp. $6.94.

*Age purchasing.* ITT Educational Publishing. 256 pp. $6.94.


General Merchandise (Cont'd)

Lewis, R. Duffy. *How to keep merchandising records.* Fairchild Publications. 64 pp. $1.95.

Management

—— *Case studies - set II.* D.E. Materials Lab. 312 pp. $4.00.
Harwell, Edward M. *Personnel management and training.* Chain Store Publishing Corporation.

Immy. The retail buyer. Instructional Materials Service. 1972. 51 pp. $3.00.

How to keep merchandising records. Fairchild Publications. 64 pp. $1.95.


L., Blackledge, Ethel H. & Kelly, Helen J. You and your job. South-Western Publishing 103 pp. $2.12.


- set II. D.E. Materials Lab. 312 pp. $4.00.


Personnel management and human relations. ITT Educational Publishing. 224 pp. $6.45.
Marketing


Retailing


Retailing (Cont'd)


Hawley, Dean A. *Store security: check cashing procedures and cash handling control.* D.E. Materials Lab. 1972. 64 pp. $3.00.


Managing the retailing employee. 1972. 53 pp. $2.00.

Promotion ideas for men’s wear retailers. Fairchild Publications. 1959. 56 pp. $1.00.


Critical problems in retail merchandising. Laboratory Institute of Merchandising. 1969.


Retailers Association. Watch out for that thief. 1969. 28 pp. Also 12 posters and 40 slides.


Salesmanship


Steinberg, Jules. *Customers don't bite: selling with confidence.* Fairchild Publications.


Hardware, Building Materials, Farm and Garden Supplies and Equipment


y, Enos. Sales horizons. Prentice-Hall. 1968. $5.61.


ishing. Principles of personal selling. 133 pp. $3.75.


Writing letters that sell. Fairchild Publications. 1968. 208 pp. $6.95.

er Company. How to keep customers buying. 1961. 24 pp. $5.00.

ey unlimited for retail salesmen. Fairchild Publications. 197. 64 pp. $1.75.

ustomers don't bite: selling with confidence. Fairchild Publications. 1972. 192 pp. $5.95.


Materials, Farm and Garden Supplies and Equipment

ions for the beautiful bedroom. 45 pp. Free.


Hardware, Building Materials, Farm and Garden Supplies and Equipment (Cont'd)

Good Housekeeping Bulletin Service. *Furniture chart*. 38 pp. $0.35.


Kroehler Manufacturing. *Furniture information*. 3 booklets. $0.25 each.

192 pp. $7.95.

——— *How to sell home equipment*. Fairchild Publications. 168 pp. $1.00.


Hotel and Lodging


Materials, Farm and Garden Supplies and Equipment (Cont'd)

- Tin Service. Furniture chart. 38 pp. $.35.
- Furniture information. 3 booklets. $.25 each.
- To sell at retail: TV, appliances and home improvements. Fairchild Publications. 1968. 
- Equipment. Fairchild Publications. 168 pp. $1.00.
- China and glassware merchandiser. 161 pp. $6.00.
- Furniture retailing: for the home furnishings markets. 1967. 240 pp. $7.95.
- Otion to the hospitality industry. ITT Educational Publishing. 168 pp. $6.45.
International Trade


Transportation


Farris, M. T. Economics of transportation. American Society of Traffic and Transportation.


Transportation: a vital link in distribution. 1972. 34 pp. $2.00.


As of transportation. American Society of Traffic and Transportation. 60 pp. $5.00.


American Bankers Association, Banking Education Committee, 90 Park Avenue, New York, New York
American Hotel Institute, Michigan State University, Kellogg Center, East Lansing, Missouri.
American Society of Traffic and Transportation, 547 W. Jackson Blvd., Chicago, Illinois 60605
Ball State Teachers College, Muncie, Indiana.
Bates Fabrics, Education Department, 112 West 34 Street, New York, New York 10001.
Bigelow-Sanford, Inc., 140 Madison Avenue, New York, New York 10016.
Butterick Company, Inc., Educational Department, P.O. Box 1752, Altoona, Pennsylvania.
Chain Store Publishing Corporation, 2 Park Avenue, New York, New York 10016.
Charles A. Bennet Co., Inc., 809 West Detweiller Drive, Peoria, Illinois 61614.
D.E. Materials Lab, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210.
Dan River Mills, Inc., 111 West 40 Street, New York, New York 10018.
Display Publishing Company, Cincinnati, Ohio.
Dun & Bradstreet, Inc., 99 Church Street, New York, New York 10007.
Good Housekeeping Bulletin Service, 57 Street at Eighth Avenue, New York, New York 10019.
ADDRESSES OF PUBLISHERS

Association, Banking Education Committee, 90 Park Avenue, New York, New York 10016.

Institute, Michigan State University, Kellogg Center, East Lansing, Michigan.


College, Muncie, Indiana.

ation Department, 112 West 34 Street, New York, New York 10001.

c., 140 Madison Avenue, New York, New York 10016.

Inc., Educational Department, P.O. Box 1752, Altoona, Pennsylvania.

Company, 5 South Wabash Avenue, Chicago, Illinois 60603.

ing Corporation, 2 Park Avenue, New York, New York 10016.

, Inc., 809 West Detweiller Drive, Peoria, Illinois 61614.

1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210.

c., 111 West 40 Street, New York, New York 10018.

Inc., Mountainview Avenue, Albany, New York 12205.

Company, Cincinnati, Ohio.

nc., 99 Church Street, New York, New York 10007.

ours & Co., Inc., Organic Chemicals Department, Wilmington, Delaware 19898.

ons, Inc., 7 East 12 Street, New York, New York 10003.

ulletin Service, 57 Street at Eighth Avenue, New York, New York 10019.
ITT Educational Publishing, 4300 West 62 Street, Indianapolis, Indiana  46206.
Kroehler Manufacturing Co., Consumer Education Division, Naperville, Illinois.
Laboratory Institute of Merchandising, 12 East 53 Street, New York, New York  10022.
Milady Publishing Corporation, 3839 White Plains Road, Bronx, New York  10467.
National Cash Register Co., NCR Education Center, Sugar Camp, Dayton, Ohio  45479.
National Retail Credit Association, St. Louis, Missouri.
National Retail Merchants Association, 100 West 31 Street, New York, New York  10001.
New Jersey Retail Merchants Association, P.O. Box 22, Trenton, New Jersey  08601.
Quaker Oats Company, Customer Programs, Merchandise Mart, Chicago, Illinois  60654.
Recreation Vehicle Institute, 2720 Des Plaines Avenue, Des Plaines, Illinois  60010.
South-Western Publishing Co., 5101, Madison Road, Cincinnati, Ohio  45227.

American Publishing, 4300 West 62 Street, Indianapolis, Indiana 46206.


John Wiley & Sons, Inc., Consumer Education Division, Naperville, Illinois.

National Association of Merchandising, 12 East 53 Street, New York, New York 10022.

Evans Products, 56 Third Avenue, New York, New York 10022.

NCR Corporation, 3839 White Plains Road, Bronx, New York 10467.

NCR Corporation, NCR Education Center, Sugar Camp, Dayton, Ohio 45479.

National Retail Merchants Association, St. Louis, Missouri.

National Retail Merchants Association, 100 West 31 Street, New York, New York 10001.

1301 Avenue of the Americas, New York, New York 10019.

National Retail Merchants Association, P.O. Box 22, Trenton, New Jersey 08601.

National Retail Merchants Association, 6 East 43 Street, New York, New York 10017.

Englewood Cliffs, New Jersey 07632.

Customer Programs, Merchandise Mart, Chicago, Illinois 60654.

National Retail Merchants Institute, 2720 Des Plaines Avenue, Des Plaines, Illinois 60018.

300 Madison Avenue, New York, New York 10016.


Co., Inc., 419 Park Avenue South, New York, New York 10016.

Co., Inc., 5101 Madison Road, Cincinnati, Ohio 45227.
Teaching Systems Corp., 334 Boylston Street, Boston, Massachusetts.

Universal Publishing and Distributing Corp., 235 East 45 Street, New York, New York.

University Press of Kentucky, Lexington, Kentucky 40506.

University of Texas, Division of Extension, Instructional Materials Services, Austin, Texas


Vocational Instructional Materials Lab, Lindsey Hopkins Education Center, Miami, Florida 331

OTHER EDUCATIONAL SOURCES

DECA Handbook: Distributive Education Clubs of America, Inc., 200 Park Avenue, Falls Church, $2.75.


SOURCES

Distributive Education Clubs of America, Inc., 200 Park Avenue, Falls Church, Virginia. 1972.

and Job Briefs for Career Education in Marketing and Distribution K-12: The University of New York, The State Education Department, Division of Occupational Education Instruction, 12230. 1974.


PERIODICALS


Discount merchandiser. MacFadden-Bartell Corporation, 205 E. 42nd Street, New York, N.Y. 10017.

First national city bank monthly economic letter. First National City Bank, 399 Park Avenue.

Food merchants advocate. N.Y.S. Food Merchants Association, 641 Lexington Avenue, New York, N.Y. 10022.


*Bank monthly economic letter.* First National City Bank, 399 Park Avenue, New York, N.Y. 10022.


FILMS

Association Films, Inc., 600 Grand Avenue, Ridgefield, NJ 07657. Free Loan.

The wonder of water. 1967.

Association-Sterling Films, 512 Burlington Avenue, La Grange, Illinois 60525. Free Loan.

This is Lloyds. 1973.

Business Education Films, 5113 - 16th Avenue, Brooklyn, NY 11204. Rental.

Data processing: introductory principles. 1972.
Goodwill ambassadors. 1965.
Know your facts. 1967.
Nothing but lookers. 1965.
One minute please. 1967.
You've sold me, Mrs. Marlow. 1967.

The Dartnell Corporation, 4660 Ravenswood Avenue, Chicago, Illinois 60604. Rental.

The second effort. 1968.


Your credit is good ... a film about buying later. 1972.

Modern Talking Picture Service, 112 West Chippewa Street, Buffalo, NY 14202. Free Loan.

Lifeline on wheels. 1965.
The strongest link. 1965.


A far cry from hero. 1972.
The leading edge. 1972.
nc., 600 Grand Avenue, Ridgefield, NJ 07657. Free Loan.

Films, 512 Burlington Avenue, La Grange, Illinois 60525. Free Loan.

Films, 5113 - 16th Avenue, Brooklyn, NY 11204. Rental.

Rental. 1968.

Rental. 1967.

Rental. 1967.
Marlow. 1967.

Rental. 1968.

Modern railroading. 1967.

909 West Diversey Parkway, Chicago, Illinois 60614. Rental.

Information, persuasion, or deception. 1973.

Mod ... a film about buying later. 1972.

Service, 112 West Chippewa Street, Buffalo, NY 14202. Free Loan.


Rental. 1972.

1972.
National Retail Merchants Association, Book Order Department, 100 West 31st Street, New York, Rental $70.

Caught. 1971.

New York State Bankers Association, 405 Lexington Avenue, New York, NY 10017. Free Loan.

Step into banking. 1967.

New York State Department of Commerce, Film Library, 845 Central Avenue, Albany, NY 12206.


Point-of-Purchase Advertising Institute, Inc., 11 West 42nd Street, New York, NY 10036. Free

Role of point-of-purchase advertising in modern marketing. 1968.


Opportunities unlimited. 1971.

Public Relations Department, Sears Roebuck and Company, 7401 Skokie Boulevard, Skokie, Illinois

Tell it like it is. 1968.


Writing letters that get results. 1972.

Syracuse University, Educational Film Library, Syracuse, NY 13210. Rental.

Salesmanship: career opportunities. 1966.

Trip from Chicago. 1967.


The customer and you -- getting organized. 1965.

The customer and you -- two-way communication. 1965.

W. T. Grant Company, Any local store. Free Loan.

Spin for a win. 1967.
rchants Association, Book Order Department, 100 West 31st Street, New York, NY 10001.

kers Association, 405 Lexington Avenue, New York, NY 10017. Free Loan.

1967.

tartment of Commerce, Film Library, 845 Central Avenue, Albany, NY 12206. Free Loan.

66.

Advertising Institute, Inc., 11 West 42nd Street, New York, NY 10036. Free Loan.

-purchase advertising in modern marketing. 1968.


is. 1968.


that get results. 1972.

y, Educational Film Library, Syracuse, NY 13210. Rental.

reer opportunities. 1966.

o. 1967.

n and Visual Aids, 221 Park Avenue South, New York, NY 10003. Rental.

you -- getting organized. 1965.

you -- two-way communication. 1965.

y, Any local store. Free Loan.

1967.

26
FILMSTRIPS

Eye Gate House, 146-01 Archer Avenue, Jamaica, N.Y. 11435. Purchase. 1972.

The world of work: vocational opportunities

International Film Bureau, Inc., 322 South Michigan Avenue, Chicago, Illinois 60604. Purchase

Marketing careers.
Newspaper advertising.
Point of purchase display.
Receiving, checking, and marking merchandise.
Sales check procedures.

Merchandise Film Productions, Post Office Drawer J, Huntington, NY 11743. Purchase only.

Interviewing and hiring store personnel.
Problem employees: cause and care.
Purchase Avenue, Jamaica, N.Y. 11435. Purchase. 1972.

cational opportunities

u, Inc., 322 South Michigan Avenue, Chicago, Illinois 60604. Purchase only. $16.00.

lay.
nd marking merchandise.
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ions, Post Office Drawer J, Huntington, NY 11743. Purchase only.
g store personnel.
use and care.
Many companies support distributive education in our high schools by participating in DECA and having students address their groups.
FUNCTION, SCOPE, AND TRENDS OF MARKETING

Many companies support distributive education in our high schools by participating in DECA and having students address their groups.
FUNCTION, SCOPE, AND TRENDS OF MARKETING

General Goals: To familiarize the student with:
- The scope of marketing and distribution
- Trends in marketing and distribution
- Course and co-curricular offerings

Behavioral Objectives

The student will be able to:

Give a brief history of how American business evolved.

Compare barter to present day selling.

Differentiate between extractors and manufacturers.

Define and give examples of the creation of product value.

Define and name several mass production businesses.

Differentiate between production, distribution, and service businesses.

Explain how creation of utility adds value to the product.

I. THE PROCESS OF MARKETING

A. Business in America
   1. Barter and trade
   2. Peddlers and drummers
   3. Markets and fairs
   4. Festivals
   5. Shops
   6. Trading posts and gene
   7. Department stores
   8. Supermarkets
   9. Modern marketing syst

B. Producers
   1. Extractor
   2. Manufacturer
   3. Creation of product val
      a. Utility
      b. Form
      c. Place
      d. Timeliness
      e. Desire for possess
   4. Mass production
   5. Kinds of businesses
      a. Production
      b. Distribution
      c. Services
TRENDS OF MARKETING

To familiarize the student with:

The scope of marketing and distribution
Trends in marketing and distribution
Course and co-curricular offerings

Curricular Objectives

 Able to:

Story of how American business evolved.

Present day selling.

been extractors and manufacturers.

examples of the creation of

Several mass production businesses.

been production, distribution, and

Ion of utility adds value to the

I. THE PROCESS OF MARKETING

A. Business in America

1. Barter and trade
2. Peddlers and drummers
3. Markets and fairs
4. Festivals
5. Shops
6. Trading posts and general stores
7. Department stores
8. Supermarkets
9. Modern marketing systems

B. Producers

1. Extractor
2. Manufacturer
3. Creation of product value
   a. Utility
   b. Form
   c. Place
   d. Timeliness
   e. Desire for possession
4. Mass production
5. Kinds of businesses
   a. Production
   b. Distribution
   c. Services
Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Have students write the history of distribution through library research.

Explain why trading posts are not practical today.

Simulate a barter situation in the classroom.

Visit a manufacturer to see mass production and the addition or creation of utility.

Discuss extraction, such as mining, lumbering or fishing and point out the creation of utility.

Discuss, or have students present, the advantages of mass production and show the need for efficient channels of distribution due to mass production.

Have students give examples of local businesses that are involved in production, distribution, or services.

Evaluation--Correlated With Behavior

The student will:

List three advantages and disadvantages of mass production.

Write an essay of at least 200 words, tape, or construct an exhibit tracing American business from barter to the

Given a list of 10 products in various production, state the utility belonging from the consumers' point of view.

Given a list of 10 businesses, indicate the business is a production, distribution, or service business.
ions and Student Activities

Occupational Clusters

Evaluation—Correlated With Behavioral Objectives

The student will:

List three advantages and disadvantages of barter.

Write an essay of at least 200 words, record a short tape, or construct an exhibit tracing the evolution of American business from barter to the present time.

Given a list of 10 products in various stages of production, state the utility belonging to that product from the consumers' point of view.

Given a list of 10 businesses, indicate whether the business is a production, distribution, or service business.
FUNCTION, SCOPE, AND TRENDS OF MARKETING

Behavioral Objectives

The student will be able to:

Identify and explain the need for channels of distribution.

Name products which are distributed by the channels.

Identify types of industrial goods.

Explain the difference between a merchant middleman and an agent middleman.

Tell why distribution is so important to our economic system.

Explain how a product is distributed by illustrating the route from the producer to the consumer.

Identify and define shopping goods, convenience goods, and impulse goods.

C. Channels of Distribution

1. Direct selling
   a. Farm products
   b. Industrial goods
   c. Door-to-door selling
   d. Route selling
   e. Selling by mail

2. Selling through merchant
   a. Producer to retailer

   b. Producer to wholesaler or retailer

   c. Producer to rack jobber or consumer

3. Selling through agent middleman
   a. Producer to commission wholesaler or retailer

   b. Owner to broker to consumer

   c. Has special knowledge of the product

   d. Does not own or control the product

   e. Has special knowledge of the market
TRENDS OF MARKETING

Behavioral Objectives

able to:
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industrial goods.
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 producer to the consumer.
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Topics, Content, Instructional Areas

C. Channels of Distribution

1. Direct selling
   a. Farm products
   b. Industrial goods
   c. Door-to-door selling
   d. Route selling
   e. Selling by mail

2. Selling through merchant middlemen
   a. Producer to retailer to consumer
      . Fashion goods
      . Perishable goods
   b. Producer to wholesaler to retailer to consumer. Functions of wholesaler:
      . Gives credit
      . Storage and delivery
      . Carries assortment
      . Handles convenience goods
   c. Producer to rack jobber to retailer to consumer. Functions of rack jobber:
      . Places pre-packaged merchandise in stores
      . Stocks shelves
      . Offers credit

3. Selling through agent middlemen
   a. Producer to commission merchant to wholesaler or retailer to consumer
      . Goods owned by producer
      . Commission merchant is agent
      . Goods sold and commission is deducted
      . Handles farm products, fish, and canned goods
   b. Owner to broker to wholesaler or retailer or consumer
      . Does not own or handle goods
      . Has special knowledge
Teaching Suggestions and Student Activities Correlated With Occupational Clusters

List some products that would be distributed in each channel of distribution.

Visit the local public market and have different merchants and brokers explain how they use the channels.

Give examples of the different channels of distribution used in the local area.

Interview the owner (or manager) of a business and find out what channel or channels he uses and why.

Visit a local office of a stockbroker or real estate sales and determine how the organization operates.

Have direct salespersons speak to the class on how their areas of distribution operate.

Discuss shopping goods, convenience goods, and impulse goods.

Discuss rack jobbers and their influences on the changes in distribution.

Have students who work in supermarkets take part in a discussion of the rack jobber and what he does.

FUNCTION, SCOPE, AND TR

Evaluation--Correlated With Behavior

The student will:

Give five examples of consumer goods direct channel of distribution.

Prepare a chart showing the channel through which fresh corn, record albums and building lots pass.

State two advantages and two disadvantages consumer of buying direct from the producer.

Give the titles of five merchant middle services they perform.

List five items that consumers compare sources before they buy.

Describe five frequently purchased goods purchased without making comparisons.

Name five items that are purchased on the spur of the moment.

State five products a rack jobber supplies.
FUNCTION, SCOPE, AND TRENDS OF MARKETING

Evaluation--Correlated With Behavioral Objectives

The student will:

1. Give five examples of consumer goods that move in the direct channel of distribution.

2. Prepare a chart showing the channels of distribution through which fresh corn, record albums, canned goods, and building lots pass.

3. State two advantages and two disadvantages to the consumer of buying direct from the producer.

4. Give the titles of five merchant middlemen and the services they perform.

5. List five items that consumers compare with other sources before they buy.

6. Describe five frequently purchased items that are purchased without making comparisons.

7. Name five items that are purchased on impulse or the spur of the moment.

8. State five products a rack jobber services.

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ns and Student Activities
cupational Clusters

would be distributed in each

market and have different

xplain how they use the
different channels of distribu-

area.

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the organization operates.

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convenience goods, and impulse

and their influences on the

in supermarkets take part in a

jobber and what he does.
FUNCTION, SCOPE, AND TRENDS OF MARKETING

Behavioral Objectives

The student will be able to:

1. Define the wholesaler's role in our economic system.
2. Give examples of the functions a wholesaler performs.
3. Define the basic and subsidiary marketing functions.
4. Give examples of non-personal selling.
5. State the purposes of research in marketing.
6. Explain the risks that businessmen face.
7. Tell why businessmen require loans and credit.
8. Identify the various methods of transporting goods and why some should be used over others.

D. Marketing Functions

1. Basic
   a. Merchandising - right product, right place, right price
   b. Buying - getting goods from manufacturer and supplier
   c. Selling - personal and non-personal

2. Subsidiary
   a. Storing - supply availability
   b. Financing - needed resources
   c. Traffic management - physical movement of goods
   d. Accounting - record keeping
   e. Risk management - security and insurance
   f. Market research - data collection
   g. Standardization and specifications

Topics, Content, Instruction

b. Owner to broker to consumer (Cont'd)
   - Brings together buyer and seller
   - Collects commission
   - Handles real estate transactions

c. Manufacturer to distributor to consumer
   - Represents manufacturers
   - Takes orders and delivers merchandise
   - Distributor has contracts with manufacturer
   - Distributor sells goods, and applies to consumer

D. Producer to assembler (or wholesaler or purchaser)
   - May be agent or merchant
   - Handles farm products
   - Co-op may be an agent or merchant

Range of topics and instructional strategies

A-6
ND TRENDS OF MARKETING

Behavioral Objectives

be able to:

1. The role of a wholesaler in our economic system.
2. The functions of a wholesaler.
3. The roles of research in marketing.
4. The problems of personal selling.
5. The problems of research in marketing.
6. The problems that businessmen face.
7. The reasons why businessmen require loans and credit.
8. The reasons why various methods of transporting goods should be used over others.

Topics, Content, Instructional Areas

D. Marketing Functions

1. Basic
   a. Merchandising - right goods, right time, right price, right quantity
   b. Buying - getting goods from producers and supplier
   c. Selling - personal and non-personal

2. Subsidiary
   a. Storing - supply available
   b. Financing - needed money
   c. Traffic management - methods and routes
   d. Accounting - records
   e. Risk management - serve customers and insure
   f. Market research - data on customers
   g. Standardization and grading - uniformity and specifications
Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Look up "wholesalers" in the yellow pages of the telephone directory and list four wholesalers and the kind of merchandise they handle.

Have someone from an agricultural business speak to the class on how products related to farms move in the channels of distribution.

List and discuss products we have today that were not on the market five years ago.

Have students select several products and trace their movements from producer to the consumer. With the help of a local businessman, show costs added when the various marketing functions are performed.

Select a specific product and have students determine the cost of the product when it is delivered to the home, when it is sold in a retail outlet, and when it is picked up at the factory (such as bread and milk). Compare these costs and point out the differences due to the functions of marketing.

Evaluate--Correlated With Behavioral Objectives

List five services performed by the various marketing functions.

Describe five different agent middlemen they perform.

Given two products and two services, basic and subsidiary marketing functions, compare these functions.

Given a list of 10 common products that are commonly sold through nonpersonal channels, prepare a chapter or individual marketing project in accordance with the guides.

Describe five risks businessmen face.

Give three reasons why businesses require credit.

Identify five methods of transportation...
FUNCTION, SCOPE, AND TRENDS OF MARKETING

Evaluation--Correlated With Behavioral Objectives

List five services performed by the wholesaler.

Describe five different agent middlemen and the services they perform.

Given two products and two services, identify the basic and subsidiary marketing functions used in each case.

Given a list of 10 common products, identify those that are commonly sold through nonpersonal selling.

Prepare a chapter or individual marketing research project in accordance with the guidelines of the Distributive Education Clubs of America.

Describe five risks businessmen face.

Give three reasons why businesses require loans and credit.

Identify five methods of transporting goods.
FUNCTION, SCOPE, AND TRENDS OF MARKETING

Behavioral Objectives

The student will be able to:

- Define scrambled merchandising. Compare the general store with a specialty store.

- Differentiate between voluntary and cooperative chains.

- Differentiate between department store management and chain store management.

- Discuss the impact of automation on retailing.

- Describe leased departments.

- Tell where vending machines will be most often used.

- Discuss the possible trend in change of store hours.

- List the typical jobs available in retailing.

- Define single ownership, partnership, and corporation.

- Name several businesses that sell entertainment and recreation.

- Tell how a department store differs from a discount store.

- Describe the major types of ownership a store may have.

- Separate the types of stores by their ownership form and the merchandise they sell.

II. TRENDS IN MARKETING AND DISTRIBUTION

A. The Retailer

1. The new look - current trends
2. New techniques
   a. Scrambled merchandising
   b. Store hours
   c. Visual merchandising
   d. Automation
      - Vending machines
      - Automatic stores
      - Electronic data processing
   e. Franchising
   f. Leased departments
   g. Research
3. Kinds of retailers
   a. Independent
   b. Partnerships
   c. Corporations and chains
      - Voluntary
         - Local
         - Sectional
         - National
   d. Specialty shops
   e. Department stores
   f. Supermarkets
   g. Discount stores
   h. Mail order houses
   i. Cooperatives
   j. Direct selling
4. Service selling
   a. Personal and business
   b. Entertainment and recreation
   c. Repair and maintenance
TRENDS OF MARKETING

II. TRENDS IN MARKETING AND DISTRIBUTION

A. The Retailer

1. The new look - current trends
2. New techniques
   a. Scrambled merchandising
   b. Store hours
   c. Visual merchandising
   d. Automation
      i. Vending machines
      ii. Automatic stores
      iii. Electronic data processing
   e. Franchising
   f. Leased departments
   g. Research
3. Kinds of retailers
   a. Independent
   b. Partnerships
   c. Corporations and chain stores
      i. Voluntary
         ii. Local
         iii. Sectional
         iv. National
   d. Specialty shops
   e. Department stores
   f. Supermarkets
   g. Discount stores
   h. Mail order houses
   i. Cooperatives
   j. Direct selling
4. Service selling
   a. Personal and business services
   b. Entertainment and recreation
   c. Repair and maintenance

Topics, Content, Instructional Areas
Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Have teams of students interview local merchants and write brief histories of their stores.

Have two or three students visit the local chamber of commerce (retail division) and interview the director regarding problems and trends in local retail situations.

Find the names of two voluntary chains and two cooperative chains in the local area.

Survey shopping centers and determine what, if any, changes have been made recently to attract and satisfy customers.

Survey the local community business area and determine and list by name the local, sectional, and national chains in the area.

Prepare a list of new retail stores that have opened in the past five years. Do this by location and type of store.

Interview the owner of an independent service business and determine the problems of operating the business.

List three departments in local stores that are leased.

Name five local businesses that sell entertainment and recreation.

Prepare a list of five local businesses that sell both products and services.

FUNCTION, SCOPE, AND TREND

Evaluation--Correlated With Behavior

The student will:

Name five items that normally are items carried in a supermarket, but today.

Give two differences between a general specialty store.

Show two differences in managing a department store compared to a chain store.

Explain two changes that have taken as a result of the development and growth of the department store.

State three reasons why some department stores are leased.

Name five classes of items sold by specialty stores.

List five services sold by vending machines.

Describe five retail job titles.

Explain five differences between a small retailer when compared to a large retailer.

List three advantages and three disadvantages of franchising.

Give two advantages and two disadvantages of indoor mall shopping centers.

List three advantages of scrambled shopping centers.

