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ABSTRACT

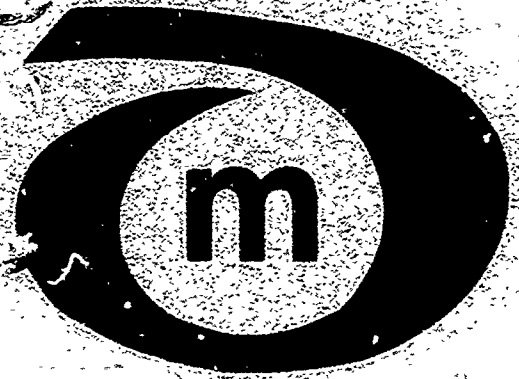
The distributive education program for grades 7 to 12 is organized around three career education phases: the career education phase (grades 7-10), the distributive phase (grade 11), and the competency cluster phase (grade 12). The grade 11 syllabus provides a six-page introduction which covers scheduling,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

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# DISTRIBUTION AND MARKETING SYLLABUS



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BUREAU OF SECONDARY CURRICULUM DEVELOPMENT / ALBANY, NEW YORK

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Bureau of Secondary Curriculum Development/Albany, New York 12234  
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## FOREWORD

In June 1971, the following representatives of occupational clusters in distribution and marketing met in Albany to determine the trends in their fields and their implications for change in curriculum:

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

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

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

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

The employers and educators listed above were invaluable in structuring the 14 modules upon occupational theory and practice. However, the writers had the arduous and lengthy task of correlating:

- . the student behavioral objectives correlated with the topics, content, and instructional materials
- . the teaching suggestions and student activities correlated with the occupational clusters
- . the evaluation techniques correlated with the behavioral objectives.



## FOREWORD

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

John J. Johnson, President, N.Y.S. Council of Retail Merchants - *General Merchandising*,  
James J. Lewis, Sales Manager, The Concord Hotel - *Hotel and Lodging*,  
Robert J. Courtney, President, Tri-Cities Manpower - *Management*,  
John J. Mont, Executive Secretary, Albany Board of Realtors - *Real Estate*,  
Karl J. ... Assistant Vice President, State Bank of Albany - *Finance and Credit*,  
... Manager, American Airlines - *Transportation*,  
... SUNY at Albany and former advertising executive - *Advertising*,  
... Personnel Director, Central Markets - *Food Distribution*, and  
... Chairman of The Board, The Colad Corp. - *Wholesaling*.

Following Coordinators of Distributive Education met in Albany:

... of Long Beach High School,  
... of the N.Y. City Board of Education,  
... of Guilderland Central High School,  
... of Kensington High School, Buffalo,  
... of Bethlehem Senior High School, Delmar,  
... of Sanford Calhoun High School, Merrick,  
... of North Babylon High School,  
... of James Sperry High School, Henrietta, and  
... of Valley Stream Central High School.

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

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

Behavioral objectives correlated with the topics, content, and instructional areas, questions and student activities correlated with the occupational clusters, and techniques correlated with the behavioral objectives.

Over a two-year period, the following persons were involved in writing and rewriting the mo

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

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

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

Gordon E. Van Hooft, *Director*  
*Division of Curriculum Development*

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Cracken of Williamsville South High School,  
Miller of Kensington High School, Buffalo,  
Schultheis of North Babylon High School, Long Island,  
Scott of Herricks High School, New Hyde Park, and  
Sweet of James Sperry High School, Henrietta.

John J. Brophy and William C. Plimley of the Bureau of Distributive Education and Alvin E. Rubin of the Bureau of Secondary Curriculum Development supervised the development of the modules and prepared the final publication.

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

John J. Brophy, *Director*  
*Bureau of Secondary Curriculum Development*

## MESSAGE TO THE INSTRUCTOR

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

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

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

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

Douglas T. Adamson, *Chief*  
*Bureau of Distributive Education*

Robert H. Bielerfeld, *Director*  
*Division of Occupational Education*  
*Instruction*

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

Best teachers in providing adequately and competently educated marketing personnel, the marketing syllabus for the 11th grade has been thoroughly revised and is presented as a unique program. Curriculum innovations such as modular structure, objectives stated in measurable student learning objectives, and evaluative techniques related to those objectives have all been incorporated in this publication. Outcomes at a basic level of learning, using 17 marketing clusters, are expected to be followed by cluster specialization in the 12th grade for students interested in career preparation at a marketing function throughout the program emphasizes a marketing function approach.

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

Douglas T. Adamson, *Chief*  
*Bureau of Distributive Education*

*Director*  
*General Education*

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## INTRODUCTION

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

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

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

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

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

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



## INTRODUCTION

tion has been challenged to design a program that would reflect the latest, best, and most environment that is possible in the schools of today and tomorrow with the assurance that this subject matter would be learned. Such a design has been incorporated in this new syllabus as part of a total program. The distributive education program, very simply put, is what is known in education about how learning occurs and imposes that knowledge on the program is less concerned with time, credits, courses, and scheduling and more concerned with elements correlated with this publication cover three phases in the total design:

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

*Marketing Phase:* This part of the program is divided into one-, two-, and three-week segments at the 11th grade that provide the fundamentals of distribution and marketing taught through closely related occupations. The objective of student learning at this stage is not the secondary purpose--but the fundamental functions of marketing being learned while the student works down of his career choice in the preparation process. The clusters include advertising and sales, automotive services, finance and credit, food distribution, general merchandise, hotel and lodging, industrial marketing, insurance, international trade, personal services, real estate, recreation and tourism, transportation, and warehousing.

Distribution and marketing would follow the career education program that is offered in grades 7 through 11. If this program has not been available to the student, then this course would serve as an introduction to the program.

*Phase:* Occupational competency in one or more of the 17 clusters listed in the preceding part of the 12th grade program. Schools that offer the program will teach within clusters that reflect the major employment options of marketing in their regions of the country--sometimes two or three to cover one cluster--will be available for the 12th grade. The program is designed to meet the interest and employment opportunities are key elements as to which clusters are offered in the program that is available. Schools within the same district would not necessarily offer the same time. Even if they were to do so, provision for individual and small group instruction is provided.

This program for teachers and students. It is a design that has breadth and depth; fits the needs of today's and tomorrow's students; is flexible as to when and how long it is taken; reflects

employment needs, trends, and opportunities; is within reach of students with a little effort. The classroom laboratory, the school store, the club activities of DECNY-DECA, cooperative work, and instructional programs in the business community are all program elements that help the student be prepared for one or more clusters and a career in marketing and distribution. Strong multi-occupational opportunities are available to secondary students; and they may obtain and progress in a variety of responsible positions with additional experience. A program in distributive education is available in a comprehensive high school and an area occupational center.

### Sequences and Scheduling

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

|                               | <u>Grade Level</u> | <u>Credit</u> |
|-------------------------------|--------------------|---------------|
| Distribution and marketing    | 11                 | 1             |
| Selected marketing cluster(s) | 12                 | 1             |
| Cooperative work experience   | 11 or 12           | 1 or 2        |

The content of the distribution and marketing course is outlined in this publication.

The selected marketing clusters for the 12th grade include subject matter determined to be advertising services, visual merchandising, department and specialty store retailing, wholesaling, finance and credit, supermarketing, travel and transportation, and other subject matter that are marketing clusters for distributive education. Employment opportunities and needs within a cluster, as well as student interest and aptitude are the major factors in determining which clusters are selected.

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

The third unit in the three-unit vocational sequence will be recognized when a course is completed in a vocational subject area. The related occupational subject may be offered in the fields of agriculture and office, home economics, health occupations, trade, and technical education, but must provide the product knowledge that the distributive education student needs for success in a marketing career.

trends, and opportunities; is within reach of students with a little effort and imagination. Laboratory, the school store, the club activities of DECNY-DECA, cooperative work experience, and programs in the business community are all program elements that help the student become competently prepared for more clusters and a career in marketing and distribution. Strong multi-level employment opportunities are available to secondary students; and they may obtain and progress in a variety of rewarding and challenging occupations with additional experience. A program in distributive education is an essential offering of high school and an area occupational center:

### Guiding

The major Regents sequence (Group 2 requirement) for high school graduation recommended for students in this subject field is:

|                               | <u>Grade Level</u> | <u>Credit</u> |
|-------------------------------|--------------------|---------------|
| Distribution and marketing    | 11                 | 1             |
| Selected marketing cluster(s) | 12                 | 1             |
| Cooperative work experience   | 11 or 12           | 1 or 2        |

The distribution and marketing course is outlined in this publication.

Marketing clusters for the 12th grade include subject matter determined locally from courses in wholesaling, visual merchandising, department and specialty store retailing, wholesaling, warehousing, supermarketing, travel and transportation, and other subject matter that relates to the field of distributive education. Employment opportunities and needs within a region of the State and student interest and aptitude are the major factors in determining which clusters should be offered.

Work experience is available for credit in either the 11th or 12th grade. Students in the distribution course should be concerned with attitudinal development and exploratory objectives in the field while improving their basic marketing skills. It will be directly related to a student's area of interest in the 12th grade. All students should have an opportunity for work experience when they complete a selected marketing cluster in the 12th grade; and competency development should be at intermediate levels.

Work experience in the three-unit vocational sequence will be recognized when a course is part of another area. The related occupational subject may be offered in the fields of agriculture, business, economics, health occupations, trade, and technical education, but must provide service or experience that the distributive education student needs for success in a marketing occupation. The related

vocational subject for sequence credit should be part of a planned preparatory program for an i  
There are many "useful" subjects in other vocational and academic subject offerings, but none a  
are there any prerequisites to be scheduled before a student enrolls in a distributive educatio

A vocational preparation that results in four or more units of credit would not be unusual  
and with the program options that are available in area occupational centers. Interested stude  
couraged to choose a second marketing cluster specialization in the 12th grade, complete the al  
in cooperative work experience, or select an appropriate vocational subject from another subject  
support their marketing career objective with product or service knowledge.

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

#### Student Programming and Descriptive Titles

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

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

Schools with 800 or more students in grades 9 through 12 typically have a large enough st  
support a two-year classroom program with cooperative work experience. Regional employment ne  
a higher or lower student interest. The one-year program should be firmly established before  
year offering.

or-sequence credit should be part of a planned preparatory program for an individual student. "ful" subjects in other vocational and academic subject offerings, but none are required, nor prerequisites to be scheduled before a student enrolls in a distributive education program.

Preparation that results in four or more units of credit would not be unusual in larger schools and options that are available in area occupational centers. Interested students should be encouraged to complete a second marketing cluster specialization in the 12th grade, complete the allowable two units of experience, or select an appropriate vocational subject from another subject area that will meet the student's career objective with product or service knowledge.

Area centers, as well as local schools, offer distributive education at the 11th and/or 12th grade class and laboratory periods of instruction. Additional credit allotments, other than pro-credits, are possible by formally applying to the Bureau of Secondary Curriculum Development, Department. Outlines of the additional subject matter being taught and the competencies to be part of the approval process in recognizing additional credit for subject matter not in the syllabus.

#### and Descriptive Titles

Students of a full range of scholastic abilities are able to benefit from instruction in distributive education. Methods used for teaching are predominately task- or project-oriented with a wide variety of text materials available as well as the business community itself. Interest and motivation in a subject and ability to learn the subject matter are certainly valuable attributes for student success in the program. Students who are undecided on a career choice will find the program particularly valuable. Prerequisites and preparation for employment is the program's primary objective. 27 community colleges, the State University of New York, as well as a dozen private two-year colleges, offer marketing education to students who wish to continue their formal educational preparation.

Followup of students in this program validate the recommendation that average students should complete one year of instruction for employment in occupations related to the instruction or for continuing education at post-secondary institutions. Scheduling students in the program by the 11th grade and a degree of competency specialization in a marketing cluster is to occur for a majority of students. Guidance personnel and marketing teachers need to provide career awareness at some stage before student enrollment is motivated by interest and employment needs.

100 or more students in grades 9 through 12 typically have a large enough student interest to implement a classroom program with cooperative work experience. Regional employment needs could indicate a strong student interest. The one-year program should be firmly established before implementing a two-

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

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

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

### Cooperative Work Experience

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

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

Training agreements (not contracts) involving the student, the educational agency, and the employer will become a more important factor in coordinating the in-school experience with the on-the-job experience. The degree of different learning activities is expected during the work experience phase, depending on the purposes the repetitive experiences where the student has reached a satisfactory degree of competence.

centers offer distributive education programs to schools too small for sufficient student marketing cluster specializations that would not be efficiently offered in a single school. and service knowledge from other vocational subject areas are frequently available to low, where, and when the student takes the program presents several options depending on center arrangements: the full two-year program at a local school or an area occupational distribution and marketing course at a local school with some or all advanced marketing school or the area occupational center; or only the 11th year in the local school with all the area center.

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nts (not contracts) involving the student, the educational agency, and the business sponsor ortant factor in coordinating the in-school experience with the on-the-job experience. A earning activities is expected during the work experience phase, de-emphasizing for credit ve experiences where the student has reached a satisfactory degree of competency.

A close relationship between the school and the employer is the hallmark of a distributive. Locating favorable work stations and interested employers, matching student interest with the work stations, and visiting the training sponsor monthly requires understanding and time. The number of students in a cooperative program, distances between work stations and start-up time in developing a program are considerations in determining the policy of allowing at least one daily class period to the teacher-coordinator for each 20-25 students in the cooperative program.

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

### The School Store

The school store is an educational laboratory as well as a business established for the many services it provides within the school. It complements the daily classroom instruction in distribution since many students learn most effectively when they have an immediate opportunity to put theory into practice. Other objectives of a school store operation include:

- Provides an opportunity to supplement and reinforce the knowledge and skills required for various careers in marketing occupations.
- Develops business-like procedures and attitudes.
- Encourages and develops leadership, initiative, and management ability.
- Provides pre-employment training and education.
- Offers quality merchandise at economical prices for the faculty and student body.

It is recommended that the school store be operated in conjunction with a distributive education class project under the supervision and guidance of the classroom teacher. The school store is an important instructional tool relating practical store activities to the classroom. The abstract concepts of distribution and marketing concepts and the multitude of sales and sales-supporting occupations are made concrete in this controlled atmosphere. In order to take maximum advantage of the learning situation afforded by the school store, the teacher-coordinator must carefully plan projects with a particular instructional objective in mind. In terms of actual activities, these projects range from routine clerical and employment tasks to creative selling and sophisticated product promotional plans.

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



between the school and the employer is the hallmark of a distributive education program. Stations and interested employers, matching student interest with the available work, the training sponsor monthly requires understanding and time. The number of students in instances between work stations and start-up time in developing a program are all considered a policy of allowing at least one daily class period to the teacher-coordinator for each 20-25 students in the cooperative program.

Students in cooperative work experience programs demonstrate the value of the program to students, teachers, guidance counselors, school administrators, and employers. While it is true that work experience will never be mandated for all students in the program, it deserves major attention with programs.

A school store is an educational laboratory as well as a business established for the merchandise and operation within the school. It complements the daily classroom instruction in distributive occupations and is most effectively used when they have an immediate opportunity to put theory into practice. School store operations include:

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

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

As a starting point, the school store should be treated as an extracurricular activity. A publication titled *Marketing, Accounting, and Auditing of Extraclassroom Activity Funds, Finance Pamphlet 2*, is available from the University of the State of New York, The State Education Department, Division of Educational Services, Albany 12234, as a guide in setting up acceptable accounting procedures for the control of

Divisions or departments can be created as in an actual business, and students should p within these departments. By limiting teacher-oriented instruction, most learning will be a projects involving students in a good deal of roleplaying within the framework of the school

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

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

### Student Club Activities

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

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

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

A chapter organization in a local school must present a program of learning activities occupational needs and interests of their students for the employment region they represent should not be limited to only those who seek the competitive events aspect of the program. designed for students who need assistance at all stages of their development in vocational, growth.

departments can be created as in an actual business, and students should perform specific tasks and assignments. By limiting teacher-oriented instruction, most learning will be accomplished through roleplaying by students in a good deal of roleplaying within the framework of the school store organization.

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

The school store project is an integral part of a distributive education instructional program and, as such, requires teacher supervision and student-store supervision are a necessity. Consequently, one class period could be allocated in the teacher's daily schedule for those activities associated with this educational enterprise.

#### Activities

The school store is an important element in the learning process and a co-curricular club program available in every school. The membership is through a local chapter organization while the student is enrolled in the classroom. The basis of the club activities is on individual and group activities in the school and business. The purpose is to develop and promote an interest in marketing education; and the acquiring of knowledge, skills, and vocational competence and the responsibilities of citizenship in our economic system.

Activities are annually reviewed to assess their educational value to the members of chapters. Individual achievement and accomplishments are recognized directly at the local level as well as at the regional, statewide, and nationally. Learning activities are being designed through the marketing program to complement the 12th grade curriculum.

Members of local chapters use the club activities as an alternative approach to learning the subject matter and reinforcement for their classroom teaching. Competitive events provide qualitative and quantitative experiences. The basis for many rewarding and self-fulfilling experiences are recognized in the program.

Organization in a local school must present a program of learning activities that reflect the needs and interests of their students for the employment region they represent. Program participation is limited to only those who seek the competitive events aspect of the program. Club activities are available for students who need assistance at all stages of their development in vocational, social, and civic activities.

## Certification of Teacher

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

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

## Facilities and Equipment

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

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

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

In addition to these facilities, projects are developed by teachers to enable students to simulate the working environment as a supplement to the classroom.

ulations currently provide one route for teaching distributive education: the baccalaureate hours in business and marketing and one year of work experience, plus 30 hours of upper program also includes 12 hours of professional education and supervised student teaching. Some schools may require additional preparation for graduation.

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

nt

, there are four basic components to the instructional facility that is recommended in this environment:

- laboratory
- store
- small conference area
- resource and audiovisual area.

These components provides for a program function in an educational setting. Classroom-laboratory and store facilities are often combined in an approvable space of 1,000 square feet in the regular classroom or 500 square feet in area occupational center programs. Separate school store facilities usually are provided for customer service sections and storage. The office or small conference area is used for the cooperative work experience and could be part of the school store space. When place-keeping facilities are part of the school's program, desk and telephone space for the distributive coordinator are frequently a part of this facility.

These facilities, projects are developed by teachers to enable students to use the business environment to the classroom.

Equipment suggestions derived from several sources in distributive education are categorized as follows:

Essential

Actual or dummy merchandise  
Cash register  
Cashwrap unit  
Display cases  
File cabinets  
Filmstrip projector  
Merchandise units  
Movie projector  
Overhead projector  
Projection screen  
Record player  
Shelving  
Slide projector  
Tape recorder  
Telephone  
Work tables

Very Useful

Adding Machine  
Ad layout table  
Display forms  
Display props  
Fitting mirror  
Mannequins  
Opaque projector  
Pegboards  
Portable lights  
Shadowboxes  
Single-concept projector  
Study carrels  
35mm camera  
Showcase or sign prop  
Sign holders  
Tool cabinet  
Typewriter and desk  
Video-tape equipment

The above list is not meant to be all inclusive and will vary depending on the marketing specialization in the 12th grade. The equipment could be found in the classroom-laboratory office, or resource center and audiovisual area.

Philosophy of this Course

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

The performance objectives that are identified module by module and topic by topic are designed to be of instruction. The degree of competency developed may vary as well as the instructional materials and activities, and the time needed to accomplish the objective. Other valid objectives may be identified by the teacher; and the number of objectives listed in most modules allows for the selection of appropriate ones.

otions derived from several sources in distributive education are categorized as follows:

Essential

or dummy merchandise  
register  
rap unit  
ay cases  
cabinets  
trip projector  
andise units  
projector  
lead projector  
ction screen  
d player  
ing  
projector  
recorder  
hone  
tables

Very Useful

Adding Machine  
Ad layout table  
Display forms  
Display props  
Fitting mirror  
Mannequins  
Opaque projector  
Pegboards  
Portable lights  
Shadowboxes  
Single-concept projector  
Study carrels  
35mm camera  
Showcase or sign printer  
Sign holders  
Tool cabinet  
Typewriter and desk  
Video-tape equipment

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

course

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several years. Their judgments as to what should be taught and their suggestions for ways of  
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objectives that are identified module by module and topic by topic are the desired outcomes  
degree of competency developed may vary as well as the instructional methods, learning  
time needed to accomplish the objective. Other valid objectives may be added for particular  
r; and the number of objectives listed in most modules allows for the selection of the most

Regardless of these variables, the overall course objective should not be obscured in the classroom activities. Distribution and marketing in this course should give the student a bre the marketing field while developing knowledge and skills at a basic level for the functions of

It will be difficult to teach within the time constraints suggested in this syllabus. On has been roughly allowed for topics such as introduction to marketing, career opportunities, m sales promotion, selling, and human relations. Two weeks each is the estimated time for produ information, buying, marketing research, credit, recordkeeping, and marketing management topic communications and business and government relationships completes the time allowances.

Classroom time becomes extremely important and there is always the desire to go deeper an teacher is involved in a particular module. The marketing cluster specialty which follows thi provide the student with time to review before moving toward intermediate and advanced compete The desire to learn more and to improve his marketing knowledge is a desirable outcome of the as the student looks forward to a specialized marketing cluster in the next stage of his devel distributive education.



variables, the overall course objective should not be obscured in the day to day rush of Distribution and marketing in this course should give the student a breadth and scope of the developing knowledge and skills at a basic level for the functions of marketing.

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

comes extremely important and there is always the desire to go deeper and deeper once the a particular module. The marketing cluster specialty which follows this course will in time to review before moving toward intermediate and advanced competency development. e and to improve his marketing knowledge is a desirable outcome of the 11th grade courses forward to a specialized marketing cluster in the next stage of his development in

## SELECTED REFERENCE AND INSTRUCTIONAL MATERIAL SOURCES

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

### TEXT AND REFERENCE BOOKS

#### Advertising Services

- Antrim, William. *Advertising*. Gregg/McGraw-Hill Book Company. 1970. 137 pp. \$2.67.
- D.E. Department. *Advertising*. University of Texas. 1969. 30 pp.
- Freson, Jeanette. *Fairchild's book of window displays*. Fairchild Publications, Inc. 1973.
- Hatchett, Melvin. *Merchandise display*. University of Texas. 1972. 221 pp. \$6.00.
- Kitsteiner, Karen. *Display made easier*. D.E. Materials Lab. 1971. 115 pp. \$3.00.
- Koeninger, Jimmy. *You be the judge: advertising*. D.E. Materials Lab. 1973. 40 pp. \$3.00.
- Mauger, Emily M. *Modern display techniques*. Fairchild Publications, Inc. 1972. 128 pp.
- MEG Sales Education. *Display selling*. The National Cash Register Company. 1959. 200 pp.
- Mills, Chester. *Introduction to advertising*. D.E. Materials Lab. 1966. 58 pp. \$2.00.
- Milton, Shirley. *Advertising for modern retailers*. Fairchild Publications, Inc. 1973.
- Ocko, Judy Young. *Retail advertising copy: the how, the what, the why*. National Retail Merchants Association. 1971. 96 pp. \$4.95.
- Rowe, Frank A. *Display fundamentals*. Display Publishing Company. 1970. 149 pp.
- Samson, Harland E. *Advertising and displaying merchandise*. South-Western Publishing Company. 1970. 108 pp. \$3.92.
- Smith, Gary R. *Display and promotion*. Gregg/McGraw-Hill Book Company. 1970. 108 pp.
- Valenti, Gabriel M. *Interior display: a way to increase sales*. Small Business Administration. 1970. 108 pp.

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- Modern display techniques*. Fairchild Publications, Inc. 1972. 128 pp. \$8.50.
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- Introduction to advertising*. D.E. Materials Lab. 1966. 58 pp. \$2.00.
- Advertising for modern retailers*. Fairchild Publications, Inc. 1973.
- Retail advertising copy: the how, the what, the why*. National Retail Merchants Association. 1955.
- Display fundamentals*. Display Publishing Company. 1970. 149 pp.
- Advertising and displaying merchandise*. South-Western Publishing Company. 1967. 218 pp.
- Display and promotion*. Gregg/McGraw-Hill Book Company. 1970. 108 pp.
- Interior display: a way to increase sales*. Small Business Administration. 1965. Free.

## Apparel and Accessories

American Viscose Division, FMC Corporation. *Fiber facts, 1967-68.* 89 pp. Free.

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

Everhardt, Richard. *Men's furnishings.* D.E. Materials Lab. 1971. 148 pp. \$3.00.

Fried, Eleanor L. *Is the fashion business your business?* Fairchild Publications, Inc. 1970.

Gillespie, Karen R. *Apparel and accessories for women, misses and children.* Small Business A  
1965. 19 pp. Free.

Gold, Analee. *How to sell fashion.* Fairchild Publications, Inc. 1968. 256 pp. \$7.95.

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

Instructional Materials Services. *Menswear.* University of Texas. 1970. 95 pp. \$6.00.

——— *Women's ready-to-wear.* 1970. University of Texas. 1970. 95 pp. \$6.00.

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

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

Klapper, Marvin. *Fabric almanac.* Fairchild Publications, Inc. 1971. 148 pp. \$4.95.

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cations, Inc. 1956. 112 pp. \$4.95.

Logan, William B. & Moon, Helen M. *Facts about merchandise.* Prentice-Hall. 1967. 372 pp.

Mullikin, Eleanor Wanty. *Selling fashion apparel.* South-Western Publishing Company. 1971.

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*the fashion business your business?* Fairchild Publications, Inc. 1970. 300 pp. \$6.95.

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

*sell fashion.* Fairchild Publications, Inc. 1968. 256 pp. \$7.95.

*all the whole store as fashion.* National Retail Merchants Association. 1969. 32 pp. \$3.00.

*s Services. Menswear.* University of Texas. 1970. 95 pp. \$6.00.

*to-wear.* 1970. University of Texas. 1970. 95 pp. \$6.00.

*shing. Color, line, and design.* 152 pp. \$5.48.

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*ation.* 156 pp. \$5.48.

*ric almanac.* Fairchild Publications, Inc. 1971. 148 pp. \$4.95.

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*te, Dorothy. How to build an infants', children's & sub-teens' business.* Fairchild Publications. 112 pp. \$4.95.

*son, Helen M. Facts about merchandise.* Prentice-Hall. 1967. 372 pp. \$6.57.

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*the clothing textbook.* Charles A. Bennett Company, Inc. 672 pp. \$6.96.

*eting textiles.* Fairchild Publications, Inc. 1970. 144 pp. \$5.95.

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- Texas Education Agency. *Basic fashion training*. The University of Texas. 1969. 76 pp.
- The Butterick Company, Inc. *Fabric dictionary*. 6 pp. \$.05.
- Tolman, Ruth. *Guide to fashion merchandise knowledge, Vol. 1*. Milady Publishing Corporation
- Troxell, Mary D. & Judelle, Beatrice. *Fashion merchandising*. Gregg/McGraw-Hill Book Company \$7.00.
- Wingate, Isabel B. *Fairchild's dictionary of textiles*. Fairchild Publications, Inc. 1970.
- Wingate, Isabel. *Textile fabrics*. Educational Book Division. Prentice-Hall. 1953. 640 pp.

### Automotive

- Fritz. *Service station operation and management*. Gregg/McGraw-Hill Book Company. 1968. \$3
- Instructional Materials Services. *Auto parts kit*. University of Texas. 5 books.
- Motor Vehicle Manufacturing Association. *Automobiles of America*. 1970. 277 pp. Free.
- *Facts for study*. 1970. 29 pp. Free.
- Recreational Vehicle Institute. *Recreational vehicle facts & trends*. 1973. 30 pp. \$1.00.

### Finance and Credit

- American Bankers Association. *Money and banking in our everyday living*. Free.
- Dun & Bradstreet, Inc. *10 keys to basic credits and collections*. 1964. 41 pp. \$1.00.
- Kohns, Donald P. *Credit and collections*. South-Western Publishing Company. 1968. 134 pp.
- Myer, J. *Understanding financial statements*. New American Library. 1964. 206 pp. \$1.25.
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American Hotel Institute, Michigan State University, Kellogg Center, East Lansing, Missouri.

American Society of Traffic and Transportation, 547 W. Jackson Blvd., Chicago, Illinois 60601

American Viscose Division, FMC Corporation, 1617 John F. Kennedy Blvd., Philadelphia, Pennsylvania

Ball State Teachers College, Muncie, Indiana.

Bates Fabrics, Education Department, 112 West 34 Street, New York, New York 10001.

Bigelow-Sanford, Inc., 140 Madison Avenue, New York, New York 10016.

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College, Muncie, Indiana.

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

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

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

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

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t Association, St. Louis, Missouri.

nant Association, 100 West 31 Street, New York, New York 10001.

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

rchants Association, P.O. Box 22, Trenton, New Jersey 08601.

poration, 6 East 43 Street, New York, New York 10017.

Englewood Cliffs, New Jersey 07632.

Customer Programs, Merchandise Mart, Chicago, Illinois 60654.

stitute, 2720 Des Plaines Avenue, Des Plaines, Illinois 60018.

son Avenue, New York, New York 10016.

stration, U. S. Government Printing Office, Washington, D. C. 20402.

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

ing Co., 5101, Madison Road, Cincinnati, Ohio 45227.

Teaching Systems Corp., 334 Boylston Street, Boston, Massachusetts.

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

University Press of Kentucky, Lexington, Kentucky 40506.

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

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

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- American salesman.* National Research Bureau, Inc., 1970 Main Street, Sarasota, Florida 33577.
- Chain store age.* (7 Editions; 4 cat.). Lebhar-Friedman Publications, Inc., 2 Park Avenue, New York, N.Y. Monthly.
- Discount merchandiser.* MacFadden-Bartell Corporation, 205 E. 42nd Street, New York, N.Y. 10017.
- First national city bank monthly economic letter.* First National City Bank, 399 Park Avenue, New York, N.Y.
- Food merchants advocate.* N.Y.S. Food Merchants Association, 641 Lexington Avenue, New York, N.Y.
- Grey matter.* Grey Advertising, Inc., 777 Third Avenue, New York, N.Y. 10017. Monthly.
- Home furnishings daily.* Fairchild Publications, Inc., 7 East 12th Street, New York, N.Y. 10003.
- Industrial marketing.* Advertising Publications, Inc., 740 North Rush Street, Chicago, Illinois 60611.
- The institute journal.* Educational Institute of the American Hotel & Motel Association, 888 S. 4th Street, New York, N.Y. 10019. Monthly.
- Marketing/communications.* Decker Communications, Inc., 501 Madison Avenue, New York, N.Y. 10017.
- Service station dealer.* Stanley Publishing Company, 300 West Lake Street, Chicago, Illinois 60601.

Advertising Publications, Inc., 740 Rush Street, Chicago, Illinois 60611. Weekly.

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ly. Fairchild Publications, Inc., 7 East 12th Street, New York, N.Y. 10003. Daily.

y. Advertising Publications, Inc., 740 North Rush Street, Chicago, Illinois 60611. Monthly.

z. Educational Institute of the American Hotel & Motel Association, 888 Seventh Avenue,  
019. Monthly.

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*The wonder of water.* 1967.

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

*This is Lloyds.* 1973.

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

*Data processing: introductory principles.* 1972.

*Goodwill ambassadors.* 1965.

*Know your facts.* 1967.

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*You've sold me, Mrs. Marlow.* 1967.

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

*The second effort.* 1968.

*Tough-minded salesmanship.* 1972.

Illinois Central Railroad, Room 302A, 135 East 11th Place, Chicago, Illinois 60605. Free Loan.

*New directions in modern railroading.* 1967.

Journal Films, Inc., 909 West Diversey Parkway, Chicago, Illinois 60614. Rental.

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*Lifeline on wheels.* 1965.

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r. 1967.

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

s, 1965.

k. 1965.

re Service, Inc., 2323 New Hyde Park Road, New Hyde Park, NY 11040. Free Loan.

ro. 1972.

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*Caught.* 1971.

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*Step into banking.* 1967.

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

*Flight plan.* 1966.

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

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

Production Service, Virginia Department of Education, Richmond, Virginia 23216. Rental \$8.

*Opportunities unlimited.* 1971.

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

*Tell it like it is.* 1968.

Roundtable Films, Inc., 113 No. San Vicente Boulevard, Beverly Hills, California 90211. Rental

*Who killed the sale.* 1973.

*Writing letters that get results.* 1972.

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

*Salesmanship: career opportunities.* 1966.

*Trip from Chicago.* 1967.

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

*The customer and you -- getting organized.* 1965.

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

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

*Spin for a win.* 1967.

Merchants Association, Book Order Department, 100 West 31st Street, New York, NY 10001.

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Inc., 113 No. San Vicente Boulevard, Beverly Hills, California 90211. Rental.

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*you -- two-way communication.* 1965.

y, Any-local store. Free Loan.

1967.

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

*The world of work: vocational opportunities*

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

*Marketing careers.*

*Newspaper advertising.*

*Point of purchase display.*

*Receiving, checking, and marking merchandise.*

*Sales check procedures.*

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

*Interviewing and hiring store personnel.*

*Problem employees: cause and care.*

ercher Avenue, Jamaica, N.Y. 11435. Purchase. 1972.

*educational opportunities*

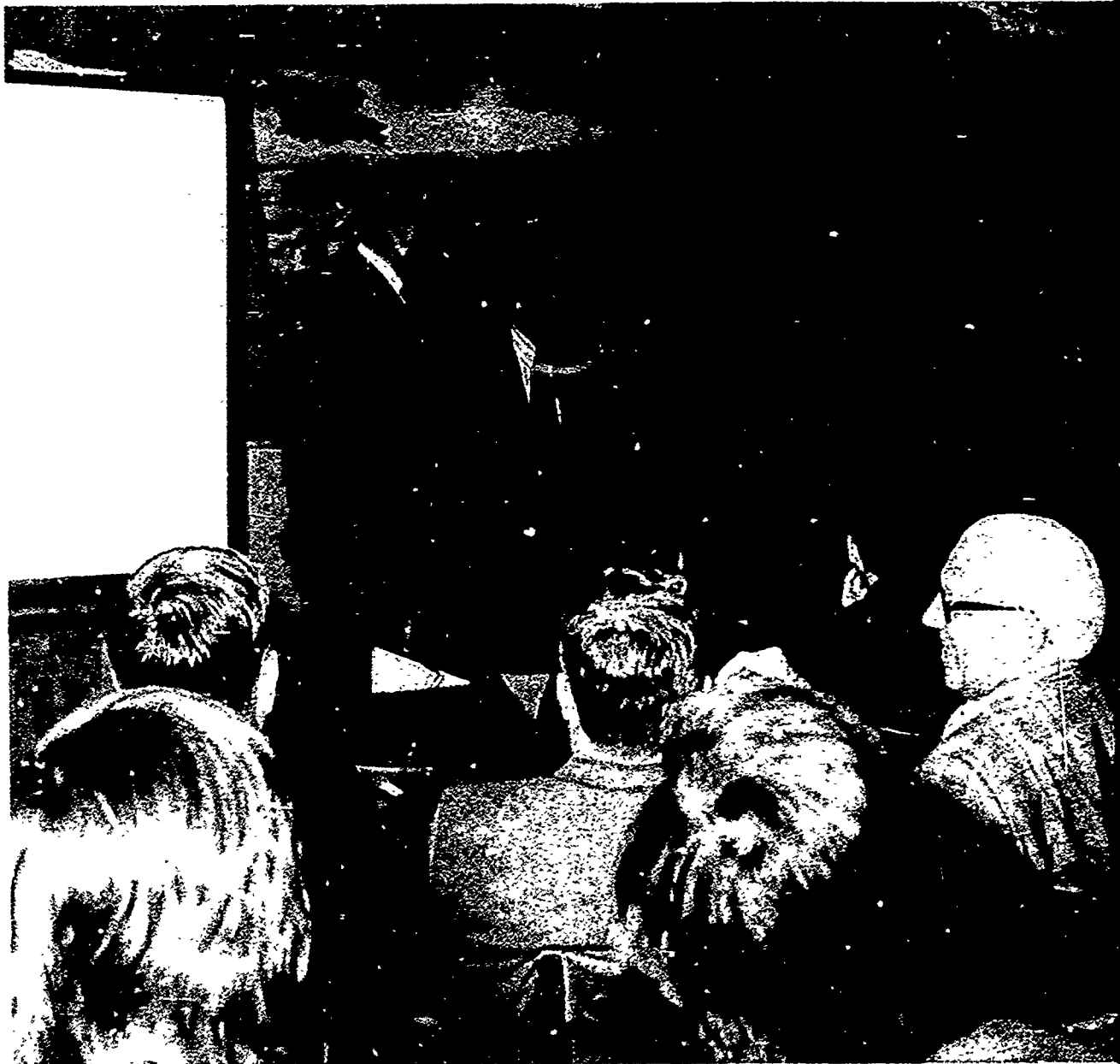
u, Inc., 322 South Michigan Avenue, Chicago, Illinois 60604. Purchase only. \$16.00.

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## FUNCTION, SCOPE, AND TRENDS OF MARKETING



Many companies support distributive education in our high schools by participating in DECA and having students address their groups.

## FUNCTION, SCOPE, AND TRENDS OF MARKETING



Many companies support distributive education in our high schools by participating in DECA and having students address their groups.

## FUNCTION, SCOPE, AND TRENDS OF MARKETING

General Goals: To familiarize the student with:

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

### Behavioral Objectives

The student will be able to:

Give a brief history of how American business evolved.

Compare barter to present day selling.

Differentiate between extractors and manufacturers.

Define and give examples of the creation of product value.

Define and name several mass production businesses.

Differentiate between production, distribution, and service businesses.

Explain how creation of utility adds value to the product.

