Marketing Education Curriculum.

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

Bill Sheffield, Governor

Developed by the...

ALASKA DEPARTMENT OF EDUCATION
Adult and Vocational Education

Marshall L. Lind, Commissioner

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Forward

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

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

The handbook is organized in seven sections:

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

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

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

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

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

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

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

It is recommended that all students participate in career awareness and exploration experiences to help them understand the connection between school and work and make career plans.
Special appreciation is expressed to Richard Steele and Carin Smolin of the South East Regional Resource Center who coordinated the preparation and completion of this handbook, and to Twyla Coughlin, Associate Director of the South East Regional Resource Center who administered this project.

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Alaska Department of Education
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Introduction to
Competency-Based
Curriculum
Competency-Based Curriculum

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

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

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

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

Curriculum Based On Competencies

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

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

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

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

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

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

Curriculum Delivery Systems

Vocational Student Leadership Organizations

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

Cooperative Work Experience

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

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

The Job Training Partnership Act (JTPA) provides on-the-job experience to disadvantaged youth in both urban and rural areas.
Role of Instructor in Curriculum Planning, Implementation and Evaluation

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

- Prepares a written vocational program plan.

- Develops and maintains a written program philosophy with objectives that support the philosophy.

- Maintains a written list of competencies identified as needed for the program area.

- Devises and maintains a classroom management system for implementing the curriculum materials provided for the program area.

- Evaluates the curriculum content periodically to determine curriculum changes and update. This includes the involvement of the students (present and former), advisory committee members, and other personnel.

- Blocks units of instruction and plans lesson plans based on the competencies of the occupation.

- Provides appropriate instructional materials, supplies, and equipment for the students to use.

- Reviews the instructional materials to assure that they are free from sex bias and sex role stereotyping.

- Works with an advisory committee.

- Assists and/or serves as an advisor to the appropriate student organization related to the vocational program area.

- Plans and arranges an appropriate classroom learning environment. This involves assisting students of different abilities to work at their own pace and in cases where remedial instruction is needed, securing additional help for those students.

- Reinforces basic skills of reading, communication (written & oral) and computation through vocational education experiences.

- Helps determine what objective(s) should be established for handicapped students as a part of the individual educational plan (IEP) development.

- Uses a grading procedure that is made available to all students at the beginning of their training.

- Sets an example for grooming and dress that is generally found in the occupational area in business or industry to enable students to establish appropriate standards.
Benefits of the Competency-Based Curriculum

Competency-based vocational education offers several benefits to students:

1. The competencies/tasks are directed to the student and provide measurable criteria for determining when the student has acquired the necessary knowledge and skills.

2. Students receive realistic training for the job. They become competent in tasks that are relevant to the occupation.

3. Students know what is expected of them throughout the course. The competencies are made available to them at the onset. They know what they will be doing and how well it must be done.

4. Each student is individually responsible for completing each competency attempted in the curriculum.

5. Students are not compared with other students in their accomplishments because each is expected to work according to his/her individual capabilities and learning style. Because of the various evaluation policies of different school systems, the ideal of not comparing students in determining grades is not always possible. However, the basic thrust of the competency-based program is to evaluate each student according to his/her accomplishment of each task as he/she works up to individual capability.
The format of this handbook was selected to aid administrators and teachers in concentrating on the skills of the job categories for which they are training. It will assist in selecting the array of courses and the delivery system which fit the school. This provides the flexibility of varying the course content to include the most valuable skills as appropriate for the scope and sequence. The primary importance is that students are able to secure the skills necessary for entry level employment. Schools can vary their delivery systems to maximize student opportunities by:

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

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

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

**Basic Marketing Education Competencies**

**Employee Skills**
- Career Planning
- Job Seeking
- Human Relations
- Work Attitudes/Ethics
- Appearance

**Communications**
- Language Skills
- Reading Skills
- Writing Skills
- Speaking Skills
- Listening Skills
- Non-Verbal Skills

**Human Relations**
- Understanding Ourselves
- Work Habits
- Work Attitudes
- Getting Along With Others

**Business Mathematics**
- Basic Computational Skills
- Fractions, Ratios, Decimals
- Percentages
- Problem Solving
- Discounts, Exchanges, Markups
- Payroll

**Intermediate Marketing Education Competencies**

**Economics**
- Analyze:
  - Economic Systems
  - Supply and Demand
  - Consumer Behavior
  - International Trade

**Marketing**
- Analyze:
  - Competition
  - Marketing Function
  - Marketing Segments
  - Develop Leadership Skills

**Applied Marketing Education Competencies**

**Employee Skills**
- Career Development
- Interviewing

**Merchandising**
- Merchandising
- Ordering
- Receiving
- Stocking
- Inventorying
- Pricing

**Salesmanship**
- Salesmanship
- Develop Personal Sales Style
- Know the Product
- Practice Sales Techniques
- Convert Features into Benefits

**Display Merchandising**
- Display Merchandising
- Plan Display
- Create Display
- Set-Up Display

**Business Operations**
- Operate:
  - Cash Register
  - Computer
  - Calculator
  - Typewriter
  - Pricing Machine
  - Store Maintenance
  - Safety and Store Sanitation
  - Contend with Shoplifting
  - Check Cashing and Credit Card Procedures
  - Financial Transactions

**Customer Service**
- Customer Service
- Locate Information
- Respond to Complaints
- Handle Layaways
- Package Purchases
- Place Special Orders

**Store/Business Management**
- Store/Business Management
- Budgeting
- Scheduling
- Organizing
- Finances
- Setting Policy and Procedures
- Problem-Solving

**Advertising**
- Advertising
- Use Appropriate Advertising
- Medium
- Compute Advertising Costs
- Prepare Ads
- Plan Special Events
Competencies and Tasks
Employability Skills

Competency: Identify career choices

Tasks: Conduct a self assessment:

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

Identify career clusters

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

Explain the use of labor market information

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

Select a career goal

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

Competency: Identify employment opportunities

Tasks: Identify requirements for job

Investigate educational and occupational opportunities

Locate resources for finding employment

Confer with prospective employers

Competency: Prepare a resume and job application

Tasks: Obtain a social security number

List:

- a. past and present work experience
- b. hobbies and interests
- c. community activities or memberships
- d. in-school activities or memberships
- e. awards, positions or club offices
Identify adult references including addresses and phone numbers
Write a cover letter of application

**Competency: Prepare for an interview**

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

**Competency: Dress appropriately on the job**

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

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

Describe the importance of a well-groomed appearance

**Competency: Be reliable and dependable**

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

Tasks: Identify problems

- Get information about problems
- Analyze problems
- Develop alternative solutions
- Analyze alternatives
- Choose a course of action
- Persevere through obstacles

Competency: Identify personal responsibilities related to employment

Tasks: Compile adequate transportation sources

- List adequate child care alternatives
- Inventory independent living skills
- Develop personal finance plan
- Discuss employer's expectations regarding substance abuse

Competency: Maintain good health for effective job performance

Tasks: Relate regular exercise with good job performance

- Relate adequate rest and nutrition with good job performance
- Discuss the issue of smoking on the job
- Discuss the issue of drug abuse as it relates to job performance

Competency: Identify proper termination procedures

Tasks: Describe how to:

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

Tasks: Discuss state labor laws relating to compensation

  Explain the use of tax forms
  Explain the minimum wage and types of exempt businesses
  Explain employee benefits, legal rights and responsibilities of the workplace
  Explain the role of unions, labor contracts and the grievance procedure
  Discuss a sample company personnel policy

Competency: Use effective leadership skills

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

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

Identify characteristics and responsibilities of leaders

Demonstrate characteristics and responsibilities of group members

Evaluate career options and employment opportunities
Communications

Competency: Follow verbal and written instructions
Tasks: Follow directions
   Ask for clarification
   Use listening skills
   Review situations of poor communications
   Explain the importance of reading directions when assembling and repairing merchandise

Competency: Keep sensitive communications confidential
Tasks: Explain the importance of confidentiality on certain types of jobs
   Explain the type of information which a company needs to keep secret
   Discuss the competitive atmosphere between companies
   Define "information leaks"

Competency: Communicate effectively with customers, co-workers, and supervisors
Tasks: Discuss the course of action to bring problems to the attention of management
   Explain the chain of command for a company
   Discuss the value of being truthful to customers
   Explain how to translate technical terms into customer's language
   Follow company procedures for handling customer complaints
   Identify common on-the-job co-worker problems
   Explain the role of unions and the grievance procedure
Competency: Suggest improvements to management
Tasks: Identify situations where change is possible
Communicate changes effectively and tactfully
Follow established lines of communication

Competency: Use appropriate vocabulary in a product description
Tasks: Explain the importance of using specialized terms when describing a product
Describe terms associated with the product

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

Competency: Use effective business writing skills
Tasks: Explain characteristics of standard English for business
Use appropriate and specialized vocabulary
Write:
   a. a letter of application
   b. a standard business letter
   c. an inter-office memo

   Locate and correct errors in spelling, grammar and punctuation

Competency: Complete forms and reports
Tasks: Demonstrate how to complete forms concisely, correctly, neatly and legibly

   Locate and correct errors in spelling, grammar and punctuation

   Effectively fill out:
   a. an employee injury report form
   b. an employee leave slip
   c. an employee insurance report form
   d. a request for a loan
Competency: Give verbal presentations

