

# **MARKETING MANAGEMENT**

## Curriculum Content Frameworks

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

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# 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 objectives.

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# Unit 1: DECA Essentials

## Hours: 10

Terminology: Co-curricular, DECA, Marketing education program, Social responsibility, Leadership development, Social intelligence, Vocational understanding, National Advisory Board, ICDC, SCDC, Teamwork

| <b>CAREER and TECHNICAL SKILLS</b><br>What the Student Should be Able to Do         |  | <b>ACADEMIC and WORKPLACE SKILLS</b><br>What the Instruction Should Reinforce |              |  |  |
|---|--|---|--------------|--|--|
| <b>Knowledge</b>  | <b>Application</b>   | <b>Skill Group</b>  | <b>Skill</b> | <b>Description</b>   |  |
| 1.1 Define terminology  | 1.1.1 Prepare a list of terms with definitions   | Foundation  | Reading      | Applies information and concepts derived from printed materials [1.3.3]<br><br>Applies/Understands technical words that pertain to subject [1.3.6] |  |
| 1.2 Explain the benefits of DECA  | 1.2.1 View the annual national DECA membership promotional/recruitment video   | Foundation  | Reading      | Analyzes and applies what has been read to specific task [1.3.2]   |  |
| 1.3 Understand the organizational structure of the DECA student organization (CTSO) | 1.3.1 List the levels of DECA from local chapter through international   | Foundation  | Speaking     | Asks questions to clarify information [1.5.3]<br><br>Comprehends ideas and concepts related to wholesalers and retailers [4.4.1]                   |  |
| 1.4 List the different types of DECA competitions                                   | 1.4.1 Compare all written events including performance indicators<br><br>1.4.2 Compare all online events including performance indicators and requirements<br><br>1.4.3 Differentiate between individual and team events | Foundation  | Speaking     | Comprehends ideas related to the 4 P's of marketing [4.4.1]<br><br>Communicates a thought, idea, or fact in spoken form [1.5.5]                    |  |

## Unit 2: Marketing Foundations

### Hours: 12

Terminology: Distribution, Form utility, Marketing, Marketing concept, Marketing mix, Place utility, Possession utility, Price, Product, Product life cycle, Promotion, Service, Time utility, Utility,

| <b>CAREER and TECHNICAL SKILLS</b><br>What the Student Should be Able to Do   |   | <b>ACADEMIC and WORKPLACE SKILLS</b><br>What the Instruction Should Reinforce |                                |  |  |
|---|---|---|--------------------------------|--|--|
| <b>Knowledge</b>  | <b>Application</b>  | <b>Skill Group</b>  | <b>Skill</b>                   | <b>Description</b>   |  |
| 2.1 Define terminology  | 2.1.1 Prepare a list of terms with definitions  | Foundation  | Reading                        | Applies information and concepts derived from printed materials [1.3.3]<br><br>Applies/Understands technical words that pertain to marketing foundations[1.3.6]      |  |
| 2.2 Explain the marketing concept   | 2.2.1 Distinguish between product orientation, sales orientation, and customer orientation                      | Foundation<br><br>Thinking  | Writing<br><br>Decision Making | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]<br><br>Comprehends ideas and concepts related to management tasks [4.2.2]  |  |
| 2.3 List the stages of the product life cycle:<br>*Introduction<br>*Growth<br>*Maturity<br>*Decline                         | 2.3.1 Classify products according to their stage in the product life cycle                                      | Foundation<br><br>Thinking  | Writing<br><br>Decision Making | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]<br><br>Comprehends ideas and concepts related to the product life cycle    |  |
| 2.4 List the four types of utility / value added<br>*Form<br>*Time<br>*Place<br>*Possession                                 | 2.4.1 Illustrate the four utilities, using a single product/service.<br>*Form<br>*Time<br>*Place<br>*Possession | Foundation<br><br>Thinking  | Writing<br><br>Decision Making | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]<br><br>Comprehends ideas and concepts related to the types of utilities    |  |
| 2.5 Discuss the four elements of the marketing mix. The four P's<br>*Product<br>*Price<br>*Place/Distribution<br>*Promotion | 2.5.1 Analyze the four elements of marketing  | Foundation<br><br>Thinking  | Writing<br><br>Decision Making | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]<br><br>Comprehends ideas and concepts related to the elements of marketing |  |