### Topics, Content, Instr

#### I. THE PROCESS OF MARKETING

##### A. Business in America

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

##### B. Producers

1. Extractor
2. Manufacturer
3. Creation of product value
  - a. Utility
  - b. Form
  - c. Place
  - d. Timeliness
  - e. Desire for possession
4. Mass production
5. Kinds of businesses
  - a. Production
  - b. Distribution
  - c. Services



## TRENDS OF MARKETING

To familiarize the student with:

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

### Behavioral Objectives

able to:

story of how American business evolved.

present day selling.

between extractors and manufacturers.

examples of the creation of

several mass production businesses.

between production, distribution and

contribution of utility adds value to the

### Topics, Content, Instructional Areas

#### I. *THE PROCESS OF MARKETING*

##### A. Business in America

1. Barter and trade
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##### B. Producers

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  - c. Place
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4. Mass production
5. Kinds of businesses
  - a. Production
  - b. Distribution
  - c. Services

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Have students write the history of distribution through library research.

Explain why trading posts are not practical today.

Simulate a barter situation in the classroom.

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

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

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

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

Evaluation--Correlated With Behavior  
The student will:

List three advantages and disadvantages.

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

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

Given a list of 10 businesses, indicate whether the business is a production, distribution, or service business.

## FUNCTION, SCOPE, AND TRENDS OF MARKETING

### Questions and Student Activities Occupational Clusters

history of distribution  
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the creation of utility.

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w the need for efficient  
n due to mass production.

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ion, distribution, or services.

### Evaluation--Correlated With Behavioral Objectives The student will:

List three advantages and disadvantages of barter.

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

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

Given a list of 10 businesses, indicate whether  
the business is a production, distribution, or service  
business.

## FUNCTION, SCOPE, AND TRENDS OF MARKETING

### Behavioral Objectives

The student will be able to:

Identify and explain the need for channels of distribution.

Name products which are distributed by the channels.

Identify types of industrial goods.

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

Tell why distribution is so important to our economic system.

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

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

### Topics, Content, Instru

#### C. Channels of Distribution

1. Direct selling
  - a. Farm products
  - b. Industrial goods
  - c. Door-to-door selling
  - d. Route selling
  - e. Selling by mail
2. Selling through merchant
  - a. Producer to retailer
    - . Fashion goods
    - . Perishable goods
  - b. Producer to wholesaler to consumer. Function
    - . Gives credit
    - . Storage and delivery
    - . Carries assortment
    - . Handles convenience goods
  - c. Producer to rack jobber to consumer. Function
    - . Places pre-packed goods in stores
    - . Stocks shelves
    - . Offers credit
3. Selling through agent middleman
  - a. Producer to commission merchant, wholesaler or retailer
    - . Goods owned by producer
    - . Commission merchant
    - . Goods sold and consigned
    - . Handles farm products and canned goods
  - b. Owner to broker to wholesaler or consumer
    - . Does not own or handle goods
    - . Has special knowledge

Behavioral Objectives

able to:

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Topics, Content, Instructional Areas

C. Channels of Distribution

1. Direct selling
  - a. Farm products
  - b. Industrial goods
  - c. Door-to-door selling
  - d. Route selling
  - e. Selling by mail
2. Selling through merchant middlemen
  - a. Producer to retailer to consumer
    - . Fashion goods
    - . Perishable goods
  - b. Producer to wholesaler to retailer to consumer. Functions of wholesaler:
    - . Gives credit
    - . Storage and delivery
    - . Carries assortment
    - . Handles convenience goods
  - c. Producer to rack jobber to retailer to consumer. Functions of rack jobber:
    - . Places pre-packaged merchandise in stores
    - . Stocks shelves
    - . Offers credit
3. Selling through agent middlemen
  - a. Producer to commission merchant to wholesaler or retailer to consumer
    - . Goods owned by producer
    - . Commission merchant is agent
    - . Goods sold and commission is deducted
    - . Handles farm products, fish, and canned goods
  - b. Owner to broker to wholesaler or retailer or consumer
    - . Does not own or handle goods
    - . Has special knowledge

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

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

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

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

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

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

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

Discuss shopping goods, convenience goods, and impulse goods.

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

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

Evaluation--Correlated With Behavior  
The student will:

Give five examples of consumer goods through a direct channel of distribution.

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

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

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

List five items that consumers compare prices of different sources before they buy.

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

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

State five products a rack jobber sells.

## FUNCTION, SCOPE, AND TRENDS OF MARKETING

### Business and Student Activities Occupational Clusters

How would be distributed in each

market and have different  
explain how they use the

different channels of distribu-  
area.

(manager) of a business and  
or channels he uses and why.

As a stockbroker or real estate  
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As speak to the class on how  
they operate.

convenience goods, and impulse

and their influences on the

How in supermarkets take part in a  
jobber and what he does.

### Evaluation--Correlated With Behavioral Objectives The student will:

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

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

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

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

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

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

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

State five products a rack jobber services.

## FUNCTION, SCOPE, AND TRENDS OF MARKETING

### Behavioral Objectives

The student will be able to:

Define the wholesaler's role in our economic system.

Give examples of the functions a wholesaler performs.

Define the basic and subsidiary marketing functions.

Give examples of non-personal selling.

State the purposes of research in marketing.

Explain the risks that businessmen face.

Tell why businessmen require loans and credit.

Identify the various methods of transporting goods and why some should be used over others.

### Topics, Content, Instruc

- b. Owner to broker to or consumer (Cont'd)
  - . Brings together
  - . Collects commiss
  - . Handles real est
- c. Manufacturer to dis to consumer
  - . Represents manuf
  - . Takes orders and merchandise
  - . Distributor has manufacturer
  - . Distributor sell goods, and appli
- d. Producer to assembl (or wholesaler or p)
  - . May be agent or
  - . Handles farm pro
  - . Co-op may be an

### D. Marketing Functions

- 1. Basic
  - a. Merchandising - right right place, right
  - b. Buying - getting good and supplier
  - c. Selling - personal a
- 2. Subsidiary
  - a. Storing - supply ava
  - b. Financing - needed m
  - c. Traffic management -
  - d. Accounting - records
  - e. Risk management - se insure
  - f. Market research - da
  - g. Standardization and and specifications

30



## ND TRENDS OF MARKETING

### Behavioral Objectives

able to:

Wholesaler's role in our economic system.

the functions a wholesaler

and subsidiary marketing functions.

non-personal selling.

uses of research in marketing.

that businessmen face.

Wholesmen require loans and credit.

Various methods of transporting goods

could be used over others.

### Topics, Content, Instructional Areas

- b. Owner to broker to wholesaler or retailer or consumer (Cont'd)
  - . Brings together buyer and seller
  - . Collects commission
  - . Handles real estate, stocks, textiles
- c. Manufacturer to distributor to retailer to consumer
  - . Represents manufacturer
  - . Takes orders and manufacturer ships merchandise
  - . Distributor has sales force for manufacturer
  - . Distributor sells dry goods, canned goods, and appliances
- d. Producer to assembler to manufacturer (or wholesaler or processor) to consumer
  - . May be agent or merchant middleman
  - . Handles farm products
  - . Co-op may be an assembler

### D. Marketing Functions

- 1. Basic
  - a. Merchandising - right goods, right time, right place, right price, right quantity
  - b. Buying - getting goods from producers and supplier
  - c. Selling - personal and non-personal
- 2. Subsidiary
  - a. Storing - supply available
  - b. Financing - needed money
  - c. Traffic management - methods and routes
  - d. Accounting - records
  - e. Risk management - serve customers and insure
  - f. Market research - data on customers
  - g. Standardization and grading - uniformity and specifications

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Evaluation--Correlated With Behavior

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

List five services performed by the

Describe five different agent middle they perform.

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

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

Given two products and two services, basic and subsidiary marketing functions case.

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

Given a list of 10 common products, that are commonly sold through nonper

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

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

Describe five risks businessmen face

Give three reasons why businesses receive credit.

Identify five methods of transporting

## FUNCTION, SCOPE, AND TRENDS OF MARKETING

### ions and Student Activities Occupational Clusters

### Evaluation--Correlated With Behavioral Objectives

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List five services performed by the wholesaler.

Describe five different agent middlemen and the services  
they perform.

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

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

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

Describe five risks businessmen face.

Give three reasons why businesses require loans and  
credit.

Identify five methods of transporting goods.

## FUNCTION, SCOPE, AND TRENDS OF MARKETING

### Behavioral Objectives

The student will be able to:

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

Differentiate between voluntary and cooperative chains.

Differentiate between department store management and chain store management.

Discuss the impact of automation on retailing.

Describe leased departments.

Tell where vending machines will be most often used.

Discuss the possible trend in change of store hours.

List the typical jobs available in retailing.

Define single ownership, partnership, and corporation.

Name several businesses that sell entertainment and recreation.

Tell how a department store differs from a discount store.

Describe the major types of ownership a store may have.

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

### Topics, Content, Instruction

## II. *TRENDS IN MARKETING AND DISTRIBUTION*

### A. The Retailer

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

Behavioral Objectives

able to:

merchandising. Compare the  
specialty store

on voluntary and cooperative

on department store management  
management.

of automation on retailing.

departments.

machines will be most often used.

trend in change of store hours.

forms available in retailing.

partnership, partnership, and corporation.

businesses that sell entertainment

what store differs from a discount

types of ownership a store may

of stores by their ownership  
merchandise they sell.

Topics, Content, Instructional Areas

II. *TRENDS IN MARKETING AND DISTRIBUTION*

A. The Retailer

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

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

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

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

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

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

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

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

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

List three departments in local stores that are leased.

Name five local businesses that sell entertainment and recreation.

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

Evaluation--Correlated With Behavior  
The student will:

Name five items that normally are not found in items carried in a supermarket, but are found today.

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

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

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

State three reasons why some department stores are leased.

Name five classes of items sold by department stores.

List five services sold by vending machines.

Describe five retail job titles.

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

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

List three advantages and three disadvantages of franchising.

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

List three advantages of scrambled channels to the consumer.

## FUNCTION, SCOPE, AND TRENDS OF MARKETING

### Business and Student Activities Occupational Clusters

Interview local merchants and  
owners of their stores.

Students visit the local chamber of  
commerce (or similar organization)  
(or organization) and interview the director  
to determine current trends in local retail

Compare voluntary chains and two  
independent stores in the local area.

Identify and determine what, if any,  
changes have recently taken place to attract and

Identify the primary business area and determine  
the characteristics of local, sectional, and national

Identify retail stores that have opened  
recently. Do this by location and type.

Identify an independent service business  
and list the elements of operating the business.

Identify local stores that are leased.

Identify stores that sell entertainment

Identify local businesses that sell both

### Evaluation--Correlated With Behavioral Objectives The student will:

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

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

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

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

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

Name five classes of items sold by vending machines.

List five services sold by vending machines.

Describe five retail job titles.

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

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

List three advantages and three disadvantages of  
franchising.

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

List three advantages of scrambled merchandising to  
the consumer.

## FUNCTION, SCOPE, AND TRENDS OF MARKETING

### Behavioral Objectives

The student will be able to:

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

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

Explain how the world population explosion contributes to increased consumption.

Explain how the youth market influences advertising and personal selling.

Define discretionary income.

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

Show the relationship of standard of living to sales volume.

Describe how merchandising affects consumer decisions.

Give the major difference between industrial goods and consumer goods.

### Topics, Content, Instruction

#### B. The Modern Consumer

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



## D TRENDS OF MARKETING

### Behavioral Objectives

able to:

freedoms the consumer has that  
30 years ago.

relationship of consumer mobility to the  
picture.

world population explosion  
increased consumption.

youth market influences advertising  
ing.

ary income.

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n, and family shopping.

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advertising affects consumer decisions.

difference between industrial goods

s.

### Topics, Content, Instructional Areas

#### B. The Modern Consumer

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

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

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

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

Invite a consumer goods and an industrial goods salesman to speak to the class.

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

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

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

Evaluation--Correlated With Behavior  
The student will:

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

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

Explain two differences between industrial and consumer goods.

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

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

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

Give three reasons why packaging is more important for consumer goods than for industrial goods.

## FUNCTION, SCOPE, AND TRENDS OF MARKETING

### Functions and Student Activities Occupational Clusters

a list of labor-saving devices

mobility of the consumer and  
affects buying.

and an industrial goods sales-  
class.

are the jobs of both types of  
and characteristics.

that is well automated and point  
to a better salesmanship

ation of consumer rights and  
that has shown the need for  
products.

### Evaluation--Correlated With Behavioral Objectives The student will:

Describe three freedoms the consumer now has that he/she did not have 30 years ago.

Prepare a written or oral report of 150 words or more explaining how mobility of the consumer relates to the entire marketing picture.

Explain two differences between industrial goods and consumer goods.

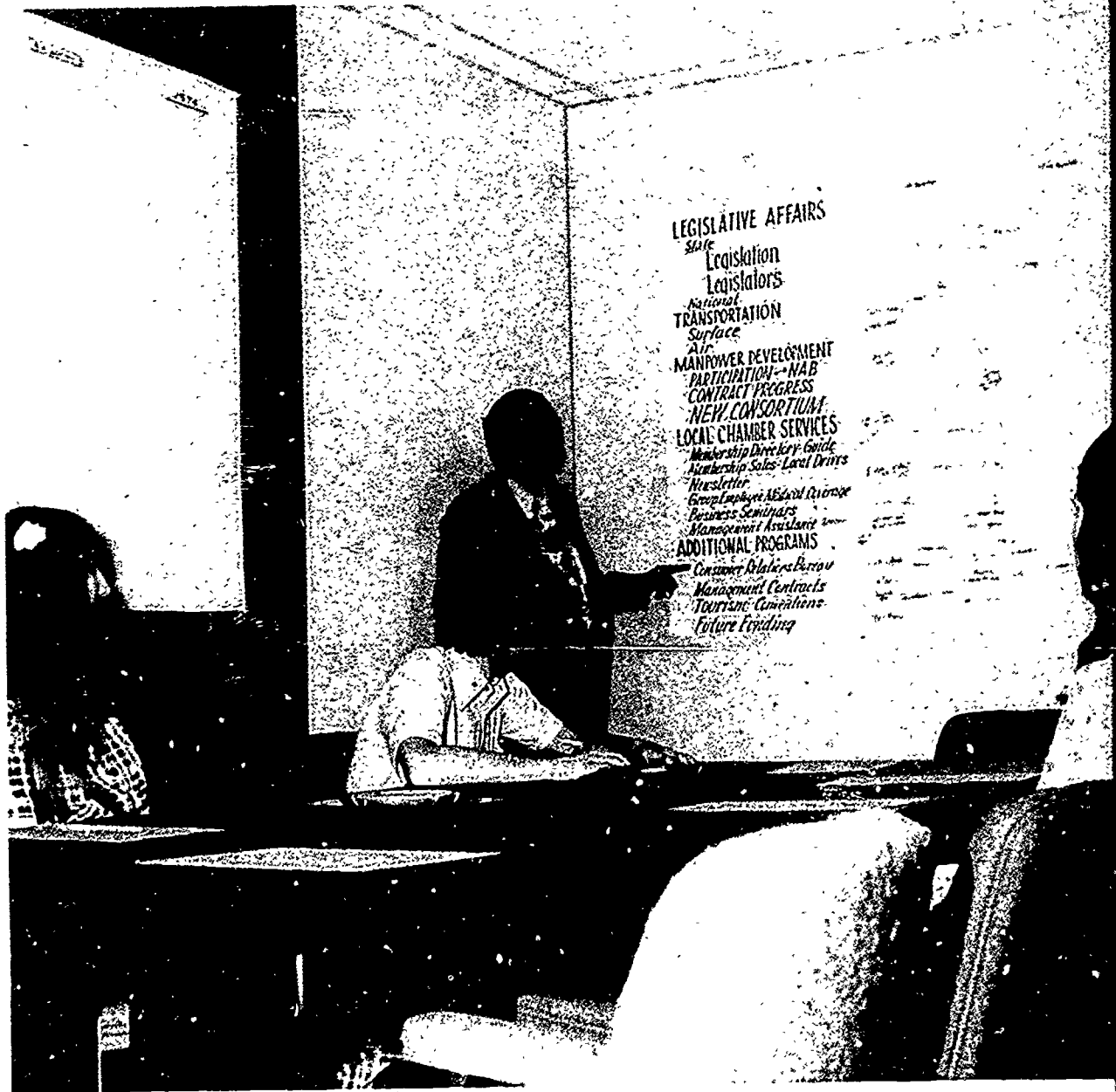
List four factors that have caused an increase in income in the United States.

Write a short report on how education and more leisure time have affected the buying habits of the consumer.

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

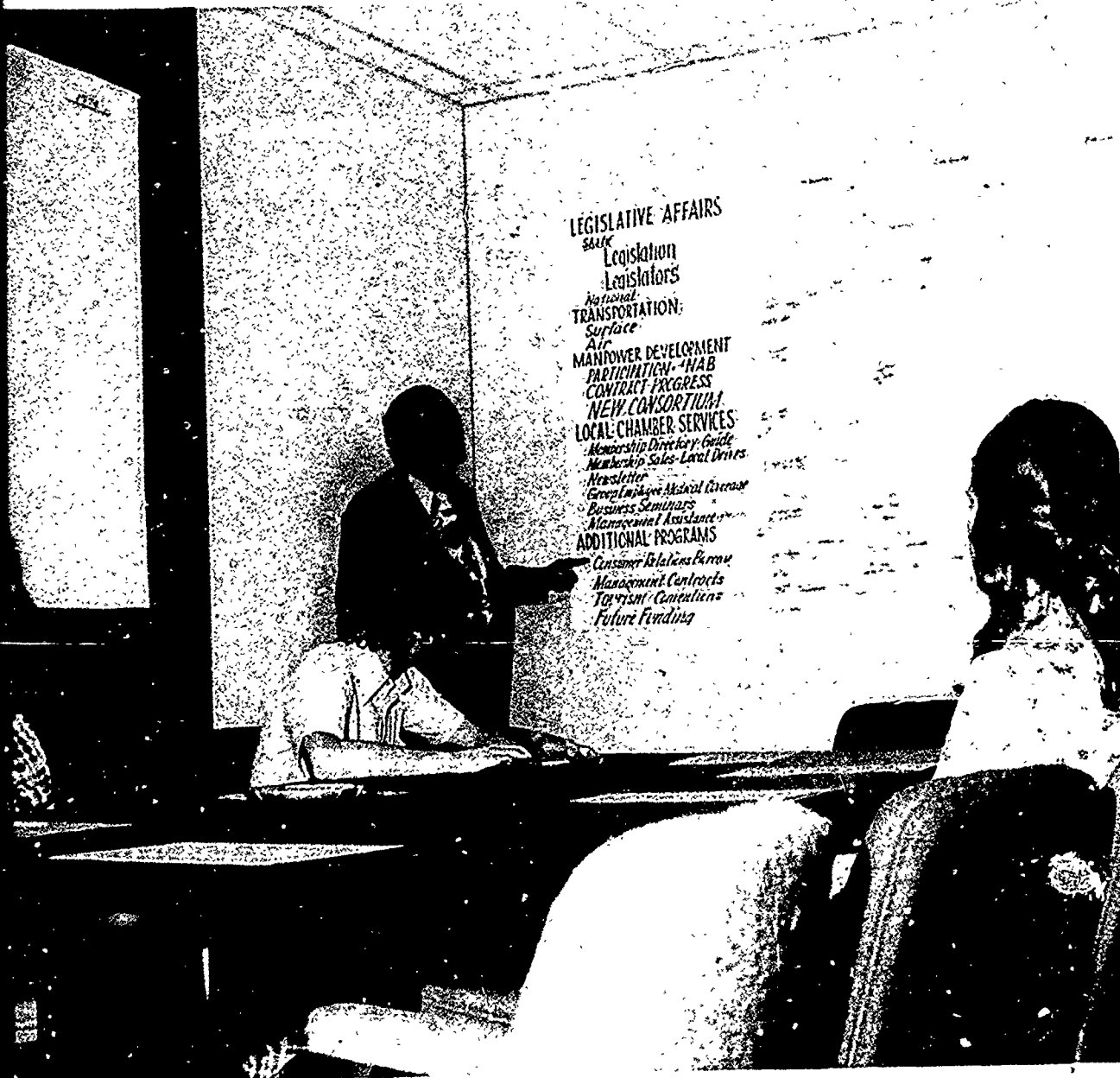
Give three reasons why packaging is more important for consumer goods than for industrial goods.

## CAREER OPPORTUNITIES



Distribution and marketing students preparing for careers in those fields after graduation from high school or college.

## CAREER OPPORTUNITIES



Distribution and marketing students preparing for careers in those fields after graduation from high school or college.

B-1

## CAREER OPPORTUNITIES

## RELATED OCCUPATIONAL CLUSTERS

Education; Qualifications; Aptitudes; Income

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

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

### Behavioral Objectives

### Topics, Content, Inst

#### The student will be able to:

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

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

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

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

Write a simple order for goods.

Operate a cash register.

#### I. BASIC JOB REQUIREMENTS

##### A. Personality Development

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

##### B. Beginning Job Skills

1. Communicative skills ne performance
2. Manipulative skills for
3. Mental skills for entry

## RELATED OCCUPATIONAL CLUSTERS

Education; Qualifications; Aptitudes; Income

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

- To acquaint students with 16 job clusters in distribution and marketing
- To make students aware of the personal qualifications needed in generally accepted job clusters
- To help students in finding a career best suited to their interests and capabilities in the distributive field

### Behavioral Objectives

able to:

personal qualifications to those  
ous occupational clusters.

s present personality as  
udes, choice of clothes, and  
te those areas that need improve-  
his improvement on a weekly basis.

importance of proper speech and  
utive jobs where the student

c manipulative skills necessary  
eginning jobs in distribution.

er for goods.

ister.

### Topics, Content, Instructional Areas

#### I. BASIC JOB REQUIREMENTS

##### A. Personality Development

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

##### B. Beginning Job Skills

1. Communicative skills needed in job performance
2. Manipulative skills for basic entry jobs
3. Mental skills for entry level jobs

## Teaching Suggestions and Student Activities Correlated With Occupational Clusters

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

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

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

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

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

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

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

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

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

## Evaluation--Correlated With Benchmarks The student will:

Prepare a "Self-Evaluation" of his personality.

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

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

Select important personal qualities necessary for job success.

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

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

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

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

Complete a job order form with all information needed.



and Student Activities  
Occupational Clusters

personnel directors and discuss the importance of job success.

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1 local beauticians or with the class.

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one another, using various indicated Milady Publishing Press Insurance."

ged in various occupations ters to speak to the class.

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lete simple sales check

sh register in class under s.

Evaluation--Correlated With Behavioral Objectives  
The student will:

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

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

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

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

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

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

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

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

Complete a job order form with all essential information needed.

## CAREER OPPORTUNITIES

### Behavioral Objectives

#### The student will be able to:

Simulate making appointments over the telephone for interviews.

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

Properly conduct himself during a job interview.

Prepare a job resumé or a personal data sheet.

Write a thank you letter as a part of followup.

### Topics, Content, Instru

#### II. THE JOB INTERVIEW

##### A. The Letter of Application

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

##### B. The Resumé

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

##### C. The Interview

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

##### D. The Followup

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

## Behavioral Objectives

able to:

appointments over the telephone

application for a job and/or a

himself during a job interview.

um  or a personal data sheet.

letter as a part of followup.

## Topics, Content, Instructional Areas

### II. *THE JOB INTERVIEW*

#### A. The Letter of Application

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

#### B. The Resum 

1. Four basic parts of the resum 
2. Specific items to include on each part

#### C. The Interview

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

#### D. The Followup

1. Procedure to follow immediately after the interview
2. Followup procedure within three weeks of the interview

## Teaching Suggestions and Student Activities Correlated With Occupational Clusters

## Evaluation--Correlated With Behavior The student will:

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

Have DECA Job Interview contestants demonstrate to the class.

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

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

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

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

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

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

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

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

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

Write "Interview" for the jobs for which he or she has written letters.

Use a checklist to indicate correct interview followup.

ons and Student Activities  
Occupational Clusters

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ues in class.

ew contestants demonstrate

irector or employment interviewer  
or her discuss with the students  
s often asked an applicant for

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sheet or resumé.

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n with the class.

interview "role playing" in  
handbook evaluation checklist.

given in class and have the  
interview objectively.

ew in class and review the  
ent and the interviewer.

Evaluation--Correlated With Behavioral Objectives  
The student will:

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

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

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

"Interview" for the jobs for which they wrote applica-  
tion letters.

Use a checklist to indicate correct procedure in  
followup.

## Career Opportunities

### Behavioral Objectives

The student will be able to:

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

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

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

### Topics, Contents, Instruction

#### III. CHOOSING A VOCATION

- A. Factors Influencing Choice
- B. Basic Need for Training
- C. Job Sources
  - 1. Coordinator
  - 2. Friends
  - 3. Family
  - 4. Advertisements
  - 5. Personal canvassing
  - 6. State Employment Service
  - 7. Private agencies
- D. Career Opportunities in Marketing
  - 4.01 Advertising services
  - 4.02 Apparel and accessories
  - 4.03 Automotive services
  - 4.04 Finance and credit
  - 4.05 Food distribution and food services
  - 4.06 General merchandise
  - 4.07 Home furnishings services
  - 4.08 Hotel and lodging
  - 4.09 Warehousing, wholesaling
  - 4.10 Insurance
  - 4.11 International trade
  - 4.12 Petroleum services
  - 4.13 Real estate
  - 4.14 Recreation and tourism
  - 4.15 Hardware, building materials, garden supplies

Behavioral Objectives

able to:

specific occupations as to  
and opportunity offered.

terms of interests and  
al occupations.

ational clusters in marketing  
selected careers of personal

Topics, Contents, Instructional Areas

III. CHOOSING A VOCATION

A. Factors Influencing Choice of Work

B. Basic Need for Training

C. Job Sources

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

D. Career Opportunities in Marketing

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

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Show selected movies or filmstrips on various occupations.

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

Prepare bulletin boards on specific jobs.

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

Obtain sample pre-employment tests and administer in class.

Have students with jobs relate experiences they have encountered.

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

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

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

Evaluation--Correlated With Behavior  
The student will:

Identify four occupations from a set of cards and indicate the requirements for success in each.

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

- . Education and skill required
- . Wages, beginning and advancement
- . Promotion opportunities



Questions and Student Activities  
Occupational Clusters

or filmstrips on various  
 ly engaged in various occupations  
 ards on specific jobs.

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 student the qualifications needed  
 Note: Clusters grouped in related  
 (at least two clusters every day.)

object on Career Manual may be used

ards Program," (MAP) provides class-  
 assistance to the student in

Evaluation--Correlated With Behavioral Objectives  
The student will:

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

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

- . Education and skill required
- . Wages, beginning and advanced
- . Promotion opportunities

## Career Opportunities

### Behavioral Objectives

The student will be able to:

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

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

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

### Topics, Content, Instruction

III. *DISTRIBUTIVE EDUCATION - program in marketing and distribution*

A. Develop Communications and

B. Develop Knowledges

1. Selling 5.
2. Sales promotion 6.
3. Buying 7.
4. Operating a business 8.

C. Develop Attitudes

1. Self concept 3.
2. Working with others 4.

D. Develop Economic Understanding

1. How goods are distributed
2. Importance of distributive
3. Kinds of jobs in distributive

E. DECA - National Youth Program Leaders in Marketing and Distribution

1. Local and regional organizations
2. State and national organizations
3. Practice what you learn
  - a. Civic consciousness
  - b. Social intelligence
  - c. Leadership development
  - d. Vocational understanding
  - e. DECA contests and projects
4. Select a career in marketing

Behavioral Objectives

able to:

selling, sales promotion,  
related areas.

es of the high school D.E. program  
he school, and the businessman.

n adjunct to distributive  
schools.

Topics, Content, Instructional Areas

- III. *DISTRIBUTIVE EDUCATION - program of instruction in marketing and distribution.*
- A. Develop Communications and Mathematics Skills
- B. Develop Knowledges
- |                         |                          |
|-------------------------|--------------------------|
| 1. Selling              | 5. Market research       |
| 2. Sales promotion      | 6. Management            |
| 3. Buying               | 7. Product knowledge     |
| 4. Operating a business | 8. Knowledge of services |
- C. Develop Attitudes
- |                        |                       |
|------------------------|-----------------------|
| 1. Self concept        | 3. Company loyalty    |
| 2. Working with others | 4. Customer relations |
- D. Develop Economic Understanding
1. How goods are distributed
  2. Importance of distribution
  3. Kinds of jobs in distribution
- E. DECA - National Youth Program to Develop Future Leaders in Marketing and Distribution.
1. Local and regional organizations
  2. State and national organizations
  3. Practice what you learn
    - a. Civic consciousness
    - b. Social intelligence
    - c. Leadership development
    - d. Vocational understanding
    - e. DECA contests and projects
  4. Select a career in marketing and distribution

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

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

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

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

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

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

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

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

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

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

Evaluation--Correlated With Behavior  
The student will:

Define 10 terms common to the area of distribution.

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

Plans and Student Activities  
Occupational Clusters

Students speak to the class on the  
vocational education.

Students work with the class including the  
classroom operating procedures.

Students tell "Story" and/or "Tell It Like

Activities available to students

Book and local, state, and

Students explain the meaning of the various  
DECA emblem.

Students visit headquarters and request informa-  
tion from a chapter when the students are

Students invite local private, two- and four-  
year institutions to come to the class  
to discuss vocational programs in  
marketing, and management.

Students identify several training programs  
of firms engaged in  
vocational education.

Evaluation--Correlated With Behavioral Objectives  
The student will:

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

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

## Career Opportunities

### Behavioral Objectives

#### The student will be able to:

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

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

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

### Topics, Content, Instru

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

G. Management Training Progra

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

H. Advanced Education

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

## Behavioral Objectives

able to:

operative education program is  
her as a capstone high school

company training programs  
placement directly from secondary  
outive job.

ducation rather than immediate  
advantageous to his or her

## Topics, Content, Instructional Areas

- F. Cooperative Part-Time Training - a chance to  
earn and learn and explore in school and on  
the job
- G. Management Training Programs - in firms such as:
1. J. C. Penney Co. or Korvette
  2. Sears Roebuck & Co. or Montgomery Ward & Co.
  3. Neisner Brothers or K-Mart
  4. F. W. Woolworth or W. T. Grant
  5. Macy's or Gimbel's
- H. Advanced Education
1. Kinds of higher education
    - a. four-year colleges and universities
    - b. two-year junior and community colleges
    - c. Business, trade, and technical schools
    - d. Other continuing education
  2. Visit institutions
  3. Determine entrance requirements

Ca

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

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

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

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

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

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

Evaluation--Correlated With Beha  
The student will:

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

Be judged upon accuracy and comple for his or her point of view as a debate before the class. The stud of the following positions:

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



ions and Student Activities  
Occupational Clusters

the guidance office, the class  
business schools, community  
ar colleges that offer programs  
tribution.

common courses and sequence  
ting and distribution programs  
ollege catalogs.

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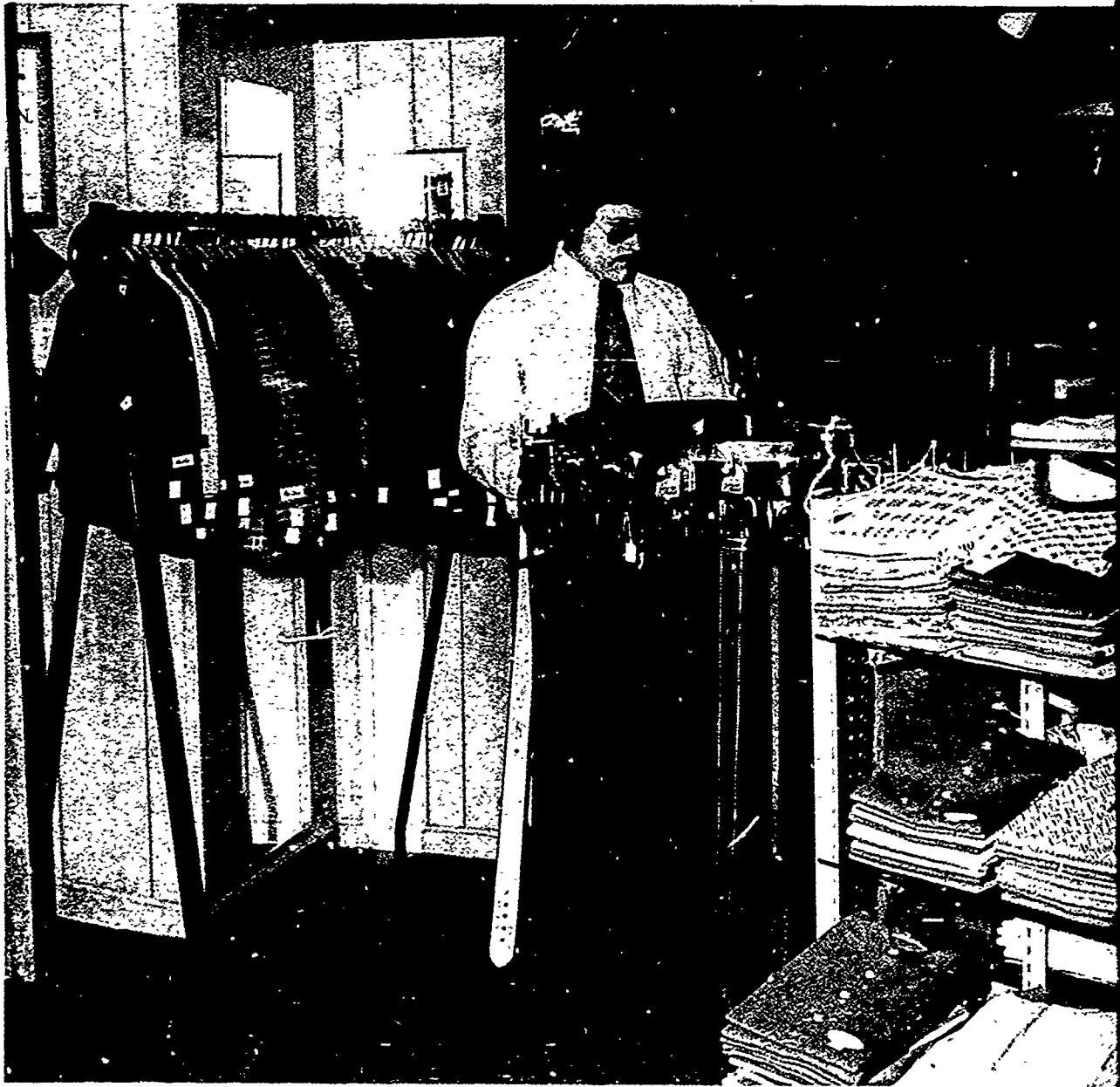
Evaluation--Correlated With Behavioral Objectives  
The student will:

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

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

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

PRODUCT INFORMATION



Product knowledge is essential in men's apparel and accessories.

114

PRODUCT INFORMATION



Product knowledge is essential in men's apparel and accessories.

## PRODUCT INFORMATION

## RELATED OCCUPATIONAL CLUSTERS

Apparel and Accessories (4.02); Home Furnishings (4

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

### Behavioral Objectives

### Topics, Content, Instruction

The student will be able to:

Show how product knowledge assists the salesman.

Give reasons for studying product information.

Give examples of the consumer being helped through better knowledge of the product being purchased.

### I. WHY PRODUCT INFORMATION IS STUDIED

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

B. To Help the Salesperson to

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

C. To Help the Customer to:

1. Appreciate the product being sold
2. Make intelligent buying decisions
3. Properly use and/or maintain the product

## RELATED OCCUPATIONAL CLUSTERS

Apparel and Accessories (4.02); Home Furnishings (4.10)

To stress to the student the importance of product knowledge and information in selling goods and services

### Behavioral Objectives

able to:

Knowledge assists the salesman.

Studying product information.

the consumer being helped through the product being purchased.

### Topics, Content, Instructional Areas

#### I. WHY PRODUCT INFORMATION IS STUDIED

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

B. To Help the Salesperson to:

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

C. To Help the Customer to:

1. Appreciate the product being presented
2. Make intelligent buying decisions
3. Properly use and/or maintain the product

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

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

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

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

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

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

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

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

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

Evaluation--Correlated With Beh  
The student will:

Provide eight reasons why product studied.

Describe three purchases in which have knowledge of the product.

Demonstrate a sale in which the product requires intimate and thorough knowledge of product.

## PRODUCT INFORMATION

### Questions and Student Activities with Occupational Clusters

Conduct a survey of customers as to  
lack of product knowledge caused them

Conduct a second survey of customers as  
adequate product knowledge was  
customers' impressions when the product

Development of selling skill that comes  
from product information.

Role-play a person as a "buying counselor" and  
discuss changes taking place such as "cus-  
tomer."

Students to be interviewed to determine how  
they use a product and what they want to  
buy when they purchase it.

Students working in teams, shop for a product  
to determine whether the salesperson  
provides necessary merchandise information to  
the customer about the product.

Identify special opportunities available for  
students in local stores.

Discuss types of apparel or accessories and dis-  
cuss the items most often used in the sale

### Evaluation--Correlated With Behavioral Objectives The student will:

Provide eight reasons why product information is  
studied.

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

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

## PRODUCT INFORMATION

### Behavioral Objectives

### Topics, Content, Instruction

The student will be able to:

## II. SOURCES OF PRODUCT INFORMATION

List sources of product information.

### A. Direct

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

### B. Other People

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

### C. Literature

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

Use sources of product information.



Behavioral Objectives

able to:

product information.

product information.

Topics, Content, Instructional Areas

II. SOURCES OF PRODUCT INFORMATION

A. Direct

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

B. Other People

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

C. Literature

1. Special publications for retailers
  - a. Publications by the National Retail Merchants Association
  - b. Trade papers and trade journals
    - . Stores
    - . Hardware Retailer
    - . Chain Store Age
    - . Women's Wear Daily
    - . Home Furnishings Daily
    - . Supermarket News
    - . Other Fairchild Publications
    - . Progressive Grocer

PR

## Teaching Suggestions and Student Activities Correlated With Occupational Clusters

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

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

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

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

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

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

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

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

## Evaluation--Correlated With Beha The student will:

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

Name five consumer magazines that on apparel and accessories, hardware

From a catalog description of a product between technical information for the consumer information for the consumer.

