Marketing Research & Analytics I

Primary Career Cluster:	Marketing, Distribution and Logistics
Course Contact:	CTE.Standards@tn.gov
Course Code:	xxxxx
Prerequisite:	None
Credit(s):	½ - 1
Grade Level(s):	9-10
Elective Focus-Graduation Requirement:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other *Marketing Management or Marketing Research & Analytics* courses.
Program Of Study (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.
Program of Study Sequence:	This is the first course in the *Marketing Research & Analytics* program of study.
Aligned Student Organization(s):	DECA: https://www.tndeca.org/ FBLA: http://www.fblatn.org
Coordinating Work-Based Learning (WBL):	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.
Tennessee Promoted 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, 039, 052, 054, 152, 153, 158, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications:	None
Required Teacher 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 careers and life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards that 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 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 the CTSO Fall Leadership Conference, DECA and Future Business Leaders of America (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 leadership development with the Business Achievement program and complete the Capstone level.
- Participate in DECA competitive events such as Business Services Operations Research, Integrated Marketing Plan – Product, Integrated Marketing – Service, Integrated Marketing Plan – Event.
- Participate in FBLA competitive events such as Business Ethics, Business Plan, Future Business Leader, Marketing, and Social Media Strategy.

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** | Guest speakers from various local businesses illustrate the importance of identifying and communicating with the target market.
- **Standards 2.1-2.5** | 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.

Course Description

Marketing Research & Analytics I is the first course in the Marketing Research & Analytics program of study. It introduces students to the basics of marketing research, including the role of research in business decision-making. Topics include the research process, types of research (qualitative and quantitative), data collection methods, and ethical considerations in marketing research.

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 Definition of Target Market: Define **target market** and describe the various ways businesses use to identify and communicate with them.

1.3 Career and Technical Student Organization Introduction: Introduce the program's aligned **Career and Technical Student Organization** (CTSO), **DECA**, through an interactive activity, such as a classroom competition.

2. Marketing Mix (The "4 Ps")

2.1 Product Component: Analyze the **role of the product** in the Marketing Mix, including product development, differentiation, and lifecycle.

2.2 Pricing Strategies: Evaluate different **pricing strategies**, including cost-plus, value-based, and competitive pricing, and their impact on consumer behavior and business profitability.

2.3 Place: Distribution Channels: Describe the different types of **distribution channels** in delivering products to consumers and outline their advantages and disadvantages. Explain logistics and supply chain management's role in product distribution.

2.4 Promotion: Integrated Marketing Communications: Describe the components of the **promotional mix**, including advertising, sales promotion, public relations, personal selling, and direct marketing. Analyze how promotional strategies are used to create brand awareness, influence consumer behavior, and achieve marketing goals.

2.5 Consumer Buying Behavior: Explain the factors that influence **consumer buying behavior**, analyzing consumer behavior to determine what motivates decision-making.

3. Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

3.1 SWOT: Define the **SWOT analysis components** and their applications in marketing decisions.

3.2 Analysis: Investigate the business practices of a small business, including their marketing mix strategies. Evaluate the potential success of a **marketing strategy** through **SWOT Analysis** and propose alternatives.

4. **Economics in Marketing**

4.1 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.

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

4.3 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**.

5. **Basics of Marketing Research**

5.1 Purpose: Determine the purpose of **marketing research** and its role in business decision-making.

5.2 Problem Definition and Research Objectives: Determine **common marketing problems** that warrant research and explore possible research objectives and hypotheses to guide a study.

5.3 Research Design: Differentiate between **types of marketing research,** including exploratory, descriptive, and causal. Determine the research design type that would be most appropriate for a given marketing problem.

5.4 Research Methodology: Differentiate between **qualitative and quantitative research** methods and determine the appropriate uses of each.

6. **Data Collection**

6.1 Types of Data: Differentiate between **primary and secondary data** and indicate potential methods for the collection of each.

6.2 Collection Methods: Explore **common data collection methods,** including surveys, interviews, focus groups, and observations. Identify the types of data available via electronic tracking methods (e.g., warranty registrations, sales records, website cookies, and loyalty cards).

6.3 Sampling: Different between **population and sampling** and explain the importance of **probability and non-probability** sampling in market research.

7. Ethics in Marketing Research

7.1 Confidentiality: Explain the importance **of privacy and confidentiality** in marketing research and analysis.

7.2 Ethical Issues: Outline **potential ethical issues** in data collection and analysis. Describe the importance of honest and transparent reporting when collecting data for a business decision.