Describe three advantages of franchising for the consumer.
FUNCTION, SCOPE, AND TRENDS OF MARKETING

Evaluation--Correlated With Behavioral Objectives
The student will:

Name five items that normally are unrelated to the items carried in a supermarket, but that are sold there today.

Give two differences between a general store and a specialty store.

Show two differences in managing a department store as compared to a chain store.

Explain two changes that have taken place in retailing as a result of development and use of automation.

State three reasons why some departments in local stores are leased.

Name five classes of items sold by vending machines.

List five services sold by vending machines.

Describe five retail job titles.

Explain five differences between a department store and a discount store.

List three advantages and three disadvantages of a small retailer when compared to a large retailer.

List three advantages and three disadvantages of franchising.

Give two advantages and two disadvantages of an indoor mall shopping center.

List three advantages of scrambled merchandising to the consumer.
FUNCTION, SCOPE, AND TRENDS OF MARKETING

Behavioral Objectives

The student will be able to:

- Describe the new freedoms the consumer has that were not available 30 years ago.

- Show the relationship of consumer mobility to the entire marketing picture.

- Explain how the world population explosion contributes to increased consumption.

- Explain how the youth market influences advertising and personal selling.

- Define discretionary income.

- Relate the increase of leisure time to discretionary income, automation, and family shopping.

- Show the relationship of standard of living to sales volume.

- Describe how merchandising affects consumer decisions.

- Give the major difference between industrial goods and consumer goods.

Topics, Content, Instruction

B. The Modern Consumer

1. Ultimate consumer
   a. Mobility
   b. Population explosion
   c. Variables
      . Age and life span
      . Youth movement
      . Shopping habits
   d. Discretionary income
   e. Better educated
   f. More leisure time
   g. Automation
   h. Demand for information
      . Consumer movement
      . Consumer research
   i. Consumer aids
   j. Consumer rights
      . Safety
      . Information
      . Choice
      . Right to be heard

2. Industrial, commercial,
TRENDS OF MARKETING

Behavioral Objectives

Able to:
- Freedom the consumer has that 30 years ago.
- Ship of consumer mobility to the picture.
- World population explosion increased consumption.
- Youth market influences advertising.
- Variability income.
- Use of leisure time to discretionary income, and family shopping.
- Ship of standard of living to
- Handising affects consumer decisions.
- Difference between industrial goods.

Topics, Content, Instructional Areas

B. The Modern Consumer

1. Ultimate consumer
   a. Mobility
   b. Population explosion
   c. Variables
      - Age and life span
      - Youth movement
      - Shopping habits - family shopping
   d. Discretionary income
   e. Better educated
   f. More leisure time
   g. Automation
   h. Demand for information
      - Consumer movement
      - Consumer research
   i. Consumer aids
   j. Consumer rights
      - Safety
      - Information
      - Choice
      - Right to be heard

2. Industrial, commercial, and institutional user
Teaching Suggestions and Student Activities 
Correlated With Occupational Clusters

Have students bring in a list of labor-saving devices used in their homes.

Discuss the increased mobility of the consumer and determine how this affects buying.

Invite a consumer goods and an industrial goods sales-man to speak to the class.

Have the students compare the jobs of both types of salesmen as to selected characteristics.

Visit a local plant that is well automated and point out how automation makes better salesmanship necessary.

Discuss how the publication of consumer rights and the demand for information has shown the need for better constructed products.

FUNCTION, SCOPE, AND TREND

Evaluation--Correlated With Behavior

The student will:

Describe three freedoms the consumer did not have 30 years ago.

Prepare a written or oral report of explaining how mobility of the consumer affects the entire marketing picture.

Explain two differences between industrial and consumer goods.

List four factors that have caused a rise in income in the United States.

Write a short report on how education and time have affected the buying habits.

Select a product sold in the consumer market, a product sold in the industrial or institutional market, and explain how the selling process differs.

Give three reasons why packaging is used more for consumer goods than for industrial goods.
FUNCTION, SCOPE, AND TRENDS OF MARKETING

Evaluation--Correlated With Behavioral Objectives

The student will:

- Describe three freedoms the consumer now has that he/she did not have 30 years ago.
- Prepare a written or oral report of 150 words or more explaining how mobility of the consumer relates to the entire marketing picture.
- Explain two differences between industrial goods and consumer goods.
- List four factors that have caused an increase in income in the United States.
- Write a short report on how education and more leisure time have affected the buying habits of the consumer.
- Select a product sold in the consumer market and one sold in the industrial or institutional market and explain how the selling process differs.
- Give three reasons why packaging is more important for consumer goods than for industrial goods.
Distribution and marketing students preparing for careers in those fields after graduation from high school or college.
Distribution and marketing students preparing for careers in those fields after graduation from high school or college.
CAREER OPPORTUNITIES

RELATED OCCUPATIONAL CLUSTERS
Education; Qualifications; Aptitudes; Income

N.B. If this module is used early in the year as an introduction, then it should be reviewed of the course.

General Goals: To acquaint students with 16 job clusters in distribution and marketing. To make students aware of the personal qualifications needed in general. To help students in finding a career best suited to their interests and distributive field

Behavioral Objectives

The student will be able to:

Compare his or her personal qualifications to those needed in the various occupational clusters.

Evaluate her or his present personality as indicated by attitudes, choice of clothes, and appearance; indicate those areas that need improvement; and chart this improvement on a weekly basis.

Demonstrate the importance of proper speech and grammar in distributive jobs where the student meets the public.

Recognize the basic manipulative skills necessary for the various beginning jobs in distribution.

Write a simple order for goods.

Operate a cash register.
RELATED OCCUPATIONAL CLUSTERS
Education; Qualifications; Aptitudes; Income

is used early in the year as an introduction, then it should be reviewed upon completion.

To acquaint students with 16 job clusters in distribution and marketing.

To make students aware of the personal qualifications needed in generally accepted job clusters.

To help students in finding a career best suited to their interests and capabilities in the distributive field.

Behavioral Objectives

able to:

personal qualifications to those occupational clusters.

is present personality as includes, choice of clothes, and those areas that need improvement on a weekly basis.

 Importance of proper speech and utive jobs where the student

a manipulative skills necessary beginning jobs in distribution.

r for goods.

ister.

I. BASIC JOB REQUIREMENTS

A. Personality Development

1. What personality is
2. Personal appearance and the job
3. Importance of good health
4. Good grooming

B. Beginning Job Skills

1. Communicative skills needed in job performance
2. Manipulative skills for basic entry jobs
3. Mental skills for entry level jobs
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Invite to class several personnel directors and employment counselors to discuss the importance of personal appearance in job success.

Request a representative from the New York State Employment Office to discuss personality and job success.

If available, have several local beauticians or models discuss grooming with the class.

Tape student voices in class and point out errors in speech, both grammatical and in pronunciation. Use the "Speak Well" record course to emphasize the importance of speech.

Have students criticize one another, using various tests as described in the indicated Milady Publishing Company booklets on "Success Insurance."

Ask persons directly engaged in various occupations according to the job clusters to speak to the class.

Obtain sample pre-employment tests and administer them in class.

Use sales checks and complete simple sales check writeup in class.

Let everyone operate a cash register in class under simulated sales procedures.

Evaluation—Correlated With Benefits

The student will:

Prepare a "Self-Evaluation" of his personality.

Maintain an "Improvement Chart" to keep for job success.

Keep a profile chart on personality, posture, and appearance. This self is kept for the career unit.

Select important personal qualities necessary for job success.

Complete "Voice Rating Test" and put in folder, indicating the areas of pronunciation that need improvement.

Prepare a short report on the importance to success in the job cluster selected.

Given a list of 20 manipulative tasks for the job, select 10 that would be of primary importance.

Pass arithmetic tests of the type of "aptitude" tests to beginning employment.

Complete a job order form with all information needed.
and Student Activities

National Clusters

Personnel directors and discuss the importance of job success.

from the New York State vocational personality and local beauticians or with the class.

ass and point out errors in and in pronunciation.

rd course to emphasize the me another, using various indicated Milady Publishing Business Insurance."

ged in various occupations ters to speak to the class.

test tests and administer
te simple sales check

eh register in class under

Evaluation--Correlated With Behavioral Objectives

The student will:

Prepare a "Self-Evaluation" of his or her present personality.

Maintain an "Improvement Chart" to upgrade personality for job success.

Keep a profile chart on personality as regards speech, posture, and appearance. This self-evaluation chart is kept for the career unit.

Select important personal qualities from a list of 25 necessary for job success.

Complete "Voice Rating Test" and put it into his folder, indicating the areas of pronunciation and grammar that need improvement.

Prepare a short report on the importance of personality to success in the job cluster selected.

Given a list of 20 manipulative tasks for a beginning job, select 10 that would be of primary importance.

Pass arithmetic tests of the type often given as "aptitude" tests to beginning employees.

Complete a job order form with all essential information needed.
CAREER OPPORTUNITIES

Behavioral Objectives

The student will be able to:

Simulate making appointments over the telephone for interviews.

Write a letter of application for a job and/or a job interview.

Properly conduct himself during a job interview.

Prepare a job résumé or a personal data sheet.

Write a thank you letter as a part of followup.

II. THE JOB INTERVIEW

A. The Letter of Application

1. Form of simple business
2. Three basic parts in an
3. How to put "sell" in a

B. The Résumé

1. Four basic parts of the
2. Specific items to inclu

C. The Interview

1. Preparing for the inter (grooming and research
2. The application blank a
3. The interview itself
   a. Opening remarks and p
   b. How to answer questi view
   c. Problem situations th during an interview
     - Telephone interrupt
     - Persons interrupt
     - Difficult questions interviewer
   d. The conclusion of the

D. The Followup

1. Procedure to follow imm interview
2. Followup procedure with the interview
behavioral Objectives

Able to:

1. Appointments over the telephone
2. Application for a job and/or a personal data sheet
3. Selling himself during a job interview
4. Writing a letter as a part of followup

Topics, Content, Instructional Areas

II. THE JOB INTERVIEW

A. The Letter of Application
   1. Form of simple business letter
   2. Three basic parts in any business letter
   3. How to put "sell" in a business letter

B. The Resume
   1. Four basic parts of the resume
   2. Specific items to include on each part

C. The Interview
   1. Preparing for the interview beforehand (grooming and research about the company)
   2. The application blank and the receptionist
   3. The interview itself
      a. Opening remarks and procedure
      b. How to answer questions during the interview
      c. Problem situations that could occur during an interview
         - Telephone interruption
         - Persons interrupting
         - Difficult questions that commit the interviewer
      d. The conclusion of the interview

D. The Followup
   1. Procedure to follow immediately after the interview
   2. Followup procedure within three weeks of the interview
Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Use available filmstrips and tapes to go over the job interview techniques in class.

Have DECA Job Interview contestants demonstrate to the class.

Invite a personnel director or employment interviewer to class and have him or her discuss with the students the kinds of questions often asked an applicant for an entry-level job.

Using overhead transparencies, show the class the basic parts of a data sheet or resumé.

Use overhead transparencies and filmstrips to review letters of application with the class.

Evaluate student job interview "role playing" in class, using the DECA handbook evaluation checklist.

Tape a job interview given in class and have the class criticize the interview objectively.

Video tape an interview in class and review the results with the student and the interviewer.

Evaluation--Correlated With Behavior

The student will:

Write a letter of application in response to a "Wanted Ad" for a particular job for which he or she has a career interest.

Ask 10 types of questions the student would be asked during an interview.

Write a job personal data sheet to be used in his or her letter of application. This should be factual and apply to the student's training, experience, and education.

"Interview" for the jobs for which the student is interested in positions.

Use a checklist to indicate correct followup.
CAREER OPPORTUNITIES

Evaluation--Correlated With Behavioral Objectives

The student will:

Write a letter of application in response to a "Help Wanted Ad" for a particular job within the job cluster in which he or she has a career interest.

Ask 10 types of questions the student could expect during an interview.

Write a job personal data sheet to include with his or her letter of application. This data sheet should be factual and apply to the student's present level of training, experience, and education.

"Interview" for the jobs for which they wrote application letters.

Use a checklist to indicate correct procedure in followup.

**CAREER OPPORTUNITIES**

**Evaluation--Correlated With Behavioral Objectives**

**The student will:**

- Write a letter of application in response to a "Help Wanted Ad" for a particular job within the job cluster in which he or she has a career interest.
- Ask 10 types of questions the student could expect during an interview.
- Write a job personal data sheet to include with his or her letter of application. This data sheet should be factual and apply to the student's present level of training, experience, and education.
- "Interview" for the jobs for which they wrote application letters.
- Use a checklist to indicate correct procedure in followup.
Career Opportunities

Behavioral Objectives

The student will be able to:

Identify several specific occupations as to education required and opportunity offered.

Evaluate himself in terms of interests and aptitudes for several occupations.

Apply the 16 occupational clusters in marketing and distribution to selected careers of personal interest.

III. CHOOSING A VOCATION

A. Factors Influencing Choice

B. Basic Need for Training

C. Job Sources

1. Coordinator
2. Friends
3. Family
4. Advertisements
5. Personal canvassing
6. State Employment Service
7. Private agencies

D. Career Opportunities in Marketing and Distribution

4.01 Advertising services
4.02 Apparel and accessories
4.03 Automotive services
4.04 Finance and credit
4.05 Food distribution and food services
4.06 General merchandise
4.07 Home furnishings services
4.08 Hotel and lodging
4.09 Warehousing, wholesaling, and retailing
4.10 Insurance
4.11 International trade
4.12 Petroleum services
4.13 Real estate
4.14 Recreation and tourism
4.15 Hardware, building materials, and garden supplies
III. CHOOSING A VOCATION

A. Factors Influencing Choice of Work

B. Basic Need for Training

C. Job Sources
   1. Coordinator
   2. Friends
   3. Family
   4. Advertisements
   5. Personal canvassing
   6. State Employment Service
   7. Private agencies

D. Career Opportunities in Marketing
   4.01 Advertising services
   4.02 Apparel and accessories
   4.03 Automotive services
   4.04 Finance and credit
   4.05 Food distribution and food services
   4.06 General merchandise
   4.07 Home furnishings services
   4.08 Hotel and lodging
   4.09 Warehousing, wholesaling, and transportation
   4.10 Insurance
   4.11 International trade
   4.12 Petroleum services
   4.13 Real estate
   4.14 Recreation and tourism
   4.15 Hardware, building materials, farm and garden supplies
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Show selected movies or filmstrips on various occupations.

Have persons directly engaged in various occupations speak to the class.

Prepare bulletin boards on specific jobs.

Cut from the New York Times' or local newspaper's classified section all types of advertisements regarding various career opportunities. Prepare a bulletin board with these cutouts.

Obtain sample pre-employment tests and administer in class.

Have students with jobs relate experiences they have encountered.

In reviewing the 16 job clusters, it should be pointed out to the student the qualifications needed for job success. (Note: Clusters grouped in related order, suggest at least two clusters every day.)

The DECA contest project on Career Manual may be used as a class project.

The DECA "Merit Awards Program," (MAP) provides classroom and community assistance to the student in selecting a career.

Evaluation--Correlated With Behavior
The student will:

Identify four occupations from a selection and indicate the requirements for success in each.

From the Food Distribution & Food Service industry, evaluate a possible job choice. (Consider any of the job clusters in which a student is interested.) Consider such factors as:

- Education and skill requirements
- Wages, beginning and advancement
- Promotion opportunities
CAREER OPPORTUNITIES

Evaluation--Correlated With Behavioral Objectives
The student will:

Identify four occupations from a selected cluster and indicate the requirements for success in the occupations.

From the Food Distribution & Food Services cluster, evaluate a possible job choice. (This can be done for any of the job clusters in which a student is interested.) Consider such factors as:

- Education and skill required
- Wages, beginning and advanced
- Promotion opportunities
Career Opportunities

Behavioral Objectives

The student will be able to:

1. Show knowledge of selling, sales promotion, advertising, and related areas.

2. State the objectives of the high school D.E. program for the student, the school, and the businessman.

3. Show how DECA is an adjunct to distributive education in high schools.

4. Show knowledge of marketing and distribution.

5. Develop attitudes and self-concept.

6. Work with others.

7. Operate a business.

8. Select a career in marketing and distribution.

9. Develop communications and leadership skills.

10. DECA - National Youth Program.

a. Local and regional organizations.

b. State and national organizations.

c. Leadership development.

d. Practice what you learn.

e. DECA contests and programs.

Distributive Education - Program of the High School.

I. Topics, Content, Instruction

II. Career Opportunities

A. Develop Communications and Leadership Skills.

B. Develop Knowledge and Skills.

C. Develop Attitudes.

D. Distributive Education - Program of the High School.

II. Career Opportunities

A. Develop Communications and Leadership Skills.

B. Develop Knowledge and Skills.

C. Develop Attitudes.

D. Distributive Education - Program of the High School.

II. Career Opportunities

A. Develop Communications and Leadership Skills.

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D. Distributive Education - Program of the High School.

II. Career Opportunities

A. Develop Communications and Leadership Skills.

B. Develop Knowledge and Skills.

C. Develop Attitudes.

D. Distributive Education - Program of the High School.
A. Develop Communications and Mathematics Skills

B. Develop Knowledges
1. Selling
2. Sales promotion
3. Buying
4. Operating a business
5. Market research
6. Management
7. Product knowledge
8. Knowledge of services

C. Develop Attitudes
1. Self concept
2. Working with others
3. Company loyalty
4. Customer relations

D. Develop Economic Understanding
1. How goods are distributed
2. Importance of distribution
3. Kinds of jobs in distribution

E. DECA - National Youth Program to Develop Future Leaders in Marketing and Distribution.
1. Local and regional organizations
2. State and national organizations
3. Practice what you learn
   a. Civic consciousness
   b. Social intelligence
   c. Leadership development
   d. Vocational understanding
   e. DECA contests and projects
4. Select a career in marketing and distribution
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Have a former D.E. student speak to the class on the benefits of distributive education.

Discuss the D.E. program with the class including the course of study and classroom operating procedures.

Show the films "The D.E. Story" and/or "Tell It Like It Is."

Discuss the types of activities available to students in the D.E. program.

Discuss the DECA handbook and local, state, and national programs.

Have the students explain the meaning of the various parts of the national DECA emblem.

Contact state DECA headquarters and request information on starting a DECA chapter when the students are interested.

Ask representatives of local private, two- and four-year educational institutions to come to the class and discuss their instructional programs in marketing, merchandising, and management.

Have the students outline several training programs available to employees of firms engaged in marketing and distribution.

Evaluation--Correlated With Behavior
The student will:

Define 10 terms common to the area of distribution.

Prepare a list of 20 skills, knowledge, and attitudes that should be possessed by an individual who wants to work in marketing and distribution.
Career Opportunities

Evaluation--Correlated With Behavioral Objectives
The student will:

Define 10 terms common to the area of marketing and distribution.

Prepare a list of 20 skills, knowledges, and attitudes that should be possessed by an individual who wishes to work in marketing and distribution.

Career Opportunities

Career Activities

Occupational Clusters

Present speak to the class on the history of education.

Discuss with the class including the classroom operating procedures.

Tell Soccer Stories and/or "Tell It Like It Is" and share activities available to students.

Career Opportunities

Evaluation--Correlated With Behavioral Objectives
The student will:

Define 10 terms common to the area of marketing and distribution.

Prepare a list of 20 skills, knowledges, and attitudes that should be possessed by an individual who wishes to work in marketing and distribution.
Career Opportunities

Behavioral Objectives

The student will be able to:

Determine if a cooperative education program is feasible for him or her as a capstone high school experience.

Describe several company training programs available after placement directly from secondary school in a distributive job.

Decide if higher education rather than immediate employment is more advantageous to his or her career objective.

Topics, Content, Instruction

F. Cooperative Part-Time Training
   earn and learn and explore the job

G. Management Training Programs
   1. J. C. Penney Co. or Kory
   2. Sears Roebuck & Co. or M
   3. Neisner Brothers or K-Ma
   4. F. W. Woolworth or W. T.
   5. Macy's or Gimbel's

H. Advanced Education
   1. Kinds of higher education
      a. four-year colleges a
      b. two-year junior and
      c. Business, trade, and
      d. Other continuing edu
   2. Visit institutions
   3. Determine entrance requ
Behavioral Objectives

able to:

erative education program is r her as a capstone high school

pany training programs cement directly from secondary utive job.

ucation rather than immediate advantage to his or her

Topics, Content, Instructional Areas

F. Cooperative Part-Time Training - a chance to earn and learn and explore in school and on the job

G. Management Training Programs - in firms such as:
   1. J. C. Penney Co. or Korvette
   2. Sears Roebuck & Co. or Montgomery Ward & Co.
   3. Neisner Brothers or K-Mart
   4. F. W. Woolworth or W. T. Grant
   5. Macy's or Gimbel's

H. Advanced Education
   1. Kinds of higher education
      a. four-year colleges and universities
      b. two-year junior and community colleges
      c. Business, trade, and technical schools
      d. Other continuing education
   2. Visit institutions
   3. Determine entrance requirements
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Using libraries and the guidance office, the class can develop a list of business schools, community colleges, and four-year colleges that offer programs in marketing and distribution.

The students can find common courses and sequence patterns in the marketing and distribution programs through research in college catalogs.

Have the students prepare lists of costs connected with pursuing a course of study on the post-secondary level in marketing and distribution.

Ask representatives of local business to come to the class and discuss opportunities for training and advancement available to distributive education students who are employed by their companies.

Have teams of students visit stores and post-secondary educational institutions and interview students involved in training in marketing and distribution.

Evaluation--Correlated With Behavior

The student will:

Select a possible post-high school institution, describe the program take, and estimate the costs of attending.

Be judged upon accuracy and completeness for his or her point of view as a debate before the class. The student will:

. Quit high school and start in the bottom and work your way up.
. Go into a company inservice training right after graduating from high school while you learn.
. All you need for the best jobs in marketing is a two-year associate's degree.
. In order to really get places and have a future, you need a bachelor's or master's degree.
Career Opportunities

Evaluation--Correlated With Behavioral Objectives

The student will:

Select a possible post-high school educational institution, describe the program he or she would take, and estimate the costs of attending.

Be judged upon accuracy and completeness of arguments for his or her point of view as a participant in a debate before the class. The students may defend any of the following positions:

- Quit high school and start in a business from the bottom and work your way up.
- Go into a company inservice training program right after graduating from high school and earn while you learn.
- All you need for the best jobs in distribution and marketing is a two-year associate degree.
- In order to really get places in a career, you need a bachelor's or master's degree in marketing.

Visit stores and post-secondary institutions and interview students in marketing and distribution.
Product knowledge is essential in men's apparel and accessories.
Product knowledge is essential in men's apparel and accessories.
PRODUCT INFORMATION

RELATED OCCUPATIONAL CLUSTERS
Apparel and Accessories (4.02); Home Furnishings (4

General Goals: To stress to the student the importance of product knowledge and inform selling goods and services

Behavioral Objectives

The student will be able to:

Show how product knowledge assists the salesman.

Give reasons for studying product information.

Topics, Content, Instruction

I. WHY PRODUCT INFORMATION IS IMPORTANT

A. To Provide Goods That Will Meet Customers' Needs and Wants

B. To Help the Salesperson to:
   1. Select effective selling merchandise to the customer
   2. Answer customers' questions
   3. Overcome sales resistance
   4. Gain self confidence
   5. Keep the presentation interesting
   6. Keep informed about new goods and manufacturers

C. To Help the Customer to:
   1. Appreciate the product better
   2. Make intelligent buying decisions
   3. Properly use and/or maintain goods

Give examples of the consumer being helped through better knowledge of the product being purchased.
To stress to the student the importance of product knowledge and information in selling goods and services.

To provide the student with knowledge assists the salesman.

To study product information.

The consumer being helped through the product being purchased.

### I. Why Product Information Is Studied

A. To Provide Goods That Will Best Meet the Customers' Needs and Wants

B. To Help the Salesperson to:

1. Select effective selling points in presenting merchandise to the customers
2. Answer customers' questions intelligently
3. Overcome sales resistance
4. Gain self confidence
5. Keep the presentation interesting
6. Keep informed about new products, materials, and manufacturers

C. To Help the Customer to:

1. Appreciate the product being presented
2. Make intelligent buying decisions
3. Properly use and/or maintain the product
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Have the students conduct a survey of customers as to situations where lack of product knowledge caused them not to buy.

The class can conduct a second survey of customers as to situations where adequate product knowledge was used and the customers' impressions when the product was purchased.

Discuss the improvement of selling skill that comes from merchandise information.

Consider the salesperson as a "buying counselor" and discuss other name changes taking place such as "customer representative."

Random customers can be interviewed to determine how much they know about a product and what they want to know about it when they purchase it.

Have students, working in teams, shop for a product or service and determine whether the salesperson possesses the necessary merchandise information to effectively sell the product.

Discuss the promotional opportunities available for apparel salespeople in local stores.

List several items of apparel or accessories and discuss the buying motive most often used in the sale of these items.

Evaluation--Correlated With Behavior
The student will:

Provide eight reasons why product studied.

Describe three purchases in which have knowledge of the product.

Demonstrate a sale in which the salesperson requires intimate and thorough knowledge of product.
Questions and Student Activities

Conduct a survey of customers as to lack of product knowledge caused them to purchase a second survey of customers as adequate product knowledge was buyers' impressions when the product.

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erson as a "buying counselor" and changes taking place such as "cus-
t be interviewed to determine how to a product and what they want to they purchase it.

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onal opportunities available for in local stores.

of apparel or accessories and dis- lve most often used in the sale

Evaluation--Correlated With Behavioral Objectives

The student will:

Provide eight reasons why product information is studied.

Describe three purchases in which the buyer should have knowledge of the product.

Demonstrate a sale in which the student-salesperson requires intimate and thorough knowledge of the product.
PRODUCT INFORMATION

Behavioral Objectives

The student will be able to:

List sources of product information.

Use sources of product information.

II. SOURCES OF PRODUCT INFORMATION

A. Direct
1. Advertising about the product
2. Competing products
3. Labels and tags on product
4. Visits to factories and
5. Personal use of the product

B. Other People
1. Consumer information seminars
2. Consumer bureaus and personal
3. Contact with customers
4. Sales training classes
5. Contact with other salespeople
6. Friends and colleagues
7. Contact with store buyers
8. Observing sales taking place

C. Literature
1. Special publications for all
   a. Publications by the National
      Merchants Association
   b. Trade papers and trade
      . Stores
      . Hardware Retailer
      . Chain Store Age
      . Women's Wear Daily
      . Home Furnishings
      . Supermarket News
      . Other Fairchild Publications
      . Progressive Grocer
II. SOURCES OF PRODUCT INFORMATION

A. Direct
1. Advertising about the product
2. Competing products
3. Labels and tags on products
4. Visits to factories and wholesalers
5. Personal use of the product

B. Other People
1. Consumer information seminars
2. Consumer bureaus and periodicals
3. Contact with customers
4. Sales training classes
5. Contact with other salespeople
6. Friends and colleagues
7. Contact with store buyers
8. Observing sales taking place

C. Literature
1. Special publications for retailers
   a. Publications by the National Retail Merchants Association
   b. Trade papers and trade journals
      • Stores
      • Hardware Retailer
      • Chain Store Age
      • Women's Wear Daily
      • Home Furnishings Daily
      • Supermarket News
      • Other Fairchild Publications
      • Progressive Grocer
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Survey the local retail businessmen, wholesalers, warehousemen, transportation companies and insurance men and prepare a listing of magazines and trade journals subscribed to by each of these groups. It may be possible to get old copies of these magazines and trade journals for the classroom.

After obtaining labels from merchandise items, evaluate and discuss in class the legibility and the amount of necessary information given or not given by the manufacturer.

Student teams can compare a product they sell or use with a competing product.

Have each student collect 5 to 10 tags, labels, newspaper and magazine ads on an apparel or home furnishings items and prepare a notebook rating each tag, label or ad as a good or poor source of product information.

Discuss the various types of product information that may be found in a library.

Have a home economist from your local Cooperative Extension Service appear before the class and discuss product knowledge and how their organization can help. Other visits may be necessary to discuss fabric finishes, labeling facts, clothing care, fabric facts, and so on.

Compare the information available in pamphlets on intangibles, such as insurance, with the information shown on the container of tangible products.

