

Introduction

Career and Technical Education Partnership

of New Jersey

Marketing Career Cluster

Course Sequence 2: Marketing Applications

Curriculum Exemplar

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Unit I:	E- Marketing and Information Systems	4 weeks
Unit II:	Business to Business Connectivity	4 weeks
Unit III:	Sports and Entertainment Marketing	5 weeks
Unit IV:	Fashion Marketing	5 weeks
Unit V:	Social Media Applications	4 weeks
Unit VI:	Retailing	4 weeks
Unit VII:	Legal Aspects	3 weeks
Unit VIII:	Strategic Partnerships & Global Approaches	4 weeks
		35weeks

Course Philosophy

Marketing Applications is the 2nd in a sequence of 3 classes designed as a *Program of Study* within the scope and guidelines of New Jersey Career and Technical Education. The course and program are consistent with a vision to prepare students to succeed as global citizens and for career opportunities of the 21st century and to support healthy economic growth within the State.

This class incorporates the latest in marketing practices and technologies and is focused on offering students opportunities to apply their new knowledge as well as integrate fundamental concepts. In particular the course inculcates UbD principles and assigns a *Problem Based Learning* assignment in each unit providing rigorous and relevant laboratory experiences designed to foment transferrable skills to real life situations. At the culmination of the course sequence students will have demonstrated mastery of an introductory University Course in marketing.

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Unit Overview

Content Area: Marketing Applications

Unit Title: I. e-Marketing and Information Systems

Target Course/Grade Level: Grades 9 - 12

Unit Summary

This module introduces the role of modern systems, technologies, and communication means in the marketing realm.

Primary interdisciplinary connections: Language arts: written communications, technology, numeracy.

21st century themes: Financial, economic, business, and entrepreneurial literacy.

Unit Rationale

Students will benefit from understanding the importance of incorporating the most contemporary communications and systems technologies into marketing strategies.

Learning Targets

Standards

New Jersey Core Content Standards: 9.4 Career and Technical Education

Content Statements

Communication Skills: All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.

CPI #	Cumulative Progress Indicator (CPI)
9.4.12.N.(1).1	Evaluate and summarize the concepts, strategies, and systems used to obtain and convey ideas and information in this pathway.
9.4.12.N.(1).2	Research the concepts and strategies marketers use to communicate information about products, services, images, and/or ideas to achieve desired outcomes.

Standards 9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Content Statements:

Information Technology Applications: Technology is used to access, manage, integrate, and disseminate information.

CPI #	Cumulative Progress Indicator (CPI)
9.4.12.N.(5).5	Employ tools, techniques, and systems used in this pathway to create, communicate, and deliver value to customers, and to manage customer relationships in ways that benefit both the organization and stakeholders.

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9.4.12.N.(3).3	Employ concepts, tools, strategies, and systems used in this pathway to access, process, maintain, evaluate, and disseminate information in order to assist business decision-making.
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Industry Standards

Standard D: Practical Business Skills

Standard E: Career awareness and acquisition

Standard C: Computer/Technology Applications

Unit Essential Questions

- What tools are available to marketers to efficiently communicate with a target market?
- How can I Prepare myself for a world where change will be the only constant?

Unit Enduring Understandings

- Mastery of contemporary electronic and web-based technologies is integral to success in a marketing career.

Unit Learning Targets

Students will understand that....

- *Modern marketing efforts are increasingly implemented via electronic media.*
- *The web is a powerful tool for data-mining and customer identification.*
- *Consumer targets are increasingly being isolated into very finite sectors via data sorting.*

Evidence of Learning

- Summative Assessment: End of unit written exam.
- PBL assignment students will follow directions in a teacher-developed PC based case regarding

Equipment needed: Computer, printer, ELMO or projector.

Teacher Resources: Internet, Textbook, www.businessweek.com , knowledge@wharton.com

Formative Assessments

- | | |
|---|---|
| <ul style="list-style-type: none"> • Daily “do now”/warm-up responses • Ability to demonstrate proficiency in key unit concepts in class discussions. • Student Portfolio of key work products | <ul style="list-style-type: none"> • Shared responses to Essential Questions • Interim quizzes. • Written and reading-based homework |
|---|---|

Lesson Plans

Lesson Plan Example	Timeframe
Lesson 1 (See appendix)	45 mins.

Teacher Notes:

☺ Special Populations: This unit was developed with consideration of special needs students in mind. Among the relevant accommodations that can be implemented in this unit are;

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- Extended time intervals
- Graphic organizer and study guide provision
- Detailed rubrics
- Assistive technologies
- Seating/testing venue accommodation
- Individualized instruction per IEP

Curriculum Development Resources

- Textbook
- Internet
- Contributions from NJ CTE teachers and educational professionals.
- Standards from NJ post-secondary educators.
- Requirements from career and workplace related leaders (NJAMA).
- Selected readings provided in advance to students



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Unit Overview

Content Area: Marketing Applications

Unit Title: II: Business to Business Connectivity

Target Course/Grade Level: Grades 9 - 12

Unit Summary

This segment centers on the lesser-known but equally vital component of marketing: the interactions among the non-retail elements of the economy. The unique elements of the B2B environment including sales, trade advertising and promotion, and wholesale pricing strategies will be examined.

Primary interdisciplinary connections: Language arts: written communications.

21st century themes: Financial, economic, business, and entrepreneurial literacy.

Unit Rationale

Students will benefit from understanding how businesses market to, and interact with, one another and contribute to incredibly complex global commercial systems.

Learning Targets

Standards

New Jersey Core Content Standards: 9.4 Career and Technical Education

Content Statements

Communication Skills: All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.

CPI

Cumulative Progress Indicator (CPI)

9.4.12.N.(1).1

Evaluate and summarize the concepts, strategies, and systems used to obtain and convey ideas and information in this pathway.

9.4.12.N.(1).2

Research the concepts and strategies marketers use to communicate information about products, services, images, and/or ideas to achieve desired outcomes.

Standards 9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Content Statements:

Problem-Solving and Critical Thinking: Critical and creative thinking strategies facilitate innovation and problem-solving independently and in teams.

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CPI #	Cumulative Progress Indicator (CPI)
9.4.12.N.(6).2	Employ concepts and actions used in this pathway to determine client needs and wants and to develop personalized communications intended to influence purchasing decisions and enhance future business opportunities.
9.4.12.N.(2).3	Facilitate decision-making by evaluating and selecting tools, strategies, and systems used in this industry to access, process, maintain, evaluate, and disseminate information
Industry Standards	
Standard D: Practical Business Skills	
Standard E: Career awareness and acquisition	
Standard C: Computer/Technology Applications	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • What are the salient differences between B2C and B2B commercial interactions? • What marketing strategies are most effective in the B2B environment? • What are the roles of key managers in B2B marketing? 	<ul style="list-style-type: none"> • American and international commerce is significantly influenced by business to business trade interactions. • Retail transactions are the culmination of a matrix of preceding business interactions among suppliers, assemblers, global trade, etc.
Unit Learning Targets	
<i>Students will understand that...</i>	
<ul style="list-style-type: none"> • <i>B2B selling requires the foremost level of preparation and professionalism.</i> • <i>B2B marketing entails a unique tool kit of marketing strategies.</i> • <i>Promotional activities in the B2B environment are very different from traditional consumer marketing methods.</i> • <i>B2B, like other marketing elements, requires the synergistic interaction of a number of managers from different disciplines.</i> 	
Evidence of Learning	
<ul style="list-style-type: none"> • Summative Assessment: End of unit written exam. • PBL assignment students will follow directions in a teacher-developed case regarding 	
Equipment needed: Computer, printer, ELMO or projector.	
Teacher Resources: Internet, Textbook, www.businessweek.com , knowledge@wharton.com	

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Formative Assessments

- Daily “do now”/warm-up responses
- Ability to demonstrate proficiency in key unit concepts in class discussions.
- Student Portfolio of key work products
- Shared responses to Essential Questions
- Interim quizzes.
- Written and reading-based homework

Lesson Plans

Lesson Plan Example	Timeframe
Lesson 1 (See appendix)	45 mins.

Teacher Notes:

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- Extended time intervals
- Graphic organizer and study guide provision
- Detailed rubrics
- Assistive technologies
- Seating/testing venue accommodation
- Individualized instruction per IEP

Curriculum Development Resources

- Textbook
- Internet
- Contributions from NJ CTE teachers and educational professionals.
- Standards from NJ post-secondary educators.
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Unit Overview

Content Area: Marketing Applications

Unit Title: III: Sports and Entertainment Marketing

Target Course/Grade Level: Grades 9 – 12

Unit Summary

This component investigates the application of fundamental marketing principles to the sports and entertainment industries. Students will be granted the opportunity to relate their formative knowledge to a familiar and exciting milieu.

Primary interdisciplinary connections: Language arts: written communications.

21st century themes: Financial, economic, business, and entrepreneurial literacy.

Unit Rationale

Students will gain an understanding of the operations of the multi-billion dollar sports and entertainment industries. In addition to the tangible elements of this unique business sector, relevant parallels to community and national character and identities will underscore the importance of comprehending the prominence of leisure time in human character.

Learning Targets

Standards

New Jersey Core Content Standards: 9.4 Career and Technical Education

Content Statements

Communication Skills: All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.

CPI

Cumulative Progress Indicator (CPI)

9.4.12.N.(1).1

Evaluate and summarize the concepts, strategies, and systems used to obtain and convey ideas and information in this pathway.

9.4.12.N.(1).2

Research the concepts and strategies marketers use to communicate information about products, services, images, and/or ideas to achieve desired outcomes.

Standards 9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Content Statements:

Problem-Solving and Critical Thinking: Critical and creative thinking strategies facilitate innovation and problem-solving independently and in teams.

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CPI #	Cumulative Progress Indicator (CPI)
9.4.12.N.(2).3	Facilitate decision-making by evaluating and selecting tools, strategies, and systems used in this industry to access, process, maintain, evaluate, and disseminate information
9.4.12.N.(6).1	Gather, access, synthesize, evaluate, and disseminate information to aid in making sales
Industry Standards	
Standard D: Practical Business Skills	
Standard E: Career awareness and acquisition	
Standard C: Computer/Technology Applications	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • What motivates consumers to spend a significant portion of their discretionary income on entertainment activities? 	<ul style="list-style-type: none"> • Sports and entertainment marketing contributes to a multi-billion dollar worldwide economic powerhouse. • Sports and entertainment provide unique insights into national and personal character and marketing can significantly shape these important phenomena.
Unit Learning Targets	
<i>Students will understand that....</i>	
<ul style="list-style-type: none"> • <i>The economic impact of sports and entertainment worldwide has a significant bearing on economies.</i> • <i>A sports/entertainment marketing plan entails unique strategies and tactics.</i> • <i>Branding and licensing are especially important in sports and entertainment marketing.</i> • <i>National and cultural identities are often significantly shaped by and reflected in leisure time activities and traditions.</i> 	
Evidence of Learning	
<ul style="list-style-type: none"> • Summative Assessment: End of unit written exam. • PBL assignment students will create and execute a sports marketing related event in conjunction with the school's athletic department or an entertainment event in coordination with the music or drama departments. 	
Equipment needed: Computer, printer, ELMO or projector.	
Teacher Resources: Internet, Textbook, www.traveltourismdirectory.net , www.mlb.com , www.nascar.com , www.nfl.com , knowledge@wharton.com	

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Formative Assessments

- Daily “do now”/warm-up responses
- Ability to demonstrate proficiency in key unit concepts in class discussions.
- Student Portfolio of key work products
- Shared responses to Essential Questions
- Interim quizzes.
- Written and reading-based homework

Lesson Plans

Lesson Plan Example	Timeframe
Lesson 1 (See appendix)	45 mins.

