

Marketing and Management I: Principles

Primary Career Cluster:	Marketing, Distribution & Logistics
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C31H00
Prerequisite(s):	None
Credit:	1
Grade Level:	9 - 11
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. In addition, it satisfies the <i>Economics</i> requirement for graduation.
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 second course in the <i>Marketing Management</i> program of study and the first course in the <i>Supply Chain Management</i> program of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fbaltn.org
Coordinating Work-Based Learning:	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .
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/educators/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/educators/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 1.1** | Guest speakers from various areas (e.g., public relations, advertising, management, etc.) in the marketing industry to help illustrate marketing's core concepts.
- **Standards 2.1-2.4** | Students work with businesses—either locally or virtually—to examine their products, services, marketing plans, and strategies and then use their findings to discuss the marketing mix and marketing segmentation.

- **Standards 2.5-2.6** | Integrated project with multiple interactions with a local company for students to practice developing a SWOT analysis and writing a marketing plan for this company.
- **Standards 3.1-3.3** | Bring in a panel of guest speakers from local businesses and industries to discuss the role economics plays in the marketing industry.
- **Standards 4.1-4.2** | Industry tours and job shadowing with a local distribution center (e.g., Nissan or FedEx) to illustrate the various methods of distributing goods and services both domestically and internationally.
- **Standards 5.1-5.2** | Job shadow a retail or customer service industry professional to observe best practices in prospecting and customer relations.
- **Standard 7.5** | Integrated project with multiple interactions with a local business where students create a promotional campaign for a featured product from that business.
- **Standards 8.1-8.2** | Bring in a panel of guest speakers from local businesses and industries to discuss marketing career opportunities and provide best practices for developing job materials for marketing positions.

Course Description

Marketing and Management I: Principles, the second course in the Marketing Management program of study and the first course Supply Chain Management program of study, focuses on the study of marketing concepts and their practical applications. Students will examine the risks and challenges that marketers face to establish a competitive edge in the sale of products and services. Topics covered include foundational marketing functions such as promotion, distribution, and selling, as well as coverage of social media, digital and mobile marketing, economics fundamentals, international marketing, and career exploration. Upon completion of this course, proficient students will understand foundational marketing principles, relevant economic principles, the marketing mix, and product development and selling strategies as well as be prepared to succeed in both the Marketing Management and Supply Chain Management programs of study.

Course Standards

1. Role of Marketing

- 1.1 Definition of Marketing: Define **marketing** and describe the **marketing core functions** (i.e. channel management, marketing information management, marketing planning, pricing, product service management, promotion, and selling). Examine how each function supports the marketing concept.
- 1.2 Personal and Professional Communication: Demonstrate appropriate **verbal and written communication** in both professional and personal settings/situations/ Compose and format various types of **business communications** (e.g., letters, memos, reports, resumes, email, etc.). Proofread **business documents** to ensure clarity, consistency, accuracy, and precision.

2. Market Planning

- 2.1 Marketing Mix: Examine the elements of the **marketing mix**. Select a product or service and apply the **four P's** of the marketing mix (product, place, price, and promotion) to that product or service.
- 2.2 Marketing Plan: Analyze the **elements of a marketing plan**. Discuss common elements of marketing plans and identify different objectives companies may pursue, including **values-based** and **experiential marketing**.
- 2.3 Market Segmentation: Explain the concept of **market segmentation** and cite article(s) and case studies to illustrate how a company strategy uses market segmentation to increase its **market share**.
- 2.4 Marketing Research: Define marketing research and explain the role of **marketing research in business decisions**. Identify **key steps** and **research techniques** in the marketing research process.

2.5 SWOT Analysis: Conduct a **SWOT analysis** on a company and/or student organization, identifying its most significant strengths, weaknesses, opportunities, and threats. Include demographic, psychographic, and geographic data to highlight the techniques or specific results of **market segmentation**.

3. Economics in Marketing

3.1 Economic Indicators: Explain the concept of **economy** and use of economic indicators (e.g., gross domestic product [GDP], standard of living, inflation rates, interest rates, unemployment rates, etc.) in a market economy for **business analysis** and **marketing decisions**.