Invite the home economics teacher or students to demonstrate apparel and home furnishings care with the class.

Evaluation--Correlated With Behaviors
The student will:

For each of five products in apparel, home furnishings or services list merchandise information.

Name five consumer magazines that are relevant to fashion, home furnishings, hardware, and so on.

From a catalog description of a product write a short comparison between technical information for the manufacturer and information for the consumer.

Write a report of approximately 2000 words summarizing sources of product knowledge.

Describe five sources of product information that may be found in the store in which the salesperson works.

Make a sales presentation of a product and discuss sales techniques and product information for the customer. DECA rating for salesperson may be used as a marking guide.
PRODUCT INFORMATION

Evaluation--Correlated With Behavioral Objectives

The student will:

For each of five products in apparel and accessories, home furnishings or services list three sources of merchandise information.

Name five consumer magazines that contain information on apparel and accessories, hardware, or home furnishings.

From a catalog description of a product, differentiate between technical information for the retailer and information for the consumer.

Write a report of approximately 200 words or have a panel presentation on a product advertised in two trade publications.

Describe five sources of product information outside of the store in which the salesperson works.

Make a sales presentation of a product or service using sales techniques and product information gathered by the student. DECA rating for sales demonstration can be used as a marking guide.
PRODUCT INFORMATION

Behavioral Objectives

The student will be able to:

Assemble product information.

Understand what product information is needed.

III. WHAT INFORMATION IS NEEDED

A. History and Development
B. Appearance of Product
C. Composition of Product
D. Processes Used in Manufacture
E. Uses of the Product
F. Serviceability of the Product
G. Care of the Product
H. Company History and Policies
I. Comparison With Competition
Avioral Objectives

Topics, Content, Instructional Areas

C. Literature (Cont'd)

2. Other literature
   a. Product manuals
   b. Sales literature
      - Leaflets (J. C. Penney Co., Sears, HFC)
      - Circulars and pamphlets
      - Books
   c. General consumer magazines and newspapers
   d. Government publications (Government Printing Office)
   e. Consumer Testing Bureau publications
      - Consumer's Report
      - Buyer's Guide
   f. Mail order catalogs

III. WHAT INFORMATION IS NEEDED

A. History and Development

B. Appearance of Product

C. Composition of Product

D. Processes Used in Manufacture

E. Uses of the Product

F. Serviceability of the Product

G. Care of the Product

H. Company History and Policies

I. Comparison With Competition
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

The instructor can select catalog descriptions, i.e., Montgomery Wards, Sears, Penneys, Spiegels, Allied Radio. Ask the student to list the selling points included in each description. The student may classify the selling points as to use, performance, composition, construction, or care of the product.

Each member of the class should select a product he or she is presently selling or one which is extensively advertised and write a paper or discuss the product's company history, its manufacture, and its physical appearance and sales features.

Evaluation--Correlated With Behavior

The student will:

- In a matching test, correctly align the best source of information for the product.
- Given a printed list of 20 product types and kinds, indicate in one of two columns whether the amount of product knowledge required for each is "little or none" or "much."
- Name 10 products that require much product knowledge and 10 products that require little or none product knowledge.
- Match 15 numbered descriptions of product information items with the items listed in an adjacent column.
ass should select a product he
ning or one which is ex-
write a paper or discuss the
tory, its manufacture, and its
and sales features.

given a printed list of 20 products of various
types and kinds, indicate in one of three
columns whether the amount of product knowledge
required for each is "little or none," "some," or
"much."

Name 10 products that require much product
knowledge and 10 products that require little
product knowledge.

Match 15 numbered descriptions of various
product information items with the terms
listed in an adjacent column.
PRODUCT INFORMATION

Behavioral Objectives

The student will be able to:

Demonstrate ability to use the product information he has found.

Topics, Content, Instruction

IV. HOW TO USE PRODUCT INFORMATION

A. Analysis of Features Not Part of the Product

1. Special purposes or additional features
2. Product durability and reliability
3. Reputation of producer and quality of product
4. Intrinsic value of product
5. Warranties

B. Analysis of Product Features

1. Product features
   a. Size
   b. Weight
   c. Shape
   d. Design
   e. Pattern
   f. Color

2. Product benefits
   a. Comfort (warmth, coolness)
   b. Pleasing to senses (sound)
   c. Protection (coverage)
   d. Prestige (pride of ownership)
   e. Relaxation (escape from stress)
   f. Contribution to knowledge
   g. Serviceability (durability)
   h. Ease of use
   i. Ease of operation
   j. Ease of care
   k. Savings in cost of ownership
   l. Savings on cost of ownership
Behavioral Objectives

B able to:

IV. HOW TO USE PRODUCT INFORMATION

A. Analysis of Features Not Readily Apparent
   1. Special purposes or additional uses
   2. Product durability and reliability
   3. Reputation of producer and/or seller
   4. Intrinsic value of product
   5. Warranties

B. Analysis of Product Features and Benefits
   1. Product features
      a. Size
      b. Weight
      c. Shape
      d. Design
      e. Pattern
      f. Color
      g. Material or composition
      h. Construction
      i. Finish or texture
      j. Odor and taste
      k. Packaging
   2. Product benefits
      a. Comfort (warmth, coolness, softness)
      b. Pleasing to senses (appearance, taste, sound)
      c. Protection (contribution to health)
      d. Prestige (pride of ownership)
      e. Relaxation (escape from routine)
      f. Contribution to knowledge
      g. Serviceability (durability, reliability)
      h. Ease of use
      i. Ease of operation
      j. Ease of care
      k. Savings in cost of operation
      l. Savings on cost of upkeep
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Arrange for various buyers to speak to the students illustrating product features, benefits, and selling themes.

The student should prepare an analysis sheet of features of a product or service and using those features to construct selling sentences and benefits.

In order to familiarize the class with certain terms used in connection with various products, prepare a list of typical merchandise terms (i.e. colorfast, sanforized, permanent press, waterproof, etc.) and have the student give definitions of each of these.

Have each student keep a notebook which would include "selling sentences" for various products discussed in class.

Give examples of specific statements based on facts as compared to selling statements made using generalities (i.e., "This is the best-selling of the leading products.").

Have the students bring in various kinds of wearing apparel made of different fabrics and explain features, benefits, and selling points.

Evaluation--Correlated With Behavior
The student will:

From the sales or instruction information about a selected product, write ten product information.

Show an understanding of a product prepared by the teacher by converting features into selling points or sentences.

Give a sales demonstration in which statements about the product based.

Write five selling sentences using information from his study of product development.
Students and Student Activities

Occupational Clusters

buyers to speak to the students about features, benefits, and selling sentences. Prepare an analysis sheet of product or service and using those benefits. Use the class with certain terms related to various products, prepare a handout with terms (i.e., colorfast, wrinkle-free, water-repellent, etc.) and definitions of each of these definitions. Prepare a notebook which would include information for various products discussed.

Specific statements based on facts given in the statements made using these terms. This is the best-selling of the different kinds of wearing apparel, and explain the selling points.

PRODUCT INFORMATION

Evaluation—Correlated With Behavioral Objectives

The student will:

From the sales or instruction information printed about a selected product, write 10 items of product information.

Show an understanding of a product analysis sheet prepared by the teacher by converting product features into selling points or selling sentences.

Give a sales demonstration in which he or she uses statements about the product based upon fact.

Write five selling sentences using the data obtained from his study of product development and manufacture.
PRODUCT INFORMATION

Behavioral Objectives

The student will be able to:

Analyze and match product features and benefits.

Write selling sentences using product information.

Communicate product information.

B. Analysis of Product Features

3. Matching benefits and features

Examples:

<table>
<thead>
<tr>
<th>Feature</th>
<th>Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size</td>
<td>Comfort</td>
</tr>
<tr>
<td>Color</td>
<td>Pleasure</td>
</tr>
<tr>
<td>Style</td>
<td>Versatility</td>
</tr>
<tr>
<td>Construction</td>
<td>Durability</td>
</tr>
</tbody>
</table>

C. Communicating Product Information

1. Recognize customer buying motives
2. Distinguish features of product
3. Convert benefits and features to sentences
4. Persuade customers to purchase
   a. Makes customer more confident
   b. Helps salesman better understand customer's needs
   c. Facilitates decision-making process
5. Listen to customer to reinforce product information
6. Answer customers' objections to product information
Behavioral Objectives

able to:

1. Identify product features and benefits.
2. Understand product features and benefits using product information.

Topics, Content, Instructional Areas

B. Analysis of Product Features and Benefits

3. Matching benefits and features
   
   Examples:
   
<table>
<thead>
<tr>
<th>Feature</th>
<th>Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size</td>
<td>Comfort and good fit</td>
</tr>
<tr>
<td>Color</td>
<td>Pleasing appearance</td>
</tr>
<tr>
<td>Style</td>
<td>Versatility</td>
</tr>
<tr>
<td>Construction</td>
<td>Durability</td>
</tr>
</tbody>
</table>

C. Communicating Product Information

1. Recognize customer buying motives
2. Distinguish features of product
3. Convert benefits and features into selling sentences
4. Persuade customers to participate and talk
   a. Makes customer more alert during sales talk
   b. Helps salesman better understand customers' needs
   c. Facilitates decision to purchase the product
5. Listen to customer to really hear
6. Answer customers' objections with specific product information
Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Require each student to hand in a notebook containing pertinent product information derived through class discussion and individual research.

Evaluation--Correlated With Behavior

The student will:

Submit the notebook or manual which compiling. Grade for completeness, etc. The notebook should contain:

- Definitions of merchandising terms
- Selling sentences using product
- Other information stipulated by the teacher and agreement between the student
PRODUCT INFORMATION

Evaluation--Correlated With Behavioral Objectives
The student will:

Submit the notebook or manual which he or she has been compiling. Grade for completeness, accuracy, neatness, etc. The notebook should contain:
- Definitions of merchandising terms
- Selling sentences using product information
- Other information stipulated after discussion and agreement between the student and teacher.
PRODUCT INFORMATION

Behavioral Objectives

The student will be able to:

Construct a merchandise manual similar to those used in DECA competitive events.

Topics, Content, Instruction

V. MERCHANDISE INFORMATION MANUAL

A. What Your Customer Wants to

1. What the article is
2. Who uses it
3. What it is used for
4. How it is used
5. What it will do for the user
6. Outstanding features
7. Colors, sizes, and styles
8. How it can be used in combination with other goods
9. History or background

B. Qualities Customer Looks for

1. Beauty
2. Color
3. Cut and fit
4. Comfort
5. Durability
6. Design
7. Ease of care
8. Fabric
9. Feel
10. Fit
11. Quality
12. Security
13. Style
14. Workmanship
Topics, Content, Instructional Areas

V. MERCHANDISE INFORMATION MANUAL

A. What Your Customer Wants to Know

1. What the article is
2. Who uses it
3. What it is used for
4. How it is used
5. What it will do for the user
6. Outstanding features
7. Colors, sizes, and styles available
8. How it can be used in combination with other goods
9. History or background

B. Qualities Customer Looks for in the Product

1. Beauty
2. Color
3. Cut and fit
4. Comfort
5. Durability
6. Design
7. Ease of care
8. Fabric or material
9. Fastness of color
10. Finish
11. Quality
12. Serviceability
13. Strength
14. Workmanship
Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Have students discuss how they put their merchandise manual together, what problems they had, and have the class make suggestions to help.

Have the students make oral presentations on their manuals and display them to the class.

Request use of a winning merchandise information manual of DECNY-DECA for review.

Evaluation--Correlated With Behaviors

The student will:

Select a product or service that is his career interest. The product or service must be something that can be researched and evaluated intelligently. Make a causal analysis of the product or service in the outline to guide him or her to prepare a comprehensive report.

Prepare data about a product in the merchandise manual that is a comprehensive source of useful information.
PRODUCT INFORMATION

Evaluation--Correlated With Behavioral Objectives

The student will:

Select a product or service that is in the area of his career interest. The product or service should be something that can be researched, studied and evaluated intelligently. Make a careful study and analysis of the product or service using the section in the outline to guide him or her in writing the report.

Prepare data about a product in the form of a merchandise manual that is a comprehensive reference source of useful information.

- saved the merchandise problems they had, and have them help.
- oral presentations on their review.
- g merchandise information review.
Behavioral Objectives

The student will be able to:

- Demonstrate a knowledge of merchandising terms and language.
- Explain the differences between generic and brand names.
- Know the advantages and disadvantages of private brands.
- Describe the differences between national brands and private brands.

D. How to Promote the Product

1. Selling sentences
2. Advertising suggestions
3. Display suggestions

E. Technical Terms

1. Descriptive adjectives
2. Terms
3. Glossary

F. Summary

1. Product features and benefits
2. Highlight of manufacturer
3. How to sell
4. Common customers' questions

G. Bibliography

VI. PRODUCT BRANDS

A. Importance of Brand Names

1. Assures seller of repeat patronage
2. Assures customer of consistency and quality
3. Adds value to merchandising

B. Types of Brands

1. National
2. Private
   a. Advantages
      - Repeat patronage of certain store
      - Price benefit nationally
      - Retailer free friction
Behavioral Objectives
be able to:
knowledge of merchandising terms

Topics, Content, Instructional Areas

D. How to Promote the Product
1. Selling sentences
2. Advertising suggestions
3. Display suggestions

E. Technical Terms
1. Descriptive adjectives
2. Terms
3. Glossary

F. Summary
1. Product features and benefits
2. Highlight of manufacture
3. How to sell
4. Common customers' questions

G. Bibliography

VI. PRODUCT BRANDS

A. Importance of Brand Names
1. Assures seller of repeated demand for product
2. Assures customer of consistent product quality
3. Adds value to merchandise (respected brand)

B. Types of Brands
1. National
2. Private
   a. Advantages
      i. Repeat patronage - brand only at certain store
      ii. Price benefit - goods not advertised nationally
      iii. Retailer free from direct price competition
Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Elicit conversations and discussions with and among the students in which an increasing number of merchandising terms are used.

Choose some apparel and accessory items that are sold in a local store under both national and private brands and compare price, quality and advantages for each. Discuss in class.

Have students bring to class symbols that depict well-known brands.

Evaluation--Correlated With Behavior

The student will:

Given a matching test or a multiple choice test, able to accurately identify 25 words used in merchandising.

Give three advantages and three disadvantages of each brand name.
tions and Student Activities

Occupational Clusters

Evaluation--Correlated With Behavioral Objectives

The student will:

Given a matching test or a multiple choice test, be able to accurately identify 25 words or phrases commonly used in merchandising.

Give three advantages and three disadvantages of brand names.
PRODUCT INFORMATION

Behavioral Objectives

The student will be able to:

A. Types of Brands
   b. Disadvantages
      - Hard to win customers
      - Higher local advertising
      - The brand name may be controlled by someone else

Explain how fashion trends develop.

VII. FASHION GOODS

A. Created for a Particular

B. Discovered From Existing Cultural Groups

C. Operation of Fashion Cycle
Behavioral Objectives

able to:

Topics, Content, Instructional Areas

B. Types of Brands

2. Private
   a. Advantages
   b. Disadvantages
      - Hard to win customer acceptance
      - Higher local advertising cost
      - The brand name may be registered by someone else

VII. FASHION GOODS

A. Created for a Particular Audience

B. Discovered From Existing Styles of Different Cultural Groups

C. Operation of Fashion Cycles
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Discuss qualities which are most important for the
salesperson of fashion apparel to possess.

Have the buyer of fashion merchandise discuss his or
her job and to show samples of fashion products.

Have students select a wearing apparel item and discuss
information given on the label.

Have the student research the steps in a fashion cycle
and discuss in class.

Discuss "fashion" in home furnishings.

Evaluation--Correlated With Behavior

The student will:

Write and present a short scenario show.

State three ways product information is a fashion show.

Name three careers in the fashion industry.

Describe three products that are connected to the fashion and why they are.
ions and Student Activities

Occupational Clusters

Which are most important for the apparel to possess.

Fashion merchandise discuss his or examples of fashion products.

Wearing apparel item and discuss the label.

Arch the steps in a fashion cycle home furnishings.

Evaluation--Correlated With Behavioral Objectives

The student will:

Write and present a short scenario for a fashion show.

State three ways product information is presented in a fashion show.

Name three careers in the fashion industry.

Describe three products that are considered high fashion and why they are.
Students must learn how to draw up and read specifications if they intend to be employed in the buying of home furnishings or general merchandise.
Students must learn how to draw up and read specifications if they intend to be employed in the buying of home furnishings or general merchandise.
BUYING MERCHANDISE

Related Occupational Clusters
General Merchandise - Retail (4.08); Home Furnishings

General Goals: To familiarize the student with:

- The role of retail buying
- Determining what to buy to satisfy consumer needs
- Selecting resources
- Negotiating for merchandise
- The purchase order
- Determining the effectiveness of the buyer

Behavioral Objectives

The student will be able to:

Describe several business operations that are functions of marketing.

Give the goals of marketing.

Explain the factors upon which successful marketing depends.

Describe the essentials of the retailer's merchandising function.

I. THE ROLE OF RETAIL BUYING

Purchasing Agent for Consumer

A. Marketing Activities

1. Product planning
2. Pricing
3. Product promotion
4. Distribution

B. Marketing Goals

1. Attain customer satisfaction
2. Maximize profit
3. Serve best interest of the consumer

C. The Essentials of Marketing

1. Rapid response to consumer demands
2. Use of best channels of distribution
3. Exchange of information
4. Application of effective techniques

D. Merchandising at the Retail Level

1. Right merchandise
2. In right place
3. At right time
4. In right quantity
5. At right price
RELATED OCCUPATIONAL CLUSTERS
General Merchandise - Retail (4.08); Home Furnishings (4.10)

To familiarize the student with:

- The role of retail buying
- Determining what to buy to satisfy consumer needs
- Selecting resources
- Negotiating for merchandise
- The purchase order
- Determining the effectiveness of the buyer

Behavioral Objectives

I. THE ROLE OF RETAIL BUYING - Serves as Agent for Consumer Marketing Activities

A. Marketing Activities
   1. Product planning
   2. Pricing
   3. Product promotion
   4. Distribution

B. Marketing Goals
   1. Attain customer satisfaction
   2. Maximize profit
   3. Serve best interest of community

C. The Essentials of Marketing Success
   1. Rapid response to consumer demand
   2. Use of best channels of distribution
   3. Exchange of information with producers
   4. Application of effective retailing techniques

D. Merchandising at the Retail Level
   1. Right merchandise
   2. In right place
   3. At right time
   4. In right quantity
   5. At right price
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

The student will:

Invite a retail or wholesale furniture buyer or manager to describe his or her role or functions.

Have the students find magazine or newspaper articles on marketing and merchandising and present the best ones to the class.

Evaluation--Correlated With Behavior

The student will:

List and describe three marketing actions a buyer working for a retailer.

State three marketing objectives in selling.

Describe three actions a buyer would be successful.

Debate whether marketing, merchandising, buying, purchasing are the same or different.

List the five "rights" in merchandising.
BUYING MERCHANDISE

s and Student Activities

Evaluation--Correlated With Behavioral Objectives

The student will:

List and describe three marketing activities of a buyer working for a retailer.

State three marketing objectives in sentence form.

Describe three actions a buyer would take in order to be successful.

List the five "rights" in merchandising.

Furniture buyer or her role or functions.

Magazine or newspaper articles describing and present the best

merchandising, buying, or different.
BUYING MERCHANDISE

Behavioral Objectives

The student will be able to:

Give the factors that cause retailers to sell different merchandise.

Develop an effective merchandise plan.

State the advantages of an effective merchandising plan.

Identify the major functions of a buyer.

Topics, Content, Instruction

E. Merchandising Varies With
1. Retailer's policy and
2. Purchasing power of consumer
3. Retailer's financial condition
4. Services offered

F. Develop Merchandise Plan
1. Proper inventory base
2. Adequate merchandise
3. Adequate stock depth

G. Effective Plan
1. Provides maximum consumer satisfaction
2. Maximum sales
3. Maximum turnover
4. Maximum maintained gross profit

H. Buyer's Job Description
1. Identifies consumer needs
2. Identifies suppliers
3. Develops a buying plan
4. Negotiates for merchandise
5. Submits the order
6. Has knowledge and scope of market and its relation co his work
7. Reports to and consults with manager
Behavioral Objectives

I be able to:

Merchandising Varies With Each Retailer
1. Retailer's policy and image
2. Purchasing power of customers
3. Retailer's financial assets
4. Services offered

Topics, Content, Instructional Areas

E.

F. Develop Merchandise Plan
1. Proper inventory based on sales
2. Adequate merchandise breadth
3. Adequate stock depth

G. Effective Plan
1. Provides maximum consumer satisfaction
2. Maximum sales
3. Maximum turnover
4. Maximum maintained gross profit

H. Buyer's Job Description
1. Identifies consumer needs
2. Identifies suppliers
3. Develops a buying plan
4. Negotiates for merchandise
5. Submits the order
6. Has knowledge and scope of data processing and its relation to his job
7. Reports to and consults with merchandising manager

Major functions of a buyer.
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Evaluation--Correlated With Behavior
The student will:

Have students who are working find out what merchandising plans, if any, are used by their firms.

Provide five factors to consider when to decide what merchandise to carry in

Describe the "maximum benefits" of an merchandising plan.

Ask your class to invite any of their parents to speak about the position of buyer to the class.

Identify four duties of a buyer.
BUYING MERCHANDISE

and Student Activities

Evaluation--Correlated With Behavioral Objectives

The student will:

1. Provide five factors to consider when developing a plan to decide what merchandise to carry in his store.

2. Describe the "maximum benefits" of an effective merchandising plan.

3. Identify four duties of a buyer.
BUYING MERCHANDISE

Behavioral Objectives

The student will be able to:

Describe today's "average consumer."

List the consumer characteristics that a buyer should know.

Analyze consumer buying habits.

II. HOW TO DETERMINE WHAT TO CONSUMER NEEDS

A. Who Is the Consumer?

1. Better informed re go
2. More mobile
3. Comparison shopper
4. Fashion conscious
5. Quality-oriented at re

B. Close Look at Consumer

1. Demography
   a. Population density
   b. Family sizes
   c. Sex, race, religi
   d. Means of liveliho
   e. Educational level
   f. Income distribut
   g. Mobility
   h. Age distribution
   i. Geographical trad
   j. Other, such as ho
2. Buying patterns
   a. Frequency of purch
   b. Brand and merchan
   c. Sensitivity to pri
   d. Buyer class and mo
Behavioral Objectives

be able to:

Topics, Content, Instructional Areas

II. HOW TO DETERMINE WHAT TO BUY TO SATISFY CONSUMER NEEDS

A. Who Is the Consumer?

1. Better informed re goods and services
2. More mobile
3. Comparison shopper
4. Fashion conscious
5. Quality-oriented at reasonable prices

B. Close Look at Consumer

1. Demography
   a. Population density
   b. Family sizes
   c. Sex, race, religion, etc.
   d. Means of livelihood
   e. Educational levels
   f. Income distribution
   g. Mobility
   h. Age distribution
   i. Geographical trade area
   j. Other, such as housing, life expectancy, births, marriages, etc.

2. Buying patterns
   a. Frequency of purchase and need for service
   b. Brand and merchant loyalty
   c. Sensitivity to price, services, advertising
   d. Buyer class and motives
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Let the student-workers tell amusing anecdotes about
"The oddest customer I ever saw" or "Why I enjoy
meeting our patrons."

Pretest the class to determine their knowledge of
demographic and statistical terms.

Work up a demographic survey on the chalkboard or on
transparencies for your trading area.

Show the class how to use sampling techniques to
arrive at useful statistics about local consumers.

Evaluation--Correlated With Behavior
The student will:

List five pieces of information a demographist obtains which would be useful to a merchant.

Use a matching test to see if the class can
associate demographic and statistical terms to
examples.

Describe three consumer buying patterns.
Evaluation—Correlated With Behavioral Objectives

The student will:

1. Tell amusing anecdotes about ever saw" or "Why I enjoy
2. Determine their knowledge of
tical terms.
3. Survey on the chalkboard or on trading area.
4. Use sampling techniques to
tics about local consumers.
5. List five pieces of information a demographic survey obtains which would be useful to a merchandise buyer.
6. Use a matching test to see if the class has added demographic and statistical terms to their vocabularies.
7. Describe three consumer buying patterns.
BUYING MERCHANDISE

Behavioral Objectives

The student will be able to:

1. Provide several sources of information that will help a buyer select merchandise.

Behavioral Objectives

The student will be able to:

1. Provide several sources of information that will help a buyer select merchandise.

B. Close Look at Consumer

3. Personality of customer
   a. Conservative, impati
   b. Impulsive, easily in
   c. Affected by peer gr
   d. Style conscious, cos

C. Aids in Selecting Merch

1. Observe the consumer
2. Analyze past sales
3. Compile want slips
4. Use comparison shopping
5. Make consumer surveys
6. Use advisory committee
7. Consult with suppliers
8. Have advertising media
9. Read trade publications
10. Listen to sales person
11. Read consumer publicati
   a. Consumer guides
   b. Consumer reports

III. WHAT MERCHANDISE TO PURCHASE

A. Model Stock and Buying P

1. Model stock is a balan
2. Buying plan is what an
3. Open-to-buy options

B. Steps in Planning Model

1. Predict sales for peri
2. Determine stock turnover
3. Determine average stock

Explain such terms as model stock, buying plan, and O.T.B.

Outline the steps used in planning model stock.
Behavioral Objectives

be able to:

Close Look at Consumer (Cont'd)

3. Personality of customer
   a. Conservative, impatient
   b. Impulsive, easily influenced
   c. Affected by peer group, social mores
   d. Style conscious, cost conscious

Aids in Selecting Merchandise

1. Observe the consumer
2. Analyze past sales
3. Compile want slips
4. Use comparison shopping reports
5. Make consumer surveys
6. Use advisory committees
7. Consult with suppliers
8. Have advertising media assist
9. Read trade publications
10. Listen to sales personnel
11. Read consumer publications
   a. Consumer guides
   b. Consumer reports

III. WHAT MERCHANDISE TO PURCHASE AND HOW MUCH

Model Stock and Buying Plan

1. Model stock is a balanced assortment
2. Buying plan is what and when to buy
3. Open-to-buy options

Steps in Planning Model Stock

1. Predict sales for period from past sales
2. Determine stock turnover
3. Determine average stock
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Through your local merchants' association, chamber of commerce, or advisory committee, obtain samples of want slips, consumer surveys, trade publications, etc.

Have students create merchandise resource file cards.

Describe four merchandise information buyers.

Name five items a buyer would include in a file card.

Take the class through the steps in establishing a model stock and buying plan. Then assign each student to create a plan for the store or merchandise of his or her choice.

Using complete sentences, describe the buying plan, markup and markdown, etc.
BUYING MERCHANDISE

Occupational Clusters

The student will:

- Merchants' association, chamber of commerce, obtain samples of wants, trade publications, etc.

- Merchandise resource file

- Describe four merchandise information sources used by buyers.

- Name five items a buyer would include on a resource file card.

- Using complete sentences, describe O.T.B., model stock, buying plan, markup and markdown, turnover, etc.

- The steps in establishing a plan. Then assign each student to design and implement a buying plan for the store or merchandise of his choice.

Evaluation--Correlated With Behavioral Objectives

- The student will:
BUYING MERCHANDISE

Behavioral Objectives

The student will be able to:

Give several reasons why a buying plan is needed.

Describe the factors that influence a buying plan.

Identify staple merchandise items.