Teacher Notes:

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- Graphic organizer and study guide provision
- Detailed rubrics
- Assistive technologies
- Seating/testing venue accommodation
- Individualized instruction per IEP

Curriculum Development Resources

- Textbook
- Internet
- Contributions from NJ CTE teachers and educational professionals.
- Standards from NJ post-secondary educators.
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Unit Overview

Content Area: Marketing Applications

Unit Title: Unit IV: Fashion Marketing

Target Course/Grade Level: Grades 9 - 12

Unit Summary

Students will gain exposure to the high-profile fashion industry. Emphasis will be placed on the unique challenges of items with a short life cycle, fads, merchandising, and retailing strategies. The interaction of style and culture will be examined as well as the historical aspects of fashion and design.

Primary interdisciplinary connections: Language arts: written communications.

21st century themes: Financial, economic, business, and entrepreneurial literacy.

Unit Rationale

Students will benefit from understanding the importance of the fashion industry both as an integral component of the U.S. economy, but also as an archetype for broader marketing purposes. The fashion industry typically is very interesting to many students and thus provides a relevant and exciting opportunity for participative exploration.

Learning Targets

Standards

New Jersey Core Content Standards: 9.4 Career and Technical Education

Content Statements

Communication Skills: All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.

CPI #	Cumulative Progress Indicator (CPI)
9.4.12.N.(1).1	Evaluate and summarize the concepts, strategies, and systems used to obtain and convey ideas and information in this pathway.
9.4.12.N.(1).2	Research the concepts and strategies marketers use to communicate information about products, services, images, and/or ideas to achieve desired outcomes.

Standards 9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Content Statements:

Problem-Solving and Critical Thinking: Critical and creative thinking strategies facilitate innovation and problem-solving independently and in teams.

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CPI #	Cumulative Progress Indicator (CPI)
9.4.12.N.(5).1	Communicate information about retail products, services, images, and/or ideas to achieve desired outcomes.
9.4.12.N.(5).3	Understand fundamental economic principles and concepts that impact business operations and merchandising decisions.
Industry Standards	
Standard D: Practical Business Skills	
Standard E: Career awareness and acquisition	
Standard C: Computer/Technology Applications	
Unit Essential Questions <ul style="list-style-type: none"> • What lessons from fashion marketing can be applied to broader marketing and life issues? • How does the concept of production planning interact with traditional marketing skills to ensure business success? 	Unit Enduring Understandings <ul style="list-style-type: none"> • The notions of style, creativity, and fashion provide a basis for application into broad marketing approaches. • Fashion marketing affects virtually everybody and influences world cultures and social interactions.
Unit Learning Targets <i>Students will understand that....</i> <ul style="list-style-type: none"> • <i>There are difference between style and design.</i> • <i>Various individuals have had significant influence on world fashions.</i> • <i>There are 3 primary segments of the fashion industry.</i> • <i>The global fashion industry is centered on a select few design and buying centers.</i> • <i>Fashion trends are cyclical.</i> • <i>Production planning is critical in the fashion industry.</i> • <i>Visual merchandising and display activities serve a crucial role in fashion marketing.</i> 	
Evidence of Learning	
<ul style="list-style-type: none"> • Summative Assessment: End of unit written exam. • PBL assignment students will follow directions in a teacher-developed case regarding 	
Equipment needed: Computer, printer, ELMO or projector.	
Teacher Resources: Internet, Textbook, http://www.apparelandfootwear.org , http://www.fashionbiz.com http://www.npd.com/press/releases/press_010319.htm , http://www.retailsource.com , knowledge@wharton.com	

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Formative Assessments

- Daily “do now”/warm-up responses
- Ability to demonstrate proficiency in key unit concepts in class discussions.
- Student Portfolio of key work products
- Shared responses to Essential Questions
- Interim quizzes.
- Written and reading-based homework

Lesson Plans

Lesson Plan Example	Timeframe
Lesson 1 (See appendix)	45 mins.

Teacher Notes:

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- Extended time intervals
- Graphic organizer and study guide provision
- Detailed rubrics
- Assistive technologies
- Seating/testing venue accommodation
- Individualized instruction per IEP

Curriculum Development Resources

- Textbook
- Internet
- Contributions from NJ CTE teachers and educational professionals.
- Standards from NJ post-secondary educators.
- Requirements from career and workplace related leaders (NJAMA).



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Unit Overview

Content Area: Marketing Applications

Unit Title: V. Social Media Marketing

Target Course/Grade Level: Grades 9 - 12

Unit Summary

This module examines the latest and fastest evolving component of the marketing management: the role of social media in targeting and reaching consumer sectors. Included in this review are elements such as *referral marketing, context advertising, behavioral targeting, and search analytics*.

Primary interdisciplinary connections: Language arts: written communications, technology.

21st century themes: Financial, economic, business, and entrepreneurial literacy.

Unit Rationale

Students will benefit from understanding the importance of the nascent science of social media marketing, practices that have rapidly become integral elements of the marketing manager's tool kit.

Learning Targets

Standards

New Jersey Core Content Standards: 9.4 Career and Technical Education

Content Statements

Communication Skills: All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.

CPI

Cumulative Progress Indicator (CPI)

9.4.12.N.(1).1

Evaluate and summarize the concepts, strategies, and systems used to obtain and convey ideas and information in this pathway.

9.4.12.N.(1).2

Research the concepts and strategies marketers use to communicate information about products, services, images, and/or ideas to achieve desired outcomes.

Standards 9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Content Statements:

Information Technology Applications: Technology is used to access, manage, integrate, and disseminate information.

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CPI #	Cumulative Progress Indicator (CPI)
9.4.12.N.(2).3	Facilitate decision-making by evaluating and selecting tools, strategies, and systems used in this industry to access, process, maintain, evaluate, and disseminate information
Industry Standards	
Standard D: Practical Business Skills	
Standard E: Career awareness and acquisition	
Standard C: Computer/Technology Applications	
Unit Essential Questions <ul style="list-style-type: none"> • How can social networks be formed and managed to maximize marketing investments? • What behavioral and psychological factors drive social media participation by consumers? 	Unit Enduring Understandings <ul style="list-style-type: none"> • The marketing industry uses and influences ever- changing technologies. • Electronic and Social Media platforms represent the future of the marketing profession.
Unit Learning Targets <i>Students will understand that....</i> <ul style="list-style-type: none"> • <i>More than half of the world’s population goes online for social interaction and information gathering.</i> • <i>Social Media and Internet-based marketing activities are diverse and will obsolete many traditional marketing tactics.</i> • <i>A new vocabulary has emerged suggesting a need to understand and apply concepts such as Deciprocity, social capital,blog, Vlog, Splog, Tweep, Tweet, podcast, Moblog, Tag Cloud, and Geotagging.</i> 	
Evidence of Learning	
<ul style="list-style-type: none"> • Summative Assessment: End of unit written exam. • PBL assignment students will follow directions in a teacher-developed case regarding Developing a Social Media – based marketing plan for a service-based business 	
Equipment needed: Computer, printer, ELMO or projector.	
Teacher Resources: Internet, Textbook, www.marketingprofs.com	

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Formative Assessments

- Daily “do now”/warm-up responses
- Ability to demonstrate proficiency in key unit concepts in class discussions.
- Student Portfolio of key work products
- Shared responses to Essential Questions
- Interim quizzes.
- Written and reading-based homework

Lesson Plans

Lesson Plan Example	Timeframe
Lesson 1 (See appendix)	45 mins.

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- Assistive technologies
- Seating/testing venue accommodation
- Individualized instruction per IEP

Curriculum Development Resources

- Textbook
- Internet
- Contributions from NJ CTE teachers and educational professionals.
- Standards from NJ post-secondary educators.
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Unit Overview

Content Area: Marketing Applications

Unit Title: VI: Retailing

Target Course/Grade Level: Grades 9 - 12

Unit Summary

This section describes the world of retailing and offers key principles for effectively managing retail businesses in highly competitive environments. An exploration will be undertaken of retailing as the study of business activities that adds value to the products and services sold to consumers for their personal or family use.

Primary interdisciplinary connections: Language arts: written communications, numeracy (margin calculations).

21st century themes: Financial, economic, business, and entrepreneurial literacy.

Unit Rationale

Knowledge of retailing principles and practices will help marketing students develop skills for many business contexts. Business managers must have a thorough understanding of how retailers operate and make money so they can get their products on retail shelves and work with retailers to sell them to consumers. Financial and health care institutions use retail principles to develop their offerings, improve customer service, and provide access to their customers.

Learning Targets

Standards

New Jersey Core Content Standards: 9.4 Career and Technical Education

Content Statements

Communication Skills: All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.

CPI #

Cumulative Progress Indicator (CPI)

9.4.12.N.(1).1

Evaluate and summarize the concepts, strategies, and systems used to obtain and convey ideas and information in this pathway.

9.4.12.N.(1).2

Research the concepts and strategies marketers use to communicate information about products, services, images, and/or ideas to achieve desired outcomes.

Standards 9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Content Statements:

Problem-Solving and Critical Thinking: Critical and creative thinking strategies facilitate innovation and problem-solving independently and in teams.

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Information Technology Applications: Technology is used to access, manage, integrate, and disseminate information.	
CPI #	Cumulative Progress Indicator (CPI)
9.4.12.N.(5).3	Understand fundamental economic principles and concepts that impact business operations and merchandising decisions.
9.4.12.N.(6).1	Gather, access, synthesize, evaluate, and disseminate information to aid in making sales.
Industry Standards	
Standard D: Practical Business Skills	
Standard E: Career awareness and acquisition	
Standard C: Computer/Technology Applications	
Unit Essential Questions <ul style="list-style-type: none"> • What are the functions retailers support, and how do these satisfy consumer needs and wants? • What are the contemporary retailing channels? • How do retailers create value for consumers? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Retailing is the set of business activities that adds value to the products and services sold to consumers for their personal or family use. • Retailing is an ancient, yet evolutionary process that evolves with the prevailing state of technology and social practices.
Unit Learning Targets <i>Students will understand that....</i> <ul style="list-style-type: none"> • <i>There are many forms of retailing that transcend the traditional brick and mortar store model.</i> • <i>Retailing requires mastery of strategic decision management.</i> • <i>The evolution of internet-based technologies has drastically altered the state of retail selling.</i> • <i>A broad range of skills is required to be an effective retailer among these are: customer service, inventory management, merchandising, finance, and human resource management.</i> • <i>Customer Relationship Management is an effective approach to improving customer need identification and loyalty.</i> 	
Evidence of Learning	
<ul style="list-style-type: none"> • Summative Assessment: End of unit written exam. • PBL assignment students will follow directions in a teacher-developed case regarding 	
Equipment needed: Computer, printer, ELMO or projector.	
Teacher Resources: Internet, Textbook, www.businessweek.com , knowledge@wharton.com	

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Formative Assessments

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Lesson Plans

Lesson Plan Example	Timeframe
Lesson 1 (See appendix)	45 mins.

