

Marketing & Management II: Advanced Strategies

Primary Career Cluster:	Marketing, Distribution & Logistics
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C31H01
Prerequisite(s):	<i>Marketing & Management I: Principles</i> (C31H00)
Credit:	1
Grade Level:	11 - 12
Focused Elective Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>Marketing</i> courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is the third course in the <i>Marketing Management</i> and <i>Entrepreneurship</i> programs of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	030, 035, 052, 054, 152, 153, 158, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-marketing.html Best for All Central: https://bestforall.tnedu.gov/

Course-at-a-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference, DECA and FBLA Fall Leadership Camps, FBLA Regional and State Leadership Conferences, and DECA Emerging Leader Summit to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences
- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, career exploration, and crafting an elevator speech
- Participate in DECA competitive events such as Apparel and Accessories Marketing Series, Business Services Marketing Series, Integrated Marketing Campaign – Event, Product, and/or Service, Marketing Management Team Decision Making, Marketing Communications Series, and Sports and Entertainment Marketing Series
- Participate in FBLA competitive events such as Advertising, Impromptu Speaking, Marketing, Mobile Application Development, Public Service Announcement, Public Speaking, Publication Design, Sales Presentation, Social Media Strategies, Sports & Entertainment Management, and Website Design

For more ideas and information, visit Tennessee DECA at <https://www.decatn.org/> and Tennessee FLBA at <https://www.fblatn.org/>.

Using Work-based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1-2** | Panel of local business owners to discuss the various types of business ownership and role of entrepreneurship in the U.S. economy.
- **Standard 3** | Virtual exchanges with an industry professional who manage a horizontally organized company and one who manages a vertically organized company to illustrate the differences between the two.

- **Standards 4-6** | Job shadowing and informational interviews with industry professionals in management-level positions to learn the various skills, techniques, and functions of management.
- **Standard 7** | Work with a management-level or human resources professional at a local business or company to develop a sample orientation and training manual for that company.
- **Standard 8** | Compensated internship in the marketing industry connected to the curriculum and develop a six-month marketing plan for that business or company.
- **Standards 9-10** | Guest speakers from the marketing industry to discuss various consumer and trade laws affecting businesses and provide real-life scenarios and case studies that illustrate ethical dilemmas when conducting business with international partners.
- **Standards 16-19** | Integrated project with multiple interactions with business and industry professionals to practice developing promotional campaigns using various mediums (e.g., social media and architectural displays).
- **Standard 21** | Integrated project with multiple interactions with a local business or industry partner to develop a plan that addresses a real-life problem faced by the partner organization.
- **Standards 27-30** | Compensated internship or on-the-job training with a business or industry partner connected to curriculum and develop artifacts to record experiences and insights.

Course Description

Marketing & Management II: Advanced Strategies is a study of marketing concepts and principles used in management. Students will examine the challenges, responsibilities, and risks managers face in today's workplace. Subject matter includes finance, business ownership, risk management, marketing information systems, purchasing, promotion, and human resource skills.

Note for instructors: This course assumes many students are engaged in a work-based learning (WBL) experience such as cooperative education, internships, school-based enterprises, or similar types of worksite experiences with a local partner business. Projects in the course could benefit significantly from the use of resources and data from local businesses. Instructors are encouraged to leverage existing partnerships and to build on advisory committee relationships as they reach out to business owners or managers for authentic scenarios, materials, and other business information from which students could learn.

Program of Study Application

This is the third course in the *Marketing Management* program of study. For more information on the benefits and requirements of implementing this programs in full, please visit the Marketing website at <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-clustermarketing.html>

Course Standards

Business Ownership

- 1) Identify the forms of business ownership (such as sole proprietorship, partnership, and corporation). Compare the advantages and disadvantages of each; explore at least four ways to start a business as part of a class discussion. Cite under what circumstances it would be advantageous for a business to form a limited liability company.
- 2) Using supporting data obtained from public sources such as the Bureau of Labor Statistics, explain why entrepreneurship is important to the U.S. economy. Compare and contrast the role of the entrepreneur to that of a manager.

Management Skills

- 3) Distinguish the differences between horizontally organized and vertically organized companies. Explain how self-management teams function and illustrate how a student organization could be organized around particular processes or specializations with teams providing support.
- 4) Discuss why all three functions of management (planning, organizing and controlling) involve decision making and leadership. Describe the steps that should be included in the decision-making process.
- 5) Demonstrate effective management skills by role-playing how you would manage a difficult workplace scenario.
- 6) Identify three motivational management techniques that do not include money and describe the characteristics of the situation in which each may be chosen to motivate employees.
- 7) Create a company orientation manual, including sections on, but not limited to, the following.
 - a. Hiring
 - b. Compensation
 - c. Scheduling, including vacation, sick, and paid time off
 - d. Social media compliance policy
 - e. Handling grievances
 - f. Addressing customer feedback
 - g. Performance assessments, including performance improvement and rewards
 - h. Promotions, transfers, and dismissals
 - i. Ethics in the workplace