Topics, Content, Instruction

B. Steps in Planning Model

4. Determine BOM inventory
5. Compile promotion expenses
6. Provide for a regular promotion
7. Estimate average sales
8. Decide upon the number and assortment
9. Use a breakdown by types of customers

C. Why a Buying Plan Is Needed

1. Makes stock turnover more efficient
2. Provides lead time for ordering
3. Accommodates seasonal changes
4. Accounts for store size

D. Factors Influencing Buying

1. Merchandise usually carried
2. Suppliers used
3. Location of store
4. Promotional policies
5. Purchasing methods
   a. Job lots
   b. Odd lots
   c. Bankruptcy liquidation
   d. Irregulars and closeouts
   e. End of season
   f. Private label
   g. Bids

E. Buying Plan For Staple Items

1. Decide which are your staple items
2. Establish reorder period
3. Determine weekly rate
Behavioral Objectives

able to:

**Topics, Content, Instructional Areas**

**B. Steps in Planning Model Stock (Cont'd)**

4. Determine BOM inventory
5. Compile promotion expenses
6. Provide for a regular assortment
7. Estimate average sales
8. Decide upon the number of units in the assortment
9. Use a breakdown by types, styles, colors, sizes
10. Establish minimum stocks
11. Determine markup, markdown, maintained merchandise

**C. Why a Buying Plan Is Needed**

1. Makes stock turnover more efficient
2. Provides lead time for purchasing
3. Accommodates seasonal variations
4. Accounts for store size

**D. Factors Influencing Buying Plan**

1. Merchandise usually carried
2. Suppliers used
3. Location of store
4. Promotional policies
5. Purchasing methods
   a. Job lots
   b. Odd lots
   c. Bankruptcy liquidations
   d. Irregulars and close-outs
   e. End of season
   f. Private label
   g. Bids

**E. Buying Plan For Staple Merchandise**

1. Decide which are your staple items
2. Establish reorder period
3. Determine weekly rate of sale

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Please note that the text appears to be a duplicate of itself, suggesting a typographical error or a repeated section.
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Evaluation--Correlated With Behavior
The student will:

Have interested students give oral reports on how a buying plan can be used effectively.

Give three advantages of using a buying plan can be used effectively.

A true-false or multiple choice test means for the class to select the most

Request working students to bring in lists of staple items stocked by their firms.

Identify four occasions when the buyer get special price reductions from suppliers.

stock items.
Evaluation--Correlated With Behavioral Objectives

The student will:


give oral reports on how a
effectively.

Give three advantages of using a buying plan.

Identify four occasions when the buyer may be able to
get special price reductions from suppliers.

A true-false or multiple choice test would provide the
means for the class to select the merchandise that are
stock items.

and Student Activities

tional Clusters
BUYING MERCHANDISE

Behavioral Objectives

The student will be able to:

Select fashion merchandise items.

Distinguish between seasonal and non-seasonal goods.

Define hand-to-mouth buying.

Give the advantages and disadvantages of hand-to-mouth buying of merchandise.

Topics, Content, Instruction

E. Buying Plan For Staple Merchandise
   1. Delivery period specified
   2. Cushion established
   3. Merchandise on order
   4. Compute open-to-buy

F. Buying Plan For Fashion
   1. Same as for staples
   2. Provide for increases
   3. Coordinate buying

G. Buying Plan For Seasonal

H. Short Term Buying Plan
   1. Fad
   2. Promotional
   3. Special

I. Hand-to-Mouth Merchandising
   1. Characteristics
      a. Many small orders
      b. Needs immediate delivery
   2. Advantages
      a. Fresh inventory
      b. Small capital involved
      c. Small risk on advance payments
      d. Small risk for spoiled goods
   3. Disadvantages
      a. High transportation costs
      b. Reorder and receive before selling
      c. Higher prices per unit
      d. Loss of sales with delays
Behavioral Objectives

be able to:

merchandise items.

ween seasonal and non-seasonal goods.

mouth buying.

ages and disadvantages of hand-to-
merchandise.
Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Have working students explain their responsibilities for ordering staple merchandise. Have them tell why they order, forms used, how often ordered, delivery schedule, and how merchandise is checked in.

Have students report on how local stores handle fashion for different age groups, fashion prices, or fashion leadership.

Those members of the class who have compiled DECA merchandise manuals, should show and explain them to their classmates.

Several of the students who have high interest in fashion merchandise and some artistic ability should create colorful hand-made posters or collages for display in the classroom or corridor.

Advertising agencies are usually involved in promotional sales and they can be good resources during study of this topic.

Local merchants should be interested in discussing the advantages and disadvantages of large-scale purchases vs. hand-to-mouth buying with representatives from the class.

Evaluation--Correlated With Behavior

The student will:

Assume he or she is a buyer of fashion. Select the items which are seasonal and staple from a list of merchandise.

List two advantages and two disadvantages of large-scale purchases vs. hand-to-mouth buying.
and Student Activities

Iational Clusters

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andise. Have them tell why
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andise is checked in.

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groups, fashion prices, or

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some artistic ability should
posters or collages for
or corridor.

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can be good resources

e interested in discussing
antages of large-scale
ith buying with representatives

Evaluation--Correlated With Behavioral Objectives

The student will:

Assume he or she is a buyer of fashion goods and name
five of the most important sources of product informa-
tion to be consulted before making a selection.

Select the items which are seasonal and which are
staple from a list of merchandise.

List two advantages and two disadvantages of hand-to-
mouth buying.
BUYING MERCHANDISE

Behavioral Objectives

The student will be able to:

Compare the advantages of buying direct from the manufacturer vs. through a merchant middleman or an agent or broker.

Describe several methods of contacting the primary sources for merchandise purchases.

IV. SELECTING THE RESOURCE

A. Types of Resources

1. Buy direct from manufacturer
   a. Large quantities
   b. Lower cost per item
   c. Higher storage costs
   d. Limited promotional

2. Merchant middleman
   a. Service wholesaler
   b. Limited functions

3. Agent middleman
   a. Broker
   b. Manufacturers' agents
   c. Sales agents

B. Using Resources

1. Contact salespersons
2. Communicate with merchants
3. Attend trade shows
4. Resident buying office
   a. Contract with retailers
   b. Provide market information
5. Central buying
   a. Buying in central office
   b. Stores supervise sales
   c. Used by large retailers
   d. Kinds of central buying
      1) Central merchandising
      2) Listing system
      3) Central warehousing
      4) Cooperative
      5) Associated independent
Behavioral Objectives

Student will be able to:

1. Understand the advantages of buying direct from the manufacturer.
2. Select resource types, content, and instructional areas.

IV. SELECTING THE RESOURCE

A. Types of Resources

1. Buy direct from manufacturer
   a. Large quantities
   b. Lower cost per item
   c. Higher storage costs
   d. Limited promotional help
2. Merchant middleman
   a. Service wholesaler
   b. Limited functions wholesaler
3. Agent middleman
   a. Broker
   b. Manufacturers' agents
   c. Sales agents

B. Using Resources

1. Contact salespersons
2. Communicate with merchandising centers
3. Attend trade shows
4. Resident buying office functions
   a. Contract with retailer to purchase merchandise
   b. Provide market information
5. Central buying
   a. Buying in central office
   b. Stores supervise selling
   c. Used by large retailers or a group of small ones
   d. Kinds of central buying
      1) Central merchandising
      2) Listing system
      3) Central warehousing
      4) Cooperative
      5) Associated independents
Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Elicit the definition of a "market source" from the class.

Ask the students: If you were to begin a new business, where would you secure your merchandise and why?

Have each student identify an article of furniture and indicate a source for this product and reasons for selecting the source.

Invite a buyer to come into the classroom and explain his functions.

Compare different buying methods (group, central, others).

The class can be divided into survey teams to discover how supermarkets, department stores, variety stores, specialty stores (large and small) buy their merchandise.

Evaluation--Correlated With Behavior

The student will:

Write a short essay defending his or her decision of buying merchandise directly from the manufacturer or through one of the middlemen.

Provide an advantage of obtaining merchandise from each of the sources given by the teacher.
BUYING MERCHANDISE

Evaluation--Correlated With Behavioral Objectives

The student will:

Write a short essay defending his or her choice of buying merchandise directly from the producer or through one of the middlemen.

Provide an advantage of obtaining merchandise from each of the sources given by the teacher.

Occupational Clusters

of a "market source" from the

you were to begin a new business,

these articles of furniture

for this product and reasons

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methods (group, central,

ed into survey teams to dis-

department stores, variety

ares (large and small) buy their
BUYING MERCHANDISE

Behavioral Objectives

The student will be able to:

List the factors to consider when selecting a source for merchandise.

1. Past experience
2. Satisfied consumers
3. Dependability of resources
4. Services resources provide
5. Terms of sale
   a. Quantities and times
   b. Comparative prices
   c. Transportation
6. Distribution policies
7. Breadth of assortment
8. Quality of merchandise

Explain the legal restrictions to investigate before signing a contract for the purchase of goods or equipment.

Describe F.O.B.

Distinguish between modes of transportation.

Topics, Content, Instruction

C. Basis of Resource Selection
   1. Past experience
   2. Satisfied consumers
   3. Dependability of resources
   4. Services resources provide
   5. Terms of sale
      a. Quantities and times
      b. Comparative prices
      c. Transportation
   6. Distribution policies
   7. Breadth of assortment
   8. Quality of merchandise

V. NEGOTIATING FOR MERCHANDISE

A. Transportation
   1. Who is responsible for
   2. Who has title when goods arrive?
   3. How shipped?
   4. How packaged?
   5. How and when does title transfer?

B. Transportation Terms
   1. F.O.B. factory
   2. F.O.B. destination
   3. F.O.B. shipping point
   4. Drop shipment
   5. Piggyback

C. Means of Transportation
   1. Via railroad
   2. Via trucks
   3. Via airplanes
   4. Via bus
Behavioral Objectives

e able to:
to consider when selecting a ndise.

C. Basis of Resource Selection
1. Past experience
2. Satisfied consumers
3. Dependability of resources
4. Services resources provide
5. Terms of sale
   a. Quantity and time discounts
   b. Comparative prices
   c. Transportation
6. Distribution policies
7. Breadth of assortment
8. Quality of merchandise and service

V. NEGOTIATING FOR MERCHANDISE

A. Transportation
1. Who is responsible for transportation costs?
2. Who has title when goods are in transit?
3. How shipped?
4. How packaged?
5. How and when does title pass?

B. Transportation Terms
1. F.O.B. factory
2. F.O.B. destination
3. F.O.B. shipping point
4. Drop shipment
5. Piggyback
6. Fishback
7. Containers
8. Freight
9. Express
10. C.O.D.

C. Means of Transportation
1. Via railroad
2. Via trucks
3. Via airplanes
4. Via bus
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Obtain a series of speakers to explain the different buying methods which exist among retailers and wholesalers.

Have a Business Law teacher or student assist in presenting the essentials of a contract for the sale of personal property.

Several local firms have shipping and/or receiving clerks who could be of great assistance in clarifying modern transportation terms and methods.

There are enough different modes of transportation of goods so that the class can form committees or work in pairs to investigate and report on them.

Evaluation--Correlated With Behavior
The student will:

List four factors to consider in buying.

Write the essentials of a contract.

Complete a matching or multiple choice test to determine mastery of the transportation terms in this section.

Select three methods of transportation, each is most advantageous for shipping non-perishable, bulky, high fashion goods.
BUYING MERCHANDISE

Questions and Student Activities

Th Occupational Clusters

Speakers to explain the different
ch exist among retailers and

How teacher or student assist in
ents of a contract for the

Have shipping and/or receiving
of great assistance in clarifying

Different modes of transportation of
class can form committees or work in
e and report on them.

Evaluation--Correlated With Behavioral Objectives

The student will:

List four factors to consider in deciding where to

Write the essentials of a contract to purchase goods.

Complete a matching or multiple choice test to
determine mastery of the transportation terms presented
in this section.

Select three methods of transportation and explain why
each is most advantageous for shipping perishable,
non-perishable, bulky, high fashion, etc., merchandise.
BUYING MERCHANDISE

Behavioral Objectives

The student will be able to:

C. Means of Transportation
   5. Via barge or ship
   6. U.S. Postal Service
   7. Railway Express Agency
   8. United Parcel Service
   9. Rental vehicles

D. Title Transfer
   1. F.O.B. factory
   2. F.O.B. destination
   3. On memorandum
   4. On consignment

E. Discounts
   1. Cash
   2. Quantity
   3. Trade
   4. Seasonal
   5. Promotional almanac
   6. Anticipation
   7. Chain

F. Dating Agreements
   1. Cash dating
   2. Future dating
   3. Memo buying
   4. Consignment buying

VI. THE PURCHASE ORDER

A. Order Form
   1. Legal contract
   2. Data needed
      a. Buyer's name and address
      b. Seller's name and address
C. Means of Transportation (Cont'd)
   5. Via barge or ship
   6. U.S. Postal Service
   7. Railway Express Agency
   8. United Parcel Service
   9. Rental vehicles

D. Title Transfer
   1. F.O.B. factory
   2. F.O.B. destination
   3. On memorandum
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VI. THE PURCHASE ORDER
A. Order Form
   1. Legal contract
   2. Data needed
      a. Buyer's name and address
      b. Seller's name and address
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Refer to the Business Law Syllabus, 1968, for Transfer of Ownership section, page 22-24, for content topics and teaching suggestions.

The Business Mathematics teacher or your students who have taken the course will be helpful here.

There are several excellent business arithmetic and marketing textbooks with chapters and manuals devoted to developing skills in using shortcut and mental solutions in computing discounts.

Find the lowest net price for a $3 terms of 4/15, 2/30, n/60.

Determine how much is saved per do purchased for $2,500 rather than a for $4,320.

Figure the net price a retailer wo $5,000 shipment with a chain disco

Describe several terms used in tit dating agreements.
tions and Student Activities
Occupational Clusters

Evaluation--Correlated With Behavioral Objectives
The student will:

Find the lowest net price for a $360 purchase with terms of 4/15, 2/30, n/60.

Determine how much is saved per dozen if 100 items are purchased for $2,500 rather than a gross being bought for $4,320.

Figure the net price a retailer would pay for a $5,000 shipment with a chain discount of 40/20/10.

Describe several terms used in title transfer and dating agreements.
BUYING MERCHANDISE

Behavioral Objectives

The student will be able to:

Describe the parts of the purchase order and their legal implications.

Describe the duties of the receiving clerk.

Give the criteria used to determine buyer effectiveness.

Topics, Content, Instruction

A. Order Form (Cont'd)
   c. Who placed order
   d. Date of order
   e. Amount of purchase
   f. Merchandise description
   g. Unit cost
   h. Extension
   i. Total cost
   j. Credit terms
   k. Discounts
   l. Delivery agreement
   m. Date of delivery
   n. Signature
   o. Other data (excise o

B. Followup

C. Checking the Order When Received
   1. Receiving
   2. Checking - quantity and
   3. Marking
   4. Originating the code number, which will be used

VII. HOW EFFECTIVE THE BUYER IS

A. Degree of Customer Satisfaction
B. Maximum Profit
Behavioral Objectives

able to:

A. Order Form (Cont'd)

1. Who placed order - person - department
2. Date of order
3. Amount of purchase - quantity
4. Merchandise description
5. Unit cost
6. Extension
7. Total cost
8. Credit terms
9. Discounts
10. Delivery agreement
11. Date of delivery
12. Signature
13. Other data (excise or sales taxes)

B. Followup

C. Checking the Order When Received

1. Receiving
2. Checking - quantity and quality
3. Marking
4. Originating the code number for the merchandise, which will be used in accounting

VII. HOW EFFECTIVE THE BUYER IS

A. Degree of Customer Satisfaction
B. Maximum Profit
Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Use original business forms or copies of invoices and purchase orders to demonstrate their use and importance.

Have students trace the route and uses of the order copies at their places of employment.

Discuss the legal aspects of the order, misunderstandings in the form of incorrect goods, late shipments, and problems caused by carelessness in writing orders.

Have students fill out orders for merchandise. Use sample forms.

A visit by the class to a receiving department of a large department store or factory will be a fascinating and informative experience.

Each student should take notes starting with what happens on the receiving platform and ending with the accounting office and the sales floor.

Distribute recent trade publications to students and have them report on subsequent articles which they need.

The "Arrival of Buyers" section in Womens Wear Daily can be used to illustrate the number of buying offers and registration of buyers.

Evaluation—Correlated With Behavior

The student will:

Write the steps used in preparing an order.

Complete a purchase order, including information about the purchaser, purchased, terms of purchase, etc.

Write an end-of-module paper or presentation on the potential of a merchandise buyer, transporter, supplier manager, or salesperson.
BUYING MERCHANDISE

Evaluation--Correlated With Behavioral Objectives
The student will:

Write the steps used in preparing a purchase order.

Complete a purchase order, including all necessary information about the purchaser, description of items purchased, terms of purchase, extensions, and totals.

Prepare the following materials for a receiving department of a retail or factory:

- A receiving department of a retail or factory will be a fascinating experience.
- Take notes starting with what is being unpacked and ending with the sales floor.

Submit publications to students and subsequent articles which they will be interested in reading.

"Womens Wear Daily" section in Womens Wear Daily will rate the number of buying offers made.
Adding machines and cash registers are integral to merchandise mathematics.
Adding machines and cash registers are integral to merchandise mathematics.
MERCHANDISE MATHEMATICS

RELATED OCCUPATIONAL CLUSTERS
Finance and Credit (4.04); General Merchandising, Warehousing and Transportation (4.19)

General Goals: To familiarize the student with:

- The necessity for mastery of basic arithmetic for success in distributive business
- Common causes of arithmetical errors
- The use of mathematics in business

Behavioral Objectives

The student will be able to:

Explain several ways employee errors are costly in distribution and marketing.

Recognize the most frequent kind of mistakes employees make.

Give reasons why some employees tend to make more errors than others.

I. THE RELATIONSHIP OF MATH TO DISTRIBUTION

A. Need for Accuracy in Distribution

1. Errors are costly
   a. Loss of customer confidence
   b. Bad public relations
   c. Complaints
2. Error correction requires time
3. Errors are embarrassing

B. Common Causes of Mistakes

1. Carelessness
   a. Sloppiness
   b. Misplaced decimals
   c. Figures in wrong column
   d. Transpositions
   e. Figures not checked
   f. Copying errors
   g. Speed before accuracy
   h. Increased use of sales clerks faster and more
2. Illegibility - poorly written
3. Distractions
   a. Customers in a hurry
   b. Interruption from sales others
familiarize the student with:
the necessity for mastery of basic arithmetic for success in distributive occupations
common causes of arithmetical errors
the use of mathematics in business

**Behavioral Objectives**

1. Employee errors are costly
3. Frequent kind of mistakes
4. Employees tend to make more

**Topics, Content, Instructional Areas**

I. **THE RELATIONSHIP OF MATH TO DISTRIBUTION**

A. **Need for Accuracy in Distribution**

1. Errors are costly
   a. Loss of customer confidence
   b. Bad public relations
   c. Complaints
2. Error correction requires time of supervisors
3. Errors are embarrassing

B. **Common Causes of Mistakes**

1. Carelessness
   a. Sloppiness
   b. Misplaced decimals
   c. Figures in wrong columns
   d. Transpositions
   e. Figures not checked
   f. Copying errors
   g. Speed before accuracy
   h. Increased use of sales terminals which are faster and more efficient
2. Illegibility - poorly written numbers
3. Distractions
   a. Customers in a hurry
   b. Interruption from sales people and others
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

The student will:

Discuss the ways errors can weaken or damage the reputation of a store.

Obtain and discuss copies of local employment tests which contain arithmetic items.

Show the class ways to overcome deficiencies which lead to mistakes.

Discuss need for legible figures.

Evaluation--Correlated With Behavior
The student will:

State three ways in which employee in merchandising.

List three common causes of mistakes.

Describe three methods of overcoming errors.
Evaluation--Correlated With Behavioral Objectives
The student will:

1. State three ways in which employee errors can be costly in merchandising.
2. List three common causes of mistakes in arithmetic.
3. Describe three methods of overcoming tendency to make errors.
Behavioral Objectives

The student will be able to:

- Add and check all sales documents.
  - Use sales tax chart correctly.
  - Determine postage charges accurately.
  - Compute delivery and COD fees accurately.
- Use good inventory procedures in the school store or work station.
- Check the invoice against the merchandise.
- Find the markup, given retail price and cost.
- Compute the percent of markup, given markup and retail price.
- Select an item of merchandise and, after proper research, be able to compute the cost price, markup and retail selling price.
Vital Objectives

 Able to:

 1. Sales documents.
 2. Correctly.
 3. Charges accurately.
 4. COD fees accurately.
 5. Procedures in the school store
 6. Against the merchandise.
 7. Retail price and cost.
 8. Of markup, given markup and
 9. Merchandise and, after proper
    compute the cost price, markup
    price.

Topics, Content, Instructional Areas

C. Use of Mathematics in Business

1. Sales
   a. Sales slip
   b. Cash register
   c. Making change
   d. Sales tally
   e. Discounts
   f. Taxes
   g. Postage

2. Price and quantity sold
   a. Selling price
   b. Markup
   c. Markdowns
   d. Inventory
   e. Other
Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Use role-playing as the cashier or as a salesperson to practice making change and doing mental calculations.

Have employed cooperative student cashiers discuss experiences and skills used on the job.

Construct a bulletin board. Have students create a display on "Uses of Math in Business."

Discuss typical markup and markdown percentages in various lines of merchandise.

Discuss taking inventory.

List 10 uses of mathematics in business.

Given a series of 15 grocery items that are multiple priced, ring up the register, charge the appropriate change, with 100% accuracy.

Given five different sales transactions, cash/send, charge/take, charge/send, prepare five sales slips to cover customer needs. The student will fill out the forms correctly, all necessary data and information.

Given a list of 10 sales totals with 100% accuracy, the correct denomination of coins and bills to give to the customer in change.

Given the beginning balance, total sales, and any "paid-outs," compute, with 100% accuracy, the cash sales for the day and "cash and "cash.

Given five problems involving reducing a price, find, with 100% accuracy, the price after the deduction was made.

Given an invoice listing five items and the unit price of each, extend total it with at least 75% accuracy.
IONS AND STUDENT ACTIVITIES

Occupational Clusters

The cashier or as a salesperson to the and doing mental calculations. Active student cashiers discuss used on the job. Have students create a ath in Business."

Evaluation--Correlated With Behavioral Objectives

The student will:

List 10 uses of mathematics in business.

Given a series of 15 grocery items at least 10 of which are multiple priced, ring up the sale on a cash register, charge the appropriate sales tax and make change, with 100% accuracy.

Given five different sales transactions (cash/take, cash/send, charge/take, charge/send, and C.O.D.), prepare five sales slips to cover the transaction. The student will fill out the forms correctly and compute all necessary data and information, with 100% accuracy.

Given a list of 10 sales totals with amounts tendered, state, with 100% accuracy, the correct number of each denomination of coins and bills to be returned to the customer in change.

Given the beginning balance, total cash in the register and any "paid-outs," compute, with 100% accuracy, the cash sales for the day and "cash short" or "cash over."

Given five problems containing reductions from the original price, find, with 100% accuracy, the revised price after the deduction was made.

Given an invoice listing five items in varying units and the unit price of each, extend the invoice and total it with at least 75% accuracy.
Behavioral Objectives

The student will be able to:

Calculate his earnings, given all data, such as his sales for the day, his percent of commission, his payroll deductions.

Improve facility in the fundamental arithmetic processes.

C. Use of Mathematics in Business

3. Computation of earnings
   a. Gross pay
   b. Net pay
   c. Deduction
      1) Withholding
      2) FICA
      3) Other taxes
      4) Savings account balance
      5) Union dues
      6) Other deductions
   d. Commission
      1) Salary plus commission
      2) Straight commission
      3) Quota
      4) Premiums money
   e. Profit sharing plans

4. Credit department
   a. Charge sales record
   b. Installment calculations
   c. Contracts to buy
   d. Monthly statements

5. Income tax computation

II. Basic Steps

A. Addition - Whole Numbers,

1. Rules for addition
   a. Neatness and accuracy
   b. Straight columns
   c. Check by adding in order
   d. Line up decimal
   e. Fractions
C. Use of Mathematics in Business (Cont'd)

3. Computation of earnings
   a. Gross pay
   b. Net pay
   c. Deduction
      1) Withholding
      2) FICA
      3) Other taxes
      4) Savings account bonds
      5) Union dues
      6) Other deductions
   d. Commission
      1) Salary plus commission
      2) Straight commission
      3) Quota
      4) Premiums money
   e. Profit sharing plans

4. Credit department
   a. Charge sales record
   b. Installment calculations
   c. Contracts to buy
   d. Monthly statements

5. Income tax computation

II. BASIC STEPS

A. Addition - Whole Numbers, Fractions, Decimals

1. Rules for addition
   a. Neatness and accuracy
   b. Straight columns
   c. Check by adding in opposite direction
   d. Line up decimal
   e. Fractions
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Plan a field trip to the payroll department of a local store.

Have students practice problems involving salary, commission, deductions, and net pay.

Pass out a pay voucher and show how gross salaries less deductions equal net salaries.

Evaluation--Correlated With Behavior

The student will:

Given gross pay and four fringe benefits, calculate net pay.

Given three items sold and the discount on each, determine the resultant earnings.

Given a charge sale situation, correct a sales check record of a sale of merchandise to a department store with 100% accuracy.

In 10 minutes, add correctly 17 out of 18 columns of sales figures.

Pretest all pupils, using a test from a local firm, a publisher, or S.E.D. tests.

Review pretest.
Occupational Clusters

- The payroll department of a
- Pay problems involving salary, pensions, and net pay.
- Given gross pay and four fringe benefit deductions, calculate net pay.
- Given three items sold and the differing commissions on each, determine the resultant earnings.
- Given a charge sale situation, correctly complete a sales check record of a sale of three items in a department store with 100% accuracy.
- In 10 minutes, add correctly 17 out of 20 three-digit columns of sales figures.

Evaluation--Correlated With Behavioral Objectives

The student will:

- Using a test from a local firm, a test.
- In 10 minutes, add correctly 17 out of 20 three-digit columns of sales figures.
Behavioral Objectives

The student will be able to:

Demonstrate acceptable written and mental skills in the basic functions of mathematics.

Make conversions from fractions to decimal equivalents and vice versa.

Topics, Content, Instruction

A. Addition - Whole Numbers, (Cont'd)
   1. Rules for addition, include decimals
   2. Making change using addition
   3. Sales slip and cash register

B. Subtraction
   1. Rules for subtraction, include decimals

C. Multiplication
   1. Rules for multiplication
   2. Use in distribution
   3. Shortcuts
   4. Percentage

D. Division
   1. Rules for division
   2. Use in distribution
   3. Decimals
   4. Shortcuts
   5. Percentage

E. Decimal equivalents
   1. Conversion from fractions
   2. Conversion from decimals
   3. Memorization of fundamental
A. Addition - Whole Numbers, Fractions, Decimals (Cont'd)
   2. Making change using addition method
   3. Sales slip and cash register data

B. Subtraction
   1. Rules for subtraction, i.e., check by addition

C. Multiplication
   1. Rules for multiplication
   2. Use in distribution
   3. Shortcuts
   4. Percentage

D. Division
   1. Rules for division
   2. Use in distribution
   3. Decimals
   4. Shortcuts
   5. Percentage

E. Decimal equivalents
   1. Conversion from fractions to decimals
   2. Conversion from decimals to fractions
   3. Memorization of fundamental equivalents
Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Evaluation—Correlated With Behavior

The student will:

- Given a sales situation of five or more items, correctly compute the cash sale and sale proper change to the customer, using the correct method, with 100% accuracy.

- Given a listing of 20 mixed numbers, mentally figure the correct extension of the numbers at least 85% of the time.

- Given a mixed listing of 20 decimal equivalents, provide the correct conversion to fraction with at least 85% accuracy.

Discuss "rounding off" procedure.

Have your students memorize the more commonly used decimal equivalents.
Evaluation--Correlated With Behavioral Objectives

The student will:

Given a sales situation of five or more items, correctly compute the cash sale and sales tax and make the proper change to the customer, using the addition method, with 100% accuracy.

Given a listing of 20 mixed numbers and money values, mentally figure the correct extensions of at least 85% of the items.

Given a mixed listing of 20 decimal and fraction equivalents, provide the correct conversion decimal or fraction with at least 85% accuracy.

Memorize the more commonly used...
Behavioral Objectives

The student will be able to:

- Complete sales checks accurately.
- Determine average sales.
- Complete cash reports.
- Calculate the net amount of an invoice, given a percent of discount.
- Make change using the correct procedure.
- Stress the importance of the mastery of fundamental arithmetic processes.

