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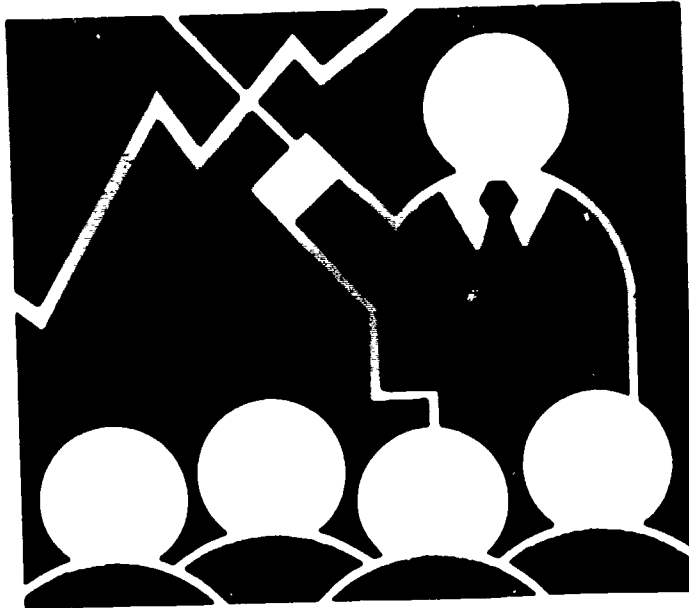
ABSTRACT

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

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# ADVANCED MARKETING

## Marketing Education Teacher's Resource Guide



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

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

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

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**COMPETENCY PROFILE DEVELOPMENT FOR THE  
MARKETING EDUCATION CURRICULUM**

**Project Number: 90-133-110-7**

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## COMPETENCY BASED MARKETING EDUCATION

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

### Mission

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

### Nature of Marketing

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

### Curriculum

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

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

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

### Competency Based Instruction

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

## Curriculum Alignment

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

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

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

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

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

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

**Evaluation.** There are four steps associated with evaluation:

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

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

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

**Step 4: Recording student achievement.** This generally refers to a tabulation of the results of the evaluation on a form which can be used as a record of student competency attainment.

**Record Keeping (Reporting System).** The effective management of an instructional system depends on an accurate record of student performance. Various systems are available for use by the marketing instructor: student profile records, Comp VIMS microcomputer system, mini VAMS system and the VAMS system. A reporting system must be developed to document student outcome measures.

## **ADVANCED MARKETING**

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

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

#### **Communications in Marketing**

train employees  
facilitate communications between employees and management  
interpret marketing information

#### **Economic Concepts**

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

#### **Employment and Advancement**

apply marketing management abilities  
secure advanced marketing employment

#### **Human Relations in Marketing**

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

#### **Marketing Operations**

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

#### **Market Planning**

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

#### **Advertising and Sales Promotion**

plan promotional activities  
conduct promotional activities  
manage promotional activities  
evaluate promotional activities

## **Selling**

**utilize organizational skills in professional selling**  
**apply professional selling techniques**

## **Marketing Concepts**

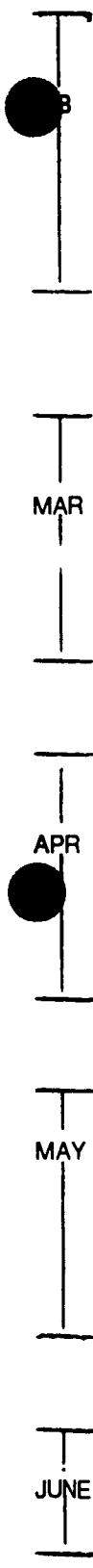
**identify marketing strategies**  
**analyze the marketing mix**