Write a report of approximately 200 words on a product and its presentation on a product and its trade publications.

Describe five sources of product information of the store in which the salesperson

Make a sales presentation of a product and its sales techniques and product information for the student. DECA rating for sales presentation to be used as a marking guide.

## PRODUCT INFORMATION

### Business and Student Activities Occupational Clusters

businessmen, wholesalers, warehouse companies and insurance men of magazines and trade journals of these groups. It may be copies of these magazines and trade room.

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from your local Cooperative ar before the class and discuss how their organization can help. cessary to discuss fabric ts, clothing care, fabric

n available in pamphlets on nsurance, with the information of tangible products.

ics teacher or students to d home furnishings care with

### Evaluation--Correlated With Behavioral Objectives The student will:

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

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

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

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

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

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

## PRODUCT INFORMATION

### Behavioral Objectives

The student will be able to:

Assemble product information.

Understand what product information is needed.

### Topics, Content, Instruction

- C. Literature (Cont'd)
  - 2. Other literature
    - a. Product manuals
    - b. Sales literature
      - . Leaflets (J. C. Pe
      - . Circulars and pamph
      - . Books
    - c. General consumer maga
    - d. Government publicatio
    - (Printing Office)
    - e. Consumer Testing Bure
    - . Consumer's Report
    - . Buyer's Guide
    - f. Mail order catalogs

### III. WHAT INFORMATION IS NEEDED

- A. History and Development
- B. Appearance of Product
- C. Composition of Product
- D. Processes Used in Manufactu
- E. Uses of the Product
- F. Serviceability of the Produ
- G. Care of the Product
- H. Company History and Policie
- I. Comparison With Competition

## Behavioral Objectives

able to:

formation

duct information is needed.

## Topics, Content, Instructional Areas

### C. Literature (Cont'd)

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

### III. *WHAT INFORMATION IS NEEDED*

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

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Evaluation--Correlated With Beha  
The student will:

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

In a matching test, correctly align the best source of information for

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

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

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

Match 15 numbered descriptions of products with product information items with the same number listed in an adjacent column.

## PRODUCT INFORMATION

### Conditions and Student Activities Occupational Clusters

### Evaluation--Correlated With Behavioral Objectives The student will:

Select catalog descriptions, i.e., Sears, Penneys, Spiegels, Allied, and list the selling points for each product. The student may write a paper or discuss the selling points as to use, performance, price, or care of the product.

In a matching test, correctly align 10 products with the best source of information for each product.

Students should select a product he is familiar with or one which is extensively advertised. He should write a paper or discuss the product, its manufacture, and its marketing and sales features.

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

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

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

## PRODUCT INFORMATION

### Behavioral Objectives

The student will be able to:

Demonstrate ability to use the product information he has found.

### Topics, Content, Instruction

#### IV. HOW TO USE PRODUCT INFORMATION

##### A. Analysis of Features Not Found

1. Special purposes or additional uses
2. Product durability and maintenance
3. Reputation of producer and manufacturer
4. Intrinsic value of product
5. Warranties

##### B. Analysis of Product Features

1. Product features
  - a. Size
  - b. Weight
  - c. Shape
  - d. Design
  - e. Pattern
  - f. Color
  - g. Material
  - h. Color
  - i. Finish
  - j. Odor
  - k. Packaging
2. Product benefits
  - a. Comfort (warmth, coolness)
  - b. Pleasing to senses (appearance, sound)
  - c. Protection (contribution to health)
  - d. Prestige (pride of ownership)
  - e. Relaxation (escape from stress)
  - f. Contribution to knowledge
  - g. Serviceability (durability)
  - h. Ease of use
  - i. Ease of operation
  - j. Ease of care
  - k. Savings in cost of operation
  - l. Savings on cost of use

1.13

1.13



## Behavioral Objectives

able to:  
ity to use the product  
as found.

## Topics, Content, Instructional Areas

### IV. *HOW TO USE PRODUCT INFORMATION*

#### A. Analysis of Features Not Readily Apparent

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

#### B. Analysis of Product Features and Benefits

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

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

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

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

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

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

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

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

Evaluation--Correlated With Beh  
The student will:

From the sales or instruction info about a selected product, write 10 product information.

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

Give a sales demonstration in which statements about the product based

Write five selling sentences using from his study of product developm

## PRODUCT INFORMATION

### Questions and Student Activities in Occupational Clusters

buyers to speak to the students  
features, benefits, and selling

prepare an analysis sheet of  
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for various products discussed

cific statements based on facts  
ng statements made using  
"This is the best-selling of the

ng in various kinds of wearing  
erent fabrics and explain  
and selling points.

### Evaluation--Correlated With Behavioral Objectives

The student will:

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

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

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

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

## PRODUCT INFORMATION

### Behavioral Objectives

The student will be able to:

Analyze and match product features and benefits.

Write selling sentences using product information.

Communicate product information.

### Topics, Content, Instruction

#### B. Analysis of Product Features

3. Matching benefits and features

Examples:

| <u>Feature</u> | <u>Benefit</u> |
|----------------|----------------|
| Size           | Comfort        |
| Color          | Pleasant       |
| Style          | Versatile      |
| Construction   | Durable        |

#### C. Communicating Product Information

1. Recognize customer buying habits
2. Distinguish features of products
3. Convert benefits and features into selling sentences
4. Persuade customers to purchase  
  - a. Makes customer more interested
  - b. Helps salesman better understand customer needs
  - c. Facilitates decision making
5. Listen to customer to determine needs
6. Answer customers' objections using product information

## Behavioral Objectives

able to:

product features and benefits.  
ences using product information.

t information.

## Topics, Content, Instructional Areas

### B. Analysis of Product Features and Benefits

#### 3. Matching benefits and features

Examples:

Feature

Size

Color

Style

Construction

Benefit

Comfort and good fit

Pleasing appearance

Versatility

Durability

### C. Communicating Product Information

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

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

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

Evaluation--Correlated With Beha  
The student will:

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

- . Definitions of merchandising te
- . Selling sentences using product
- . Other information stipulated af  
and agreement between the stude

## PRODUCT INFORMATION

### Questions and Student Activities Occupational Clusters

to hand in a notebook  
product information  
discussion and individual

### Evaluation--Correlated With Behavioral Objectives The student will:

Submit the notebook or manual which he or she has been compiling. Grade for completeness, accuracy, neatness, etc. The notebook should contain:

- . Definitions of merchandising terms
- . Selling sentences using product information
- . Other information stipulated after discussion and agreement between the student and teacher.

1.34

1.35C-11

## PRODUCT INFORMATION

### Behavioral Objectives

The student will be able to:

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

### Topics, Content, Instruction

#### V. MERCHANDISE INFORMATION MANUAL

##### A. What Your Customer Wants to

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

##### B. Qualities Customer Looks for

- |                 |        |
|-----------------|--------|
| 1. Beauty       | 8. Fa  |
| 2. Color        | 9. Fa  |
| 3. Cut and fit  | 10. Fi |
| 4. Comfort      | 11. Qu |
| 5. Durability   | 12. Se |
| 6. Design       | 13. St |
| 7. Ease of care | 14. Wo |



## Behavioral Objectives

able to:

use manual similar to  
competitive events.

## Topics, Content, Instructional Areas

### V. MERCHANDISE INFORMATION MANUAL

#### A. What Your Customer Wants to Know

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

#### B. Qualities Customer Looks for in the Product

- |                 |                       |
|-----------------|-----------------------|
| 1. Beauty       | 8. Fabric or material |
| 2. Color        | 9. Fastness of color  |
| 3. Cut and fit  | 10. Finish            |
| 4. Comfort      | 11. Quality           |
| 5. Durability   | 12. Serviceability    |
| 6. Design       | 13. Strength          |
| 7. Ease of care | 14. Workmanship       |

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

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

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

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

Evaluation--Correlated With Beha  
The student will:

Select a product or service that is his career interest. The product or service should be something that can be researched and evaluated intelligently. Make a careful analysis of the product or service and include it in the outline to guide him or her in the report.

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

ns and Student Activities  
Occupational Clusters

ow they put their merchandise  
problems they had, and have the  
to help.

oral presentations on their  
m to the class.

g merchandise information  
r review.

Evaluation--Correlated With Behavioral Objectives  
The student will:

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

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

## PRODUCT INFORMATION

### Behavioral Objectives

#### The student will be able to:

Demonstrate a knowledge of merchandising terms and language.

Explain the differences between generic and brand names.

Know the advantages and disadvantages of private brands.

Describe the differences between national brands and private brands.

### Topics, Content, Instru

#### D. How to Promote the Product

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

#### E. Technical Terms

1. Descriptive adjectives
2. Terms
3. Glossary

#### F. Summary

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

#### G. Bibliography

### VI. PRODUCT BRANDS

#### A. Importance of Brand Names

1. Assures seller of repeat business
2. Assures customer of consistent quality
3. Adds value to merchandise

#### B. Types of Brands

1. National
2. Private
  - a. Advantages
    - . Repeat patronage - certain store
    - . Price benefit - nationally
    - . Retailer free from competition

1/19

Behavioral Objectivesbe able to:

knowledge of merchandising terms

ifferences between generic and brand

tages and disadvantages of private

ifferences between national brands and

Topics, Content, Instructional AreasD. How to Promote the Product

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

E. Technical Terms

1. Descriptive adjectives
2. Terms
3. Glossary

F. Summary

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

G. BibliographyVI. PRODUCT BRANDSA. Importance of Brand Names

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

B. Types of Brands

1. National
2. Private
  - a. Advantages
    - . Repeat patronage - brand only at certain store
    - . Price benefit - goods not advertised nationally
    - . Retailer free from direct price competition

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

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

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

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

Evaluation--Correlated With Beha  
The student will:

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

Give three advantages and three disadvantages for each brand name.

PRODUCT INFORMATION

Questions and Student Activities  
Occupational Clusters

and discussions with and among  
an increasing number of  
be used.

Evaluation--Correlated With Behavioral Objectives  
The student will:

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

and accessory items that are sold  
both national and private  
price, quality and advantages for  
s.

Give three advantages and three disadvantages of  
brand names.

class symbols that depict

## PRODUCT INFORMATION

### Behavioral Objectives

The student will be able to:

Explain how fashion trends develop.

### Topics, Content, Instru

#### B. Types of Brands

##### 2. Private

##### b. Disadvantages

- . Hard to win customer
- . Higher local advertising
- . The brand name may be copied by someone else

#### VII. *FASHION GOODS*

##### A. Created for a Particular

##### B. Discovered From Existing Cultural Groups

##### C. Operation of Fashion Cycle



DN

Behavioral Objectives

able to:

ion trends develop.

Topics, Content, Instructional Areas

B. Types of Brands

2. Private

b. Disadvantages

- . Hard to win customer acceptance
- . Higher local advertising cost
- . The brand name may be registered by someone else

VII. *FASHION GOODS*

A. Created for a Particular Audience

B. Discovered From Existing Styles of Different Cultural Groups

C. Operation of Fashion Cycles

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Evaluation--Correlated With Behavior  
The student will:

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

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

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

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

Discuss "fashion" in home furnishings.

Write and present a short scenario show.

State three ways product information is given at a fashion show.

Name three careers in the fashion industry.

Describe three products that are common in fashion and why they are.

PRODUCT INFORMATION

ions and Student Activities  
Occupational Clusters

Evaluation--Correlated With Behavioral Objectives  
The student will:

ch are most important for the  
n apparel to possess.

Write and present a short scenario for a fashion  
show.

hion merchandise discuss his or  
amples of fashion products.

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

a wearing apparel item and discuss  
the label.

Name three careers in the fashion industry.

arch the steps in a fashion cycle

Describe three products that are considered high  
fashion and why they are.

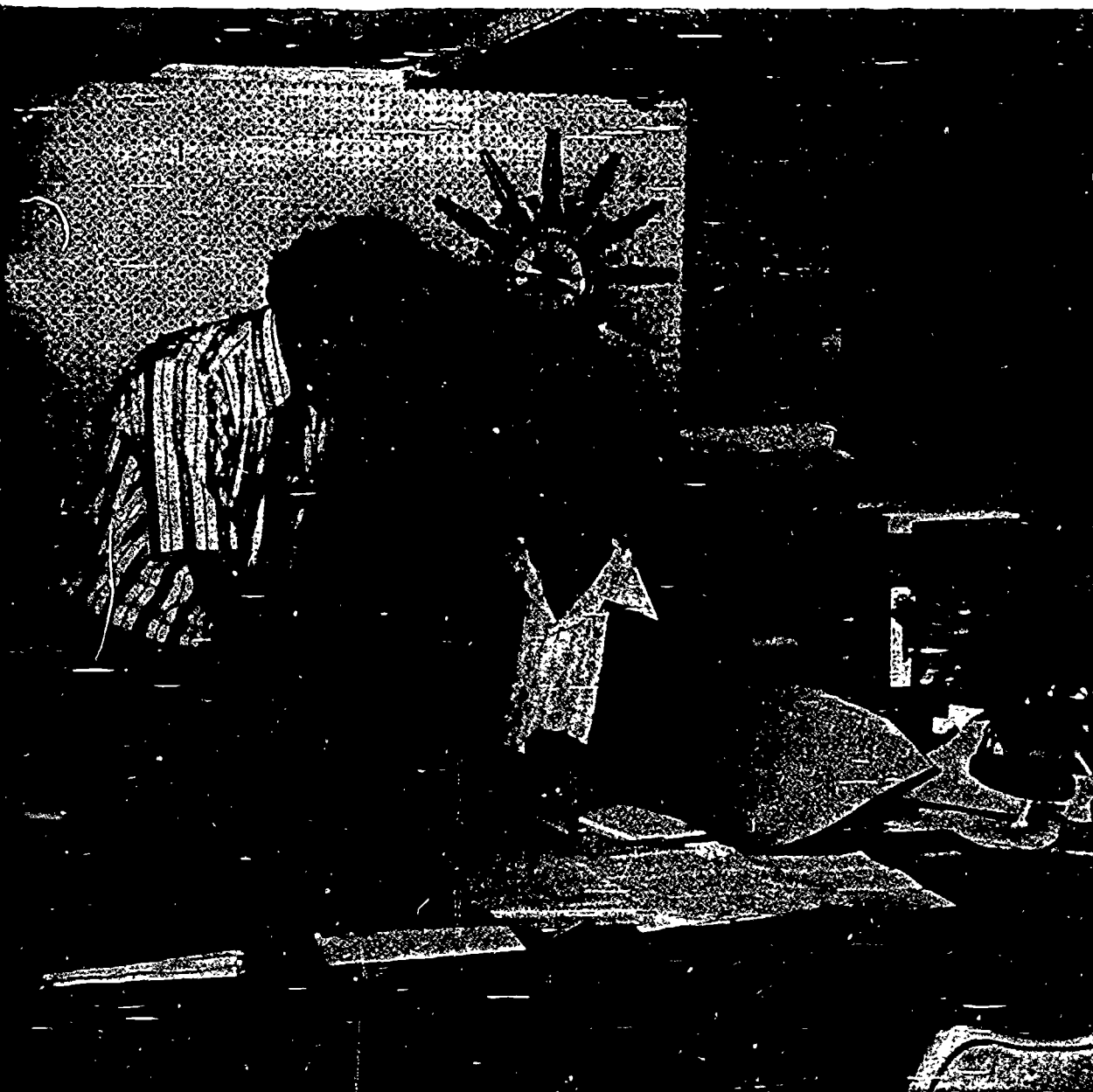
home furnishings.

## BUYING MERCHANDISE



Students must learn how to draw up and read specifications if they intend to be employed in the buying of home furnishings or general merchandise.

## BUYING MERCHANDISE



Students must learn how to draw up and read specifications if they intend to be employed in the buying of home furnishings or general merchandise.

## BUYING MERCHANDISE

## RELATED OCCUPATIONAL CLUSTERS

General Merchandise - Retail (4.08); Home Furnishings

General Goals: To familiarize the student with:

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

### Behavioral Objectives

### Topics, Content, Lists

The student will be able to:

Describe several business operations that are functions of marketing.

Give the goals of marketing.

Explain the factors upon which successful marketing depends.

Describe the essentials of the retailer's merchandising function.

### I. THE ROLE OF RETAIL BUYING *Purchasing Agent for Consumer Goods*

#### A. Marketing Activities

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

#### B. Marketing Goals

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

#### C. The Essentials of Marketing

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

#### D. Merchandising at the Retail Store

1. Right merchandise
2. In right place
3. At right time
4. In right quantity
5. At right price

## RELATED OCCUPATIONAL CLUSTERS

General Merchandise - Retail (4.08); Home Furnishings (4.10)

To familiarize the student with:

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

### Behavioral Objectives

able to:

business operations that are  
marketing.

of marketing.

ers upon which successful marketing

entials of the retailer's  
action.

### Topics, Content, Instructional Areas

#### I. *THE ROLE OF RETAIL BUYING - Serves as Purchasing Agent for Consumer*

##### A. Marketing Activities

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

##### B. Marketing Goals

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

##### C. The Essentials of Marketing Success

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

##### D. Merchandising at the Retail Level

1. Right merchandise
2. In right place
3. At right time
4. In right quantity
5. At right price

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

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

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

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

Evaluation--Correlated With Behavior  
The student will:

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

State three marketing objectives in selling.

Describe three actions a buyer would take to be successful.

List the five "rights" in merchandising.



Occupational Clusters  
and Student Activities

Evaluation--Correlated With Behavioral Objectives  
The student will:

sale furniture buyer or  
her role or functions.

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

magazine or newspaper articles  
discussing and present the best

State three marketing objectives in sentence form.

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

merchandising, buying,  
or different.

List the five "rights" in merchandising.

## BUYING MERCHANDISE

### Behavioral Objectives

#### The student will be able to:

Give the factors that cause retailers to sell different merchandise.

Develop an effective merchandise plan.

State the advantages of an effective merchandising plan.

Identify the major functions of a buyer.

### Topics, Content, Inst

#### E. Merchandising Varies Wi

1. Retailer's policy and
2. Purchasing power of c
3. Retailer's financial
4. Services offered

#### F. Develop Merchandise Pla

1. Proper inventory base
2. Adequate merchandise
3. Adequate stock depth

#### G. Effective Plan

1. Provides maximum cons
2. Maximum sales
3. Maximum turnover
4. Maximum maintained gr

#### H. Buyer's Job Description

1. Identifies consumer n
2. Identifies suppliers
3. Develops a buying pla
4. Negotiates for mercha
5. Submits the order
6. Has knowledge and sco
- and its relation to h
7. Reports to and consul
- manager

Behavioral Objectives

1. be able to:

ors that cause retailers to sell  
chandise.

ffective merchandise plan.

antages of an effective merchandising

major functions of a buyer.

Topics, Content, Instructional AreasE. Merchandising Varies With Each Retailer

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

F. Develop Merchandise Plan

1. Proper inventory based on sales
2. Adequate merchandise breadth
3. Adequate stock depth

G. Effective Plan

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

H. Buyer's Job Description

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

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Evaluation--Correlated With Behavior  
The student will:

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

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

Describe the "maximum benefits" of an merchandising plan.

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

Identify four duties of a buyer.

Business and Student Activities  
Occupational Clusters

Evaluation--Correlated With Behavioral Objectives  
The student will:

Working find out what  
any, are used by their firms.

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

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

any of their parents to  
of buyer to the class.

Identify four duties of a buyer.

## BUYING MERCHANDISE

### Behavioral Objectives

The student will be able to:  
Describe today's "average consumer."

List the consumer characteristics that a buyer should know.

Analyze consumer buying habits.

### Topics, Content, Inst

#### II. HOW TO DETERMINE WHAT TO CONSUMER NEEDS

##### A. Who Is the Consumer?

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

##### B. Close Look at Consumer

1. Demography
  - a. Population density
  - b. Family sizes
  - c. Sex, race, religio
  - d. Means of liveliho
  - e. Educational level
  - f. Income distributio
  - g. Mobility
  - h. Age distribution
  - i. Geographical trade
  - j. Other, such as hou  
births, marriages
2. Buying patterns
  - a. Frequency of purch  
service
  - b. Brand and merchant
  - c. Sensitivity to pri  
advertising
  - d. Buyer class and mo

Behavioral Objectives

be able to:  
s "average consumer."

mer characteristics that a buyer

er buying habits.

Topics, Content, Instructional Areas

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

A. Who Is the Consumer?

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

B. Close Look at Consumer

1. Demography
  - a. Population density
  - b. Family sizes
  - c. Sex, race, religion, etc.
  - d. Means of livelihood
  - e. Educational levels
  - f. Income distribution
  - g. Mobility
  - h. Age distribution
  - i. Geographical trade area
  - j. Other, such as housing, life expectancy, births, marriages, etc.
2. Buying patterns
  - a. Frequency of purchase and need for service
  - b. Brand and merchant loyalty
  - c. Sensitivity to price, services, advertising
  - d. Buyer class and motives

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Evaluation--Correlated With Behavior  
The student will:

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

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

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

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

List five pieces of information a dem obtains which would be useful to a me

Use a matching test to see if the cla demographic and statistical terms to

Describe three consumer buying patter



BUYING MERCHANDISE

Plans and Student Activities  
Occupational Clusters

Evaluation--Correlated With Behavioral Objectives  
The student will:

tell amusing anecdotes about  
"ever saw" or "Why I enjoy

determine their knowledge of  
statistical terms.

survey on the chalkboard or on  
a trading area.

use sampling techniques to  
gather statistics about local consumers.

List five pieces of information a demographic survey  
obtains which would be useful to a merchandise buyer.

Use a matching test to see if the class has added  
demographic and statistical terms to their vocabularies.

Describe three consumer buying patterns.

## BUYING MERCHANDISE

### Behavioral Objectives

The student will be able to:

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

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

Outline the steps used in planning model stock.

### Topics, Content, Instru

#### B. Close Look at Consumer (

3. Personalities of customers
  - a. Conservative, impatient
  - b. Impulsive, easily influenced
  - c. Affected by peer groups
  - d. Style conscious, cost-conscious

#### C. Aids in Selecting Merchandise

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

### III. *WHAT MERCHANDISE TO PURCHASE*

#### A. Model Stock and Buying Plan

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

#### B. Steps in Planning Model Stock

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

## Behavioral Objectives

able to:

sources of information that will  
ect merchandise.

as model stock, buying plan,

s used in planning model stock.

## Topics, Content, Instructional Areas

- B. Close Look at Consumer (Cont'd)
3. Personality of customer
    - a. Conservative, impatient
    - b. Impulsive, easily influenced
    - c. Affected by peer group, social mores
    - d. Style conscious, cost conscious

C. Aids in Selecting Merchandise

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

### III. *WHAT MERCHANDISE TO PURCHASE AND HOW MUCH*

A. Model Stock and Buying Plan

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

B. Steps in Planning Model Stock

1. Predict sales for period from past sales
2. Determine stock turnover
3. Determine average stock

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Evaluation--Correlated With Behavior  
The student will:

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

Have students create merchandise resource file cards.

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

Describe four merchandise information sources for buyers.

Name five items a buyer would include on a merchandise file card.

Using complete sentences, describe the steps in a buying plan, markup and markdown, etc.

BUYING MERCHANDISE

ions and Student Activities  
Occupational Clusters

Evaluation--Correlated With Behavioral Objectives  
The student will:

merchants' association, chamber of  
committee. obtain samples of want  
ys, trade publications, etc.

Describe four merchandise information sources used by  
buyers.

merchandise resource file

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

the steps in establishing a  
plan. Then assign each student  
the store or merchandise of his

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

## BUYING MERCHANDISE

### Behavioral Objectives

The student will be able to:

Give several reasons why a buying plan is needed.

Describe the factors that influence a buying plan.

Identify staple merchandise items.

### Topics, Content, Instr

#### B. Steps in Planning Model

4. Determine BOM invento
5. Compile promotion exp
6. Provide for a regular
7. Estimate average sale
8. Decide upon the number  
assortment
9. Use a breakdown by ty  
sizes
10. Establish minimum sto
11. Determine markup, mar  
merchandise

#### C. Why a Buying Plan Is Ne

1. Makes stock turnover
2. Provides lead time fo
3. Accommodates seasonal
4. Accounts for store si

#### D. Factors Influencing Buy

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

#### E. Buying Plan For Staple

1. Decide which are your
2. Establish reorder per
3. Determine weekly rate

## Behavioral Objectives

able to:

asons why a buying plan is needed.

ors that influence a buying plan.

erchandise items.

## Topics, Content, Instructional Areas

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

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

### C. Why a Buying Plan Is Needed

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

### D. Factors Influencing Buying Plan

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

### E. Buying Plan For Staple Merchandise

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

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Evaluation--Correlated With Behavior  
The student will:

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

Give three advantages of using a buying plan.

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

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

A true-false or multiple choice test means for the class to select the merchandise in stock items.



and Student Activities  
ational Clusters

Evaluation--Correlated With Behavioral Objectives  
The student will:

Give oral reports on how a  
effectively.

Give three advantages of using a buying plan.

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

to bring in lists of staple  
items.

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

## BUYING MERCHANDISE

### Behavioral Objectives

The student will be able to:

Select fashion merchandise items.

Distinguish between seasonal and non-seasonal goods.

Define hand-to-mouth buying.

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

### Topics, Content, Instr

#### E. Buying Plan For Staple M

4. Delivery period specific
5. Cushion established
6. Merchandise on order a
7. Compute open-to-buy (O

#### F. Buying Plan For Fashion

1. Same as for staples
2. Provide for increases
3. Coordinate buying

#### G. Buying Plan For Seasonal

#### H. Short Term Buying Plan

1. Fad
2. Promotional
3. Special

#### I. Hand-to-Mouth Merchandis

1. Characteristics
  - a. Many small orders
  - b. Needs immediate de
2. Advantages
  - a. Fresh inventory
  - b. Small capital inve
  - c. Small risk on adva
  - d. Small risk for spo
3. Disadvantages
  - a. High transportatio
  - b. Reorder and receiv
  - c. Higher prices per
  - d. Loss of sales with

Behavioral Objectives

be able to:

merchandise items.

ween seasonal and non-seasonal goods.

mouth buying.

ages and disadvantages of hand-to-  
merchandise.

Topics, Content, Instructional Areas

- E. Buying Plan For Staple Merchandise (Cont'd)
4. Delivery period specified
  5. Cushion established
  6. Merchandise on order and on hand
  7. Compute open-to-buy (O.T.B.)
- F. Buying Plan For Fashion Merchandise
1. Same as for staples
  2. Provide for increases and decreases in stock
  3. Coordinate buying
- G. Buying Plan For Seasonal Goods
- H. Short Term Buying Plan
1. Fad
  2. Promotional
  3. Special
- I. Hand-to-Mouth Merchandise Buying
1. Characteristics
    - a. Many small orders
    - b. Needs immediate delivery
  2. Advantages
    - a. Fresh inventory
    - b. Small capital investment
    - c. Small risk on advance order amount
    - d. Small risk for spoilage or obsolescence
  3. Disadvantages
    - a. High transportation costs
    - b. Reorder and receiving expense
    - c. Higher prices per item
    - d. Loss of sales with depleted stocks

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

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

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

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

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

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

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

Evaluation--Correlated With Behavior  
The student will:

Assume he or she is a buyer of fashion merchandise. List five of the most important sources of information to be consulted before making a purchase.

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

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

and Student Activities  
Occupational Clusters

Evaluation--Correlated With Behavioral Objectives  
The student will:

plain their responsibilities  
and merchandise. Have them tell why  
how often ordered, delivery  
merchandise is checked in.

how local stores handle  
the groups, fashion prices, or

students who have compiled DECA  
projects should show and explain them to

students who have high interest in  
and some artistic ability should  
make posters or collages for  
the school corridor.

students usually involved in pro-  
jects can be good resources  
for projects, etc.

students interested in discussing  
the advantages of large-scale  
merchandise buying with representatives

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

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

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

## BUYING MERCHANDISE

### Behavioral Objectives

The student will be able to:

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

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

### Topics, Content, Inst

#### IV. SELECTING THE RESOURCE

##### A. Types of Resources

1. Buy direct from manufa
  - a. Large quantities
  - b. Lower cost per ite
  - c. Higher storage cos
  - d. Limited promotional
2. Merchant middleman
  - a. Service wholesaler
  - b. Limited functions
3. Agent middleman
  - a. Broker
  - b. Manufacturers' age
  - c. Sales agents

##### B. Using Resources

1. Contact salespersons
2. Communicate with mercha
3. Attend trade shows
4. Resident buying office
  - a. Contract with reta
  - merchandise
  - b. Provide market inf
5. Central buying
  - a. Buying in central
  - b. Stores supervise s
  - c. Used by large reta
  - of small ones
  - d. Kinds of central b
    - 1) Central merchan
    - 2) Listing system
    - 3) Central warehou
    - 4) Cooperative
    - 5) Associated inde

## Behavioral Objectives

able to:

antages of buying direct from the  
through a merchant middleman or an

methods of contacting the primary  
merchandise purchases.

## Topics, Content, Instructional Areas

### IV. SELECTING THE RESOURCE

#### A. Types of Resources

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

#### B. Using Resources

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

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Evaluation--Correlated With Behavior  
The student will:

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

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

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

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

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

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

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

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



ions and Student Activities  
Occupational Clusters

Evaluation--Correlated With Behavioral Objectives  
The student will:

of a "market source" from the

you were to begin a new business,  
your merchandise and why?

Identify an article of furniture  
for this product and reasons  
for its purchase.

Bring into the classroom and explain

Buying methods (group, central,

Divided into survey teams to dis-  
cuss department stores, variety  
stores (large and small) buy their

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

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

## BUYING MERCHANDISE

### Behavioral Objectives

The student will be able to:

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

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

Describe F.O.B.

Distinguish between modes of transportation.

### Topics, Content, Instr

#### C. Basis of Resource Select

1. Past experience
2. Satisfied consumers
3. Dependability of resour
4. Services resources prov
5. Terms of sale
  - a. Quantit' and time d
  - b. Comparative prices
  - c. Transportation
6. Distribution policies
7. Breadth of assortment
8. Quality of merchandise

#### V. NEGOTIATING FOR MERCHANDISE

##### A. Transportation

1. Who is responsible for
2. Who has title when good
3. How shipped?
4. How packaged?
5. How and when does title

##### B. Transportation Terms

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

##### C. Means of Transportation

1. Via railroad
2. Via trucks
3. Via airplanes
4. Via bus

## Behavioral Objectives

able to:

to consider when selecting a  
merchandise.

restrictions to investigate  
contract for the purchase of goods

en modes of transportation.

## Topics, Content, Instructional Areas

### C. Basis of Resource Selection

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

### V. NEGOTIATING FOR MERCHANDISE

#### A. Transportation

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

#### B. Transportation Terms

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

#### C. Means of Transportation

1. Via railroad
2. Via trucks
3. Via airplanes
4. Via bus

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Evaluation--Correlated With Beha  
The student will:

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

List four factors to consider in buy.

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

Write the essentials of a contract

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

Complete a matching or multiple cho determine mastery of the transporta in this section.

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

Select three methods of transporta each is most advantageous for shipp non-perishable, bulky, high fashion

Questions and Student Activities  
with Occupational Clusters

Evaluation--Correlated With Behavioral Objectives  
The student will:

Speakers to explain the different  
which exist among retailers and

List four factors to consider in deciding where to  
buy.

How teacher or student assist in  
essentials of a contract for the  
property.

Write the essentials of a contract to purchase goods.

How have shipping and/or receiving  
of great assistance in clarifying  
on terms and methods.

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

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

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

## BUYING MERCHANDISE

### Behavioral Objectives

The student will be able to:

Determine when title transfer of merchandise being transported occurs.

Identify a variety of discounts used in buying merchandise.

Distinguish between several dating agreements.

### Topics, Content, Instru

#### C. Means of Transportation (C)

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

#### D. Title Transfer

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

#### E. Discounts

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

#### F. Dating Agreements

1. Cash dating
2. Future dating
3. Memo buying
4. Consignment buying

### VI. THE PURCHASE ORDER

#### A. Order Form

1. Legal contact
2. Data needed
  - a. Buyer's name and address
  - b. Seller's name and address

Behavioral Objectives

able to:

title transfer of merchandise  
occurs.

of discounts used in buying

several dating agreements.

Topics, Content, Instructional Areas

C. Means of Transportation (Cont'd)

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

D. Title Transfer

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

E. Discounts

1. Cash
2. Quantity
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F. Dating Agreements

1. Cash dating
2. Future dating
3. Memo buying
4. Consignment buying

VI. THE PURCHASE ORDER

A. Order Form

1. Legal contract
2. Data needed
  - a. Buyer's name and address
  - b. Seller's name and address

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Evaluation--Correlated With Beha  
The student will:

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

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

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

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

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

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

Describe several terms used in tit dating agreements.



BUYING MERCHANDISE

Conditions and Student Activities  
Occupational Clusters

Evaluation--Correlated With Behavioral Objectives  
The student will:

Business Law Syllabus, 1968, for Transfer  
page 22-24, for content topics  
and questions.

Business teacher or your students who  
will be helpful here.

Excellent business arithmetic and  
with chapters and manuals devoted  
in using shortcut and mental  
discounts.

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

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

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

Describe several terms used in title transfer and  
dating agreements.

## BUYING MERCHANDISE

### Behavioral Objectives

The student will be able to:

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

Describe the duties of the receiving clerk.

Give the criteria used to determine buyer effectiveness.

### Topics, Content, Instruction

#### A. Order Form (Cont'd)

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

#### B. Followup --

#### C. Checking the Order When Re

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

### VII. *HOW EFFECTIVE THE BUYER IS*

#### A. Degree of Customer Satisfaction

#### B. Maximum Profit

## Behavioral Objectives

able to:

ts of the purchase order and their  
ns.

ies of the receiving clerk.

a used to determine buyer

## Topics, Content, Instructional Areas

### A. Order Form (Cont'd)

- c. Who placed order - person - department
- d. Date of order
- e. Amount of purchase - quantity
- f. Merchandise description
- g. Unit cost
- h. Extension
- i. Total cost
- j. Credit terms
- k. Discounts
- l. Delivery agreement
- m. Date of delivery
- n. Signature
- o. Other data (excise or sales taxes)

### B. Followup

### C. Checking the Order When Received

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

## VII. *HOW EFFECTIVE THE BUYER IS*

### A. Degree of Customer Satisfaction

### B. Maximum Profit

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

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

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

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

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

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

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

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

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

Evaluation--Correlated With Beh  
The student will:

Write the steps used in preparing

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

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

ions and Student Activities  
Occupational Clusters

forms or copies of invoices and  
monstrate their use and

he route and uses of the order  
s of employment.

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correct goods, late shipments,  
carelessness in writing orders.

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le publications to students and  
ubsequent articles which they

" section in *Womens Wear Daily*  
rate the number of buying offers  
ayers.

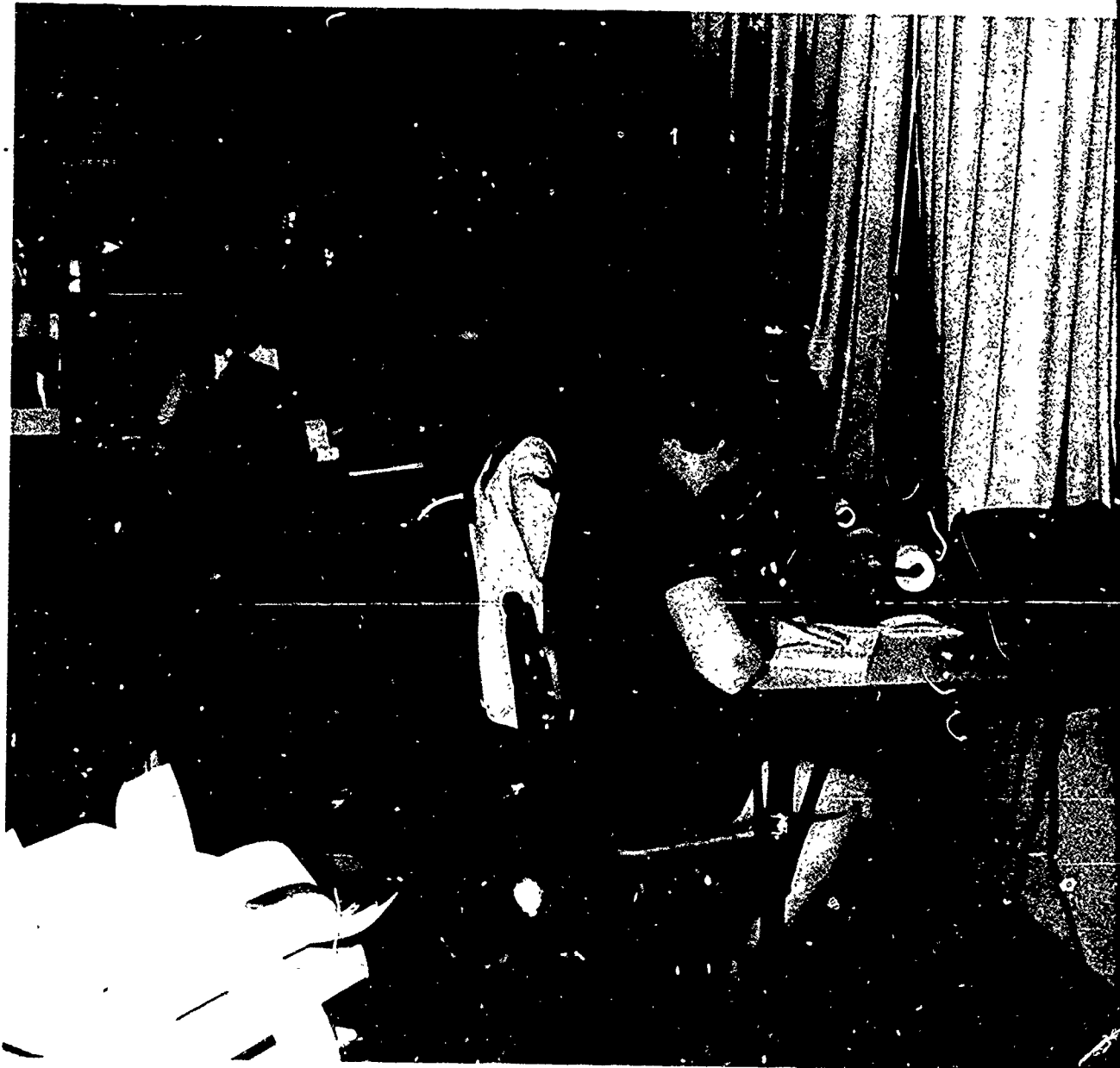
Evaluation--Correlated With Behavioral Objectives  
The student will:

Write the steps used in preparing a purchase order.