7.3 Ethical Artificial Intelligence (AI): **Explore the ethical implications of AI usage** through interactive discussions and case studies, learning to identify bias, ensure fairness, and protect privacy in AI systems. **Develop** critical thinking **skills to evaluate the societal impact of AI technologies**, while fostering a sense of responsibility and ethical decision-making in the use of AI tools.

8. Survey Data Collection

8.1 Survey: Develop a **survey** to address a specific **marketing question** for a local business or school-based enterprise (e.g., determining possible new products or services, measuring brand awareness and brand loyalty, determining consumer perception, etc.) Analyze data and present findings and recommendations to the class and/or local business owner.

9. Team Project with Data Analysis

9.1 Data Analysis in Marketing: Research all the **uses of data** in Marketing and Sales career fields. Include data that is **generated internally** by businesses and **externally** by local communities, the state, and the nation. Explore examples of how the data is used, including the following:
   a. customer/client use of products and services;
   b. demographics of end users;
   c. community, state, and national statistics; and
   d. data that must be reported to other entities.

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.

Marketing Research & Analytics II

Primary Career Cluster:	Marketing, Distribution and Logistics
Course Contact:	CTE.Standards@tn.gov
Course Code:	xxxxx
Prerequisite:	None
Credit(s):	½ - 1
Grade Level:	9-10
Elective Focus- Graduation Requirement:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other *Marketing Management or Marketing Research & Analytics* courses.
Program of Study (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.
Program of Study Sequence:	This is the second course in the *Marketing Research & Analytics* program of study.
Aligned Student Organization(s):	DECA: https://www.tndeca.org/ FBLA: http://www.fblatn.org
Coordinating Work-Based Learning (WBL):	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.
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Teacher Endorsement(s):	030, 035, 039, 052, 054, 152, 153, 158, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certification:	None
Required Teacher 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

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

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- Participate in the CTSO Fall Leadership Conference, DECA and Future Business Leaders of America (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 leadership development with the Business Achievement program and complete the Capstone level.
- Participate in DECA competitive events such as Business Services Operations Research, Integrated Marketing Plan – Product, Integrated Marketing – Service, Integrated Marketing Plan – Event.
- Participate in FBLA competitive events such as Business Ethics, Business Plan, Future Business Leader, Marketing, and Social Media Strategy.

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 4.1** | Guest speakers from various local businesses illustrate the process and importance of trend forecasting.
- **Standards 5.1-5.7** | Students work with businesses—either locally or virtually—to apply marketing research.

Course Description
Marketing Research & Analytics II is the second course in the Marketing Research & Analytics program of study. It allows students to explore the psychological, social, and cultural factors that influence consumer behavior. The course covers market segmentation, targeting, and positioning strategies, along with methods for analyzing consumer preferences and behaviors.

Course Standards
1. Market Segmentation

1.1 Definition of Market Segmentation: **Define market segmentation** and describe the **key benefits** of using segmentation in targeting and positioning strategies. Differentiate between mass marketing, differentiated marketing, and niche marketing.

1.2 Types of Segmentation: Explain the **major types of market segmentation**, including demographic, geographic, psychographic, and behavioral. Evaluate how each type of segmentation can be applied in different industries based on advantages and disadvantages.

1.3 Segmenting Business Markets: Identify key criteria for **segmenting business markets**, including industry, company size, and geographic location.

1.4 B2B and B2C Strategies: Compare and contrast segmenting strategies in **business-to-business** (B2B) and **business-to-consumer** (B2C) markets.

2. Consumer Behavior

2.1 Maslow's Hierarchy of Needs: Analyze **Maslow's Hierarchy of Needs** and determine how each is related to consumer behavior and **purchasing decisions**.

2.2 Decision-Making Process: Explore the **consumer decision-making process**, including information search, evaluation of alternatives, purchase decisions, and post-purchase behavior. Include the impact of stimuli, such as how advertising and packaging affect the decision.

2.3 Social and Cultural Influences: Evaluate the impact of **family, peers, and social class** on consumer behavior, including the role of **culture and social trends**. Explore how **peer pressure and social media** influence purchasing decisions.

2.4 Demographics: Compare consumer behavior between **demographic segments** and the **differences in decision-making** influences. Predict consumer behavior in two different demographic segments for the same product.