Tasks: Differentiate between hard and soft selling techniques

Speak with:
   a. enthusiasm
   b. tempo
   c. clarity and distinction

Discuss the importance of:
   a. technical vocabulary
   b. appropriate gestures
   c. correct pronunciation and enunciation
   d. sufficient volume
   e. correct grammar

Competency: Use the telephone effectively

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

Identify inexpensive telephone rate periods

Name cost-saving telephone services

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

Competency: Introduce people

Tasks: Pronounce names clearly and distinctly

Provide information about people being introduced

Maintain good eye contact during introductions

Follow business protocol

Competency: Conduct effective business meetings

Tasks: Identify main purposes for meetings

Use parliamentary procedure

Differentiate among technical language and commonly-understood language
Competency: Use the microcomputer

Tasks: Use a:

a. word processing program
b. computer spread sheet program

Enter information into spread sheet cells

Analyze information
Human Relations

Competency: Identify how human values affect behavior

Tasks: Define values

- Explain how to clarify values such as:
  - a. Prizing and cherishing
  - b. Publicly affirming, when appropriate
  - c. Choosing alternatives
  - d. Choosing freely
  - e. Acting
  - f. Acting with a pattern, consistency, and repetition

- Evaluate a belief and place a value on that belief

- Assess personal values

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

Competency: Understand human motivation

Tasks: Explain the value of curiosity in learning situations

- Discuss several human motivations including:
  - a. The desire to finish a job
  - b. Friendship
  - c. Power
  - d. Combinations of patterns

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

Competency: Use self-directed behavior

Tasks: Clarify a situation through:

- a. Interests
- b. Abilities
- c. Values

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

- Define self-image

- Discuss how to make a decision in a given situation
Competency: Identify personality traits
Tasks: Compile a list of positive and negative personality traits
         Complete a personality inventory and analyze it
         Analyze personality strengths and weaknesses

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

Competency: Demonstrate work maturity
Tasks: Describe the importance of openness to new situations on the job
         Discuss the characteristics of the mature person:
         a. Self-acceptance
         b. Consideration and respect for others
         c. Self-control
         d. Positive thinking and attitudes
         e. Flexibility
         Describe the importance of flexibility on the job
         Name ways to develop and maintain good relationships on the job
         Explain the difference between personal and job-related problems
         Describe the importance of orderly and systematic behavior in a business
         Describe the characteristics of good leadership
Competency: Maintain good personal relations
Tasks: Use positive attitudes with others
- Accept supervision and criticism
- Cooperate with others
- Accept the chain of command

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

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

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

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

Competency: Work constructively with employers, customers, and co-workers
Tasks: Explain how to resolve inter-office conflicts
- Discuss the customer/employee relationship
Competency: Resolve conflicts

Tasks: Generate alternatives in solving a problem
   - Explain ways to judge information
   - Explain methods of collecting and classifying information
   - Discuss ways to interpret documents
   - Identify methods of group problem solving
   - Explain methods for determining trends

Competency: Respond to customer inquiries

Tasks: Describe questions a customer may ask
   - Discuss store policies
   - List traits that could be annoying to customers
Business Mathematics

Competency: Compute basic addition and subtraction

Tasks:
- Solve typical addition and subtraction problems
- Add numbers with decimals with and without the calculator
- Subtract numbers with decimals with and without the calculator
- Use the cash register to add and subtract
- Add sales tax to sales price

Competency: Compute basic multiplication and division

Tasks:
- Solve typical multiplication and division problems
- Divide decimal numbers
- Divide cost of article by number of units to compute unit price
- Compute mailing cost giving weight of merchandise and postage rates
- Multiply discount by total sales and deduct discount from sales
- Use the formula of measurement to compute yardage
- Use the calculator and/or cash register to multiply and divide

Competency: Perform basic mathematic computations with fractions

Tasks:
- Solve problems using fractions
- Translate decimals and/or percents to fractions
- Translate fractions to decimals and/or percents
- Change mixed numbers to improper fractions and the reverse in business problems
- Reduce fractions in business problems
- Determine lowest common denominator (LCD) in business problems
- Add, subtract, multiply and divide fractions in business problems
Competency: Calculate percentages

Tasks: Solve percentage problems
   - Convert fractions to percentages in business problems
   - Convert percentages to decimals in business problems
   - Use the calculator to compute percentages in business problems

Competency: Compute sales tax for items

Tasks: Calculate local tax (if any) for given items
   - Count the cash in the till
   - Add sales slips
   - Add paid out slips
   - Show how tax is recorded on the cash register

Competency: Make change

Tasks: Announce the total amount of sale to the customer
   - State the amount of cash given by the customer
   - Place cash on the change slab
   - Count change while removing money from cash drawer
   - Give the fewest number of coins
   - Count change out loud to the customer using the count-back method
   - Place money in cash drawer and close it
   - Thank customer
   - Demonstrate how the register is proven, over, or short
   - Use cash registers both with and without change indicators
   - Discuss the problem of "short change artists, split bill passers, till dippers" etc.
   - Discuss making change for Canadian money in U.S. currency according to current rate of exchange
Competency: Calculate markups and mark downs

Tasks: Explain the use of markups and mark downs
Compute markups and mark downs
Compare markups and mark downs in several businesses

Competency: Calculate discounts and exchange rates

Tasks: Explain the types of discounts:
   a. Cash discounts
   b. Trade discounts
   c. Quantity discounts
   d. Promotional
   e. Seasonal

Define cash discounts, trade discounts, and quantity discounts
Compute the above discounts with varying rates
Multiply rate of discount by volume of items discounted
Compute employee discounts

Competency: Compute salaries

Tasks: Complete a W-2 form
Compare the advantages and disadvantages of adding W-2 deductions
Fill out a time slip
Multiply hours by hourly wage
Compute a straight salary
Compute a straight commission
Compute a draw plus commission
Compute gross pay and net pay
Explain the paycheck stub and how each part is computed including:
   a. Gross pay
   b. Net pay
   c. Federal withholding
   d. State withholding
   e. Fringe benefits
   f. Other deductions

Discuss with whom to discuss check discrepancies
Competency: Apply mathematical concepts

Tasks: Determine mathematics ability through a pre-test on math concepts
- Define metric terms, units, and symbols which relate to marketing occupations
- Compute linear, area, volume, capacity, mass, and temperature calculations
- Describe metric and American measurement instruments and tools which relate to marketing occupations
- Discuss how math is used by marketing personnel (e.g. trainees, manufacturers, sales-support, service personnel in banks and credit bureaus, etc.)
- Point out common errors in business math

Competency: Process customer returns

Tasks: Differentiate among exchange, cash refund, or credit charge on return
- Complete the appropriate return form
- Compute sales tax credit (if applicable)
- Compute amount of refund, credit, or amount due
Competency: Analyze principles of economics

Tasks: Define gross national product
Map the GNP in recent times to identify economic trends
Discuss aspects of all economic systems
Contrast a planned economy with a free market economy
Discuss influences determining what should be produced
Discuss influences determining how a product should be produced and distributed
Explain the role of competition in the American economy
Explain the role of risk and profit in the American economy
Discuss the role of the consumer in the American economy
Diagram the flow of products from producer to final sale
Construct a business flow chart
Identify the effects of the Gross National Product Index (GNP) on local businesses
   a. Consumers
   b. Business firms
   c. Government
Recognize important economics activities
Explain how the State of Alaska obtains its revenues
Explain principles of Alaska's permanent fund
Discuss the establishment of Native corporations in the ANSCA act

Competency: Identify different economic systems

Tasks: Contrast market (free enterprise), direct, and traditional economies
Define free enterprise
Identify types of business ownership
Describe the:

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

Competency: Identify the elements of the free enterprise system

Tasks: Explain the concept of the marketplace

Identify "Horatio Alger stories" attributed to free enterprise

Identify major world free enterprise economies

Compare the free enterprise system to other economic systems

Discuss the following in terms of the free enterprise system:

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

Explain the key components of a modified free enterprise system

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

Tasks: Define marketing

Identify the "marketing concept" principle

Identify marketing's service function

Explain the importance of marketing to our economy

Define economics

Explain the four basic allocation questions of various economic systems:

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

Define "goods" and "services" as they relate to our economy
Competency: Apply the principles of supply and demand in determining price

Tasks:
- Define "supply" and "demand"
- Describe the interaction between supply and demand
- Define market price
- Describe a buyer's market
- Describe a seller's market
- Explain what happens when supply exceeds demand
- Explain what happens when demand exceeds supply
- Identify factors which influence supply and demand
- Explain how supply and demand influence pricing in given scenarios
  - Give examples of cause and effect reasoning

Competency: Analyze consumer behavior patterns

Tasks:
- Describe the value of customer polls
- Discuss careful shopping, impulse buying, convenience buying, and specialty buying
- Describe consumer buying trends in the local village or community
- Discuss Nielsen or other ratings as they relate to marketing

Competency: Identify effects of competition on buyers and sellers

Tasks:
- Define competition
- Explain the importance of competition to the free enterprise system
- Explain ways companies can compete with themselves by introducing new products
- Explain effects of business competition
- Discuss portions of the Sherman Anti-Trust Act affecting distribution
- Discuss effects of the Clayton Act and other price regulatory legislation
- Discuss U.S. patent laws protecting inventions and ideas
Competency: Analyze the ethics of various business practices

