This guide, developed by a project to revise the minimum core competencies for the advanced marketing course in secondary marketing education in Missouri, contains four sections. The first section explains competency-based marketing education, including its mission, nature, curriculum, and the fundamentals of competency-based instruction. The second section lists the expected student learning outcomes in advanced marketing based on the core curriculum for marketing education. Competencies are listed in the areas of communications, economic concepts, employment and advancement, human relations, operations, planning, advertising and sales promotion, and selling and marketing concepts. The third section is a suggested curriculum model for advanced marketing; the final section cross-references advanced marketing student competencies to selected resources and tasks. A four-item suggested resource list is included.
ADVANCED MARKETING

Marketing Education Teacher's Resource Guide

Expected Student Learning Outcomes and Cross-Referenced Instructional Materials by Competencies

Missouri Department of Elementary and Secondary Education
Division of Vocational and Adult Education
Marketing & Cooperative Education Section

University of Missouri-Columbia
Department of Practical Arts and Vocational-Technical Education
Marketing Education Program

1990
COMPETENCY PROFILE DEVELOPMENT FOR THE MARKETING EDUCATION CURRICULUM

Project Number: 90-133-110-7

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COMPETENCY BASED MARKETING EDUCATION

Marketing Education represents a body of instruction focused on marketing, including merchandising and management. It includes multiple instructional programs to meet the education and training needs of youth and adults who have employment or self-employment goals in marketing or have employment goals in another career field and wish to acquire marketing competencies as part of their preparation.

Mission

The mission of marketing education is to develop competent workers in and for the major occupational areas within marketing; assist in the improvement of marketing practices; and build understandings of the range of social and economic responsibilities that accompany the right to engage in marketing in a free enterprise system.

Nature of Marketing

Marketing consists of those activities that make products and services readily available to consumers and businesses. Essentially, marketing is the bridge between production, including the creation of services and ideas, and consumption. Most of these activities are performed by retailers, wholesalers, and businesses providing services. Marketing occupations, however, are found in all types of for-profit business, including those that manufacture products, as well as in not-for-profit organizations.

Curriculum

In broad terms, successful workers in marketing are skilled in the functions of marketing; know how to relate to people; are computer literate and able communicators; reflect a positive work ethic; draw on all of their educational achievements; know their product or service area; and apply economic understandings in a private enterprise system and international commerce.

Based on these desirable competencies for initial employment and upward mobility, the Missouri Marketing Education curriculum framework for instructional content is as follows:

- Advertising and Sales Promotion
- Communications in Marketing
- Economic Concepts
- Employment and Advancement
- Human Relations in Marketing
- Marketing Concepts
- Marketing Operations
- Market Planning
- Selling

Competency Based Instruction

Briefly stated, competencies (objectives), competency-referenced instruction (curriculum content), and competency-referenced assessment (testing/evaluation) are matched or made congruent. The assessment samples the student learning and does not measure anything other than the stated objectives of the program. Students have the opportunity to learn what they are expected to learn and teachers have test data to determine learning.
Curriculum Alignment

The process of proper curriculum alignment involves describing the ends of the Marketing Education program (knowledges, skills, attitudes). Instructional materials, procedures, and activities are then referenced to the learning outcomes. A regular, reliable assessment of learning with respect to expected outcomes is also necessary.

In practical terms, "we should teach students what we expect them to learn, and we should only test students on what they have had an opportunity to learn." This model implies that objectives are derived first; then, instructional resources are outlined for each objective; last, in the sequence, but prior to the beginning of instruction, assessment instruments are constructed to measure the exact objectives outlined and not others.

Objectives. In the rational decision-making model, the objectives are written prior to selection of curriculum materials, instructional methods, and methods of assessment. It is generally recommended that three elements or components be included in a performance (instructional/behavioral) objective:

1. the behavior expected of the student
2. the conditions under which the behavior is to be demonstrated
3. the degree of mastery required.

Textbooks (Instructional Resources). In the curriculum alignment model, the curriculum content is the middle element, chosen to facilitate the objectives. Practically, the curriculum content is equivalent to the textbook but, since the textbooks are composed by different writers a match does not always exist. In this case, the teacher has to try to align textbook content with stated objectives and tests.