## SUGGESTED CURRICULUM MODEL FOR ADVANCED MARKETING

Month/Week	Primary Focus	Secondary Focus	
SEPT	1	Orientation to Mkt. Ed./Internships	DECA Organization, Goals, Program of Activities, Officer Elections
	2	Review of Concepts from Fundamentals	Orientation to DECA Competitive Events
	3	MC: Identify Marketing Strategies (J001, J002, J003, J004, J005)	
	4	EA: Apply Marketing Management Abilities (C001, C002, C003)	
OCT	5	MP: Conduct Marketing Research (F001, F002, F003, F004, F005, F006, F007, F008)	CO: Interpret Marketing Information (A006, A007, A008, A009)
	6		State DECA Officer Election Conference
	7	MP: Examine the Development of New Product (F009, F010, F011, F012, F014, F024)	EC: Recognize the Importance of International Marketing (B013, B014, B015)
	8		
NOV	9	EC: Understand Government Regulations in Marketing Enterprises (B008, B009)	
	10	EC: Identify Business Risks in the Market Place (B016, B017, B018)	
	11	MP: Establish Pricing Policies (F015, F016, F017, F018)	
	12		
DEC	13	MP: Determine Stock/Sales Relationships (F019, F020, F021, F 022, F023)	
	14	MO: Regulate Stock (E005, E006, E007, E013, E014)	
	15		
JAN	16	ASP: Plan Promotional Activities (H001, H002, H003, H004, H006, H007, H014)	
	17		
	18	ASP: Conduct Promotional Activities (H005, H013)	

END OF FALL SEMESTER



- 19 ASP: Manage Promotional Activities  
(H008, H011, H014)
- 20 ASP: Evaluate Promotional Activities  
(H015, H016, H017, H018) District DECA Conference
- 21 Review Selling Competencies from  
Fundamentals of Marketing
- 22 SL: Utilize Organizational Skills in  
Professional Selling (I001, I004, I006,  
I009)
- 23 SL: Apply Professional Selling Techniques  
(I002, I003, I005, I014, I015, I016, I017)
- MAR 24
- 25 MO: Process Purchase/Payment Forms and  
Records (E004, E008, E009, E017) State DECA Conference
- 26 MO: Understand Financial Statements  
(E015, E016)
- 27 EC: Identify Labor and Management Relations  
(B010, B011, B012)
- APR 28 CO: Facilitate Communication Between  
Employees and Management (A003, A004, A005)
- 29 CO: Train Employees (A001, A002)
- 30 HR: Motivate Marketing Employees  
(D001, D002, D003) National DECA Conference
- 31
- MAY 32 HR: Participate in Professional Marketing  
Related Activities (D004, D005, D006)
- 33 HR: Identify the Ethical and Social Responsibilities  
of Marketing (D007, D008)
- 34 Review Employment and Advancement  
Competencies from Fundamentals of Marketing
- 35 EA: Secure Advanced Marketing Employment  
(C004, C005, C006)
- JUNE 36

END OF SPRING SEMESTER

## ADVANCED MARKETING

### Communications In Marketing

Expected Student Learning Outcome: TRAIN EMPLOYEES

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

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

Expected Student Learning Outcome: FACILITATE COMMUNICATION BETWEEN EMPLOYEES AND MANAGEMENT

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

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

Expected Student Learning Outcome: INTERPRET MARKETING INFORMATION

(Resources: Retail Merch.-Chap. 19)

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

### Economic Concepts

Expected Student Learning Outcome: UNDERSTAND GOVERNMENT REGULATIONS IN MARKETING ENTERPRISES

(Resources: Retail Mkt.-Chap. 10)

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

Expected Student Learning Outcome: IDENTIFY LABOR AND MANAGEMENT RELATIONS

(Resources: Retail Merch.-Chap. 16)

- B010: Describe the types and levels of union organization
- B011: Identify the issues most commonly discussed during labor-management negotiations
- B012: Explain the effects of unionism on labor and management

**Expected Student Learning Outcome: RECOGNIZE THE IMPORTANCE OF INTERNATIONAL MARKETING**

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

B013: Define international trade

B014: Explain why nations engage in international trade

B015: Describe how international trade affects the economic interdependence of nations

**Expected Student Learning Outcome: IDENTIFY BUSINESS RISKS IN THE MARKETPLACE**

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

B016: Explain the meaning of business risks

B017: Identify types of risks that businesses encounter

B018: Explain how businesses deal with the various types of risks

**Employment and Advancement**

**Expected Student Learning Outcome: APPLY MARKETING MANAGEMENT ABILITIES**

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

C001: Identify qualities necessary for management/entrepreneurship

C002: Compare personal qualities with those needed for management/entrepreneurship