Tasks: Explain recent changes in business expense deductions

   Explain how ethical behavior influences on-the-job conditions

   Describe how to initiate and operate a price war

   Discuss the effects of a business belittling a competitor

   Discuss honesty in advertising

Competency: Identify business cycles

Tasks: Define business cycles

   Identify phases of business cycles

   Identify characteristics of business cycle phases

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

Tasks: Identify potential markets for a product

   Identify problems involving market segmentation

   Identify demographic characteristics for a market segment

Competency: Identify types of product utility

Tasks: Define product utility

   Discuss the types of product utility including:

   a. Possession
   b. Form
   c. Place
   d. Price

Competency: Identify methods of establishing product quality

Tasks: Explain quality standards

   Explain "quality control"

   Describe methods for improving quality control

   Describe methods of statistical quality control
Competency: Identify types and channels of distribution systems

Tasks: Define "channel of distribution"

Identify types of distribution
Identify functions of channel intermediaries
Define integrated distribution
Explain local, state and national distribution systems

Competency: Appraise business risks

Tasks: Define business risks including:

- economic
- natural
- human

Identify ways businesses can reduce risks
Identify ways in which sound management can reduce risks
Identify insurable risks and uninsurable risks
Explain the purpose of insurance
Contrast blue chip stocks with high-risk stocks
Give examples of blue chip and high-risk stocks

Competency: Identify resources on economic information

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

Describe the function of the New York Stock Exchange, American Exchange, and Over the Counter
Discuss how to read stock information from the N.Y. Stock Exchange, American Exchange and Over the Counter
Define the relationship between market standing and economic environmental conditions

Competency: Analyze information relating to variety of businesses

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

Describe different methods of data analysis
Explain uses of a bar chart and a line graph
Discuss methods and importance of samples
Competency: Identify how profits affect a business

Tasks:
- Explain how profits influence employment
- Describe the relationship between costs and income
- Define "cash flow"
- Utilize mathematics and statistics necessary for basic economic calculations
- Discuss how profits affect investments in goods and fixtures
- Explain how profits affect employee job satisfaction and morale
- Explain how profits affect business ethics
- Solve given problems involving profit and loss

Competency: Identify procedures of international trade

Tasks:
- Identify Pacific Rim countries
- Discuss the importance of Pacific Rim trade to Alaska
- Define international trade
- Identify reasons for international trade
- Explain the relationship between OPEC and Alaska's oil production revenues
Marketing

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

Tasks: Identify the characteristics of the free enterprise system

Define economics

Contrast micromarketing and macromarketing

Discuss the relationship between economics and marketing

Competency: Identify important marketing principles

Tasks: Describe principles of marketing such as:

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

Competency: Identify economic systems

Tasks: Contrast four types of economies:

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

Review how the Alaska economy operates

Relate the importance of tourism to the Alaska economic system

Explain why profit is the driving force behind free enterprise

Compare capitalist with socialist economic systems
Competency: Identify problems common to economic systems

Tasks: Discuss allocation questions basic to various economic systems:

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

Competency: Use terms associated with competition

Tasks: Define terms associated with competition such as:

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

Competency: Identify marketing functions

Tasks: Identify the marketing concept

Describe how marketing serves the public

Explain the value added to goods and services by marketing

Explain important activities of marketing such as:

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

Discuss the importance of marketing in business

Describe the marketing mix:

a. Product
b. Price
c. Place
d. Promotion
Competency: Use marketing terms

Tasks: Define marketing

Define marketing terms such as:

- Advertising
- Balance of trade
- Capital
- Copy
- Demand
- Distribution
- Ethnic group
- Goods
- Lifestyle
- Pilferage
- Production
- Publicity
- Services
- Stimulus
- Target market
- Utility

Agents
Brand
Clients
Corporation
Depression
Economy
Export
Import
Monopoly
Premium
Promotion
Retailer
Survey
Standardization
Trade barrier

Approach
Broker
Consumer
Customer
Discount
Entrepreneur
Fashion
Label
Perishable
Price
Profit
Response
Sponsor
Supply
Trademark
Warehouse

Competency: Analyze strategies of marketing in society

Tasks: Discuss what rules public opinion

Discuss the role of the Better Business Bureaus

Identify the role of community support in a marketing business

Discuss the role of equal opportunity in employment

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

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

Identify business's responsibility in environmental protection

Identify business's responsibility in consumer advocacy including:

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

Explain the role of ethics in a business

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

Discuss strategies of marketing management
Competency: Identify the role of management in marketing

Tasks: Describe the job of:

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

Competency: Analyze marketing managerial functions

Tasks: Discuss the management functions of:

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

Explain the performance of each managerial function

Competency: Understand the marketing concept

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

Explain concepts such as "the customer is always right"

Discuss the role of marketing management such as:

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

Competency: Apply supply and demand principles in product marketing

Tasks: Define supply and demand

Discuss the equilibrium price and what governs it

Describe price fixing and price discrimination

Discuss resale price maintenance

Explain the result of deceptive pricing

Explain what happens when inventories of a product exceed demand

Explain what happens when inventories of a product do not match demand
**Competency: Make decisions based on market segments**

**Tasks:**
- Name various market segments for different products
  - Divide local/state market into marketing segments
- Describe the advantages of identifying marketing segments
- Divide the same group into marketing segments by age, sex, geography, etc.
- Categorize other bases for identifying market segments such as attitudes or familial status
- Discuss the limits of market segmentation

**Competency: Identify channels of distribution**

**Tasks:**
- Explain the role of middlemen and agents in distribution
- Contrast different types of distribution channels for consumer goods including:
  - Manufacturer to consumer
  - Manufacturer to retailer to consumer
  - Manufacturer to wholesaler to retailer to consumer
  - Manufacturer to agent to retailer to consumer
  - Manufacturer to agent to wholesaler to retailer to consumer
- Contrast different types of distribution channels for industrial goods including:
  - Manufacturer to industrial user
  - Manufacturer to industrial distributor to industrial user
  - Manufacturer to agent to industrial user
  - Manufacturer to agent to industrial distributor to industrial user
- Explain the use of a direct channel of distribution including:
  - Selling at the point of production
  - Selling at the producer's retail store
  - Selling door to door
  - Selling through the mail
  - Indirect channels of distribution

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

**Tasks:**
- Compare the image of store brand or generic products with national brands
  - Explain the importance of product image
  - Discuss ways to build and improve product image
Explain the importance of corporate image
Discuss ways to build and improve corporate image
Explain the importance of brand image
Discuss ways to build and improve brand image

Competency: Use appropriate selling procedures

Tasks: Discuss the importance of product knowledge and customer service to the buyer
List sources for locating information about an item for sale
List the steps of a sale
  a. Present the merchandise
  b. Use descriptive phrases
  c. Use selling features
  d. Identify benefits
  e. Involve the customer with the merchandise
  f. Use a logical sequence of presentation

Competency: Use appropriate methods to influence the buyer

Tasks: Explain where to find information about consumer buying behavior
Discuss the effects of advertising and display on the buyer
List ways to remind actual and prospective customers of their needs
Recognize influences on buyer behavior
Identify techniques from motivation research

Competency: Analyze skills required for a career in marketing

Tasks: Explain how to find the marketing career you want
Analyze your personal interests and abilities including:
  a. What kinds of work you do well
  b. Special skills you may have
  c. Special interests you have
  d. Career goals
Recognize competencies necessary for marketing jobs including:
  a. Social competencies
  b. Marketing competencies
  c. Technology competencies
  d. Basic skills competencies
  e. Economic competencies
Business Operations

Competency: Operate and maintain common business equipment

Tasks: Operate:

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

Competency: Operate a cash register or terminal

Tasks: Identify parts of the cash register

Index correct amount keys and department keys
Index proper transactions
Subtotal transactions
Compute tax
Total transactions
Register amount tendered by customer
Obtain amount of change due
Void efforts (over rings or under rings)
Organize the cash drawer
Read register totals
Operate a mechanical cash register
Change tapes on the cash register
Prove cash drawer
Compare cash register tape to drawer receipts
Compare leasing to the purchase of a cash register or electronic terminal
Competency: Use correct check cashing and credit card procedures

Tasks: Identify government, payroll, and personal checks

Identify common check errors such as:

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

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

Have check signed in the presence of cashier

Have check written for amount according to store policy

Explain use of a check verifying service

Compare several credit card contracts to compare payment requirements

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

Describe how to:

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

Competency: Apply appropriate pricing techniques for merchandise and services

Tasks: Describe when it is useful to use markup pricing

Contrast markup pricing with:

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

Explain proper markup for various businesses

Contrast purchasing merchandise and services for resale with other merchandise and services
Competency: Mark merchandise
Tasks: Mark various merchandise examples
   Use "theft-proof" tags
   Mark price changes on merchandise when necessary
   Select appropriate marking equipment supplies and forms
   Record price changes according to store procedures
   Match tickets to merchandise

Competency: Perform appropriate customer service
Tasks: Describe how to place orders using store catalogs and forms
   Explain how long a given retailer must plan product orders ahead
   Complete a customer layaway
   Explain policies on product installation and repair
   Review a customer service contract

