

# **MARKETING MANAGEMENT**

## Curriculum Content Frameworks

**Please note: All assessment questions will be taken from the knowledge portion of these frameworks.**

Clarissa Mays, Arkadelphia High School  
Allen Binne, Arkansas High School, Texarkana  
Gale Woolsey, Arkansas High School, Texarkana  
Rosemarie Spaulding, Bentonville High School  
Brenda Futrell, Central High School, Little Rock  
Chris Dorman, Harrison High School

*Prepared by*  
Shanda Macon, J.A. Fair High School  
Jurel Guffey, Joe T. Robinson High School  
Nancy Leslie, McClellan High School  
Deborah Harris, North Pulaski High School  
Helen Hicks, Northside High School, Fort Smith  
Sheryl Dunn, Oak Grove High School

Charlene Hagan, Rogers High School  
Kate Harness, Russellville High School  
Troy Bedwell, Southside High School, Fort Smith  
Bryant Rushing, Sylvan Hills High School  
Sherry Siler, Stuttgart High School  
Susan Horton, Southside High School, Fort Smith  
Cindy Whitaker, Springdale High School

*Facilitated by*  
Ora Stevens, Program Manager  
Office of Assessment and Curriculum  
Arkansas Department of Workforce Education

*Edited by*  
Linda Shock, Program Manager  
Doretta Griffin, Program Advisor  
Jim Brock, Program Advisor  
Brenda Buerkle, Program Advisor  
Ted Dean, Program Advisor  
Office of Business/Marketing Technology  
Arkansas Department of Workforce Education

*Disseminated by*  
Career and Technical Education  
Office of Assessment and Curriculum  
Arkansas Department of Workforce Education

# Curriculum Content Frameworks

## MARKETING MANAGEMENT

Grade Levels: 11, 12  
Course Code: 492350

Prerequisite: Marketing

Course Description: Marketing Management is a two-semester course designed to develop decision-making skills through the application of marketing and management principles. Competencies will be accomplished by utilizing various instructional methods, resources, and direct involvement with marketing businesses. The course will focus on organization, finance, risks, credit, technology, and social aspects. Although it is not mandatory, many students can benefit from the on-the-job training component (cooperative education) of this course. The student's job must relate to his/her career objective, and the worksite trainer must develop a list of competencies to be taught on the job, which coordinates with classroom competencies and career objectives.

### Table of Contents

	Page
Unit 1: Marketing Foundations	1
Unit 2: Management Foundations	3
Unit 3: Marketing and Management Environments	5
Unit 4: Global Economics in Marketing and Management	7
Unit 5: Forms of Business Ownership	10
Unit 6: Technology and Information Management	13
Unit 7: Communication and Planning Skills for Marketing and Management	15
Unit 8: Motivation and Leadership for Marketing and Management	18
Unit 9: Managing Human Resources for Marketing and Management	20
Unit 10: Quality Control for Marketing and Management	23

Unit 11: Financial Management for Marketing

25

Glossary

28

# Unit 1: Marketing Foundations

## Hours: 10

Terminology: Entrepreneur, Marketing, Marketing mix, Product, Product life cycle, Retailers, Service, Utility, Wholesalers

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
1.1 Define <i>marketing</i>	1.1.1 Distinguish between goods and services	Foundation	Listening	Comprehends ideas and concepts related to marketing [1.2.1]	
			Reading	Identifies relevant details, facts, and specifications [1.3.16]	
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
		Thinking	Decision Making	Comprehends ideas and concepts related to marketing [4.2.2]	
1.2 Define <i>wholesalers</i> and <i>retailers</i>	1.2.1 Identify wholesalers and retailers in the local business community	Foundation	Speaking	Asks questions to clarify information [1.5.3]	
		Thinking	Decision Making	Evaluates information/data to make the best decision [4.2.5]	
			Problem Solving	Comprehends ideas and concepts related to wholesale and retail [4.4.1]	
1.3 Explain the marketing concept	1.3.1 Distinguish between product orientation, sales orientation, and customer orientation	Foundation	Reading	Evaluates written information for accuracy, appropriateness, and style [1.3.14]	
			Speaking	Applies/Uses technical terms appropriate to audience [1.5.2]	
			Writing	Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]	
		Thinking	Decision Making	Comprehends ideas and concepts related to marketing concepts [4.2.2]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
1.4 List the stages of the product life cycle	1.4.1 Classify products according to their stage in the product life cycle	Foundation	Listening	Comprehends ideas and concepts related to the stages of the product life cycle [1.2.1]	
			Reading	Reads and follows instructions to operate technical equipment [1.3.19]	
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
1.5 Explain the importance of entrepreneurs	1.5.1 Identify successful entrepreneurs in the local business community	Foundation	Reading	Evaluates written information for accuracy, appropriateness, and style [1.3.14]	
			Speaking	Applies/Uses technical terms appropriate to audience [1.5.2]	
			Writing	Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]	
1.6 Define <i>small business</i>	1.6.1 Distinguish between small and large businesses in the local community	Foundation	Listening	Comprehends ideas and concepts related to forms of business ownership [1.2.1]	
		Thinking	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
			Decision Making	Comprehends ideas and concepts related to business ownership [4.2.2]	
1.7 List the four types of utility	1.7.1 Illustrate the four utilities, using a single product/service	Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]	
		Thinking	Problem Solving	Comprehends ideas and concepts related to the four types of utility [4.4.1]	
1.8 Discuss the four elements of the marketing mix	1.8.1 Analyze the four elements of marketing	Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]	
		Thinking	Problem Solving	Comprehends ideas and concepts related to the four elements of marketing [4.4.1]	