Role of Marketing in Business

- 8) Create a six-month marketing plan aimed at increasing business profitability for the work-based learning partner or another local business. Include the following.
 - a. An executive summary with a situational analysis identifying both SWOT (Strengths,

Weaknesses, Opportunities, and Threats) and PEST (Political/legal, Economic, Sociocultural, and Technological) factors

- b. Marketing strategies
- c. Cost analysis
- d. Implementation plan
- e. Marketing audit evaluation instrument

Legal and Ethical Issues

- 9) Prepare a presentation on a federal statute encompassing consumer or trade laws or business practices (such as the Sherman Antitrust Act, the Robinson-Patman Act, or the Consumer Product Safety Act) that can affect businesses.
- 10) Write a report on ethical dilemmas that could be encountered when conducting business with international partners. Using media reports and/or case studies, cite examples of how U.S. business practices differ from those of other countries.

Purchasing

- 11) Cite the differences between centralized buying and decentralized buying; identify benefits and challenges of each.
- 12) Describe a six-month merchandise plan; identify factors to consider when selecting suppliers and negotiating terms of sale. Based on findings, write recommendations for adding a new product to the company's inventory.

Pricing

- 13) Identify and describe market factors that can affect prices (such as embargos, natural disasters, and overproduction), and cite legal and ethical considerations for price planning, including price fixing and price discrimination, among others.
- 14) Explain the relationship between pricing and product life cycle. Write an argument supporting either penetration pricing or price skimming as the best pricing strategy to employ when launching a new product. Cite examples from news media or other appropriate texts of how each strategy was used in recent product introductions.
- 15) Explain how a company's profit relates to markup. Using the same product, demonstrate the ability to calculate retail percentage markup and markdown in dollars and percentages.

Promotional Concepts

- 16) Analyze journal articles about effective institutional promotions (e.g. Macy's Thanksgiving Day Parade), identifying benefits achieved. Research a prominent example of an institutional promotion; name the company sponsor, identify any nonprofit benefactors, and construct an essay highlighting factors that contributed to the launch of the promotion as well as to its

continued existence. Address how social media tools have been leveraged to support your selected example.

- 17) Design an institutional promotion plan for the WBL partner or another local business. Include all elements of the promotional mix. Identify:
 - a. Goals
 - b. Target market
 - c. Message or theme
 - d. Coordination aspects
 - e. Action plan/implementation
 - f. Evaluation instrument

- 18) Investigate how social media contributes to both the promotional side and personal sales side of marketing efforts in establishing and maintaining customer relationships. Identify different social mediums used for marketing and discuss challenges (such as limited exposure, time constraints, hiring knowledgeable employees for this type of marketing, etc.) associated with each.

- 19) Describe how a business' image is created and/or enhanced through architectural displays; explain the importance of interior displays to a business' overall image. Create a rubric for evaluating the effectiveness of an architectural/interior display. In groups, divide a list of local businesses to visit. Using the rubric, conduct site surveys to evaluate the displays at a minimum of three businesses per group, and then share findings with the class in a presentation.

Marketing Research and Information Management

- 20) Examine different types of marketing research and define methods for gathering marketing research data; include primary and secondary research methods.

- 21) Assist in finding a solution to a problem for the WBL partner or another local business using marketing information management. Identify the problem, investigate the problem, and conduct research on potential ways to resolve the problem. Construct and administer a survey of customers or potential customers to determine factors that could be contributing to the problem; include open-ended, forced choice, and rating/ranking survey questions. Present survey findings and recommendations for resolving the problem in a graphic presentation to partner business and peers.

Risk Management

- 22) Identify the various types of business risk, describing ways in which businesses can manage risk. Provide examples of how risk reduction or prevention can apply to the following areas:
 - a. Employee screening and training
 - b. Safety conditions and safety instructions
 - c. Employee theft
 - d. Shoplifting

e. Reduction in workplace threats

23) Cite the differences between and features of property and liability insurance. Obtain three quotes for minimum liability insurance coverage for a business in your area, using square footage and inventory on hand as factors on which to base the quote.

Business Financing and Financial Statements

24) Describe the differences between equity capital and debt capital and explain the advantages and disadvantages of each.

25) To evaluate the credit worthiness of a business, lenders rely on the six C's (character, capability, capital, collateral, coverage, and conditions). Identify and explain the role each of the six criteria play in a lender's ability to determine overall risk and approve financing.

26) Identify the types of financial documents typically included in a business plan. Prepare examples of the following:

- a. Personal financial statement
- b. Estimated startup costs
- c. Projected business income statement for one quarter
- d. Projected balance sheet after one year

Work-Based Learning Experience

27) Apply principles of marketing and management to a work-based learning opportunity such as job shadowing, internships, or related work-based/work-site experiences.

28) Evaluate and apply principles of ethics as they relate to the work-based experience.

29) Employ safety principles to the work-based experience.

30) Compose and maintain a journal that documents work-site experiences, time management, and ethical workplace behaviors.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#) o Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.