III. PRACTICAL APPLICATIONS

A. Sales

1. Sales checks
2. Tally sheets
3. Invoices
4. Change making
5. Cash registering
6. Money drawer
7. Balance due on layaway
8. Checkbook balance
9. Uneven exchanges
10. Comparison of sales for
III. PRACTICAL APPLICATIONS

A. Sales

1. Sales checks
2. Tally sheets
3. Invoices
4. Change making
5. Cash registering
6. Money drawer
7. Balance due on layaway
8. Checkbook balance
9. Uneven exchanges
10. Comparison of sales for 2 periods
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Use duplicated sheets of problems or workbooks for students. Make use of sample sales slips for students to fill them in with problems using decimals and fractions.

Use tally sheets with sales checks to show use of horizontal and vertical addition and proof.

Give students invoices to verify correctness of extensions. Some should contain errors.

Make up a sheet to simulate cash drawer. Duplicate, and have students arrange according to rules.

Discuss the importance of giving each person a receipt.

Have students demonstrate making change using the addition method.

Use a tape recorder to enable cashier to hear whether he or she made change correctly.

Review multiplication table. Use duplicated sheets.

Discuss and illustrate shortcuts in multiplication.

Review percentages.

Pass out the table of aliquot parts and discuss.

Have students complete problems on cash discounts with invoices.

Give the students problems on trade discounts to do.

Give examples of seasonal, quantity and anticipation discounts and discuss.

Evaluation--Correlated With Behavior
The student will:

Demonstrate the location in the cash for all coins, currency and cash stubs.

Given a series of check stubs with deposit amounts, check amount, and 100% accuracy, complete the stubs.

Given the sales for two years, determine decrease of sales for the period, with 100% accuracy.

Given the hours worked and the rate gross wages earned, with 100% accuracy.

Given the hours worked, which will determine the gross pay, with the rate method.

Given the hours worked, which will determine the gross pay, with the hour method.

Given the gross salary and deduction Tax, Social Security Tax, and State income tax, compute the net pay, with 100% accuracy.

Given the gross sales, the salesman Federal Income Tax rate, Social Security rate, and State Income Tax rate, figure the tax 100% accuracy.

Given the list price of five different single trade discount cost prices for each item, with
Evaluation—Correlated With Behavioral Objectives

The student will:

- Demonstrate the location in the cash register drawer for all coins, currency and cash substitutes.
- Given a series of check stubs with beginning balance, deposit amounts, check amount, and check charges, with 100% accuracy, complete the stubs.
- Given the sales for two years, determine the increase or decrease of sales for the period, with 100% accuracy.
- Given the hours worked and the rate per hour, find the gross wages earned, with 100% accuracy.
- Given the hours worked, which will include overtime hours, determine the gross pay, with 100% accuracy, using the rate method.
- Given the hours worked, which will include overtime hours, determine the gross pay, with 100% accuracy, using the hour method.
- Given the gross salary and deductions for Federal Income Tax, Social Security Tax, and State Income Tax, compute the net pay, with 100% accuracy.
- Given the gross sales, the salesman's commission rate, Federal Income Tax rate, Social Security Rate, and State Income Tax rate, figure the take-home pay, with 100% accuracy.
- Given the list price of five different articles and five different single trade discounts, find the correct cost prices for each item, with 100% accuracy.
Behavioral Objectives

The student will be able to:

Determine the discount payment date of an invoice.

Figure F.O.B. charges and identify ownership in the F.O.B. case.

Weigh and measure merchandise.

 Topics, Content, Instruction

B. Operations
1. Extensions
2. Payroll
3. Discounts
4. Unit pricing
5. Average sales
6. Time to pay invoice
7. Cash discounts
8. Trade discounts
9. Quantity discounts
10. Seasonal discounts
11. Anticipation discounts
12. Employee discounts
13. Discount equipment
14. Transportation costs

C. Weights and Measures
1. Linear - inches
2. Squares - sq. ft.
3. Cubic - cubic yd.
4. Dry - pint
5. Liquid - pint
6. Avoirdupois - pound
7. Counting - dozen - gross
8. Time - minute
9. Metric system
MATICS

Behavioral Objectives

be able to:

count payment date of an invoice.
charges and identify ownership in the

count merchandise.

Topics, Content, Instructional Areas

B. Operations

1. Extensions
2. Payroll
3. Discounts
4. Unit pricing
5. Average sales
6. Time to pay invoice
7. Cash discounts
8. Trade discounts
9. Quantity discounts
10. Seasonal discounts
11. Anticipation discounts
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1. Linear - inches
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4. Dry - pint
5. Liquid - pint
6. Avoirdupois - pound
7. Counting - dozen - gross
8. Time - minute
9. Metric system
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Give students practice problems with single and series discounts.

Have students bring in empty merchandise boxes and cans with prices marked. Emphasize fractional prices such as 2 for 17¢, 3 for 19¢, etc. (Use of unit pricing.)

Explain the difference between dry measures and liquid measures.

Evaluation--Correlated With Behavior
The student will:

Given total sales for the day and customers served, compute, with 100% accuracy, the average sale.

Given five different invoice dates, sets of invoice terms, supply the date due to receive discount and the discount with 100% accuracy.

Given an invoice amount, invoice date, and invoice is paid, find the amount paid with 100% accuracy.

Give examples of how quantity discounts are used.

Given the invoice amount, the date terms, and the payment date, figure the anticipation discount.

Given five problems which cover different purchases and different employee discounts, find the correct amount to be charged the employee with 100% accuracy.

Given a list of 15 terms indicating amount, size, etc., with 100% accuracy, correctly identify each term.
Evaluation--Correlated With Behavioral Objectives
The student will:

Given total sales for the day and the number of customers served, compute, with 100% accuracy, the average sale.

Given five different invoice dates and five different sets of invoice terms, supply the rate of discount, the date due to receive discount and the date due for no discount with 100% accuracy.

Given an invoice amount, invoice date, terms, and date invoice is paid, find the amount paid with 100% accuracy.

Give examples of how quantity discounts and seasonal discounts are used.

Given the invoice amount, the date of the invoice, the terms, and the payment date, figure with 100% accuracy the anticipation discount.

Given five problems which cover different employees purchases and different employee discounts, determine the correct amount to be charged the employee in each case with 100% accuracy.

Given a list of 15 terms indicating various quantities, with 100% accuracy, correctly identify these terms as to amount, size, etc.
MERCHANDISE MATHEMATICS

Behavioral Objectives

The student will be able to:

Find net profit, given:
- Net price of goods purchased
- Markup
- Gross selling price
- Discounts
- Net selling price
- Commissions paid
- Overhead costs

Topics, Content, Instruction

D. Determination of Profit
1. P/L statement
2. Balance sheet
3. Income taxes
4. Markups
5. Markdowns
6. Turnover
7. Open-to-buy
Behavioral Objectives

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oods purchased
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Topics, Content, Instructional Areas

D. Determination of Profit

1. P/L statement
2. Balance sheet
3. Income taxes
4. Markups
5. Markdowns
6. Turnover
7. Open-to-buy
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Show profit and loss statement and relations to expenses, etc.

Discuss profit and give examples of operating expenses.

Define markup and explain its relation to business.

Explain the difference between gross margin and net profit.

Discuss turnover.

The class should become acquainted with the new solid state midget calculators. Students should be given the opportunity to acquire the skill of operating these devices.

Evaluation--Correlated With Behavior
The student will:

Given a list of terms peculiar to the statement and balance sheet, correctly define terms.

Given cost and markup, figure the percent markup.

Given cost and retail, compute markup percent.

Given markup and retail, find the cost.

Given the various F.O.B. terms and average stock and sales in financial accuracy, determine the merchandise
Occupational Clusters

statement and relations to examples of operating expenses.

in its relation to business.

between gross margin and net

be acquainted with the new solids. Students should be given hire the skill of operating

Evaluation--Correlated With Behavioral Objectives

The student will:

Given a list of terms peculiar to the profit and loss statement and balance sheet, correctly describe these terms.

Given cost and markup, figure the retail price.

Given cost and retail, compute markup and markup percent.

Given markup and retail, find the cost.

Given the various F.O.B. terms and their meanings, match them up correctly, with 100% accuracy.

Given average stock and sales in five cases, with 100% accuracy, determine the merchandise turnover.
Women are increasingly involved in marketing research and advertising services
are increasingly involved in marketing research and advertising services.
MARKETING RESEARCH

RELATED OCCUPATIONAL CLUSTERS
Advertising (4.01); and Hardware and Building Mat...

General Goals:
1. To assist the student in learning the fundamental concepts and processes of marketing research and how these concepts relate to problem solving in the business world.
2. To develop a positive student attitude toward the value and role of marketing research and the effects of marketing research on the marketing process.
3. To have the student become involved in a marketing research project to apply the theory described.

Behavioral Objectives

The student will be able to:

Define marketing research.

List and describe the steps used in the scientific method.

Describe the application of the scientific method in marketing research.

Topics, Content, Instruction

I. PRINCIPALS OF MARKETING RESEARCH

A. Gathering Information
B. Recording Information
C. Analyzing Information
D. Transfer and Sale of Goods
E. Marketing Mix, What Factors Make Up the Mix

II. THE SCIENTIFIC METHOD

A. Problem Identification
B. Formulation of Hypothesis
C. Prediction
D. Hypothesis Testing
E. Preliminary Research
F. Formal Research
G. Presentation of Research
H. Followup of Research
RELATED OCCUPATIONAL CLUSTERS
Advertising (4.01); and Hardware and Building Materials (4.09)

To assist the student in learning the fundamental concepts and processes of marketing research and how these concepts relate to problem solving in the business world
To develop a positive student attitude toward the value and role of marketing research and the effects of marketing research on the marketing process
To have the student become involved in a marketing research project to put into practice the theory described

Behavioral Objectives

able to:

I. PRINCIPALS OF MARKETING RESEARCH

A. Gathering Information
B. Recording Information
C. Analyzing Information
D. Transfer and Sale of Goods and Services
E. Marketing Mix, What Factors Affect It

II. THE SCIENTIFIC METHOD

A. Problem Identification
B. Formulation of Hypothesis
C. Prediction
D. Hypothesis Testing
E. Preliminary Research
F. Formal Research
G. Presentation of Research
H. Followup of Research
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Discuss with students what role marketing research plays in sales forecasting, analysis of market size, territorial potential, demand for new products, etc.

Invite local advertising, hardware, or building materials executives to speak to classes about the role marketing research plays in their businesses.

Contact the research firms or major television stations listed in "Additional Resources" for information pertaining to marketing research and its use in particular geographic locations.

Discuss decision making and the scientific method as they relate to marketing research.

Have students develop a research plan using the scientific method as a basis for marketing decisions.

Evaluation--Correlated With Behavior

The student will:

Describe the principles and process of marketing research, using oral, visual or written materials.

List the factors involved in determining the "marketing mix" for a product or company.

Show how marketing research is used in national, regional, or local advertising campaigns.

Explain the steps used in the scientific method and how this method is used in marketing research.

Write a research project pertaining to a marketing issue using the scientific method as a basis for analysis.

Research should be reported orally to the class.
What role marketing research, analysis of market size, demand for new products, etc. play in their businesses.

Firms or major television stations or building talk to classes about the role marketing research and its use in locations.

Explain the steps used in the scientific method and how this method is used in marketing research.

Write a research project pertaining to a local firm, using the scientific method as a basis of the plan. Research should be reported orally to class.
Behavioral Objectives

The student will be able to:

- Identify the two major types of data collection used by the marketing researcher.
- Describe the sources of primary and secondary data.
- Detail three methods used in gathering primary data.
- Describe techniques used in gathering data using the survey method.

- Explain two types of samples used in marketing research.
- Demonstrate four types of probability sampling techniques used in marketing research.
- Describe three types of nonprobability sampling techniques used in marketing research.

- Identify the process used to train effective interviewers.
Behavioral Objectives

be able to:

A. major types of data collection
B. marketing researcher.
C. sources of primary and secondary data.
D. methods used in gathering primary data.
E. procedures used in gathering data using
F. tool.

V. samples used in marketing

Topics, Content, Instructional Areas

III. DATA COLLECTION

A. Primary Data
B. Secondary Data
C. Internal and External Data
D. Sources of Primary and Secondary Data
E. The Survey Method
F. Observational, Experimental

IV. SAMPLING TECHNIQUES

A. Probability
B. Nonprobability
C. Simple Random Sample
D. Stratified Random Sample
E. Systematic Random Sample
F. Quota Sampling
G. Convenience Sampling
H. Judgement Sampling
I. Sample Size

V. THE ROLE OF THE INTERVIEWER

A. Preparation
B. Training
C. Approach
D. Role Playing
E. Personal Interview
F. Questionnaire Preparation
G. Telephone Surveys
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Have students collect primary and secondary data about their neighborhoods or the school they attend. Discuss sources of primary and secondary data.

Refer to the Sales Promotion Module, pages G-4 and 5, for methods of using primary data in B-5 analyzing the sales potential.

Using the four types of probability techniques, have students prepare an effective sample to be used in a real or hypothetical research problem. (DECA Manual of actual studies is helpful here.)

Discuss the use of probability and non-probability sampling in marketing research. Have students research the various strategies used in probability and non-probability sampling.

Have students create an interviewer training simulation. Training in methods of telephone survey and personal interview techniques should be included in this presentation.

Evaluation--Correlated With Behavior

The student will:

Describe the use of primary and secondary data concerning marketing research. An option could be the sources of primary and secondary data concerning marketing research.

List and describe two types of sampling strategies in marketing research. The list should include both probability and nonprobability sampling, to include advantages and disadvantages of both.

Write reports on the techniques used in probability and nonprobability sampling, to include advantages and disadvantages of both.

Construct a personal interview utilizing types of questions. Use the interview to analyze data pertaining to a local or community issue. Excellent opportunities.
Evaluation—Correlated With Behavioral Objectives
The student will:

Describe the use of primary and secondary data in marketing research. An option could be to collect primary and secondary data concerning a local issue.

List and describe two types of samples used in marketing research.

Write reports on the techniques used in probability and nonprobability sampling, to include the advantages and disadvantages of both.

Construct a personal interview utilizing four commonly used types of questions. Use the survey to secure and analyze data pertaining to a local issue. Local school or community issues provide excellent survey opportunities.
A distribution student practicing display techniques in apparel and accessories.
SALES PROMOTION

RELATED OCCUPATIONAL CLUSTERS
Advertising Services (4.01); Apparel and Accessories (4.02); Automotive (4.

General Goals:
. To enable students to recognize the role of advertising and sales promotion and distribution
. To identify the major sales promotion methods employed in the advertising and accessory and automotive industries
. To acquaint students with the tasks performed by the advertiser in preparing all forms of advertising and promotion
. To develop an awareness of the career opportunities in the advertising industry

Behavioral Objectives

The student will be able to:

- Define advertising.
- Describe the key developments that have marked the progress of advertising to its present role.
- Define sales promotion.
- Explain the economic role advertising plays in determining the price of the product on the market.

Topics, Content, Instruction

I. ROLE OF ADVERTISING AND SALES PROMOTION

A. Development of Advertising
   1. Definition and purpose
   2. Historical aspects
   3. Economic factors
   4. Ethics and government control

B. Sales Promotion
   1. Definition and purpose
   2. Determine what and how
      a. Analyze successful
      b. Observe other stores
      c. Study customers
      d. Conduct sales tests
      e. Note changes in demand
   3. Success factors
      a. Scientific advertising
      b. Artistic displays
      c. Expert personal selling


RELATED OCCUPATIONAL CLUSTERS
Advertising Services (4.01); Apparel and Accessories (4.02); Automotive (4.03)

To enable students to recognize the role of advertising and sales promotion in marketing and distribution
To identify the major sales promotion methods employed in the advertising services, apparel, and accessory and automotive industries
To acquaint students with the tasks performed by the advertiser in preparing and presenting all forms of advertising and promotion
To develop an awareness of the career opportunities in the advertising and sales promotion industry

Major Objectives

I. ROLE OF ADVERTISING AND SALES PROMOTION IN MARKETING AND DISTRIBUTION

A. Development of Advertising
   1. Definition and purposes
   2. Historical aspects
   3. Economic factors
   4. Ethics and government control

B. Sales Promotion
   1. Definition and purpose
   2. Determine what and how to promote
      a. Analyze successful and lost sales
      b. Observe other stores
      c. Study customers
      d. Conduct sales tests
      e. Note changes in demand
   3. Success factors
      a. Scientific advertising
      b. Artistic displays
      c. Expert personal salesmanship
Teaching Suggestions and Studies Activities Correlated With Occupational Clusters

The class may be divided into groups that study how one of the sales promotion activities makes its contribution. Then a debate can be held as to the relative importance of advertising, display, salesmen, and servicemen.

Have pupils interview merchants with the reputation for successful promotions and report results to class, citing specific examples of successful and unsuccessful promotions.

Have students prepare a paper or discuss the question, "Who Pays the Cost of Advertising?"

Evaluation--Correlated With Behavior

The student will:

Give a written definition of advertising benefits business and consumers.

Trace the development of advertising from the past to the present day.
Occupational Clusters

into groups that study how activities makes its debate can be held as to the advertising, display, sales-

commerchs with the reputation for and report results to class, s of successful and unsuccessful

paper or discuss the question, advertising?"

Evaluation--Correlated With Behavioral Objectives

The student will:

Give a written definition of advertising and six ways advertising benefits business and consumer.

Trace the development of advertising from the earliest form to the present day.
SALES PROMOTION

Behavioral Objectives

The student will be able to:

Relate sales promotion to the desired store image.

Explain how sales promotion takes the customers' interests and characteristics into account.

Describe location and neighborhood factors that will affect the success of any promotional effort.

Topics, Content, Instruc

B. Sales Promotion (Cont'd)

4. Determining sales promotion
   a. Identification of interests
      - Prestige
      - Fashion
      - Variety
      - Quality
      - Service
   b. Importance of store
      - Selection of the desired image

5. Analyzing the sales potential
   a. Characteristics of customers
      - Income
      - Kind of employment
      - Age
      - Size of family
      - Type of home
      - Type of community
      - Social interests
      - Cultural interests
   b. Possible related problems
      - Accessibility of the store
      - Condition of the store
      - Traffic conditions
      - Availability of parking facilities
      - Security problems
      - Local ordinances
      - Proximity of competitors
B. Sales Promotion (Cont'd)

4. Determining sales promotion policy
   a. Identification of image to be conveyed
      - Prestige
      - Fashion
      - Variety
      - Quality
      - Service
   b. Importance of store image
      - Selection of the "best" image
      - Presentation and development of the desired image

5. Analyzing the sales potential
   a. Characteristics of clientele
      - Income
      - Kind of employment
      - Age
      - Size of family
      - Type of home
      - Type of community
      - Social interests
      - Cultural interests
   b. Possible related problems
      - Accessibility of the store
      - Condition of the neighborhood
      - Traffic conditions
      - Availability of public transportation
      - Parking facilities
      - Security problems
      - Local ordinances
      - Proximity of competition
Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Have students interview a store owner and a retail store buyer on how they decide what products should be bought and promoted in line with the store's image as a promotional or discount store or a quality, prestige store.

Show how this section relates to III. Data Collection, A. Primary Data, on pages F-4 and 5 in the Marketing Research Module.

Use Department of Commerce statistics, newspapers, statistical abstracts, and marketing reports to point out the market characteristics of the students' own marketing area, such as the ages, incomes, property evaluations.

Some student projects suggested are:

- Draw a map of their immediate marketing area, highlighting key intersections and shopping centers.
- Investigate the economic conditions in their area - unemployment, economic income, standard of living.
- Check local ordinances controlling type and extent of business operations.

Evaluation--Correlated With Be

The student will:

Take a matching test of products to determine if the students can purchased for sale with the best organization.

On the basis of the completed map where an apparel store could be a good location for an automotive store should be prepared to defend their

Make a visual presentation or write

average wages earned in the student based on statistics supplied by the Employment office.

Report the reasons for the control ordinances have on days and hours according to type of store and pr
SALES PROMOTION

Evaluation--Correlated With Behavioral Objectives

The student will:

Take a matching test of products with retail outlets to determine if the students can relate the items purchased for sale with the best kind of sales organization.

On the basis of the completed map, suggest where an apparel store could be located and a good location for an automotive agency. Students should be prepared to defend their choice of sites.

Make a visual presentation or write a paper on the average wages earned in the student's market area based on statistics supplied by the New York State Employment office.

Report the reasons for the controls that local ordinances have on days and hours of store operation, according to type of store and product sold.
SALES PROMOTION

Behavioral Objectives

The student will be able to:

Describe the effect upon promotion campaigns of:

1. Local ordinances
2. Consumer groups and various public agencies
3. Public relations.

Explain the different characteristics of the available media including advantages and disadvantages each form offers.

Describe the factors involved in the selection of the media to be used in a sales promotion.

Demonstrate the preparation of an advertising budget.

II. MAJOR SALES PROMOTION MEDIA

A. Consideration of Media

1. Visual
   a. Newspapers
   b. Magazines
   c. Direct mail
   d. Outdoor advertising
   e. Car cards

2. Audio
   a. Radio
   b. Sound trucks, etc.

3. Audio-visual
   a. Television
   b. Films and filmstrips

4. Other, including:
   a. Point-of-purchase
   b. Dealer aids
   c. Trade show advertising

B. Selection of Media

1. Market to be reached
2. Cost per contact
3. Influence on prospect
4. Assistance and service given
5. Other considerations
Avioral Objectives

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A. Consideration of Media

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2. Audio
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4. Other, including:
   a. Point-of-purchase
   b. Dealer aids
   c. Trade show advertising

B. Selection of Media

1. Market to be reached
2. Cost per contact
3. Influence on prospect
4. Assistance and service given

Sales Promotion (Cont'd)

6. Avenues for promotional effort
   a. Advertising
   b. Display
   c. Public relations
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Invite a representative of the local Better Business Bureau or the Office of Consumer Affairs to speak to the class on its role in protecting the interests of the consumer or to comment on misleading advertisements.

Have a public relations director of an advertising agency or a retail store describe the role of his or her office to the students.

Prepare a collage of publication media used in the apparel and automotive retail outlets and display it on the bulletin board.

Discuss the value of point-of-sale material furnished by dealers and other dealer aids that are used in the apparel and automotive industries.

Students should bring in examples of point-of-sale and other dealer aids from their work stations.

Use rate cards and other material to illustrate the costs of each form of media.

Evaluation—Correlated With Behavior

The student will:

Describe how consumer interests are protected.

Prepare a report on recent consumer complaints and its effect on local business operations.

Identify three different media that are used in apparel stores, automobile agencies, and advertising agencies.

Given a list of media, rank them according to cost per consumer reached and to effectiveness.

Given a list of five products sold by a certain retailer, describe the media he would use to promote these products and why.
Evaluation--Correlated With Behavioral Objectives

The student will:

Describe how consumer interests effect the promotional effort.

Prepare a report on recent consumer legislation and its effect on local business operations.

Identify three different media that are used best for:

- apparel stores
- automobile agencies
- advertising agencies.

Given a list of media, rank them according to relative cost per consumer reached and to length of message.

Given a list of five products sold in the apparel industry, describe the media he would choose to advertise these products and why.
SALES PROMOTION

Behavioral Objectives

The student will be able to:

Describe the use of the newspaper as a promotional tool.

Explain the unique advantage of the newspaper as an intensive coverage media for a local promotion.

Describe the importance of timeliness in newspaper advertising.

Plan a newspaper advertisement.

Select merchandise to advertise.

C. Newspaper Advertising

1. Function
   a. Intensive coverage of
   b. Sale of staple products
   c. Convenience shopping
   d. Special sales, seasonal campaigns

2. Types of newspaper advertisements
   a. Single item
   b. Related item
   c. Omnibus item

3. Factors in preparing an advertisement
   a. Timing
   b. Selecting merchandise
      i. Popularity priced goods
      ii. New fashions
      iii. Seasonal
      iv. Good values
      v. Special sales
C. Newspaper Advertising

1. Function
   a. Intensive coverage of local community
   b. Sale of staple products, services, convenience shopping
   c. Special sales, seasonal promotions
   d. Test campaigns

2. Types of newspaper advertisements
   a. Single item
   b. Related item
   c. Omnibus item

3. Factors in preparing an advertisement
   a. Timing
   b. Selecting merchandise
      - Popularly priced goods
      - New fashions
      - Seasonal
      - Good values
      - Special sales
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Invite the owner or manager of an advertising agency to talk about advertising budgets for large and small merchants.

Invite the editor of a local weekly and/or a large daily newspaper to speak to the class about his medium and its advantage to the retailer.

Discuss the preparation of an advertising calendar tied in with the season and local events.

Have students keep a notebook showing types of advertisements.

Have students examine local newspaper ads to determine the merchandise being advertised by apparel stores and automotive dealers.

Discuss the importance of proper merchandise selection. Cite specific examples of successful or unsuccessful ads.

Evaluation--Correlated With Behavior

The student will:

- Given a new type of automobile to the future, prepare a written presentation using three different types of media.
- Prepare a budget for a typical automotive agency. Each form of media expressed as a percentage of the total.
- Give five advantages the newspaper medium for the retailer.
- Name 10 products and the time of year best to advertise these in the newspaper.
- Design an ad layout.

Give five factors to be considered by the retailer in selecting goods to be advertised.
Suggestions and Student Activities with Occupational Clusters

For manager of an advertising agency, advertising budgets for large and small
firms, the local weekly and/or a large newspaper to speak to the class about his
advantage to the retailer.

Preparation of an advertising calendar, season, and local events.

A notebook showing types of

mine local newspaper ads to determine
being advertised by apparel stores

Give five factors to be considered by an apparel retailer in selecting goods to be advertised.

Sales Promotion

Evaluation—Correlated With Behavioral Objectives

The student will:

Given a new type of automobile to be promoted (car of the future), prepare a written promotional campaign, using three different types of media.

Prepare a budget for a typical apparel store or an automotive agency. Each form of media used should be expressed as a percentage of the total planned budget.

Give five advantages the newspaper has as an advertising medium for the retailer.

Name 10 products and the time of year it would be best to advertise these in the newspaper.

Design an ad layout.
Behavioral Objectives

The student will be able to:

Prepare an advertising headline.

Lay out an advertisement.

Use type styles and sizes effectively.

Explain the value of using a trademark in the advertisement of merchandise.

Distinguish a good newspaper advertisement from a poor one.

C. Newspaper Advertising (Cont)

4. Preparation of an ad
   a. Parts of an advertisement
      . Headline - purpose
      . Illustration - purpose
      . Copy - purpose
      . Logotype - purpose
   b. Planning a layout
      . Typography
      . Trademarks

5. Layout methods
   a. Tracing
   b. Paste-up
   c. Sketching

6. Mechanics of reproduction

7. Testing effectiveness of
oral Objectives

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of using a trademark in the chandise.

Newspaper advertisement from a

Topics, Content, Instructional Areas

C. Newspaper Advertising (Cont'd)

4. Preparation of an ad
   a. Parts of an advertisement
      . Headline - purpose and types
      . Illustration - purposes
      . Copy - purpose and types
      . Logotype - purpose
   b. Planning a layout
      . Typography
      . Trademarks

5. Layout methods
   a. Tracing
   b. Paste-up
   c. Sketching

6. Mechanics of reproduction

7. Testing effectiveness of written advertisements
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Prepare a bulletin board of different kinds of headlines.

Students should also collect samples of ad copy and logotypes.

Obtain the layout sheets from a daily newspaper, a tabloid, and a local weekly paper.

Identify the kinds of type used in local news advertisements.

Display examples of trademarks.

Display some examples of the three different layout methods.

Visit the school's printing shop and discuss methods of reproduction with shop teacher or visit a local printer.

Take a field trip to local newspaper printing plants.

Have students rate the effectiveness of each other's ads according to rating sheets in DECA Contest Manual.

Bring into class "tear sheets" and "proofs" of ads that have been run in a newspaper. Discuss merits.

Evaluation--Correlated With Behavior

The student will:

Compare headlines for 10 products store, using various types of print.

Select one of the above headlines, prepare a logotype for an advertisement.

Select proper type style and size ad layouts.

Prepare a portfolio illustrating 1 manufacturer in promoting their products.

Prepare a single item ad layout, a layout and an omnibus layout, using 3 methods.

Rate student's advertisement layout, content, and overall effectiveness.