## Unit 2: Management Foundations

**Hours: 8**

Terminology: Human relations, Industrial Revolution, Management, Maslow's Hierarchy of Needs, Organizing, Planning, Technical skills, Total Quality Management (TQM)

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.1 Define <i>management</i>	2.1.1 Discuss management careers in marketing occupations	Foundation	Listening	Comprehends ideas and concepts related to management [1.2.1]	
			Reading	Identifies relevant details, facts, and specifications [1.3.16]	
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
		Thinking	Decision Making	Comprehends ideas and concepts related to management [4.2.2]	
2.2 List management tasks	2.2.1 Distinguish between the management tasks	Foundation	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
		Thinking	Decision Making	Comprehends ideas and concepts related to management tasks [4.2.2]	
2.3 Explain the impact of the Industrial Revolution on marketing and management	2.3.1 Compare historical management practices to current management practices	Foundation	Speaking	Applies/Uses technical terms appropriate to audience [1.5.2]	
			Writing	Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]	
		Thinking	Decision Making	Comprehends ideas and concepts related to management practices [4.2.2]	
2.4 List Maslow's Hierarchy of Needs	2.4.1 Diagram Maslow's Hierarchy of Needs	Foundation	Writing	Composes and creates document -- letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]	
		Thinking	Problem Solving	Comprehends ideas and concepts related to Maslow's Hierarchy of Needs [4.4.1]	

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
2.5 Explain the importance of Total Quality Management (TQM)	2.5.1 Relate quality to marketing and management career	Foundation	Speaking	Applies/Uses technical terms appropriate to audience [1.5.2]
			Writing	Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]
		Thinking	Decision Making	Comprehends ideas and concepts related to TQM [4.2.2]
2.6 List the three types of management skills	2.6.1 Give examples of the three types of skills	Foundation	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Decision Making	Comprehends ideas and concepts related to management skills [4.2.2]

## Unit 3: Marketing and Management Environments

### Hours: 8

Terminology: Code of ethics, Consumer, Ethics, Licensing, Social responsibility, Zoning

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 Define <i>ethics</i>	3.1.1 Discuss examples of unethical business practices or events, and describe how the situation could be resolved in an ethical manner	Foundation    Thinking	Listening  Reading  Writing  Decision Making	Comprehends ideas and concepts related to ethics [1.2.1]  Identifies relevant details, facts, and specifications [1.3.16]  Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]  Comprehends ideas and concepts related to ethics [4.2.2]
3.2 Describe a code of ethics	3.2.1 Produce a code of ethics for a marketing firm	Foundation   Thinking	Listening  Speaking  Creative Thinking	Comprehends ideas and concepts related to a code of ethics [1.2.1]  Communicates a thought, idea, or fact in spoken form [1.5.5]  Uses imagination to create something new [4.1.1]
3.3 List laws that relate to ethics in marketing	3.3.1 Distinguish between laws affecting competitive behavior, consumer protection, and environmental protection	Foundation  Thinking	Writing  Decision Making	Analyzes data, summarizes results, and makes conclusions [1.6.2]  Comprehends ideas and concepts related to ethics [4.2.2]
3.4 Discuss social responsibilities	3.4.1 Explain how social responsibility is measured	Foundation  Thinking	Writing  Problem Solving	Analyzes data, summarizes results, and makes conclusions [1.6.2]  Comprehends ideas and concepts related to social responsibility [4.4.1]