3.2 Business Cycle: Illustrate the **business cycle** (recession, depression, recovery, and peak) and describe what happens to the economy at each stage of the business cycle. Cite examples of businesses that could flourish in each stage of the cycle.

3.3 Free Enterprise System: Explain the characteristics of the **free enterprise system**. Analyze the roles of **private ownership**, **competition**, **risk**, and **profit motive** in society.

3.4 Supply and Demand: Explain the theory of **supply and demand** and the concept of **equilibrium**. Determine factors involved in supply and demand and how supply and demand influences business' production of **goods and services**.

3.5 Global Market: Explain marketing's role in the **global economy** and identify factors in implementing **global marketing strategies**.

4. Supply Chain Management

4.1 Supply Chain Management: Define supply chain management and identify the **components (nodes) of supply chain** (e.g., raw materials, supplier, manufacturer, distributor, retailer, and consumer). Explain the **economic benefits** of a strong supply chain.

4.2 Major Transportation Modes: Describe the major modes of transportation involved in the **distribution of goods**, including advantages and disadvantages of each. Identify the **types of products** best suited for delivery via each mode of transportation.

5. Selling

5.1 Selling and Customer Relations: Explain the **selling process** and the role of **customer service** in developing and maintaining **selling relationships**. Identify techniques to build and enhance customer relationships and increase sells.

5.2 Feature/Benefit Selling: Explain **feature/benefit selling**. Break down a selected product into the features and benefits most likely to resonate with a **target population** and translate five product features into five customer benefits.

5.3 Mock Sales Demonstration: Prepare a **mock sales demonstration** to include the following:

- a. Identify the approach
- b. Determine needs
- c. Present the product
- d. Overcome the objections
- e. Close the sale (using a variety of purchase options: cash, credit, layaway)
- f. Offer suggestive selling
- g. Relationship management

6. Product Development, Branding, Packaging, and Labeling

6.1 Product Planning and Mix Strategies: Determine how companies use **product planning** and **product mix strategies**. Differentiate product items, lines, depth, and width. Investigate **marketing strategies** for each stage of the product life to help sustain sales over time.

6.2 Branding and Branding Strategies: Discuss the nature, scope, and importance of branding in product planning and define **brand equity** and **values-based marketing**. List three different **types of brands** (Generic, Private, and National) and explain the use of branding strategies to meet **sales and company goals**. Examine a successful or failed business attempt at a branding or rebranding effort.

6.3 Product Packaging and Labeling: Identify the functions of **product packaging** and **labeling**. Explain how packaging and labeling **promote and brand or product**, as well as protect from **legal liability**.

7. Advertising and Promotion

7.1 Promotional Types: Identify types of **promotion** (e.g., advertising, direct marketing including social media marketing, sales promotion, personal selling, and public relations). Describe the concept of the **promotional mix** and give examples to illustrate why all elements of the promotional mix must be coordinated.

7.2 Advertising Principles: Define **advertising** and list types of advertising. Identify advertising **design principles**, including use of color, elements of design, illustration, typography, type styles, layouts, types of drawing media, digital color concepts, etc.

7.3 Social Media Campaigns: Examine **current social media campaigns**, including trends in **digital and mobile promotions**, and discuss the campaigns' effectiveness.

- 7.4 Product Promotional Campaign: Using strategies from the **promotional mix**, create a **product promotional campaign** for a local business or student organization that includes the following:
- a. Establish objectives
 - b. Identify the target market
 - c. Design the theme and promotional message
 - d. Select promotional activities
 - e. Allocate budget amounts
 - f. Measure results

8. Career Exploration and Development

- 8.1 Marketing Career Opportunities: Identify **career opportunities** in marketing. Using real-time labor market data, research opportunities for **job growth** in the field. Take a **career interest inventory** to assess goals and aptitudes and develop a **career plan** based on the results.
- 8.2 Job Market Search: Conduct a **job market search** for one of the careers selected in standard 9.1. Compare three or more **job openings** using the following criteria: (1) education/certification requirements, (2) recommended years of experience, (3) salary and benefits, and (4) expected roles and responsibilities.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - 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.