Complete a purchase order, including all necessary  
information about the purchaser, description of items  
purchased, terms of purchase, extensions, and totals.

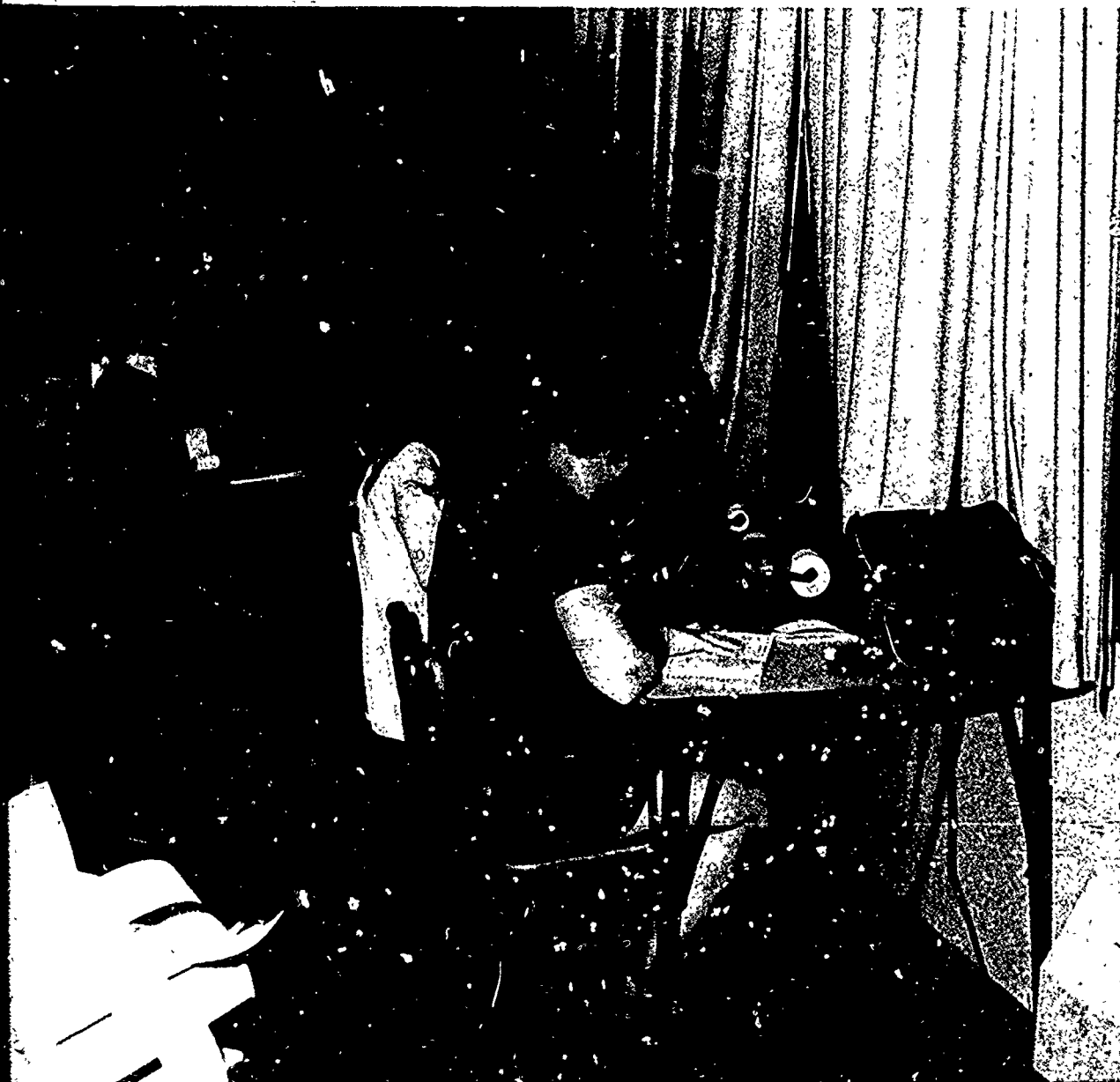
Write an end-of-module paper or have a student panel  
presentation on the potential of a career as a mer-  
chandise buyer, transporter, supplier, receiving clerk,  
manager, or salesperson.

## MERCHANDISE MATHEMATICS



Adding machines and cash registers are integral to merchandise mathematics.

## MERCHANDISE MATHEMATICS



Adding machines and cash registers are integral to merchandise mathematics.

E-1

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## MERCHANDISE MATHEMATICS

## RELATED OCCUPATIONAL CLUSTERS

Finance and Credit (4.04); General Merchandising  
Warehousing and Transportation (4.19)

General Goals: To familiarize the student with:

- . The necessity for mastery of basic arithmetic for success in distributive
- . Common causes of arithmetical errors
- . The use of mathematics in business

### Behavioral Objectives

### Topics, Content, Instru

The student will be able to:

Explain several ways employee errors are costly in distribution and marketing.

Recognize the most frequent kind of mistakes employees make.

Give reasons why some employees tend to make more errors than others.

### I. THE RELATIONSHIP OF MATH TO

#### A. Need for Accuracy in Distrib

1. Errors are costly
  - a. Loss of customer confidence
  - b. Bad public relations
  - c. Complaints
2. Error correction requires
3. Errors are embarrassing

#### B. Common Causes of Mistakes

1. Carelessness
  - a. Sloppiness
  - b. Misplaced decimals
  - c. Figures in wrong column
  - d. Transpositions
  - e. Figures not checked
  - f. Copying errors
  - g. Speed before accuracy
  - h. Increased use of sales  
are faster and more
2. Illegibility - poorly written
3. Distractions
  - a. Customers in a hurry
  - b. Interruption from sales  
others

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RELATED OCCUPATIONAL CLUSTERS

Finance and Credit (4.04); General Merchandising - Retail (4.08)  
Warehousing and Transportation (4.19)

familiarize the student with:

The necessity for mastery of basic arithmetic for success in distributive occupations  
Common causes of arithmetical errors  
The use of mathematics in business

Behavioral Objectives

able to:

employee errors are costly  
marketing.

frequent kind of mistakes

the employees tend to make more

Topics, Content, Instructional Areas

I. THE RELATIONSHIP OF MATH TO DISTRIBUTION

A. Need for Accuracy in Distribution

1. Errors are costly
  - a. Loss of customer confidence
  - b. Bad public relations
  - c. Complaints
2. Error correction requires time of supervisors
3. Errors are embarrassing

B. Common Causes of Mistakes

1. Carelessness
  - a. Sloppiness
  - b. Misplaced decimals
  - c. Figures in wrong columns
  - d. Transpositions
  - e. Figures not checked
  - f. Copying errors
  - g. Speed before accuracy
  - h. Increased use of sales terminals which are faster and more efficient
2. Illegibility - poorly written numbers
3. Distractions
  - a. Customers in a hurry
  - b. Interruption from sales people and others

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Evaluation--Correlated With Behavior  
The student will:

Discuss the ways errors can weaken or damage the reputation of a store.

State three ways in which employee errors can occur in merchandising.

Obtain and discuss copies of local employment tests which contain arithmetic items.

Show the class ways to overcome deficiencies which lead to mistakes.

List three common causes of mistakes.

Describe three methods of overcoming errors.

Discuss need for legible figures.

as and Student Activities  
Occupational Clusters

Evaluation--Correlated With Behavioral Objectives  
The student will:

can weaken or damage the

State three ways in which employee errors can be costly in merchandising.

es of local employment tests  
c items.

overcome deficiencies which

List three common causes of mistakes in arithmetic.

Describe three methods of overcoming tendency to make errors.

figures.

## MERCHANDISE MATHEMATICS

### Behavioral Objectives

### Topics, Content, Instru

#### The student will be able to:

- Add and check all sales documents.
- Use sales tax chart correctly.
- Determine postage charges accurately.
- Compute delivery and COD fees accurately.

Use good inventory procedures in the school store or work station.

Check the invoice against the merchandise.

Find the markup, given retail price and cost.

Compute the percent of markup, given markup and retail price.

Select an item of merchandise and, after proper research, be able to compute the cost price, markup and retail selling price.

#### C. Use of Mathematics in Busi

1. Sales
  - a. Sales slip
  - b. Cash register
  - c. Making change
  - d. Sales tally
  - e. Discounts
  - f. Taxes
  - g. Postage
  
2. Price and quantity sold
  - a. Selling price
  - b. Markup
  - c. Markdowns
  - d. Inventory
  - e. Other

## Behavioral Objectives

able to:

sales documents.

correctly.

charges accurately.

COD fees accurately.

procedures in the school store

against the merchandise.

then retail price and cost.

of markup, given markup and

merchandise and, after proper

compute the cost price, markup  
price.

## Topics, Content, Instructional Areas

### C. Use of Mathematics in Business

#### 1. Sales

- a. Sales slip
- b. Cash register
- c. Making change
- d. Sales tally
- e. Discounts
- f. Taxes
- g. Postage

#### 2. Price and quantity sold

- a. Selling price
- b. Markup
- c. Markdowns
- d. Inventory
- e. Other

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Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Use role-playing as the cashier or as a salesperson to practice making change and doing mental calculations.

Have employed cooperative student cashiers discuss experiences and skills used on the job.

Construct a bulletin board. Have students create a display on "Uses of Math in Business."

Discuss typical markup and markdown percentages in various lines of merchandise.

Discuss taking inventory.

Evaluation--Correlated With Beha  
The student will:

List 10 uses of mathematics in bu

Given a series of 15 grocery items are multiple priced, ring up the register, charge the appropriate change, with 100% accuracy.

Given five different sales transactions cash/send, charge/take, charge/send prepare five sales slips to cover student will fill out the forms and all necessary data and information

Given a list of 10 sales totals with state, with 100% accuracy, the correct denomination of coins and bills to customer in change.

Given the beginning balance, total and any "paid-outs," compute, with cash sales for the day and "cash

Given five problems containing original price, find, with 100% accuracy price after the deduction was made

Given an invoice listing five items and the unit price of each, extend total it with at least 75% accuracy

## MERCHANDISE MATHEMATICS

### Problems and Student Activities Occupational Clusters

the cashier or as a salesperson to  
the and doing mental calculations.

Give five student cashiers discuss  
problems used on the job.

Board. Have students create a  
problem in Business."

problems and markdown percentages in  
merchandise.

Inventory.

### Evaluation--Correlated With Behavioral Objectives The student will:

List 10 uses of mathematics in business.

Given a series of 15 grocery items at least 10 of which  
are multiple priced, ring up the sale on a cash  
register, charge the appropriate sales tax and make  
change, with 100% accuracy.

Given five different sales transactions (cash/take,  
cash/send, charge/take, charge/send, and C.O.D.),  
prepare five sales slips to cover the transaction. The  
student will fill out the forms correctly and compute  
all necessary data and information, with 100% accuracy.

Given a list of 10 sales totals with amounts tendered,  
state, with 100% accuracy, the correct number of each  
denomination of coins and bills to be returned to the  
customer in change.

Given the beginning balance, total cash in the register  
and any "paid-outs," compute, with 100% accuracy, the  
cash sales for the day and "cash short" or "cash over."

Given five problems containing reductions from the  
original price, find, with 100% accuracy, the revised  
price after the deduction was made.

Given an invoice listing five items in varying units  
and the unit price of each, extend the invoice and  
total it with at least 75% accuracy.

## MERCHANDISE MATHEMATICS

### Behavioral Objectives

The student will be able to:

Calculate his earnings, given all data, such as his sales for the day, his percent of commission, his payroll deductions.

Improve facility in the fundamental arithmetic processes.

### Topics, Content, Instruction

#### C. Use of Mathematics in Business

3. Computation of earnings
  - a. Gross pay
  - b. Net pay
  - c. Deduction
    - 1) Withholding
    - 2) FICA
    - 3) Other taxes
    - 4) Savings account bo
    - 5) Union dues
    - 6) Other deductions
  - d. Commission
    - 1) Salary plus commis
    - 2) Straight commissio
    - 3) Quota
    - 4) Premiums money
  - e. Profit sharing plans
4. Credit department
  - a. Charge sales record
  - b. Installment calculati
  - c. Contracts to buy
  - d. Monthly statements
5. Income tax computation

#### II. BASIC STEPS

##### A. Addition - Whole Numbers, Fractions

1. Rules for addition
  - a. Neatness and accuracy
  - b. Straight columns
  - c. Check by adding in o
  - d. Line up decimal
  - e. Fractions



Behavioral Objectives

able to:

ings, given all data, such as his  
his percent of commission, his

Topics, Content, Instructional AreasC. Use of Mathematics in Business (Cont'd)

3. Computation of earnings
  - a. Gross pay
  - b. Net pay
  - c. Deduction
    - 1) Withholding
    - 2) FICA
    - 3) Other taxes
    - 4) Savings account bonds
    - 5) Union dues
    - 6) Other deductions
  - d. Commission
    - 1) Salary plus commission
    - 2) Straight commission
    - 3) Quota
    - 4) Premiums money
  - e. Profit sharing plans
4. Credit department
  - a. Charge sales record
  - b. Installment calculations
  - c. Contracts to buy
  - d. Monthly statements
5. Income tax computation

II. BASIC STEPSA. Addition - Whole Numbers, Fractions, Decimals

1. Rules for addition
  - a. Neatness and accuracy
  - b. Straight columns
  - c. Check by adding in opposite direction
  - d. Line up decimal
  - e. Fractions

n the fundamental arithmetic

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Plan a field trip to the payroll department of a local store.

Have students practice problems involving salary, commission, deductions, and net pay.

Pass out a pay voucher and show how gross salaries less deductions equal net salaries.

Pretest all pupils, using a test from a local firm, a publisher, or S.E.D. tests.

Review pretest.

Evaluation--Correlated With Behavior  
The student will:

Given gross pay and four fringe benefits, calculate net pay.

Given three items sold and the difference on each, determine the resultant earnings.

Given a charge sale situation, correct a sales check record of a sale of the department store with 100% accuracy.

In 10 minutes, add correctly 17 out of 20 columns of sales figures.

100

Questions and Student Activities  
1. Occupational Clusters

to the payroll department of a

to solve problems involving salary,  
deductions, and net pay.

to prepare and show how gross salaries  
relate to net salaries.

Evaluation--Correlated With Behavioral Objectives  
The student will:

Given gross pay and four fringe benefit deductions,  
calculate net pay.

Given three items sold and the differing commissions  
on each, determine the resultant earnings.

Given a charge sale situation, correctly complete  
a sales check record of a sale of three items in a  
department store with 100% accuracy.

using a test from a local firm, a  
series of tests.

In 10 minutes, add correctly 17 out of 20 three-digit  
columns of sales figures.

~~100~~

~~100~~

## MERCHANDISE MATHEMATICS

### Behavioral Objectives

#### The student will be able to:

Demonstrate acceptable written and mental skills in the basic functions of mathematics.

Make conversions from fractions to decimal equivalents and vice versa.

### Topics, Content, Instruction

- A. Addition - Whole Numbers, Integers  
(Cont'd)
  2. Making change using addition
  3. Sales slip and cash register
- B. Subtraction
  1. Rules for subtraction, integers
- C. Multiplication
  1. Rules for multiplication
  2. Use in distribution
  3. Shortcuts
  4. Percentage
- D. Division
  1. Rules for division
  2. Use in distribution
  3. Decimals
  4. Shortcuts
  5. Percentage
- E. Decimal equivalents
  1. Conversion from fractions to decimals
  2. Conversion from decimals to fractions
  3. Memorization of fundamental facts

Behavioral Objectivesable to:

able written and mental skills  
ions of mathematics.

rom fractions to decimal  
ce versa.

Topics, Content, Instructional Areas

- A. Addition - Whole Numbers, Fractions, Decimals  
(Cont'd)
  2. Making change using addition method
  3. Sales slip and cash register data
- B. Subtraction
  1. Rules for subtraction, i.e., check by addition
- C. Multiplication
  1. Rules for multiplication
  2. Use in distribution
  3. Shortcuts
  4. Percentage
- D. Division
  1. Rules for division
  2. Use in distribution
  3. Decimals
  4. Shortcuts
  5. Percentage
- E. Decimal equivalents
  1. Conversion from fractions to decimals
  2. Conversion from decimals to fraction
  3. Memorization of fundamental equivalents

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Evaluation--Correlated With Behavior  
The student will:

Given a sales situation of five or more items, the student will correctly compute the cash sale and sales tax, and give the proper change to the customer, using the correct method, with 100% accuracy.

Given a listing of 20 mixed numbers, the student will mentally figure the correct extension of the items, with 85% of the items.

Discuss "rounding off" procedure.

Have your students memorize the more commonly used decimal equivalents.

Given a mixed listing of 20 decimal equivalents, provide the correct common fraction with at least 85% accuracy.

Questions and Student Activities  
Occupational Clusters

Evaluation--Correlated With Behavioral Objectives  
The student will:

Given a sales situation of five or more items, correctly compute the cash sale and sales tax and make the proper change to the customer, using the addition method, with 100% accuracy.

Given a listing of 20 mixed numbers and money values, mentally figure the correct extensions of at least 85% of the items.

"ff" procedure.

memorize the more commonly used

Given a mixed listing of 20 decimal and fraction equivalents, provide the correct conversion decimal or fraction with at least 85% accuracy.

## MERCHANDISE MATHEMATICS

### Behavioral Objectives

### Topics, Content, Instruc

The student will be able to:

Complete sales checks accurately.

Determine average sales.

Complete cash reports.

Calculate the net amount of an invoice, given a percent of discount.

Make change using the correct procedure.

Stress the importance of the mastery of fundamental arithmetic processes.

### III. *PRACTICAL APPLICATIONS*

#### A. Sales

1. Sales checks
2. Tally sheets
3. Invoices
4. Change making
5. Cash registering
6. Money drawer
7. Balance due on layaway
8. Checkbook balance
9. Uneven exchanges
10. Comparison of sales for



Behavioral Objectivesable to:

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ts.

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he correct procedure.

ce of the mastery of fundamental

s.

Topics, Content, Instructional AreasIII. *PRACTICAL APPLICATIONS*A. Sales

1. Sales checks
2. Tally sheets
3. Invoices
4. Change making
5. Cash registering
6. Money drawer
7. Balance due on layaway
8. Checkbook balance
9. Uneven exchanges
10. Comparison of sales for 2 periods

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Use duplicated sheets of problems or workbooks for students. Make use of sample sales slips for students to fill them in with problems using decimals and fractions.

Use tally sheets with sales checks to show use of horizontal and vertical addition and proof.

Give students invoices to verify correctness of extensions. Some should contain errors.

Make up a sheet to simulate cash drawer. Duplicate, and have students arrange according to rules.

Discuss the importance of giving each person a receipt.

Have students demonstrate making change using the addition method.

Use a tape recorder to enable cashier to hear whether he or she made change correctly.

Review multiplication table. Use duplicated sheets.

Discuss and illustrate shortcuts in multiplication.

Review percentages.

Pass out the table of aliquot parts and discuss.

Have students complete problems on cash discounts with invoices.

Give the students problems on trade discounts to do.

Give examples of seasonal, quantity and anticipation discounts and discuss.

Evaluation--Correlated With Behavior  
The student will:

Demonstrate the location in the case for all coins, currency and cash sales.

Given a series of check stubs with deposit amounts, check amount, and 100% accuracy, complete the stubs.

Given the sales for two years, determine the decrease of sales for the period, with 100% accuracy.

Given the hours worked and the rate, determine the gross wages earned, with 100% accuracy.

Given the hours worked, which will determine the gross pay, with 100% accuracy, determine the gross pay, with the rate method.

Given the hours worked, which will determine the gross pay, with 100% accuracy, determine the gross pay, with the hour method.

Given the gross salary and deduction, determine the net pay, with 100% accuracy. Tax, Social Security Tax, and State Income Tax.

Given the gross sales, the salesman's commission, Federal Income Tax rate, Social Security Tax rate, State Income Tax rate, figure the net sales, with 100% accuracy.

Given the list price of five different items, determine the net cost prices for each item, with 100% accuracy. five different single trade discounts.

Problems and Student Activities  
Occupational Clusters

problems or workbooks for  
sample sales slips for  
with problems using decimals

uses checks to show use of  
addition and proof.

to verify correctness of  
contain errors.

late cash drawer. Duplicate,  
according to rules.

f giving each person a receipt.

e making change using the

enable cashier to hear whether  
correctly.

ble. Use duplicated sheets.

shortcuts in multiplication.

quot parts and discuss.

problems on cash discounts

ms on trade discounts to do.

l, quantity and anticipation

Evaluation--Correlated With Behavioral Objectives  
The student will:

Demonstrate the location in the cash register drawer  
for all coins, currency and cash substitutes.

Given a series of check stubs with beginning balance,  
deposit amounts, check amount, and check charges, with  
100% accuracy, complete the stubs.

Given the sales for two years, determine the increase or  
decrease of sales for the period, with 100% accuracy.

Given the hours worked and the rate per hour, find the  
gross wages earned, with 100% accuracy.

Given the hours worked, which will include overtime  
hours, determine the gross pay, with 100% accuracy, using  
the rate method.

Given the hours worked, which will include overtime  
hours, determine the gross pay, with 100% accuracy,  
using the hour method.

Given the gross salary and deductions for Federal Income  
Tax, Social Security Tax, and State Income Tax, com-  
pute the net pay, with 100% accuracy.

Given the gross sales, the salesman's commission rate,  
Federal Income Tax rate, Social Security Rate, and  
State Income Tax rate, figure the take-home pay, with  
100% accuracy.

Given the list price of five different articles and  
five different single trade discounts, find the cor-  
rect cost prices for each item, with 100% accuracy.

# MERCHANDISE MATHEMATICS

## Behavioral Objectives

## Topics, Content, Instr

### The student will be able to:

- Determine the discount payment date of an invoice.
- Figure F.O.B. charges and identify ownership in the F.O.B. case.

Weigh and measure merchandise.

### B. Operations

1. Extensions
2. Payroll
3. Discounts
4. Unit pricing
5. Average sales
6. Time to pay invoice
7. Cash discounts
8. Trade discounts
9. Quantity discounts
10. Seasonal discounts
11. Anticipation discounts
12. Employee discounts
13. Discount equipment
14. Transportation costs

### C. Weights and Measures

1. Linear - inches
2. Squares - sq. ft.
3. Cubic - cubic yd.
4. Dry - pint
5. Liquid - pint
6. Avoirdupois - pound
7. Counting - dozen - gross
8. Time - minute
9. Metric system

Behavioral Objectives

be able to:

discount payment date of an invoice.  
charges and identify ownership in the

re merchandise.

Topics, Content, Instructional Areas

B. Operations

1. Extensions
2. Payroll
3. Discounts
4. Unit pricing
5. Average sales
6. Time to pay invoice
7. Cash discounts
8. Trade discounts
9. Quantity discounts
10. Seasonal discounts
11. Anticipation discounts
12. Employee discounts
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6. Avoirdupois - pound
7. Counting - dozen - gross
8. Time - minute
9. Metric system

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Give students practice problems with single and series discounts.

Have students bring in empty merchandise boxes and cans with prices marked. Emphasize fractional prices such as 2 for 17¢, 3 for 19¢, etc. (Use of unit pricing.)

Explain the difference between dry measures and liquid measures.

Evaluation--Correlated With Behavior  
The student will:

Given total sales for the day and number of customers served, compute, with 100% accuracy, the average sale.

Given five different invoice dates and five sets of invoice terms, supply the date due to receive discount and the amount of discount with 100% accuracy.

Given an invoice amount, invoice date, and date invoice is paid, find the amount paid with 100% accuracy.

Give examples of how quantity discounts and trade discounts are used.

Given the invoice amount, the date of invoice, the terms, and the payment date, figure the amount of the anticipation discount.

Given five problems which cover different types of discounts and different employee discounts, compute the correct amount to be charged the employee with 100% accuracy.

Given a list of 15 terms indicating different types of discounts, with 100% accuracy, correctly identify each term to amount, size, etc.

Problems and Student Activities  
Occupational Clusters

Evaluation--Correlated With Behavioral Objectives  
The student will:

Problems with single and series

Empty merchandise boxes and  
Emphasize fractional prices  
19¢, etc. (Use of unit

between dry measures and

Given total sales for the day and the number of customers served, compute, with 100% accuracy, the average sale.

Given five different invoice dates and five different sets of invoice terms, supply the rate of discount, the date due to receive discount and the date due for no discount with 100% accuracy.

Given an invoice amount, invoice date, terms, and date invoice is paid, find the amount paid with 100% accuracy.

Give examples of how quantity discounts and seasonal discounts are used.

Given the invoice amount, the date of the invoice, the terms, and the payment date, figure with 100% accuracy the anticipation discount.

Given five problems which cover different employees purchases and different employee discounts, determine the correct amount to be charged the employee in each case with 100% accuracy.

Given a list of 15 terms indicating various quantities, with 100% accuracy, correctly identify these terms as to amount, size, etc.

# MERCHANDISE MATHEMATICS

## Behavioral Objectives

## Topics, Content, Instr

The student will be able to:

Find net profit, given:

- . Net price of goods purchased
- . Markup
- . Gross selling price
- . Discounts
- . Net selling price
- . Commissions paid
- . Overhead costs

D. Determination of Profit

1. P/L statement
2. Balance sheet
3. Income taxes
4. Markups
5. Markdowns
6. Turnover
7. Open-to-buy



Behavioral Objectivesable to:

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Topics, Content, Instructional AreasD. Determination of Profit

1. P/L statement
2. Balance sheet
3. Income taxes
4. Markups
5. Markdowns
6. Turnover
7. Open-to-buy

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Show profit and loss statement and relations to expenses, etc.

Discuss profit and give examples of operating expenses.

Define markup and explain its relation to business.

Explain the difference between gross margin and net profit.

Discuss turnover.

The class should become acquainted with the new solid state midget calculators. Students should be given the opportunity to acquire the skill of operating these devices.

Evaluation--Correlated With Behavior  
The student will:

Given a list of terms peculiar to the statement and balance sheet, correct terms.

Given cost and markup, figure the markup.

Given cost and retail, compute markup percent.

Given markup and retail, find the cost.  
 Given the various F.O.B. terms and match them up correctly, with 100% accuracy.

Given average stock and sales in figures of 100% accuracy, determine the merchandise turnover.

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## MERCHANDISE MATHEMATICS

### Objectives and Student Activities Occupational Clusters

Statement and relations to  
examples of operating expenses.  
in its relation to business.  
between gross margin and net  
acquainted with the new solid  
rs. Students should be given  
ire the skill of operating

### Evaluation--Correlated With Behavioral Objectives The student will:

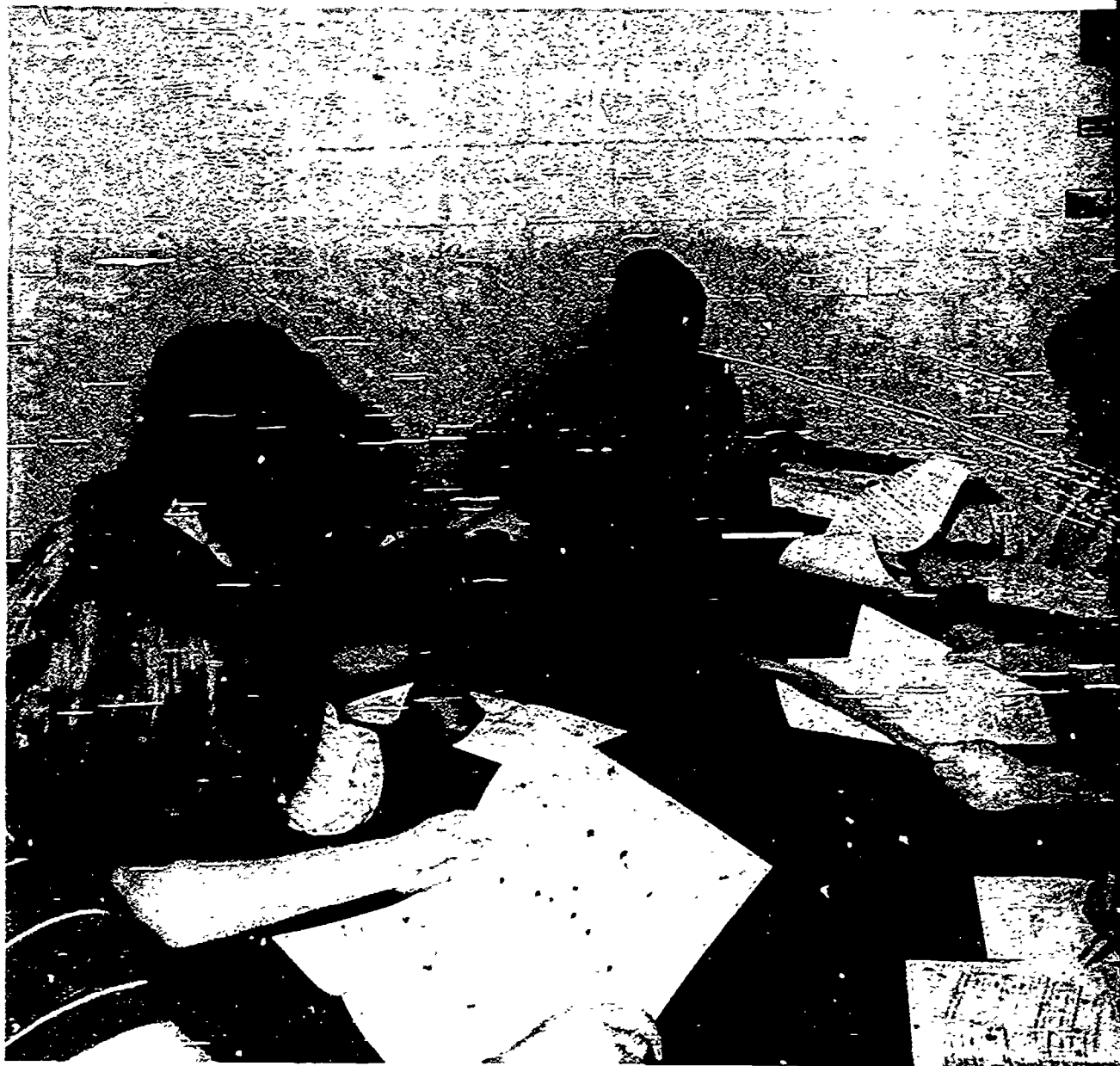
Given a list of terms peculiar to the profit and loss statement and balance sheet, correctly describe these terms.

Given cost and markup, figure the retail price.

Given cost and retail, compute markup and markup percent.

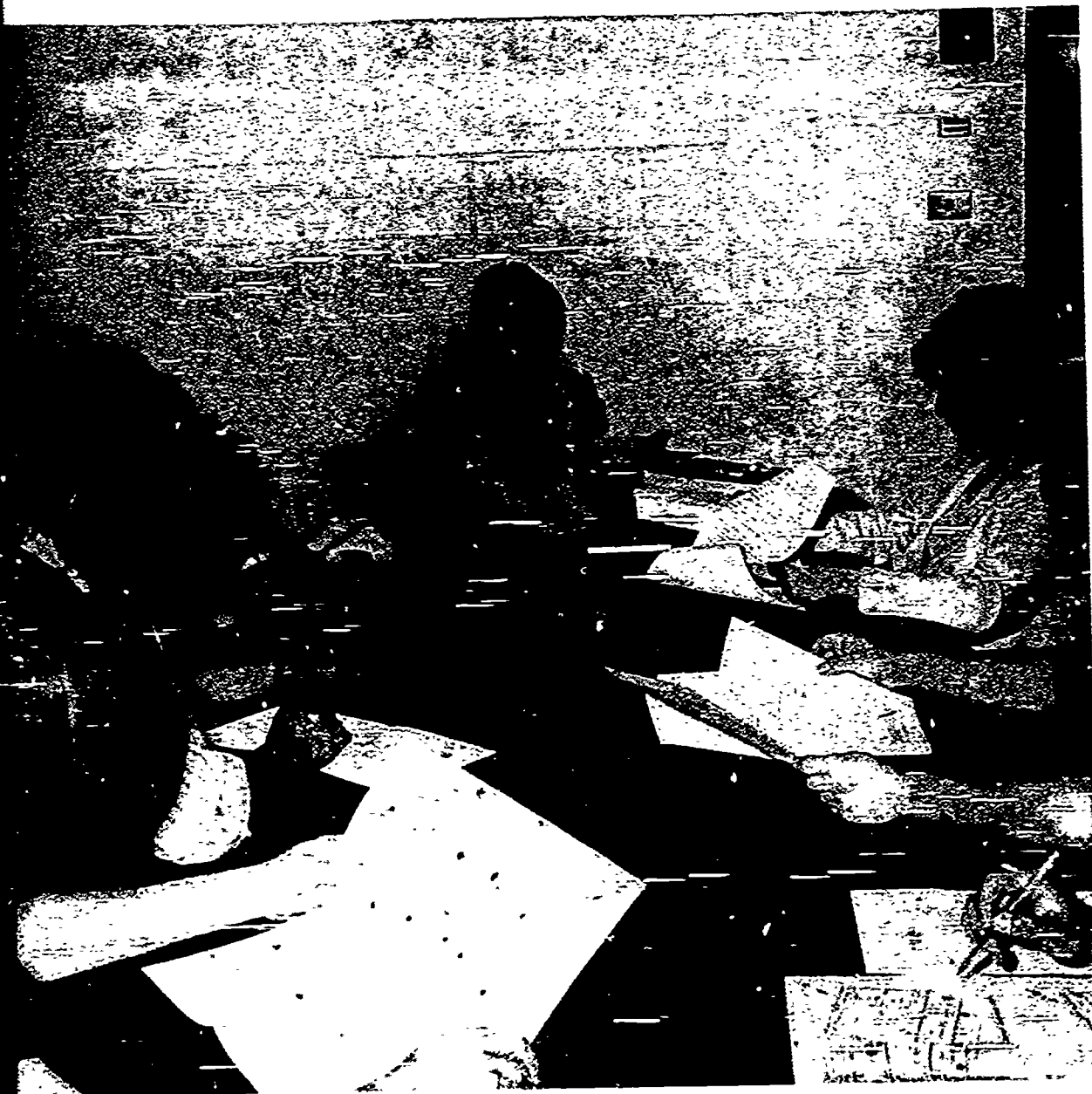
Given markup and retail, find the cost.  
Given the various F.O.B. terms and their meanings, match them up correctly, with 100% accuracy.

Given average stock and sales in five cases, with 100% accuracy, determine the merchandise turnover.



Women are increasingly involved in marketing research and advertising services

## MARKETING RESEARCH



are increasingly involved in marketing research and advertising services.

## MARKETING RESEARCH

## RELATED OCCUPATIONAL CLUSTERS

Advertising (4.01); and Hardware and Building Mat

- General Goals:
- . To assist the student in learning the fundamental concepts and processes of marketing research and how these concepts relate to problem solving in the business world
  - . To develop a positive student attitude toward the value and role of marketing research and the effects of marketing research on the marketing process
  - . To have the student become involved in a marketing research project to apply the theory described

### Behavioral Objectives

### Topics, Content, Instru

The student will be able to:

Define marketing research.

List and describe the steps used in the scientific method.

Describe the application of the scientific method in marketing research.

#### I. PRINCIPALS OF MARKETING RESEARCH

- A. Gathering Information
- B. Recording Information
- C. Analyzing Information
- D. Transfer and Sale of Goods
- E. Marketing Mix, What Factors

#### II. THE SCIENTIFIC METHOD

- A. Problem Identification
- B. Formulation of Hypothesis
- C. Prediction
- D. Hypothesis Testing
- E. Preliminary Research
- F. Formal Research
- G. Presentation of Research
- H. Followup of Research

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## RELATED OCCUPATIONAL CLUSTERS

Advertising (4.01); and Hardware and Building Materials (4.09)

- To assist the student in learning the fundamental concepts and processes of marketing research and how these concepts relate to problem solving in the business world
- To develop a positive student attitude toward the value and role of marketing research and the effects of marketing research on the marketing process
- To have the student become involved in a marketing research project to put into practice the theory described

### Behavioral Objectives

able to:

research.

the steps used in the scientific

ication of the scientific method  
rch.

### Topics, Content, Instructional Areas

#### I. *PRINCIPALS OF MARKETING RESEARCH*

- A. Gathering Information
- B. Recording Information
- C. Analyzing Information
- D. Transfer and Sale of Goods and Services
- E. Marketing Mix, What Factors Affect It

#### II. *THE SCIENTIFIC METHOD*

- A. Problem Identification
- B. Formulation of Hypothesis
- C. Prediction
- D. Hypothesis Testing
- E. Freliminary Research
- F. Formal Research
- G. Presentation of Research
- H. Followup of Research

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Discuss with students what role marketing research plays in sales forecasting, analysis of market size, territorial potential, demand for new products, etc.