## Unit 3: Management Foundations

**Hours: 15**

**Terminology:** Authoritative style, Controlling, Democratic style, Human relations, Industrial revolution, Implementing, Leading, Management, Middle level, Open leadership style, Organizing, Planning, Senior level, Staffing, Supervisory level, Technical skills, Total quality management (TQM)

| <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   |  |
| 3.1 Define terminology   | 3.1.1 Prepare a list of terms with definitions                                   | Foundation                            | Reading  | Applies information and concepts derived from printed materials [1.3.3]<br><br>Applies/Understands technical words that pertain to marketing and management environments [1.3.6]  |  |
| 3.2 List management functions<br>*Planning<br>*Organizing<br>*Staffing<br>*Controlling<br>*Leading | 3.2.1 Distinguish between the management functions                               | Foundation<br><br>Thinking            | Writing<br><br>Reasoning                       | Analyzes data, summarizes results, and makes conclusions [1.6.2]<br><br>Sees relationship between two or more ideas, objects, or situations [4.5.5]   |  |
| 3.3 Explain the importance of Total Quality Management (TQM)                                       | 3.3.1 Relate quality to marketing and management and provide real world examples | Foundation<br><br>Thinking            | Speaking<br><br>Writing<br><br>Decision Making | Applies/Uses technical terms appropriate to audience [1.5.2]<br><br>Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]<br><br>Comprehends ideas and concepts related to TQM [4.2.2] |  |
| 3.4 List the three leadership styles:<br><br>*Autocratic<br>*Democratic<br>*Open                   | 3.4.1 Give examples of the three leadership styles                               | Foundation<br><br>Thinking            | Writing<br><br>Decision Making                 | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]<br><br>Comprehends ideas and concepts related to management skills [4.2.2]  |  |
| 3.5 List the three levels of management:<br>*Supervisory<br>*Middle<br>*Senior/Executive           | 3.5.1 Compare and contrast the roles of each level of management                 | Foundation<br><br>Thinking            | Writing<br><br>Decision Making                 | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]<br><br>Comprehends ideas and concepts related to management levels [4.2.2]  |  |

## Unit 4: Marketing Information and Research

### Hours: 20

**Terminology:** Analysis, Closed-ended questions, Data analysis, Data storage, Discretionary Purchases, Experiments, External information, Focus group, Input, Internal information, Marketing information systems (MKIS), Marketing research, Observation, Open-ended questions, Output, Population, Primary data, Random sampling, Sample, Secondary data, Segmentation, Simulations, Survey, Target market, Test market

| <b>CAREER and TECHNICAL SKILLS</b><br>What the Student Should be Able to Do |   | <b>ACADEMIC and WORKPLACE SKILLS</b><br>What the Instruction Should Reinforce |  |   |
|---|---|---|--|---|
| Knowledge   | Application   | Skill Group   | Skill  | Description   |
| 4.1 Define terminology  | 4.1.1 Prepare a list of terms with definitions  | Foundation  | Reading  | Applies information and concepts derived from printed materials [1.3.3]<br><br>Applies/Understands technical words that pertain to management foundations [1.3.6]   |
| 4.2 Describe the need for marketing research                                | 4.2.1 Justify the need for product/service through DECA written research event  |   |  |   |
| 4.3 Explain the nature of marketing research                                | 4.3.1 Use the scientific problem solving procedure to implement a marketing research study  | Foundation<br><br>Thinking  | Listening<br><br>Speaking<br><br>Decision Making | Comprehends ideas and concepts related to marketing research [1.2.1]<br><br>Participates in conversation, discussion, and group presentations [1.5.8]<br><br>Comprehends ideas and concepts related to marketing research [4.2.2] |
| 4.4 Explain the steps to the scientific problem solving procedure           | 4.4.1 Define the problem<br>4.4.2 Analyze the situation<br>4.4.3 Develop a Data-Collection procedure<br>4.4.4 Gather and study information<br>4.4.5 Propose a solution (which includes analysis and evaluation of the data) |   |  |   |