Competency: Receive and check merchandise
Tasks: Explain procedures to follow when handling merchandise
   a. Inspect shipments to see that they are safe and intact
   b. Store received goods
   c. Process a received order
   d. Bring product out of storage
   e. Check orders to ship
   f. Fill order
   g. Bill customer
   h. Properly wrap and pack incorrect type or amount of merchandise

Competency: Stock merchandise
Tasks: Place merchandise in the proper location
   Clean and dust merchandise
   Arrange merchandise according to store procedures
   Explain how merchandise is rotated
   Carefully handle merchandise
Competency: Control the inventory

Tasks: Use standard inventory control techniques

- Use several different stockkeeping procedures
- Contrast public, private, and bonded warehouses
- Compute stock turnover
- Complete departmental stock control records

Competency: Identify major types of businesses

Tasks: Discuss types of business ownership including:

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

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

Competency: Analyze the importance of finance to a business

Tasks: Define finance

- Explain the use of capital
- Contrast long-term capital with working capital
- Analyze a balance sheet and income statement
- Estimate capital needs
- Discuss the use of credit as a source of business financing

Identify sources of capital including:

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

Discuss the issue of credit risk

Explain the importance of moving inventory in a business
Explain efficient uses of capital including:

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

Discuss inventory liquidation

Competency: Complete business records

Tasks: Complete a financial statement including:

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

Complete a balance sheet including:

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

Complete a sales budget and an expense budget

Compute accounts receivable

Use a computer spreadsheet

Competency: Prevent shoplifting

Tasks: Explain the importance of observing customers

Name primary shoplifting methods

Identify shoplifting patterns

Correlate shoplifting patterns with certain products

Follow company policy for shoplifting

Explain security procedures used to prevent theft including:

a. The use of two-way mirrors and television cameras in stores
b. The value of rental security guards
Competency: Perform store maintenance

Tasks: Use a mop and a buffer/floor scrubber
- Wash windows
- Dust merchandise
- Clean restrooms
- Maintain equipment such as lights, cash registers, marking machines and typewriters
- Clean and sanitize all equipment and tools

Competency: Work safely

Tasks: Describe the importance of keeping aisles clear
- Explain how to correctly climb a ladder
- Explain how to arrange stock to prevent accidents
- Explain how to post signs in the case of workplace hazards

Competency: Follow procedures for reporting accidents

Tasks: Report accidents according to company procedures
- Comfort accident victim
- Get assistance
- Perform necessary first aid
- Find out information about the accident
- Fill out an employee accident form
Competency: Develop a merchandising plan

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

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

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

List and discuss components of merchandise planning including:

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

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

List methods of locating vendors and factors in choosing a supplier.

Describe a sample merchandising plan.

Competency: Use merchandise and marking terms

Tasks: Define the following terms:

a. merchandising
b. buyer's order
c. invoice
d. apron
e. price code
f. blind check
g. direct check
h. receiving record
i. bill of lading
j. vendor
k. vendee
Competency: Identify factors influencing consumer buying

Tasks: List consumer buying factors

Identify socio-economic and cultural influences on buying
Discuss proper ethical conduct of the buyer and vendor
Discuss legal aspects influencing buying
Discuss fair trade practices
Discuss government regulations affecting merchandising

Competency: Determine customer demand

Tasks: Explain the importance of studying customer wants and needs
Determine methods of discovering customer demand
Identify buying signals elicited by the customer
Discuss simple market surveys used to determine customer demand

Competency: Calculate product turnover

Tasks: Compute stock turnover
Compute inventory turnover
Show where rate of turnover is recorded in company bookkeeping
Compare reasonable turnover for several types of products

Competency: Select appropriate merchandise

Tasks: Describe factors in merchandise selection including:

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

Develop a merchandise profile
Competency: Complete a merchandise order

Tasks: Calculate discounts
- Determine billing date
- Figure delivery dates
- Review terms of sale
- Compare prices, features, and competitive feature of merchandise
- Complete sample purchase orders

Competency: Verify invoices

Tasks: Compare unit, unit price, and subtotal categories on invoice to purchase order
- Compare service and/or shipping charges on invoice to purchase order
- Point out where the receiver signs the invoice
- Discuss invoice control

Competency: Inventory merchandise

Tasks: Tag merchandise prior to inventory
- Separate merchandise and group according to department numbers
- Inventory shelf and storage items proceeding left to right, top to bottom
- Mark inventory sheets

Competency: Stock, reorder, and restock merchandise

Tasks: Identify the steps required to receive merchandise from the stockroom
- Identify the process of stocking merchandise
- Describe methods of internal and external theft
- Explain safety aspects of proper stockkeeping
- Develop a model stock layout plan
- Explain causes and prevention of stock shortages/damages
Calculate open to buy using formula
Locate stock on the selling floor, in an understock, or a reserve stock
Describe the housekeeping duties which must be performed in connection with proper stock care

**Competency: Control inventory**

**Tasks:** Identify physical and perpetual inventory
Relate the two inventory methods
Complete a unit control inventory
Determine stock count
Determine overages and shortages using the two inventory methods
Explain dollar and unit control method of inventory control

**Competency: Handle goods appropriately**

**Tasks:** Identify methods of physically handling goods
Define quality and quantity check
List quantity checking methods
Point out items of information on a price ticket
Explain the receiving, checking, and marking of merchandise
Use safety precautions to eliminate accidents while handling goods and equipment

**Competency: Calculate product prices**

**Tasks:** List factors influencing pricing
Discuss internal factors influencing pricing such as:
- cost of goods
- selling costs
- store image
- customer appeal
Describe external factors affecting retail pricing such as:
- supply and demand
- competition
- legal restrictions
Complete pricing problems

Analyze a local retail business’s pricing

Explain markup, initial markup, and maintain markup

Competency: Markup and mark down merchandise

Tasks:
- Record markups
- Record mark downs
- Record additional markups
- Revise retail prices

Illustrate formulas for determining markup percentages based on retail costs

Competency: Use merchandise information in the sale of a product

Tasks:
- Identify sources of merchandise information such as the merchandise itself, handtags, labels, leaflets, box covers, and price tags
- Recite prices, available sizes, colors, styles, or models of given merchandise to a customer
- Recite other product information to a customer
- Discuss the importance of customer confidence in the salesperson
- Identify ways to interpret features of products to benefit customers
- Explain merchandise guarantees and warrantees to customer
- Use the A-I-D-C-A formula

\[ A = \text{Attention} \]
\[ I = \text{Interest} \]
\[ D = \text{Desire} \]
\[ C = \text{Conviction} \]
\[ A = \text{Action} \]

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

Compare several retail articles to help a customer select between them
Competency: Stimulate sales
Tasks: Contrast different types of sales
   Explain the function of:
   a. a sale
   b. a loss leader
   c. discounts and coupons

Competency: Calculate the stock-sales ratio
Tasks: Explain the stock-sales ratio
   Complete set stock-sales ratios

Competency: Calculate the break-even point for a business
Tasks: Compare costs to receipts
   List expenses
   List monthly, quarterly, and end of year expenses
   Estimate projected receipts, allowing for fluctuations

Competency: Apply credit principles
Tasks: Discuss the importance of credit in relation to business operations
   Name the three C's of credit: Capital, Character, and Capacity
   Explain a store's credit policies, terms and plans
   Discuss the methods of obtaining information about credit applicants and sources of credit information
   Discuss the procedures in requesting information from the credit bureau
   Explain the procedure in filling out a credit application and how to reject or accept a credit application
   Explain credit operations by outlining the accounting procedures used to detail a charge sale from purchase to payment
   Explain billing, recording payment, and procedures for collecting overdue accounts
   Discuss the role of data processing in marketing, and specifically, credit operations
Competency: Prevent shoplifting

Tasks: Explain ways of preventing shoplifting including:
   a. Greeting all customers
   b. Naming primary shoplifting methods
   c. Correlating shoplifting patterns with certain products
   d. Following company policy to prevent shoplifting

Competency: Identify careers in merchandising

Tasks: Describe careers in:
   a. merchandising
   b. fashion design
   c. buying

    Describe the jobs of a:
   a. merchandise manager
   b. warehouseperson
   c. sales person
   d. shelf stocker
Competency: Use terms basic to retailing

Tasks: Define:

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

Identify the Product Life Cycle (PLC)

Competency: Identify the brand name and trade mark

Tasks: Compare national, private and generic brands

Identify brand name products from popular phrases and slogans
Identify the reasons for brand name importance and preference
Discuss trademarks, and how they may be registered with the U.S. Patent Office

Competency: Identify functions of product packaging

Tasks: Explain the relationship between packaging and sales

Explain the relationship between packaging and reducing product damages and handling
Explain how pre-packaging eliminates packing at the point of sale
Explain the purpose of product disclaimers on packages
Identify packaging responsibility
List the main types of materials used in packaging

Competency: Use product knowledge in making a sale

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

Explain why product knowledge and service technology are important to a sales employee
List sources of product information
Report changes in the product in the last few years

Describe:

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

Explain the guarantee or warranty covering the product

Explain the product tag or label

Competency: Package customer purchases

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

Reflect the store image in the product wrapping or packing

Pack or wrap the purchase in minimal time

Competency: Handle lay-away sales

Tasks: Inform customer of company policy on layaways

Take money and record down-payment according to company policy

Mark lay-away product

Inform customer when to pick up the product

Competency: Process customer exchanges

Tasks: Inspect returned product

Repackage returned product

Record item returned on saleslip

Assist customer in finding a replacement item

Competency: Respond to a customer complaint appropriately

Tasks: Demonstrate courtesy to the customer

Demonstrate concern for the customer's need

Represent product and business honestly

Follow store policy
Competency: Package merchandise for return to wholesaler

Tasks: Wrap merchandise

Include proper correspondence with merchandise returned

Record merchandise return on company records

Competency: Place orders using store catalogs and special request forms

Tasks: Fill out form completely

Extend figures accurately

Record information legibly

Identify customer request accurately
Salesmanship

Competency: Identify important skills of selling

Tasks: Soft-sell a product
      Hard-sell a product
      Use descriptive phrases
      Use selling features
      Identify benefits
      Involve the customer with the merchandise
      Use a logical sequence of presentation
      Discuss the importance of product knowledge and customer service to the buyer
      List sources to locate information about an item for sale

Competency: Identify the steps of a sale

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

Competency: Promote products and services

Tasks: Differentiate among advertising, publicity, and sales promotion
      Explain visual merchandising techniques
      Identify various types of displays and their effectiveness
      Cite examples of promotional activities in the community
      Classify a number of advertisements by promotional techniques
      Describe advertising needs of service businesses
Develop a sales promotion plan around key days and weeks, seasons, local celebrations, state and national events

Develop a sales promotion budget

Estimate gross sales

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

Competency: Determine customer buying motives

Tasks: Describe concepts in buying motives:

a. Response-action
b. Cues
c. Patterns

Explain motives for buying:

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

Describe how to "read" customers to determine needs

Explain buying motives dependent on:

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

Use credit information as a selling tool

Competency: Use a personal sales style

Tasks: Describe selling techniques

Identify personal selling style

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

Competency: Use several types of sales approaches

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

Contrast floor salesmanship with self-service buying

Discuss the importance of a personal style of salesmanship

Demonstrate merchandise in the ways it may be used by the customer
Competency: Sell the merchandise

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

- Describe sales situations step-by-step and identify logical point(s) where a closing statement might be applied
- Treat the customer courteously
- Keep the customer's needs in mind first
- Represent management's viewpoint to customers
- Demonstrate pride in serving the customer
- Use an appropriate type of approach to customer
- Question customer's desires, wants, and needs
- Select appropriate merchandise for customer
- Offer substitute merchandise to customer if appropriate
- Identify selling strategies
- Point out warranty or guarantee
- Point out service agreement
- Discuss company policy for return of merchandise
- Differentiate between product features and benefits
- List sources to locate information about an item for sale

Competency: Handle customers tactfully

Tasks: Explain ways to identify and handle:

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

Competency: Deal effectively with customer objections

Tasks: Identify techniques for overcoming objections to buying

  Effectively handle objections
  Question the customer to determine objections
Identify types of objections
Identify selling techniques for several products or services
Discuss feature-benefit method of handling objections
Compare and contrast different methods of handling objections

Competency: Process mail and telephone orders

Tasks: Describe the importance of adequate merchandise knowledge in telephone selling
Explain procedures for processing telephone orders:

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

Competency: Identify the steps in starting a business

Tasks: Develop a business plan

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

Describe home based businesses

Explain ways to obtain credit including:

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

Determine the structure which best fits the needs of the business

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

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

Competency: Locate the business

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

Complete a location feasibility study for your business

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

Prepare an occupancy contract for your business
Competency: Design the space needed for a business

Tasks: List all items needed for starting the business

Diagram a store layout taking the following into consideration:

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

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

Tasks: Obtain necessary state, local and federal license applications

Complete application for state and if necessary local business licenses

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

Obtain information on zoning and complete permit if required

Complete the form to secure a social security number

Competency: Understand laws governing business transactions

Tasks: Describe how to develop and execute a contract

Explain when title passes on goods which are in transit

List consequences of default on contracts

List conditions which void a contract

Competency: Identify how to borrow money for a business

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

Identify sources of credit

Determine the financing necessary for your business

Fill out a credit application

Explain how to request and obtain credit information

Analyze cash flow problems
Competency: Understand insurance

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

Competency: Understand managerial functions and principles

Tasks: Discuss do's and don'ts of managerial functions
Discuss the managerial functions of:
  a. Planning
  b. Organizing
  c. Leading
  d. Controlling

Competency: Identify major areas of retailing

Tasks: Describe functions of:
  a. Merchandising
  b. Sales promotion
  c. Finance and credit
  d. Personnel
  e. Operations

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

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

Competency: Advertise, hire and train new employees

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

Explain departmental merchandise

Use training methods such as telling, showing, and demonstrating

Assist the new employee in completing duties

Identify ways to motivate others for best performance

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

Describe ways of providing training to fit employee needs

Trace lines of authority and explain their importance

Competency: Use appropriate management style

Tasks: Contrast different styles of management

Define one's personal philosophy of business management

Name several models of human communication

Identify how a management style can affect an entire business

Identify positive styles of management

Contrast management requirements in several different types of businesses

Contrast human performance with other aspects of a business

Competency: Maintain a pleasant working environment

Tasks: Explain how a manager can influence the working environment

Describe the role of proper housekeeping in a business

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

Competency: Follow management policies and procedures

Tasks: Identify company policy in personnel and procedural manuals

Sketch out the chain of command for a given company

Determine who to contact using company policy procedures

Contrast costs of personnel with costs of supplies

Describe methods of job analysis
Competency: Use the DICE method of problem solving

Tasks: Explain the steps of DICE:

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

Competency: Use good planning and organizational skills

Tasks: Identify tasks to be completed

Explain the importance of:

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

Competency: Plan job tasks and schedule employees

Tasks: Write employee job descriptions

Identify job titles

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

Make out an employee schedule

Delegate employee duties

Write a policy for schedule changes

Deal with employee schedule changes

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

Competency: Convey directions and instructions to employees

Tasks: Speak clearly and concisely

Describe methods of giving instructions

Explain how to give instructions without intimidation
Competency: Compute employee costs
Tasks: Compute employee overtime
  Map out an employee schedule including several different wage rates
  Compute costs of employee benefits
  Compare different employee insurance policies

Competency: Appraise an employee
Tasks: Rate employee according to an evaluation form
  Be positive with the employee
  Offer areas for improvement to the employee

Competency: Receive and process merchandise
Tasks: Describe warehousing methods of unloading trucks, operating materials, handling equipment, processing priorities, and routing merchandise
  Complete a merchandise routing assignment
  Discuss records required in receiving and processing merchandise
  Complete a receiving apron, compositive receiving report, and daily receiving report
  Sketch a flow chart illustrating a vendor's invoice, packing slip, freight bill, bill of loading, delivery receipt, and purchase order

Competency: Prevent stock shortages
Tasks: Explain causes of shortages, damages, and theft of stock
  Review inventory on a regular basis to determine replacement needs
  Relate effective stockkeeping to stock shortage prevention
  Discuss employee theft of merchandise, cash, and time
Competency: Maintain business records

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

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

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

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

Assess the financial status of the business

Keep records to provide information needed to figure tax deductions

Competency: Build customer goodwill to help increase sales

Tasks: Describe the location of customer facilities

Describe the purpose of customer services such as:

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

Competency: Compute business taxes

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

Compute tax for given receipts (if applicable)

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

Competency: Authorize a customer's check

Tasks: Identify government, payroll, and personal checks

Identify common check errors such as:

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

Ask for identification and write down pertinent information for a check-cashing customer
Have check signed in the presence of cashier
Have check written for amount according to store policy
Use a check verifying service

Competency: Handle customer exchanges

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

Competency: Process business credit card transactions

Tasks: Compare several credit card contracts payment requirements

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

Describe how to:

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

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

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

Competency: Record and disburse refunds

Tasks: Fill out a customer refund slip

Offer the customer substitute merchandise in lieu of refund
Mark refund in company bookkeeping
Competency: Fill out a deposit form

Tasks: Count and wrap day's receipts

Record final deposit amount on deposit slip

Place receipts in deposit bag

Transport deposit to bank

Discuss precautions to take to secure deposit
Display Merchandising

Competency: Identify the principles and patterns of display

Tasks: Define display

Describe the following types of display:

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

List and explain the jobs that displays accomplish

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

Describe how secondary and tertiary colors are formed

Describe now to rate displays according to:

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

In terms of displays explain:

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

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

Discuss pros and cons of the selected pictures

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

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

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

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

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

Competency: Create signs and selling aids

Tasks: Know the product

Write copy which answers customer questions and points out product features

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

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

Price merchandise correctly

Describe the importance of:

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

Tasks: Plan a theme
- Complete sketch of display
- Estimate budget for display
- Submit budget for approval
- List materials for building display
- List special needs for setting up display (extra personnel, equipment)
- Estimate the cost of a display
- Construct a display or model (diorama):
  - to attract attention
  - with selling power
  - with a central theme
- Use color, harmony, balance, and proportion in display or model construction
- Design a counter display, model, or mass display or model