Invite local advertising, hardware, or building materials executives to speak to classes about the role marketing research plays in their businesses.

Contact the research firms or major television stations listed in "Additional Resources" for information pertaining to marketing research and its use in particular geographic locations.

Discuss decision making and the scientific method as they relate to marketing research.

Have students develop a research plan using the scientific method as a basis for marketing decisions.

Evaluation--Correlated With Behavior  
The student will:

Describe the principles and processes of marketing research, using oral, visual or written reports.

List the factors involved in determining the "marketing mix" for a product or company.

Show how marketing research is used in local, regional, or national television programs.

Explain the steps used in the scientific method and how this method is used in marketing research.

Write a research project pertaining to marketing research, using the scientific method as a basis. Research should be reported orally to the class.



ions and Student Activities  
Occupational Clusters

What role marketing research  
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Evaluation--Correlated With Behavioral Objectives  
The student will:

Describe the principles and processes of marketing re-  
search, using oral, visual or written techniques.

List the factors involved in determining the particular  
"marketing mix" for a product or company.

Show how marketing research is used to determine local,  
regional, or national television programming.

Explain the steps used in the scientific method and how  
this method is used in marketing research.

Write a research project pertaining to a local firm,  
using the scientific method as a basis of the plan.  
Research should be reported orally to class.

Behavioral Objectives

Topics, Content, Instruc

The student will be able to:

Identify the two major types of data collection used by the marketing researcher.

Describe the sources of primary and secondary data.

Detail three methods used in gathering primary data.

Describe techniques used in gathering data using the survey method.

Explain two types of samples used in marketing research.

Demonstrate four types of probability sampling techniques used in marketing research.

Describe three types of nonprobability sampling techniques used in marketing research.

Identify the process used to train effective interviewers.

III. DATA COLLECTION

- A. Primary Data
- B. Secondary Data
- C. Internal and External Data
- D. Sources of Primary and Secondary Data
- E. The Survey Method
- F. Observational, Experimental, and Focus Group Methods

IV. SAMPLING TECHNIQUES

- A. Probability
- B. Nonprobability
- C. Simple Random Sample
- D. Stratified Random Sample
- E. Systematic Random Sample

V. THE ROLE OF THE INTERVIEWER

- A. Preparation
- B. Training
- C. Approach
- D. Role Playing
- E. Personal Interview
- F. Questioning
- G. Telephone Interview

## Behavioral Objectives

be able to:

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## Topics, Content, Instructional Areas

### III. DATA COLLECTION

- A. Primary Data
- B. Secondary Data
- C. Internal and External Data
- D. Sources of Primary and Secondary Data
- E. The Survey Method
- F. Observational, Experimental

### IV. SAMPLING TECHNIQUES

- A. Probability
- B. Nonprobability
- C. Simple Random Sample
- D. Stratified Random Sample
- E. Systematic Random Sample
- F. Quota Sampling
- G. Convenience Sampling
- H. Judgement Sampling
- I. Sample Size

### V. THE ROLE OF THE INTERVIEWER

- A. Preparation
- B. Training
- C. Approach
- D. Role Playing
- E. Personal Interview
- F. Questionnaire Preparation
- G. Telephone Surveys

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Have students collect primary and secondary data about their neighborhoods or the school they attend. Discuss sources of primary and secondary data.

Refer to the Sales Promotion Module, pages G-4 and 5, for methods of using primary data in B-5 analyzing the sales potential.

Using the four types of probability techniques, have students prepare an effective sample to be used in a real or hypothetical research problem. (DECA Manual of actual studies is helpful here.)

Discuss the use of probability and non-probability sampling in marketing research. Have students research the various strategies used in probability and non-probability sampling.

Have students create an interviewer training simulation. Training in methods of telephone survey and personal interview techniques should be included in this presentation.

Evaluation--Correlated With Beha  
The student will:

Describe the use of primary and secondary marketing research. An option could be to use primary and secondary data concerning

List and describe two types of sampling techniques used in marketing research.

Write reports on the techniques used in probability and nonprobability sampling, to include the advantages and disadvantages of both.

Construct a personal interview using various types of questions. Use the results to analyze data pertaining to a local or community issue. These provide excellent learning opportunities.

Questions and Student Activities  
on Occupational Clusters

primary and secondary data  
neighborhoods or the school they attend.  
primary and secondary data.

Promotion Module, pages G-4 and 5,  
primary data in B-5 analyzing

of probability techniques, have  
effective sample to be used in  
local research problem. (DECA Manual  
helpful here.)

probability and non-probability  
research. Have students research  
techniques used in probability and non-

an interviewer training simula-  
tions, methods of telephone survey and  
techniques should be included in

Evaluation--Correlated With Behavioral Objectives  
The student will:

Describe the use of primary and secondary data in  
marketing research. An option could be to collect  
primary and secondary data concerning a local issue.

List and describe two types of samples used in  
marketing research.

Write reports on the techniques used in probability and  
nonprobability sampling, to include the advantages  
and disadvantages of both.

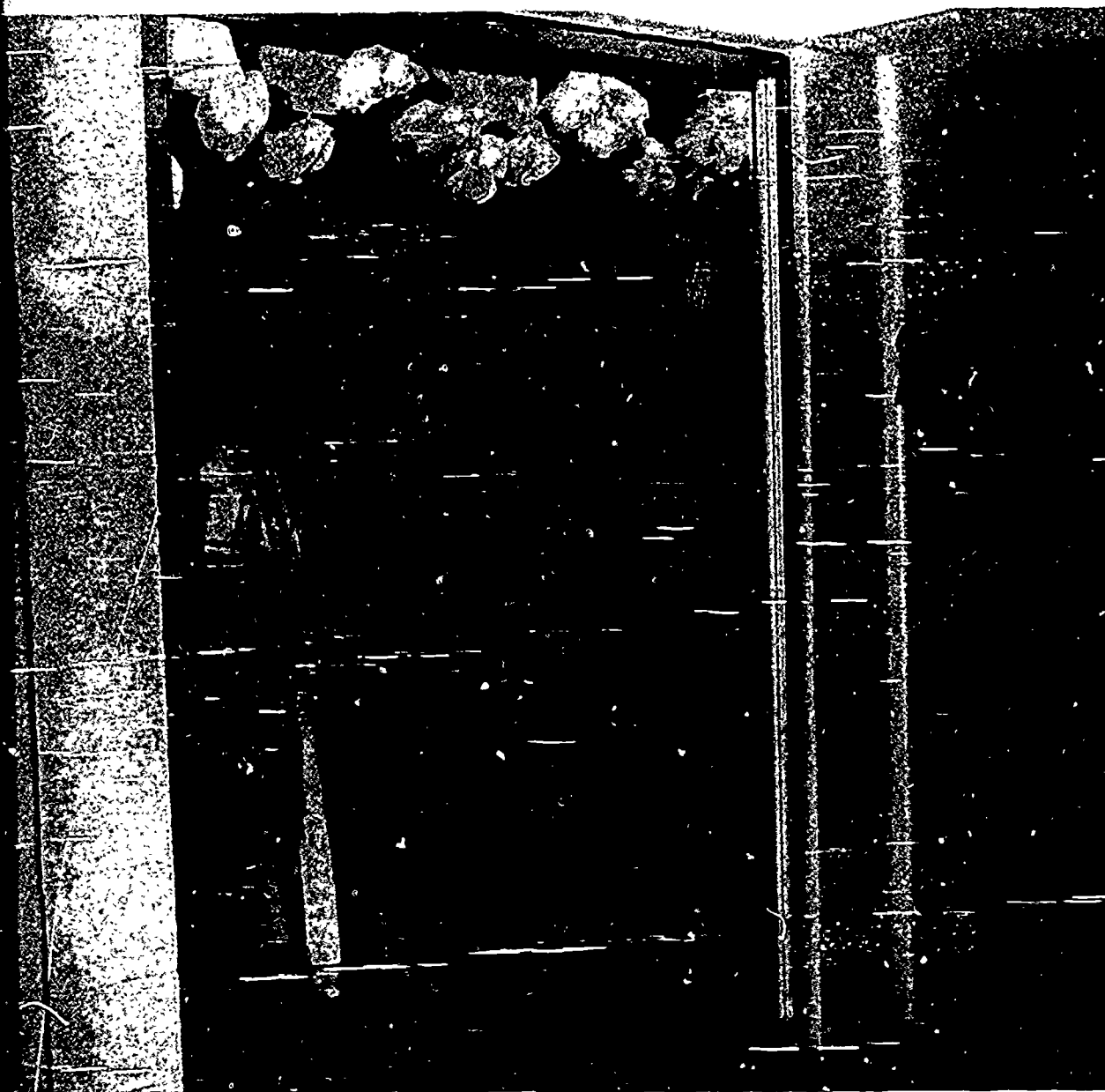
Construct a personal interview utilizing four commonly  
used types of questions. Use the survey to secure and  
analyze data pertaining to a local issue. Local school  
or community issues provide excellent survey  
opportunities.

SALES PROMOTION



A distribution student practicing display techniques in apparel and accessories

SALES PROMOTION



tribution student practicing display techniques in apparel and accessories.

230-1

- General Goals:
- . To enable students to recognize the role of advertising and sales promotion and distribution
  - . To identify the major sales promotion methods employed in the advertising and accessory and automotive industries
  - . To acquaint students with the tasks performed by the advertiser in preparing and presenting all forms of advertising and promotion
  - . To develop an awareness of the career opportunities in the advertising industry

Behavioral ObjectivesTopics, Content, InstructionThe student will be able to:

Define advertising.

Describe the key developments that have marked the progress of advertising to its present role.

Define sales promotion.

Explain the economic role advertising plays in determining the price of the product on the market.

I. ROLE OF ADVERTISING AND SALES PROMOTION AND DISTRIBUTIONA. Development of Advertising

1. Definition and purposes
2. Historical aspects
3. Economic factors
4. Ethics and government control

B. Sales Promotion

1. Definition and purpose
2. Determine what and how
  - a. Analyze successful displays
  - b. Observe other stores
  - c. Study customers
  - d. Conduct sales tests
  - e. Note changes in demand
3. Success factors
  - a. Scientific advertising
  - b. Artistic displays
  - c. Expert personal sales



## RELATED OCCUPATIONAL CLUSTERS

Advertising Services (4.01); Apparel and Accessories (4.02); Automotive (4.03)

- To enable students to recognize the role of advertising and sales promotion in marketing and distribution
- To identify the major sales promotion methods employed in the advertising services, apparel, and accessory and automotive industries
- To acquaint students with the tasks performed by the advertiser in preparing and presenting all forms of advertising and promotion
- To develop an awareness of the career opportunities in the advertising and sales promotion industry

### Instructional Objectives

able to:

developments that have marked the  
transition to its present role.

tion.

the role advertising plays in  
the success of the product on the market.

### Topics, Content, Instructional Areas

#### I. *ROLE OF ADVERTISING AND SALES PROMOTION IN MARKETING AND DISTRIBUTION*

##### A. Development of Advertising

1. Definition and purposes
2. Historical aspects
3. Economic factors
4. Ethics and government control

##### B. Sales Promotion

1. Definition and purpose
2. Determine what and how to promote
  - a. Analyze successful and lost sales
  - b. Observe other stores
  - c. Study customers
  - d. Conduct sales tests
  - e. Note changes in demand
3. Success factors
  - a. Scientific advertising
  - b. Artistic displays
  - c. Expert personal salesmanship

Teaching Suggestions and Studies Activities  
Correlated With Occupational Clusters

The class may be divided into groups that study how one of the sales promotion activities makes its contribution. Then a debate can be held as to the relative importance of advertising, display, salesmen, and servicemen.

Have pupils interview merchants with the reputation for successful promotions and report results to class, citing specific examples of successful and unsuccessful promotions.

Have students prepare a paper or discuss the question, "Who Pays the Cost of Advertising?"

Evaluation--Correlated With Behavior  
The student will:

Give a written definition of advertising and advertising benefits business and consumers.

Trace the development of advertising from its early form to the present day.

Business and Studies Activities  
Occupational Clusters

Divide into groups that study how  
each activity makes its  
contribution. A debate can be held as to the  
effectiveness of advertising, display, sales-

Compare merchants with the reputation for  
success and report results to class,  
listing examples of successful and unsuccessful

Write a paper or discuss the question,  
"What is the most effective advertising?"

Evaluation--Correlated With Behavioral Objectives  
The student will:

Give a written definition of advertising and six ways  
advertising benefits business and consumer.

Trace the development of advertising from the earliest  
form to the present day.

## SALES PROMOTION

### Behavioral Objectives

The student will be able to:

Relate sales promotion to the desired store image.

Explain how sales promotion takes the customers' interests and characteristics into account.

Describe location and neighborhood factors that will affect the success of any promotional effort.

### Topics, Content, Instruction

#### B. Sales Promotion (Cont'd)

4. Determining sales promotion  
a. Identification of important factors  
    . Prestige  
    . Fashion  
    . Variety  
    . Quality  
    . Service  
b. Importance of store location  
    . Selection of the site  
    . Presentation and desired image
5. Analyzing the sales potential  
a. Characteristics of the market  
    . Income  
    . Kind of employment  
    . Age  
    . Size of family  
    . Type of home  
    . Type of community  
    . Social interests  
    . Cultural interests  
b. Possible related problems  
    . Accessibility of the site  
    . Condition of the site  
    . Traffic conditions  
    . Availability of parking  
    . Parking facilities  
    . Security problems  
    . Local ordinances  
    . Proximity of competitors

## Behavioral Objectives

able to:

contribute to the desired store image.

Promotion takes the customers' characteristics into account.

Consider neighborhood factors that affect the success of any promotional effort.

## Topics, Content, Instructional Areas

### B. Sales Promotion (Cont'd)

4. Determining sales promotion policy
  - a. Identification of image to be conveyed
    - . Prestige
    - . Fashion
    - . Variety
    - . Quality
    - . Service
  - b. Importance of store image
    - . Selection of the "best" image
    - . Presentation and development of the desired image
5. Analyzing the sales potential
  - a. Characteristics of clientele
    - . Income
    - . Kind of employment
    - . Age
    - . Size of family
    - . Type of home
    - . Type of community
    - . Social interests
    - . Cultural interests
  - b. Possible related problems
    - . Accessibility of the store
    - . Condition of the neighborhood
    - . Traffic conditions
    - . Availability of public transportation
    - . Parking facilities
    - . Security problems
    - . Local ordinances
    - . Proximity of competition

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Have students interview a store owner and a retail store buyer on how they decide what products should be bought and promoted in line with the store's image as a promotional or discount store or a quality, prestige store.

Show how this section relates to III. Data Collection, A. Primary Data, on pages F-4 and 5 in the Marketing Research Module.

Use Department of Commerce statistics, newspapers, statistical abstracts, and marketing reports to point out the market characteristics of the students' own marketing area, such as the ages, incomes, property evaluations.

Some student projects suggested are:

- . Draw a map of their immediate marketing area, highlighting key intersections and shopping centers.
- . Investigate the economic conditions in their area - unemployment, economic income, standard of living.
- . Check local ordinances controlling type and extent of business operations.

Evaluation--Correlated With Bel  
The student will:

Take a matching test of products to determine if the students can purchased for sale with the best organization.

On the basis of the completed map where an apparel store could be a good location for an automotive a should be prepared to defend their

Make a visual presentation or write average wages earned in the student based on statistics supplied by the Employment office.

Report the reasons for the control ordinances have on days and hours according to type of store and pr

tions and Student Activities  
Occupational Clusters

Interview a store owner and a retail  
 manager to decide what products should  
 be sold in line with the store's image  
 as a discount store or a quality,

This relates to III. Data Collection,  
 pages F-4 and 5 in the Marketing

Commerce statistics, newspapers,  
 magazines, and marketing reports to point  
 out characteristics of the students' own  
 communities as the ages, incomes, property

The suggested are:  
 1. Their immediate marketing area,  
 2. Major intersections and shopping

3. Economic conditions in their  
 community, economic income, standard

4. Ordinances controlling type and  
 hours of store operations.

Evaluation--Correlated With Behavioral Objectives  
The student will:

Take a matching test of products with retail outlets  
 to determine if the students can relate the items  
 purchased for sale with the best kind of sales  
 organization.

On the basis of the completed map, suggest  
 where an apparel store could be located and a  
 good location for an automotive agency. Students  
 should be prepared to defend their choice of sites.

Make a visual presentation or write a paper on the  
 average wages earned in the student's market area  
 based on statistics supplied by the New York State  
 Employment office.

Report the reasons for the controls that local  
 ordinances have on days and hours of store operation,  
 according to type of store and product sold.

## SALES PROMOTION

### Behavioral Objectives

The student will be able to:

Describe the effect upon promotion campaigns of:

- . Local ordinances
- . Consumer groups and various public agencies
- . Public relations.

Explain the different characteristics of the available media including advantages and disadvantages each form offers.

Describe the factors involved in the selection of the media to be used in a sales promotion.

Demonstrate the preparation of an advertising budget.

### Topics, Content, Instruction

#### B. Sales Promotion (Cont'd)

6. Avenues for promotional
  - a. Advertising
  - b. Display
  - c. Public relations

## II. MAJOR SALES PROMOTION MEDIA

### A. Consideration of Media

1. Visual
  - a. Newspapers
  - b. Magazines
  - c. Direct mail
  - d. Outdoor advertising
  - e. Car cards
2. Audio
  - a. Radio
  - b. Sound trucks, etc.
3. Audio-visual
  - a. Television
  - b. Films and filmstrips
4. Other, including:
  - a. Point-of-purchase
  - b. Dealer aids
  - c. Trade show advertising

### B. Selection of Media

1. Market to be reached
2. Cost per contact
3. Influence on prospect
4. Assistance and service g



## Behavioral Objectives

able to:

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## Topics, Content, Instructional Areas

### B. Sales Promotion (Cont'd)

6. Avenues for promotional effort
  - a. Advertising
  - b. Display
  - c. Public relations

## II. *MAJOR SALES PROMOTION MEDIA*

### A. Consideration of Media

1. Visual
  - a. Newspapers
  - b. Magazines
  - c. Direct mail
  - d. Outdoor advertising
  - e. Car cards
2. Audio
  - a. Radio
  - b. Sound trucks, etc.
3. Audio-visual
  - a. Television
  - b. Films and filmstrips
4. Other, including:
  - a. Point-of-purchase
  - b. Dealer aids
  - c. Trade show advertising

### B. Selection of Media

1. Market to be reached
2. Cost per contact
3. Influence on prospect
4. Assistance and service given

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Invite a representative of the local Better Business Bureau or the Office of Consumer Affairs to speak to the class on its role in protecting the interests of the consumer or to comment on misleading advertisements.

Have a public relations director of an advertising agency or a retail store describe the role of his or her office to the students.

Prepare a collage of publication media used in the apparel and automotive retail outlets and display it on the bulletin board

Discuss the value of point-of-sale material furnished by dealers and other dealer aids that are used in the apparel and automotive industries.

Students should bring in examples of point-of-sale and other dealer aids from their work stations.

Use rate cards and other material to illustrate the costs of each form of media.

Evaluation--Correlated With Beh  
The student will:

Describe how consumer interests effect effort.

Prepare a report on recent consumer behavior and its effect on local business operations.

Identify three different media through which advertising is done.

- . apparel stores
- . automobile agencies
- . advertising agencies.

Given a list of media, rank them according to cost per consumer reached and to effectiveness.

Given a list of five products sold through different media, describe the media he would use to advertise these products and why.

ions and Student Activities  
Occupational Clusters

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 from their work stations.

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 media.

Evaluation--Correlated With Behavioral Objectives  
The student will:

Describe how consumer interests effect the promotional effort.

Prepare a report on recent consumer legislation and its effect on local ousiness operations.

Identify three different media that are used best for:

- . apparel stores
- . automobile agencies
- . advertising agencies.

Given a list of media, rank them according to relative cost per consumer reached and to length of message.

Given a list of five products sold in the apparel industry, describe the media he would choose to advertise these products and why.

## SALES PROMOTION

### Behavioral Objectives

### Topics, Content, Instruct

The student will be able to:

Describe the use of the newspaper as a promotional tool.

Explain the unique advantage of the newspaper as an intensive coverage media for a local promotion.

Describe the importance of timeliness in newspaper advertising.

Plan a newspaper advertisement.

Select merchandise to advertise.

### C. Newspaper Advertising

#### 1. Function

- a. Intensive coverage of
- b. Sale of staple products  
convenience shopping
- c. Special sales, seasonal
- d. Test campaigns

#### 2. Types of newspaper advertisement

- a. Single item
- b. Related item
- c. Omnibus item

#### 3. Factors in preparing an advertisement

- a. Timing
- b. Selecting merchandise
  - . Popularly priced goods
  - . New fashions
  - . Seasonal
  - . Good values
  - . Special sales

## Behavioral Objectives

able to:

the newspaper as a promotional  
advantage of the newspaper as  
major media for a local promotion.  
importance of timeliness in newspaper  
advertisement.  
to advertise.

## Topics, Content, Instructional Areas

### C. Newspaper Advertising

1. Function
  - a. Intensive coverage of local community
  - b. Sale of staple products, services, convenience shopping
  - c. Special sales, seasonal promotions
  - d. Test campaigns
2. Types of newspaper advertisements
  - a. Single item
  - b. Related item
  - c. Omnibus item
3. Factors in preparing an advertisement
  - a. Timing
  - b. Selecting merchandise
    - . Popularly priced goods
    - . New fashions
    - . Seasonal
    - . Good values
    - . Special sales

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Invite the owner or manager of an advertising agency to talk about advertising budgets for large and small merchants.

Invite the editor of a local weekly and/or a large daily newspaper to speak to the class about his medium and its advantage to the retailer.

Discuss the preparation of an advertising calendar tied in with the season and local events.

Have students keep a notebook showing types of advertisements.

Have students examine local newspaper ads to determine the merchandise being advertised by apparel stores and automotive dealers.

Discuss the importance of proper merchandise selection. Cite specific examples of successful or unsuccessful ads.

Evaluation--Correlated With Beh  
The student will:

Given a new type of automobile to (the future), prepare a written pro using three different types of me

Prepare a budget for a typical app automotive agency. Each form of expressed as a percentage of the

Give five advantages the newspaper medium for the retailer.

Name 10 products and the time of best to advertise these in the ne

Design an ad layout.

Give five factors to be considered retailer in selecting goods to be

## SALES PROMOTION

### Suggestions and Student Activities With Occupational Clusters

or manager of an advertising agency  
advertising budgets for large and small

of a local weekly and/or a large  
to speak to the class about his  
advantage to the retailer.

ration of an advertising calendar  
season and local events.

ep a notebook showing types of

mine local newspaper ads to determine  
being advertised by apparel stores  
dealers.

tance of proper merchandise selection.  
amples of successful or unsuccessful

### Evaluation--Correlated With Behavioral Objectives The student will:

Given a new type of automobile to be promoted (car of the future), prepare a written promotional campaign, using three different types of media.

Prepare a budget for a typical apparel store or an automotive agency. Each form of media used should be expressed as a percentage of the total planned budget.

Give five advantages the newspaper has as an advertising medium for the retailer.

Name 10 products and the time of year it would be best to advertise these in the newspaper.

Design an ad layout.

Give five factors to be considered by an apparel retailer in selecting goods to be advertised.

## SALES PROMOTION

### Behavioral Objectives

The student will be able to:

Prepare an advertising headline.

Lay out an advertisement.

Use type styles and sizes effectively.

Explain the value of using a trademark in the advertisement of merchandise.

Distinguish a good newspaper advertisement from a poor one.

### Topics, Content, Instruction

#### C. Newspaper Advertising (Cont)

4. Preparation of an advertisement
  - a. Parts of an advertisement
    - . Headline - purpose
    - . Illustration - purpose
    - . Copy - purpose and length
    - . Logotype - purpose
  - b. Planning a layout
    - . Typography
    - . Trademarks
5. Layout methods
  - a. Tracing
  - b. Paste-up
  - c. Sketching
6. Mechanics of reproduction
7. Testing effectiveness of advertisement

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## Behavioral Objectives

able to:

write an original headline.

identify the purpose of an advertisement.

analyze an advertisement and determine its size and placement effectively.

identify and explain the use of a trademark in the advertising of merchandise.

identify the source of a newspaper advertisement from a list of sources.

## Topics, Content, Instructional Areas

### C. Newspaper Advertising (Cont'd)

4. Preparation of an ad
  - a. Parts of an advertisement
    - . Headline - purpose and types
    - . Illustration - purposes
    - . Copy - purpose and types
    - . Logotype - purpose
  - b. Planning a layout
    - . Typography
    - . Trademarks
5. Layout methods
  - a. Tracing
  - b. Paste-up
  - c. Sketching
6. Mechanics of reproduction
7. Testing effectiveness of written advertisements

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Prepare a bulletin board of different kinds of headlines.

Students should also collect samples of ad copy and logotypes.

Obtain the layout sheets from a daily newspaper, a tabloid, and a local weekly paper.

Identify the kinds of type used in local news advertisements.

Display examples of trademarks.

Display some examples of the three different layout methods.

Visit the school's printing shop and discuss methods of reproduction with shop teacher or visit a local printer.

Take a field trip to local newspaper printing plants.

Have students rate the effectiveness of each other's ads according to rating sheets in DECA Contest Manual.

Bring into class "tear sheets" and "proofs" of ads that have been run in a newspaper. Discuss merits.

Evaluation--Correlated With Beha  
The student will:

Compare headlines for 10 products store, using various types of prin

Select one of the above headlines, prepare a logotype for an advertis

Select proper type style and size ad layouts.

Prepare a portfolio illustrating 10 manufacturers in promoting their p

Prepare a single item ad layout, a layout and an omnibus layout, using methods.

Rate student's advertisement layout tent, and overall effectiveness.

Questions and Student Activities  
in Occupational Clusters

board of different kinds of  
 to collect samples of ad copy and  
 sheets from a daily newspaper, a  
 and weekly paper.  
 of type used in local news adver-  
 trademarks.  
 es of the three different layout  
 printing shop and discuss methods  
 in shop teacher or visit a local  
 to local newspaper printing plants.  
 the effectiveness of each other's  
 ting sheets in DECA Contest Manual.  
 ear sheets" and "proofs" of ads  
 in a newspaper. Discuss merits.

Evaluation--Correlated With Behavioral Objectives  
The student will:

Compare headlines for 10 products from an apparel store, using various types of print.  
 Select one of the above headlines, write the copy, and prepare a logotype for an advertising layout.  
 Select proper type style and size for use in their ad layouts.  
 Prepare a portfolio illustrating 10 trademarks used by manufacturers in promoting their products.  
 Prepare a single item ad layout, a related item ad layout and an omnibus layout, using each of three methods.  
 Rate student's advertisement layouts for clarity, content, and overall effectiveness.

## SALES PROMOTION

### Behavioral Objectives

#### The student will be able to:

Explain the unique advantage magazine advertising offers as a medium.

Lay out a magazine advertisement.

Show the value color has as a dimension in magazine advertising.

Describe the cost factor in the use of three-and four-color advertising.

Describe the advantages audio advertising has for the advertiser.

Write and tape a 20-second spot radio advertisement.

Evaluate listening audiences.

### Topics, Content, Instruction

#### D. Magazine Advertising

##### 1. Preparation

- a. Obtain information on
- b. Develop copy and headline
- c. Develop illustrations,
- d. Choose trademark or copy
- e. Prepare layout
- f. Decide on color vs. black and white.
  - . One color
  - . Two or three colors
  - . Bleed pages
- g. Select lettering

#### E. Audio Advertising

1. Network, spot and local broadcast
2. Preparation of a radio commercial
3. Measuring radio listening

## Behavioral Objectives

able to:

advantage magazine advertising

advertisement.

has as a dimension in magazine

factor in the use of three-and  
ing.

ages audio advertising has for

second spot radio advertisement.

audiences.

## Topics, Content, Instructional Areas

### D. Magazine Advertising

1. Preparation
  - a. Obtain information on product
  - b. Develop copy and headline
  - c. Develop illustrations, artwork
  - d. Choose trademark or company name
  - e. Prepare layout
  - f. Decide on color vs. black and white
    - . One color
    - . Two or three colors
    - . Bleed pages
  - g. Select lettering

### E. Audio Advertising

1. Network, spot and local broadcasting
2. Preparation of a radio commercial
3. Measuring radio listening

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Have students prepare rough layouts for magazine ads.

Make cost comparisons of magazine advertisements considering color, size, and location of ads.

Have pupils evaluate various magazine ads. Discuss the Storch system of magazine ad evaluation.

Have students write and deliver promotional announcements on school loudspeaker system or tape.

Visit a local broadcasting station; and observe how commercials are prepared and worked into station programs.

Discuss the ratings used in radio, i.e., American Research Bureau and Pulse, Inc., and in television, i.e., Neilson and American Research Bureau.

Analyze various T.V. ads. Discuss the control a spot advertiser has on T.V. compared to specific page location that a newspaper advertiser may select.

Students should conduct a survey of prime time radio and T.V. programs on a weekday and a weekend with his school friends and evaluate the advertising value of commercials based on this report.

Evaluation--Correlated With Beh  
The student will:

Explain values of using color in a

Compare the cost of three- and four- with that of black and white.

Using DECA radio commercial contest prepare a 20-second advertisement its effectiveness according to the Commercials should be taped and played for critique.

## SALES PROMOTION

### Activities and Student Activities Occupational Clusters

rough layouts for magazine ads.  
s of magazine advertisements con-  
, and location of ads.

various magazine ads. Discuss the  
azine ad evaluation.

and deliver promotional announce-  
speaker system or tape.

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used in radio, i.e., American  
Pulse, Inc., and in television,  
merican Research Bureau.

ads. Discuss the control a spot  
V. compared to specific page  
paper advertiser may select.

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a weekday and a weekend with his  
valuate the advertising value of  
this report.

### Evaluation--Correlated With Behavioral Objectives The student will:

Explain values of using color in advertising.

Compare the cost of three- and four-color ads  
with that of black and white.

Using DECA radio commercial contest rules,  
prepare a 20-second advertisement and evaluate  
its effectiveness according to the rating sheet.  
Commercials should be taped and played to class  
for critique.

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## SALES PROMOTION

### Behavioral Objectives

#### The student will be able to:

Describe the uses of outdoor advertising media.

Explain the purpose of point-of-sale material furnished by the manufacturer.

Explain the limitations of direct mail as an advertising medium.

### Topics, Content, Instruct

#### G. Other Forms of Advertising

1. Mass
  - a. Outdoor
  - b. Transportation
  - c. Point-of-sale
2. Direct
  - a. Letters
  - b. Circulars
  - c. Catalogs
  - d. Booklets
  - e. Broadsides
  - f. Fo
  - g. P
  - h. C
  - i. M
  - j. H



## Behavioral Objectives

able to:

of outdoor advertising media.

se of point-of-sale material  
manufacturer.

tions of direct mail as an

## Topics, Content, Instructional Areas

### G. Other Forms of Advertising

1. Mass
  - a. Outdoor
  - b. Transportation
  - c. Point-of-sale
2. Direct
  - a. Letters
  - b. Circulars
  - c. Catalogs
  - d. Booklets
  - e. Broadsides
  - f. Folders
  - g. Package inserts
  - h. Calendars, novelties
  - i. Mailing cards
  - j. House organs

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Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Discuss the effect of various consumer ecology movements on the future of outdoor advertising.

Use 24-sheet DECA billboard. A local agency may donate a billboard.

Students should survey community and make a list of 10 products being advertised on billboards and 10 products being advertised on bus and taxi cards.

Bring in examples of point-of-sale materials used extensively in the automotive industry.

Have cooperative work-study students report about the use of point-of-sale material at their work stations.

Discuss mailing lists, their importance, and how they may be developed.

Have students tell about specific examples of direct mail advertising received by the family and the response each type evoked from the family.

Evaluation--Correlated With Behavior  
The student will:

Design a billboard advertisement using contest rules.

Write an advertising letter to be used in a mail campaign. The student may select any activity to sell a product or service of Advertising Services, Apparel and Automotive. The letter should be judged on brevity (no more than one page), content accuracy, and effectiveness (does it lead to act.)

ions and Student Activities  
Occupational Clusters

Evaluation--Correlated With Behavioral Objectives  
The student will:

various consumer ecology move-  
f outdoor advertising.

Design a billboard advertisement using DECA  
contest rules.

lboard. A local agency may

Write an advertising letter to be used in a direct  
mail campaign. The student may select a promotional  
activity to sell a product or service from the fields  
of Advertising Services, Apparel and Accessories, or  
Automotive. The letter should be judged upon clarity,  
brevity (no more than one page), completeness,  
accuracy, and effectiveness (does it move the reader  
to act.)

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ised on bus and taxi cards.

point-of-sale materials used  
tomotive industry.

-study students report about  
ale material at their work

, their importance, and how they

out specific examples of direct  
ived by the family and the  
oked from the family.

## COMMUNICATIONS



These girls are learning about communications in the recreation and tourism occupational cluster.

## COMMUNICATIONS



about communications in the recreation and tourism occupational clusters in the airlines.

## COMMUNICATIONS

## RELATED OCCUPATIONAL CLUSTERS Recreation and Tourism (4.18)

- General Goals: . To identify and classify the principal forms of communications used to employees, suppliers, and customers  
. To evaluate the importance and effectiveness of each type of communication

### Behavioral Objectives

### Topics, Content, Instruction

The student will be able to:

Identify the main segments of communication.

State the principal goals of business communication.

#### I. *WHAT IS COMMUNICATION?*

- A. The Message
- B. Sending
- C. Receiving
- D. The Channels
- E. Feedback

#### II. *GOALS OF BUSINESS COMMUNICATION*

- A. Obtain Organizational Effectiveness
- B. Convey a Message
- C. Promote Human Relations
- D. Sell a Product or a Service
- E. Obtain Customer Attention
- F. Create an Image
- G. Obtain Action

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RELATED OCCUPATIONAL CLUSTERS  
Recreation and Tourism (4.18)

- . To identify and classify the principal forms of communications used to make contact with employees, suppliers, and customers
- . To evaluate the importance and effectiveness of each type of communication

Behavioral Objectives

Topics, Content, Instructional Areas

be able to:

in segments of communication.

Principal goals of business communication.

I. *WHAT IS COMMUNICATION?*

- A. The Message
- B. Sending
- C. Receiving
- D. The Channels
- E. Feedback

II. *GOALS OF BUSINESS COMMUNICATION*

- A. Obtain Organizational Efficiency
- B. Convey a Message
- C. Promote Human Relations
- D. Sell a Product or a Service
- E. Obtain Customer Attention
- F. Create an Image
- G. Obtain Action

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Have students identify people to whom they enjoy listening and analyze why.

Ask the proprietor of a local travel agency to speak to the class regarding communication and tourism.

Set up a case study of a local travel agency trying to communicate with potential travelers, resorts, hotels, and employees. Apply the five segments of communication to the problem. Point out the goals of the communication as well as the mechanics.

Evaluation--Correlated With Behavior  
The student will:

List and describe in complete sentence the essentials of communication.

Describe three principal goals of communication.

Write, tape, or present a visual presentation of why the advertising medium choice is the best to promote tourism.

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Conditions and Student Activities  
Occupational Clusters

Identify people to whom they enjoy  
communicating and describe why.

Evaluation--Correlated With Behavioral Objectives  
The student will:

List and describe in complete sentences the five  
essentials of communication.

Describe the role of a local travel agency to speak to  
the needs of communication and tourism.

Describe three principal goals of business communica-  
tion.

Describe the role of a local travel agency trying  
to attract potential travelers, resorts,  
and cruise lines. Apply the five segments of  
the communication process to the problem. Point out the goals of  
the communication as well as the mechanics.

Write, tape, or present a visual of a brief explana-  
tion of why the advertising medium of the student's  
choice is the best to promote tourism.

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# COMMUNICATIONS

## Behavioral Objectives

## Topics, Content, Instruc

The student will be able to:

Use basic concepts in order to listen and grasp what others are saying.

Improve reading speed and comprehension.

Use proper telephone techniques.

Properly introduce him or herself to others and persons to each other.

Use common courtesies and social amenities in informal conversation.

Give clear and concise instructions to others.

Participate in a meeting or chair a meeting following Roberts' Rules of Order.

### III. TYPES OF COMMUNICATION

#### A. Listening

1. Rules for effective listening
  - a. Body language
  - b. Eye control
  - c. Making notes
  - d. Taking directions
2. The listening environment
  - a. Small group
  - b. Large group

#### B. Reading

1. Types of reading
2. Increasing reading speed
3. Skimming and scanning
4. Intensive reading

#### C. Speaking

1. Use of the telephone
  - a. Making long distance calls
  - b. Making appointments
  - c. Ordering goods and services
  - d. Recording messages
  - e. Developing a "telemarketing" program
2. Informal
  - a. Introductions
  - b. Conversation
  - c. Directions and instructions
  - d. Delivering the speech
  - e. Conferences and meetings

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12 36

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## Behavioral Objectives

able to:

in order to listen and grasp  
saying.

speed and comprehension.

one techniques.

him or herself to others and  
other.

sies and social amenities in  
tion.

ncise instructions to others.

meeting or chair a meeting

' Rules of Order.

## Topics, Content, Instructional Areas

### III. TYPES OF COMMUNICATION

#### A. Listening

1. Rules for effective listening
  - a. Body language
  - b. Eye control
  - c. Making notes
  - d. Taking directions
2. The listening environment
  - a. Small group
  - b. Large group

#### B. Reading

1. Types of reading
2. Increasing reading speed
3. Skimming and scanning
4. Intensive reading

#### C. Speaking

1. Use of the telephone
  - a. Making long distance, collect, etc. calls
  - b. Making appointments, reservations, etc.
  - c. Ordering goods and services
  - d. Recording messages for others
  - e. Developing a "telephone voice"
2. Informal
  - a. Introductions
  - b. Conversation
  - c. Directions and instructions
  - d. Delivering the speech
  - e. Conferences and meetings

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Many students will be helped by having their voices recorded and played back.