| What the Student Should be Able to Do                                   |   |  | What the Instruction Should Reinforce |           |  |
|---|---|--|---------------------------------------|-----------|--|
| Knowledge   | Application   |  | Skill Group                           | Skill     | Description  |
| 4.5 Explain types of primary marketing research                         | 4.5.1 Survey, sampling, observation, focus group, test market, simulations, experiment                    |  | Foundation                            | Reading   | Comprehends ideas and concepts related to marketing research [1.2.1]   |
|   | 4.5.2 Choose and create a minimum of one the above mentioned data collection tools for marketing research |  |                                       | Speaking  | Applies/Uses technical terms appropriate to audience [1.5.2]   |
|   |   |  |                                       | Writing   | Composes and creates document -- survey, sampling, observation, focus group, test market, simulations, or experiment [1.6.8] |
|   |   |  | Thinking                              | Reasoning | Sees relationship between two or more ideas, objects, or situations [4.5.5]  |
| 4.6 Identify sources of primary and secondary data                      | 4.6.1 Explain the difference between primary and secondary data   |  | Foundation                            | Listening | Comprehends ideas and concepts related to sources of data [1.2.1]  |
|   |   |  |                                       | Reading   | Receives and interprets verbal messages [1.2.8]<br>Uses written resources to obtain factual information [1.3.23]             |
| 4.7 Identify and list all written research events for DECA competitions | 4.7.1 Participate in a DECA marketing research written event  |  | Foundation                            |           |  |

## Unit 5: E-Commerce and Virtual Marketing

### Hours: 13

Terminology: B2B, B2C, Brick and click business, Brick and mortar business, Business blogs, Click-only business, E-Commerce, Pop-up, Product fulfillment center, Rich media, Virtual marketing

| <b>CAREER and TECHNICAL SKILLS</b><br>What the Student Should be Able to Do |  | <b>ACADEMIC and WORKPLACE SKILLS</b><br>What the Instruction Should Reinforce |  |   |
|---|--|---|--|---|
| Knowledge   | Application  | Skill Group   | Skill  | Description   |
| 5.1 Define terminology  | 5.1.1 Prepare a list of terms with definitions                   | Foundation  | Reading  | Applies information and concepts derived from printed materials [1.3.3]<br><br>Applies/Understands technical words that pertain to management foundations [1.3.6] |
| 5.2 Discuss the development of e-commerce                                   | 5.2.1 Participate in class discussion of e-commerce              | Foundation  | Listening  | Comprehends ideas and concepts related to corporations [1.2.1]  |
|   |  |   | Speaking   | Participates in conversation, discussion, and group presentations [1.5.8]   |
| 5.3 List advantages and disadvantages of Internet retailing                 | 5.3.1 Compare advantages and disadvantages of Internet retailing | Foundation  | Writing  | Analyzes data, summarizes results, and makes conclusions [1.6.2]  |
|   |  |   | 5.3.2 Using classroom computers, visit competing Internet retailers comparing effectiveness of e-tailing methods as they relate to the elements of the marketing mix | Thinking  |
|   |  | Thinking  | Reasoning  | Sees relationship between two or more ideas, objects, or situations [4.5.5]   |

## Unit 6: Finance and Risk Management

### Hours: 15

**Terminology:** Accounts receivable, Assets, Balance sheet, Budget, Controllable risk, Economic risk, Financial statement, Human risk, Liability, Natural risk, Operating expense, Revenue, Risk, Risk management, Uncontrollable risk

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do |   |   | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |                          |  |
|--|---|---|--|--------------------------|--|
| Knowledge  |   | Application   | Skill Group  | Skill                    | Description  |
| 6.1  | Define terminology  | 6.1.1 Prepare a list of terms with definitions  | Foundation   | Reading                  | Applies information and concepts derived from printed materials [1.3.3]<br><br>Applies/Understands technical words that pertain to management foundations [1.3.6]  |
| 6.2  | List the types of risks   | 6.2.1 Explain the difference in three types of risks, Natural, Human and Economic   | Foundation<br><br>Thinking   | Writing<br><br>Reasoning | Analyzes data, summarizes results, and makes conclusions [1.6.2]<br><br>Sees relationship between two or more ideas, objects, or situations [4.5.5]  |
| 6.3  | Identify and discuss types of records used in business            | 6.3.1 Differentiate between balance sheet, income statement, check register, bank statement reconciliation, accounts payable and receivable | Foundation<br><br>Thinking   | Writing<br><br>Reasoning | Analyzes data, summarizes results, and makes conclusions [1.6.2]<br><br>Composes and creates documents -- balance sheet, income statement, check register, etc. [1.6.8]<br><br>Sees relationship between two or more ideas, objects, or situations [4.5.5] |
| 6.4  | Discuss the importance of a budget in the decision making process | 6.4.1 Develop a budget for a marketing activity   | Foundation<br><br>Thinking   | Writing<br><br>Reasoning | Analyzes data, summarizes results, and makes conclusions [1.6.2]<br><br>Composes and creates documents [1.6.8]<br><br>Sees relationship between two or more ideas, objects, or situations [4.5.5]  |