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Unit Overview

Content Area: Marketing Applications

Unit Title: VII: Legal Aspects

Target Course/Grade Level: Grades 9 - 12

Unit Summary

This chapter deals with both the legal and ethical guidelines faced by marketers. Federal and policies that guide business practices, and in particularly those that shape marketing practices will be closely examined. In addition, the ethical and professional implications of marketing decisions will be considered in the context of personal and social responsibility.

Primary interdisciplinary connections: Language arts: written communications.

21st century themes: Financial, economic, business, and entrepreneurial literacy.

Unit Rationale

In order to navigate in a complex marketplace, students must be grounded in both political and economic theories and the legislative framework that promotes a nation's business philosophy. Coupled with a need for legal knowledge, and relating to a spate of 21st century business scandals, an effort will be made to provide an ethical compass.

Learning Targets

Standards

New Jersey Core Content Standards: 9.4 Career and Technical Education

Content Statements

Communication Skills: All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.

CPI

Cumulative Progress Indicator (CPI)

9.4.12.N.(1).1

Evaluate and summarize the concepts, strategies, and systems used to obtain and convey ideas and information in this pathway.

9.4.12.N.(1).2

Research the concepts and strategies marketers use to communicate information about products, services, images, and/or ideas to achieve desired outcomes.

Standards 9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Content Statements:

Problem-Solving and Critical Thinking: Critical and creative thinking strategies facilitate innovation and problem-solving independently and in teams.

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CPI #	Cumulative Progress Indicator (CPI)
9.4.12.L.(5).2	Demonstrate techniques for effective listening in order to manage receipt of orally communicated information in legal services environments.
9.4.12.L.(5).4	Analyze and interpret nonverbal communications in order to distinguish fact from fabrication in messages received in legal services environments.
Industry Standards	
Standard D: Practical Business Skills	
Standard E: Career awareness and acquisition	
Standard A: Personal soft skills	
Unit Essential Questions <ul style="list-style-type: none"> • What laws must I adhere to in order to safely guide my business practices? • What constitutes “right” and “wrong” behavior in marketing decisions and actions? • How do US laws protect intellectual properties? 	Unit Enduring Understandings <ul style="list-style-type: none"> • US federal law promotes freedom of competition and supports entrepreneurial behavior. • Standards of professional behavior often deal with “grey areas” that require high levels of discernment and intuition.
Unit Learning Targets <i>Students will understand that....</i> <ul style="list-style-type: none"> • <i>A series of legislative actions ranging from the Clayton Act to the truth in Advertising Act have served as a means of protecting consumers.</i> • <i>There is a difference between legal, ethical, and socially responsible behaviors.</i> • <i>Entrepreneurism is supported in the US through patent, trademark, and copyright laws.</i> • <i>There can be significant financial, civil, and criminal penalties for deviating from prevailing business laws.</i> • <i>A firm’s social responsibility is often acknowledged and respected by its customer base thus promoting brand loyalty.</i> 	
Evidence of Learning	
<ul style="list-style-type: none"> • Summative Assessment: End of unit written exam. • PBL assignment students will follow directions in a teacher-developed case regarding 	
Equipment needed: Computer, printer, ELMO or projector.	
Teacher Resources: Internet, Textbook, www.businessweek.com , www.americanbar.com , knowledge@wharton.com	

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Formative Assessments

- Daily “do now”/warm-up responses
- Ability to demonstrate proficiency in key unit concepts in class discussions.
- Student Portfolio of key work products
- Shared responses to Essential Questions
- Interim quizzes.
- Written and reading-based homework

Lesson Plans

Lesson Plan Example	Timeframe
Lesson 1 (See appendix)	45 mins.

Teacher Notes:

© Special Populations: This unit was developed with consideration of special needs students in mind. Among the relevant accommodations that can be implemented in this unit are;

- Extended time intervals
- Graphic organizer and study guide provision
- Detailed rubrics
- Assistive technologies
- Seating/testing venue accommodation
- Individualized instruction per IEP

Curriculum Development Resources

- Textbook
- Internet
- Contributions from NJ CTE teachers and educational professionals.
- Standards from NJ post-secondary educators.
- Requirements from career and workplace related leaders (NJAMA).



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Unit Overview	
Content Area: Marketing Applications	
Unit Title: VIII: Strategic Partnerships & Global Approaches	
Target Course/Grade Level: Grades 9 - 12	
<p>Unit Summary This final section will serve as the course capstone introducing the concepts of strategic partnerships and the nature of operating in the global marketplace while tying together the elements of this and the introductory marketing course.</p> <p>Primary interdisciplinary connections: Language arts: written communications.</p> <p>21st century themes: Financial, economic, business, and entrepreneurial literacy.</p>	
<p>Unit Rationale Students will benefit from learning that ours is a global marketplace. In order to succeed in a modern economy it is essential to recognize that a comprehensive world view that considers social, economic, and cultural factors is a precondition for ensuring success.</p>	
Learning Targets	
Standards	
New Jersey Core Content Standards: 9.4 Career and Technical Education	
Content Statements	
Communication Skills: All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.	
CPI #	Cumulative Progress Indicator (CPI)
9.4.12.N.(1).1	Evaluate and summarize the concepts, strategies, and systems used to obtain and convey ideas and information in this pathway.
9.4.12.N.(1).2	Research the concepts and strategies marketers use to communicate information about products, services, images, and/or ideas to achieve desired outcomes.
<p>Standards 9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</p>	
Content Statements:	
Problem-Solving and Critical Thinking: Critical and creative thinking strategies facilitate innovation and problem-solving independently and in teams.	
CPI #	Cumulative Progress Indicator (CPI)
9.4.12.N.(2).3	Facilitate decision-making by evaluating and selecting tools, strategies, and systems used in this industry to access, process, maintain, evaluate, and disseminate information
9.4.12.N.(6).2	Employ concepts and actions used in this pathway to determine client needs and

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wants and to develop personalized communications intended to influence purchasing decisions and enhance future business opportunities.

Industry Standards

Standard D: Practical Business Skills

Standard E: Career awareness and acquisition

Standard C: Computer/Technology Applications

Unit Essential Questions

- How can I capitalize on global economic opportunities?
- What elements and skills are useful when constructing mutually beneficial strategic alliances?

Unit Enduring Understandings

- It is essential to approach marketing with a global viewpoint in order to be successful.
- Social, cultural, political, economic, and technological aspects must be considered when developing a marketing plan.

Unit Learning Targets

Students will understand that....

- The modern marketplace extends beyond geographic boundaries.
- The ability to capitalize on one's own strengths and the unique abilities of others is a formula for business success.
- Modern business interactions require an acute awareness of multiple cultures.
- The ability to integrate the full range of marketing tools will lead to positive advancement of business initiatives.

Evidence of Learning

- Summative Assessment: End of unit written exam.
- PBL assignment students will follow directions in a teacher-developed case regarding

Equipment needed: Computer, printer, ELMO or projector.

Teacher Resources: Internet, Textbook, www.businessweek.com , knowledge@wharton.com

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Formative Assessments

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Curriculum Development Resources

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- Internet
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- Standards from NJ post-secondary educators.
- Requirements from career and workplace related leaders (NJAMA).

APPENDICES

Appendix A: CTEP Industry Standards For Marketing Students*

<u>Standard</u>	<u>Description</u>
A	Personal “Soft Skills”: Includes personal traits such as trustworthiness, honesty, commitment, enthusiasm, listening skills, punctuality, appearance, telephone skills writing skills, effective communication.
B	Interpersonal Skills: Stress management, conflict management, time management, problem solving, teamwork, persuasiveness, reconcile differences of opinion, leading/following.
C	Computer/Technology Applications: includes proficiency in MS Word, Excel, PowerPoint, social media, and Graphic Design Software.
D	Practical Business Skills: demonstrate a sense of urgency, create professional reports, perform online research, analyze data, seek efficiencies, work within a budget, creativity, solution orientation.
E	Career Awareness and Acquisition: resume development, self-promotion, marketing experience enhancement, career preparation awareness, workplace exposure.

***Developed in cooperation with the New Jersey Chapter of the American Marketing Association.**

Appendix B: Sample Lessons

The CTEP Marketing Project would like to acknowledge, in a special way, its appreciation for all the help and support received as part of the development of this curriculum and the lesson plans it contains. Specifically we would like to recognize and thank the New Jersey Department of Education’s Office of Career and Technical Education, Mercer County Community College, New Jersey DECA, New Jersey Chapter of the American Marketing Association, New Jersey Chapter of the Association for Supervision and Curriculum Development, Middlesex County College, University of Pennsylvania Wharton School of Business, the Knowledge@Wharton High School web site and the many Marketing Educators who continue to participate in enhancing and building lesson plans.

Unit I – E-Marketing and Information Systems Lesson 1

You’ve Got Mail!

Overview: In this lesson, we come to the last element of the promotional mix — direct advertising mail. Unlike the other promotional avenues (advertising, publicity, sponsorship, etc.), direct mail is perhaps an undesirable or inefficiently used tool. However, some companies seem to have mastered the art of using this tool effectively. The Knowledge@Wharton article gives a comprehensive picture of what works, when and why in direct advertising. Building on the varied perspectives, students then re-design the direct marketing strategy of a company they have experience interacting with.

NBEA Standard(s):

- Marketing, II. Consumers and Their Behavior
- Marketing, III. External Factors
- Marketing, IV. The Marketing Mix

Common Core Standard(s):

1. CCR Standard for Reading: Read closely to determine what the text says explicitly and make logical inferences from it.
2. CCR Standards for Listening: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each other’s ideas and expressing their own clearly and persuasively. Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric.
3. CCR Standards for Speaking: Present information, findings and supporting evidence in such a way that listeners can follow the line of reasoning, and the organization, development and style are appropriate to the task, purpose and audience.

Objectives/Purposes:

In this lesson, students will (1) analyze the effectiveness of direct mail strategies of various products/services, and (2) design a direct mail strategy for a related product/service.

Knowledge@Wharton Article: [“In E-mail Marketing, Consumers Weed Out the Weakest Links”](#)

Other Resources/Materials: Handout, Internet access, Examples of direct mail

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Activity:

1. Orientation (5-8 mins)

The teacher introduces the concept of direct mail through anecdotal examples. For example, I may choose to open my email account and open a direct mail item. Alongside, I also show catalogues that I receive by mail, and other direct mail examples. For my class I choose to show the example of an email, a catalogue and a promotional offer that was mailed to my address. Students will be encouraged to contribute personal anecdotal experiences as well.

The teacher now asks students to interpret the purpose of each item. This will of course depend on the content of the particular item. The purpose of the catalogue could be to stimulate interest with glossy pictures and to inform about new items and offers. The purpose of the email might be to remind the customer about offers. The sales offer might have been mailed to inform about offers and to stimulate interest.

Using these examples, the teacher defines the concept of direct mail as a promotional strategy to deliver advertising content directly to the customer through postal/email systems.