250
Students and Student Activities

Evaluation--Correlated With Behavioral Objectives
The student will:

- Collect samples of ad copy and headlines from a daily newspaper, a weekly paper.
- Examine different kinds of type used in local news advertisements, trademarks of the three different layout designs from the printing shop and discuss methods with the shop teacher or visit a local printing shop teacher or visit a local newspaper printing plant.
- Determine the effectiveness of each other's layout sheets in DECA Contest Manual.
- Examine "car sheets" and "proofs" of ads in a newspaper. Discuss merits.

- Compare headlines for 10 products from an apparel store, using various types of print.
- Select one of the above headlines, write the copy, and prepare a logotype for an advertising layout.
- Select proper type style and size for use in their ad layouts.
- Prepare a portfolio illustrating 10 trademarks used by manufacturers in promoting their products.
- Prepare a single item ad layout, a related item ad layout and an omnibus layout, using each of three methods.
- Rate student's advertisement layouts for clarity, content, and overall effectiveness.
SALES PROMOTION

Behavioral Objectives

The student will be able to:

Explain the unique advantage magazine advertising offers as a medium.

Lay out a magazine advertisement.

Show the value color has as a dimension in magazine advertising.

Describe the cost factor in the use of three-and four-color advertising.

Describe the advantages audio advertising has for the advertiser.

Write and tape a 20-second spot radio advertisement.

Evaluate listening audiences.

D. Magazine Advertising

1. Preparation
   a. Obtain information on
   b. Develop copy and heading
   c. Develop illustrations,
   d. Choose trademark or colors
   e. Prepare layout
   f. Decide on color vs. black
      . One color
      . Two or three colors
      . Bleed pages
   g. Select lettering

E. Audio Advertising

1. Network, spot and local broadcasting
2. Preparation of a radio commercial
3. Measuring radio listening
D. Magazine Advertising

1. Preparation
   a. Obtain information on product
   b. Develop copy and headline
   c. Develop illustrations, artwork
   d. Choose trademark or company name
   e. Prepare layout
   f. Decide on color vs. black and white
      . One color
      . Two or three colors
     . Bleed pages
   g. Select lettering

E. Audio Advertising

1. Network, spot and local broadcasting
2. Preparation of a radio commercial
3. Measuring radio listening
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Have students prepare rough layouts for magazine ads.

Make cost comparisons of magazine advertisements considering color, size, and location of ads.

Have pupils evaluate various magazine ads. Discuss the Storch system of magazine ad evaluation.

Have students write and deliver promotional announcements on school loudspeaker system or tape.

Visit a local broadcasting station; and observe how commercials are prepared and worked into station programs.

Discuss the ratings used in radio, i.e., American Research Bureau and Pulse, Inc., and in television, i.e., Neilson and American Research Bureau.

Analyze various T.V. ads. Discuss the control a spot advertiser has on T.V. compared to specific page location that a newspaper advertiser may select.

Students should conduct a survey of prime time radio and T.V. programs on a weekday and a weekend with his school friends and evaluate the advertising value of commercials based on this report.

Evaluation--Correlated With Behaviors

The student will:

- Explain values of using color in ads.
- Compare the cost of three- and four-color ads with that of black and white.
- Using DECA radio commercial contest, prepare a 20-second advertisement and evaluate its effectiveness according to the guidelines provided.
Definitions and Student Activities

Occupational Clusters

- rough layouts for magazine ads.
- Various magazine ads. Discuss the ad evaluation.
- and deliver promotional announcements; and observe how ads are aired and worked into stations.
- Used in radio, i.e., American Pulse, Inc., and in television, American Research Bureau.
- Discuss the control a spot ad compared to specific page paper advertiser may select.
- Conduct a survey of prime time radio a weekday and a weekend with his valuate the advertising value of this report.

Using DECA radio commercial contest rules, prepare a 20-second advertisement and evaluate its effectiveness according to the rating sheet. Commercials should be taped and played to class for critique.

Evaluation--Correlated With Behavioral Objectives
The student will:

- Explain values of using color in advertising.
- Compare the cost of three- and four-color ads with that of black and white.
SALES PROMOTION

Behavioral Objectives

The student will be able to:

- Describe the uses of outdoor advertising media.
- Explain the purpose of point-of-sale material furnished by the manufacturer.
- Explain the limitations of direct mail as an advertising medium.

Topics, Content, Instruction

G. Other Forms of Advertising

1. Mass
   a. Outdoor
   b. Transportation
   c. Point-of-sale

2. Direct
   a. Letters
   b. Circulars
   c. Catalogs
   d. Booklets
   e. Broadsides
Behavioral Objectives

 Able to:

 of outdoor advertising media.

 of point-of-sale material manufacturer.

ations of direct mail as an

Topics, Content, Instructional Areas

G. Other Forms of Advertising

1. Mass
   a. Outdoor
   b. Transportation
   c. Point-of-sale

2. Direct
   a. Letters
   b. Circulars
   c. Catalogs
   d. Booklets
   e. Broadsides
   f. Folders
   g. Package inserts
   h. Calendars, novelties
   i. Mailing cards
   j. House organs
Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Discuss the effect of various consumer ecology movements on the future of outdoor advertising.

Use 24-sheet DECA billboard. A local agency may donate a billboard.

Students should survey community and make a list of 10 products being advertised on billboards and 10 products being advertised on bus and taxi cards.

Bring in examples of point-of-sale materials used extensively in the automotive industry.

Have cooperative work-study students report about the use of point-of-sale material at their work stations.

Discuss mailing lists, their importance, and how they may be developed.

Have students tell about specific examples of direct mail advertising received by the family and the response each type evoked from the family.

Evaluation--Correlated With Behavior

The student will:

Design a billboard advertisement using contest rules.

Write an advertising letter to be used in a mail campaign. The student may select an activity to sell a product or service from Advertising Services, Apparel and Automotive. The letter should be judicious in brevity (no more than one page), contain accuracy, and effectiveness (does it in fact act.)
Occupational Clusters

- Various consumer ecology movements and outdoor advertising.
- Outdoor advertising.
- A local agency may advise the community and make a list of products advertised on billboards and 10.
- Point-of-sale materials used in the automotive industry.
- Study students report about the importance of materials at their work.
- Their importance, and how they work through specific examples of directed by the family and the family.

SALES PROMOTION

Evaluation--Correlated With Behavioral Objectives
The student will:

- Design a billboard advertisement using DECA contest rules.

- Write an advertising letter to be used in a direct mail campaign. The student may select a promotional activity to sell a product or service from the fields of Advertising Services, Apparel and Accessories, or Automotive. The letter should be judged upon clarity, brevity (no more than one page), completeness, accuracy, and effectiveness (does it move the reader to act.)
These girls are learning about communications in the recreation and tourism occupational cluster.
about communications in the recreation and tourism occupational clusters in the airlines.
General Goals:
- To identify and classify the principal forms of communications used to employees, suppliers, and customers
- To evaluate the importance and effectiveness of each type of communication

Behavioral Objectives
The student will be able to:
- Identify the main segments of communication.

State the principal goals of business communication.

I. WHAT IS COMMUNICATION?
A. The Message
B. Sending
C. Receiving
D. The Channels
E. Feedback

II. GOALS OF BUSINESS COMMUNICATION
A. Obtain Organizational Effectiveness
B. Convey a Message
C. Promote Human Relations
D. Sell a Product or a Service
E. Obtain Customer Attention
F. Create an Image
G. Obtain Action
RELATED OCCUPATIONAL CLUSTERS
Recreation and Tourism (4.18)

To identify and classify the principal forms of communications used to make contact with employees, suppliers, and customers.
To evaluate the importance and effectiveness of each type of communication.

Behavioral Objectives
be able to:
in segments of communication.

Topics, Content, Instructional Areas
I. WHAT IS COMMUNICATION?
A. The Message
B. Sending
C. Receiving
D. The Channels
E. Feedback

II. GOALS OF BUSINESS COMMUNICATION
A. Obtain Organizational Efficiency
B. Convey a Message
C. Promote Human Relations
D. Sell a Product or a Service
E. Obtain Customer Attention
F. Create an Image
G. Obtain Action
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Have students identify people to whom they enjoy listening and analyze why.

Ask the proprietor of a local travel agency to speak to the class regarding communication and tourism.

Set up a case study of a local travel agency trying to communicate with potential travelers, resorts, hotels, and employees. Apply the five segments of communication to the problem. Point out the goals of the communication as well as the mechanics.

Evaluation--Correlated With Behavior

The student will:

List and describe in complete sentence the essentials of communication.

Describe three principal goals of communication.

Write, tape, or present a visual orientation of why the advertising medium choice is the best to promote tourism.
Evaluation--Correlated With Behavioral Objectives
The student will:

List and describe in complete sentences the five essentials of communication.

Describe three principal goals of business communication.

Write, tape, or present a visual of a brief explanation of why the advertising medium of the student's choice is the best to promote tourism.
COMMUNICATIONS

Behavioral Objectives

The student will be able to:

Use basic concepts in order to listen and grasp what others are saying.

Improve reading speed and comprehension.

Use proper telephone techniques.

Properly introduce him or herself to others and persons to each other.

Use common courtesies and social amenities in informal conversation.

Give clear and concise instructions to others.

Participate in a meeting or chair a meeting following Roberts' Rules of Order.

III. TYPES OF COMMUNICATION

A. Listening

1. Rules for effective listening
   a. Body language
   b. Eye control
   c. Making notes
   d. Taking directions

2. The listening environment
   a. Small group
   b. Large group

B. Reading

1. Types of reading
2. Increasing reading speed
3. Skimming and scanning
4. Intensive reading

C. Speaking

1. Use of the telephone
   a. Making long distance calls
   b. Making appointments
   c. Ordering goods and services
   d. Recording messages
   e. Developing a "telephone persona"

2. Informal
   a. Introductions
   b. Conversation
   c. Directions and instructions
   d. Delivering the speech
   e. Conferences and meetings
Behavioral Objectives

able to:

must be able to:

in order to listen and grasping.

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Rules of Order.

Topics, Content, Instructional Areas

III. TYPES OF COMMUNICATION

A. Listening

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   a. Body language
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2. The listening environment
   a. Small group
   b. Large group

B. Reading

1. Types of reading
   2. Increasing reading speed
   3. Skimming and scanning
   4. Intensive reading

C. Speaking

1. Use of the telephone
   a. Making long distance, collect, etc. calls
   b. Making appointments, reservations, etc.
   c. Ordering goods and services
   d. Recording messages for others
   e. Developing a "telephone voice"

2. Informal
   a. Introductions
   b. Conversation
   c. Directions and instructions
   d. Delivering the speech
   e. Conferences and meetings
Many students will be helped by having their voices recorded and played back.

Film loops are also useful in "the gift of seeing ourselves as others see us."

After each of several "rap sessions," have students express their reactions to making efforts to listen intelligently.

Commercial public speaking courses and publications are useful to the teacher in developing student confidence and efficiency in communications.

As the students become involved in public speaking, they will be more interested in proper posture, correct mannerisms and gestures, and good grooming and dress.

The telephone company has many audiovisual materials available for the secondary schools in their localities particularly applicable to the subject of communications.

Obtain the assistance of the reading pretest each student, provide development and instruction, and posttest.
Communications

Ons and Student Activities

Occupational Clusters

helped by having their voices
ack.

eful in "the gift of seeing
we us."

"rap sessions," have students
s to making efforts to listen

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gestures, and good grooming

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ary schools in their
y applicable to the subject

Evaluation—Correlated With Behavioral Objectives

The student will:

Obtain the assistance of the reading specialist to
pretest each student, provide developmental material
and instruction, and posttest.
COMMUNICATIONS

Behavioral Objectives

The student will be able to:

- Prepare, deliver, and evaluate brief speeches given by himself and the rest of the class.
- Write complete yet brief business letters of invitation, appreciation, sales, complaint, collection, etc.
- Prepare useful vita, resumés, or personal data sheets.
- Develop mailable letters of application for real or imaginary jobs.
- Write short, interesting, current articles for the school or local newspapers.

Topics, Content, Inst

C. Speaking (Cont'd)

3. Formal public speaking
   a. Preparation
   b. Organizing
   c. Practicing
   d. Delivering
   e. Evaluation by class

D. Writing

1. Types of business writing
   a. Letters
   b. Resumés
   c. Applications
   d. Memoranda

2. Rules for effective writing
   a. Planning
      (1) Purpose
      (2) Ideas and facts
      (3) Organization
   b. Rough draft
   c. Writing for the reader
Behavioral Objectives

able to:

and evaluate brief speeches given to the rest of the class.

Topics, Content, Instructional Areas

C. Speaking (Cont'd)

3. Formal public speaking
   a. Preparation
   b. Organizing
   c. Practicing
   d. Delivering
   e. Evaluation by classmates or self

D. Writing

1. Types of business writing
   a. Letters
   b. Resumes
   c. Applications
   d. Memoranda

2. Rules for effective writing
   a. Planning
      (1) Purpose
      (2) Ideas and facts
      (3) Organization
   b. Rough draft
   c. Writing for the receiver
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Discuss techniques of public speaking:
. Pronunciation
. Enunciation
. Gestures
. Mannerisms

Use tapes of impromptu talks as well as planned talks.

Discuss why a hotel manager must be a good speaker.
Relate public speaking to successful selling.

Local assistance in the field of communications is readily available from:
. Elementary, secondary, and college teachers of English, reading and writing, speech, Business English, Secretarial Practice, etc.
. Telephone company publications
. Personnel directors
. Toastmasters' club
. Certified Public Secretaries Association
. Television and radio broadcasters
. D.E.C.A. manuals and contests
. Parents in advertising, sales, marketing, journalism, and the media

Evaluation--Correlated With Behavior

The student will:

Develop a checklist cooperatively with the entire class.
Each student then knows the basis upon which their speech will be judged and will be assessed accordingly. At the conclusion of their presentations, the entire class will evaluate the presentations.

Evaluate the completeness, conciseness, and clarity of the message.
Evaluation--Correlated With Behavioral Objectives

The student will:

Develop a checklist cooperatively with the class. Each student then knows the basis upon which his or her speech will be judged and will be able to prepare accordingly. At the conclusion of each speech, the entire class will evaluate the presentation.

Evaluate the completeness, conciseness, and clarity of the message.
Assisting a buyer to select fabrics is a selling technique in general merchandising and indu
select fabrics is a selling technique in general merchandising and industrial marketing.
PERSONAL SELLING

RELATED OCCUPATIONAL CLUSTERS
General Merchandising (4.08); Industrial Marketing
Insurance (4.13)

General Goals:
. To have the student understand the role selling plays in our economy and
. To make the student aware of the background preparation and personal qua
needed in selling
. To enable the student to develop basic sales skills
. To develop an awareness of the career opportunities in the field of pers

Behavioral Objectives

The student will be able to:

Distinguish between personal selling and non-personal selling.

Describe the function of selling in the marketing process.

Topics, Content, Instruction

I. SELLING

A. Personal - audio and/or video two or more people

B. Nonpersonal - group appro

II. SELLING AS A BASIC MARKETING

A. Merchandising - right goods
place, right price, right

B. Buying - getting goods from suppliers

C. Selling - is the goal of the

1. Selling is needed when a demonstrated
2. Selling is needed to sel
price value

III. RELATIONSHIP OF SELLING TO

A. Sell Personal Qualities

B. Sell Ideas
RELATED OCCUPATIONAL CLUSTERS
General Merchandising (4.08); Industrial Marketing (4.12);
Insurance (4.13)

To have the student understand the role selling plays in our economy and daily living
To make the student aware of the background preparation and personal qualifications
needed in selling
To enable the student to develop basic sales skills
To develop an awareness of the career opportunities in the field of personal selling

Behavioral Objectives
be able to:

Topics, Content, Instructional Areas

I. SELLING
   A. Personal - audio and/or visual contact between two or more people
   B. Nonpersonal - group approach

II. SELLING AS A BASIC MARKETING FUNCTION
   A. Merchandising - right goods, right time, right place, right price, right quantity
   B. Buying - getting goods from producers and suppliers
   C. Selling - is the goal of the marketing functions
      1. Selling is needed when a product is to be demonstrated
      2. Selling is needed to sell merchandise of high price value

III. RELATIONSHIP OF SELLING TO EVERYDAY LIVING
   A. Sell Personal Qualities
   B. Sell Ideas
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Show advertisements of products and have actual sales demonstration of a product. Discuss the different approaches.

Have students explain how a product is marketed after it has been manufactured.

Using examples, other than advertising, suggest how people learn to use products. Learn about proper use, value, appreciation of products, trade-in price, etc.

Demonstrate how people convince others to change or adopt ideas, goals, etc. by showing films or T.V. tapes.

Discuss how people sell their personalities to others as friends, new acquaintances, in job interviews.

Evaluation--Correlated With Behavior
The student will:

Given a list of selling situations, personal and nonpersonal situations

Write an essay on the importance of basic marketing function. If the equipment is available, the student may be evaluated on development of a T.V. or cassette tapes.
Evaluation--Correlated With Behavioral Objectives

The student will:

Given a list of selling situations, choose which are personal and nonpersonal situations.

- Write an essay on the importance of selling as a basic marketing function. If the equipment is available, the student may be evaluated upon the development of a T.V. or cassette tape on the subject.
- Give three examples of how they sold ideas or their personalities within the past two weeks.

PERSONAL SELLING

Occupational Clusters

Products and have actual experience with a product. Discuss the different ways a product is marketed after advertising.

- Learn about proper use, product features, trade-in price, etc.
- Convince others to change or upgrade by showing films or T.V. tapes.
- Present their personalities to others, in job interviews.
PERSONAL SELLING

Behavioral Objectives

The student will be able to:

1. Compare his or her personal qualifications to those needed in selling.

2. Identify sales skills he or she lacks or which need improvement.

Identify a variety of reasons why people buy products:

Understand why customers purchase certain products.

IV. PERSONAL QUALIFICATIONS OF

A. Emotional

B. Physical

C. Cultural

D. Previous Experiences

E. Ability to Communicate

F. Attitudes

V. BUYING MOTIVES

A. Basic Buying Motives (Needs)
   1. Food
   2. Clothing
   3. Shelter
   4. Safety
   5. Love
   6. Status
   7. Comfort

B. Learned or Acquired Buying

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behavioral Objectives

able to:

r personal qualifications to those

ills he or she lacks or which need

Topics, Content, Instructional Areas

IV. PERSONAL QUALIFICATIONS OF A SALESPERSON

A. Emotional

B. Physical

C. Cultural

D. Previous Experiences

E. Ability to Communicate

F. Attitudes

V. BUYING MOTIVES

A. Basic Buying Motives (Needs)

1. Food
2. Clothing
3. Shelter
4. Safety
5. Love
6. Security
7. Companionship

B. Learned or Acquired Buying Motives (Wants)

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<td>relaxation</td>
<td>service</td>
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Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Have students identify on paper what qualifications a good salesperson should have and should not have. Make a composite of responses on chalkboard; and discuss the composite results.

Develop a checklist of good sales qualifications and have students rate themselves. Discuss how improvement of personal traits is possible.

Have students rate the sales people in the local department store and present positive approaches observed as a method of improving sales presentations.

Have a speaker (a professional salesperson, department store manager, etc.) discuss personal qualifications and their importance in selling.

Survey class as to products purchased in the last month. Have students give reasons for these purchases.

Have the students name the products they would buy now, if they had the money. Make a list of these items and elicit responses as to why people would buy them.

Prepare a list of products purchased by high school students. Survey fellow students as to why they purchased these items.

Evaluation--Correlated With Behavior

The student will:

Write a report on the importance of personality in selling and if sales

Given a list of buying motives, suggest which would satisfy these motives.

Given a list of age groups, e.g., preschool, teen, adult, senior citizens, purchased by the groups probable buy

Given the products and the age groups tell which buying motives would probably each age group.
Personal Selling

Evaluation--Correlated With Behavioral Objectives
The student will:

Write a report on the importance of the salesperson's personality in selling and if salesmen are born or made.

- Discuss how improvement of good sales qualifications is possible.
- Discuss personal qualifications of salespeople in the local present positive approaches of improving sales presentations.
- Professional salesperson, department discussion of selling in personal qualifications.
- Given a list of buying motives, suggest products that would satisfy these motives.
- Given a list of age groups, e.g., preschool, grammar school, teen, adult, senior citizens, suggest products purchased by the groups probable buying motives.
- Given the products and the age groups listed above, tell which buying motives would probably be used by each age group.

Occupational Clusters

Write a report on the importance of the salesperson's personality in selling and if salesmen are born or made.
PERSONAL SELLING

Behavioral Objectives

The student will be able to:

Distinguish between emotional and rational buying motives.

Explain why you must know your product to be able to sell it.

Topics, Content, Instruction

B. Learned or Acquired Buying Motives

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C. Mixture of Basic and Learned Buying Motives

VI. THE SALESMAN MUST KNOW HIS

A. How His Product is Made, Operation

B. How the Product Meets the

C. Advantages Over Competition

D. How to Suggest Related It

E. Will Result in Customer Satisfaction
Behavioral Objectives

be able to:

- distinguish between emotional and rational buying

must know your product to be able to

<table>
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Topics, Content, Instructional Areas

B. Learned or Acquired Buying Motives (Cont'd)

C. Mixture of Basic and Learned Motives

VI. THE SALESMAN MUST KNOW HIS PRODUCT

A. How His Product is Made, Its Use, and Its Operation

B. How the Product Meets the Customers' Needs

C. Advantages Over Competition

D. How to Suggest Related Items

E. Will Result in Customer Confidence and Satisfaction
Teaching Suggestions and Student Activities Correlated With Occupational Clusters

During an evening of television viewing, each student may be assigned to develop a list of TV ads and state which appeal to the emotions and which provide factual information upon which to base a rational choice.

Have a student try to sell an item of which he has no product knowledge. Have a student sell a product of which he has product knowledge. Discuss the differences in the sales.

Have students go shopping in local stores for a major appliance, i.e., washer, dryer, electric range. Discuss the information the salesman talked about during the selling situation.

Select students to relate instances where they felt the salesperson did or did not have good product knowledge. What effect did this knowledge or lack of knowledge have on the customer and the outcome of the sale?

Discuss why or what the salesperson should know about competing products.

Evaluation--Correlated With Behavior

The student will:

From a list of 10 advertising state which are emotional or rational.

Develop a list of products for which should have a great amount, average amount of product knowledge.

Answer the question: Not all product to sell them; why or why not? Give

Solve this case problem:

Phil Clement is the owner of an in store. He carries three major lin well as wallpaper and other decor Phil feels that it is important for to be well informed about the prod store. He does not feel that it is salespeople to be familiar with pa competitors.

Do you agree with Phil? Why or wh suggestions would you make to Phil
Occupational Clusters

televisions viewing, each student develop a list of TV ads and state motions and which provide factual to base a rational choice.

sell an item of which he has no ve a student sell a product of knowledge. Discuss the differences selling in local stores for a major r, dryer, electric range. Dis- the salesman talked about during ate instances where they felt the not have good product know- d this knowledge or lack of customer and the outcome of the e salesperson should know about

Develo p a list of products for which the salesman should have a great amount, average amount, or little amount of product knowledge.

Answer the question: Not all products need salesmen to sell them; why or why not? Give examples.

Solve this case problem:
Phil Clement is the owner of an independent paint store. He carries three major lines of paints as well as wallpaper and other decorating items. Phil feels that it is important for his salespeople to be well informed about the products sold in his store. He does not feel that it is necessary for his salespeople to be familiar with paints sold by his competitors.
Do you agree with Phil? Why or why not? What suggestions would you make to Phil, if any?
PERSONAL SELLING

Behavioral Objectives

The student will be able to:
State the progressive motivational steps in a sales transaction.

List the steps in the selling process.

Topics, Content, Instruction

VII. THE ESSENTIAL MOTIVATIONAL STEPS
A. Obtaining Attention
B. Arousing Interest
C. Creating Desire
D. Causing Action

VIII. THE STEPS OF A SALE
A. Prospecting - finding customers out of the store
B. Preapproach - gain information about prospective customers, e.g.,
C. Approach - gain interview with sales prospect
D. Determine Need - emotional need
E. Presentation of Product or Service
F. Overcome Objections - let potential customer understand the product or service
G. Suggestion Selling - additional points
H. The Close - writing sales order, product wrapping
I. Deliver Product - follow-up services
VII. THE ESSENTIAL MOTIVATIONAL STEPS IN A SALE

A. Obtaining Attention
B. Arousing Interest
C. Creating Desire
D. Causing Action

VIII. THE STEPS OF A SALE

A. Prospecting - finding customers in store and out of store
B. Preapproach - gain information about prospective customers, e.g., age, income
C. Approach - gain interview, get attention of sales prospect
D. Determine Need - emotional, rational
E. Presentation of Product or Service - demonstration of product or service
F. Overcome Objections - let sales prospect get involved
G. Suggestion Selling - additional items
H. The Close - writing sales check, charge slip, product wrapping
I. Deliver Product - followup, review sale
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Present a series of slides or transparencies which demonstrate the parts of the sale.

Have students develop a checklist to be used in observations of how a salesperson did or did not use each of the steps of a sale.

The students should then use the checklist to observe salespersons in better department stores in such areas as major appliances, furs, bridal, and other large ticket items.

Use school store as learning situation.

Speaker or and demonstration by a professional salesman or sales manager.

Slide show or movie of the students' performing actual selling steps.

Have a participant in the DECA sales demonstration contest give that demonstration and relate the steps of a sale to the demonstration.

Use TV or tape recordings so that individual classes can benefit from the sales demonstrations. For example, a demonstration of simple cash register procedures.

Have a panel of salesmen and/or students discuss views on selling.

Have students shadow a salesman for a day, i.e., go on his calls with him or stay at his counter, etc.

Evaluation--Correlated With Behavior
The student will:

Give a realistic sales demonstration of the class use the cooperatively to grade each step of the sale.

Develop a checklist of things to be mechanics of closing the sale for a charge sale.
PERSONAL SELLING

Evaluation--Correlated With Behavioral Objectives
The student will:

Give a realistic sales demonstration and have the rest of the class use the cooperatively developed checklist to grade each step of the sale.

Develop a checklist of things to be done during the mechanics of closing the sale for a simple cash or charge sale.
PERSONAL SELLING

Behavioral Objectives

The student will be able to:

Describe the various careers in selling.

Learn about the career cluster best suited for him.

Topics, Content, Instruction

IX. CAREERS IN SELLING

A. Industrial
B. Retail
C. Wholesale
D. Specialities
E. Services
F. Manufacturer's Representative
G. Intangibles
Behavioral Objectives

able to:
ious careers in selling.
career cluster best suited for him.

Topics, Content, Instructional Areas

IX. CAREERS IN SELLING

A. Industrial
B. Retail
C. Wholesale
D. Specialities
E. Services
F. Manufacturer's Representative
G. Intangibles
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Assign groups to investigate the educational requirements, age, placement possibilities, benefits, working conditions, hours, pay, opportunities for promotion, high income, and personal satisfaction.

Place comparisons of the results of the investigation on a bulletin board.

Have a salesman from each field speak to the class.

Discuss advantages and disadvantages of each type of selling career cluster.

Use the Dictionary of Occupational Titles of the U. S. Department of Labor to get the complete classification of sales occupations, beginning with code 250, Salesmen, Real Estate and Insurance and ending with code 289.458, Salesperson, Flying Squad.

Evaluation--Correlated With Behavior

The student will:

Select first and second choice sale reasons for each choice based upon reflecting study of the occupational or her personal qualifications, int
tions and Student Activities

Occupational Clusters

stigate the educational requirements, possibilities, benefits, working conditions, opportunities for promotion, personal satisfaction.

the results of the investigation

each field speak to the class.

d disadvantages of each type of job.

Occupational Titles of the U.S.

o get the complete classification beginning with code 250, Sales-Insurance and ending with code Flying Squad.