Film loops are also useful in "the gift of seeing ourselves as others see us."

After each of several "rap sessions," have students express their reactions to making efforts to listen intelligently.

Commercial public speaking courses and publications are useful to the teacher in developing student confidence and efficiency in communications.

As the students become involved in public speaking, they will be more interested in proper posture, correct mannerisms and gestures, and good grooming and dress.

The telephone company has many audiovisual materials available for the secondary schools in their localities particularly applicable to the subject of communications.

Evaluation--Correlated With Behavior  
The student will:

Obtain the assistance of the reading teacher to pretest each student, provide development and instruction, and posttest.

ions and Student Activities  
Occupational Clusters

Evaluation--Correlated With Behavioral Objectives  
The student will:

helped by having their voices  
 back.

eful in "the gift of seeing  
 ee us."

"rap sessions," have students  
 as to making efforts to listen

aking courses and publications are  
 in developing student confidence  
 unications.

e involved in public speaking,  
 e rested in proper posture,  
 gestures, and good grooming

has many audiovisual materials  
 ndary schools in their  
 y applicable to the subject

Obtain the assistance of the reading specialist to  
 pretest each student, provide developmental material  
 and instruction, and posttest.

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## COMMUNICATIONS

### Behavioral Objectives

#### The student will be able to:

Prepare, deliver, and evaluate brief speeches given by himself and the rest of the class.

Write complete yet brief business letters of invitation, appreciation, sales, complaint, collection, etc.

Prepare useful vita, resumés, or personal data sheets.

Develop mailable letters of application for real or imaginary jobs.

Write short, interesting, current articles for the school or local newspapers.

### Topics, Content, Inst

#### C. Speaking (Cont'd)

3. Formal public speaking
  - a. Preparation
  - b. Organizing
  - c. Practicing
  - d. Delivering
  - e. Evaluation by cla

#### D. Writing

1. Types of business writing
  - a. Letters
  - b. Resumés
  - c. Applications
  - d. Memoranda
2. Rules for effective writing
  - a. Planning
    - (1) Purpose
    - (2) Ideas and facts
    - (3) Organization
  - b. Rough draft
  - c. Writing for the r

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## Behavioral Objectives

be able to:

, and evaluate brief speeches given  
the rest of the class.

et brief business letters of  
eciation, sales, complaint,

ita, resumé, or personal data

letters of application for real

s.

eresting, current articles for the  
newspapers.

## Topics, Content, Instructional Areas

### C. Speaking (Cont'd)

3. Formal public speaking
  - a. Preparation
  - b. Organizing
  - c. Practicing
  - d. Delivering
  - e. Evaluation by classmates or self

### D. Writing

1. Types of business writing
  - a. Letters
  - b. Resumé
  - c. Applications
  - d. Memoranda
2. Rules for effective writing
  - a. Planning
    - (1) Purpose
    - (2) Ideas and facts
    - (3) Organization
  - b. Rough draft
  - c. Writing for the receiver

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Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Discuss techniques of public speaking:

- . Pronunciation
- . Enunciation
- . Gestures
- . Mannerisms

Use tapes of impromptu talks as well as planned talks.

Discuss why a hotel manager must be a good speaker.

Relate public speaking to successful selling.

Local assistance in the field of communications is readily available from:

- . Elementary, secondary, and college teachers of English, reading and writing, speech, Business English, Secretarial Practice, etc.
- . Telephone company publications
- . Personnel directors
- . Toastmasters' club
- . Certified Public Secretaries Association
- . Television and radio broadcasters
- . D.E.C.A. manuals and contests
- . Parents in advertising, sales, marketing, journalism, and the media

Evaluation--Correlated With Behavior  
The student will:

Develop a checklist cooperatively with the class. Each student then knows the basis upon which his speech will be judged and will be able to prepare accordingly. At the conclusion of the presentation the entire class will evaluate the presentation.

Evaluate the completeness, conciseness, and clarity of the message.



ions and Student Activities  
Occupational Clusters

Evaluation--Correlated With Behavioral Objectives  
The student will:

public speaking:

Develop a checklist cooperatively with the class. Each student then knows the basis upon which his or her speech will be judged and will be able to prepare accordingly. At the conclusion of each speech, the entire class will evaluate the presentation.

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 nd writing, speech, Business  
 al Practice, etc.

publications

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Evaluate the completeness, conciseness, and clarity of the message.

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io broadcasters

nd contests

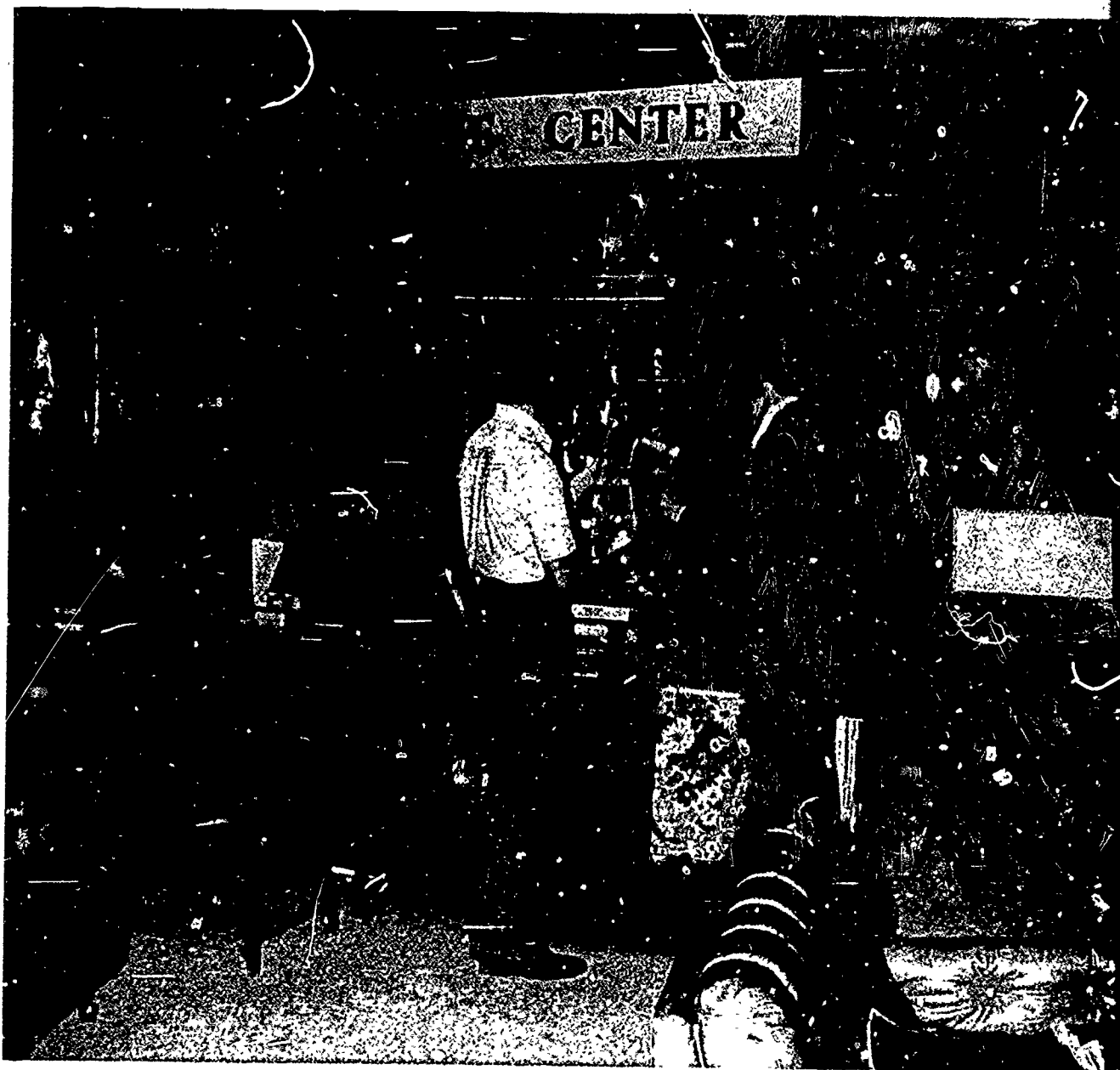
sing, sales, marketing,

e media

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PERSONAL SELLING



Assisting a buyer to select fabrics is a selling technique in general merchandising and indus

PERSONAL SELLING



select fabrics is a selling technique in general merchandising and industrial marketing.

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## PERSONAL SELLING

## RELATED OCCUPATIONAL CLUSTERS

General Merchandising (4.08); Industrial Marketing  
Insurance (4.13)

- General Goals:
- . To have the student understand the role selling plays in our economy and
  - . To make the student aware of the background preparation and personal qualities needed in selling
  - . To enable the student to develop basic sales skills
  - . To develop an awareness of the career opportunities in the field of personal selling

### Behavioral Objectives

### Topics, Content, Instruction

#### The student will be able to:

Distinguish between personal selling and non-personal selling.

Describe the function of selling in the marketing process.

#### I. SELLING

- A. Personal - audio and/or visual aids for two or more people
- B. Nonpersonal - group approach

#### II. SELLING AS A BASIC MARKETING FUNCTION

- A. Merchandising - right goods, right place, right price, right promotion
- B. Buying - getting goods from suppliers
- C. Selling - is the goal of the marketing process
  - 1. Selling is needed when a product is demonstrated
  - 2. Selling is needed to sell a product at a price value

#### III. RELATIONSHIP OF SELLING TO BUSINESS

- A. Sell Personal Qualities
- B. Sell Ideas

## RELATED OCCUPATIONAL CLUSTERS

General Merchandising (4.08); Industrial Marketing (4.12);  
Insurance (4.13)

- . To have the student understand the role selling plays in our economy and daily living
- . To make the student aware of the background preparation and personal qualifications needed in selling
- . To enable the student to develop basic sales skills
- . To develop an awareness of the career opportunities in the field of personal selling

### Behavioral Objectives

### Topics, Content, Instructional Areas

be able to:

between personal selling and non-  
g.

function of selling in the marketing

#### I. SELLING

- A. Personal - audio and/or visual contact between two or more people
- B. Nonpersonal - group approach

#### II. SELLING AS A BASIC MARKETING FUNCTION

- A. Merchandising - right goods, right time, right place, right price, right quantity
- B. Buying - getting goods from producers and suppliers
- C. Selling - is the goal of the marketing functions
  1. Selling is needed when a product is to be demonstrated
  2. Selling is needed to sell merchandise of high price value

#### III. RELATIONSHIP OF SELLING TO EVERYDAY LIVING

- A. Sell Personal Qualities
- B. Sell Ideas

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Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Show advertisements of products and have actual sales demonstration of a product. Discuss the different approaches.

Have students explain how a product is marketed after it has been manufactured.

Using examples, other than advertising, suggest how people learn to use products. Learn about proper use, value, appreciation of products, trade-in price, etc.

Demonstrate how people convince others to change or adopt ideas, goals, etc. by showing films or T.V. tapes.

Discuss how people sell their personalities to others as friends, new acquaintances, in job interviews.

Evaluation--Correlated With Behavior

The student will:

Given a list of selling situations, personal and nonpersonal situations

Write an essay on the importance of basic marketing function. If the essay is available, the student may be evaluated on the development of a T.V. or cassette tape

Give three examples of how they sold their personalities within the past two weeks

ns and Student Activities  
Occupational Clusters

products and have actual  
a product. Discuss the differ-

ow a product is marketed after  
1.

an advertising, suggest how  
ucts. Learn about proper use,  
products, trade-in price, etc.

onvince others to change or  
by showing films or T.V. tapes.

their personalities to others  
ances, in job interviews.

Evaluation--Correlated With Behavioral Objectives

The student will:

Given a list of selling situations, choose which are  
personal and nonpersonal situations.

Write an essay on the importance of selling as a  
basic marketing function. If the equipment is  
available, the student may be evaluated upon the  
development of a T.V. or cassette tape on the subject.

Give three examples of how they sold ideas or their  
personalities within the past two weeks.

# PERSONAL SELLING

## Behavioral Objectives

The student will be able to:

Compare his or her personal qualifications to those needed in selling.

Identify sales skills he or she lacks or which need improvement.

Identify a variety of reasons why people buy products.

Understand why customers purchase certain products.

## Topics, Content, Instru

### IV. PERSONAL QUALIFICATIONS OF

- A. Emotional
- B. Physical
- C. Cultural
- D. Previous Experiences
- E. Ability to Communicate
- F. Attitudes

### V. BUYING MOTIVES

#### A. Basic Buying Motives (Need)

- |             |      |
|-------------|------|
| 1. Food     | 5. L |
| 2. Clothing | 6. S |
| 3. Shelter  | 7. C |
| 4. Safety   |      |

#### B. Learned or Acquired Buying

|                  |             |
|------------------|-------------|
| <u>Emotional</u> | <u>Rati</u> |
| status           | pr          |
| prestige         | dur         |
| imitation        | gua         |
| pride            | bar         |
| relaxation       | ser         |

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Behavioral Objectives

able to:

personal qualifications to those

ills he or she lacks or which need

y of reasons why people buy products.

customers purchase certain products.

Topics, Content, Instructional Areas

IV. *PERSONAL QUALIFICATIONS OF A SALESPERSON*

- A. Emotional
- B. Physical
- C. Cultural
- D. Previous Experiences
- E. Ability to Communicate
- F. Attitudes

V. *BUYING MOTIVES*

A. Basic Buying Motives (Needs)

- |             |                  |
|-------------|------------------|
| 1. Food     | 5. Love          |
| 2. Clothing | 6. Security      |
| 3. Shelter  | 7. Companionship |
| 4. Safety   |                  |

B. Learned or Acquired Buying Motives (Wants)

Emotional  
status  
prestige  
imitation  
pride  
relaxation

Rational  
price  
durability  
guarantee  
bargain  
service

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Have students identify on paper what qualifications a good salesperson should have and should not have. Make a composite of responses on chalkboard; and discuss the composite results.

Develop a checklist of good sales qualifications and have students rate themselves. Discuss how improvement of personal traits is possible.

Have students rate the sales people in the local department store and present positive approaches observed as a method of improving sales presentations.

Have a speaker (a professional salesperson, department store manager, etc.) discuss personal qualifications and their importance in selling.

Survey class as to products purchased in the last month. Have students give reasons for these purchases.

Have the students name the products they would buy now, if they had the money. Make a list of these items and elicit responses as to why people would buy them.

Prepare a list of products purchased by high school students. Survey fellow students as to why they purchase these items.

Evaluation--Correlated With Behavior  
The student will:

Write a report on the importance of personality in selling and if sales

Given a list of buying motives, suggest which would satisfy these motives.

Given a list of age groups, e.g., pre-school, teen, adult, senior citizens, list products purchased by the groups probable buy

Given the products and the age groups, list which buying motives would probably be used by each age group.

Qualifications and Student Activities  
Occupational Clusters

Write on paper what qualifications  
you should have and should not have.  
Record responses on chalkboard; and  
report results.

Discuss if good sales qualifications and  
personnel themselves. Discuss how improvement  
is possible.

Interview sales people in the local  
area to present positive approaches  
of improving sales presentations.

Interview a professional salesperson, department  
manager to discuss personal qualifications  
needed in selling.

List products purchased in the last  
year and give reasons for these purchases.

List the products they would buy now,  
if possible. Make a list of these items and  
explain why people would buy them.

List products purchased by high school  
and low students as to why they pur-

Evaluation--Correlated With Behavioral Objectives  
The student will:

Write a report on the importance of the salesperson's  
personality in selling and if salesmen are born or made.

Given a list of buying motives, suggest products that  
would satisfy these motives.

Given a list of age groups, e.g., preschool, grammar  
school, teen, adult, senior citizens, suggest products  
purchased by the groups probable buying motives.

Given the products and the age groups listed above,  
tell which buying motives would probably be used by  
each age group.

# PERSONAL SELLING

## Behavioral Objectives

The student will be able to:

Distinguish between emotional and rational buying motives.

Explain why you must know your product to be able to sell it.

## Topics, Content, Instru

B. Learned or Acquired Buyin

| <u>Emotional</u>  | <u>Ratio</u> |
|-------------------|--------------|
| convenience       | qual         |
| athletic pleasure | quan         |
| recreation        | reli         |
| power             |              |

C. Mixture of Basic and Learn

VI. THE SALESMAN MUST KNOW HIS

A. How His Product is Made, Operation

B. How the Product Meets the

C. Advantages Over Competiti

D. How to Suggest Related It

E. Will Result in Customer C Satisfaction

Behavioral Objectives

be able to:

between emotional and rational buying

must know your product to be able to

Topics, Content, Instructional Areas

B. Learned or Acquired Buying Motives (Cont'd)

Emotional

convenience  
athletic pleasure  
recreation  
power

Rational

quality  
quantity  
reliability

C. Mixture of Basic and Learned Motives

VI. THE SALESMAN MUST KNOW HIS PRODUCT

A. How His Product is Made, Its Use, and Its Operation

B. How the Product Meets the Customers' Needs

C. Advantages Over Competition

D. How to Suggest Related Items

F. Will Result in Customer Confidence and Satisfaction

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

During an evening of television viewing, each student may be assigned to develop a list of TV ads and state which appeal to the emotions and which provide factual information upon which to base a rational choice.

Have a student try to sell an item of which he has no product knowledge. Have a student sell a product of which he has product knowledge. Discuss the differences in the sales.

Have students go shopping in local stores for a major appliance, i.e., washer, dryer, electric range. Discuss the information the salesman talked about during the selling situation.

Select students to relate instances where they felt the salesperson did or did not have good product knowledge. What effect did this knowledge or lack of knowledge have on the customer and the outcome of the sale?

Discuss why or what the salesperson should know about competing products.

Evaluation--Correlated With Beha  
The student will:

From a list of 10 advertising state  
are emotional or rational.

Develop a list of products for which  
should have a great amount, average  
amount of product knowledge.

Answer the question: Not all produc  
to sell them; why or why not? Give

Solve this case problem:

Phil Clement is the owner of an in  
store. He carries three major lin  
well as wallpaper and other decora  
Phil feels that it is important fo  
to be well informed about the prod  
store. He does not feel that it i  
salespeople to be familiar with pa  
competitors.

Do you agree with Phil? Why or wh  
suggestions would you make to Phil

Questions and Student Activities  
Occupational Clusters

television viewing, each student  
develop a list of TV ads and state  
emotions and which provide factual  
information to base a rational choice.

sell an item of which he has no  
experience. Have a student sell a product of  
little knowledge. Discuss the differences

shopping in local stores for a major  
refrigerator, dryer, electric range. Dis-  
cuss the salesman talked about during

state instances where they felt the  
salesperson did not have good product know-  
ledge and this knowledge or lack of  
knowledge affected the customer and the outcome of the

What information a salesperson should know about

Evaluation--Correlated With Behavioral Objectives  
The student will:

From a list of 10 advertising statements, select which  
are emotional or rational.

Develop a list of products for which the salesman  
should have a great amount, average amount, or little  
amount of product knowledge.

Answer the question: Not all products need salesmen  
to sell them; why or why not? Give examples.

Solve this case problem:

Phil Clement is the owner of an independent paint  
store. He carries three major lines of paints as  
well as wallpaper and other decorating items.

Phil feels that it is important for his salespeople  
to be well informed about the products sold in his  
store. He does not feel that it is necessary for his  
salespeople to be familiar with paints sold by his  
competitors.

Do you agree with Phil? Why or why not? What  
suggestions would you make to Phil, if any?

## PERSONAL SELLING

### Behavioral Objectives

The student will be able to:

State the progressive motivational steps in a sales transaction.

List the steps in the selling process.

### Topics, Content, Instruction

#### VII. *THE ESSENTIAL MOTIVATIONAL STEPS*

- A. Obtaining Attention
- B. Arousing Interest
- C. Creating Desire
- D. Causing Action

#### VIII. *THE STEPS OF A SALE*

- A. Prospecting - finding customers out of store
- B. Preapproach - gain information on prospective customers, e.g., name, address, etc.
- C. Approach - gain interview with sales prospect
- D. Determine Need - emotional and rational
- E. Presentation of Product or Service - of product or service
- F. Overcome Objections - let customer know why product is better
- G. Suggestion Selling - additional products
- H. The Close - writing sales contract, product wrapping
- I. Deliver Product - follow-up



Behavioral Objectives

able to:  
the motivational steps in a sales

the selling process.

Topics, Content, Instructional Areas

VII. *THE ESSENTIAL MOTIVATIONAL STEPS IN A SALE*

- A. Obtaining Attention
- B. Arousing Interest
- C. Creating Desire
- D. Causing Action

VIII. *THE STEPS OF A SALE*

- A. Prospecting - finding customers in store and out of store
- B. Preapproach - gain information about prospective customers, e.g., age, income
- C. Approach - gain interview, get attention of sales prospect
- D. Determine Need - emotional, rational
- E. Presentation of Product or Service - demonstration of product or service
- F. Overcome Objections - let sales prospect get involved
- G. Suggestion Selling - additional items
- H. The Close - writing sales check, charge slip, product wrapping
- I. Deliver Product - followup, review sale

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Present a series of slides or transparencies which demonstrate the parts of the sale.

Have students develop a checklist to be used in observations of how a salesperson did or did not use each of the steps of a sale.

The students should then use the checklist to observe salespersons in better department stores in such areas as major appliances, furs, bridal, and other large ticket items.

Use school store as learning situation.

Speaker or/and demonstration by a professional salesman or sales manager.

Slide show or movie of the students' performing actual selling steps.

Have a participant in the DECA sales demonstration contest give that demonstration and relate the steps of a sale to the demonstration.

Use TV or tape recordings so that individual classes can benefit from the sales demonstrations. For example, a demonstration of simple cash register procedures.

Have a panel of salesmen and/or students discuss views on selling.

Have students shadow a salesman for a day, i.e., go on his calls with him or stay at his counter, etc.

Evaluation--Correlated With Behavior  
The student will:

Give a realistic sales demonstration of the class use the cooperatively to grade each step of the sale.

Develop a checklist of things to be mechanics of closing the sale for a charge sale.

Plans and Student Activities  
Occupational Clusters

Evaluation--Correlated With Behavioral Objectives  
The student will:

slides or transparencies which  
of the sale.

checklist to be used in  
salesperson did or did  
steps of a sale.

use the checklist to observe  
department stores in such  
as, furs, bridal, and  
S.

learning situation.

evaluation by a professional sales-

the students' performing actual

the DECA sales demonstration  
demonstration and relate the steps  
of the demonstration.

plans so that individual classes  
do sales demonstrations. For  
each student a simple cash register

and/or students discuss

as a salesman for a day, i.e., go  
to work or stay at his counter, etc.

Give a realistic sales demonstration and have the rest  
of the class use the cooperatively developed checklist  
to grade each step of the sale.

Develop a checklist of things to be done during the  
mechanics of closing the sale for a simple cash or  
charge sale.



## PERSONAL SELLING

### Behavioral Objectives

The student will be able to:

Describe the various careers in selling.

Learn about the career cluster best suited for him.

### Topics, Content, Instr

#### IX. *CAREERS IN SELLING*

- A. Industrial
- B. Retail
- C. Wholesale
- D. Specialities
- E. Services
- F. Manufacturer's Representa
- G. Intangibles

Behavioral Objectives

able to:

ious careers in selling.

career cluster best suited for him.

Topics, Content, Instructional Areas

IX. *CAREERS IN SELLING*

- A. Industrial
- B. Retail
- C. Wholesale
- D. Specialities
- E. Services
- F. Manufacturer's Representative
- G. Intangibles

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Assign groups to investigate the educational requirements, age, placement possibilities, benefits, working conditions, hours, pay, opportunities for promotion, high income, and personal satisfaction.

Place comparisons of the results of the investigation on a bulletin board.

Have a salesman from each field speak to the class.

Discuss advantages and disadvantages of each type of selling career cluster.

Use the Dictionary of Occupational Titles of the U. S. Department of Labor to get the complete classification of sales occupations, beginning with code 250, Salesmen, Real Estate and Insurance and ending with code 289.458, Salesperson, Flying Squad.

Evaluation--Correlated With Behavior  
The student will:

Select first and second choice sales reasons for each choice based upon reflecting study of the occupational or her personal qualifications, int

Conditions and Student Activities  
Occupational Clusters

Investigate the educational requirements, possibilities, benefits, working conditions, opportunities for promotion, and personal satisfaction.

Report the results of the investigation

Each field speaker to the class.

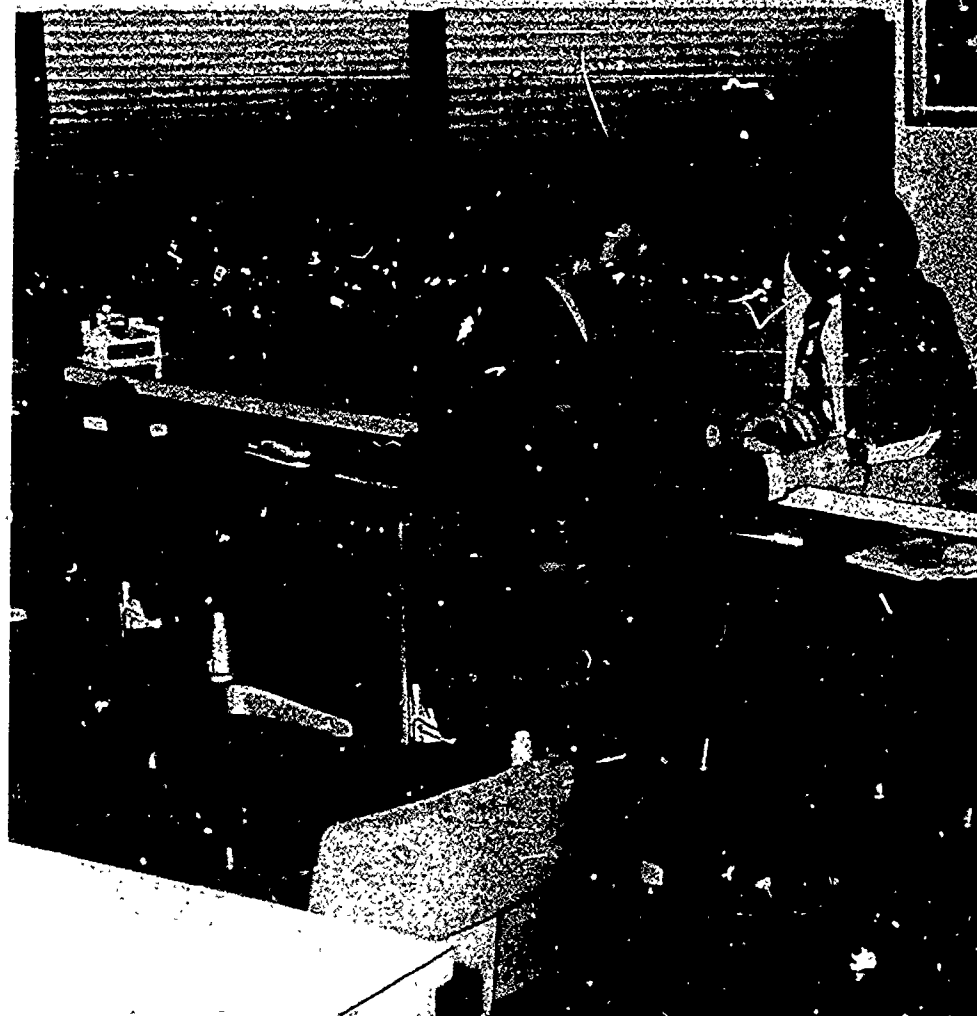
List the advantages and disadvantages of each type of career.

Use Occupational Titles of the U. S. to get the complete classification beginning with code 250, Sales-Insurance and ending with code Flying Squad.

Evaluation--Correlated With Behavioral Objectives  
The student will:

Select first and second choice sales careers and give reasons for each choice based upon solid knowledge reflecting study of the occupational clusters and of his or her personal qualifications, interests and abilities.

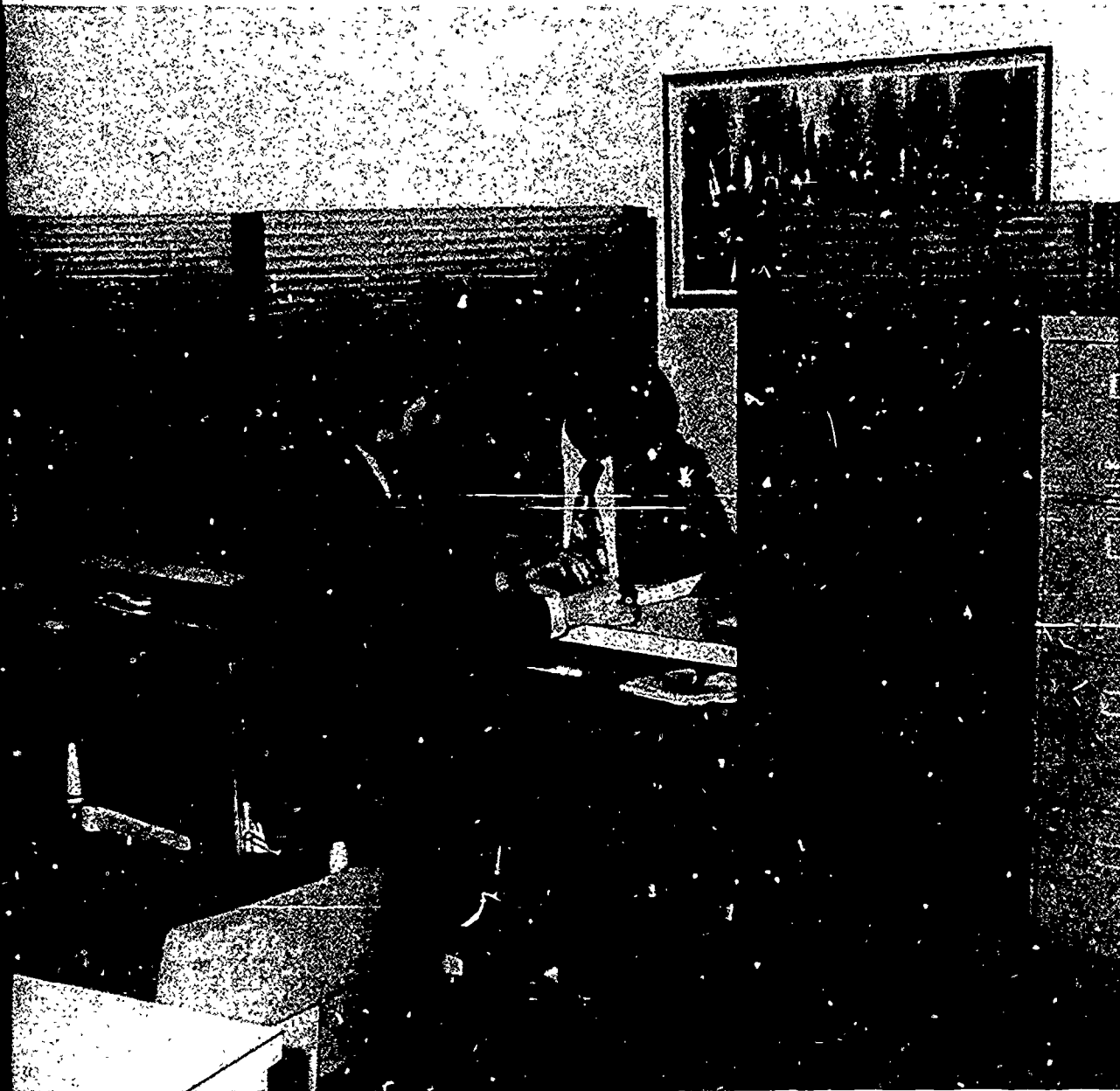
## CREDIT AND COLLECTIONS



Careers in credit and collections offer attractive futures to students with pleasant personalities and the ability to learn about the world of finance.



## CREDIT AND COLLECTIONS



Careers in credit and collections offer attractive futures to students with pleasant personalities and the ability to learn about the world of finance.

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## CREDIT AND COLLECTIONS

## RELATED OCCUPATIONAL CLUSTERS

Industrial Marketing (Wholesale) (4.12); Finance

- General Goals:
- . To enable students to recognize the role of finance and credit in market
  - . To acquaint students with the tasks performed by the finance and credit
  - . To identify the major credit methods employed in industrial marketing
  - . To develop an awareness of the career opportunities in the credit industry

### Behavioral Objectives

### Topics, Content, Instruction

#### The student will be able to:

Define credit.

Distinguish between the two major types of credit.

Recognize the key events in the development of credit to its present status.

Identify the benefits of credit.

#### I. THE MEANING OF CREDIT

A. Credit Defined

B. Consumer vs. Mercantile Credit

C. Evolution of Credit to its Present Status

#### II. CREDIT AS A BUSINESS FORCE

A. The Role of Credit in Our Business

B. The Importance of Credit to the Business

C. The Importance of Credit to the Consumer

D. Credit and Business Finance

#### III. THE BENEFITS OF CREDIT

A. To the Consumer

B. To the Marketer

C. To the Economy

## RELATED OCCUPATIONAL CLUSTERS

Industrial Marketing (Wholesale) (4.12); Finance and Credit (4.04)

- To enable students to recognize the role of finance and credit in marketing and distribution
- To acquaint students with the tasks performed by the finance and credit industry
- To identify the major credit methods employed in industrial marketing
- To develop an awareness of the career opportunities in the credit industry

Behavioral ObjectivesTopics, Content, Instructional Areas

able to:

n the two major types of credit.

events in the development of  
ent status.

ts of credit.

I. THE MEANING OF CREDIT

- A. Credit Defined
- B. Consumer vs. Mercantile Credit
- C. Evolution of Credit to its Modern Role

II. CREDIT AS A BUSINESS FORCE

- A. The Role of Credit in Our Economy
- B. The Importance of Credit to Consumers
- C. The Importance of Credit to Marketers
- D. Credit and Business Finance

III. THE BENEFITS OF CREDIT

- A. To the Consumer
- B. To the Marketer
- C. To the Economy

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Have students visit local wholesale businesses and financial institutions to ascertain the businessman's view of the importance of credit to their business and their customers.

Conduct a panel discussion of the pro's and con's of credit to all segments of the economy.

Evaluation--Correlated With Be  
The student will:

Define credit and state six reasons why credit helped the local businessman.

Describe three types of consumer credit and three types of mercantile credit in use by businessmen.

Write explanations of four pro's and four con's of credit.

Suggestions and Student Activities  
With Occupational Clusters

Visit local wholesale businesses and  
interview them to ascertain the businessman's  
dependence of credit to their business  
operations.

Write a discussion of the pro's and con's of  
credit in the economy.

Evaluation--Correlated With Behavioral Objectives  
The student will:

Define credit and state six reasons how credit has  
helped the local businessman.

Describe three types of consumer credit and three  
types of mercantile credit in use by the local  
businessmen.

Write explanations of four pro's and four con's of  
credit.

## CREDIT AND COLLECTIONS

### Behavioral Objectives

The student will be able to:

Explain the cost of credit to all segments of society.

Describe several credit plans that are available to consumers.

### Topics, Content, Instruction

#### IV. *THE COST OF CREDIT*

- A. To the Consumer
- B. To the Marketer
- C. To the Economy

#### V. *TYPES OF CREDIT*

- A. Consumer Credit
  - 1. Charge accounts
    - a. Regular accounts (open)
    - b. 90-day charge
    - c. Revolving charge
    - d. 30-day sales contract
  - 2. Installment
  - 3. Credit cards
    - a. Industry sponsored
    - b. All purpose cards
    - c. Bank cards
  - 4. Bank loans
  - 5. Advance credit
  - 6. Employee credit unions

Behavioral Objectives

able to:

f credit to all segments of

credit plans that are available

Topics, Content, Instructional AreasIV. *THE COST OF CREDIT*

- A. To the Consumer
- B. To the Marketer
- C. To the Economy

V. *TYPES OF CREDIT*

- A. Consumer Credit
  - 1. Charge accounts
    - a. Regular accounts (open book, 30-day)
    - b. 90-day charge
    - c. Revolving charge
    - d. 30-day sales contract
  - 2. Installment
  - 3. Credit cards
    - a. Industry sponsored
    - b. All purpose cards
    - c. Bank cards
  - 4. Bank loans
  - 5. Advance credit
  - 6. Employee credit unions

CR

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Collect industry and government figures on the cost of credit to all segments of the economy to present as oral or written reports.

Introduce the Area of Distribution contest manual to students and encourage them to consider credit operations as an appropriate area for further study and presentation as a contest entry.

Have students compile a list of the various types of consumer credit presently being utilized by the local community. Have them suggest any additional sources of credit that may not be available locally.

Evaluation--Correlated With Beha  
The student will:

Pupils who choose to enter the DECA develop an outline for the Area of showing each consumer and business One hundred percent accuracy should

Name the 10 most popular types of c in the local community and rank the their local importance.



ions and Student Activities  
Occupational Clusters

Evaluation--Correlated With Behavioral Objectives  
The student will:

Government figures on the cost  
of the economy to present  
reports.

Distribution contest manual to  
ask them to consider credit  
as an appropriate area for further study  
and contest entry.

Prepare a list of the various types of  
credit being utilized by the local  
community and suggest any additional sources  
that should be available locally.

Pupils who choose to enter the DECA contest should  
develop an outline for the Area of Distribution manual,  
showing each consumer and business credit plan available.  
One hundred percent accuracy should be required.

Name the 10 most popular types of credit being used  
in the local community and rank them according to  
their local importance.

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## CREDIT AND COLLECTIONS

### Behavioral Objectives

#### The student will be able to:

Identify the kinds of credit available to business firms.

Apply each method of business credit to a practical situation.

Explain the several bases for granting credit.