| <b>CAREER and TECHNICAL SKILLS</b><br>What the Student Should be Able to Do |                    |  | <b>ACADEMIC and WORKPLACE SKILLS</b><br>What the Instruction Should Reinforce |              |  |
|---|--------------------|--|---|--------------|--|
| <b>Knowledge</b>  | <b>Application</b> |  | <b>Skill Group</b>  | <b>Skill</b> | <b>Description</b>   |
| 6.5 State the purpose of an income statement and a balance sheet            | 6.5.1              | Analyze an income statement and balance sheet  | Foundation  | Writing      | Analyzes data, summarizes results, and makes conclusions [1.6.2]   |
|   |                    |  | Thinking  | Reasoning    | Sees relationship between two or more ideas, objects, or situations [4.5.5]  |
| 6.6 Distinguish between equity capital and debt capital                     | 6.6.1              | 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]   |
|   | 6.6.2              | Access the Small Business Administration online to review financing applications or identify three sources of long- and short-term financing | Thinking  | Reasoning    | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]<br>Sees relationship between two or more ideas, objects, or situations [4.5.5] |

## Unit 7: Entrepreneurship

### Hours: 20

**Terminology:** Charter, Code of ethics, Cooperative, Corporation, Entrepreneurship, Ethics, Intrapreneur, Joint venture, Licensing, Limited Liability Company (LLC), Limited liability partnership (LLP), Non-profit corporation, Partnership, Sole proprietorship, Zoning

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do |  |  | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |   |   |
|--|--|--|--|---|---|
| Knowledge  |  | Application  | Skill Group  | Skill   | Description   |
| 7.1  | Define terminology                                   | 7.1.1 Prepare a list of terms with definitions                                 | Foundation   | Reading   | Applies information and concepts derived from printed materials [1.3.3]<br><br>Applies/Understands technical words that pertain to management foundations [1.3.6]   |
| 7.2  | Explain the importance of entrepreneurs              | 7.2.1 Identify successful entrepreneurs in the local business community        | Foundation   | Reading<br><br>Speaking<br><br>Writing          | Evaluates written information for accuracy, appropriateness, and style [1.3.14]<br><br>Applies/Uses technical terms appropriate to audience [1.5.2]<br><br>Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19] |
| 7.3  | Discuss <i>small business</i>                        | 7.3.1 Distinguish between small and large businesses in the local community    | Foundation<br><br><br>Thinking   | Listening<br><br>Writing<br><br>Decision Making | Comprehends ideas and concepts related to forms of business ownership [1.2.1]<br><br>Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]<br><br>Comprehends ideas and concepts related to business ownership [4.2.2]              |
| 7.4  | List advantages and disadvantages of proprietorships | 7.4.1 Analyze the advantages and disadvantages of proprietorships              | Foundation<br><br>Thinking   | Writing<br><br>Decision Making                  | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]<br><br>Comprehends ideas and concepts related to proprietorships [4.2.2]  |
| 7.5  | List advantages and disadvantages of partnerships    | 7.5.1 Analyze a chart showing the advantages and disadvantages of partnerships | Foundation<br><br>Thinking   | Writing<br><br>Decision Making                  | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]<br><br>Comprehends ideas and concepts related to proprietorships [4.2.2]  |