Competency: Use the basic types and props of display

Tasks: Explain what a prop is and how it can be used in a display
- Discuss the ways in which props can be developed, built, or purchased
- Investigate different types of additional display accessories (e.g. signs, floors, floral arrangements)
- Experiment with various modes of lighting with a display
- Dress a mannequin (if available) in a variety of clothes

Competency: Use displays effectively

Tasks: Complete a sample customer survey
- List and explain the jobs that displays accomplish
Competency: Perform display housekeeping

Tasks: Wash a mannequin (if available),
Wash windows
Repair a display prop
Check lights for effectiveness
Replace merchandise
Gather tools for display dismantling
Safely dismantle display
Return merchandise to stock or selling area
Clean display area
Vacuum floor/covering
Polish props
Store and label display materials
Check displayed merchandise for problems before returning to stock
Record damaged merchandise
Check lights for replacement
Advertising

Competency: Analyze the major purposes of advertising

Tasks: Name general purposes of advertising

- Contrast the purpose of consumer and trade publication advertising
- List types of groups or institutions which advertise
- Explain the purpose of advertising to the consumer, retailer and manufacturer
- Discuss how advertising helps promote mass distribution
- Explain how advertising builds goodwill in customers
- Compare public interest announcements and commercial advertising

Competency: Identify various types of media

Tasks: Define broadcast media rate period

- List advantages and disadvantages of:
  a. television advertising
  b. radio advertising
  c. print advertising

Competency: Identify costs of radio, television and print advertising

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

- Compare costs of novelty advertising (matchbooks, pens, give-aways) to newspaper advertising
- Compare the cost of advertising through an advertising agency with direct advertising

Competency: Identify types of sales promotion

Tasks: Describe direct mail advertising

- Describe novelty advertising
Classify a collection of print ads

Differentiate between promotional and institutional advertising and promotional mix

Competency: Identify parts of a printed advertisement

Tasks: Explain the purpose of a headline in a print advertisement
Write a headline and copy for an advertisement
Explain the value of white space in an advertisement
Explain the meaning of a logo and trademark (TM) sign
Identify national ads, retail ads, and institutional ads

Competency: Analyze advertisements

Tasks: Explain how to critique an advertisement
Evaluate an ad using the A.I.D.C.A. formula
Discuss the value of pollster responses to advertising
Discuss the issue of "truth in advertising"
Identify examples of the following types of advertisements:

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

Identify the target audience for various advertising messages

Contrast qualities of a national ad with those of a local ad
Contrast qualities of a retail ad with those of a trade publication

Competency: Plan an ad layout

Tasks: Describe considerations for laying out an ad
Contrast vertical and horizontal print ads
Identify various typestyles by name and characteristic
Compare various printed ads according to impact on readers
Contrast impact of various typestyles on readers
Design a poster, picture caption, formal and editorial layout format

Competency: Prepare an ad layout
Tasks: Sketch an ad layout
Select art and layout for advertisement
Lay out the ad in several different ways
Discuss the impact of several different layouts to the reader
Draw or trace a sketch for an advertisement
Explain where commercial clip art may be obtained

Competency: Compute advertising costs
Tasks: Compute radio advertising costs for several drive periods
Spread a fixed advertising budget over several media according to cost and effect
Identify the advertising methods and schedules for a particular product
Compare effects of size and cost for a newspaper ad

Competency: Prepare sales scripts
Tasks: Write a:
  a. :15 second radio spot
  b. :30 second radio spot
  c. :60 second radio spot
  d. public service announcement

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

Competency: Plan a business promotion
Tasks: Create a long term promotional plan
Analyze competitive promotional activities
Evaluate promotional effectiveness
Competency: Plan special events

Tasks: Plan and advertise a garage sale.

- Plan a grand opening
- Explain where to purchase novelties for a retail promotion
- Plan a promotional sale for a retail store
- Develop an advertisement with a central theme/idea (e.g., anniversary sale, holiday theme)

Competency: Identify jobs in advertising

Tasks: Describe the job of:

a. an account executive
b. a copy writer
c. a pasteup artist
d. a commercial artist
e. a creative director
IV
Course Descriptions
The brief course descriptions provide conceptual frameworks for educational planners that seek to design and implement a balanced program in marketing education. Teachers can use these descriptions to organize course offerings in marketing education. These descriptions are examples of content organization and are too brief for purposes of program approval. Local schools will need to be much more definitive regarding the content of their courses than is reflected in these course descriptions.

Course: Marketing I  
Length: One Year  
Grades: 9-12  
This course is designed to develop fundamental skills needed in a majority of distributive occupations, including: basic economics, communications, human relations, business mathematics, salesmanship, advertising, merchandising and some operations. This course can improve student placement services in entry-level jobs, or in senior year cooperative work programs.

Course: Marketing II  
Length: One Year  
Grades: 10-12  
This course involves further refinement of Marketing I fundamentals, with additional work in buying, pricing, management and sales promotion techniques. Individual instructional plans should be developed which emphasize career objectives and which help students acquire product awareness and special skills. These individual plans should be developed along with on-the-job training plans in cooperation with employers. Only those who have successfully completed Marketing I should be enrolled, and each Marketing II student should also be enrolled in Cooperative Vocational Education.

Course: Cooperative Vocational Education I  
Length: One Year (2 hour block)  
Grades: 10-12  
This course involves supervised employment to complement in-school instruction; a minimum of ten hours per week is usually the equivalent of one or more units of credit.

Course: Cooperative Vocational Education II  
Length: One Year (2 hour block)  
Grades: 10-12  
This course is supervised employment for the second year student upon completion of Marketing I and Cooperative Vocational Education I. A minimum of ten hours per week is usually the equivalent of one unit of credit.
Course: School Store I
Length: One Year
Grades: 9-12

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

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

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

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

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

Identified Competencies by Course Offerings

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

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

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

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

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

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

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

1. Pre-Employment Competencies, which require the participant to demonstrate the skills and knowledge necessary to identify career objectives, seek and obtain employment and understand job performance.

2. Work Maturity Competencies, which require the participant to demonstrate the ability to apply skills in a training position.

3. Educational Skills Competencies, which require the participant to demonstrate basic computation and communication skills necessary to enter the labor market.

4. Occupational Skills Competencies, which require that the participant demonstrate proficiency in those skills necessary to maintain employment in a specific occupation or occupational cluster.
The pre-employment and work maturity competencies have been specifically cross-referenced in this curriculum so that marketing instructors could specify where these competencies are integrated into the curriculum.

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

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

**DISTRIBUTIVE EDUCATION CLUBS OF AMERICA**

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

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

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

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

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

<table>
<thead>
<tr>
<th>Leadership Development</th>
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<tr>
<td>DECA activities give students opportunities to participate in many activities designed to teach her/him to be not only a leader but also a follower.</td>
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The national organization, headquartered in Reston, Virginia, was established in 1946. Today it has about 5,000 chapters with some 170,000 members - including high school, college and professional people.

**KEY**

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<th>M</th>
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<td>SS</td>
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<td>*</td>
<td>Pre-Employment Competencies</td>
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<td>Student Leadership Competencies</td>
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89
## Recommended Competencies by Course Offerings

### Competencies

<table>
<thead>
<tr>
<th>EMPLOYABILITY SKILLS</th>
<th>Marketing I</th>
<th>Marketing II</th>
<th>Cooperative Education</th>
<th>Vocational Education</th>
<th>School Store I</th>
<th>School Store II</th>
<th>Entrepreneurship/Home-Based Business</th>
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<td>* + LA Identify career choices</td>
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<td>* + LA Identify employment opportunities</td>
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<td>* + LA Prepare a resume and job application</td>
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<td>* + LA Prepare for an interview</td>
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<td>* + LA Dress appropriately on the job</td>
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<td>* + LA Be reliable and dependable</td>
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<td>* + LA Identify the problem solving process</td>
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<td>* + LA Identify personal responsibilities related to employment</td>
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<td>* S Maintain good health for effective job performance</td>
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<td>* LA Identify proper termination procedures</td>
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<td>* SS Identify employee rights and responsibilities</td>
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<th>School Store I</th>
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<tr>
<td>Use effective leadership skills</td>
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<tr>
<td>Follow verbal and written instructions</td>
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<tr>
<td>Keep sensitive communications confidential</td>
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<td>Communicate effectively with customers, co-workers and supervisors</td>
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<tr>
<td>Suggest improvements to management</td>
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<tr>
<td>Use appropriate vocabulary in a product description</td>
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<tr>
<td>Identify the role of communications technology in business</td>
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<tr>
<td>Use effective business writing skills</td>
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<tr>
<td>Complete forms and reports</td>
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<td>Give verbal presentations</td>
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<td>Use the telephone effectively</td>
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## Recommended Competencies by Course Offerings

### Competencies

| + LA  | Introduce people                      |
| + LA  | Conduct effective business meetings   |
| M LA  | Use the microcomputer                |

**HUMAN RELATIONS**

| SS    | Identify how human values affect behavior |
| SS    | Understand human motivation            |
| SS    | Use self-directed behavior             |
| * SS  | Identify personality traits            |
| * + SS| Make effective decisions              |
| * +   | Demonstrate work maturity              |
| * +   | Maintain good personal relations       |
| *    | Be honest                               |
## Recommended Competencies by Course Offerings