2.5 Consumer Buying Behavior: Explain the factors that influence **consumer buying behavior**, analyzing consumer behavior to determine what motivates decision-making.

2.6 Consumer Behavior Research: Analyze the role of **consumer behavior research** in product development, pricing, promotion, and distribution strategies. Determine how companies use consumer insights to create personalized marketing messages.

2.7 Personalized Marketing: Evaluate the **influence of technology** on consumer behavior, including the impact of **artificial intelligence** (AI), **big data**, and **personalized marketing**. Explain the importance of ethical considerations in collecting and shaping consumer preferences.

2.8 Company Research: Analyze a real-world company that successfully adapted its **marketing strategy** based on **consumer feedback**.

3. Data Analysis

3.1 Quantitative Analysis: Review the concepts of **mean, median, mode, variance, and correlation** as it applies to quantitative data. Utilize software spreadsheet tools to assist with **analysis and visualization**. Draw conclusions and justify reasoning.

3.2 Qualitative Analysis: Explore **thematic and content analysis** as they apply to qualitative data. Identify **common themes and patterns** and indicate how they might provide answers to a marketing problem.

3.3 Mixed-method Research: Design a **mixed-method research study** to address a marketing problem. Develop a survey, experiment, or observational study to collect quantitative data, and develop questions for focus groups or interviews to collect qualitative data. Justify the collection of this data for the defined problem.

4. Trend Forecasting

4.1 Definition: Define trend forecasting and its role in marketing strategy. Differentiate between **trends, fads, and megatrends**, and explain the impact of accurate trend forecasting on business success.

4.2 Data Sources: Identify **primary and secondary sources** of data for trend forecasting, and determine sources of information such as social media, industry reports, and consumer surveys.

4.3 Delphi Method: Explain the **Delphi method** and its use to gather expert opinions. Determine potential experts for various current trends.

4.4 Sales Data: Interpret historical sales data to gather insights and determine **potential factors** affecting **consumer behavior** and **purchasing decisions**. Analyze social and psychological factors influencing trends.

4.5 Tracking Emerging Trends: Identify the **early indicators in emerging trends** and methods of monitoring them. Explore the roles of trendspotting and coolhunting in staying ahead of

market changes.

4.6 Case Study: Explore a case study where the company **successfully integrated trend forecasts** into its marketing plans.

5. **Marketing Research Applications**
Note: Use the problem as defined in Standard 5.1 to complete 5.2 through 5.7.

5.1 Problem Definition: For a given company or school-based enterprise, identify and clearly **define an issue or opportunity** that needs to be addressed.

5.2 Research Design: Develop a plan **outlining how the research will be conducted** through exploratory, descriptive, or causal methods, depending on the research objectives.

5.3 Data Collection: Determine types of **primary and secondary data** to collect depending on the research objectives. Gather **quantitative and qualitative data** for analysis. Justify the use of this data and its relevance to the problem.

5.4 Sampling: Through probability or non-probability sampling, select a **representative group** for the larger population for the purposes of data collection.

5.5 Data Analysis: Analyze the collected quantitative and qualitative data to **uncover patterns, relationships, and insights** that can inform decision-making. Include information regarding consumer behavior and trend data.

5.6 Interpretation and Reporting: Present key data and insights discovered during analysis. Summarize the implications of the findings. **Draw conclusions** and **make recommendations** based on the findings.

5.7 Decision-Making: Use the insights gained from the research to **make informed decisions** and **implement strategies** that address the original problem or opportunity.

Standards Alignment Notes
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• 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.

Marketing Management Practicum

Primary Career Cluster:	Marketing, Distribution and Logistics
Course Contact:	CTE.Standards@tn.gov
Course Code:	xxxx
Prerequisite(s):	Two credits in a *Business* or *Marketing* program of study.
Credit:	1
Grade Level(s):	11-12
Elective Focus-Graduation Requirement:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other *Business* or *Marketing* courses.
Program of Study (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.
Program of Study Sequence:	This is a capstone course in the *Marketing Management and Marketing Research* programs of study.
Aligned Student Organization(s):	DECA: https://www.tndeca.org/ FBLA: http://www.fblatn.org
Coordinating Work-Based Learning (WBL):	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.
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Teacher Endorsement(s):	030, 035, 039, 052, 054, 152, 153, 158, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certification:	None
Required Teacher 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/

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Students engage in industry-relevant content through general education integration and experiences such as career and technical student organizations (CTSOs) 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.