Testing. The curriculum alignment model assumes a competency-referenced test that is referenced to the identified explicit objectives of the instructional program in marketing. Competency-referenced tests measure each student's achievement against an absolute standard of accomplishment rather than a relative ranking against peers as the norm-referenced test does. If the competency-referenced test is tailor-made to evaluate student progress on specific objectives, after outcomes-referenced teaching, a viable curriculum can exist.

Evaluation. There are four steps associated with evaluation:

Step 1: Administering a competency (criterion) test. This may involve a demonstration of a hands-on skill or the taking of a paper-and-pencil test.

Step 2: Scoring the test. This requires an assessment of the students' attempt to demonstrate mastery (or competency attainment). This phase of evaluation consists of tallying up the correct responses or scoring student performance and assigning a score based on a rating scale set up for the specific competency which has been observed.

Step 3: Assessing the results. This is the instructor's evaluation of student performance with respect to the overall objectives and relative student progress.

Step 4: Recording student achievement. This generally refers to a tabulation of the results of the evaluation on a form which can be used as a record of student competency attainment.
Record Keeping (Reporting System). The effective management of an instructional system depends on an accurate record of student performance. Various systems are available for use by the marketing instructor: student profile records, Comp VIMS microcomputer system, mini VAMS system and the VAMS system. A reporting system must be developed to document student outcome measures.
ADVANCED MARKETING

EXPECTED STUDENT LEARNING OUTCOMES BASED ON THE CORE CURRICULUM FOR MARKETING EDUCATION

Upon completion of the course, Advanced Marketing, the student will be able to:

Communications in Marketing
train employees
facilitate communications between employees and management
interpret marketing information

Economic Concepts
understand government regulations in marketing enterprises
identify labor and management relations
describe the importance of international marketing
identify business risks in the marketplace

Employment and Advancement
apply marketing management abilities
secure advanced marketing employment

Human Relations in Marketing
motivate marketing employees
participate in professional marketing related activities
identify the ethical and social responsibilities of marketing

Marketing Operations
regulate stock
process purchase/payment forms and records
understand financial statements

Market Planning
conduct marketing research
examine the development of new products
establish pricing policies
determine stock/sales relationships

Advertising and Sales Promotion
plan promotional activities
conduct promotional activities
manage promotional activities
evaluate promotional activities
Selling

utilize organizational skills in professional selling
apply professional selling techniques

Marketing Concepts

identify marketing strategies
analyze the marketing mix
<table>
<thead>
<tr>
<th>Month/Week</th>
<th>Primary Focus</th>
<th>Secondary Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPT 1</td>
<td>Orientation to Mkt. Ed./Internships</td>
<td>DECA Organization, Goals, Program of Activities, Officer Elections</td>
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<tr>
<td></td>
<td>Review of Concepts from Fundamentals</td>
<td>Orientation to DECA Competitive Events</td>
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<tr>
<td>3</td>
<td>MC: Identify Marketing Strategies (J001, J002, J003, J004, J005)</td>
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<tr>
<td>4</td>
<td>EA: Apply Marketing Management Abilities (C001, C002, C003)</td>
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</tr>
<tr>
<td>5</td>
<td>MP: Conduct Marketing Research (F001, F002, F003, F004, F005, F006, F007, F008)</td>
<td>CO: Interpret Marketing Information (A006, A007, A008, A009)</td>
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<td>MP: Examine the Development of New Product (F009, F010, F011, F012, F014, F024)</td>
<td>State DECA Officer Election Conference</td>
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<td>OCT 6</td>
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<tr>
<td>7</td>
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<td>EC: Recognize the Importance of International Marketing (B013, B014, B015)</td>
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<td>8</td>
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<tr>
<td>9</td>
<td>EC: Understand Government Regulations in Marketing Enterprises (B008, B009)</td>
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<tr>
<td>NOV 10</td>
<td></td>
<td></td>
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<tr>
<td>11</td>
<td>EC: Identify Business Risks in the Market Place (B016, B017, B018)</td>
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<tr>
<td>12</td>
<td>MP: Establish Pricing Policies (F015, F016, F017, F018)</td>
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<tr>
<td>13</td>
<td></td>
<td></td>
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<tr>
<td>14</td>
<td>MP: Determine Stock/Sales Relationships (F019, F020, F021, F022, F023)</td>
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<td>DEC 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>MO: Regulate Stock (E005, E006, E007, E013, E014)</td>
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<td>JAN 17</td>
<td></td>
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<tr>
<td>18</td>
<td>ASP: Plan Promotional Activities (H001, H002, H003, H004, H006, H007, H014)</td>
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<tr>
<td></td>
<td>ASP: Conduct Promotional Activities (H005, H013)</td>
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END OF FALL SEMESTER
ASP: Manage Promotional Activities (H008, H011, H014)