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
3.5 Identify types of government regulations that affect businesses	3.5.1 Distinguish between the government regulations affecting business, including the following laws: tax, corporate, intellectual, consumer, commercial, and licensing/zoning	Foundation Thinking	Writing Decision Making	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] Comprehends ideas and concepts related to government regulations [4.2.2]
3.6 Discuss laws providing benefits and protection for employees	3.6.1 Distinguish between the following laws: equal opportunity laws, occupational safety and health laws, wage and hour laws, benefit laws, and labor relations laws	Foundation Thinking	Listening Reading Writing Problem Solving	Comprehends ideas and concepts related to laws [1.2.1] Receives and interprets verbal messages [1.2.8] Uses written resources to obtain factual information [1.3.23] Organizes information in an appropriate format [1.6.10] Comprehends ideas and concepts related to employee benefits and protection [4.4.1]

## Unit 4: Global Economics in Marketing and Management

### Hours: 10

Terminology: Economics, Equilibrium, Exports, Gross National Product (GNP), Imports, Inflation, International trade, Scarcity, Tariff

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
4.1 Define <i>economics</i>	4.1.1 Distinguish between scarcity and opportunity costs	Foundation    Thinking	Listening  Reading  Writing  Decision Making	Comprehends ideas and concepts related to economics [1.2.1]  Identifies relevant details, facts, and specifications [1.3.16]  Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]  Comprehends ideas and concepts related to economics [4.2.2]	
4.2 List the characteristics of command and market	4.2.1 Give examples of countries that operate under each type of economic system	Foundation   Thinking	Writing   Decision Making	Analyzes data, summarizes results, and makes conclusions [1.6.2]   Comprehends ideas and concepts related to the characteristics of command and market economies [4.2.2]	
4.3 Explain how the laws of supply and demand determine equilibrium price of goods and services	4.3.1 Illustrate both supply and demand curves on a chart, and identify the equilibrium price	Foundation     Thinking	Reading  Speaking  Writing  Reasoning	Evaluates written information for accuracy, appropriateness, and style [1.3.14]  Applies/Uses technical terms appropriate to audience [1.5.2]  Composes and creates document -- letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]  Sees relationship between two or more ideas, objects, or situations [4.5.5]	
4.4 Identify the four phases of the business cycle	4.4.1 Distinguish between the expansion and contraction phases of the business cycle	Foundation   Thinking	Writing   Decision Making	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]   Comprehends ideas and concepts related to the four phases of the business cycle [4.2.2]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description	
4.5 Discuss economic indicators	4.5.1 Distinguish between productivity rates, consumer price index, gross domestic product, inflation, and the unemployment rate	Foundation  Thinking	Listening  Speaking  Decision Making	Comprehends ideas and concepts related to economic indicators [1.2.1]  Participates in conversation, discussion, and group presentations [1.5.8]  Comprehends ideas and concepts related to economic indicators [4.2.2]	
4.6 Explain the concepts of absolute and comparative advantage	4.6.1 Give examples of countries and their products that possess absolute or comparative advantages	Foundation	Listening  Reading  Writing	Comprehends ideas and concepts related to comparative advantage [1.2.1]  Receives and interprets verbal messages [1.2.8]  Uses written resources to obtain factual information [1.3.23]  Organizes information in an appropriate format [1.6.10]	
4.7 Define <i>imports</i> and <i>exports</i>	4.7.1 Give reasons why businesses import and export	Foundation	Listening  Reading  Writing	Comprehends ideas and concepts related to imports and exports [1.2.1]  Receives and interprets verbal messages [1.2.8]  Uses written resources to obtain factual information [1.3.23]  Organizes information in an appropriate format [1.6.10]	
4.8 Define <i>balance of trade</i> , <i>tariffs</i> , <i>quotas</i> , and <i>embargoes</i>	4.8.1 Give examples of each trade term	Foundation	Listening  Reading  Writing	Comprehends ideas and concepts related to trade balance [1.2.1]  Receives and interprets verbal messages [1.2.8]  Uses written resources to obtain factual information [1.3.23]  Organizes information in an appropriate format [1.6.10]	

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
4.9 Explain the importance of a global economy	4.9.1 Discuss the following international trade agreements: North American Free Trade Agreement (NAFTA), the General Agreement on Trade and Tariffs, and the European Economic Community	Foundation	Listening	Comprehends ideas and concepts related to global economy [1.2.1]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
		Thinking	Decision Making	Comprehends ideas and concepts related to global economy [4.2.2]

## Unit 5: Forms of Business Ownership

### Hours: 10

Terminology: Cooperatives, Corporation, Partnership, Proprietorship

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
5.1 Define terms associated with business ownership	5.1.1 Give examples of proprietorships, partnerships, and corporations within your community	Foundation	Listening	Comprehends ideas and concepts related to proprietorships, partnerships, and corporations [1.2.1]	
			Reading	Identifies relevant details, facts, and specifications [1.3.16]	
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
		Thinking	Decision Making	Comprehends ideas and concepts related to proprietorships, partnerships, and corporations [4.2.2]	
5.2 List advantages and disadvantages of proprietorships	5.2.1 Create a chart showing the advantages and disadvantages of proprietorships	Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]	
				Composes and creates documents -- letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]	
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]	
5.3 List advantages and disadvantages of partnerships	5.3.1 Create a chart showing the advantages and disadvantages of partnerships	Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]	
				Composes and creates documents -- letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]	
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]	