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do   |   | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |                                       |   |  |
|--|---|--|---------------------------------------|---|--|
| Knowledge  | Application   | Skill Group  | Skill                                 | Description   |  |
| 7.6 Identify types of government regulations that affect business  | 7.6.1 Distinguish between the government regulations affecting business, including the following laws: tax corporate, intellectual, consumer, commercial, and licensing/zoning                  | Foundation<br>Thinking   | Writing<br>Decision Making            | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]<br>Comprehends ideas and concepts related to government regulations [4.2.2]   |  |
| 7.7 Describe how a corporation is formed and organized   | 7.7.1 Discuss importance of a charter<br>7.7.2 Compare and contrast corporation with other types of businesses<br>7.7.3 Participate in the discussion about the advantages and disadvantages of | Foundation   | Listening<br>Reading<br>Writing       | Comprehends ideas and concepts related to formation of a corporation [1.2.1]<br>Applies/Understands technical words that pertain to subject [1.3.6]<br>Analyzes data, summarizes results, and makes conclusions [1.6.2]<br>Applies/Uses technical words and concepts [1.6.4]  |  |
| 7.8 Discuss the following specialized types of corporations: <i>joint ventures, limited liability corporations, nonprofit corporations, and cooperatives</i> | 7.8.1 Create a poster listing specialized types of corporations found in your community   | Foundation<br>Thinking   | Reading<br>Writing<br>Decision Making | Identifies relevant details, facts, and specifications [1.3.16]<br>Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]<br>Composes and creates documents -- letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]<br>Comprehends ideas and concepts related to specialized corporations [4.2.2] |  |
| 7.9 Discuss different plans and reports  | 7.9.1 Examine a sample business plan<br>7.9.2 Create a marketing plan (one component of a business plan)  | Foundation<br>Thinking   | Writing<br>Reasoning                  | Analyzes data, summarizes results, and makes conclusions [1.6.2]<br>Composes and creates documents [1.6.8]<br>Sees relationship between two or more ideas, objects, or situations [4.5.5]   |  |

## Unit 8: Managing Your Marketing Career

### Hours: 15

Terminology: Benefits, Business etiquette, Career portfolio, Commission, Compensation, Cover letter / letter of application, Electronic portfolio, Ethics, Hard skills, I-9, Job application, Public speaking, Resume, Salary, Soft skills, W-4

| <b>CAREER and TECHNICAL SKILLS</b><br>What the Student Should be Able to Do |  | <b>ACADEMIC and WORKPLACE SKILLS</b><br>What the Instruction Should Reinforce |   |   |  |
|---|--|---|---|---|--|
| Knowledge   | Application                                      | Skill Group   | Skill   | Description   |  |
| 8.1 Define terminology  | 8.1.1 Prepare a list of terms with definitions   | Foundation  | Reading   | Applies information and concepts derived from printed materials [1.3.3]<br><br>Applies/Understands technical words that pertain to management foundations [1.3.6]   |  |
| 8.2 State the purpose of employment interviews                              | 8.2.1 Participate in mock interviews             | Foundation<br><br>Academic and Workplace                                      | Writing<br><br>Career Awareness, Development, and Mobility<br><br>Responsibility<br><br>Self-esteem | Analyzes data, summarizes results, and makes conclusions [1.6.2]<br><br>Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]<br><br>Develops skills to locate, evaluate, and interpret career information [3.1.3]<br><br>Comprehends ideas and concepts related to interviews [3.4.2]<br><br>Presents positive image of personal attitudes and abilities [3.5.7] |  |
| 8.3 Identify different methods of training employees                        | 8.3.1 View training video from various employers | Foundation<br><br>Thinking  | Listening<br><br>Reading<br><br>Knowing how to Learn  | Comprehends ideas and concepts related to subject [1.2.1]<br><br>Identifies relevant details, facts, and specifications [1.3.16]<br><br>Processes new information as related to workplace [4.3.5]   |  |

| What the Student Should be Able to Do             |   | What the Instruction Should Reinforce |                 |  |
|---|---|---------------------------------------|-----------------|--|
| Knowledge   | Application   | Skill Group                           | Skill           | Description  |
| 8.4 Discuss leadership styles                     | 8.4.1 List the characteristics of autocratic leaders, democratic leaders, open leaders, and situational leaders | Foundation                            | Listening       | Comprehends ideas and concepts related to leadership styles [1.2.1]  |
|   |   |                                       | Reading         | Uses written resources to obtain factual information [1.3.23]        |
|   |   |                                       | Writing         | Organizes information in an appropriate format [1.6.10]              |
|   |   | Thinking                              | Problem Solving | Comprehends ideas and concepts related to leadership styles [4.4.1]  |
| 8.5 Discuss characteristics of effective training | 8.5.1 List characteristics of effective training  | Foundation                            | Listening       | Comprehends ideas and concepts related to effective training [1.2.1] |
|   |   |                                       | Reading         | Uses written resources to obtain factual information [1.3.23]        |
|   |   |                                       | Writing         | Organizes information in an appropriate format [1.6.10]              |
|   |   | Thinking                              | Problem Solving | Comprehends ideas and concepts related to effective training [4.4.1] |