### Topics, Content, Instru

#### B. Mercantile Credit

1. Cash in advance
2. C.O.D.
3. Check
4. Sight draft
5. Regular dating
6. Extra dating
7. Advance dating
8. Cash discount
9. Anticipation
10. Memorandum terms
11. Consignment terms
12. F.O.B. point
13. Factors
14. Leasing
15. Warehouse receipts
16. Commercial finance house

#### VI. *THE BASIS FOR GRANTING CREDIT*

##### A. Credit Policies

1. Liberal credit and collection
2. Liberal credit and strict collection
3. Strict credit and liberal collection
4. Strict credit and collection

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Behavioral Objectives

able to:

ds of credit available to business

d of business credit to a practical

ral bases for granting credit.

Topics, Content, Instructional AreasB. Mercantile Credit

1. Cash in advance
2. C.O.D.
3. Check
4. Sight draft
5. Regular dating
6. Extra dating
7. Advance dating
8. Cash discount
9. Anticipation
10. Memorandum terms
11. Consignment terms
12. F.O.B. point
13. Factors
14. Leasing
15. Warehouse receipts
16. Commercial finance houses

VI. *THE BASIS FOR GRANTING CREDIT*A. Credit Policies

1. Liberal credit and collection policy
2. Liberal credit and strict collection policy
3. Strict credit and liberal collection policy
4. Strict credit and collection policy

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Have students compile a list of the various types of mercantile credit being offered to wholesalers and other businesses.

Conduct several interviews in which students take the part of applicant and lender in arranging the type of credit needed for selected wholesale firms.

Have the class obtain credit applications from different sources in the community.

Augment the credit applications the students have collected with additional types you can obtain and have the class fill out the applications as an exercise.

Suggested sources: Banks, automobile agencies, insurance companies, finance companies, employee credit unions.

Evaluation--Correlated With Beh  
The student will:

Rank the six types of mercantile cr  
 frequently used.

Give the advantages and disadvantages of  
 strict credit and collection policies.

tions and Student Activities  
Occupational Clusters

a list of the various types of  
ng offered to wholesalers and

views in which students take  
and lender in arranging  
eded for selected wholesale

credit applications from  
the community.

lications the students have  
onal types you can obtain and  
at the applications as an

anks, automobile agencies,  
finance companies, employee

Evaluation--Correlated With Behavioral Objectives  
The student will:

Rank the six types of mercantile credit most  
frequently used.

Give the advantages and disadvantages of liberal vs.  
strict credit and collection policies.

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J-7

## CREDIT AND COLLECTIONS

### Behavioral Objectives

The student will be able to:

Identify the major factors used to determine an acceptable credit risk.

Make predictions as to the quality of the credit risk.

### Topics, Content, Instruction

#### B. Factors in Granting Credit

1. Character
2. Capacity to earn
3. Capital background

#### C. Analyzing the 3 C's

1. The application
2. The interview
3. Evaluation of the application
  - a. Legal status
  - b. Employment record
  - c. Present income
  - d. Present capital assets
  - e. Present obligations
  - f. Payment record
  - g. Reputation

#### D. Sources of Credit Information

1. Central credit bureaus
2. Dun and Bradstreet
3. Trade references

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~~810~~

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Behavioral Objectives

able to:

factors used to determine an  
risk.

s to the quality of the credit

Topics, Content, Instructional AreasB. Factors in Granting Credit (3 C's)

1. Character
2. Capacity to earn
3. Capital background

C. Analyzing the 3 C's

1. The application
2. The interview
3. Evaluation of the application
  - a. Legal status
  - b. Employment record
  - c. Present income
  - d. Present capital assets
  - e. Present obligations
  - f. Payment record
  - g. Reputation

D. Sources of Credit Information

1. Central credit bureaus
2. Dun and Bradstreet
3. Trade references

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Prepare a supply of completed credit application forms. Have students analyze these credit applications and assign each a credit rating.

Some sources use 4 C's in granting credit. They consider the general economic conditions prevailing.

Have students identify the factors that influenced their credit decision on each application.

Obtain a list of case histories from a local credit institution. Use fictitious names and addresses but develop real cases. Have students make predictions as to the quality of the credit risk.

Have students set a credit limit on the applications previously analyzed.

Evaluation--Correlated With Beha  
The student will:

State the five most important items which the applicant must supply on blank to enable the lender to grant

As these case histories were based locally, it is a simple matter to find results. Compare the predictions with results. Students should have predictions with 80% accuracy. (Evaluation should include bill paying record.) Students should list of the three main factors that credit rating.



Questions and Student Activities  
in Occupational Clusters

completed credit application forms.  
 e these credit applications and  
 rating.

's in granting credit. They con-  
 onomic conditions prevailing.

fy the factors that influenced  
 n on each application.

e histories from a local credit  
 ctitious names and addresses but  
 Have students make predictions  
 the credit risk.

credit limit on the applications

Evaluation--Correlated With Behavioral Objectives  
The student will:

State the five most important items of information  
 which the applicant must supply on the application  
 blank to enable the lender to grant credit.

As these case histories were based on facts obtained  
 locally, it is a simple matter to find out the end  
 results. Compare the predictions with the actual  
 results. Students should have predicted the end result  
 with 80% accuracy. (Evaluation should be based upon the  
 bill paying record.) Students should then compile a  
 list of the three main factors that determine the  
 credit rating.

## CREDIT AND COLLECTIONS

### Behavioral Objectives

The student will be able to:

Know the consequences of poor credit account management.

Identify the various billing methods.

Devise an effective collection procedure.

### Topics, Content, Instr

#### E. Approving Customers for C

1. Refusing the account
2. Setting the account limit
  - a. Based on income and
  - b. Financial obligation
  - c. Estimated purchases

#### VII. MANAGING CREDIT ACCOUNTS

##### A. Recording Credit Sales

1. Small businesses
2. Electronic and mechanical

##### B. Billing

1. Monthly
2. Cycle
3. Descriptive

##### C. Controlling Customer Credit

1. Regular account check
2. Accounts receivable ledger

##### D. Collection Procedures

1. Reminders
2. Letters
3. Telephone calls
4. Telegrams
5. Personal collectors
6. Collection agencies
7. Legal action

Behavioral Objectives

able to:

ces of poor credit account

ous billing methods.

e collection procedure.

Topics, Content, Instructional AreasE. Approving Customers for Credit

1. Refusing the account
2. Setting the account limit
  - a. Based on income and liabilities
  - b. Financial obligations
  - c. Estimated purchases

VII. MANAGING CREDIT ACCOUNTSA. Recording Credit Sales

1. Small businesses
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C. Controlling Customer Credit Accounts

1. Regular account check
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D. Collection Procedures

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2. Letters
3. Telephone calls
4. Telegrams
5. Personal collectors
6. Collection agencies
7. Legal action

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Secure a knowledgeable representative from a local finance and credit firm to explain to the class how his firm investigates credit applicants.

Prepare a case study geared to billing methods. Emphasize the advantages and disadvantages of the various methods and show the consequences of poor credit management.

Have students design a PERT diagram or flow chart using appropriate symbols to show credit operations, starting with policy making and extending through the legal process for collecting overdue accounts.

Evaluation--Correlated With Beha  
The student will:

Select the five main points as presented by the representative.

Compare the advantages and disadvantages of various billing systems.

The students and teacher should review the flow chart or PERT diagram to determine which steps must be considered. The five most important should be developed on separate sheets of paper.



ions and Student Activities  
Occupational Clusters

representative from a local  
to explain to the class how  
credit applicants.

Evaluation--Correlated With Behavioral Objectives  
The student will:

Select the five main points as presented by the  
representative.

pared to billing methods.  
es and disadvantages of the  
ow the consequences of poor

Compare the advantages and disadvantages of two  
billing systems.

PERT diagram or flow chart  
ols to show credit operations,  
aking and extending through the  
ecting overdue accounts.

The students and teacher should review the student's  
flow chart or PERT diagram to determine how many key  
steps must be considered. The five steps selected as  
the most important should be developed on separate  
sheets of paper.



## CREDIT AND COLLECTIONS

### Behavioral Objectives

### Topics, Content, Instru

The student will be able to:

Determine which personal attributes he or she has and which need development.

Identify the knowledges and skills he or she already possesses.

Learn those knowledges and skills he or she needs to be successful in this field.

#### VIII. INCREASING THE NUMBER OF CR

A. Sources of New Credit Acc

B. Methods of Gaining New Cr

#### IX. QUALIFICATIONS REQUIRED FOR

A. Personal

1. Employment stability
2. Physical stamina
3. Educational qualificati
4. Experience in related f

B. Knowledges and Skills

1. Knowledge of
  - a. Business fundamenta
  - b. Bookkeeping or reco
  - c. Salesmanship
2. Skills in
  - a. Operation of office
  - b. Human relations
  - c. Communications
  - d. Arithmetic

Behavioral Objectives

able to:

personal attributes he or she  
d development.

ledges and skills he or she

ledges and skills he or she needs  
in this field.

Topics, Content, Instructional AreasVIII. *INCREASING THE NUMBER OF CREDIT CUSTOMERS*

- A. Sources of New Credit Accounts
- B. Methods of Gaining New Credit Accounts

IX. *QUALIFICATIONS REQUIRED FOR EMPLOYMENT IN CREDIT*

- A. Personal
  - 1. Employment stability
  - 2. Physical stamina
  - 3. Educational qualifications
  - 4. Experience in related fields
- B. Knowledges and Skills
  - 1. Knowledge of
    - a. Business fundamentals
    - b. Bookkeeping or recordkeeping
    - c. Salesmanship
  - 2. Skills in
    - a. Operation of office machines
    - b. Human relations
    - c. Communications
    - d. Arithmetic

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Evaluation--Correlated With Behaviors  
The student will:

Work with each student in the class to determine levels of knowledge and skills.

Cooperatively develop remedial or developmental programs for each student to reach entry level skills and knowledge.

Evaluation at this point should not give the student a mark. Rather, it should determine if the student has the skills and knowledge needed by the time she or he desires to enter this occupation.



ons and Student Activities  
Occupational Clusters

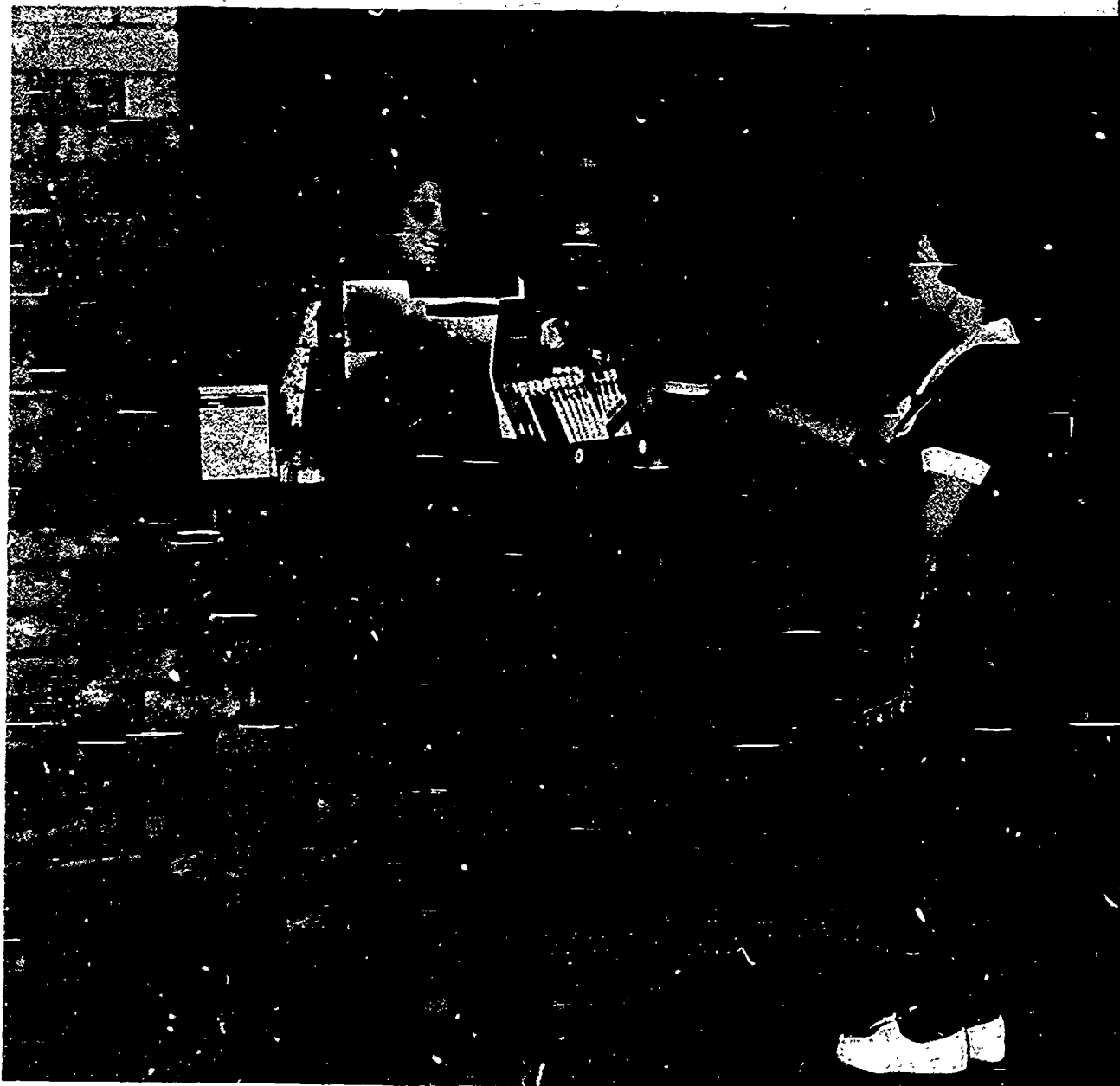
Evaluation--Correlated With Behavioral Objectives  
The student will:

in the class to determine  
skills.

remedial or developmental  
nt to reach entry level skills

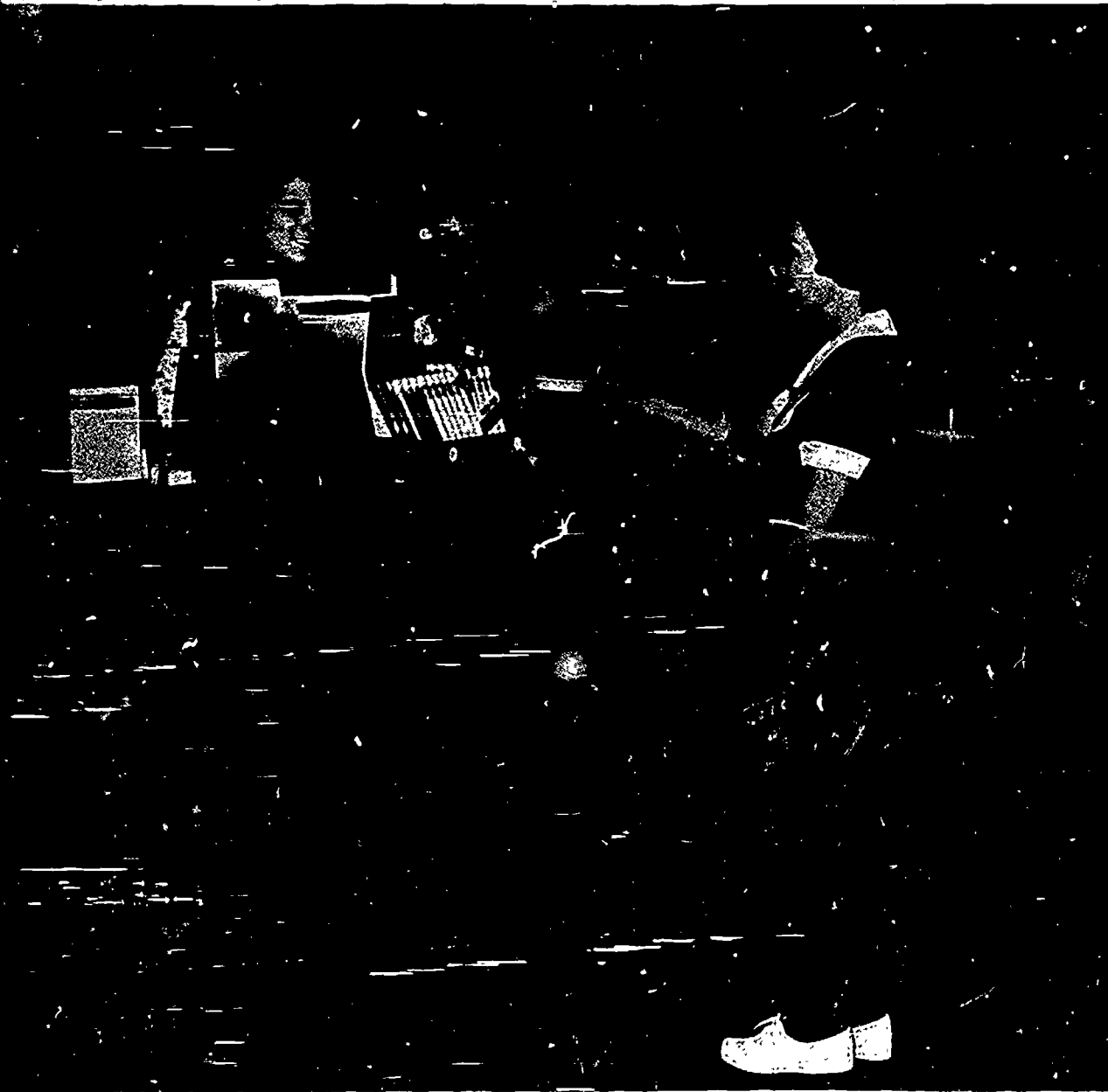
Evaluation at this point should not be to give the  
student a mark. Rather, it should be to determine  
the skills and knowledge needed by the student if he  
or she desires to enter this occupational cluster.

## HUMAN RELATIONS



Human relations include smiles in the hotel and food services occupations.

## HUMAN RELATIONS



Human relations include smiles in the hotel and food services occupations.

## HUMAN RELATIONS

## RELATED OCCUPATIONAL CLUSTERS

Food Service (4.07); Hotel and Lodging (4.11); Personal Services (4.15)

- General Goals:
- . To identify the behaviors and attitudes that constitute an effective business
  - . To assist the student in acquiring the skills necessary for the identification and modification of behavior
  - . To make the student aware of human relations as it applies to employer, fellow employees, and the customer

### Behavioral Objectives

### Topics, Content, Instruction

#### The student will be able to:

Differentiate from a list of personality traits, those that are physical, mental, or emotional.

Analyze acceptable business personality traits and explain why they are necessary for success.

Identify unacceptable business personality traits and recommend steps for modification.

Describe the personality traits that are required for a successful career in one of the occupational clusters in the Food Service, Hotel & Lodging, and Personal Service fields.

Explain the significance of human relations in obtaining cooperation of others in carrying out the goals of the business.

Show how good human relations can increase production and self-satisfaction in the business world.

Identify common problems in maintaining good human relations.

Describe management's role in carrying out the goals of business.

#### I. THE EFFECTS OF PHYSICAL, MENTAL, AND EMOTIONAL MATURATION UPON PERSONALITY

#### II. FAVORABLE PERSONALITY TRAITS

A. Ambition D.

B. Loyalty E.

C. Concern for Customer

#### III. IMPROVING PERSONALITY

A. Developing Sensitivity to People

B. Acquiring Listening Skills

C. Being Objective

D. Becoming Well Informed

E. Using Realism in Appraising

F. Maintaining Consistent Behavior

G. Developing the Capacity to

H. Becoming Able to See Both Sides

I. Making Criticism Constructive

## RELATED OCCUPATIONAL CLUSTERS

Food Service (4.07); Hotel and Lodging (4.11); Personal Services (4.15)

To identify the behaviors and attitudes that constitute an effective business personality

To assist the student in acquiring the skills necessary for the identification and modification of behavior

To make the student aware of human relations as it applies to employer, fellow employees, and the customer

### Behavioral Objectives

### Topics, Content, Instructional Areas

able to:

na a list of personality traits, physical, mental, or emotional.

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problems in maintaining good human

nt's role in carrying out the

I. *THE EFFECTS OF PHYSICAL, MENTAL, AND EMOTIONAL MATURATION UPON PERSONALITY DEVELOPMENT*

II. *FAVORABLE PERSONALITY TRAITS*

A. Ambition

D. Positive Attitude

B. Loyalty

E. Integrity

C. Concern for Customer

III. *IMPROVING PERSONALITY*

A. Developing Sensitivity to People

B. Acquiring Listening Skills

C. Being Objective

D. Becoming Well Informed

E. Using Realism in Appraising People

F. Maintaining Consistent Behavior

G. Developing the Capacity to Give as Well as Take

H. Becoming Able to See Both Sides of a Question

I. Making Criticism Constructive

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Discuss with students those traits that are physical, mental, and emotional. Then have students compile lists of physical, mental, and emotional personality traits.

Have students contact local firms to determine what employee abilities and traits businessmen prefer. If printed material is available from local firms, obtain copies for use by class members. Determine if various firms seek common traits.

Students can participate in simulations to illustrate desirable and undesirable personality traits of workers in related job clusters.

Have students develop a list of desirable personality traits needed for success. Compare student lists and compile a common positive personality trait list.

Invite community resource people (businessmen, clergy, parents, etc.) to describe human relations as they view them. The Mini-Human Relations Course from The National Conference of Christians and Jews provides several related activities that have particular application here.

Evaluation--Correlated With Beha

The student will:

Given a list of personality traits, physical, mental, or emotional.

From a list of several business per select those that are acceptable in

Explain how the unacceptable person identified above can be modified in relations.

Develop a self-improvement plan to traits they believe they are lacking for gaining or improving on their p

Describe constructive methods of mo in the work force of a related occu

Describe three human relations situ affect production and self-satisfac

Tests and Student Activities  
Occupational Clusters

Those traits that are physical,  
 Then have students compile  
 a list of physical, and emotional personality

Visit local firms to determine what  
 personality traits businessmen prefer.  
 Obtain a list of personality traits  
 available from local firms,  
 and compare with class members. Determine  
 common traits.

Use role playing in simulations to illustrate  
 how different personality traits of  
 different occupational clusters.

Prepare a list of desirable personality  
 traits. Compare student lists  
 with a list of negative personality trait list.

Identify the people (businessmen, clergy,  
 etc.) who have human relations as they  
 are studied in the Human Relations Course from The  
 Bible. Christians and Jews provides  
 examples of people that have particular

Evaluation--Correlated With Behavioral Objectives

The student will:

Given a list of personality traits, describe which are  
 physical, mental, or emotional.

From a list of several business personality traits,  
 select those that are acceptable in good human relations.

Explain how the unacceptable personality traits  
 identified above can be modified into good human  
 relations.

Develop a self-improvement plan to include personality  
 traits they believe they are lacking and the steps  
 for gaining or improving on their personality.

Describe constructive methods of motivating people  
 in the work force of a related occupational area.

Describe three human relations situations that will  
 affect production and self-satisfaction on the job.

## HUMAN RELATIONS

### Behavioral Objectives

#### The student will be able to:

Demonstrate three strategies for improving relations with older employees.

Explain how personality traits affect peer group relationships on the job.

Make a self-inventory of his or her abilities or shortcomings and link them to occupational requirements.

Identify prejudices caused by physical, mental, cultural, racial, ethnic, etc. differences.

Rationally describe how personal behavior is influenced by pressures from family and friends.

Show how a manager can communicate effectively with employees.

Explain the need for positive human relations both on and off the job.

Differentiate between structured and unstructured relationships.

### Topics, Content, Instruction

#### IV. PRINCIPALS OF HUMAN RELATIONS

- A. Improving Self-Image
- B. Understanding Your Feelings
- C. Become Sensitive to the Feelings of Others
- D. Peer Group Relations
- E. Motivation
- F. Human Relations and the Organization
- G. Self-Satisfaction in Work

#### V. COMMUNICATIONS - Why They Are Important

- A. Differing Perceptions
- B. Preoccupation With Other People
- C. Listening Skills
- D. Defensiveness
- E. Anticipating Responses
- F. Criticism - Constructive vs. Destructive

#### VI. HUMAN RELATIONS ON AND OFF THE JOB

- A. Structured vs. Unstructured Relationships
- B. Leadership Styles, i.e., Democratic, Participative, Rein, Autocratic



## Behavioral Objectives

able to:

strategies for improving relationships with employees.

personality traits affect peer group relationships on the job.

limitations of his or her abilities or skills link them to occupational requirements.

barriers caused by physical, mental, emotional, ethnic, etc. differences.

how personal behavior is influenced by pressures from family and friends.

can communicate effectively with others.

for positive human relations both in and out of the workplace.

in both structured and unstructured settings.

## Topics, Content, Instructional Areas

### IV. *PRINCIPALS OF HUMAN RELATIONS*

- A. Improving Self-Image
- B. Understanding Your Feelings
- C. Become Sensitive to the Feelings of Others
- D. Peer Group Relations
- E. Motivation
- F. Human Relations and the Organization
- G. Self-Satisfaction in Work

### V. *COMMUNICATIONS - Why They Are Different*

- A. Differing Perceptions
- B. Preoccupation With Other Concerns
- C. Listening Skills
- D. Defensiveness
- E. Anticipating Responses
- F. Criticism - Constructive vs. Personal Attacks

### VI. *HUMAN RELATIONS ON AND OFF THE JOB*

- A. Structured vs. Unstructured Relationships
- B. Leadership Styles, i.e., Democratic, Free Rein, Autocratic

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Invite a local psychologist to discuss what motivation is and how it can effect meaningful change in personality development.

Elicit from students the problems that can occur when working with older employees, and how one can work well with others if they see other points of view.

Create a list of characteristics which aid in good peer relationships. Try to discuss the same list from the employer's point of view.

Have students practice listening skills using simulations found in Mini-Human Relations Course, National Conference of Christians and Jews. Students often discover that they often miss important facts or misinterpret what was said.

Discuss the concept of "feedback" and develop role play situations wherein students practice giving each other constructive suggestions as opposed to personal criticism.

Evaluation--Correlated With Behavior  
The student will:

Given a related occupational cluster, describe a typical management structure and by the benefits and/or restrictions as a successful operation.

Describe, in complete sentences, five negative personal traits which with peers on the job.

Demonstrate orally or in writing what lack of it can do to a relationship.

Develop a check list or other evaluate each other on simulations present relations.

Questions and Student Activities  
with Occupational Clusters

Psychologist to discuss what motivation  
 effect meaningful change in  
 development.

Discuss the problems that can occur  
 with older employees, and how one can  
 address them if they see other points of

Characteristics which aid in good  
 relationships. Try to discuss the same list  
 from a different point of view.

Practice listening skills using simula-  
 tions from Human Relations Course, National  
 Christian and Jewish. Students often  
 miss important facts or  
 what was said.

Use the concept of "feedback" and develop role  
 playing wherein students practice giving each  
 other suggestions as opposed to personal

Evaluation--Correlated With Behavioral Objectives  
The student will:

Given a related occupational cluster, describe a  
 typical management structure and briefly discuss  
 the benefits and/or restrictions as they relate to  
 a successful operation.

Describe, in complete sentences, five positive and  
 five negative personal traits which affect relations  
 with peers on the job.

Demonstrate orally or in writing what respect or  
 lack of it can do to a relationship.

Develop a check list or other evaluation procedures to  
 rate each other on simulations presented on human  
 relations.

## HUMAN RELATIONS

### Behavioral Objectives

#### The student will be able to:

Describe the role that human relations play in customer relations.

Explain why employee loyalty is important to the company and to himself.

Explain why some companies include employees in the decision-making process.

Determine what positive personal traits he or she possesses which would contribute to human relations in any of the occupational clusters.

### Topics, Content, Instru

#### VII. *HUMAN RELATIONS AND THE CUS*

- A. Tact C.
- B. Courtesy D.

#### VIII. *WHAT THE EMPLOYER EXPECTS O*

- A. Loyalty
- B. Creativity
- C. Alertness
- D. Integrity
- E. Cost Consciousness
- F. Desire to Serve Others
- G. Ability to Think
- H. Ability to Make Decisions
- I. Ability to Communicate
- J. Ability to Generate New Id
- K. Knowledge of Human Relatic
- L. Knowledge of Employer's B

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## Behavioral Objectives

be able to:

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## Topics, Content, Instructional Areas

### VII. *HUMAN RELATIONS AND THE CUSTOMER*

- A. Tact
- B. Courtesy
- C. Respect
- D. Desire to Serve

### VIII. *WHAT THE EMPLOYER EXPECTS OF YOU*

- A. Loyalty
- B. Creativity
- C. Alertness
- D. Integrity
- E. Cost Consciousness
- F. Desire to Serve Others
- G. Ability to Think
- H. Ability to Make Decisions
- I. Ability to Communicate
- J. Ability to Generate New Ideas
- K. Knowledge of Human Relations
- L. Knowledge of Employer's Business

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Have a personnel director or a motel manager explain goals of the business.

Explain the differences between structured and unstructured relationships that are found in related occupational clusters.

Use community business resources to explain what part structured and unstructured relationships play in the business world.

Have students demonstrate the three most common leadership styles and show how each differs in its effect on people and production.

Conduct a class discussion concerning what causes people to react defensively and how communications can be affected by this behavior.

Arrange for small groups of students to observe customer relations techniques at the reservations desk of a hotel or motel.

Invite a local waitress to describe her customer relations experiences.

Discuss the term, "caveat emptor," what it means and how it relates to customer relations.

Have an employer and an employee lead a debate about employee loyalty, integrity, and cost consciousness.

Prepare simulations dealing with management employee relations, training procedures, and management/employee expectations.

Evaluation--Correlated With Beha  
The student will:

Give five examples of how human relations affect the job and how these relationships differ in structured and unstructured situations.

Define and give examples of structured and unstructured relationships.

Describe three leadership styles found in human relations.

Write the essential elements that affect employer-employee human relations and list strategies for improving and maintaining these relationships.

Give his or her solution to a case study in employee relations which the teacher has selected from personal experience or from the literature.

Questions and Student Activities  
with Occupational Clusters

Director or a motel manager explain  
 the process.

Differences between structured and  
 unstructured relationships that are found in related  
 occupations.

Use resources to explain what  
 unstructured relationships play  
 a role in the world.

Describe the three most common  
 types and show how each differs in its  
 effect on production.

Discussion concerning what causes  
 this behavior and how communications  
 affect this behavior.

Assign groups of students to observe  
 service techniques at the reservations  
 desk at a motel.

Assign students to describe her customer  
 service techniques.

Discuss "caveat emptor," what it means and  
 its effect on customer relations.

Assign an employee to lead a debate about  
 integrity, and cost consciousness.

Discuss dealing with management employee  
 procedures, and management/employee

Evaluation--Correlated With Behavioral Objectives

The student will:

Give five examples of how human relations are used on  
 the job and how these relationships occur in  
 unstructured situations.

Define and give examples of structured and unstructured  
 relationships.

Describe three leadership styles found effective in  
 human relations.

Write the essential elements that determine good  
 employer-employee human relations and include  
 strategies for improving and maintaining such rela-  
 tionships.

Give his or her solution to a case problem in employer-  
 employee relations which the teacher has developed from  
 personal experience or from the literature.

## HUMAN RELATIONS

### Behavioral Objectives

The student will be able to:

Detail two contrasting employee training programs provided by companies in related job clusters.

Identify what fringe benefits are and what part they play in employer-employee relations.

### Topics, Content, Instruction

IX. *WHAT YOU EXPECT FROM THE EMPLOYEE*

- A. Instruction on the Job
- B. Favorable Working Conditions
- C. Fringe Benefits Required
- D. A Fair Share of Other Fringe Benefits
- E. Equal Opportunity
- F. Humane Treatment
- G. Rapport
- H. A Career Ladder

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Behavioral Objectives

able to:

ing employee training programs  
ies in related job clusters.

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yer-employee relations.

Topics, Content, Instructional Areas

IX. *WHAT YOU EXPECT FROM THE EMPLOYER*

- A. Instruction on the Job
- B. Favorable Working Conditions
- C. Fringe Benefits Required by Law
- D. A Fair Share of Other Fringe Benefits
- E. Equal Opportunity
- F. Humane Treatment
- G. Rapport
- H. A Career Ladder

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Have students research and discuss with class the pros and cons of job opportunities in the related occupational clusters.

Determine with students what "favorable working conditions" are; and look at associated Federal and State regulations pertaining to working conditions.

Invite a local labor leader to explain fringe benefits, pointing out what benefits can be expected and those that are not standard in the related occupational clusters.

Evaluation--Correlated With Beha  
The student will:

Describe three fringe benefits. A  
cept of receiving fringe benefits  
increments, if he or she agrees.

Questions and Student Activities  
in Occupational Clusters

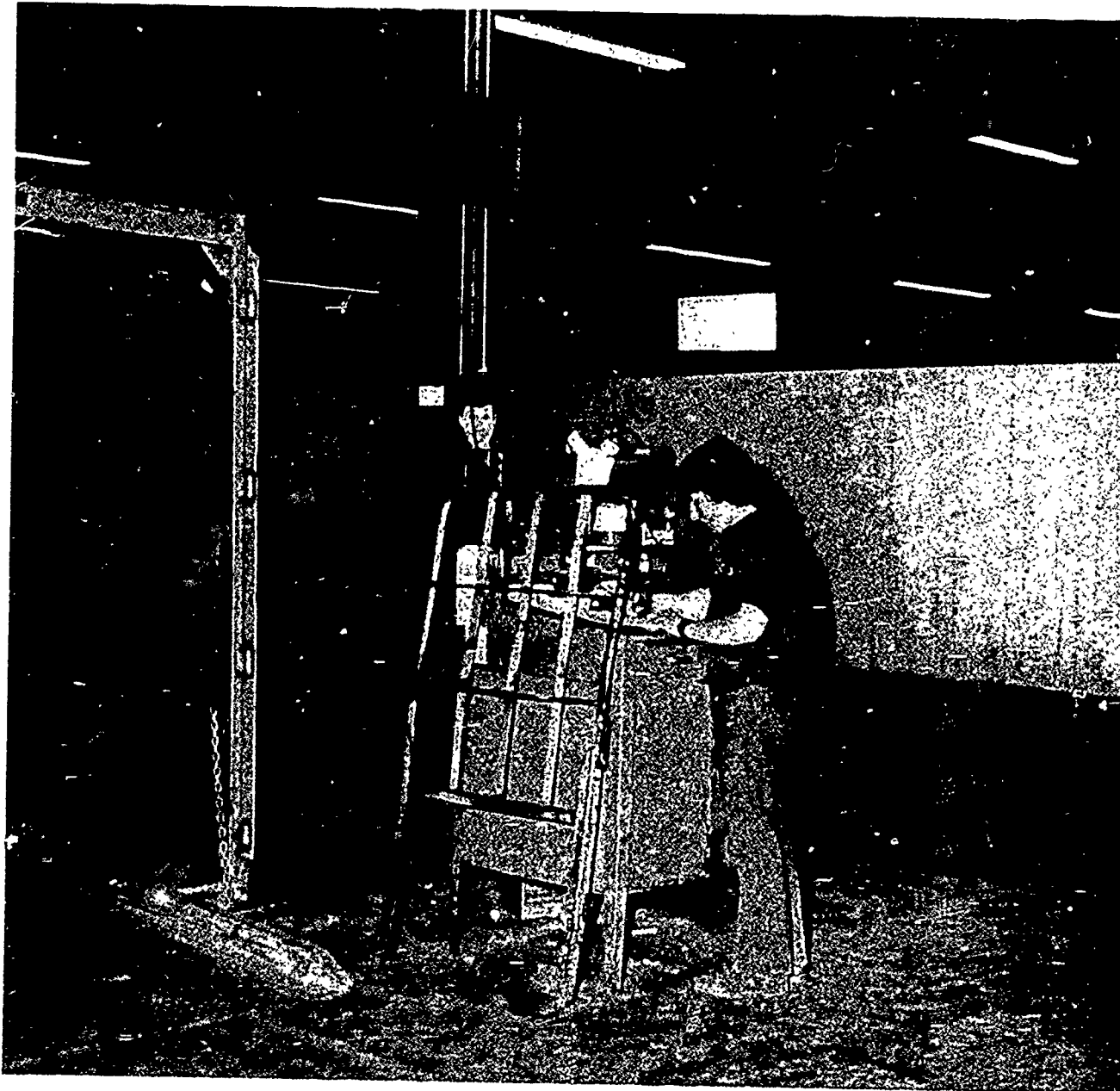
Search and discuss with class the job opportunities in the related clusters.

Identify what "favorable working conditions" look at associated Federal and State pertaining to working conditions.

Ask the teacher to explain fringe benefits, what benefits can be expected and those not expected in the related occupational clusters.