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- Participate in FBLA competitive events such as Business Ethics, Business Plan, Future Business Leader, Marketing, and Social Media Strategy.

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.

- **Standard 1.1** | Integrated project with multiple interactions with a business of the student's choice in which the student develops a series of artifacts about the business, including, for example, information on its mission, profit model, and marketing/branding strategy.
- **Standard 2.1–2.3** | On-the-job training for students to develop mastery of course standards, including interview preparation, practice, and feedback.
- **Standard 3.1** | Integrated project with multiple interactions with business and industry professionals to develop a marketing research project that focuses on evaluating original marketing strategies.
- **Standard 4.1 – 4.3** | Technical mentoring through in-person or online interactions with business and industry professionals to assist students in developing and presenting a marketing campaign.
- **Standards 6.1–7.1** | On-the-job training for students to develop mastery of course standards by putting together a portfolio and presentation that reflects the culmination of skills and knowledge attained throughout the course.

Course Description

Marketing Management Practicum is a capstone course designed to provide students with the opportunity to apply skills and knowledge learned in previous marketing and business courses within a real-world or simulated business environment. This course enables students to develop, execute, and analyze marketing strategies and campaigns, preparing them for careers in marketing, advertising, public relations, and related fields. Practicum activities can involve student-led projects under instructor supervision or collaboration with local businesses. Upon completion, students will be prepared for entry-level marketing positions or further study at the postsecondary level.

Work-Based Learning Framework

Practicum activities may take the form of work-based learning (WBL) opportunities (e.g., internships, cooperative education, service learning, and job shadowing) or industry-driven project-based learning. These experiences must comply with the Work-Based Learning Framework guidelines established in SBE High School Policy 2.103. As such, this course must be taught by a teacher with an active WBL Certificate issued by the Tennessee Department of Education and follow policies outlined in the Work-Based Learning Policy Guide available online at https://www.tn.gov/content/dam/tn/education/ccte/wbl/wbl_policy_guide.pdf. The Tennessee Department of Education provides a *Personalized Learning Plan* template to ensure compliance with the Work-Based Learning Framework, state and federal Child Labor Law, and Tennessee Department of Education policies, which must be used for students participating in WBL opportunities.

Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in the Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

Course Standards

1. **Personal Learning Plan**

   1.1 Personal Plan: Develop a personalized learning plan that identifies their **long-term goals**, demonstrates how the work-based learning (WBL) experience aligns with their elective focus and/or high school **plan of study**, addresses how the student plans to meet and demonstrate the course standards, and addresses **employability skill attainment** in the following areas:
      a. application of academic and technical knowledge and skills (embedded in course standards),
      b. career knowledge and navigation skills,
      c. 21st-century learning and innovation skills, and
      d. personal and social skills.

2. Launching a Career in Marketing

2.1 Marketing Research: **Research and analyze the marketing strategy of a company** within a chosen industry, market, or location, including but not limited to the local region. Develop a comprehensive **profile, case study, or similar analysis** of the selected company, which could range from local businesses to online startups or companies expanding into new markets or products. **Utilize specific textual evidence** from the company's marketing materials, conduct interviews, and/or analyze press coverage (if available) to **evaluate and summarize** the following:

    a. the mission and brand history;
    b. target market and positioning;
    c. products or services provided and their unique selling positions (USP);
    d. marketing and branding strategies, including advertising, promotions, and public relations;
    e. competitive analysis and market positioning;
    f. digital marketing presence, including social media strategy, website effectiveness, and content marketing, and
    g. social media presence, website and contact information, and
    h. insights into customer engagement and loyalty programs.

Compile findings into a professional document that provides actionable insights and recommendations for optimizing the company's marketing strategy.

2.2 Application and Interview: Complete an authentic **job application** as part of a career search or work-based learning experience. Participate in a **mock interview**. Prior to the interview, update a personal resume, research tips on dress and grooming, most asked interview questions, appropriate conduct during an interview, and recommended follow-up procedure. Upon completion of the interview, write a thank you letter to the interviewer in a written or email format.