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do                          |             |   | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |           |   |
|---|-------------|---|--|-----------|---|
| Knowledge   | Application |   | Skill Group  | Skill     | Description   |
| 8.6 Discuss <i>positive</i> and <i>negative reinforcement</i> and <i>reinforcement theory</i> | 8.6.1       | Identify examples of positive and negative reinforcement              | Foundation   | Listening | Comprehends ideas and concepts related to positive and negative reinforcement and reinforcement theory [1.2.1]  |
|   | 8.6.2       | Discuss reinforcement theory  |  | Reading   | Receives and interprets verbal messages [1.2.8]<br>Uses written resources to obtain factual information [1.3.23]  |
|   |             |   |  | Speaking  | Participates in conversation, discussion, and group presentations [1.5.8]   |
| 8.7 List employee benefits  | 8.7.1       | Differentiate among employee benefits                                 | Foundation   | Listening | Comprehends ideas and concepts related to employee benefits [1.2.1]   |
|   |             |   |  | Writing   | Analyzes data, summarizes results, and makes conclusions [1.6.2]  |
|   |             |   | Thinking   | Decision  | Comprehends ideas and concepts related to the characteristics of employee benefits [4.2.2]  |
| 8.8 Explain good employer/employee relations  | 8.8.1       | List two characteristics of good employer/employee relations          | 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]  |
| 8.9 Describe laws and regulations affecting employees   | 8.9.1       | Create a chart showing the laws and regulations that affect employees | Foundation   | Reading   | Identifies relevant details, facts, and specifications [1.3.16]   |
|   |             |   |  | Speaking  | Applies/Uses technical terms appropriate to audience [1.5.2]  |
|   |             |   |  | Writing   | Composes and creates documents/graphs [1.6.8]<br>Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19] |

| What the Student Should be Able to Do |  | What the Instruction Should Reinforce    |  |  |
|---------------------------------------|--|--|--|--|
| Knowledge                             | Application  | Skill Group                              | Skill  | Description  |
| 8.10 Discuss compensation             | 8.10.1 Calculate methods of compensation                 | Foundation                               | Reading<br><br>Speaking<br><br>Writing           | Identifies relevant details, facts, and specifications [1.3.16]<br><br>Applies/Uses technical terms appropriate to audience [1.5.2]<br><br>Composes and creates documents/graphs [1.6.8]<br><br>Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]     |
| 8.11 Discuss employee turnover        | 8.11.1 List major factors that lead to employee turnover | Foundation                               | Reading<br><br>Speaking<br><br>Writing           | Identifies relevant details, facts, and specifications [1.3.16]<br><br>Applies/Uses technical terms appropriate to audience [1.5.2]<br><br>Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]  |
| 8.12 Discuss exit interviews          | 8.12.1 Participate in mock exit interviews               | Foundation<br><br>Academic and Workplace | Writing<br><br>Responsibility<br><br>Self-esteem | Analyzes data, summarizes results, and makes conclusions [1.6.2]<br><br>Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]<br><br>Comprehends ideas and concepts related to interviews [3.4.2]<br><br>Presents positive image of personal attitudes and abilities [3.5.7] |
| 8.13 Discuss resume and cover letters | 8.13.1 Create a resume and a cover letter                | Foundation                               | Reading<br><br>Writing                           | Identifies relevant details, facts, and specifications [1.3.16]<br><br>Composes and creates documents/graphs [1.6.8]<br><br>Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]   |

## **Glossary**

### **Unit 1: DECA Essentials**

1. Co-curricular – activities that occur outside traditional class time, but are directly related to classroom instruction
2. DECA – a co-curricular student organization for those interested in careers in Marketing, Management, and Entrepreneurship; also referred to as an association of marketing
3. ICDC – DECA's International Career Development Conference
4. Leadership development – the activity of providing opportunities for the development of leadership abilities
5. Marketing education program – a series of courses and activities that prepare students for careers in Marketing, Management, and Entrepreneurship
6. National Advisory Board – companies that partner with National DECA to provide leadership and financial resources
7. Social responsibility – concern about the consequences of actions on others
8. Social intelligence – knowing how to conduct oneself in a variety of situations
9. SCDC – Arkansas DECA's State Career Development Conference
10. Teamwork – the ability to work well with others
11. Vocational understanding – learning about the requirements for succeeding in various careers