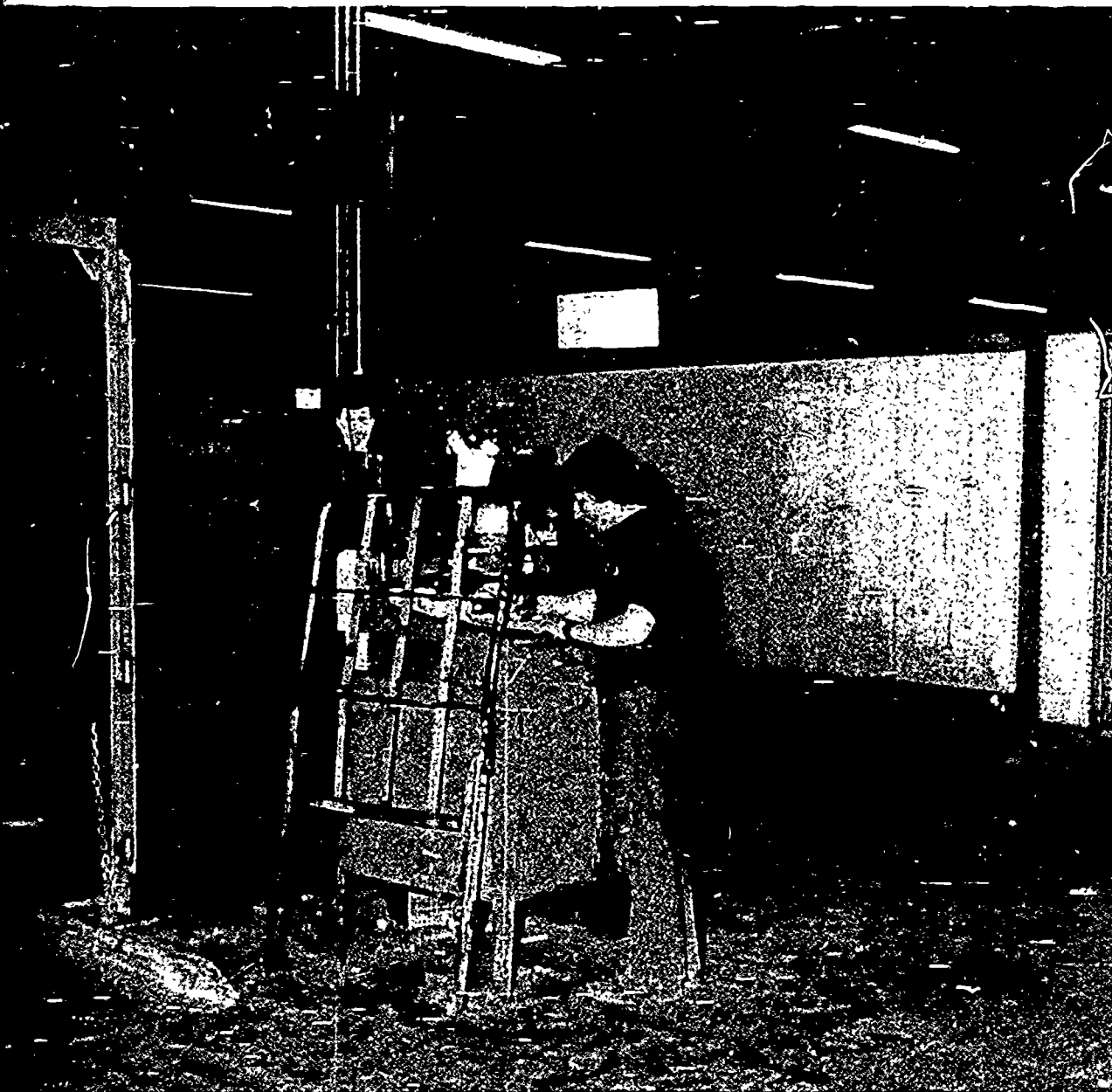
Evaluation--Correlated With Behavioral Objectives  
The student will:

Describe three fringe benefits. Also, support the concept of receiving fringe benefits in lieu of salary increments, if he or she agrees.



Recordkeeping begins with the code number given the merchandise by the receiving clerk on the 10

RECORDKEEPING, MANUAL AND A.D.P.



with the code number given the merchandise by the receiving clerk on the loading platform.

General Goals: To familiarize the student with:

- . The need for good recordkeeping
- . Fundamental business records
- . Methods of handling and processing records
- . Use of information available from records
- . Data processing in recordkeeping

Behavioral Objectives

Topics, Content, Instru

The student will be able to:

Explain the need for recordkeeping and other controls in business, industry, and public agencies.

Define efficient marketing and distribution management.

Describe the kinds of data needed for efficient management.

Explain why business systems have replaced the personal attention of the owner.

Demonstrate the operation of several cash registers.

Explain the uses of cash registers in retailing.

Use correct methods in recording sales.

Detail the kinds of information it is possible to have on a sales receipt.

Show the need for certain data on charge sales.

I. NEED FOR RECORDKEEPING

- A. Maintains Controls and Ch  
Efficient Management
- B. Provides Current and Accu
- C. Facilitates Preparation a  
Budgets

II. BASIC RECORDS

A. Sales Receipts

- 1. Cash sales
  - a. Sales slips
  - b. Cash register or sa  
computer capability
  - c. Cash take
  - d. Cash send
- 2. Sales on credit
  - a. Charge slips
  - b. Installment sales
  - c. Charge take
- 3. Other
  - a. Lay away
  - b. Employee discount

## RELATED OCCUPATIONAL CLUSTERS

Food Distribution (4.06); Warehousing, Wholesaling and  
Transportation (4.19)

To familiarize the student with:

- . The need for good recordkeeping
- . Fundamental business records
- . Methods of handling and processing records
- . Use of information available from records
- . Data processing in recordkeeping

Behavioral Objectives

be able to:

and for recordkeeping and other  
business, industry, and public agencies.

and marketing and distribution

types of data needed for efficient

business systems have replaced the  
operation of the owner.

operation of several cash registers.

uses of cash registers in retailing.

methods in recording sales.

types of information it is possible to  
receive on receipt.

for certain data on charge sales.

Topics, Content, Instructional AreasI. NEED FOR RECORDKEEPING

- A. Maintains Controls and Checks Necessary for Efficient Management
- B. Provides Current and Accurate Data
- C. Facilitates Preparation and Administration of Budgets

II. BASIC RECORDSA. Sales Receipts

1. Cash sales
  - a. Sales slips
  - b. Cash register or sales terminal computer capability
  - c. Cash take
  - d. Cash send
2. Sales on credit
 

|                      |                   |
|----------------------|-------------------|
| a. Charge slips      | d. Charge send    |
| b. Installment sales | e. Sales register |
| c. Charge take       |                   |
3. Other
 

|                      |                       |
|----------------------|-----------------------|
| a. Lay away          | c. Refund or exchange |
| b. Employee discount | d. Premium money      |

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Take the class to a warehouse or transportation depot to observe the kinds of operations and jobs necessary in a smoothly functioning system of distribution.

Divide the class into small groups to visit local businesses, industries, libraries, and government offices to determine what methods are used to process information.

Collect samples of business papers such as purchase orders, freight bills, and invoices and discuss their input roles in recordkeeping.

Have students determine the sources of information used to prepare bills of lading and other transportation documents.

Bring in an accountant to discuss the importance of records in a business.

Give the students working in part-time jobs the opportunity to bring in the sales forms they use and explain the importance of good handwriting and accuracy.

Let cash register salesmen demonstrate their equipment and explain the accompanying systems software.

Evaluation--Correlated With Behavior  
The student will:

List seven jobs in the transportation industry and list two duties of each.

Name five types of warehouses and describe two offered.

Given a list of 20 physical distribution jobs, decide which are warehousing, which are wholesaling, and which are wholesaling.

List six items of information a firm would need on a sales slip.

In an oral or written report of 250 words, explain how one type of cash register works and the recordkeeping device.



Conditions and Student Activities  
Occupational Clusters

warehouse or transportation depot  
of operations and jobs necessary  
for a functioning system of distribution.

small groups to visit local  
businesses, libraries, and government  
agencies to determine what methods are used to pro-

cess business papers such as purchase  
orders, and invoices and discuss their  
recordkeeping.

Identify the sources of information  
for the loading and other transporta-

tion and to discuss the importance of

recordkeeping in part-time jobs the  
students find in the sales forms they use  
and the importance of good handwriting and

equipment. Have students demonstrate their equip-  
ment and accompanying systems software.

Evaluation--Correlated With Behavioral Objectives

The student will:

List seven jobs in the transportation field and give  
two duties of each.

Name five types of warehouses and describe the services  
offered.

Given a list of 20 physical distribution activities,  
decide which are warehousing, which are transportation,  
and which are wholesaling.

List six items of information a firm could have on a  
sales slip.

In an oral or written report of 250 words or less, ex-  
plain how one type of cash register is a record-  
keeping device.

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Behavioral Objectives

The student will be able to:

Describe several methods of taking inventory.

Outline several ways of handling data.

Explain the data shown on price tag in a unit control system.

State the primary benefits of unit control.

Define the terms used in an Income Statement.

Make a simple analysis of a Balance Sheet.

Define net profit.

Topics, Content, Instruc

B. Merchandise and Inventory

1. Physical 5.
2. Book (perpetual) 6.
3. Beginning inventory 7.
4. Ending inventory 8.

C. Unit Control

1. Record of sales and inv
2. Check list system
3. Item control system

D. Business Statements

1. Income Statement c.
  - a. Gross income
  - b. Net income
2. Balance sheet c.
  - a. Assets
  - b. Liabilities

E. Miscellaneous Records

1. Want slips 4.
2. Custom orders 5.
3. Sale of "as is" merchandise

III. WAYS OF HANDLING BASIC RECO

A. Manual

1. Hand
2. Adding machine
3. Calculator

Behavioral Objectives

be able to:

1. methods of taking inventory.

2. ways of handling data.

3. shown on price tag in a unit

4. y benefits of unit control.

5. used in an Income Statement.

6. analysis of a Balance Sheet.

7. t.

Topics, Content, Instructional Areas

B. Merchandise and Inventory Records

- |                        |                    |
|------------------------|--------------------|
| 1. Physical            | 5. Want slips      |
| 2. Book (perpetual)    | 6. Price tags      |
| 3. Beginning inventory | 7. Purchase orders |
| 4. Ending inventory    | 8. Invoices        |

C. Unit Control

1. Record of sales and inventory in units
2. Check list system
3. Item control system

D. Business Statements

- |                     |              |
|---------------------|--------------|
| 1. Income Statement |              |
| a. Gross income     | c. Expenses  |
| b. Net income       |              |
| 2. Balance sheet    |              |
| a. Assets           | c. Net worth |
| b. Liabilities      |              |

E. Miscellaneous Records

- |                                   |                        |
|-----------------------------------|------------------------|
| 1. Want slips                     | 4. Premium money sales |
| 2. Custom orders                  | 5. Other               |
| 3. Sale of "as is"<br>merchandise |                        |

III. *WAYS OF HANDLING BASIC RECORDS*

A. Manual

1. Hand
2. Adding machine
3. Calculator

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Discuss the use of sales slips, sales taxes, and the cashier's daily report form.

Discuss methods of merchandise handling and storage procedures.

Ask students how a store can prevent being out of stock in frequently sold items.

Discuss what gives the seller information on when to mark down or mark up the price of an item.

Have cooperative education students bring in samples of price tags and explain the coding on each.

Let the class try to draw up the internal design and organization of a wholesale food warehouse.

Study the examples in Lewis' book on *How to Keep Merchandising Records*.

The University of Texas has a useful publication on warehousing entitled *Stockkeeping Workbook*.

Have students develop personal balance sheets of their own assets, liabilities, and net worth.

Discuss the use of business machines to record sales transactions.

Evaluation--Correlated With Behavior  
The student will:

Prepare a receiving report to cover the receipt of goods or to compare with the invoice.

Differentiate between physical inventory and book inventory.

Identify five kinds of price tickets, make drawings and give two uses for each. List the information needed on a price ticket.

Select the proper price ticket for the marking of merchandise to be marked as described.

Decide whether 10 selected items should use a unit control or a dollar control system. Give a reason for each answer.

Define the major parts of an Income Statement and/or a Balance Sheet.

Name five types of businesses that use a cash register as a recording device.

Outline the steps used in cashing out a grocery order.

Business and Student Activities  
Occupational Clusters

Prepare slips, sales taxes, and the  
purchase form.

Merchandise handling and storage

How can we prevent being out of stock  
items.

Obtain seller information on when to  
purchase the price of an item.

Have students bring in samples  
and obtain the coding on each.

Draw up the internal design  
for a wholesale food warehouse.

Read Lewis' book on *How to Keep*

There is a useful publication on  
*Stockkeeping Workbook*.

Prepare personal balance sheets of their  
assets, and net worth.

Use business machines to record sales

Evaluation--Correlated With Behavioral Objectives  
The student will:

Prepare a receiving report to cover an incoming shipment of goods or to compare with the purchase order.

Differentiate between physical inventory and book inventory.

Identify five kinds of price tickets from outline drawings and give two uses for each. List five kinds of information needed on a price ticket.

Select the proper price ticket for five kinds of merchandise to be marked as described.

Decide whether 10 selected items should be under a unit control or a dollar control system and give a reason for each answer.

Define the major parts of an Income Statement and/or a Balance Sheet.

Name five types of businesses that use the cash register as a recording device.

Outline the steps used in cashing out a customer's grocery order.

# RECORDKEEPING, MANUAL AND A.D.P.

## Behavioral Objectives

### The student will be able to:

Give the advantages of automation.

Describe the functions of mechanical and electronic data processing of business records.

Explain the computer capabilities of various systems and sales input capabilities.

## Topics, Content, Instru

### B. Mechanical

1. Accounting machines
2. Cash register distribut

### C. Electronic

1. Key punch
2. Sorter
3. Interpreter
4. Calculator

## IV. COMPUTER OPERATION

### A. Recording Data

### B. Classifying Data

### C. Sorting Data

### D. Calculating Data

### E. Storing Data

### F. Retrieval of Data

### G. Communicating Data

1. Sales analysis
2. Stock runs
3. Merchandiser reports

### H. Reproducing Data

Behavioral Objectives

able to:

es of automation.

tions of mechanical and electronic  
of business records.

ter capabilities of various  
input capabilities.

Topics, Content, Instructional Areas

B. Mechanical

1. Accounting machines
2. Cash register distribution

C. Electronic

- |                |  |
|----------------|--|
| 1. Key punch   | 5. Reproducer                          |
| 2. Sorter      | 6. Collator                            |
| 3. Interpreter | 7. Accounting tabulator                |
| 4. Calculator  | 8. Paper tape typewriter<br>and reader |

IV. COMPUTER OPERATION

A. Recording Data

B. Classifying Data

C. Sorting Data

D. Calculating Data

E. Storing Data

F. Retrieval of Data

G. Communicating Data

1. Sales analysis
2. Stock runs
3. Merchandiser reports

H. Reproducing Data

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Evaluation--Correlated With Behav  
The student will:

Have students read portions of *Understanding Computers* by Drowley and give brief reports to the class.

Obtain reprints of the June 5, 1971, article on computers in *Business Week*.

NCR has a good booklet on *Money Safeguarding Procedures*.

Study *Indiana University's* "training plans" in food distribution and transportation.

In approximately 250 words, respond to the question: Is increased use of electronic data processing by large distributors causing small businesses to lose their ability to compete?

Prepare an oral or written report on the need for recordkeeping.



Questions and Student Activities  
with Occupational Clusters

portions of *Understanding Computers*  
brief reports to the class.

the June 5, 1971, article on  
*Class Week*.

let on *Money Safeguarding Procedures*.

iversity's "training plans" in food  
transportation.

Evaluation--Correlated With Behavioral Objectives  
The student will:

In approximately 250 words, respond to the question:  
Is increased use of electronic data processing by  
large distributors causing small businessmen to lose  
their ability to compete?

Prepare an oral or written report of 150 words or more  
on the need for recordkeeping.

BUSINESS AND GOVERNMENT RELATIONS



A warehouse operation in international trade.

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BUSINESS AND GOVERNMENT RELATIONS



A warehouse operation in international trade.

## BUSINESS AND GOVERNMENT RELATIONS

## RELATED OCCUPATIONAL CLUSTERS International Trade (4.14)

- General Goals:
- . To acquaint the student with the laws relevant to business
  - . To identify those regulations which affect a business
  - . To develop awareness of laws which relate to the student

### Behavioral Objectives

### Topics, Content, Instruction

#### The student will be able to:

Give the objectives of unions.

Explain the need for licensing in certain businesses.

Give reasons for health standards in certain businesses.

Explain why business legislation is needed.

Identify the basic types of anti-trust and resale price maintenance laws.

#### I. EMPLOYER-EMPLOYEE RELATIONS

##### A. Labor Laws and Union Regulation

1. Wagner Act
  - a. Organization of union
  - b. Purpose of union
  - c. Labor practices
    - . Fair
    - . Unfair
2. Taft-Hartley Law -- settlement
  - a. Collective bargaining
  - b. Mediation
  - c. Arbitration
3. Labor-Management Reporting and Disclosure Act -- mandated reporting to government
4. Fair Employment Practices Act -- discrimination
5. Fair Labor Standards Act -- control
  - a. State regulation
  - b. Federal regulation
6. Licensing Laws
  - a. Who can go into business
  - b. Health standards
  - c. Regulation of certain

##### B. Business Regulation

1. Sherman Anti-Trust Act
2. Robinson-Patman Act
3. Federal Food, Drug and Cosmetic Act

## MENT RELATIONS

## RELATED OCCUPATIONAL CLUSTERS International Trade (4.14)

- . To acquaint the student with the laws relevant to business
- . To identify those regulations which affect a business
- . To develop awareness of laws which relate to the student

### Behavioral Objectives

able to:

es of unions.

for licensing in certain

health standards in certain

ess legislation is needed.

c types of anti-trust and resale  
laws.

### Topics, Content, Instructional Areas

#### I. *EMPLOYER-EMPLOYEE RELATIONS*

##### A. Labor Laws and Union Regulation

1. Wagner Act
  - a. Organization of unions
  - b. Purpose of union
  - c. Labor practices
    - . Fair
    - . Unfair
2. Taft-Hartley Law — settles disputes through:
  - a. Collective bargaining
  - b. Mediation
  - c. Arbitration
3. Labor-Management Reporting and Disclosure Act — mandated reporting to government
4. Fair Employment Practices Act — forbids discrimination
5. Fair Labor Standards Act — wages and hours control
  - a. State regulation
  - b. Federal regulation
6. Licensing Laws
  - a. Who can go into business or profession
  - b. Health standards
  - c. Regulation of certain goods and services

##### B. Business Regulation

1. Sherman Anti-Trust Act
2. Robinson-Patman Act
3. Federal Food, Drug and Cosmetic Act

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Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Secure copies of labor laws, discuss them, and post them on the bulletin board.

Labor periodicals are good sources for articles giving the Union point of view on current issues.

Form student teams to go to the library and research the provisions of the various labor laws concerning employer-employee relations.

After completing library research, have the teams explain the contribution of each law to the benefit of the employees.

Discuss the benefits of government labor regulation as compared to no regulation.

Discuss the need for government regulation of food and drugs in our businesses.

Evaluation--Correlated With Behaviors  
The student will:

List three objectives of unions.

Write a report of about 200 words on the Wagner Act and the Taft-Hartley Act.

After interviewing real estate or insurance agents, barbers or beauticians, certified public accountants or attorneys, etc., give reports on requirements for selected professions.

Identify, from a list of occupational licenses and which require passage of an examination.

Make a short presentation on the need for protection from monopolies.

Write an essay on how the consumer is protected by the Pure Foods, Drug and Cosmetic Act.

## BUSINESS AND GOVERNMENT RELATIONS

### Assignments and Student Activities Occupational Clusters

For laws, discuss them, and post on board.

Find good sources for articles and your point of view on current issues.

Go to the library and research various labor laws concerning occupational regulations.

For primary research, have the teams identify the function of each law to the benefit of the community.

Discuss the impact of government labor regulation as a social issue.

Discuss the impact of government regulation of food and drug safety.

### Evaluation--Correlated With Behavioral Objectives The student will:

List three objectives of unions.

Write a report of about 200 words on the purposes of the Wagner Act and the Taft-Hartley laws.

After interviewing real estate or insurance salesmen, barbers or beauticians, certified public accountants or attorneys, etc., give reports on licensing requirements for selected professions.

Identify, from a list of occupations, which require licenses and which require passage of a written exam.

Make a short presentation on the need for government protection from monopolies.

Write an essay on how the consumer is protected by the Pure Foods, Drug and Cosmetic Act.

## BUSINESS AND GOVERNMENT RELATIONS

### Behavioral Objectives

The student will be able to:

Explain the need for government protection from monopolies.

Provide the reasons for government regulation of food, drugs and cosmetics.

Describe how Fair Trade laws operate.

Discuss trademarks and their value in marketing and distribution of products.

Explain pricing and how it is affected by competition.

State the information required on packages and labels.

Show the need for packaging and labeling.

List the essential elements of a legal contract.

Analyze the need for and use of ecology legislation.

Describe intelligently the present status of the "consumer movement."

Explain the meaning of Gross National Product and its effect on the economy.

### Topics, Content, Instruction

#### B. Business Regulation (Cont'd)

4. Fair Trade Laws
  - a. Miller-Tydings
  - b. State Laws
5. Trademark Act
6. Commissions
  - a. Federal Trade Commission
  - b. Federal Communication Commission
  - c. Interstate Commerce Commission
7. Local zoning regulations
8. Taxation regulation
  - a. Transfer tax e.
  - b. Mercantile tax f.
  - c. Occupational tax g.
  - d. Sales and use tax
9. Credit Regulations
  - a. Small loan laws
  - b. Consumer credit charges
10. Packaging Regulation
  - a. Pricing e.
  - b. Size f.
  - c. Contents g.
  - d. Information on labels
11. Uniform Commercial Code
  - a. Contracts - orders, e
  - b. Warranties
  - c. Agency
12. Motor Vehicle Regulations
  - a. Compulsory insurance
  - b. Safety regulations
13. Ecology Regulation
  - a. Garbage disposal
  - b. Sewage and waste

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## ENT RELATIONS

### Behavioral Objectives

able to:

or government protection from

for government regulation of  
metics.

trade laws operate.

and their value in marketing and  
ducts.

how it is affected by competition.

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of Gross National Product and  
conomy.

### Topics, Content, Instructional Areas

#### B. Business Regulation (Cont'd)

4. Fair Trade Laws
  - a. Miller-Tydings
  - b. State Laws
5. Trademark Act
6. Commissions
  - a. Federal Trade Commission
  - b. Federal Communications Commission
  - c. Interstate Commerce Commission
7. Local zoning regulations
8. Taxation regulation
  - a. Transfer tax
  - b. Mercantile tax
  - c. Occupational tax
  - d. Sales and use tax
  - e. Employee tax
  - f. Chain store tax
  - g. Income taxes
    - partnership
    - corporation
    - individual
9. Credit Regulations
  - a. Small loan laws
  - b. Consumer credit charge laws
10. Packaging Regulation
  - a. Pricing
  - b. Size
  - c. Contents
  - d. Information on labels
  - e. Instructions
  - f. Care instructions
  - g. Warnings
11. Uniform Commercial Code
  - a. Contracts - orders, etc.
  - b. Warranties
  - c. Agency
12. Motor Vehicle Regulations
  - a. Compulsory insurance
  - b. Safety regulations
13. Ecology Regulation
  - a. Garbage disposal
  - b. Sewage and waste

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Have a debate on the advantages and disadvantages of fair trade laws.

Various trademark symbols can be mounted on paper and reproduced; and the students asked to identify the manufacturers.

Discuss the relationship of advertising to trademarks and their recognition by the consumer.

Discuss the operation of the U.S. Government Patent Office and its protection function.

Request the program manager of a local TV or radio station to discuss government regulation of radio or TV with the class.

Invite the chairman of the local zoning board or the local building inspector to discuss zoning regulations in the community and their enforcement.

Have the students bring in examples of various containers and discuss labeling, other uses of empty package, and possible pollution effects.

The current arguments of environmentalists vs. industry regarding ecology and pollution are the bases for a student debate.

Have a local business leader discuss how his company is effected by ecology regulations.

Evaluation--Correlated With Bel

The student will:

Give three advantages to the consumer and Resale Price Maintenance.

Give three uses or attributes of a name.

State five kinds of media the Federal Commission regulates.

Indicate the information required, appear on the package and/or label.

Take a matching test of legal term definitions.

The class may be divided into debate and cons of the several consumer issues. Nader. Students can be awarded points for effectiveness of their arguments, handling delivery, etc.

## BUSINESS AND GOVERNMENT RELATIONS

### Questions and Student Activities on Occupational Clusters

advantages and disadvantages of

symbols can be mounted on paper and  
students asked to identify the

relationship of advertising to trade-  
recognition by the consumer.

function of the U.S. Government Patent  
and Trademark Office.

role of a manager of a local TV or radio  
station and government regulation of radio or

role of the local zoning board or the  
city engineer to discuss zoning regulations  
and their enforcement.

discussing in examples of various con-  
sumer labeling, other uses of empty  
space and pollution effects.

arguments of environmentalists vs. industry  
and how pollution are the bases for a

city leader discuss how his company  
is affected by government regulations.

### Evaluation--Correlated With Behavioral Objectives

The student will:

Give three advantages to the consumer of Fair Trade  
and Resale Price Maintenance.

Give three uses or attributes of a trademark or brand  
name.

State five kinds of media the Federal Communications  
Commission regulates.

Indicate the information required, by law, which must  
appear on the package and/or label.

Take a matching test of legal terms with appropriate  
definitions.

The class may be divided into debate teams on the pros  
and cons of the several consumer issues led by Ralph  
Nader. Students can be awarded points on the  
effectiveness of their arguments, how well prepared,  
delivery, etc.

# BUSINESS AND GOVERNMENT RELATIONS

## Behavioral Objectives

The student will be able to:

Contrast the effects of imports and exports on the economy.

Name those countries which make up the European Common Market.

Name some U.S. Businesses involved in overseas trade.

Compare business ownership in foreign countries with their counterparts in the U.S., i.e., regulations, tariffs, taxes.

Analyze problems in dealing in foreign markets.

Describe the activities of businesses involved in foreign markets (i.e., language, directions, and instructions, etc.).

Explain the differences between letters of credit, drafts, and trade acceptances.

## Topics, Content, Instruction

### B. Business Regulation (Cont'd)

14. Regulation of trading on
15. Consumer Protection laws
16. Government Reports
  - a. GNP
  - b. Cost of living
  - c. SBA
  - d. U.S. Department of Commerce
  - e. Chamber of Commerce

## II. INTERNATIONAL RELATIONS

### A. Foreign Market Importance

1. Dollar volume
  - a. Exports and imports
  - b. Percentage of GNP
  - c. Balance of trade
  - d. Balance of payments
2. New areas
  - a. Japan
  - b. South America
  - c. Africa
  - d. China
  - e. Russia
  - f. Canada
  - g. Other

### B. Development of Overseas Markets

1. Differences from U.S. markets
  - a. Population
  - b. Income
  - c. Language
  - d. Trade
  - e. Life
  - f. Climate
2. Financial devices
  - a. Letters of credit
  - b. Drafts
  - c. Trade acceptances
3. Advertising media
  - a. Social traditions
  - b. Local competition

Behavioral Objectives

able to:

of imports and exports on the

which make up the European

businesses involved in overseas trade.

ownership in foreign countries  
 parts in the U.S., i.e., regula-  
 s.

dealing in foreign markets.

types of businesses involved in  
 , language, directions, and

relations between letters of credit,  
 acceptances.

Topics, Content, Instructional Areas

B. Business Regulation (Cont'd)

- 14. Regulation of trading on stocks and bonds
- 15. Consumer Protection laws
- 16. Government Reports
  - a. GNP
  - b. Cost of living
  - c. SBA
  - d. U.S. Department of Commerce
  - e. Chamber of Commerce

II. INTERNATIONAL RELATIONS

A. Foreign Market Importance

- 1. Dollar volume
  - a. Exports and imports
  - b. Percentage of GNP
  - c. Balance of trade
  - d. Balance of payments
- 2. New areas
  - a. Japan
  - b. South America
  - c. Africa
  - d. China
  - e. Russia
  - f. Common Market (Europe)
  - g. Other untapped areas

B. Development of Overseas Market

- 1. Differences from U.S. markets
  - a. Population
  - b. Income
  - c. Language
  - d. Tradition
  - e. Literacy
  - f. Channels of distribution
- 2. Financial devices
  - a. Letters of credit
  - b. Drafts
  - c. Trade acceptances
- 3. Advertising media
  - a. Social traditions
  - b. Local competition

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Evaluation--Correlated With Beh  
The student will:

Have the students read the financial pages of the local newspapers and discuss how the business climate reacts to national and foreign economic news.

Have a representative of local industry discuss the effect of foreign markets on the U.S. and local economy and foreign products on local markets.

Show how goods that may be no longer in demand locally may still be welcome in foreign markets and vice versa.

Locate on an appropriate map the countries that make up the European Common Market.

Describe the problems that must be solved in business markets a product in a foreign market.

## BUSINESS AND GOVERNMENT RELATIONS

Plans and Student Activities  
Occupational Clusters

Evaluation--Correlated With Behavioral Objectives  
The student will:

the financial pages of the  
discuss how the business climate  
foreign economic news.

Locate on an appropriate map the countries that make  
up the European Common Market.

of local industry discuss the  
effects on the U.S. and local economy  
of local markets.

be no longer in demand locally  
in foreign markets and vice

Describe the problems that must be solved when a  
business markets a product in a foreign country.

## MARKETING MANAGEMENT



Marketing management of food and petroleum distribution has become important to us personally as





of food and petroleum distribution has become important to us personally as well as in business.

## MARKETING MANAGEMENT

## RELATED OCCUPATIONAL CLUSTERS

Food Distribution (4.06); Petroleum Marketing (4.07)

- General Goals:
- . To enable students to recognize the role of marketing management
  - . To identify the elements of successful business organization
  - . To acquaint students with the major types of business organizations
  - . To recognize the strengths and weaknesses of the various types of marketing organizations

### Behavioral Objectives

### Topics, Content, Instruction

#### The student will be able to:

Describe the purposes of marketing management.

Identify the formal types of organizational structures.

Explain the advantages and disadvantages of each type of organizational structure.

Have selected students draw on the chalkboard the chain of distribution of oil products from the oil well to the automobile.

Compare the advantages and disadvantages of the various legal ownership forms.

Identify individually owned, partnership, and corporate businesses in the community.

#### I. WHAT IS MARKETING MANAGEMENT

##### A. Organization

##### B. Purpose

#### II. TYPES OF ORGANIZATIONAL STRUCTURE

##### A. Formal

- |                   |       |
|-------------------|-------|
| 1. Line           | 5. Ge |
| 2. Staff          | 6. Co |
| 3. Line and staff | 7. Ce |
| 4. Functional     | 8. De |

##### B. Informal

#### III. FORMS OF OWNERSHIP

##### A. Sole Proprietorship - Advantages and Disadvantages

##### B. Partnerships

- Types of partnerships
  - General
  - Silent
  - Limited
  - Secret
- Advantages and disadvantages

## RELATED OCCUPATIONAL CLUSTERS

Food Distribution (4.06); Petroleum Marketing (4.16)

- . To enable students to recognize the role of marketing management
- . To identify the elements of successful business organization
- . To acquaint students with the major types of business organizations
- . To recognize the strengths and weaknesses of the various types of marketing organizations

### Behavioral Objectives

### Topics, Content, Instructional Areas

able to:

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mal types of organizational

ntages and disadvantages of each  
tional structure.

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ution of oil products from the oil  
mobile.

ntages and disadvantages of the  
nership forms.

ually owned, partnership, and  
sses in the community.

#### I. *WHAT IS MARKETING MANAGEMENT?*

##### A. Organization

##### B. Purpose

#### II. *TYPES OF ORGANIZATIONAL STRUCTURE*

##### A. Formal

- |                   |                  |
|-------------------|------------------|
| 1. Line           | 5. Geographic    |
| 2. Staff          | 6. Committee     |
| 3. Line and staff | 7. Centralized   |
| 4. Functional     | 8. Decentralized |

##### B. Informal

#### III. *FORMS OF OWNERSHIP*

##### A. Sole Proprietorship - Advantages and Disadvantages

##### B. Partnerships

1. Types of partnerships
  - a. General
  - b. Silent
  - c. Limited
  - d. Secret
2. Advantages and disadvantages of partnership

Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Have a committee of students tape an interview with a local supermarket manager on the topic, "Organization and Purpose of Marketing Management in the Food Distribution Business." Discuss in class.

Collect and/or design organization charts of local supermarkets and service stations. Prepare a display of them and discuss in class.

Have students design organization charts for service stations and supermarkets that encompass all of the types of organizations, not just those in use.

Have a debate between students taking a positive position concerning the partnership formation in a service station or a food store presently operated as a sole proprietorship and those taking the negative position. (The corporation might be included as a third alternative.)

Conduct a field study in which students classify local businesses according to their legal organization.

Evaluation--Correlated With Behavior  
The student will:

List the five most important reasons why legal organization is necessary. These reasons should be in rank order of their importance and upon the food distribution business.

Design an organizational chart for a service station and a supermarket. List the five categories and at least five staff positions.

Write a short defense of or attack on the use of food or oil, based upon the economic conditions of these products.

Describe the advantages and disadvantages of legal organization.

Questions and Student Activities  
Occupational Clusters

Students tape an interview with a manager on the topic, "Organization of Marketing Management in the Food Business." Discuss in class.

Draw organization charts of local service stations. Prepare a display in class.

Draw organization charts for service markets that encompass all of the products, not just those in use.

Have students taking a positive view of the partnership formation in a food store presently operated as a partnership and those taking the negative view of partnership formation might be included as a

Activity in which students classify local businesses to their legal organization.

Evaluation--Correlated With Behavioral Objectives

The student will:

List the five most important reasons why business organization is necessary. These reasons should be in rank order of their importance and should be based upon the food distribution business.

Design an organizational chart for both a supermarket and a service station. List the five major line categories and at least five staff positions.

Write a short defense of or attack upon the high costs of food or oil, based upon the economics of distribution of these products.

Describe the advantages and disadvantages of each type of legal organization.

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# MARKETING MANAGEMENT

## Behavioral Objectives

The student will be able to:

Describe the characteristics and requirements of individual ownership, partnership, and corporate structure.

Explain the responsibilities of the individual in each of the three major legal ownership forms.

Identify the advantages and disadvantages of cooperatives.

Recognize the steps necessary to form a cooperative.

know what is meant by the term "franchise."

Be familiar with the reasons for the rapid growth of franchises in the United States.

Identify and classify the types of franchises.

Recommend and defend the choice of a type of franchise for each of two businesses.

List at least one distinguishing feature of five types of franchises.

## Topics, Content, Instru

### C. Corporations

1. Types of corporations
  - a. Public
  - b. Private
2. Ownership of corporation
  - a. Common stock
  - b. Preferred stock
3. Management
4. Returns on investment
5. Bonds
6. Formation of the corporation
7. Advantages and disadvantages of corporation

### D. Cooperatives

1. Formation
2. Advantages and disadvantages

## IV. FRANCHISING OWNERSHIP

### A. Characteristics of Franchising

### B. Evaluation of a Franchise

### C. Forms of Franchising

1. Conventional
2. Distributorship
3. Licensed
4. Manufacturing
5. Service

### D. Advantages and Disadvantages

### E. Advantages and Disadvantages

### F. Developing a Franchise Plan

## Behavioral Objectives

able to:

Characteristics and requirements of  
partnership, partnership, and corporate

Responsibilities of the individual  
See major legal ownership forms.

Advantages and disadvantages of

is necessary to form a cooperative.

by the term "franchise."

the reasons for the rapid growth  
in the United States.

Classify the types of franchises.

Compare the choice of a type of  
ownership of two businesses.

Identify the distinguishing feature of five

## Topics, Content, Instructional Areas

### C. Corporations

1. Types of corporations
  - a. Public
  - b. Private
2. Ownership of corporations
  - a. Common stock
  - b. Preferred stock
3. Management
4. Returns on investment
5. Bonds
6. Formation of the corporation
7. Advantages and disadvantages of the corporation

### D. Cooperatives

1. Formation
2. Advantages and disadvantages

## IV. FRANCHISING OWNERSHIP

### A. Characteristics of Franchises

### B. Evaluation of a Franchise Contract

### C. Forms of Franchising

1. Conventional
2. Distributorship
3. Licensed
4. Manufacturing
5. Service

### D. Advantages and Disadvantages to the Franchisor

### E. Advantages and Disadvantages to the Franchisee

### F. Developing a Franchise Plan

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Teaching Suggestions and Student Activities  
Correlated With Occupational Clusters

Evaluation--Correlated With Behavior  
The student will:

Ask each student to discuss the individual responsibilities of individuals in each of the three major categories of legal ownership forms, with local service station and food store operators. Discuss their reports in class.

Compile a list of matching statements of advantages and disadvantages of each type of ownership.

Form a temporary cooperative in class for fund raising. Sell stock and have board and stockholder meetings.

Form a temporary consumer cooperative in class for fund raising or a junior achievement project. Conduct meetings and business in a practical manner.

Have a student interested in photography take pictures of the signs of franchise operation of service stations and food stores. Discuss each in class, defining franchises and pointing out why they are so prevalent.

Outline the factors contributing to the success of franchises in the local community. List the factors that should be placed upon service station franchises.

Develop a case study of a food and/or petroleum outlet and the choice of franchises. Explain each and point out the advantages and disadvantages.

Select a local food and/or service station franchise. Have students appraise it by listing the factors that it has or has not been successful.

Plan the opening of a hypothetical food store or service station in the local community. Have students recommend and defend the choice of a type of franchise for each.

Provide at least one distinguishing characteristic of each of the five types of franchises.



Conditions and Student Activities  
Occupational Clusters

Discuss the individual responsibilities in each of the three major ownership forms, with local food store operators. Discuss class.

operation in class for fund and have board and stockholder

consumer cooperative in class for senior achievement project. Conduct in a practical manner.

Interested in photography take pictures of the operation of service stations discuss each in class, defining and pointing out why they are so prevalent.

of a food and/or petroleum outlet franchises. Explain each and point out advantages and disadvantages.

of a hypothetical food store or service in the local community. Have students make the choice of a type of franchise

Evaluation--Correlated With Behavioral Objectives  
The student will:

Compile a list of matching statements featuring the advantages and disadvantages of each form of legal ownership.

Outline the factors contributing to the growth of franchises in the local community. Particular emphasis should be placed upon service station and food franchises.

Select a local food and/or service station business and have students appraise it by listing the reasons why it has or has not been successful.

Provide at least one distinguishing feature of each of the five types of franchises.

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