2.3 Current Marketing Management Climate: **Synthesize recent data** on **consumer behavior, market trends, competitive dynamics, digital engagement, regulatory impacts, brand positioning**, and **advertising expenditures** to identify potential **challenges and opportunities** for launching a marketing campaign in a specific market of interest. Analyze factors such as **market segmentation, target audience preferences, media consumption patterns, and competitor strategies**. Draw conclusions based on this research and compile them into a marketing plan, executive summary, or proposal that outlines where to focus marketing efforts, the budget allocation, and the optimal strategies to reach and engage target consumers effectively.

3. Market Research

3.1 Market Research: Independently or in teams, conduct a market research project to **evaluate the effectiveness of current marketing strategies or to explore new opportunities for promoting a product or service.** Demonstrate the ability to design targeted surveys, collect secondary data from various sources, analyze consumer trends,

segment markets, and assess competitive positioning. Utilize data analysis to make evidence-based recommendations for optimizing marketing campaigns or entering new markets. Whenever possible, consult or collaborate with local marketing professionals to validate findings. Compile results and actionable insights in a comprehensive marketing report or digital presentation.

4. Marketing Campaign

4.1 Marketing Campaign Development: Building on standards from *Marketing Management I and II*, individually or in teams, **develop** a new or **modify** an existing **marketing campaign** for a product or service. Include at minimum the following components:
   a. executive summary;
   b. campaign objectives and goals;
   c. target market analysis, including segmentation and positioning strategies;
   d. creative strategy, including messaging, brand voice, and visual elements;
   e. media planning, detailing channels and platforms (digital, social, print, etc.);
   f. competitor analysis;
   g. budget and financial projections for campaign activities; and
   h. any relevant appendices, cover sheets, letters of support, or references.

4.2 Mentorship and Feedback: In preparation for the launch of the marketing campaign, **identify potential mentors** and **sources of support** in the marketing community, such as branding experts, digital marketing specialists, advertising agencies, or local businesses. Practice pitching the campaign strategy to these mentors and diverse audiences**. Seek feedback** on key elements of the campaign, such as messaging, media selection, and creative execution. **Analyze the feedback** to justify any changes to the campaign plan, citing specific evidence from the initial presentations. Revise the campaign plan accordingly, documenting all changes made.

4.3 Presenting the Campaign: Based on the research, revisions, and feedback from the previous standard, **develop and deliver a formal presentation of the marketing campaign** to secure funding, client approval, or public endorsement. The presentation could take various formats, such as an in-person pitch to potential stakeholders, a virtual webinar, or a video pitch uploaded to social media or a professional platform. **Evaluate the presentation's effectiveness** based on audience feedback or stakeholder support. Include a preliminary analysis of projected campaign reach, engagement, and return on investment (ROI). Establish long-term goals for the campaign's impact and create a framework for tracking performance metrics and reporting results.

5. Professional Ethics and Legal Responsibilities

5.1 Ethical and Legal Issues: Reflect on **potential ethical and legal challenges** associated with the proposed business idea. Examine a variety of perspectives surrounding the issue(s) then **develop an original analysis explaining the impact of the issue** on those involved, using persuasive language, and citing evidence from the research. Other potential issues include copyright infringement, customer privacy and data usage concerns, and safety of employees and consumers.

6.   Portfolio

6.1 Portfolio: Create a portfolio, or similar collection of work, that **illustrates mastery of skills** and knowledge outlined in the previous courses and applied in the practicum. The portfolio should **reflect a thoughtful assessment and evaluation** of the progression of work involving the application of steps of the entrepreneurial or business acquisition process. The following documents will reside in the student's portfolio:

    a.   career and professional development plan;
    b.   resume;
    c.   list of responsibilities undertaken through the course;
    d.   examples of business plans and supporting materials developed and used during the course;
    e.   sources of support, including mentors, financial, in-kind, and other;
    f.   description of technology used, with examples if appropriate;
    g.   periodic journal entries reflecting on tasks and activities; and
    h.   feedback from instructor and/or supervisor based on observations.

7.   Communication of Project Results

7.1 Communication of Results: Upon completion of the practicum, develop a technology-enhanced presentation showcasing **highlights, challenges, and lessons learned** from the experience. The presentation should be delivered orally, but supported by relevant graphic illustrations, such as sample survey results, excerpts from the business plan, or market data on the target users. Prepare the presentation in a format that could be presented to both a business and a lay audience. Seek opportunities to submit the business plan and/or presentation to local or national contests, career and technical student organization (CTSO) competitive events, or other opportunities to increase the potential for success of the business idea.

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.