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<th>Competencies</th>
<th>Marketing I</th>
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<th>School Store I</th>
<th>School Store II</th>
<th>Home-Based Business</th>
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<td>Work responsibly</td>
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<td>Demonstrate initiative and productivity</td>
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<tr>
<td>Be assertive</td>
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<tr>
<td>Work constructively with employers,</td>
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<tr>
<td>customers and co-workers</td>
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<tr>
<td>Resolve conflicts</td>
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<td>Respond to customer inquiries</td>
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### BUSINESS MATHEMATICS

- **M** Compute basic addition and subtraction
- **M** Compute basic multiplication and division
- **M** Perform basic mathematic computations with fractions
- **M** Calculate percentages
- **M** Compute sales tax for items
### Recommended Competencies by Course Offerings

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<th>Competencies</th>
<th>Marketing I</th>
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<th>School Store I</th>
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<th>Entrepreneurship/Small Business</th>
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<td>Make change</td>
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<td>Calculate markups and mark downs</td>
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<td>Calculate discounts and exchange rates</td>
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<td>Compute salaries</td>
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<td>Apply mathematical concepts</td>
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<td>Process customer returns</td>
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<td>Analyze principles of economics</td>
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<td>Identify different economic systems</td>
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<td>Identify the elements of the free enterprise system</td>
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<td>Identify the relationship between economics and marketing in our society</td>
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<td>Apply the principles of supply and demand in determining price</td>
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<td>Home-Based Business</td>
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<tr>
<td>SS</td>
<td>Analyze consumer behavior patterns</td>
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<tr>
<td>SS</td>
<td>Identify effects of competition on buyers and sellers</td>
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<td>SS</td>
<td>Analyze the ethics of various business practices</td>
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<td>SS</td>
<td>Identify business cycles</td>
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<td>Understand the effects of market segmentation on selling or marketing</td>
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<td>SS</td>
<td>Identify types of product utility</td>
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<td>SS</td>
<td>Identify methods of establishing product quality</td>
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<tr>
<td>SS</td>
<td>Identify types and channels of distribution systems</td>
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<tr>
<td>SS</td>
<td>Appraise business risks</td>
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<tr>
<td>SS</td>
<td>Identify resources on economic information</td>
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<tr>
<td>SS</td>
<td>Analyze information relating to a variety of businesses</td>
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<tr>
<td>SS</td>
<td>Identify how profits affect a business</td>
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## Recommended Competencies by Course Offerings

### Competencies

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<th>School Store I</th>
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<tr>
<td>Identify procedures of international trade</td>
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<td><strong>MARKETING</strong></td>
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<tr>
<td>Understand the role of marketing in the free enterprise system</td>
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<td>Identify important marketing principles</td>
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<td>Identify economic systems</td>
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<tr>
<td>Identify problems common to economic systems</td>
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<tr>
<td>Use terms associated with competition</td>
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<tr>
<td>Identify marketing functions</td>
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<tr>
<td>Use marketing terms</td>
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<tr>
<td>Analyze strategies of marketing in society</td>
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<tr>
<td>Identify the role of management in marketing</td>
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<tr>
<td>Analyze the marketing managerial functions</td>
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**Recommended Competencies by Course Offerings**

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<tbody>
<tr>
<td>SS</td>
<td>Understand the marketing concept</td>
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<tr>
<td>SS</td>
<td>Apply supply and demand principles in product marketing</td>
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<tr>
<td>SS</td>
<td>Make decisions based on market segments</td>
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<tr>
<td>SS</td>
<td>Identify channels of distribution</td>
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<tr>
<td>SS</td>
<td>Identify the importance of image in marketing</td>
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<tr>
<td>LA</td>
<td>Use appropriate selling procedures</td>
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<tr>
<td>LA</td>
<td>Use appropriate methods to influence the buyer</td>
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<tr>
<td>*</td>
<td>Analyze skills required for a career in marketing</td>
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**BUSINESS OPERATIONS**

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<th>School Store I</th>
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<th>Entrepreneurship/Small Business</th>
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<tbody>
<tr>
<td>M</td>
<td>Operate and maintain common business equipment</td>
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<tr>
<td>M</td>
<td>Operate a cash register or terminal</td>
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<td>M</td>
<td>Use correct check cashing and credit card procedures</td>
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<td>Competencies</td>
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<tr>
<td>Apply appropriate pricing techniques for merchandise and services</td>
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<tr>
<td>Mark merchandise</td>
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<tr>
<td>Perform appropriate customer service</td>
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<tr>
<td>Receive and check merchandise</td>
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<tr>
<td>Stock merchandise</td>
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<tr>
<td>Control the inventory</td>
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<td>Identify major types of businesses</td>
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<td>Analyze the importance of finance to a business</td>
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<td>Complete business records</td>
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<td>Prevent shoplifting</td>
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<tr>
<td>Perform store maintenance</td>
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<tr>
<td>Work safely</td>
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<tr>
<td>* Follow procedures for reporting accidents</td>
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<td><strong>MERCHANDISING</strong></td>
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<tr>
<td>SS Develop a merchandising plan</td>
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<td>LA Use merchandise and marking terms</td>
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<td>SS Identify factors influencing consumer buying</td>
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<td>SS Determine customer demand</td>
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<td>M Calculate product turnover</td>
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<td>SS Select appropriate merchandise</td>
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<td>M Complete a merchandise order</td>
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<td>M LA Verify invoices</td>
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<td>M Inventory merchandise</td>
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<td>M Stock, reorder and restock merchandise</td>
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<td>Control inventory</td>
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<td>Handle goods appropriately</td>
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<td>Calculate product prices</td>
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<tr>
<td>Markup and mark down merchandise</td>
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<td>Use merchandise information in the sale of a product</td>
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<td>Stimulate sales</td>
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<td>Calculate the stock-sales ratio</td>
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<td>Calculate the break-even point for a business</td>
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<td>Apply credit principles</td>
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<td>Prevent shoplifting</td>
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<td>Identify careers in merchandising</td>
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<tr>
<td>CUSTOMER SERVICE</td>
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<tr>
<td>Competencies</td>
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<td>Cooperative Vocational Education I</td>
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<tr>
<td>LA Use terms basic to retailing</td>
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<tr>
<td>SS Identify the brand name and trade mark</td>
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<td>SS Identify functions of product packaging</td>
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<td>SS Use product knowledge in making a sale</td>
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<td>LA Package customer purchases</td>
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<tr>
<td>M Handle lay-away sales</td>
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<tr>
<td>M Process customer exchanges</td>
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<td>LA Respond to a customer complaint appropriately</td>
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<tr>
<td>Package merchandise for return to wholesaler</td>
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<td>LA M Place orders using store catalogs and special request forms</td>
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<tr>
<td>SALESMANSHIP</td>
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<td>LA Identify important skills of selling</td>
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</table>
## Recommended Competencies by Course Offerings

### Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Marketing I</th>
<th>Marketing II</th>
<th>Cooperative Education I</th>
<th>Cooperative Education II</th>
<th>School Store I</th>
<th>School Store II</th>
<th>Entrepreneurship/Small Business</th>
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<tbody>
<tr>
<td>Identify the steps of a sale</td>
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<tr>
<td>Promote products and services</td>
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<tr>
<td>Determine customer buying motives</td>
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<tr>
<td>Use a personal sales style</td>
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<tr>
<td>Use several types of sales approaches</td>
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<tr>
<td>Sell the merchandise</td>
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<tr>
<td>Handle customers tactfully</td>
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<tr>
<td>Deal effectively with customer objections</td>
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<tr>
<td>Process mail and telephone orders</td>
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### STORE/BUSINESS MANAGEMENT

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

#### Competencies

<table>
<thead>
<tr>
<th>*</th>
<th><strong>SS</strong></th>
<th>Use the DICE method of problem solving</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LA</strong></td>
<td>Use good planning and organizational skills</td>
<td></td>
</tr>
<tr>
<td><strong>M</strong></td>
<td>Plan job tasks and schedule employees</td>
<td></td>
</tr>
<tr>
<td><strong>LA</strong></td>
<td>Convey directions and instructions to employees</td>
<td></td>
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<tr>
<td><strong>M</strong></td>
<td>Compute employee costs</td>
<td></td>
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<tr>
<td><strong>LA</strong></td>
<td>Appraise an employee</td>
<td></td>
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<tr>
<td><strong>M</strong></td>
<td>Receive and process merchandise</td>
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<tr>
<td><strong>M</strong></td>
<td>Prevent stock shortages</td>
<td></td>
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<tr>
<td><strong>M</strong></td>
<td>Maintain business records</td>
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</tr>
<tr>
<td><strong>SS</strong></td>
<td>Build customer goodwill to help increase sales</td>
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<tr>
<td><strong>M</strong></td>
<td>Compute business taxes</td>
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<tr>
<td><strong>M</strong></td>
<td>Authorize a customer's check</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Marketing I</th>
<th>Marketing II</th>
<th>Cooperative Education I</th>
<th>Cooperative Education II</th>
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<th>School Store II</th>
<th>Home-Based Business</th>
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<td>Competencies</td>
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<td>Marketing II</td>
<td>Vocational</td>
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<td>Cooperative</td>
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<tr>
<td>LA Handle customer exchanges</td>
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<tr>
<td>M Process business credit card transactions</td>
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<tr>
<td>M Record and disburse refunds</td>
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<tr>
<td>M Fill out a deposit form</td>
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<tr>
<td><strong>DISPLAY MERCHANDISING</strong></td>
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<tr>
<td>LA Identify the principles and patterns of display</td>
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<tr>
<td>SS LA Plan displays</td>
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<tr>
<td>LA Create signs and selling aids</td>
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<tr>
<td>M Set up counter/window/interior displays</td>
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<tr>
<td>Use the basic types and props of display</td>
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<tr>
<td>SS LA Use displays effectively</td>
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<tr>
<td>Perform display housekeeping</td>
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<tr>
<td>Competencies</td>
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<td>Marketing II</td>
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<tr>
<td><strong>ADVERTISING</strong></td>
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<tr>
<td>SS Analyze the major purposes of advertising</td>
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<tr>
<td>SS Identify various types of media</td>
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<tr>
<td>M Identify costs of radio, television and print advertising</td>
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<tr>
<td>SS LA Identify types of sales promotion</td>
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<tr>
<td>LA Identify parts of a printed advertisement</td>
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<tr>
<td>LA SS Analyze advertisements</td>
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<tr>
<td>LA Plan an ad layout</td>
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<tr>
<td>Plan an ad layout</td>
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<tr>
<td>Prepare an ad layout</td>
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<tr>
<td>M Compute advertising costs</td>
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<tr>
<td>LA Prepare sales scripts</td>
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<tr>
<td>LA SS Plan a business promotion</td>
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</table>
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<th>School Store II</th>
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<tr>
<td><strong>LA</strong></td>
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<tr>
<td>Plan special events</td>
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<tr>
<td>* Identify jobs in advertising</td>
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Sample Skills Card