ASP: Evaluate Promotional Activities (H015, H016, H017, H018)

Review Selling Competencies from Fundamentals of Marketing

SL: Utilize Organizational Skills in Professional Selling (I001, I004, I006, I009)

SL: Apply Professional Selling Techniques (I002, I003, I005, I014, I015, I016, I017)

MO: Process Purchase/Payment Forms and Records (E004, E008, E009, E017)

MO: Understand Financial Statements (E015, E016)

EC: Identify Labor and Management Relations (B010, B011, B012)

CO: Facilitate Communication Between Employees and Management (A003, A004, A005)

CO: Train Employees (A001, A002)

HR: Motivate Marketing Employees (D001, D002, D003)

HR: Participate in Professional Marketing Related Activities (D004, D005, D006)

HR: Identify the Ethical and Social Responsibilities of Marketing (D007, D008)

Review Employment and Advancement Competencies from Fundamentals of Marketing

EA: Secure Advanced Marketing Employment (C004, C005, C006)

END OF SPRING SEMESTER
ADVANCED MARKETING

Communications In Marketing

Expected Student Learning Outcome: TRAIN EMPLOYEES

(Resources: Retail Mkt.-Chap. 26; Retail Merch.-Chap. 19; Intro to Mkt-Chap. 12 & 17)

A001: Teach individual employees to perform job duties
A002: Give oral presentations to groups of marketing personnel

Expected Student Learning Outcome: FACILITATE COMMUNICATION BETWEEN EMPLOYEES AND MANAGEMENT

(Resources: Retail Mkt.-Chap. 25; Retail Merch.-Chap. 16)

A003: Interpret management policies to employees
A004: Interpret employee problems to management
A005: Interpret progress of departments, systems, or functions within the business to management

Expected Student Learning Outcome: INTERPRET MARKETING INFORMATION

(Resources: Retail Merch.-Chap. 19)

A006: Compose business letters, reports, and memorandums
A007: Read a variety of business communications and determine the relevant information
A008: Communicate orally or in writing the important information gained from reading and research
A009: Interpret tables, graphs, and charts in order to gain marketing information relevant to a business

Economic Concepts

Expected Student Learning Outcome: UNDERSTAND GOVERNMENT REGULATIONS IN MARKETING ENTERPRISES

(Resources: Retail Mkt.-Chap. 10)

B008: Identify reasons for government regulation of business activity
B009: Describe how government regulates business activities.

Expected Student Learning Outcome: IDENTIFY LABOR AND MANAGEMENT RELATIONS

(Resources: Retail Merch.-Chap. 16)

B010: Describe the types and levels of union organization
B011: Identify the issues most commonly discussed during labor-management negotiations
B012: Explain the effects of unionism on labor and management
Expected Student Learning Outcome: RECOGNIZE THE IMPORTANCE OF INTERNATIONAL MARKETING

(Resources: Mkt: An Intro.-Chap. 16; Retail Mkt.-Chap. 16; Retail Merch.-Chap. 53; Intro. to Mkt.-Chap. 2)

B013: Define international trade
B014: Explain why nations engage in international trade
B015: Describe how international trade affects the economic interdependence of nations

Expected Student Learning Outcome: IDENTIFY BUSINESS RISKS IN THE MARKETPLACE

(Resources: Mkt: An Intro.-Chap. 2; Retail Mkt.-Chap. 14; Retail Merch.-Chap. 42; Intro. to Mkt.-Chap. 41 & 42)

B016: Explain the meaning of business risks
B017: Identify types of risks that businesses encounter
B018: Explain how businesses deal with the various types of risks