## Unit 2: Marketing Fundamentals

1. Distribution – Location and methods used to make product available to customers
2. Form utility – Results from changes in the tangible parts of a product
3. Marketing – Process of developing, promoting and distributing products to satisfy customer needs and wants (exchange relationships)
4. Marketing mix – The four basic marketing strategies, collectively known as the four P's: product, place, price, and promotion
5. Marketing concept – Using the needs of customers as the primary focus when developing a marketing mix
6. Place utility – Making products available where the consumers wants them
7. Price – Amount the customers pay
8. Promotion – Methods used and information communicated to encourage customers to purchase and to increase their satisfaction
9. Product – A tangible or physical item purchased by consumers
10. Product life cycle – The stages that a product goes through during its life, including introduction, growth, maturity, and decline
11. Possession utility – Results from the affordability of the product
12. Service – An intangible task performed for a customer
13. Time utility – Making the products available when the customer wants it
14. Utility – The attributes of a product that make it capable of satisfying consumers' needs and wants

## Unit 3: Management Foundations

1. Authoritative leadership style – That gives direct, clear, details instructions as to what, when, and how work is to be done
2. Controlling – Measuring performance comparing it with goals and objectives and making adjustments when necessary
3. Democratic leadership style – Encourages workers to make decisions about their work and work related problems
4. Senior/Executive – Top level manager who spends almost all of his/her time on management functions and decisions that affect the entire company
5. Human relations – The ability managers need to understand and work well with people
6. Implementing – Helping employees to work effectively
7. Leading – The ability to communicate the direction of the business and to influence others to successfully carry out the work
8. Management – Involves developing, implementing, and evaluating the plans and activities of a business
9. Middle manager – Level of management that completes all of the management functions but focuses usually on one or two management functions
10. Open leadership style – Gives little or no direction to employees
11. Organizing – The management function that involves grouping related activities together and arranging resources to accomplish the goals of an organization
12. Planning – The function of management that involves analyzing information, setting goals, and determining how to achieve them
13. Staffing – The activities needed to match individuals with the work to be done
14. Supervisory level – The first level of management in a company
15. Technical skills – The specific abilities people use to perform their jobs
16. 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 4: Marketing Information Research

1. Closed-ended questions – Questions that offer two or more choices as answers
2. Data storage – Resources used to maintain information, including equipment and procedures, so that it can be used when needed
3. Data analysis – The process of summarizing, combining or comparing information so that decisions can be made
4. Discretionary purchases – Non essential purchases that satisfy consumers wants
5. Experiments – Controlled situations in which all factors are the same except the one being studied
6. External information – Provides an understanding of factors outside the organization
7. Focus group – Small number of people brought together to discuss identified elements of an issue or problem
8. Input – Information that goes into the system that is needed for decision making
9. Internal information – Information developed from activities that occur within the organization
10. Marketing information systems (MKIS) – An organized method of collecting, storing, analyzing and retrieving information to improve the effectiveness and efficiency of marketing decisions
11. Marketing research – A procedure to identify solutions to a specific marketing problem through the use of scientific problem solving
12. Market segmentation – The process of dividing a large group of consumers into subgroups based on specific characteristics and common needs
13. Observation – A way to collect information by recording actions without interacting or communicating with the participant
14. Open-ended questions – Questions that allow respondents to develop their own answers without information about possible choices
15. Output – The result of analysis that is given to decision makers
16. Population – All of the people in the group that a company is interested in studying
17. Primary data – Information collected for the first time to solve the problem being studied
18. Random sampling – A procedure in which everyone in the population has an equal chance of being selected in a sample
19. Sample – A small group selected from the population
20. Secondary data – Information already collected for another purpose that can be used to solve the current problem
21. Simulations – Experiments where researchers create the situation to be studied

22. Survey – A planned set of questions to which individuals or groups of people respond
23. Target market – A clearly defined segment of the market to which a business wants to appeal
24. Test markets – Specific cities or geographic areas in which marketing experiments are conducted

## Unit 5: E-Commerce

1. B2B – Business to Business
2. B2C – Business to Consumer
3. Brick and click businesses – Companies that combine traditional business operations with the use of the internet
4. Brick and mortar businesses – Companies that complete most of their business activities by means other than the internet
5. Business blogs – Regularly updated online journals written by company experts
6. Click only businesses – Companies that complete almost all of their activities through the internet
7. E-Commerce – Involves business activities including the exchange of products and information completed electronically via the internet
8. Pop-Up – An advertisement that opens in a new window in a web page being viewed
9. Product fulfillment center – Provides some or all of the activities required to fill customer orders
10. Rich media – A variety of digital technologies that provide interactive multimedia experiences for users
11. Virtual marketing – The completion of marketing activities primarily through the use of computer and the internet technologies