2. Group Discussion/Concept Mapping (5 mins)

The teacher lists the various elements of the promotional mix on the blackboard/whiteboard and asks students to connect direct mail with the other elements.

- Advertising
- Public Relations/Publicity
- Sponsorship
- Sales Promotions

From the earlier examples itself, it will be easy to connect Direct Mail to Advertising and Sales Promotions. Many sales promotional items are mailed directly to the customer, and direct mail forms a kind of advertising for the brand/product. Even if you do not use the promotional item, you are still made aware of and reminded of the brand/product.

3. Work with Knowledge@Wharton article (12 mins)

Read, “In E-mail Marketing, Consumers Weed Out the Weakest Links,” individually.

Students are then asked to work in pairs to answer the following questions. Each pair is given the questions as handouts with space to answer them on the handout itself.

- List the four kinds of direct e-mails. What is the defining characteristic of each kind?
- What kind of direct e-mail strategies does Travelocity use, with what effect?

3. Work in small groups (8 mins)

Created for New Jersey school districts through the New Jersey Department of Education, Office of Career and Technical Education and the Career and Technical Education Partnership of New Jersey Grant Project for the Marketing Career Cluster.

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After students have answered the questions, the teacher randomly forms the pairs into small groups. The small groups are asked to choose one of the items used in the initial activity. The group will be handed over the direct mail item they chose. For example, one group will get the catalogue, another the sales offer, and the last group will work with the email offer. Students are now asked to use the analysis from the Knowledge@Wharton article to revise the direct mail strategy of the product/service. It will also be mentioned that the items that were displayed were discarded unopened and retrieved only for the purpose of this lesson. The companies had failed in their marketing purpose and students are asked to suggest some revisions. This could be in the form of additional data mining (on the part of the company), weeding out unresponsive customers, better targeting, customized services, testing mails before sending them, or follow-up plans. It is clarified that they have 8 minutes to prepare and 3 minutes to present their suggestions orally to their class.

4. Presentation to class (15 mins)

The groups are asked to present their analysis. Other groups are encouraged to provide constructive criticism — *What was insightful about the plan? Do you have anything to add to this plan? Was there anything about the plan you felt was erroneous?*

5. Discussion and Wrap-up (5 mins)

The teacher synthesizes the presentations with the analysis and the earlier activities by touching on the strengths and limitations of direct mail and connecting direct mail strategies with segmentation and targeting.

Practice Outside of the Classroom: The next time you act on direct advertising mail (whether you toss it or make a purchase), consider the assumptions the company makes in trying to contact you personally.

What Worked and What I Would Do Differently:

The final activity in this lesson can be extended into a project where students are asked to collect discarded direct mails from their community, survey consumer behavior through interviews with members of their community, and use this information to customize the direct mail strategies of the discarded items. Or, they can be asked to collect direct mail received at their homes over a month to conduct the same project.

Related Knowledge@Wharton Article: [“Mining Data for Nuggets of Knowledge”](#)

Unit II – Business to Business Connectivity

Lesson 1

B2B Marketing NEW PRODUCT DEVELOPMENT SENIOR MANAGEMENT REVIEW Role Play & Recommendation



In Business to Business applications, significant marketing projects, particularly those that require capital allocation, normally need to go before the top level of management, and often the board of directors, of the company.

Scenario: You work for a parts manufacturing company. Imagine that the product development team has developed a high tech product that can be attached to the carburetor of a car during the automobile assembly process. This item will improve fuel efficiency by 4.5%.

Use this form to help you prepare the following to be used in conjunction with the marketing team's new product recommendation:


- Management Team: Develop 3 questions each from the perspective of (yourselves) the senior management team of the organization:
 - VP of Sales
 - VP of Finance
 - VP of Operations
 - VP of Marketing

Make sure your questions are answered to your satisfaction. In broad terms, you should be considering:

- Does the proposal make financial sense?
 - What (objective and subjective) rationale supports this proposal?
 - Are we adequately staffed to support this project?
 - Will we meet our QC standards?
 - Does this product fit with our existing line?
 - Identify your recommendation to your boss.
- Product Development Team: Respond to the Management Team's Questions.
 - Both Teams: Develop a recommendation to your CEO regarding next steps. Provide an explanation as to your rationale. Remember, your reputation is not at stake, as are the resources of the company. Serious business!

Unit III – Sports and Entertainment Marketing

Lesson 1

<p>Unit III – Lesson I</p> <p>Due Date:</p>	
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Yung’s Uniforms

Scenario: Yung Lee, a recent graduate of All American High School has decided to open a sports uniform supply business in Budd Lake. Unfortunately, Yung never completed the marketing courses at All American High School, and is somewhat in the dark on how to market this new business. Start-up capital for the business is being provided by Yung’s Uncle Tsao who has suggested that Yung establish a marketing budget of \$25,000 for the first year of the business’s operation.

Yung has approached you about developing a marketing plan for the company and you and another student have agreed to do so. Your marketing plan will be presented as a 10 – 15 slide PowerPoint slide show and will address the following:

Product: An explanation of your product line and your target market and segmentation plans.

Price: Your specific pricing strategy including a price list and profit margin goals.

Place: How Yung’s products will be made available to consumers addressing channel and physical distribution plans.

Promotion: A presentation of your marketing budget allocation, a print ad, public relations campaign, press release, and merchandising ideas. In addition you will develop a sales plan that address the sales force requirements, a sales brochure that provides features/benefits and other pertinent information, a first year sales and profit forecast.

Oral Presentation: your group will present the Power Point to the class.

Grading Guide:

Grasp/demonstration of requisite content	70%
Professionalism of Team/Oral Presentation	20%
Creativity	10%
Total	100%

No late submissions will be allowed – a grade of 0 will be applied. It is critical that this deadline be met. Time will be allocated in class to work in class on this, however no other work (or play) will be allowed during this time. Violators will incur a 5 pt. penalty for each violation of this policy.

Unit III – Sports and Entertainment Marketing

Lesson 2

You are the marketing director for a company named *“Drink Up!”*

Your company has been in business for 5 years. You make and sell soft drinks—mostly lemonade and other fruit flavored drinks. Your current target audience is younger children/tweens ages 10 - 14. You want to develop a line energy drink products and increase your target market to include teens and young adults.

Following the 7 steps in new product development create a **report** outlining steps **1,2,3,4**, and **6**.

1. SWOT Analysis—explain each one—strengths, weaknesses, opportunities and threats.
2. Idea Generation—Write a protocol –refer to page 102 in your textbook
3. Screening and Evaluation—focus group: how many people, what type of person, who is the moderator, provide a list of at least 6 but no more than 10 actual questions that would be asked.
4. Business Analysis—check for existing copyright or patent
5. Development—create a prototype **** (see instructions below)**
6. Test Marketing—where?
7. Commercialization—create an advertisement **** (separate sheet of paper)**

******Step 5.** Create a label for your drink—bring in a soda can or plastic bottle, this will be your prototype.

Due date: _____

Unit III – Sports and Entertainment Marketing

Lesson 3

You are the marketing director for a company named “*Snacks, Inc*”

Your company has been in business for 5 years. You make and sell healthy fruit snacks—mostly trail mix and fruit roll-ups. Your current target audience is younger children/tweens ages 10 - 14. You want to develop a line of healthy, high energy snacks—such as energy bars—and increase your target market to include teens and young adults.

Following the 7 steps in new product development create a **report** outlining steps **1,2,3,4**, and **6**.

1. SWOT Analysis—explain each one—strengths, weaknesses, opportunities and threats.
2. Idea Generation—Write a protocol –refer to page 102 in your textbook
3. Screening and Evaluation—focus group: how many people, what type of person, who is the moderator, provide a list of at least 6 but no more than 10 actual questions that would be asked.
4. Business Analysis—check for existing copyright or patent
5. Development—create a prototype **** (see instructions below)**
6. Test Marketing—where?
7. Commercialization—create an advertisement **** (separate sheet of paper)**

******Step 5.** Create a label for your product--this will be your prototype.

Due date: _____

Unit IV – Fashion Marketing

Lesson 1

Design Your Own

You have been selected to design a particular garment or fashion accessory. Using the Design Process, provide the following information:

Step #1. Basic Decision—fabric choice, design ideas, number of items to be made or sold, type of promotion, season, color, etc. Women, Juniors, Petite, Misses, Men, Infant, Children?

Step #2. Design Concept and Samples—prepare a sketch or diagram and a sample.

Step #3. Design Presentation—how will you present your design? (fashion show, magazine advertisement, store advertisement). Create your advertisement.

Unit IV – Fashion Marketing

Lesson 2

Fashion Timeline Project

Compare/contrast 2 different fashion time periods (decades)

1. Create a collage for your fashion time period that includes pictures of fashion trends and famous people of both time periods (decades).
2. Label at least 5 fashion trends.
3. Create a 2 page report about both decades--including 10 facts about each time period (decade) and an explanation or discussion about the fashion trends included on your poster.

Due Date: _____ upon arrival in class.

Unit V – Social Media Applications

Lesson 1



Scenario

Your marketing instructor (Mr. Wally Wormer) has received a call from an old friend, Mrs. Wanda Webber, who has established a non-profit organization (Aspire Care) that seeks to provide substance abuse counseling service for low income people. Mrs. Webber seeks to gain support for her endeavor from local businesses and philanthropists. Mrs. Webber states that she has heard that social network marketing is very cost efficient and effective but she has little or no expertise in this area. Mr. Wormer has offered the services of his Marketing II Honors class to develop a strategy for reaching local businesses to solicit their support.

Assignment

You and your colleagues have been charged, as a team, with developing a social networking strategy for Aspire Care that will include a very specific tactical layout and design elements for each of the following:

- A *Facebook* page
- A *Linked-in* profile
- A *Twitter* Account

Considerations

- Your strategy must be well explained and justified. Specific tactical elements should be clearly developed and articulated.
- Your paper should be professional in appearance and suitable for presentation in a business situation.
- The PowerPoint presentation should be exciting and delivered persuasively and with enthusiasm.
- A clear understanding of the technical elements of social media marketing must be evident.

Deliverable

1. A typed business proposal that includes the key elements in a standard business format must be submitted. It is anticipated that the proposal will be 5 single-spaced pages. Proposal to be emailed to tkelly@mtoliveboe.org by 7 AM on due date
2. A PowerPoint presentation of 10 – 15 pages must be developed to support an oral presentation of your recommendation. Slide show to be emailed to tkelly@mtoliveboe.org by 7 AM on due date.

Grading

A team grade will be assigned based on the following rubric. Student grades will be individual contributions to the final work product.

Overall strategy	25%
Tactical elements	25%
Technical expertise	25%
Creativity	25%
Total	100%

Due Date (Firm)

7 AM April _____. Late assignments will be liable for a 20% deduction per day.

It's time to show what you know – Good Luck!

Unit VI – Retailing

Lesson 1

Where Should You Sell?

Overview: The channel of distribution or the place where the product should be made available is an important and strategic marketing decision. Commonly referred to as Place — one of the four Ps of the Marketing Mix, it signifies and communicates the positioning of the product and its intended target market. This lesson focuses on some of the fundamental concepts related to placing strategies.