Employment and Advancement

Expected Student Learning Outcome: APPLY MARKETING MANAGEMENT ABILITIES

(Resources: Retail Mkt.-Chap. 8; Retail Merch.-Chap. 20; Intro. to Mkt.-Chap 45)

C001: Identify qualities necessary for management/entrepreneurship
C002: Compare personal qualities with those needed for management/entrepreneurship
C003: Identify educational resources available within the community which develop career advancement opportunities

Expected Student Learning Outcome: SECURE ADVANCED MARKETING EMPLOYMENT

(Resources: Mkt: An Intro.-Chap. 17; Retail Mkt.-Chap. 4; Retail Merch.-Chap. 17 & 54)

C004: Locate job prospects
C005: Describe the process of obtaining full-time employment
C006: Prepare a resume

Human Relations in Marketing

Expected Student Learning Outcome: MOTIVATE MARKETING EMPLOYEES

(Resources: Retail Mkt.-Chap. 26; Retail Merch.-Chap. 20; Intro. to Mkt.-Chap. 16)

D001: Explain theories of employee motivation
D002: Identify ways to maintain a pleasant working environment
D003: Describe the importance of recognizing the accomplishments of others
Expected Student Learning Outcome: PARTICIPATE IN PROFESSIONAL MARKETING RELATED ACTIVITIES

/Resources: Intro. to Mkt.-Chap. 12/

D004: Explain the importance of professional marketing organizations and cite examples
D005: Explain the importance of trade associations in specific areas of marketing
D006: Identify and explain the importance of participating in community affairs

Expected Student Learning Outcome: IDENTIFY THE ETHICAL AND SOCIAL RESPONSIBILITIES OF MARKETING

/Resources: Retail Mkt.-Chap. 28; Intro. to Mkt.-Chap. 18/

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

Marketing Operations

Expected Student Learning Outcome: REGULATE STOCK

/Resources: Retail Mkt.-Chap. 54; Retail Merch.-Chap. 45; Intro. to Mkt.-Chap. 11/

E005: Calculate stock turnover
E006: Maintain stock control records
E007: Determine relationships between stock and sales
E013: Interpret breakeven points
E014: Interpret stock turnover in relation to department or company operating profits

Expected Student Learning Outcome: PROCESS PURCHASE/PAYMENT FORMS AND RECORDS

/Resources: Mkt: An Intro.-Chap. 15; Retail Mkt.-Chap 47; Retail Merch.-Chap. 47/

E004: Authorize checks according to the firm's policy
E008: Complete purchase orders
E009: Complete invoices
E017: Compare ways to ship merchandise in terms of cost and suitability

Expected Student Learning Outcome: UNDERSTAND FINANCIAL STATEMENTS

/Resources: Retail Mkt.-Chap. 64; Retail Merch.-Chap. 49/

E015: Interpret financial statements
E016: Complete financial statements (i.e. balance sheet, income statement)
Market Planning

Expected Student Learning Outcome: CONDUCT MARKETING RESEARCH

(Resources: Mkt: An Intro-Chap. 5; Retail Mkt-Chap. 13; Retail Merch.- Chap 51; Intro. to Mkt. Chap. 4)

F001: Identify a marketing research project
F002: Develop a marketing research design
F003: Research the secondary data resources
F004: Gather primary data
F005: Apply sampling techniques to identify the sample population
F006: Prepare a research instrument
F007: Prepare a research report
F008: Present a research report

Expected Student Learning Outcome: EXAMINE THE DEVELOPMENT OF NEW PRODUCTS

(Resources: Intro. to Mkt.-Chap. 6)

F009: Identify sources of ideas for new products
F010: Identify the methods of screening ideas for new products
F011: Identify the methods used for evaluating a new product idea
F012: Identify the forms and importance of pre-testing a product prototype
F014: Describe the stages of product development
F024: Describe the forms of market testing

Expected Student Learning Outcome: ESTABLISH PRICING POLICIES

(Resources: Mkt: An Intro.-Chap. 14; Retail Mkt.-Chap. 51; Retail Merch.-Chap. 26; Intro. to Mkt.-Chap. 10 & 11)