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce			
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>	
5.4 List advantages and disadvantages of corporations	5.4.1 Create a chart showing the advantages and disadvantages of corporations	Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]  Composes and creates documents -- letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]	
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]	
5.5 Discuss the basic features of a corporation, and list the features	5.5.1 Participate in a discussion of basic features of a corporation	Foundation	Listening	Comprehends ideas and concepts related to corporations [1.2.1]	
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]	
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]	
		Thinking	Decision Making	Comprehends ideas and concepts related to corporations [4.2.2]	
5.6 Describe how a corporation is formed and organized	5.6.1 List the components of a charter	Foundation	Listening	Comprehends ideas and concepts related to formation of a corporation [1.2.1]	
			Reading	Applies/Understands technical words that pertain to subject [1.3.6]	
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]  Applies/Uses technical words and concepts [1.6.4]	

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
5.7 Define the following specialized types of corporations: <i>joint ventures, limited liability corporations, nonprofit corporations, and cooperatives</i>	5.7.1 Create a poster listing specialized types of corporations found in your community	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]  Composes and creates documents -- letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]
		Thinking	Decision Making	Comprehends ideas and concepts related to specialized corporations [4.2.2]

## Unit 6: Technology and Information Management

### Hours: 8

**Terminology:** Computer, Database, E-commerce, Ergonomics, Extranet, Firewall, Hyperlink, Internet, Internet Service Provider (ISP), Local Area Network (LAN), Modem, Search engine, Server, Software, World Wide Web (WWW)

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.1 Define <i>management information system (MIS)</i> and <i>management</i>		Foundation	Listening  Reading  Writing	Comprehends ideas and concepts related to management information systems [1.2.1]  Identifies relevant details, facts, and specifications [1.3.16]  Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
6.2 Define common terms associated with technology management	6.2.1 Create list of terms associated with technology management	Foundation	Listening  Reading  Writing	Comprehends ideas and concepts related to technology management [1.2.1]  Identifies relevant details, facts, and specifications [1.3.16]  Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
6.3 Discuss the development of computers	6.3.1 Chart the development of computers	Foundation	Reading  Speaking  Writing	Identifies relevant details, facts, and specifications [1.3.16]  Applies/Uses technical terms appropriate to audience [1.5.2]  Composes and creates documents -- letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]  Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do			<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>		<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
6.4	Discuss the development of e-commerce	6.4.1 Participate in class discussion of e-commerce	Foundation	Reading  Speaking  Writing	Identifies relevant details, facts, and specifications [1.3.16]  Applies/Uses technical terms appropriate to audience [1.5.2]  Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]
6.5	Discuss Internet retailing	6.5.1 Using classroom computers, visit competing Internet retailers	Foundation    Thinking	Reading  Speaking  Writing  Knowing how to Learn	Identifies relevant details, facts, and specifications [1.3.16]  Applies/Uses technical terms appropriate to audience [1.5.2]  Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]  Uses available resources to acquire new skills or improve skills [4.3.3]
6.6	List advantages and disadvantages of Internet retailing	6.6.1 Compare advantages and disadvantages of Internet retailing	Foundation  Thinking	Writing  Reasoning	Analyzes data, summarizes results, and makes conclusions [1.6.2]  Sees relationship between two or more ideas, objects, or situations [4.5.5]

## Unit 7: Communication and Planning Skills for Marketing and Management

### Hours: 10

Terminology: Brainstorming, Communication, Distortion, Distraction, E-mail, Feedback, Jargon, Problem, Spam, Symptom