NBEA Standard(s):

- Marketing, I. Foundations of Marketing
- Marketing, IV. The Marketing Mix

Knowledge@Wharton High School Article:

- [“Red Velvet Revolution: The Rise of the Cupcake Entrepreneur”](#)

Common Core Standard(s):

1. CCR Standard for Reading: Read closely to determine what the text says explicitly and make logical inferences from it.
2. CCR Standards for Listening: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each other’s ideas and expressing their own clearly and persuasively. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
3. CCR Standards for Speaking: Present information, findings and supporting evidence in such a way that listeners can follow the line of reasoning, and the organization, development and style are appropriate to the task, purpose and audience.

Objectives/Purposes: Students will analyze the distribution channels of various products/services. They will also design a distribution channel for a product/service of their choice.

Other Resources/Materials: Internet access

Activity:

1. The teacher begins class by explaining the third P of the marketing mix. *Place or placement refers to where your customer can actually buy your product. From the perspective of the customer, place asks: Where is it convenient for me to buy this article from. Additionally place, like price, signifies a certain value to the customer. For example, if you want to signal exclusivity, you will not want to stock your product at every retail store. Look at Rolls Royce — they have one store for the whole state; it is a very exclusive product.*

2. The teacher now explains the various kinds of channels and distribution models that companies could use.

Kinds of Channels:

- Direct — Producer sells directly to customer.
- Direct/Internet — Producer sells directly to customer, online.
- Direct/catalog — Producer sells directly to customer, through a catalog.
- Wholesaler/distributor — Producer sells to wholesaler, who will sell to a distributor, or to a retailer.
- Value-added reseller (VAR) — VAR will customize the product for the buyer.
- Dealer — Sells on behalf of company, like a franchise.
- Retail — Retailers sell directly to end-users through a store, website or catalog.

Distribution models:

1. Intensive distribution – If the consumer does not get a brand, he/she buys another, so product has to be available everywhere.
2. Selective distribution – ‘Suitable’ resellers stock the product, customers will search reasonably for your product/price.
3. Exclusive distribution – Specially selected resellers (typically only one per geographical area) sell the ‘product’

You could provide examples or ask students to contribute examples for the various kinds of channels and distribution models. Some of the examples my students came up with were the “Hello Kitty store” for exclusive distribution, and grocery items for intensive distribution.

3. The teacher now plays the video included in the article from the Knowledge@Wharton High School site. Students are asked to identify the “Place” used in this example, and then to work with a partner to come up with additional placement ideas.

4. Informal class presentations and discussions

Students present their ideas. Some of the ideas that came up were that the Cupcake Lady should move to New York, as this would be a better place to sell from a truck; sell through retail outlets like bakeries so that customers have easier access; collect birthday orders or part orders through

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Facebook marketing and deliver products (for example, simplymmmm cupcakes is a similar company that only markets through Facebook.)

5. Students are now asked to work on their products (from the previous lesson — this is a module on the marketing mix, so in each lesson, students work out the corresponding P of their marketing mix) to identify possible placements.

They are asked to keep in mind that all the Ps should form an integrated whole. Therefore, depending on the product, and the pricing strategies developed already, what would be the ideal placement for your product and target customer? For example, if you are planning a smoothie bar that is fully organic, would you want to place it next to a popular gym, or in a place that has a significant number of LOHAS (Lifestyles of Health and Sustainability) members, or both?

6. Presentations, Feedback and Wrap-up

Students present their ideas to the class. Others are encouraged to provide constructive feedback so that the ideas are rigorously examined and whetted out.

Tying It All Together: *Place* forms an integral part of any marketing strategy and students begin to engage critically with the knowledge that they already have about product placement. By now, the students will have a fairly sophisticated understanding of basic marketing concepts and will be able to design more detailed plans.

Practice Outside of the Classroom: When you next purchase a product, think of where else the product is available. Why does the company/producer use the particular distribution channel they do?

If possible, it would be great to conduct a *place* tour. This can be within the student locality or can also include some exclusive outlets outside of the student community. This tour can also be a way to analyze the social/affective impact of marketing on the individual. This tour could be charted in class with the students. For example, the teacher asks students where all they shop from, or what kinds of stores exist in the neighborhood. In India, this could bring up “mandis,” street vendors, “bazaars,” “kirana shops,” day-based-markets, hereditary sellers who visit homes, speciality lanes that sell only particular wares (e.g. paratha gali), along with the modern supermarkets and malls.

What Worked and What I Would Do Differently: The teacher should be sensitive to social differences within the student group and encourage students to understand socially mediated class hierarchies.

Unit VII – Legal Aspects Lesson 1

TROUBLE UNDER THE GOLDEN ARCHES



PRODUCT LIABILITY LAWSUIT LIEBECK VS. MCDONALDS



This assignment is based on the infamous McDonalds hot coffee case. The “facts” of this case are not in dispute. Your job is to interpret the facts according to the law and to present as compelling a case as you can.

Protocol:

1. Court TV reporter introduces case.
2. Bailiff Calls court to order.
3. Plaintiff presents case and stipulates damage requests – defense cross examines.
4. Defense presents case – plaintiff cross examines.
5. Plaintiff presents closing argument and rests case.
6. Defense presents closing arguments and rests case.
7. Jurors may ask clarifying questions.
8. Reporter summarizes case.
9. Jury meets to decide liability, if any. Decision is based on “preponderance of evidence”. Jury does not need to be unanimous. Jury decides on “compensatory” and “punitive” damages.
10. Judge affirms/denies jury decision.

Grading:

Student grades will be based upon: 1. A quiz. 2. Demonstrated knowledge of the facts of the case. 3. Convincingness of personal presentation, 3. Contribution to development and execution of team strategy.

PRODUCT LIABILITY LAWSUIT LIEBECK VS. MCDONALDS

Study Guide

To be successful in this assignment you will wish to be:

1. Knowledgeable. That is, to understand the key facts of the case as well as the underlying legal issues that are applicable to the case.
2. Fully Prepared. You will have developed your knowledge into strategies that may be used in court.
3. Persuasive. You will have created meaningful and effective ways of using the law to your advantage.
4. Aware of key terminology. Know the meaning of and be able to define and apply relevant terms and jargon.
5. Factual. Be prepared to defend your assertions by citing your references.

Key Terms

Plaintiff	Defendant
Liability	Civil
Criminal	Court
Proportional Liability	Claim
Damages	Punitive
Compensatory	Litigation
Settlement	Negligence
Tort	Case law
Precedent	Judicial
Mediation	

PRODUCT LIABILITY LAWSUIT
LIEBECK VS. MCDONALDS
Quiz

Name: _____

In this case...

- 1 Who is the plaintiff? _____
- 2 Who is the defendant? _____
- 3 What state had jurisdiction? _____
- 4 What criminal law(s) were broken? _____
- 5 Was there a finding of proportional liability? If so to whom did this apply and in what proportion? _____
- 6 How did the jury decide on the amount of financial liability assigned to the responsible parties? _____
- 7 What was the main issue concerning liability that was raised by the plaintiff? _____
- 8 Compensatory damages were awarded for what purpose? _____
- 9 McDonald's argued that Liebeck contributed to her own injuries by doing what. _____
- 10 Was a settlement reached? If so provide an approximation of the amount. _____

Unit VIII – Strategic Partnerships & Global Approaches

Lesson 1

Around the World in 80 Seconds

Overview: As more and more companies are faced with the question of going global, what does global marketing really mean? What are the challenges of going global? How have some companies excelled at tackling these challenges? This lesson explores these questions, and examines concepts like globalization and global marketing.

NBEA Standard(s):

- Marketing, III. External Factors

Common Core Standard(s):

1. CCR Standard for Reading: Read closely to determine what the text says explicitly and make logical inferences from it.
2. CCR Standards for Listening: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each other’s ideas and expressing their own clearly and persuasively. Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric.
3. CCR Standards for Speaking: Present information, findings and supporting evidence in such a way that listeners can follow the line of reasoning, and the organization, development and style are appropriate to the task, purpose and audience.

Objectives/Purposes: In this lesson, students will (1) understand and define globalization and global marketing, and (2) analyze the global marketing strategies of brands/companies

Knowledge@Wharton Article: [“Managing Brands in Global Markets: One Size Doesn’t Fit All”](#)

Other Resources/Materials: Internet access

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Activity:

1. Around the world in 80 seconds (10 mins)

As students come in, the teacher orients them towards a global perspective by showing commercials of typical American brands available in different countries. For example, McDonald's is as American a brand as it gets, but it operates in 122 countries. The teacher shows students McDonald's commercials as they appear in other countries like France, India and Israel.

The French commercial subtitled in English can be viewed at <http://www.youtube.com/watch?v=SBuKuA9nHsw>. This commercial has a typical French flavor that is easy to understand. The Indian commercial I chose is the Dev Anand commercial available at <http://www.youtube.com/watch?v=GaTUVwZ2ALE>. This will need some cultural deciphering. It would probably be the equivalent of Elvis Presley going out today to find a meal at yesterday's prices and finding it at McDonald's. The Israeli ad can be accessed at <http://www.youtube.com/watch?v=TUjw6O0YDMI>. This is another easy commercial to decipher. Students could even be asked to name a country and the teacher could surf for a McDonald's commercial from that country. For example, from Israel you could go to an Arab McDonald's commercial like the "I will do anything for love but I won't do that" at <http://www.youtube.com/watch?v=fYsLDhDRUeI>.

If any of the commercials are difficult to understand, you could point out the heavy cultural cues that make it difficult for a foreigner to understand them. This would be a good place to transition to a definition of global marketing and globalization.

2. Class Discussion (10 mins)

The teacher now asks students what they think global marketing is. I am sure some elements of the definition will come up, for example — marketing to people around the world or marketing to different cultures. The teacher now opens the definition of global marketing from the Knowledge@Wharton High School glossary: "*Global marketing includes companies' marketing strategies that look at the entire world as their arena of operations. And involves both the selection of all countries in the world in which the company decides to operate, and the decisions of how to operate in these countries.*" The teacher asks students why global marketing has become more common in modern times than in earlier times. This leads to the term globalization itself.

According to the glossary, "*Globalization is a worldwide process in which individuals have more and more interactions with people in other countries through trade, investment and culture.*" Students can be asked for examples of cultural, trade and investment interactions within their own experiences. *What interactions do people in other countries have with the US through trade, culture and investment?* The examples we have viewed and discussed so far give students a background to answer this question. For example, that people in so many countries eat

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McDonald's food products creates an awareness of the US among many people in many countries. Alongside the many ways in which McDonald's has to customize its products, it makes Americans who work with McDonald's aware of local food preferences.

3. Work with Knowledge@Wharton article (*10 mins*)

Students are now asked to read the article individually and answer a question. Then they are asked to pair up with a neighbor and discuss the answer. The question I chose to ask is: *What marketing strategies do companies that go global employ? Give examples.*

Customization is the main strategy described in the article, with various examples like KFC, Unilever and MTV.

4. Discussion and Wrap-up (*10 mins*)

The teacher leads a group discussion based on the previous question. Students are asked to share their answers. Examples to illustrate their points can be accessed on the Internet. For example, Unilever's strategy can be examined by looking at the websites of its three kinds of brands: international, regional and local. The differences are illustrated at the websites of Dove (<http://www.dove.com/>), Flora/Becel (http://www.unilever.com/brands/foodbrands/becel_flora/index.aspx), and Wish-bone (<http://www.wish-bone.com/Home.aspx>). Similarly, the MTV site at <http://www.mtv.com/sites/> can be checked for MTV worldwide content.