F015: Identify the factors that affect pricing
F016: Identify the most widely adopted pricing policies
F017: Set pricing objectives for a product/service
F018: Identify the most widely used pricing strategies

Expected Student Learning Outcome: DETERMINE STOCK/SALES RELATIONSHIPS

(Resources: Retail Mkt.-Chap. 52; Retail Merch.-Chap. 21)

F019: Plan sales
F020: Plan stock
F021: Plan reductions
F022: Plan purchases
F023: Plan markup
Advertising and Sales Promotion

Expected Student Learning Outcome: PLAN PROMOTIONAL ACTIVITIES

(Resources: Mkt: An Intro.-Chap. 10 & 13; Retail Mkt.- Chap. 41 & 42; Retail Merch.-Chap. 27 & 31; Intro. to Mkt.-Chap. 15)

H001: Plan and develop seasonal and storewide themes
H002: Select products for promotion that are seasonal and timely
H003: Plan advertising and displays which adhere to store promotional policies
H004: Obtain and use current product information necessary for effective and timely promotional activities
H006: Check available quantities of advertised product before a promotion breaks
H007: Select the most effective locations within the business to place displays
H014: Allocate promotional space for an item based on its sales volume

Expected Student Learning Outcome: CONDUCT PROMOTIONAL ACTIVITIES

(Resources: Retail Mkt.-Chap. 46; Retail Merch.-Chap. 29)

H005: Check advertising copy for omissions, additions, and corrections
H013: Inform personnel of the schedule of company sales promotion activities

Expected Student Learning Outcome: MANAGE PROMOTIONAL ACTIVITIES

(Resources: Mkt: An Intro.-Chap. 10 & 12; Retail Mkt.-Chap. 44 & 45; Retail Merch.-Chap. 30; Intro. to Mkt.-Chap. 14 & 15)

H008: Develop a schedule/calendar for changing major displays
H011: Coordinate promotional activities with local activities or seasonal events
H014: Coordinate national or chain advertising with local business promotions

Expected Student Learning Outcome: EVALUATE PROMOTIONAL ACTIVITIES

(Resources: Mkt: An Intro.-Chap. 10; Retail Mkt.-Chap. 38 & 39; Retail Merch.-Chap 5, 28, 30, & 31; Intro. to Mkt.-Chap. 2)

H015: Define promotional mix
H016: Describe the potential elements of a promotional mix
H017: Identify the major advantages and disadvantages of different forms of product promotion
H018: Describe the most important factors that management should consider when designing a promotional mix
Selling (Outside or Professional Sales)

Expected Student Learning Outcome: UTILIZE ORGANIZATIONAL SKILLS IN PROFESSIONAL SELLING

(Resources: Retail Mkt.-Chap. 30; Intro. to Mkt.-Chap. 13)

1001: Determine the importance of making an appointment in advance and being on time
1004: Plan in advance what section of sales territory will be covered in a given day
1006: Keep customer records
1009: Set and evaluate sales goals or quotas

Expected Student Learning Outcome: APPLY PROFESSIONAL SELLING TECHNIQUES

(Resources: Mkt: An Intro.-Chap. 11; Retail Mkt.-Chap. 30 & 31; Retail Msrch.-Chap. 6; Intro. to Mkt.-Chap. 13)

1002: Identify ways to dealing with ancillary personnel
1003: Announce the purpose for the call immediately to the prospective customer
1005: Prepare and organize sales aids
1014: Gain customer's attention with a strong opening remark
1015: Make a smooth, natural and interesting sales presentation
1016: Show how the product or service will satisfy the needs of the customer
1017: Plan for customer participation

Marketing Concepts

Expected Student Learning Outcome: IDENTIFY MARKETING STRATEGIES

(Resources: Retail Mkt.-Chap. 11 & 16; Intro. to Mkt.-Chap. 1 & 5)

J001: Define marketing strategy
J002: Identify factors that affect marketing strategies
J003: Describe a marketing strategy for a given situation
J004: Identify the elements of the marketing mix
J005: Determine a marketing mix

SUGGESTED RESOURCE LIST


INTRODUCTION TO MARKETING by Lynch, Ross, and Wray. Gregg Division of McGraw-Hill Book Company, 1984.)