PERSONAL SELLING

Evaluation--Correlated With Behavioral Objectives

The student will:

Select first and second choice sales careers and give reasons for each choice based upon solid knowledge reflecting study of the occupational clusters and of his or her personal qualifications, interests and abilities.
Careers in credit and collections offer attractive futures to students with pleasant personalities and the ability to learn about the world of finance.
Careers in credit and collections offer attractive futures to students with pleasant personalities and the ability to learn about the world of finance.
CREDIT AND COLLECTIONS

RELATED OCCUPATIONAL CLUSTERS
Industrial Marketing (Wholesale) (4.12); Finance

General Goals:
. To enable students to recognize the role of finance and credit in market-
. To acquaint students with the tasks performed by the finance and credit-
. To identify the major credit methods employed in industrial marketing-
. To develop an awareness of the career opportunities in the credit indus-

Behavioral Objectives

The student will be able to:

Define credit.

Distinguish between the two major types of credit.

Recognize the key events in the development of credit to its present status.

Identify the benefits of credit.

I. THE MEANING OF CREDIT

A. Credit Defined
B. Consumer vs. Mercantile Credit
C. Evolution of Credit to its

II. CREDIT AS A BUSINESS FORCE

A. The Role of Credit in Our B
B. The Importance of Credit to
C. The Importance of Credit to
D. Credit and Business Finance

III. THE BENEFITS OF CREDIT

A. To the Consumer
B. To the Marketer
C. To the Economy
To enable students to recognize the role of finance and credit in marketing and distribution
To acquaint students with the tasks performed by the finance and credit industry
To identify the major credit methods employed in industrial marketing
To develop an awareness of the career opportunities in the credit industry

Behavioral Objectives

able to:

n the two major types of credit.

ents in the development of

ts of credit.

I. THE MEANING OF CREDIT
A. Credit Defined
B. Consumer vs. Mercantile Credit
C. Evolution of Credit to its Modern Role

II. CREDIT AS A BUSINESS FORCE
A. The Role of Credit in Our Economy
B. The Importance of Credit to Consumers
C. The Importance of Credit to Marketers
D. Credit and Business Finance

III. THE BENEFITS OF CREDIT
A. To the Consumer
B. To the Marketer
C. To the Economy
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Have students visit local wholesale businesses and financial institutions to ascertain the businessman's view of the importance of credit to their business and their customers.

Conduct a panel discussion of the pros and cons of credit to all segments of the economy.

Evaluation--Correlated With BE

The student will:

Define credit and state six reasons it helped the local businessman.

Describe three types of consumer types of mercantile credit in use by businessmen.

Write explanations of four pros of credit.
Suggestions and Student Activities

With Occupational Clusters

It local wholesale businesses and
ions to ascertain the businessman's
stance of credit to their business
ns.

iscussion of the pro's and con's of
ents of the economy.

Evaluation--Correlated With Behavioral Objectives

The student will:

Define credit and state six reasons how credit has
helped the local businessman.

Describe three types of consumer credit and three
types of mercantile credit in use by the local
businessmen.

Write explanations of four pro's and four con's of
credit.
CREDIT AND COLLECTIONS

Behavioral Objectives

The student will be able to:

Explain the cost of credit to all segments of society.

Describe several credit plans that are available to consumers.

IV. THE COST OF CREDIT

A. To the Consumer

B. To the Marketer

C. To the Economy

V. TYPES OF CREDIT

A. Consumer Credit
   1. Charge accounts
      a. Regular accounts
      b. 90-day charge
      c. Revolving charge
      d. 30-day sales contracts
   2. Installment
   3. Credit cards
      a. Industry sponsored
      b. All purpose cards
      c. Bank cards
   4. Bank loans
   5. Advance credit
   6. Employee credit unions
IV. THE COST OF CREDIT

A. To the Consumer

B. To the Marketer

C. To the Economy

V. TYPES OF CREDIT

A. Consumer Credit

1. Charge accounts
   a. Regular accounts (open book, 30-day)
   b. 90-day charge
   c. Revolving charge
   d. 30-day sales contract

2. Installment

3. Credit cards
   a. Industry sponsored
   b. All purpose cards
   c. Bank cards

4. Bank loans

5. Advance credit

6. Employee credit unions
Collect industry and government figures on the cost of credit to all segments of the economy to present as oral or written reports.

Introduce the Area of Distribution contest manual to students and encourage them to consider credit operations as an appropriate area for further study and presentation as a contest entry.

Have students compile a list of the various types of consumer credit presently being utilized by the local community. Have them suggest any additional sources of credit that may not be available locally.

Pupils who choose to enter the DECA develop an outline for the Area of showing each consumer and business. One hundred percent accuracy should

Name the 10 most popular types of credit in the local community and rank them for their local importance.
ons and Student Activities

Occupational Clusters

government figures on the costs of the economy to present facts.

Distribution contest manual to them to consider credit appropriate area for further study contest entry.

a list of the various types of tly being utilized by the local suggest any additional sources be available locally.

Pupils who choose to enter the DECA contest should develop an outline for the Area of Distribution manual, showing each consumer and business credit plan available. One hundred percent accuracy should be required.

Name the 10 most popular types of credit being used in the local community and rank them according to their local importance.
CREDIT AND COLLECTIONS

Behavioral Objectives

The student will be able to:

Identify the kinds of credit available to business firms.

Apply each method of business credit to a practical situation.

Explain the several bases for granting credit.

VI. THE BASIS FOR GRANTING CREDIT

A. Credit Policies

1. Liberal credit and collection
2. Liberal credit and strict collection
3. Strict credit and liberal collection
4. Strict credit and collection

B. Mercantile Credit

1. Cash in advance
2. C.O.D.
3. Check
4. Sight draft
5. Regular dating
6. Extra dating
7. Advance dating
8. Cash discount
9. Anticipation
10. Memorandum terms
11. Consignment terms
12. F.O.B. point
13. Factors
14. Leasing
15. Warehouse receipts
16. Commercial finance houses
Behavioral Objectives

You are able to:

1. Describe the types of credit available to business.
2. Understand the terms of business credit to a practical basis.

B. Mercantile Credit

1. Cash in advance
2. C.O.D.
3. Check
4. Sight draft
5. Regular dating
6. Extra dating
7. Advance dating
8. Cash discount
9. Anticipation
10. Memorandum terms
11. Consignment terms
12. F.O.B. point
13. Factors
14. Leasing
15. Warehouse receipts
16. Commercial finance houses

VI. THE BASIS FOR GRANTING CREDIT

A. Credit Policies

1. Liberal credit and collection policy
2. Liberal credit and strict collection policy
3. Strict credit and liberal collection policy
4. Strict credit and collection policy
Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Have students compile a list of the various types of mercantile credit being offered to wholesalers and other businesses.

Conduct several interviews in which students take the part of applicant and lender in arranging the type of credit needed for selected wholesale firms.

Have the class obtain credit applications from different sources in the community.

Augment the credit applications the students have collected with additional types you can obtain and have the class fill out the applications as an exercise.

Suggested sources: Banks, automobile agencies, insurance companies, finance companies, employee credit unions.

Evaluation--Correlated With Behavior

The student will:

Rank the six types of mercantile credit frequently used.

Give the advantages and disadvantages of strict credit and collection policies.
CREDIT AND COLLECTIONS

Occupational Clusters

The student will:

- Rank the six types of mercantile credit most frequently used.
- Give the advantages and disadvantages of liberal vs. strict credit and collection policies.

- a list of the various types of credit offered to wholesalers and manufacturers.
- Give the applications the students have taken and lend in arranging credit for selected wholesale and retail organizations from the community.
- View the applications as an assistant from banks, automobile agencies, finance companies, employee benefit organizations, and credit bureaus.
CREDIT AND COLLECTIONS

Behavioral Objectives

The student will be able to:

- Identify the major factors used to determine an acceptable credit risk.
- Make predictions as to the quality of the credit risk.

B. Factors in Granting Credit

1. Character
2. Capacity to earn
3. Capital background

C. Analyzing the 3 C's

1. The application
2. The interview
3. Evaluation of the application
   a. Legal status
   b. Employment record
   c. Present income
   d. Present capital asset
   e. Present obligations
   f. Payment record
   g. Reputation

D. Sources of Credit Information

1. Central credit bureaus
2. Dun and Bradstreet
3. Trade references
Behavioral Objectives

able to:

- factors used to determine an risk.

as to the quality of the credit

**Topics, Content, Instructional Areas**

B. **Factors in Granting Credit (3 C's)**

1. Character
2. Capacity to earn
3. Capital background

C. **Analyzing the 3 C's**

1. The application
2. The interview
3. Evaluation of the application
   a. Legal status
   b. Employment record
   c. Present income
   d. Present capital assets
   e. Present obligations
   f. Payment record
   g. Reputation

D. **Sources of Credit Information**

1. Central credit bureaus
2. Dun and Bradstreet
3. Trade references
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Prepare a supply of completed credit application forms. Have students analyze these credit applications and assign each a credit rating.

Some sources use 4 C's in granting credit. They consider the general economic conditions prevailing.

Have students identify the factors that influenced their credit decision on each application.

Obtain a list of case histories from a local credit institution. Use fictitious names and addresses but develop real cases. Have students make predictions as to the quality of the credit risk.

Have students set a credit limit on the applications previously analyzed.

As these case histories were based locally, it is a simple matter to find results. Compare the predictions with the results. Students should have predicted with 80% accuracy. (Evaluation should include the bill paying record.) Students should list the three main factors that affect credit rating.

Evaluation--Correlated With Behavior
The student will:

State the five most important items which the applicant must supply on blank to enable the lender to grant
CREDIT AND COLLECTIONS

Evaluation—Correlated With Behavioral Objectives

The student will:

State the five most important items of information which the applicant must supply on the application blank to enable the lender to grant credit.

As these case histories were based on facts obtained locally, it is a simple matter to find out the end results. Compare the predictions with the actual results. Students should have predicted the end result with 80% accuracy. (Evaluation should be based upon the bill paying record.) Students should then compile a list of the three main factors that determine the credit rating.
CREDIT AND COLLECTIONS

Behavioral Objectives

The student will be able to:

E. Approving Customers for Credit
   1. Refusing the account
   2. Setting the account limit
      a. Based on income and assets
      b. Financial obligation
      c. Estimated purchases

Know the consequences of poor credit account management.

VII. MANAGING CREDIT ACCOUNTS

A. Recording Credit Sales
   1. Small businesses
   2. Electronic and mechanical methods

B. Billing
   1. Monthly
   2. Cycle
   3. Descriptive

C. Controlling Customer Credit
   1. Regular account check
   2. Accounts receivable ledger

D. Collection Procedures
   1. Reminders
   2. Letters
   3. Telephone calls
   4. Telegrams
   5. Personal collectors
   6. Collection agencies
   7. Legal action

Identify the various billing methods.

Devise an effective collection procedure.
E. Approving Customers for Credit

1. Refusing the account
2. Setting the account limit
   a. Based on income and liabilities
   b. Financial obligations
   c. Estimated purchases

VII. MANAGING CREDIT ACCOUNTS

A. Recording Credit Sales

1. Small businesses
2. Electronic and mechanical

B. Billing

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C. Controlling Customer Credit Accounts

1. Regular account check
2. Accounts receivable ledger

D. Collection Procedures

1. Reminders
2. Letters
3. Telephone calls
4. Telegrams
5. Personal collectors
6. Collection agencies
7. Legal action
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Secure a knowledgeable representative from a local finance and credit firm to explain to the class how his firm investigates credit applicants.

Prepare a case study geared to billing methods. Emphasize the advantages and disadvantages of the various methods and show the consequences of poor credit management.

Have students design a PERT diagram or flow chart using appropriate symbols to show credit operations, starting with policy making and extending through the legal process for collecting overdue accounts.

Evaluation--Correlated With Behavior

The student will:

Select the five main points as presented.

Compare the advantages and disadvantages of the billing systems.

The students and teacher should review the flow chart or PERT diagram to determine which steps must be considered. The five sheets of paper.

pages.
CREDIT AND COLLECTIONS

Occupational Clusters

ions and Student Activities

representative from a local to explain to the class how credit applicants.

Occupational Clusters

Evaluation--Correlated With Behavioral Objectives

The student will:

Select the five main points as presented by the representative.

Compare the advantages and disadvantages of two billing systems.

The students and teacher should review the student's flow chart or PERT diagram to determine how many key steps must be considered. The five steps selected as the most important should be developed on separate sheets of paper.

PERT diagram or flow chart to show credit operations, taking and extending through the collecting overdue accounts.

pared to billing methods.

es and disadvantages of the consequences of poor
CREDIT AND COLLECTIONS

Behavioral Objectives

The student will be able to:

1. Determine which personal attributes he or she has and which need development.

2. Identify the knowledges and skills he or she already possesses.

3. Learn those knowledges and skills he or she needs to be successful in this field.

Topics, Content, Instruction

VIII. INCREASING THE NUMBER OF CREDIT

A. Sources of New Credit Accounts

B. Methods of Gaining New Credit Accounts

IX. QUALIFICATIONS REQUIRED FOR THE JOB

A. Personal

1. Employment stability
2. Physical stamina
3. Educational qualifications
4. Experience in related fields

B. Knowledges and Skills

1. Knowledge of
   a. Business fundamentals
   b. Bookkeeping or record keeping
   c. Salesmanship

2. Skills in
   a. Operation of office equipment
   b. Human relations
   c. Communications
   d. Arithmetic
Behavioral Objectives

VIII. INCREASING THE NUMBER OF CREDIT CUSTOMERS

A. Sources of New Credit Accounts

B. Methods of Gaining New Credit Accounts

IX. QUALIFICATIONS REQUIRED FOR EMPLOYMENT IN CREDIT

A. Personal

1. Employment stability

B. Knowledge and Skills

1. Knowledge of
   a. Business fundamentals
   b. Bookkeeping or recordkeeping
   c. Salesmanship
   d. Arithmetic

2. Skills in
   a. Operation of office machines
   b. Human relations
   c. Communications

3. Educational qualifications

4. Experience in related fields
Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Work with each student in the class to determine levels of knowledge and skills.

Cooperatively develop remedial or developmental programs for each student to reach entry level skills and knowledge.

Evaluation--Correlated With Behaviors

The student will:

Evaluation at this point should not give the student a mark. Rather, it should evaluate the skills and knowledge needed by the student to enter this occupation.
Evaluation--Correlated With Behavioral Objectives
The student will:

in the class to determine skills. Evaluation at this point should not be to give the student a mark. Rather, it should be to determine the skills and knowledge needed by the student if he or she desires to enter this occupational cluster.
Human relations include smiles in the hotel and food services occupations.
human relations include smiles in the hotel and food services occupations.
HUMAN RELATIONS

RELATED OCCUPATIONAL CLUSTERS
Food Service (4.07); Hotel and Lodging (4.11); Personal Services (4.15)

General Goals:
. To identify the behaviors and attitudes that constitute an effective business environment.
. To assist the student in acquiring the skills necessary for the identification and modification of behavior.
. To make the student aware of human relations as it applies to employer, fellow employee, and the customer.

Behavioral Objectives

The student will be able to:

Differentiate from a list of personality traits, those that are physical, mental, or emotional.

Analyze acceptable business personality traits and explain why they are necessary for success.

Identify unacceptable business personality traits and recommend steps for modification.

Describe the personality traits that are required for a successful career in one of the occupational clusters in the Food Service, Hotel & Lodging, and Personal Service fields.

Explain the significance of human relations in obtaining cooperation of others in carrying out the goals of the business.

Show how good human relations can increase production and self-satisfaction in the business world.

Identify common problems in maintaining good human relations.

Describe management's role in carrying out the goals of business.

I. THE EFFECTS OF PHYSICAL, MENTAL, AND EMOTIONAL MATURATION UPON PERSONALITY DEVELOPMENT

II. FAVORABLE PERSONALITY TRAITS
A. Ambition
B. Loyalty
C. Concern for Customer

III. IMPROVING PERSONALITY
A. Developing Sensitivity to
B. AcquiringListening Skills
C. Being Objective
D. Becoming Well Informed
E. Using Realism in Appraising
F. Maintaining Consistent Behavior
G. Developing the Capacity to
H. Becoming Able to See Both
I. Making Criticism Constructive
RELATED OCCUPATIONAL CLUSTERS
Food Service (4.07); Hotel and Lodging (4.11); Personal Services (4.15)

To identify the behaviors and attitudes that constitute an effective business personality
To assist the student in acquiring the skills necessary for the identification and
modification of behavior
To make the student aware of human relations as it applies to employer, fellow employees, and
the customer

Behavioral Objectives

able to:
- a list of personality traits, physical, mental, or emotional.
- business personality traits they are necessary for success.
- business personality traits for modification.
- personality traits that are required career in one of the occupational
field. Food Service, Hotel & Lodging,
ice fields.
- significance of human relations in tion of others in carrying out the
ness.
- relations can increase pro-
- problems in maintaining good human
- ’s role in carrying out the

Topics, Content, Instructional Areas

I. THE EFFECTS OF PHYSICAL, MENTAL, AND EMOTIONAL MATURATION UPON PERSONALITY DEVELOPMENT

II. FAVORABLE PERSONALITY TRAITS

A. Ambition
B. Loyalty
C. Concern for Customer
D. Positive Attitude
E. Integrity

III. IMPROVING PERSONALITY

A. Developing Sensitivity to People
B. Acquiring Listening Skills
C. Being Objective
D. Becoming Well Informed
E. Using Realism in Appraising People
F. Maintaining Consistent Behavior
G. Developing the Capacity to Give as Well as Take
H. Becoming Able to See Both Sides of a Question
I. Making Criticism Constructive
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Discuss with students those traits that are physical, mental, and emotional. Then have students compile lists of physical, mental, and emotional personality traits.

Have students contact local firms to determine what employee abilities and traits businessmen prefer. If printed material is available from local firms, obtain copies for use by class members. Determine if various firms seek common traits.

Students can participate in simulations to illustrate desirable and undesirable personality traits of workers in related job clusters.

Have students develop a list of desirable personality traits needed for success. Compare student lists and compile a common positive personality trait list.

 Invite community resource people (businessmen, clergy, parents, etc.) to describe human relations as they view them. The Mini-Human Relations Course from The National Conference of Christians and Jews provides several related activities that have particular application here.

Evaluation--Correlated With Behavior
The student will:

Given a list of personality traits, physical, mental, or emotional.

From a list of several business people, select those that are acceptable in personality traits they believe they are lacking for gaining or improving on their personal level.

Explain how the unacceptable personality traits identified above can be modified in human relations.

Develop a self-improvement plan to determine how the unacceptable traits can be modified in human relations.

Describe constructive methods of modifying personal traits in the work force of a related occupation.

Describe three human relations situations that affect production and self-satisfaction.
choose traits that are physical, mental, or emotional personality traits. Then have students compile a list of desirable personality traits. Compare student lists and determine common traits.

- In simulations to illustrate the personality traits of clusters.

- Develop a self-improvement plan to include personality traits they believe they are lacking and the steps for gaining or improving on their personality.

- Describe constructive methods of motivate people in the work force of a related occupational area.

- Describe three human relations situations that will affect production and self-satisfaction on the job.

**Evaluation--Correlated With Behavioral Objectives**

The student will:

- Given a list of personality traits, describe which are physical, mental, or emotional.

- From a list of several business personality traits, select those that are acceptable in good human relations.

- Explain how the unacceptable personality traits identified above can be modified into good human relations.

- Describe constructive methods of motivating people in the work force of a related occupational area.

- Develop a self-improvement plan to include personality traits they believe they are lacking and the steps for gaining or improving on their personality.

- Describe three human relations situations that will affect production and self-satisfaction on the job.
HUMAN RELATIONS

Behavioral Objectives

The student will be able to:

Demonstrate three strategies for improving relations with older employees.

Explain how personality traits affect peer group relationships on the job.

Make a self-inventory of his or her abilities or shortcomings and link them to occupational requirements.

Identify prejudices caused by physical, mental, cultural, racial, ethnic, etc. differences.

Rationally describe how personal behavior is influenced by pressures from family and friends.

Show how a manager can communicate effectively with employees.

Explain the need for positive human relations both on and off the job.

Differentiate between structured and unstructured relationships.

Topics, Content, Instruction

IV. PRINCIPLES OF HUMAN RELATIONSHIP

A. Improving Self-Image
B. Understanding Your Feelings
C. Become Sensitive to the Feelings of Others
D. Peer Group Relations
E. Motivation
F. Human Relations and the Organization
G. Self-Satisfaction in Work

V. COMMUNICATIONS - Why They Are Important

A. Differing Perceptions
B. Preoccupation With Other People
C. Listening Skills
D. Defensiveness
E. Anticipating Responses
F. Criticism - Constructive

VI. HUMAN RELATIONSHIP ON AND OFF THE JOB

A. Structured vs. Unstructured
B. Leadership Styles, i.e., Direct Rein, Autocratic
vioral Objectives

ble to:
strategies for improving rela-
ployees.
ility traits affect peer group
job.
ry of his or her abilities or
nk them to occupational
caused by physical, mental,
nic, etc. differences.
how personal behavior is
ures from family and friends.

can communicate effectively with
r positive human relations both
ren structured and unstructured

IV. PRINCIPALS OF HUMAN RELATIONS

A. Improving Self-Image
B. Understanding Your Feelings
C. Become Sensitive to the Feelings of Others
D. Peer Group Relations
E. Motivation
F. Human Relations and the Organization
G. Self-Satisfaction in Work

V. COMMUNICATIONS – Why They Are Different

A. Differing Perceptions
B. Preoccupation With Other Concerns
C. Listening Skills
D. Defensiveness
E. Anticipating Responses
F. Criticism – Constructive vs. Personal Attacks

VI. HUMAN RELATIONS ON AND OFF THE JOB

A. Structured vs. Unstructured Relationships
B. Leadership Styles, i.e., Democratic, Free
Rein, Autocratic
Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Invite a local psychologist to discuss what motivation is and how it can affect meaningful change in personality development.

Elicit from students the problems that can occur when working with older employees, and how one can work well with others if they see other points of view.

Create a list of characteristics which aid in good peer relationships. Try to discuss the same list from the employer's point of view.

Have students practice listening skills using simulations found in Mini-Human Relations Course, National Conference of Christians and Jews. Students often discover that they often miss important facts or misinterpret what was said.

Discuss the concept of "feedback" and develop role play situations wherein students practice giving each other constructive suggestions as opposed to personal criticism.

Evaluation--Correlated With Behavior

The student will:

Given a related occupational cluster typical management structure and benefits and/or restrictions as a successful operation.

Describe, in complete sentences, five negative personal traits which with peers on the job.

Demonstrate orally or in writing why lack of it can do to a relationship

Develop a check list or other evaluation rate each other on simulations present relations.
Questions and Student Activities

Occupational Clusters

Evaluate the occupational cluster, describe a typical management structure and briefly discuss the benefits and/or restrictions as they relate to a successful operation.

Describe, in complete sentences, five positive and five negative personal traits which affect relations with peers on the job.

Demonstrate orally or in writing what respect or lack of it can do to a relationship.

Develop a check list or other evaluation procedures to rate each other on simulations presented on human relations.
HUMAN RELATIONS

Behavioral Objectives

The student will be able to:

- Describe the role that human relations play in customer relations.

- Explain why employee loyalty is important to the company and to himself.

- Explain why some companies include employees in the decision-making process.

- Determine what positive personal traits he or she possesses which would contribute to human relations in any of the occupational clusters.

Topics, Content, Instruction

VII. HUMAN RELATIONS AND THE CUSTOMER

A. Tact
B. Courtesy

VIII. WHAT THE EMPLOYER EXPECTS OF YOU

A. Loyalty
B. Creativity
C. Alertness
D. Integrity
E. Cost Consciousness
F. Desire to Serve Others
G. Ability to Think
H. Ability to Make Decisions
I. Ability to Communicate
J. Ability to Generate New Ideas
K. Knowledge of Human Relations
L. Knowledge of Employer's Business
Behavioral Objectives

be able to:

1. Le that human relations play in ons.

2. Loyalty is important to the himself.

3. Companies include employees in king process.

4. Positive personal traits he or she would contribute to human relations occupational clusters.

Topics, Content, Instructional Areas

VII. HUMAN RELATIONS AND THE CUSTOMER

A. Tact
B. Courtesy
C. Respect
D. Desire to Serve

VIII. WHAT THE EMPLOYER EXPECTS OF YOU

A. Loyalty
B. Creativity
C. Alertness
D. Integrity
E. Cost Consciousness
F. Desire to Serve Others
G. Ability to Think
H. Ability to Make Decisions
I. Ability to Communicate
J. Ability to Generate New Ideas
K. Knowledge of Human Relations
L. Knowledge of Employer's Business
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Have a personnel director or a motel manager explain goals of the business.

Explain the differences between structured and unstructured relationships that are found in related occupational clusters.

Use community business resources to explain what part structured and unstructured relationships play in the business world.

Have students demonstrate the three most common leadership styles and show how each differs in its effect on people and production.

Conduct a class discussion concerning what causes people to react defensively and how communications can be affected by this behavior.

Arrange for small groups of students to observe customer relations techniques at the reservations desk of a hotel or motel.

Invite a local waitress to describe her customer relations experiences.

Discuss the term, "caveat emptor," what it means and how it relates to customer relations.

Have an employer and an employee lead a debate about employee loyalty, integrity, and cost consciousness.

Prepare simulations dealing with management employee relations, training procedures, and management/employee expectations.

Evaluation--Correlated With Behaviors

The student will:

Give five examples of how human relations impact the job and how these relationships play in unstructured situations.

Define and give examples of structured relationships.

Describe three leadership styles for human relations.

Write the essential elements that define employer-employee human relations and strategies for improving and maintaining relationships.

Give his or her solution to a case employee relations which the teacher or student obtained personal experience or from the literature.
Human Relations

Questions and Student Activities

Define and give examples of structured and unstructured relationships.

Describe three leadership styles found effective in human relations.

Write the essential elements that determine good employer-employee human relations and include strategies for improving and maintaining such relationships.

Give his or her solution to a case problem in employer-employee relations which the teacher has developed from personal experience or from the literature.

Evaluation--Correlated With Behavioral Objectives

The student will:

Give five examples of how human relations are used on the job and how these relationships occur in unstructured situations.

Define and give examples of structured and unstructured relationships.

Describe three leadership styles found effective in human relations.

Write the essential elements that determine good employer-employee human relations and include strategies for improving and maintaining such relationships.

Give his or her solution to a case problem in employer-employee relations which the teacher has developed from personal experience or from the literature.
HUMAN RELATIONS

Behavioral Objectives

The student will be able to:

Detail two contrasting employee training programs provided by companies in related job clusters.

Identify what fringe benefits are and what part they play in employer-employee relations.

Topics, Content, Instruction

IX. WHAT YOU EXPECT FROM THE EMPLOYEE

A. Instruction on the Job
B. Favorable Working Conditions
C. Fringe Benefits Required
D. A Fair Share of Other Fringe Benefits
E. Equal Opportunity
F. Humane Treatment
G. Rapport
H. A Career Ladder
WHAT YOU EXPECT FROM THE EMPLOYER

A. Instruction on the Job
B. Favorable Working Conditions
C. Fringe Benefits Required by Law
D. A Fair Share of Other Fringe Benefits
E. Equal Opportunity
F. Humane Treatment
G. Rapport
H. A Career Ladder
Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Have students research and discuss with class the pros and cons of job opportunities in the related occupational clusters.

Determine with students what "favorable working conditions" are; and look at associated Federal and State regulations pertaining to working conditions.

Invite a local labor leader to explain fringe benefits, pointing out what benefits can be expected and those that are not standard in the related occupational clusters.

Evaluation--Correlated With Behaviors

The student will:

Describe three fringe benefits. Accept or receiving fringe benefits increments, if he or she agrees.
HUMAN RELATIONS

Evaluation--Correlated With Behavioral Objectives

The student will:

Describe three fringe benefits. Also, support the concept of receiving fringe benefits in lieu of salary increments, if he or she agrees.

Occupational Clusters

Research and discuss with class the opportunities in the related fields. Examine what "favorable working conditions" mean, look at associated Federal and State guidelines, and ask the teacher to explain fringe benefits. Benefits can be expected and those received in the related occupational field.
Recordkeeping begins with the code number given the merchandise by the receiving clerk on the 10

340
with the code number given to the merchandise by the receiving clerk on the loading platform.
RECORDKEEPING, MANUAL AND A.D.P.