In the wrap-up, students could be asked to recap what makes global marketing possible and what they learned about other countries from this lesson.

Practice Outside of the Classroom: What non-U.S. products do you like/use? How is the marketing of this product/service customized for you?

What Worked and What I Would Do Differently:

Before class, the teacher should ensure Internet access, and do a practice run to check for institutional blocks on Internet sites, and also make sure that any commercial that needs to be shown has not been pulled off YouTube. It might be prudent to do a practice run to eliminate trouble shooting during class time.

Related Knowledge@Wharton Article: "[Globalization of Technology Ventures: Lessons from Israel](#)"

Appendix C

Problem Based Learning Example



Marketing Applications (Marketing II)

Capstone Project/ Final Exam - International Marketing Plan

Students will develop a 3 year marketing plan for company of the student's choice that currently only markets in the US. The marketing plan will include the following:

- A mission statement reflecting the company's business philosophy
- A positioning statement
- A SWOT Analysis
- A PEST Analysis
- Business Objectives (including identification of global target markets)
- Business Rationale
- At least 4 key strategies dealing specifically with advertising, "selling", funding, and promoting the society,
- Tactics to support each strategy
- An annualized marketing budget for each year
- A 3 year pro forma P&L statement

Grading:

First Printed Draft: Due _____ This iteration will include the items listed above.

Final Presentation: Due _____ will include the following additions:

- Samples of all relevant communications.
- Samples of advertising layouts/artwork.

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Delivery Vehicle: PowerPoint plus supporting art materials.

Scoring Rubric

Criteria	Unacceptable 0 – 59%	Novice 60 – 74%	Proficient 75 – 89%	Advanced 90 - 100%
Business proposal 20 Points	Idea is not realistic, is not well planned, and each part of the business plan is NOT developed.	Idea is somewhat realistic, partially well planned, and most sections of the business plan are NOT fully developed.	Idea is realistic, well planned, and most sections of the business plan are fully developed.	Idea is realistic, well planned, and each part of the business plan fully developed.
Communications Media 10 Points	Advertising and communications plans are not evident.	Advertising and communications plans are presented but incomplete or culturally inappropriate	Advertising and communications plans are presented complete and are culturally appropriate	Advertising and communications plans are presented complete and appropriate and go significantly beyond project guidelines.
Marketing Strategies 20 Points	Does not identify and summarize the marketing strategy, is confused or identifies a different or inappropriate strategy	Identification of the main marketing strategy(ies) is incoherent and/or inappropriate strategies are suggested.	Identifies the main Marketing strategy(ies) and subsidiary, embedded, or implicit aspects of the strategy	Identifies not only the basics of the marketing strategy, but recognizes nuances and suggests creative applications of the strategy
Analytical Elements 10 Points	Data is not presented or has little or nothing to do with the main topic.	Data sometimes relates to the main topic and/or methodology is not clear or is inapplicable.	Data usually relates to the main topic. Methodology is generally applicable to task.	Data always relates to the main topic. Methodology is applicable to task.
Financial Plan 10 Points	Is not present or completely unrealistic..	Financials are present but contain significant math errors or poorly conceived assumptions.	Financials are clear and realistic but contain a few math errors or faulty assumptions.	Financials are clear, realistic and mathematically accurate.
Mechanics 10 Points	7 or more grammatical, spelling, or punctuation errors.	4-6 grammatical spelling, or punctuation errors.	1-3 grammatical, spelling or punctuation errors.	No grammatical, spelling or punctuation errors.
Oral/AV-backed pres. 10 Points	Not submitted	Is poorly formatted, ignores established rules and/or is poorly presented.	Follows 4x4 layout rule, is mostly well constructed and competently presented.	Follows 4x4 layout rules, is completely well constructed and commendably well presented.
Creativity 10 Points	Demonstrates no independent thought or effort.	Some evidence of creative thought in presentation of content.	Significant evidence of creative thought and execution of content.	Noteworthy in unique and creative application of

Appendix D

Sample Exams



Unit I Test e-Marketing and Information Systems

True or False

- | | | | |
|----|---|---|---|
| 1 | E-marketing has been used for over 50 years. | T | F |
| 2 | Internet marketing ties together the creative and technical aspects of the Internet, including design, development, advertising and sales. | T | F |
| 3 | Internet marketing may refer to the placement of media along many different stages of the customer engagement cycle through search engine marketing , search engine optimization. | T | F |
| 4 | Banner ads on the internet are typically offered free to advertisers. | T | F |
| 5 | Display Advertising refers to the use of web banners or banner ads placed on a third-party website to drive traffic to a company's own website and increase product awareness. | T | F |
| 6 | Affiliate Marketing is a marketing practice in which a business rewards one or more outside firms or web sites for each visitor or customer brought about by the affiliate's own marketing efforts. | T | F |
| 7 | E-marketing is another name for brick and mortar retailing. | T | F |
| 8 | Electronic Data Interchange (EDI) is the business-to-business exchange of data. | T | F |
| 9 | Economists have theorized that e-commerce ought to lead to intensified price competition. | T | F |
| 10 | Emarketing is the successor to paper catalogs. | T | F |
| 11 | eMarketing is the process of marketing a brand using the Internet | T | F |
| 12 | The terms eMarketing, Internet marketing and online marketing can often be considered synonymous | T | F |

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- | | | | |
|----|---|---|---|
| 13 | Emarketing includes both direct response marketing and indirect marketing elements | T | F |
| 14 | eMarketing excludes application of the 4 P's of marketing. | T | F |
| 15 | eMarketing encompasses all the activities a business conducts via the worldwide web with the aim of attracting new business | T | F |
| 16 | Direct response marketing entails reaching consumers on a one to one basis. | T | F |
| 17 | When implemented correctly, the return on investment (<u>ROI</u>) from eMarketing can far exceed that of traditional marketing strategies | T | F |
| 18 | CRM is designed to ensure greater productivity from the workforce. | T | F |
| 19 | eMarketing is a web-driven process. | T | F |
| 20 | Data-driven decisions are essential to consumer relationship management. | T | F |

Essay: In 3 paragraphs describe the evolution of eMarketing and explain the advantages and disadvantages of this process in comparison to traditional media.



Unit II Test Business to Business Marketing

Part I True or False {20 Points}

- | | | | |
|----|--|---|---|
| 1 | B2B sales tend to be more complex than B2B sales procedures. | T | F |
| 2 | The straight rebuy is the most common type of business purchase. | T | F |
| 3 | B2B marketing is also called industrial marketing. | T | F |
| 4 | The SIVA method is a B2B alternative to the 4 P's of marketing. | T | F |
| 5 | CRM is a process of identifying Corporate Research Manipulation. | T | F |
| 6 | CRM is most effective when driven by data. | T | F |
| 7 | Buying behavior in the B2B environment is quite different than that in a B2C environment. | T | F |
| 8 | The 4 P's of marketing are irrelevant in the B2B realm. | T | F |
| 9 | Social Media Marketing is useful in B2B applications as well as B2C. | T | F |
| 10 | Trade shows are an opportunity for buyers and sellers to come together. | T | F |
| 11 | Prospecting is not usually an effective practice in B2B selling. | T | F |
| 12 | Institutions are typically included in the B2C category rather than B2B. | T | F |
| 13 | B2B marketing focuses on goods exclusively, rather than services. | T | F |
| 14 | Branding is often less important in B2B because many B2B items are components or ingredients used in a finished product. | T | F |
| 15 | Electronic Data Interchange is often used as a means of conveniently communicating data among businesses. | T | F |

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- | | | | |
|----|---|---|---|
| 16 | Typical B2B sales targets include wholesalers, manufacturers, and retailers. | T | F |
| 17 | B2B business advertising tends to rely heavily on TV and Radio commercials. | T | F |
| 18 | Just in Time inventory management is practiced by many businesses. | T | F |
| 19 | A modified rebuy implies no changes will be made to a successive sales order. | T | F |
| 20 | Follow-up tends to be relatively unimportant when dealing with corporate customers. | T | F |

Essay: Contrast the marketing approach used by marketers in the business to business environment with those used in traditional consumer marketing.



Unit III Test Sports and Entertainment Marketing

All the following answers are false:

Change the italicized word or words to make the statement true.

- ___ 1. The same product *could not be* both a consumer good and a business good, regardless of the intended use.
- ___ 2. Products need to have a point of *interest* to make them stand out in the marketplace.
- ___ 3. One of the ways companies get new ideas for products is by *ignoring* customer complaints.
- ___ 4. A focus group may be asked to *purchase* a new product.
- ___ 5. Fads have a *long* life cycle.
- ___ 6. *Promotion* helps determine a company's profit and loss.
- ___ 7. *Bundle* pricing involves setting different markup percentages for each product so that the average markup is achieved for the entire line of goods.
- ___ 8. To increase its market share, a company may *raise* the price of its product to do so.
- ___ 9. Customers familiar with an original product are *less* likely to trust a new product with the same brand.
- ___ 10. When a brand becomes very popular, its value becomes a competitive *disadvantage* because most consumers equate the brand with quality.
- ___ 11. *Multi*-branding is used when the manufacturer uses one name for all its products.
- ___ 12. Gander Mountain and Cabela's are examples of *generic* brands.
- ___ 13. All of the major sports organizations, including the Olympics, NASCAR, PGA, NHL, MLB, NBA, WNBA, and NCAA use *endorsements* to help finance their operations.
- ___ 14. Companies associate their products with *lesser*-known sports organizations in order to reach new customers and strengthen their relationship with their existing customers.
- ___ 15. The purpose for sports promotion is to generate *attention*, attract a targeted audience, and help create a positive image.
- ___ 16. Companies who use a promotional mix *always use* the same formula.

Multiple Choice

Identify the letter of the choice that best completes the statement or answers the question.