C003: Identify educational resources available within the community which develop career advancement opportunities

**Expected Student Learning Outcome: SECURE ADVANCED MARKETING EMPLOYMENT**

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

C004: Locate job prospects

C005: Describe the process of obtaining full-time employment

C006: Prepare a resume

**Human Relations in Marketing**

**Expected Student Learning Outcome: MOTIVATE MARKETING EMPLOYEES**

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

D001: Explain theories of employee motivation

D002: Identify ways to maintain a pleasant working environment

D003: Describe the importance of recognizing the accomplishments of others

Expected Student Learning Outcome: PARTICIPATE IN PROFESSIONAL MARKETING RELATED ACTIVITIES

(Resources: Intro. to Mkt.-Chap. 12)

D004: Explain the importance of professional marketing organizations and cite examples

D005: Explain the importance of trade associations in specific areas of marketing

D006: Identify and explain the importance of participating in community affairs

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

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

D007: Describe the social obligation of marketing

D008: Describe ethical behavior in marketing

### Marketing Operations

Expected Student Learning Outcome: REGULATE STOCK

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

E005: Calculate stock turnover

E006: Maintain stock control records

E007: Determine relationships between stock and sales

E013: Interpret breakeven points

E014: Interpret stock turnover in relation to department or company operating profits

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

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

E004: Authorize checks according to the firm's policy

E008: Complete purchase orders

E009: Complete invoices

E017: Compare ways to ship merchandise in terms of cost and suitability

Expected Student Learning Outcome: UNDERSTAND FINANCIAL STATEMENTS

(Resources: Retail Mkt.-Chap. 64; Retail Merch.-Chap. 49)

E015: Interpret financial statements

E016: Complete financial statements (i.e. balance sheet, income statement)

## Market Planning

Expected Student Learning Outcome: CONDUCT MARKETING RESEARCH

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

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

Expected Student Learning Outcome: EXAMINE THE DEVELOPMENT OF NEW PRODUCTS

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

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

Expected Student Learning Outcome: ESTABLISH PRICING POLICIES

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

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

Expected Student Learning Outcome: DETERMINE STOCK/SALES RELATIONSHIPS

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

- F019: Plan sales
- F020: Plan stock
- F021: Plan reductions
- F022: Plan purchases
- F023: Plan markup

## Advertising and Sales Promotion

### Expected Student Learning Outcome: PLAN PROMOTIONAL ACTIVITIES

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

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

### Expected Student Learning Outcome: CONDUCT PROMOTIONAL ACTIVITIES

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

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

### Expected Student Learning Outcome: MANAGE PROMOTIONAL ACTIVITIES

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

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

### Expected Student Learning Outcome: EVALUATE PROMOTIONAL ACTIVITIES

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

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

### **Selling (Outside or Professional Sales)**

Expected Student Learning Outcome: UTILIZE ORGANIZATIONAL SKILLS IN PROFESSIONAL SELLING

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

- I001: Determine the importance of making an appointment in advance and being on time
- I004: Plan in advance what section of sales territory will be covered in a given day
- I006: Keep customer records
- I009: Set and evaluate sales goals or quotas

Expected Student Learning Outcome: APPLY PROFESSIONAL SELLING TECHNIQUES

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

- I002: Identify ways to dealing with ancillary personnel
- I003: Announce the purpose for the call immediately to the prospective customer
- I005: Prepare and organize sales aids
- I014: Gain customer's attention with a strong opening remark
- I015: Make a smooth, natural and interesting sales presentation
- I016: Show how the product or service will satisfy the needs of the customer
- I017: Plan for customer participation

### **Marketing Concepts**

Expected Student Learning Outcome: IDENTIFY MARKETING STRATEGIES

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

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

### **SUGGESTED RESOURCE LIST**

MARKETING: AN INTRODUCTION by William Stull and Roger Hutt. South-Western Publishing Company, 1986.

RETAIL MARKETING (8th Edition) by Meyer, Harris, Kohns, and Stone. Gregg Division of McGraw-Hill Book Company, 1988.

RETAIL MERCHANDISING (10th Edition) by Samson and Little. South-Western Publishing Company, 1988.

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