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
7.1 Define the communication process	7.1.1 Diagram the communication process	Foundation    Thinking	Listening  Reading  Writing  Reasoning	Comprehends ideas and concepts related to the communication process [1.2.1]  Identifies relevant details, facts, and specifications [1.3.16]  Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]  Comprehends ideas and concepts related to the communication process [4.5.2]	
7.2 Discuss distractions and distortions to effective communication	7.2.1 Illustrate ways students can be distracted; demonstrate distortion by having students relay a message from one student to another	Foundation    Thinking	Speaking    Writing  Reasoning	Applies/Uses technical terms appropriate to audience [1.5.2]  Organizes ideas, and communicates oral messages to listeners [1.5.7]  Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]  Comprehends ideas and concepts related to distractions and distortions [4.5.2]	
7.3 List channels of communication	7.3.1 Distinguish between the channels of communication	Foundation   Thinking	Reading   Problem Solving	Comprehends written information, and applies it to a task [1.3.8]  Draws conclusions from what is read, and gives possible solutions [4.4.4]	
7.4 Define <i>formal communication network</i>	7.4.1 Give examples of formal communication	Foundation	Listening  Reading  Writing	Comprehends ideas and concepts related to the communication networks [1.2.1]  Identifies relevant details, facts, and specifications [1.3.16]  Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
7.5 Discuss the importance of informal communication networks		Foundation	Speaking	Applies/Uses technical terms appropriate to audience [1.5.2]  Organizes ideas, and communicates oral messages to listeners [1.5.7]
7.6 Discuss the impact of the grapevine		Foundation	Speaking	Applies/Uses technical terms appropriate to audience [1.5.2]  Organizes ideas, and communicates oral messages to listeners [1.5.7]
7.7 Discuss the difference between desirable and undesirable conflict	7.7.1 Give examples of desirable and undesirable conflict	Foundation   Thinking	Speaking  Writing  Reasoning	Applies/Uses technical terms appropriate to audience [1.5.2]  Organizes ideas, and communicates oral messages to listeners [1.5.7]  Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]  Sees relationship between two or more ideas, objects, or situations [4.5.5]
7.8 Explain how to encourage and improve organizational communications	7.8.1 Give examples of how employees can benefit from improved communication within the company	Foundation	Reading  Speaking  Writing	Identifies relevant details, facts, and specifications [1.3.16]  Organizes ideas, and communicates oral messages to listeners [1.5.7]  Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
7.9 List steps in problem solving	7.9.1 Illustrate effective problem solving	Foundation   Thinking	Writing   Reasoning	Analyzes data, summarizes results, and makes conclusions [1.6.2]  Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]  Sees relationship between two or more ideas, objects, or situations [4.5.5]

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
7.10 List the purposes for speaking	7.10.1 Give examples of hearing vs. listening	Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
	7.10.2 Illustrate an example of speaking to inform, persuade, and entertain	Thinking	Reasoning	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]  Sees relationship between two or more ideas, objects, or situations [4.5.5]

## Unit 8: Motivation and Leadership for Marketing and Management

### Hours: 6

Terminology: Automatic leader, Democratic leader, Executive, Leadership, Mid-manager, Motivation, Negative reinforcement, Open leader, Positive reinforcement, Reinforcement

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
8.1 Define <i>motivation</i>	8.1.1 List how employees are motivated	Foundation	Listening	Comprehends ideas and concepts related to motivation [1.2.1]	
			Reading	Identifies relevant details, facts, and specifications [1.3.16]	
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
8.2 Discuss leadership characteristics	8.2.1 List characteristics of a good leader	Foundation	Speaking	Applies/Uses technical terms appropriate to audience [1.5.2]  Organizes ideas, and communicates oral messages to listeners [1.5.7]	
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
8.3 Explain the roles and responsibilities of a supervisor, executive, and mid-manager		Foundation	Speaking	Applies/Uses technical terms appropriate to audience [1.5.2]  Organizes ideas, and communicates oral messages to listeners [1.5.7]	
8.4 Discuss leadership styles	8.4.1 List the characteristics of autocratic leaders, democratic leaders, open leaders, and situational leaders	Foundation	Speaking	Applies/Uses technical terms appropriate to audience [1.5.2]  Organizes ideas, and communicates oral messages to listeners [1.5.7]	
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
8.5 Discuss characteristics of effective training		Foundation	Speaking	Applies/Uses technical terms appropriate to audience [1.5.2]  Organizes ideas, and communicates oral messages to listeners [1.5.7]	

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
8.6 Define <i>positive</i> and <i>negative reinforcement</i> and <i>reinforcement theory</i>		Foundation	Listening	Comprehends ideas and concepts related to reinforcement theory [1.2.1]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]

## Unit 9: Managing Human Resources for Marketing and Management

### Hours: 10

Terminology: Employee benefits, Human resources management, Job description, Promotion, Salary, Termination, Transfer, Wage

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.1 Define the terms relating to human resources management		Foundation	Listening  Reading  Writing	Comprehends ideas and concepts related to subject [1.2.1]  Identifies relevant details, facts, and specifications [1.3.16]  Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
9.2 State the purpose of employment interviews	9.2.1 Participate in mock interviews	Foundation   Academic and Workplace	Writing   Career Awareness, Development, and Mobility  Responsibility  Self-esteem	Analyzes data, summarizes results, and makes conclusions [1.6.2]  Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]  Develops skills to locate, evaluate, and interpret career information [3.1.3]  Comprehends ideas and concepts related to interviews [3.4.2]  Presents positive image of personal attitudes and abilities [3.5.7]
9.3 Identify different methods of training employees	9.3.1 View training video from various employers	Foundation   Thinking	Listening  Reading  Knowing how to Learn	Comprehends ideas and concepts related to subject [1.2.1]  Identifies relevant details, facts, and specifications [1.3.16]  Processes new information as related to workplace [4.3.5]