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- ___ 17. A ___ is a group of closely related products that are sold by a company.
- a. product item
 - b. consumer good
 - c. product line
 - d. business good
- ___ 18. If you purchased a pair of Nike athletic shoes in a retail store, the shoes would be considered a ___ good.
- a. consumer
 - b. product item
 - c. business
 - d. product line
- ___ 19. ___ is/are part of management of the product life cycle.
- a. Product modification
 - b. Market modification
 - c. Repositioning
 - d. All of the above
- ___ 20. ___ is the value placed on the goods or services being exchanged.
- a. Prestige pricing
 - b. Odd-even pricing
 - c. Price
 - d. Target pricing
- ___ 21. ___ is the difference between the retail or wholesale price and the cost of an item.
- a. Cost-plus pricing
 - b. Markup
 - c. Skimming pricing
 - d. Penetration pricing
- ___ 22. ___ is a pricing strategy that involves selling several items as a package for a set price.
- a. Price lining
 - b. Loss-leader pricing
 - c. Bundle pricing
 - d. Yield-management pricing
- ___ 23. Two common pricing objectives involve increasing profits and improving ___.
- a. markup
 - b. market share
 - c. non-price competition
 - d. commercialization
- ___ 24. ___ is illegal and involves competitors conspiring to set the same prices.
- a. Price fixing
 - b. Predatory pricing
 - c. Price discrimination
 - d. Trade-in discounts
- ___ 25. A ___ is a name, symbol, or word or words, or design that identifies an organization and its products.
- a. co-brand
 - b. trademark
 - c. brand
 - d. copyright
- ___ 26. ___ is the legal name of a company, such as Reebok.
- a. Brand name
 - b. Trade name
 - c. Brand equity
 - d. Licensed name
- ___ 27. Develop, link, and help are the three steps in establishing ___.
- a. trademark
 - b. generic brand
 - c. brand name
 - d. brand equity
- ___ 28. ___ represent a general product category and do not carry a company or brand name.
- a. Intermediary brands
 - b. Generic brands
 - c. Licensed brands
 - d. Trademarks
- ___ 29. ___ is an agreement that gives a company the right to use another's brand name, patent, or other intellectual property for a royalty or fee.
- a. Branding
 - b. Licensing
 - c. Trademark
 - d. Sponsorship

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- ____ 30. Promotional packages for ____ may include licensing rights, stadium promotions, product sampling, signage, product sales, billboards, hospitality opportunities, receptions with the athletes, free tickets, and on-site merchandising opportunities.
- licensee
 - licensor
 - endorsers
 - sponsors
- ____ 31. Products and entitlements are two examples of ____.
- premium sponsors
 - signage
 - facility entitlements
 - product exclusivity
- ____ 32. A/an ____ contract may include a set number of public appearances by the sports figure at various events sponsored by the company.
- licensing
 - branding
 - sponsorship
 - endorsement
- ____ 33. Which type of advertising is used to generate goodwill rather than used for direct sales?
- sales promotion
 - promotional advertising
 - institutional advertising
 - promotional mix
- ____ 34. Which of the following is a form of print media?
- direct mail
 - outdoor advertising
 - magazines
 - all of the above
- ____ 35. A company purchases banner ads when adding this type of advertising to its promotional mix.
- online advertising
 - broadcast advertising
 - print advertising
 - direct marketing
- ____ 36. These forms of sales promotion offer some type of price reduction or free merchandise.
- coupons and rebates
 - contests and sweepstakes
 - samples and premiums
 - none of the above

Short Answer

- List and discuss the 4 stages of a sports product's life cycle.
- Explain how pricing plays a significant role in the marketing mix.
- Discuss how a brand should reflect an image of the product. Give at least one example.
- Explain the difference between sponsorships and endorsements.
- What is test marketing? How does the result of test marketing influence the new product's future?
- Explain why publicity might hurt a company as well as help it.
- There are 4 things companies consider when selecting a sports celebrity for the endorsement of a product. List and discuss 2 out of the 4 possible answers.
- What is the difference between *promotional* advertising and *institutional* advertising?



Unit III Test Fashion Marketing

Multiple Choice

Identify the letter of the choice that best completes the statement or answers the question.

- _____ 1. What is the definition of the value of color?
- a. the lightness or darkness of a color c. the brightness or dullness of a color
b. the quality of the color d. the importance of the color
- _____ 2. Which of these has the greatest influence on fashion?
- a. music c. economic factors
b. the arts d. personal tastes
- _____ 3. Why do people wear clothes?
- a. to protect themselves c. to enhance their appearance
b. to adorn themselves d. all the above
- _____ 4. In the 1980s, millions of women entered the workforce. How did this affect fashion?
- a. Fashion became more casual for women.
b. Fashion adopted the “power look” for women.
c. Fashion consisted of clothing from the Middle East.
d. Fashion consisted of gold lamé and leopard print.
- _____ 5. Historically, what has determined the fashion a person wears?
- a. a person’s body type c. famous people
b. social class d. a person’s taste
- _____ 6. The Industrial Revolution changed the fashion industry by accomplishing what?
- a. More people entered the workforce. c. Garments were handmade.
b. Garments were mass-produced. d. Women made their own clothes.
- _____ 7. Target marketing considers the consumers’
- a. age c. education
b. gender d. all the above
- _____ 8. Psychographics considers the consumers’
- a. age, gender, and income c. knowledge of the product
b. attitudes, values, and interests d. place of residence
- _____ 9. What can change a market for fashion marketers?
- a. pricing c. economic or social conditions
b. competitors d. all the above
- _____ 10. The three types of sales promotions are
- a. contests, displays, and coupons
b. parties, phone calls, and fashion shows
c. buying trips, comparative shopping, and dinners with clients
d. hiring sales people, giving them bonuses, and promoting them to buyers

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- ___ 11. What is one element of a promotional mix?
- personal selling
 - apparel segment
 - finished garments
 - channels of distribution
- ___ 12. Which of the following are marketing strategies trying to do?
- improve the image of the store, improve the relationship with the employees, and improve the relationship with customers
 - improve the store location, improve the visibility of advertising, and improve customer service
 - increase the number of customers, increase the average transaction, and increase the frequency of repurchase
 - increase the amount of merchandise, increase the sales people on the floor, and increase customer service
- ___ 13. Which industry is the largest segment of the primary market in the fashion industry?
- retail shops
 - corporations
 - technical research
 - textiles
- ___ 14. Why are many garments manufactured outside of the United States?
- NAFTA encourages trade with other countries.
 - Other countries make more textiles.
 - Labor is cheaper in other countries.
 - Consumers appreciate imported goods.
- ___ 15. How has globalization changed the fashion industry?
- Fashion companies can produce their goods and sell them in whatever country they choose.
 - Fashion companies no longer have a target market.
 - Fashion companies compete only in their own countries.
 - Fashion companies regulate what other countries produce.
- ___ 16. Since the 1700s, what city has remained the center of the fashion world?
- London
 - Milan
 - New York
 - Paris
- ___ 17. How did the Milan fashion industry begin?
- making leather goods
 - tourism
 - making dresses
 - making men's suits
- ___ 18. For what is the Miami International Merchandise Mart known?
- haute couture
 - home furnishings
 - moderately priced sportswear
 - accessories
- ___ 19. Where do many fashion trends begin?
- on the street
 - in the movies
 - on television
 - all of the above
- ___ 20. London fashion focuses on what kind of merchandise?
- high-quality ready-to-wear garments
 - low-quality punk wear
 - high-quality formal wear
 - low-quality hip-hop wear

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Short Answer: please answer 8 out of the 9 following short answer questions.

21. Explain the four types of customer characteristics used to identify a target market.
22. List and explain the components of the marketing mix?
23. Explain the differences between a sole proprietorship, partnership and a corporation.
24. Explain briefly the history of the three most important **international** design centers and why they are still important today.
25. List and explain the 4 elements of design.
26. Why do people wear clothes? Explain the 3 needs satisfied by clothing.
27. Provide and explain at least 1 fashion trend/highlight of the following decades:
1960's
1970's
1980's
1990's
28. What are 3 common risks experienced by the fashion business and what are some ways to reduce or manage these risks?
29. Name and provide example of 3 out of the 5 promotional activities (promotional mix) used in fashion merchandising.



Unit V Social Media Applications

True or False

- | | | | |
|----|---|---|---|
| 1 | Linkedin is frequently used by professionals for “networking”. | T | F |
| 2 | Employers rarely check out the social media sites of potential employees. | T | F |
| 3 | Facebook offers few opportunities to improve target marketing. | T | F |
| 4 | Twitter accounts are for individuals only, not firms. | T | F |
| 5 | Social media marketing has made word of mouth advertising obsolete | T | F |
| 6 | Social media marketing refers to the process of gaining website traffic or attention through social media sites. | T | F |
| 7 | Social media serves as a relatively expensive platform for organizations to implement marketing campaigns. | T | F |
| 8 | Blogs are not considered part of social media. | T | F |
| 9 | In the context of the social web, <i>engagement</i> means that customers and stakeholders are participants rather than viewers. | T | F |
| 10 | In the 2008 presidential campaign Barack Obama used Twitter and Facebook to differentiate his campaign. | T | F |
| | Facebook profiles are more detailed than Twitter profiles. | T | F |
| 11 | Blogs allow a product or company to provide longer descriptions of products or services. | T | F |
| 12 | Broadcast media advertising tends to have an advantage on providing more timely messages to a target audience than does social media. | T | F |
| 13 | Social media allows for greater personalization of marketing messages. | T | F |
| 14 | The personal interaction of social media can instill a feeling of loyalty into followers and potential customers. | T | F |

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- | | | | |
|----|--|---|---|
| 15 | Engagement, traffic, and leads are important goals of social media marketing. | T | F |
| 16 | A command economy is one in which the government controls all of the factors of production. | T | F |
| 17 | Social media are ineffective for use in conducting market research. | T | F |
| 18 | Tumblr is useful for maintaining multiple blogs. | T | F |
| 19 | A microblog differs from a traditional blog in that its content is typically smaller in file size. | T | F |
| 20 | Cell phones are a useful medium for social media marketing. | T | F |



Retail Outlet

Unit VI Test Retailing

1. Gross profit margin is calculated by:
 - A. Dividing price by cost
 - B. Taking a percentage of fixed costs
 - C. Subtracting cost from price and dividing by the price
 - D. Statistical models
2. Your supervisor has asked you to prepare a marketing status report for each of the company's six stores. The most appropriate way to organize the information is
 - A. by site location. C. in chronological order.
 - B. by sales function. D. in reverse sequence.
3. Which of the following is an example of a brand promise:
 - A. Low credit terms are available for qualified customers until January, 2012.
 - B. Leather sofas only \$499 this weekend—buy now at Fred's Furniture Warehouse.
 - C. Henderson Photography...uniquely capturing your special moments is our priority.
 - D. For your convenience, four Cup O' Joe locations are open in the greater-metro area.
4. If one U.S. dollar is equal to \$1.01018 Canadian dollar, how much would you pay for a 16-gigabyte iPhone that costs \$299 U.S. dollars in Canadian dollars?
 - A. \$306.05 C. \$300.05
 - B. \$304.05 D. \$302.05
5. Which of the following financial services providers is most likely to provide a small, local retailer with business loans, checking and savings accounts, and overdraft protection:
 - A. Eastern Region Investment Bank
 - B. Marley and Winston Commercial Bank
 - C. Walker, Steinbrenner, and Houghton, CPA Firm
 - D. Allen and Mellon Brokerage Firm
6. Which of the following is an example of an unethical practice related to obtaining marketing information about a competitor:
 - A. An OQR business associate poses as a security guard at the PRW Corporation's headquarters to obtain information about the corporation's business activities.
 - B. A marketing-research firm conducts a focus group and fails to fully disclose important facts about the way in which the firm will use the participants' feedback.
 - C. BCT Technologies employs staff to search its competitors' web sites and government databases to obtain information about its competitors.

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D. INV Company sells its mailing list to LMN Industries and the TQS Manufacturing Company without the consent of its customers.

7. In its marketing plan, ROKE Athletic Shoes states that it wants to increase its market share for 25- to 40-year-old professional females by six percent in the next eight months. ROKE's marketing objective is related to

A. changes in market delivery. B. its target market. C. product. D. promotion.

8. Determine if the following statement is true or false: The primary purpose of quality-control measures is to evaluate employee efficiency levels.

A. False—the primary purpose of quality-control measures is to evaluate the degree of excellence of goods and services.

B. False—businesses also use quality-control measures to evaluate products, processes, and other business functions.

C. True—businesses must evaluate their employees' performance to ensure that they are producing high-quality goods and services.