## Unit 6: Finance and Risk Management

1. Accounts receivable – Sales for which the company has not yet been paid
2. Assets – Things a business owns
3. Balance sheet – A description of the type and amount of assets, liabilities, and capital in a business on a specified date
4. Budget – A detailed projections of financial performance for a specific time period usually one year or less
5. Controllable risk – A risk that can be reduced or avoided by actions you take
6. Economic risk – a risk that is caused by the uncertainty of market forces, economic trends, and politics
7. Financial statement – A detailed summary of the financial performance for a business or a part of a business
8. Human risk – A risk that arises because of the potential actions of individuals, groups, or organizations
9. Liability – A legal responsibility for loss or damage
10. Natural risk – A risk caused by the unpredictability of nature such as the weather
11. Operating expense – All costs associated with business operations
12. Revenue – The money received from the sale of products and services
13. Risk – The possibility that a loss can occur as the result of a decision or activity
14. Risk management – Includes providing security and safety for products, personnel, and customers as well as reducing the risk associated with marketing decisions and activities
15. Uncontrollable risk – A risk for which a persons actions do not affect the result

1. Charter – A legal document allowing a corporation to operate as if it were a person
2. Code of ethics – A formal, published collection of values and rules used to guide the behavior of an organization toward its various stakeholders
3. Cooperative – A business owned and operated by its user members for the purpose of supplying itself with products
4. Corporation – A business owned by people who purchase stock in the company
5. Entrepreneur – Someone who takes the risk to start a new business
6. Entrepreneurship – The process of planning, creating and managing a new business
7. Ethics – The code of moral conduct that sets standards for what is valued as right or wrong behavior for a person or group
8. Intrapreneur – Employee who is given funds and freedom to create a special unit or department within a company in order to develop a new product, process, or service
9. Joint venture – Two or more businesses that agree to provide a product sharing the cost of doing business and also the profits
10. Licensing – A way to limit and control those who plan to enter certain types of businesses
11. Limited liability company (LLC) – Special type of corporation that is taxed as if it is a sole proprietorship or partnership
12. Limited liability partnership (LLP) – A partnership in which a partner's liability is limited to the amount of the partner's investment
13. Non-profit corporation – An organization that does not pay taxes and does not exist to make a profit
14. Partnership – A business owned by two or more persons
15. Sole proprietorship – A business owned and managed by one person
16. Zoning – Regulations that specify which land areas may be used for homes and which areas may be used for different types of businesses

## Unit 8: Managing Your Marketing Career

1. Benefits – Benefits other than monetary compensation such as dental, health and vision insurance
2. Business etiquette – Set of written and unwritten rules of business conduct that make social interaction run more smoothly
3. Career portfolio – An organized collection of information and materials developed to represent you, your preparation, and your accomplishments
4. Commission – Compensation in which employees are paid a percentage of the volume of business for which they are responsible
5. Compensation – The money and other benefits people receive for work
6. Cover letter / Letter of application – A letter that introduces you and allows you to say why you would do a good job for the company
7. Ethics – The code of moral conduct that sets standards for what is valued as right or wrong behavior for a person or group
8. Electronic portfolio – A career portfolio prepared, maintained, and saved using computer technology
9. Hard skills – Specific teachable abilities that may be required in a given context such as a job
10. I-9 – A form used to establish the workers eligibility to accept employment in the united states
11. Job application – An application for a position at a company or an organization
12. Maslow's hierarchy of needs – The grouping and ordering of physiological, security, social, status, self esteem and self actualization needs created by Abraham Maslow
13. Public speaking – The process of speaking to a group of people in a structured, deliberate manner intended to inform, influence, or entertain the listener
14. Resume – A brief summary of personal information, skills, work experience, activities, and interest
15. Salary – Compensation paid on other than an hourly basis, such as weekly or monthly
16. Soft skills – A cluster of personal qualities, habits, attitudes, and social graces that make someone a good employee and compatible to work with
17. W-4 – An IRS tax form used by employers to determine the correct amount of tax withholding to deduct from employees' wages