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce			
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>	
9.4 List employee benefits	9.4.1 Differentiate among employee benefits	Foundation  Thinking	Writing  Decision Making	Analyzes data, summarizes results, and makes conclusions [1.6.2]  Comprehends ideas and concepts related to employee benefits [4.2.2]	
9.5 Describe laws and regulations affecting employees	9.5.1 Create a chart showing the laws and regulations that affect employees	Foundation	Reading  Speaking  Writing	Identifies relevant details, facts, and specifications [1.3.16]  Applies/Uses technical terms appropriate to audience [1.5.2]  Composes and creates documents/graphs [1.6.8]  Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]	
9.6 Discuss compensation	9.6.1 Calculate methods of compensation	Foundation	Reading  Speaking  Writing	Identifies relevant details, facts, and specifications [1.3.16]  Applies/Uses technical terms appropriate to audience [1.5.2]  Composes and creates documents/graphs [1.6.8]  Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]	
9.7 Explain good employer/employee relations	9.7.1 List two characteristics of good employer/employee relations	Foundation	Reading  Speaking  Writing	Identifies relevant details, facts, and specifications [1.3.16]  Applies/Uses technical terms appropriate to audience [1.5.2]  Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]	

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce			
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>	
9.8 Discuss employee turnover	9.8.1 List major factors that lead to employee turnover	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]	
			Speaking	Applies/Uses technical terms appropriate to audience [1.5.2]	
			Writing	Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]	
9.9 Discuss exit interviews	9.9.1 Participate in mock exit interviews	Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]	
				Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
		Academic and Workplace	Responsibility	Comprehends ideas and concepts related to interviews [3.4.2]	
			Self-esteem	Presents positive image of personal attitudes and abilities [3.5.7]	

## Unit 10: Quality Control for Marketing and Management

### Hours: 8

Terminology: Performance deviation, Quality assurance, Quality control

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
10.1 List why controls are needed	10.1.1 Cite examples of controls at training stations	Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]  Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
10.2 List the three steps necessary in a control process		Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]  Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
10.3 List the controls an organization can implement		Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]  Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
10.4 List potential causes of performance deviation		Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]  Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
10.5 Explain what operations managers mean by the term <i>quality</i>		Foundation	Reading	Evaluates written information for accuracy, appropriateness, and style [1.3.14]
			Speaking	Applies/Uses technical terms appropriate to audience [1.5.2]
			Writing	Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]
10.6 Explain what <i>quality</i> means to customers of their training station		Foundation	Reading	Evaluates written information for accuracy, appropriateness, and style [1.3.14]
			Speaking	Applies/Uses technical terms appropriate to audience [1.5.2]
			Writing	Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]
10.7 Explain the concepts of quality planning, quality control, and quality assurance	10.7.1 Illustrate the concepts of quality planning, quality control, and quality assurance	Foundation	Reading	Evaluates written information for accuracy, appropriateness, and style [1.3.14]
			Speaking	Applies/Uses technical terms appropriate to audience [1.5.2]
			Writing	Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]
10.8 Explain the purpose of Total Quality Management (TQM)		Foundation	Reading	Evaluates written information for accuracy, appropriateness, and style [1.3.14]
			Speaking	Applies/Uses technical terms appropriate to audience [1.5.2]

## Unit 11: Financial Management for Marketing

### Hours: 10

Terminology: Balance sheet, Capital, Common stock, Income statement, Point-of-sale terminal, Preferred stock

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
11.1 Identify and discuss types of records used in business	11.1.1 Use the Internet to review accounting software packages	Foundation	Speaking	Applies/Uses technical terms appropriate to audience [1.5.2]
			Writing	Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]
		Thinking	Knowing how to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
11.2 Describe receipt and payment records	11.2.1 Using accounting software, analyze kinds of receipt and payment records available	Foundation	Listening	Comprehends ideas and concepts related to receipt and payment records [1.2.1]
			Writing	Applies/Uses technical words and concepts [1.6.4]
		Thinking	Decision Making	Evaluates information/data to make the best decision [4.2.5]
11.3 List types of budgets	11.3.1 Analyze the purpose of each type of budget	Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]  Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Thinking	Reasoning