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

Instructions for Use

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

LEVEL CODE KEY:

1 Introductory Level: Can do simple parts of task. Needs to be told/shown how to do most of the task. Needs extremely close supervision.

2 Minimum Level: Can do most parts of the task. Needs help only with most difficult parts. Needs close supervision.

3 Average Level: Can do all parts of task. Needs only spot-check of completed work. Meets local demands for speed and accuracy. Needs moderate job entry supervision.

4 Proficiency Level: Can complete task quickly and accurately. Can direct others in how to do the task. Needs little supervision.

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

Package Customer Purchases

1 2 3 4

- Inspect returned product
- Repackage returned product
- Record item returned on sales slip
- Assist customer in finding a replacement item

COMMENTS:
Suggested Resources

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

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

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

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

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

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

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

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

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

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

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

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

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

Publishers

Academic Press College Division
Orlando, FL 32887

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

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

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

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

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

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

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

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

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

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

Houghton Mifflin Company
777 California Avenue
Palo Alto, CA 94304

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

MPC Educational Publishers
3839 White Plains Road
Bronx, NY 10467

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

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

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

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

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

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

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

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

Establishing a Business in Alaska
ASMI-GRAM Newsletter
Challenge for Excellence (video)
Competitive Edge (video)
Fresh and Frozen Salmon - How to Sell It (video)
Handle With Care: A Retail Seafood Quality Primer
Preparing for Entrepreneurship
Cashier-Checker
Retailing
Distributive Education I & II
Fashion Merchandising
Learning Activity Packages for Business Management & Ownership and Cashier-Checker
Entrepreneurship Education
Marketing & Distributive Educational Curriculum Guides
Microcomputer Applications in Vocational Education: Business, Marketing & Management
Occupational Orientation: Business, Marketing & Management Occupations
Vocational-Technical Education Consortium of States (V-TECS): Catalogs of Performance Objectives & Curriculum Guides for Marketing & Distributive Ed.

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

Business Management & Ownership
Buying and Pricing
Careers in Marketing
Communications
Customer Service
Economics of Marketing
Human Relations in Marketing and Distribution
Listed Sources of Reference Materials for Distributive Ed.
Mathematics
Operating Your Own Business
Selling
Learning Activity Packages
for Human Relations, Apparel & Accessories, Economics & Marketing, Selling, Mathematics, and Tourism
Marketing: Handbook for the 80's

Business Management & Ownership
Distributive Education I & II
Fashion Merchandising

Resource Guide to Competency-Based Vocational Education: Distributive Education

Marketing & Distributive Education
The School Store Handbook

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

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

Cluster Guides for Accounting, Marketing and Office Occupations
A User's Guide to Educational Marketing
Achieving Success in Small Business: A Competency-Based Educational Program for Persons Interested in Small Business Ownership
E.T.C.-Entrepreneurship Training Components
Student teacher modules for: Apparel Store, Bicycle Store, Business & Personal Services, Flower & Plant Store, Specialty Food Store, Innkeeping, and Travel Agency
Steps to Starting a Small Business

University of Arkansas
Vocational Education Department
Fayetteville, AR 72701

Periodicals

Alaska Publishing Company
PO Box 102696
Anchorage, AK 99510

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

ANNY Publications
230 Park Ave.
New York, NY 10017

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

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

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

Small Business Ownership Management Entrepreneurship

Alaska Business Monthly

Journal of Advertising

ANNY (Advertising News of New York)

Journal of Marketing

Sales & Marketing Management: The Magazine of Marketing

Merchandising
Foundation for Student Communication, Inc.  
Aaron Burr Hall  
Princeton, NJ 08450  

Future Business Leaders of America  
Phi Beta Lamba, Inc.  
1908 Association Drive  
Reston, VA 22091  

Howard P. Hudson & Mart E. Hudson  
2626 Pennsylvania Ave. NW  
Washington, DC 20037  

Inc. Publishing Corporation  
PO Box 2538  
Boulder, CO 80322  

McGraw-Hill Book Co. Inc.  
1221 Ave. of the Americas  
New York, NY 10020  

National Assn. of Business Economists  
28349 Chagrin Blvd.  
Suite 201  
Cleveland, OH 44122  

National Business Education Association  
1914 Association Drive  
Reston, Virginia 22091  

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

Times Publishing Company  
407 Gilbert Ave.  
Cincinnati OH 45202  

West Virginia University  
Bureau of Business Research  
Morgantown, WV 26506  

Business Today  
(free for students)  

Tomorrow's Business Leader  

Public Relations Quarterly  

Inc. Magazine  

Business Week  

Business Economics  

Business Education Forum  

Consumer Price Index  
Detailed Report  

Visual Merchandising  

Journal of Small Business Management
Associations

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

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

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

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

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

American Vocational Association
1410 King Street
Alexandria, VA 22314

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

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

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

Information on publications & services for educators

Performance-Based Teacher Education Modules: Category M: Assisting Students in Improving Their Basic Skills

Vocational Competency Measures Tests for Apparel Sales, Fabric Sales & Grocery Clerk

Information on careers in Advertising

Extensive collections on Marketing

Journal of Marketing

Marketing News

Information on publications and services for educators

Getting Along on the Job

The Development of Standards for Secondary Distributive Education Programs

Information on publications & services for educators

Information on publications & services for educators

A Guide For DECA Chapter Officers

A Program of Action

DECA Handbook
Marketing Educator's News

Information on Wholesale Selling

Standards For Excellence in Business Education

Information on publications & services for educators

Advisor's Newsletter

Competitive Events Guidelines

Leadership Development Series

Information on careers in Sales


The One-Minute Manager
Cooperative Extension Service
Statewide Office
University of Alaska
303 Tanana Drive
Fairbanks, AK 99701

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

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

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

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

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

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

- How I Raised Myself from Failure to Success in Selling

- Ogilvy on Advertising

- Planning Your Own Home Business
## Multi-Media Materials

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<tr>
<th>Company</th>
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<tr>
<td>Alaska Center for Economic Education</td>
<td>University of Alaska 601-A Gruening Building</td>
<td>(907) 474-6520</td>
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<tr>
<td>North Carolina Rural Renaissance Consortium</td>
<td>Media Processing Services Center</td>
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<td>Career Aids, Inc.</td>
<td>20417 Nordhoff St. Dept. S Chatsworth, CA 91311</td>
<td>(818) 341-8200</td>
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<td>DCA Educational Products, Inc.</td>
<td>4685 Stenton Ave. Philadelphia, PA 19144</td>
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<td>S.E. Warner Software, Inc.</td>
<td>2627 Minnetonka Drive P.O. Box 727 Cedar Falls, IA 50613</td>
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<td>ERIC Document Reproduction Service</td>
<td>P.O. Box 190 Arlington, VA 22210</td>
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<td>International Film Bureau, Inc.</td>
<td>332 South Michigan Ave. Chicago, Illinois 60604</td>
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<tr>
<td>Teaching Aids, Inc.</td>
<td>P.O. Box 1798 Costa Mesa, CA 92626</td>
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<td>National Archives &amp; Records Administration</td>
<td>National Audiovisual Center 8700 Edgeworth Drive Capitol Heights, MD 20743</td>
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<tr>
<td>Universal Education and Visual Arts</td>
<td>P.O. Box 8705 100 Universal City Plaza Universal City, CA 91608</td>
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<tr>
<td>National Innovative Media Co.</td>
<td>Route #2, Box 301B Calhoun, Kentucky 42327</td>
<td></td>
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<tr>
<td>Vocational Media Associates</td>
<td>Prentice-Hall Media P.O. Box 1050 Mount Kisco, NY 10549</td>
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