RELATED OCCUPATIONAL CLUSTERS
Food Distribution (4.06); Warehousing, Wholesale Transportation (4.19)

General Goals: To familiarize the student with:
- The need for good recordkeeping
- Fundamental business records
- Methods of handling and processing records
- Use of information available from records
- Data processing in recordkeeping

Behavioral Objectives

The student will be able to:

I. NEED FOR RECORDKEEPING
   A. Maintains Controls and Changes Efficient Management
   B. Provides Current and Accurate Information
   C. Facilitates Preparation of Accurate and Complete Records

II. BASIC RECORDS
   A. Sales Receipts
      1. Cash sales
         a. Sales slips
         b. Cash register or sales computer capability
         c. Cash take
         d. Cash send
      2. Sales on credit
         a. Charge slips
         b. Installment sales
         c. Charge take
      3. Other
         a. Lay away
         b. Employee discount
To familiarize the student with:
- The need for good recordkeeping
- Fundamental business records
- Methods of handling and processing records
- Use of information available from records
- Data processing in recordkeeping

Behavioral Objectives

be able to:
- Maintain controls and checks necessary for efficient management, industry, and public agencies.
- Provide current and accurate data
- Facilitate preparation and administration of budgets

I. NEED FOR RECORDKEEPING

A. Maintains Controls and Checks Necessary for Efficient Management

B. Provides Current and Accurate Data

C. Facilitates Preparation and Administration of Budgets

II. BASIC RECORDS

A. Sales Receipts

1. Cash sales
   a. Sales slips
   b. Cash register or sales terminal computer capability
   c. Cash take
   d. Cash send

2. Sales on credit
   a. Charge slips
   b. Installment sales
   c. Sales register
   d. Charge send

3. Other
   a. Lay away
   b. Employee discount
   c. Refund or exchange
   d. Premium money
Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Take the class to a warehouse or transportation depot to observe the kinds of operations and jobs necessary in a smoothly functioning system of distribution.

Divide the class into small groups to visit local businesses, industries, libraries, and government offices to determine what methods are used to process information.

Collect samples of business papers such as purchase orders, freight bills, and invoices and discuss their input roles in recordkeeping.

Have students determine the sources of information used to prepare bills of lading and other transportation documents.

Bring in an accountant to discuss the importance of records in a business.

Give the students working in part-time jobs the opportunity to bring in the sales forms they use and explain the importance of good handwriting and accuracy.

Let cash register salesmen demonstrate their equipment and explain the accompanying systems software.

Evaluation--Correlated With Behavior

The student will:

List seven jobs in the transportation industry and duties of each.

Name five types of warehouses and_define offered.

Given a list of 20 physical distribution methods determine which are warehousing, which are wholesaling, and which are transporting.

List six items of information found on a sales slip.

In an oral or written report of 250 words explain how one type of cash register keeping device.
Occupational Clusters

Warehouse or transportation depot of operations and jobs necessary in the system of distribution.

Small groups to visit local businesses, libraries, and government to see what methods are used to process papers such as purchase orders, invoices, and discuss their keeping.

Examine the sources of information such as lading and other transportation documents to discuss the importance of record keeping.

Employees demonstrate their equipment accompanying systems software.

Evaluation--Correlated With Behavioral Objectives

The student will:

List seven jobs in the transportation field and give two duties of each.

Name five types of warehouses and describe the services offered.

Given a list of 20 physical distribution activities, decide which are warehousing, which are transportation, and which are wholesaling.

List six items of information a firm could have on a sales slip.

In an oral or written report of 250 words or less, explain how one type of cash register is a record-keeping device.
Behavioral Objectives

The student will be able to:

1. Describe several methods of taking inventory.
2. Outline several ways of handling data.
3. Explain the data shown on price tag in a unit control system.
4. State the primary benefits of unit control.
5. Define the terms used in an Income Statement.
7. Define net profit.

B. Merchandise and Inventory
   1. Physical
   2. Book (perpetual)
   3. Beginning inventory
   4. Ending inventory

C. Unit Control
   1. Record of sales and inventory
   2. Check list system
   3. Item control system

D. Business Statements
   1. Income Statement
      a. Gross income
      b. Net income
   2. Balance sheet
      a. Assets
      b. Liabilities

E. Miscellaneous Records
   1. Want slips
   2. Custom orders
   3. Sale of "as is" merchandise

III. WAYS OF HANDLING BASIC RECORDS

A. Manual
   1. Hand
   2. Adding machine
   3. Calculator
Behavioral Objectives

be able to:
1. methods of taking inventory.
2. ways of handling data.
3. shown on price tag in a unit benefits of unit control.
4. used in an Income Statement.
5. analysis of a Balance Sheet.

B. Merchandise and Inventory Records

1. Physical
2. Book (perpetual)
3. Beginning inventory
4. Ending inventory
5. Want slips
6. Price tags
7. Purchase orders
8. Invoices

C. Unit Control

1. Record of sales and inventory in units
2. Check list system
3. Item control system

D. Business Statements

1. Income Statement
   a. Gross income
   b. Net income
   c. Expenses
2. Balance sheet
   a. Assets
   b. Liabilities
   c. Net worth

E. Miscellaneous Records

1. Want slips
2. Custom orders
3. Sale of "as is" merchandise
4. Premium money sales
5. Other

III. WAYS OF HANDLING BASIC RECORDS

A. Manual

1. Hand
2. Adding machine
3. Calculator
Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Discuss the use of sales slips, sales taxes, and the cashier's daily report form.

Discuss methods of merchandise handling and storage procedures.

Ask students how a store can prevent being out of stock in frequently sold items.

Discuss what gives the seller information on when to mark down or mark up the price of an item.

Have cooperative education students bring in samples of price tags and explain the coding on each.

Let the class try to draw up the internal design and organization of a wholesale food warehouse.

Study the examples in Lewis' book on How to Keep Merchandising Records.

The University of Texas has a useful publication on warehousing entitled Stockkeeping Workbook.

Have students develop personal balance sheets of their own assets, liabilities, and net worth.

Discuss the use of business machines to record sales transactions.

Evaluation--Correlated With Behavior

The student will:

Prepare a receiving report to cover movement of goods or to compare with the inventory.

Differentiate between physical inventory and cost of goods sold.

Identify five kinds of price tickets and give two uses for each.

Select the proper price ticket for merchandise to be marked as described.

Decide whether 10 selected items should have unit control or a dollar control system.

Define the major parts of an Income Statement and/or a Balance Sheet.

Outline the steps used in cashing out a grocery order.
ons and Student Activities

Occupational Clusters

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chandise handling and storage

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personal balance sheets of their es, and net worth.

iness machines to record sales

Evaluation—Correlated With Behavioral Objectives

The student will:

Prepare a receiving report to cover an incoming shipment of goods or to compare with the purchase order.

Differentiate between physical inventory and book inventory.

Identify five kinds of price tickets from outline drawings and give two uses for each. List five kinds of information needed on a price ticket.

Select the proper price ticket for five kinds of merchandise to be marked as described.

Decide whether 10 selected items should be under a unit control or a dollar control system and give a reason for each answer.

Define the major parts of an Income Statement and/or a Balance Sheet.

Name five types of businesses that use the cash register as a recording device.

Outline the steps used in cashing out a customer’s grocery order.
RECORDKEEPING, MANUAL AND A.D.P.

Behavioral Objectives

The student will be able to:

Give the advantages of automation.

Describe the functions of mechanical and electronic data processing of business records.

Explain the computer capabilities of various systems and sales input capabilities.

B. Mechanical
   1. Accounting machines
   2. Cash register distributor

C. Electronic
   1. Key punch
   2. Sorter
   3. Interpreter
   4. Calculator

IV. COMPUTER OPERATION

A. Recording Data
B. Classifying Data
C. Sorting Data
D. Calculating Data
E. Storing Data
F. Retrieval of Data
G. Communicating Data
   1. Sales analysis
   2. Stock runs
   3. Merchandiser reports
H. Reproducing Data
Behavioral Objectives

able to:

es of automation.

ctions of mechanical and electronic of business records.

ter capabilities of various input capabilities.

Topics, Content, Instructional Areas

B. Mechanical

1. Accounting machines
2. Cash register distribution

C. Electronic

1. Key punch
2. Sorter
3. Interpreter
4. Calculator
5. Reproducer
6. Collator
7. Accounting tabulator
8. Paper tape typewriter and reader

IV. COMPUTER OPERATION

A. Recording Data

B. Classifying Data

C. Sorting Data

D. Calculating Data

E. Storing Data

F. Retrieval of Data

G. Communicating Data

1. Sales analysis
2. Stock runs
3. Merchandiser reports

H. Reproducing Data
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Have students read portions of *Understanding Computers* by Drowley and give brief reports to the class.

Obtain reprints of the June 5, 1971, article on computers in *Business Week*.

NCR has a good booklet on *Money Safeguarding Procedures*.

Study *Indiana University's* "training plans" in food distribution and transportation.

Evaluation--Correlated With Behavior

The student will:

In approximately 250 words, respond to:

Is increased use of electronic data processing by large distributors causing small but efficient companies to lose their ability to compete?

Prepare an oral or written report on the need for recordkeeping.
Edison's "training plans" in food transportation.

Portions of Understanding Computers brief reports to the class.

the June 5, 1971, article on "Ss Week."

let on Money Safeguarding Procedures.

RECORDKEEPING, MANUAL AND A.D.P.

Evaluation—Correlated With Behavioral Objectives

The student will:

In approximately 250 words, respond to the question:

Is increased use of electronic data processing by large distributors causing small businessmen to lose their ability to compete?

Prepare an oral or written report of 150 words or more on the need for recordkeeping.
A warehouse operation in international trade.
General Goals:
- To acquaint the student with the laws relevant to business
- To identify those regulations which affect a business
- To develop awareness of laws which relate to the student

Behavioral Objectives

The student will be able to:

Give the objectives of unions.

Explain the need for licensing in certain businesses.

Give reasons for health standards in certain businesses.

Explain why business legislation is needed.

Identify the basic types of anti-trust and resale price maintenance laws.

I. EMPLOYER-EMPLOYEE RELATIONS

A. Labor Laws and Union Regulation

1. Wagner Act
   a. Organization of union
   b. Purpose of union
   c. Labor practices
      - Fair
      - Unfair

2. Taft-Hartley Law - settle
   a. Collective bargaining
   b. Mediation
   c. Arbitration

3. Labor-Management Reporting
   mandated reporting to gov.

4. Fair Employment Practices
   discrimination

5. Fair Labor Standards Act
   control
   a. State regulation
   b. Federal regulation

6. Licensing Laws
   a. Who can go into business
   b. Health standards
   c. Regulation of certain

B. Business Regulation

1. Sherman Anti-Trust Act
2. Robinson-Patman Act
3. Federal Food, Drug and Co...
To acquaint the student with the laws relevant to business
To identify those regulations which affect a business
To develop awareness of laws which relate to the student

Behavioral Objectives

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of unions.

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health standards in certain

Topics, Content, Instructional Areas

I. EMPLOYER-EMPLOYEE RELATIONS

A. Labor Laws and Union Regulation

1. Wagner Act
   a. Organization of unions
   b. Purpose of union
   c. Labor practices
      . Fair
      . Unfair

2. Taft-Hartley Law — settles disputes through:
   a. Collective bargaining
   b. Mediation
   c. Arbitration

3. Labor-Management Reporting and Disclosure Act — mandated reporting to government

4. Fair Employment Practices Act — forbids discrimination

5. Fair Labor Standards Act — wages and hours control
   a. State regulation
   b. Federal regulation

6. Licensing Laws
   a. Who can go into business or profession
   b. Health standards
   c. Regulation of certain goods and services

B. Business Regulation

1. Sherman Anti-Trust Act
2. Robinson-Patman Act
3. Federal Food, Drug and Cosmetic Act
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Secure copies of labor laws, discuss them, and post them on the bulletin board.

Labor periodicals are good sources for articles giving the Union point of view on current issues.

Form student teams to go to the library and research the provisions of the various labor laws concerning employer-employee relations.

After completing library research, have the teams explain the contribution of each law to the benefit of the employees.

Discuss the benefits of government labor regulation as compared to no regulation.

Discuss the need for government regulation of food and drugs in our businesses.

Evaluation--Correlated With Behavior

The student will:

List three objectives of unions.

Write a report of about 200 words on the Wagner Act and the Taft-Hartley Act.

After interviewing real estate or barbers or beauticians, certified public accountants or attorneys, etc., give reports on the requirements for selected professions.

Identify, from a list of occupations or licenses and which require passage of exams.

Make a short presentation on the need for protection from monopolies.

Write an essay on how the consumer is protected by the Pure Foods, Drug and Cosmetic Act.
ions and Student Activities

Occupational Clusters

r laws, discuss them, and post board.

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Evaluation--Correlated With Behavioral Objectives

The student will:

List three objectives of unions.

Write a report of about 200 words on the purposes of the Wagner Act and the Taft-Hartley laws.

After interviewing real estate or insurance salesmen, barbers or beauticians, certified public accountants or attorneys, etc., give reports on licensing requirements for selected professions.

Identify, from a list of occupations, which require licenses and which require passage of a written exam.

Make a short presentation on the need for government protection from monopolies.

Write an essay on how the consumer is protected by the Pure Foods, Drug and Cosmetic Act.
BUSINESS AND GOVERNMENT RELATIONS

Behavioral Objectives

The student will be able to:

- Explain the need for government protection from monopolies.
- Provide the reasons for government regulation of food, drugs and cosmetics.
- Describe how Fair Trade laws operate.
- Discuss trademarks and their value in marketing and distribution of products.
- Explain pricing and how it is affected by competition.
- State the information required on packages and labels.
- Show the need for packaging and labeling.
- List the essential elements of a legal contract.
- Analyze the need for and use of ecology legislation.
- Describe intelligently the present status of the "consumer movement."
- Explain the meaning of Gross National Product and its effect on the economy.

Topics, Content, Instruction

B. Business Regulation (Cont'd)

4. Fair Trade Laws
   a. Miller-Tydings
   b. State Laws
5. Trademark Act
6. Commissions
   a. Federal Trade Commission
   b. Federal Communication
   c. Interstate Commerce Commission
7. Local zoning regulations
8. Taxation regulation
   a. Transfer tax
e. Mercantile tax
   b. Mercantile tax
   c. Occupational tax
   d. Sales and use tax
9. Credit Regulations
   a. Small loan laws
   b. Consumer credit charges
10. Packaging Regulation
    a. Pricing
    b. Size
    c. Contents
    d. Information on labels
11. Uniform Commercial Code
    b. Warranties
    c. Agency
12. Motor Vehicle Regulations
    a. Compulsory insurance
    b. Safety regulations
13. Ecology Regulation
    a. Garbage disposal
    b. Sewage and waste
ENT RELATIONS

Behavioral Objectives

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Topics, Content, Instructional Areas

B. Business Regulation (Cont'd)

4. Fair Trade Laws
   a. Miller-Tydings
   b. State Laws

5. Trademark Act

6. Commissions
   a. Federal Trade Commission
   b. Federal Communications Commission
   c. Interstate Commerce Commission

7. Local zoning regulations

8. Taxation regulation
   a. Transfer tax
   b. Mercantile tax
   c. Occupational tax
   d. Sales and use tax
   e. Employee tax
   f. Chain store tax
   g. Income taxes

9. Credit Regulations
   a. Small loan laws
   b. Consumer credit charge laws

10. Packaging Regulation
    a. Pricing
    b. Size
    c. Contents
    d. Information on
    e. Instructions
    f. Care instructions
    g. Warnings

11. Uniform Commercial Code
    a. Contracts - orders, etc.
    b. Warranties
    c. Agency

12. Motor Vehicle Regulations
    a. Compulsory insurance
    b. Safety regulations

13. Ecology Regulation
    a. Garbage disposal
    b. Sewage and waste
Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Have a debate on the advantages and disadvantages of fair trade laws.

Various trademark symbols can be mounted on paper and reproduced; and the students asked to identify the manufacturers.

Discuss the relationship of advertising to trademarks and their recognition by the consumer.


Request the program manager of a local TV or radio station to discuss government regulation of radio or TV with the class.

Invite the chairman of the local zoning board or the local building inspector to discuss zoning regulations in the community and their enforcement.

Have the students bring in examples of various containers and discuss labeling, other uses of empty package, and possible pollution effects.

The current arguments of environmentalists vs. industry regarding ecology and pollution are the bases for a student debate.

Have a local business leader discuss how his company is effected by ecology regulations.

Evaluation--Correlated With Business and Government

The student will:

Give three advantages to the consumer and Resale Price Maintenance.

Give three uses or attributes of a product name.

State five kinds of media the Federal Trade Commission regulates.

Indicate the information required, appear on the package and/or label.

Take a matching test of legal term definitions.

The class may be divided into debate and cons of the several consumer interests. Students can be awarded points for effectiveness of their arguments, delivery, etc.
 Business and Government Relations

Evaluation--Correlated With Behavioral Objectives
The student will:

Give three advantages to the consumer of Fair Trade and Resale Price Maintenance.

Give three uses or attributes of a trademark or brand name.

State five kinds of media the Federal Communications Commission regulates.

Indicate the information required, by law, which must appear on the package and/or label.

Take a matching test of legal terms with appropriate definitions.

The class may be divided into debate teams on the pros and cons of the several consumer issues led by Ralph Nader. Students can be awarded points on the effectiveness of their arguments, how well prepared, delivery, etc.
BUSINESS AND GOVERNMENT RELATIONS

Behavioral Objectives

The student will be able to:

Contrast the effects of imports and exports on the economy.

Name those countries which make up the European Common Market.

Name some U.S. Businesses involved in overseas trade.

Compare business ownership in foreign countries with their counterparts in the U.S., i.e., regulations, tariffs, taxes.

Analyze problems in dealing in foreign markets.

Describe the activities of businesses involved in foreign markets (i.e., language, directions, and instructions, etc.).

Explain the differences between letters of credit, drafts, and trade acceptances.

Topics, Content, Instruction

B. Business Regulation (Cont'd)

14. Regulation of trading on

15. Consumer Protection laws

16. Government Reports
   a. GNP
   b. Cost of living
   c. SBA
   d. U.S. Department of Commerce
   e. Chamber of Commerce

II. INTERNATIONAL RELATIONS

A. Foreign Market Importance

1. Dollar volume
   a. Exports and imports
   b. Percentage of GNP
   c. Balance of trade
   d. Balance of payments

2. New areas
   a. Japan
   b. South America
   c. Africa
   d. China

B. Development of Overseas Markets

1. Differences from U.S. market
   a. Population
   b. Income
   c. Language

2. Financial devices
   a. Letters of credit
   b. Drafts
   c. Trade acceptances

3. Advertising media
   a. Social traditions
   b. Local competition
I. Avioral Objectives

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II. INTERNATIONAL RELATIONS

A. Foreign Market Importance

1. Dollar volume
   a. Exports and imports
   b. Percentage of GNP
   c. Balance of trade
   d. Balance of payments

2. New areas
   a. Japan
   b. South America
   c. Africa
   d. China
   e. Russia
   f. Common Market (Europe)
   g. Other untapped areas

B. Development of Overseas Market

1. Differences from U.S. markets
   a. Population
   b. Income
   c. Language
   d. Tradition
   e. Literacy
   f. Channels of distribution

2. Financial devices
   a. Letters of credit
   b. Drafts
   c. Trade acceptances

3. Advertising media
   a. Social traditions
   b. Local competition
Teaching Suggestions and Student Activities
Correlated With Occupational Clusters

Evaluation--Correlated With Behavior Objectives

The student will:

Have the students read the financial pages of the local newspapers and discuss how the business climate reacts to national and foreign economic news.

Have a representative of local industry discuss the effect of foreign markets on the U.S. and local economy and foreign products on local markets.

Show how goods that may be no longer in demand locally may still be welcome in foreign markets and vice versa.

Describe the problems that must be overcome by business markets and a product in a foreign market.

Locate on an appropriate map the countries that make up the European Common Market.
BUSINESS AND GOVERNMENT RELATIONS

Occupational Clusters

Evaluation--Correlated With Behavioral Objectives

The student will:

- Discuss how the business climate and foreign economic news influence local industry
- Discuss the effects on the U.S. and local economy, and local markets.

- Locate on an appropriate map the countries that make up the European Common Market.

- Describe the problems that must be solved when a business markets a product in a foreign country.

- Be no longer in demand locally, foreign markets and vice versa.
Marketing management of food and petroleum distribution has become important to us personally as
food and petroleum distribution has become important to us personally as well as in business.
MARKETING MANAGEMENT

RELATED OCCUPATIONAL CLUSTERS
Food Distribution (4.06); Petroleum Marketing (4

General Goals: To enable students to recognize the role of marketing management
. To identify the elements of successful business organization
. To acquaint students with the major types of business organizations
. To recognize the strengths and weaknesses of the various types of mark

Behavioral Objectives

The student will be able to:

Describe the purposes of marketing management.

Identify the formal types of organizational structures.

Explain the advantages and disadvantages of each type of organizational structure.

Have selected students draw on the chalkboard the chain of distribution of oil products from the oil well to the automobile.

Compare the advantages and disadvantages of the various legal ownership forms.

Identify individually owned, partnership, and corporate businesses in the community.

Topics, Content, Instruction

I. WHAT IS MARKETING MANAGEMENT

A. Organization

B. Purpose

II. TYPES OF ORGANIZATIONAL STRUCTURE

A. Formal

1. Line
2. Staff
3. Line and staff
4. Functional

B. Informal

III. FORMS OF OWNERSHIP

A. Sole Proprietorship - Advantages

Disadvantages

B. Partnerships

1. Types of partnerships
   a. General
   b. Silent
   c. Limited
   d. Secret
2. Advantages and disadvantages
RELATED OCCUPATIONAL CLUSTERS
Food Distribution (4.06); Petroleum Marketing (4.16)

To enable students to recognize the role of marketing management
To identify the elements of successful business organization
To acquaint students with the major types of business organizations
To recognize the strengths and weaknesses of the various types of marketing organizations

Behavioral Objectives

Topics, Content, Instructional Areas

I. WHAT IS MARKETING MANAGEMENT?

A. Organization

B. Purpose

II. TYPES OF ORGANIZATIONAL STRUCTURE

A. Formal
   1. Line
   2. Staff
   3. Line and staff
   4. Functional
   5. Geographic
   6. Committee
   7. Centralized
   8. Decentralized

B. Informal

III. FORMS OF OWNERSHIP

A. Sole Proprietorship - Advantages and Disadvantages

B. Partnerships
   1. Types of partnerships
      a. General
      b. Silent
      c. Limited
      d. Secret
   2. Advantages and disadvantages of partnership
Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Have a committee of students tape an interview with a local supermarket manager on the topic, "Organization and Purpose of Marketing Management in the Food Distribution Business." Discuss in class.

Collect and/or design organization charts of local supermarkets and service stations. Prepare a display of them and discuss in class.

Have students design organization charts for service stations and supermarkets that encompass all of the types of organizations, not just those in use.

Have a debate between students taking a positive position concerning the partnership formation in a service station or a food store presently operated as a sole proprietorship and those taking the negative position. (The corporation might be included as a third alternative.)

Conduct a field study in which students classify local businesses according to their legal organization.

Evaluation--Correlated With Behavioral Objectives

The student will:

List the five most important reasons organization is necessary. These reasons will be ranked in order of their importance and discussed in class.

Design an organizational chart for a service station. List the five basic categories and at least five staff positions.

Write a short defense of or attack of food or oil, based upon the economics of these products.

Describe the advantages and disadvantages of legal organization.
Occupational Clusters

Students tape an interview with a manager on the topic, "Organization Management in the Food Industry." Discuss in class.

Organize charts of local service stations. Prepare a display in class.

Organize charts for service stations that encompass all of them, not just those in use.

Students taking a positive course might be included as a way in which students classify local to their legal organization.

Evaluation—Correlated With Behavioral Objectives

The student will:

List the five most important reasons why business organization is necessary. These reasons should be in rank order of their importance and should be based upon the food distribution business.

Design an organizational chart for both a supermarket and a service station. List the five major line categories and at least five staff positions.

Write a short defense of or attack upon the high costs of food or oil, based upon the economics of distribution of these products.

Describe the advantages and disadvantages of each type of legal organization.
Behavioral Objectives

The student will be able to:

- Describe the characteristics and requirements of individual ownership, partnership, and corporate structure.
- Explain the responsibilities of the individual in each of the three major legal ownership forms.
- Identify the advantages and disadvantages of cooperatives.
- Recognize the steps necessary to form a cooperative.
- Know what is meant by the term "franchise."
- Be familiar with the reasons for the rapid growth of franchises in the United States.
- Identify and classify the types of franchises.
- Recommend and defend the choice of a type of franchise for each of two businesses.
- List at least one distinguishing feature of five types of franchises.

C. Corporations
   1. Types of corporations
      a. Public
      b. Private
   2. Ownership of corporation
      a. Common stock
      b. Preferred stock
   3. Management
   4. Returns on investment
   5. Bonds
   6. Formation of the corporation
   7. Advantages and disadvantages

D. Cooperatives
   1. Formation
   2. Advantages and disadvantages

IV. FRANCHISING OWNERSHIP
   A. Characteristics of Franchising
   B. Evaluation of a Franchise
   C. Forms of Franchising
      1. Conventional
      2. Distributorship
      3. Licensed
      4. Manufacturing
      5. Service
   D. Advantages and Disadvantages
   E. Advantages and Disadvantages
   F. Developing a Franchise Plan
Behavioral Objectives

able to:
- Characteristics and requirements of partnership, and corporate responsibilities of the individual owner.
- Major legal ownership forms.

1. Characteristics of Corporations
   - Types of corporations
     a. Public
     b. Private
   - Ownership of corporations
     a. Common stock
     b. Preferred stock
   - Management
   - Returns on investment
   - Bonds
   - Formation of the corporation
   - Advantages and disadvantages of the corporation

2. Cooperatives
   - Formation
   - Advantages and disadvantages

IV. FRANCHISING OWNERSHIP

A. Characteristics of Franchises
B. Evaluation of a Franchise Contract
C. Forms of Franchising
   - Conventional
   - Distributorship
   - Licensed
   - Manufacturing
   - Service
D. Advantages and Disadvantages to the Franchisor
E. Advantages and Disadvantages to the Franchisee
F. Developing a Franchise Plan
Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Ask each student to discuss the individual responsibilities of individuals in each of the three major categories of legal ownership forms, with local service station and food store operators. Discuss their reports in class.

Form a temporary cooperation in class for fund raising. Sell stock and have board and stockholder meetings.

Form a temporary consumer cooperative in class for fund raising or a junior achievement project. Conduct meetings and business in a practical manner.

Have a student interested in photography take pictures of the signs of franchise operation of service stations and food stores. Discuss each in class, defining franchises and pointing out why they are so prevalent.

Develop a case study of a food and/or petroleum outlet and the choice of franchises. Explain each and point out the advantages and disadvantages.

Plan the opening of a hypothetical food store or service station in the local community. Have students recommend and defend the choice of a type of franchise for each.

Evaluation--Correlated With Behavior

The student will:

Compile a list of matching statements of the advantages and disadvantages of each ownership.

Outline the factors contributing to franchises in the local community. Some should be placed upon service station franchises.

Select a local food and/or service have students appraise it by listing it has or has not been successful.

Provide at least one distinguishing of the five types of franchises.
Occupational Clusters

Discuss the individual responsibilities in each of the three major ownership forms, with local food store operators. Discuss the operation in class for fund-raising purposes. Have board and stockholder participation in a hypothetical food cooperative in class for a senior achievement project. Conduct a consumer cooperative in class for a senior achievement project. Conduct a consumer cooperative in class for a senior achievement project. Conduct a consumer cooperative in class for a senior achievement project.

Outline the factors contributing to the growth of franchises in the local community. Particular emphasis should be placed upon service station and food franchises.

Provide at least one distinguishing feature of each of the five types of franchises.

Evaluation--Correlated With Behavioral Objectives

The student will:

Compile a list of matching statements featuring the advantages and disadvantages of each form of legal ownership.

Outline the factors contributing to the growth of franchises in the local community. Particular emphasis should be placed upon service station and food franchises.

Select a local food and/or service station business and have students appraise it by listing the reasons why it has or has not been successful.

Provide at least one distinguishing feature of each of the five types of franchises.