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
11.4 Discuss point-of-sale terminal and importance in marketing	11.4.1 Evaluate how point of sale affects inventory	Foundation    Thinking	Reading  Speaking  Writing  Reasoning	Identifies relevant details, facts, and specifications [1.3.16]  Applies/Uses technical terms appropriate to audience [1.5.2]  Analyzes data, summarizes results, and makes conclusions [1.6.2]  Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]  Sees relationship between two or more ideas, objects, or situations [4.5.5]
11.5 State the purpose of an income statement and a balance sheet	11.5.1 Analyze an income statement and balance sheet	Foundation   Thinking	Writing   Reasoning	Analyzes data, summarizes results, and makes conclusions [1.6.2]  Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]  Sees relationship between two or more ideas, objects, or situations [4.5.5]
11.6 State the methods of obtaining capital	11.6.1 Access the Small Business Administration online to review financing applications or identify three sources of long-term financing	Foundation   Thinking	Writing   Reasoning	Analyzes data, summarizes results, and makes conclusions [1.6.2]  Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]  Sees relationship between two or more ideas, objects, or situations [4.5.5]
11.7 State the differences in common and preferred stock	11.7.1 Request stock portfolios from Fortune 400 companies to discuss stock options	Foundation	Reading  Speaking  Writing	Identifies relevant details, facts, and specifications [1.3.16]  Applies/Uses technical terms appropriate to audience [1.5.2]  Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
11.8 Discuss three ways to value stock	11.8.1 Compare market value, stated value, and book value	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Speaking	Applies/Uses technical terms appropriate to audience [1.5.2]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Thinking	Reasoning	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] Sees relationship between two or more ideas, objects, or situations [4.5.5]
11.9 Distinguish between equity capital and debt capital	11.9.1 Compare equity capital and debt capital, and discuss which is easier to obtain	Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
				Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
11.10 Discuss important factors of capital	11.10.1 Analyze three of the most important factors of capital	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Speaking	Applies/Uses technical terms appropriate to audience [1.5.2]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
				Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

# **Glossary**

## **Unit 1: Marketing Foundations**

1. Entrepreneur – one who organizes, manages, and takes the risk of owning and operating a business
2. Marketing – the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives
3. Marketing mix – the four basic marketing strategies, collectively known as the four P's: product, place, price, and promotion
4. Product – a tangible or physical item purchased by consumers
5. Product life cycle – the stages that a product goes through during its life, including introduction, growth, maturity, and decline
6. Retailers – buy goods from wholesalers or manufacturers and resell them to the final customer
7. Service – an intangible task performed for a customer
8. Utility – the attributes of a product or service that make it capable of satisfying consumers' needs and wants
9. Wholesalers – obtain goods from manufacturers and resell them to industrial users or retailers

## Unit 2: Management Foundations

1. Human relations – the ability managers need to understand and work well with people
2. Industrial Revolution – the change that occurred during the late 1800s when the U.S. economy shifted from a primarily agricultural economy to one based largely on industries, such as oil, steel, railroads, and manufactured goods
3. Management – the process of deciding how best to use a business's resources to produce goods or provide services; the process of accomplishing the goals of an organization through the effective use of people and resources
4. Maslow's Hierarchy of Needs – the grouping and ordering of physical, security, social, status, and self-fulfillment needs created by Abraham Maslow
5. Organizing – the management task that involves grouping related activities together and arranging resources to complete the work
6. Planning – the management task that involves analyzing information, deciding on company goals, and deciding what needs to be done in the future
7. Technical skills – the specific abilities people use to perform their jobs
8. Total Quality Management (TQM) – a system of management based on involving all employees in a process of continually improving quality and productivity by improving how they work

## **Unit 3: Marketing and Management Environments**

1. Code of ethics – a formal, published collection of values and rules used to guide the behavior of an organization toward its various stakeholders
2. Consumer – one who actually uses a product
3. Ethics – the code of moral conduct that sets standards for what is valued as right or wrong behavior for a person or group
4. Licensing – a way to limit and control those who plan to enter certain types of businesses
5. Social responsibility – the duty of a business to contribute to the well-being of society
6. Zoning – regulations that specify which land areas may be used for homes and which areas may be used for different types of businesses

## Unit 4: Global Economics in Marketing and Management

1. Economics – the body of knowledge that relates to producing and using goods and services that satisfy human wants
2. Equilibrium – the condition that exists when the amount of product supplied is equal to the amount of product demanded
3. Exports – goods and services sold to other countries
4. Gross National Product (GNP) – the measure of goods and services produced by labor and property supplied by a country's residents, whether there or abroad
5. Imports – goods and services purchased from other countries
6. Inflation – a rapid rise in prices caused by an inadequate supply of goods and services
7. International trade – the exchange of goods and services between nations
8. Scarcity – the condition that exists when people's wants and needs exceed their resources
9. Tariff – a tax on foreign goods to protect domestic industries and earn revenue

## **Unit 5: Forms of Business Ownership**

1. Cooperatives – a business owned and operated by its user-members for the purpose of supplying themselves with goods or services
2. Corporation – a business owned by a group of people and authorized by the state in which it is located to act as though it were a single person
3. Partnership – a business owned by two or more people
4. Proprietorship – when an individual owns and manages a business

## Unit 6: Technology and Information Management

1. Computer – a programmable machine; the two principal characteristics of a computer are that it responds to a specific set of instructions in a well-defined manner and it can execute a prerecorded list of instructions
2. Database – a collection of information organized in such a way that a computer program can quickly select desired pieces of data
3. E-commerce – conduction business online; i.e., buying and selling products with digital cash and via Electronic Data Interchange (EDI)
4. Ergonomics – the science concerned with designing safe and comfortable machines for humans
5. Extranet – a new buzzword that refers to an intranet that is partially accessible to authorized outsiders
6. Firewall – a system designed to prevent unauthorized access to or from a private network
7. Hyperlink – elements in an electronic document that link to another place in the same document or to an entirely different document.
8. Internet – a global network connecting millions of computers
9. Internet Service Provider (ISP) – a company that provides access to the Internet
10. Local Area Network (LAN) – a computer network that spans a relatively small area
11. Modem – a device or program that enables a computer to transmit data over telephone lines; also known as a modulator-demodulator
12. Search engine – a program that searches documents for specified keywords and returns a list of the documents in which the keywords are found
13. Server – a computer or device on a network that manages network resources
14. Software – computer instructions or data
15. World Wide Web (WWW) – a system of Internet servers that supports specially formatted documents

## **Unit 7: Communication and Planning Skills for Marketing and Management**

1. Brainstorming – a group discussion technique that is used to generate as many ideas as possible for solving a problem
2. Communication – refers to the sharing of information, which results in a high degree of understanding between the message sender and receiver
3. Distortion – refers to how people consciously or unconsciously change messages
4. Distraction – anything that interferes with the sender's creating and delivering a message and the receiver's getting and interpreting a message
5. E-mail – transmits and stores documents through a data communication system without the printing of a hard copy
6. Feedback – a receiver's response to a sender's message
7. Jargon – technical words related to a specific industry that are unfamiliar to the general public
8. Problem – a difficult situation requiring a solution
9. Spam – the unwanted receipt of e-mailed promotional messages
10. Symptom – a sign or indication of something that appears to be a problem

## Unit 8: Motivation and Leadership for Marketing and Management

1. Automatic leader – one who gives direct, clear, and precise orders with detailed instructions as to what, when, and how work is to be done
2. Democratic leader – one who encourages workers to share in making decisions about work-related problems
3. Executive – a top-level manager who spends almost all of his or her time on management functions
4. Leadership – the ability to influence individuals and groups to achieve organizational goals
5. Mid-manager – a manager who completes all of the management functions but spends more time on one of the functions or is responsible for a specific part of the company's operations
6. Motivation – the set of factors that cause a person to act in a certain way
7. Negative reinforcement – punishing or reprimanding people who engage in behavior that the manager hopes to discourage
8. Open leader – a manager who gives little or no direction to workers
9. Positive reinforcement – Rewarding people who engage in behavior that the manager wishes to encourage
10. Reinforcement – to back up a theory

## Unit 9: Managing Human Resources for Marketing and Management

1. Employee benefits – those benefits, other than monetary compensation, given to employees by employers
2. Human resources management – the function of management responsible for recruiting, training, and compensating employees as well as planning for future personnel needs
3. Job description – written statement identifying the type of work and the necessary qualifications for a job
4. Promotion – the advancement of an employee within a company to a position with more authority and responsibility
5. Salary – compensation paid on other than an hourly basis, such as weekly or monthly
6. Termination – when an employee is asked to leave because of poor performance or failure to follow company rules
7. Transfer – the assignment of an employee to another job in the company that involves the same type of responsibility and authority
8. Wage – compensation paid on an hourly basis

## **Unit 10: Quality Control for Marketing and Management**

1. Performance deviation – that degree which actual performance differs from the desired outcome
2. Quality assurance – quality control is built into the production process, and quality is the responsibility of all employees
3. Quality control – the process by which a company measures actual performance against set quality standards

## Unit 11: Financial Management for Marketing

1. Balance sheet – a summary of a business's assets, liabilities, and owner's equity
2. Capital – money needed to use and start a business
3. Common stock – ownership that gives holders the right to participate in managing the business by having voting privileges and sharing in any profits
4. Income statement – a summary of a business's income and expenses during a specific period, such as a month, a quarter, or a year
5. Point-of-sale terminal – a computerized system that uses light pens, hand-held laser guns, stationary lasers, or slot scanners to feed information directly from merchandise tags or product labels into a computer
6. Preferred stock – ownership that gives holders preference over the common stock holders when distributing dividends or assets