D. True—employees perform the work, so they are responsible for developing and implementing product-quality measures.

9. Companies A, B, and C sell similar products. Together, they recently decided to sell their products for the same price. In what unethical activity are the businesses engaging?

A. Bait-and-switch C. Loss-leader pricing

B. Price fixing D. Gray markets

10. During one scene of a popular television show, an actor pours a box of brand-name cereal into a bowl and begins to eat it. This is an example of

A. product programming. C. brand identification.

B. brand awareness. D. product placement.

Essay:

You are the VP of merchandising for a large midwestern department store and sales have been sluggish lately. You are just about to launch your spring fashion line. Discuss in 3 – 5 paragraphs the considerations and strategies you should supply to ensure success for the spring launch.



Unit VII Test Legal Aspects of Marketing

1. The term “legal liability” refers to:
 - A. balance sheets
 - B. responsibility.
 - C. traffic tickets
 - D. the Robinson Patman Act
2. A tort is:
 - A. A French pastry
 - B. A type of regulation
 - C. A civil “wrong”
 - D. A partnership agreement
3. After Caroline told her manager about the pricing mistake she made on a purchase order, her manager said, “This does present a problem, but we can work it out. Thanks for letting me know right away.” Because Caroline accepted responsibility for her mistake, her supervisor is likely to
 - A. recommend Caroline for a promotion.
 - B. reprimand Caroline for having a bad attitude.
 - C. respect Caroline for her honesty.
 - D. require Caroline to pay the company for the mistake.
4. Why do some governments require businesses to use specific accounting methods?
 - A. To ensure that the businesses are complying with intellectual property laws
 - B. To provide external sources with accurate financial information
 - C. To control the ways in which businesses develop credit policies
 - D. To monitor how businesses establish their sales goals and budgets
5. Colleen doesn't like Reggie's political views, so she gives him a three percent pay increase instead of a five percent increase. This is an example of unethical behavior in relation to _____ management.
 - A. business-information
 - C. capital-assets
 - B. human-resources
 - D. financial-services
6. Katrina is using a special software program to develop a business chart that shows the employees' expertise and skills and how they access different types of information throughout the organization. What type of software is Katrina using to document the information?
 - A. Intranet
 - C. Tactical production
 - B. Knowledge mapping
 - D. Accounting
7. Which of the following is an example of employees using groupware computer applications:

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- A. Craig, Tessa, and Lily use presentation software to guide a group discussion about their research project.
- B. Kelli, Juan, and Phil can access and make changes to the company production schedule from their home computers.
- C. Dan, Kara, and Simon review their departments' budgets, which are saved as different computer-spreadsheets files.
- D. Michelle, Jeff, and Aubrey use the same desktop-publishing program to create advertisements and brochures for their companies.

8. Ethics are

- A. Standards of “right behavior
- B. The same as morals
- C. Rarely found in large corporations
- D. Civil rights

9. To perform his job, Andrew works a complex database program. Recently, a new version of the database program that he uses was released. The new program is more powerful, efficient, and user friendly. To learn how to use the program effectively, Andrew signed up to take a class at the community college. In this situation, Andrew is continuing his education so that he can

- A. update his technical skills. C. ensure his employability.
- B. change his career path. D. obtain professional licensure

10. In which section of the statement of work (SOW) document would you find the following information:

"AJB International will be responsible for collecting the research for the project, but will not interpret the results."

- A. Scope statement
- B. Communication plan
- C. Purpose statement
- D. Goals and objectives

Essay:

- A. Provide an analysis of the key issues surrounding the MacDonalds “hot coffee case”. Be sure to discuss the aspects of business liability in the case in comparison to the notion of *Caveat Emptor*.
- B. Differentiate the criteria that establish whether behavior is covered under civil or criminal law. Provide 3 examples of each type of illegal behavior.

Unit VIII Test Strategic Partnerships and Global Approaches



Marketing Applications

Test – Unit VII

Name _____

Part I True or False {20 Points}

Tariffs are like taxes on International trade	T	F
The U.S. embodies a socialistic economic system.	T	F
NAFTA is a treaty that promoted free trade throughout Europe.	T	F
An embargo is an act that promotes trade between two nations.	T	F
Coca Cola uses a globalization marketing strategy.	T	F
Most countries follow US cultural practices in the workplace.	T	F
The difference between a nation’s exports and imports is known as its balance of trade.	T	F
When a country exports more than it imports it is experiencing a trade deficit.	T	F
Multinationals are large corporations that have offices in several countries.	T	F
Customs, language, and clothing are all examples of a country’s culture.	T	F
One role of the consumer is to determine the demand of a product, which will help determine its price.	T	F
When the supply of a vital resource cannot meet the demand of the consumer, a scarcity will exist.	T	F
Price competition is based on firms struggle for customers on the basis of product features and quality.	T	F
GDP measures unemployment in an economy.	T	F

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The Simpsons” are a trademarked property that has been “licensed out” for other companies to use.	T	F
Roads and bridges are categorized as a land resource.	T	F
A command economy is one in which the government controls all of the factors of production.	T	F
Risk is the potential for loss or failure.	T	F
One way a business can increase productivity is by investing in new technology.	T	F
Competition is the driving factor behind a market economy.	T	F

Part II Short Answers (40 Points)

26. How do marketing strategies of customization and globalization differ?

27. Describe examples of cultural factors that can make doing business abroad more difficult.

28. What is the FTC and what does it do?

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29. List 5 countries and describe the type of economic system used there.

30. List the 4 resources that comprise the factors of production.

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31– 33. Present two advantages and disadvantages each for Capitalism, Socialism, and Communism in the chart below:

Type	Advantage	Disadvantage
Capitalism		
Socialism		
Communism		

Part 3 Essay: Choose 2 questions only and formulate your response in an essay of a minimum of 150 words written in two paragraphs. You will receive no credit unless you write at least 100 words for each essay. Use loose leaf and neatly write your essay using good grammar, spelling, etc. (40 Points)

- A. Explain how a marketer might seek to become a licensee of a brand in order to seek greater profits within his product line.**
- B. Explain the theory of Supply and Demand. Include how they are determined, how they influence pricing, and how they can affect the economy. Sketch a graph of a typical supply/demand relationship.**
- C. Sketch and label the “business cycle” and describe the factors that affect it.**



Final Exam – Marketing Applications

Part I. 55% True or False: 1 pt. each

- | | | | |
|----|---|---|---|
| 1 | A positioning statement expresses how a business or brand wishes to be viewed by employees. | T | F |
| 2 | Tactical Plans incorporate the broadest approaches a company will take to achieve its goals. | T | F |
| 3 | Consumer perceptions have little bearing on purchase decisions. | T | F |
| 4 | Mission statements should incorporate SAM principles. | T | F |
| 5 | There are 6 main components of a typical print advertisement. | T | F |
| 6 | <i>Breath Right</i> ® strips represent a customization strategy for international sales. | T | F |
| 7 | Marketers should always strive to provide the lowest prices possible for their products. | T | F |
| 8 | While “perception” and “reality” are two different concepts, for most people perception shapes one’s reality. | T | F |
| 9 | The acronym “AIDA” describes the goals of public relations. | T | F |
| 10 | An effective benefit statement should relate directly to a specific product feature. | T | F |
| 11 | Key elements of a positioning statement include the target, frame of reference, and product benefit statements. | T | F |
| 12 | A company’s ethical code is limited to adherence to government laws. | T | F |
| 13 | “AIDA” stands for “Awareness, intent, desire, advertise”. | T | F |
| 14 | The VALS model is concerned with demographic facts. | T | F |
| 15 | Press releases are normally copied verbatim by newspaper editors into their publications. | T | F |

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- | | | | |
|----|--|---|---|
| 16 | Pricing strategies used by marketers often have significant impact on consumer perceptions regarding a specific product. | T | F |
| 17 | As a subset of the promotion mix, the term “promotion” is a catch-all category of activities such as sampling, couponing, and sweepstakes. | T | F |
| 18 | Press releases follow a strict composition protocol. | T | F |
| 19 | Telemarketing is an example of “personal selling”. | T | F |
| 20 | “Infomercials” that provide an 800 order number are an example of personal selling. | T | F |
| 21 | The term <i>reach</i> refers the number of people that are exposed to a given advertisement. | T | F |
| 22 | Frequency refers to the number of times per day an advertisement is viewed. | T | F |
| 23 | A PEST analysis represents an assessment of the micro environment. | T | F |
| 24 | The internet allows advertisers to identify and reach very narrowly segmented groups. | T | F |
| 25 | When marketing internationally, it is generally best to adhere to US cultural norms as these are the most widely recognized. | T | F |
| 26 | Marketers should always seek to keep costs as low as possible. | T | F |
| 27 | A product classified as a “star” in the <i>BCG matrix</i> has high market share in a low market growth category. | T | F |
| 28 | The term “utility” refers to the value provided by a product. | T | F |
| 29 | A PEST analysis would be useful for a company considering international expansion. | T | F |
| 30 | Most consumers are represented in the <i>early majority</i> and <i>late majority</i> classifications of the product adoption curve. | T | F |
| 31 | Cell phones and money are physiological needs. | T | F |
| 32 | Maslow considered <i>self actualization</i> to be unattainable. | T | F |
| 33 | Coca Cola uses a globalization marketing approach. | T | F |
| 34 | Creating specialized products with unique brand names for different countries | T | F |

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is an effective globalization strategy.

- | | | |
|---|---|---|
| 35. Contract manufacturing is often more efficient when establishing a product in a foreign market. | T | F |
| 36. Margin and Markup are calculated using the same formula. | T | F |
| 37. A discount and a markdown are essentially the same thing. | T | F |
| 38. The product adoption curve is a useful tool when developing pricing strategies. | T | F |
| 39. Some of the key influencers of a firm's profitability are their selling prices and cost-containment practices. | T | F |
| 40. The intersection of the TFC and TVC cost curves is called the breakeven point. | T | F |
| 41. The price of a complementary product will not affect the sales of a related product. | T | F |
| 42. An item's gross profit margin is not influenced by taxes. | T | F |
| 43. Fixed costs are expenses that do not change. | T | F |
| 44. Price elasticity is a measure of the change in quantity demanded relative to a change in price. | T | F |
| 45. The demand for a pill that cures cancer would probably be elastic since people would be willing to pay almost any price for it. | T | F |
| 46. "SAM" objectives do not need to be quantified. | T | F |
| 47. The BCG matrix is a tool for assisting in strategic marketing decision making. | T | F |
| 48. A brand extension is the addition of a new item or items to an existing brand family.. | T | F |
| 49. $\text{Elasticity} = (\text{Percentage Change in Quantity}) / (\text{Percentage Change in Price})$. | T | F |
| 50. Maslow's pyramid prioritizes human needs. | T | F |
| 51. Predatory pricing is unethical, but not illegal. | T | F |
| 52. Relatively expensive products are more likely to be associated with a skimming price strategy rather than penetration pricing. | T | F |

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53. *Value – based pricing* is established by estimating the “worth” that a consumer perceives in a product. T F
54. The launch of a new product is often preceded by R&D processes. T F
55. Profit is the money earned from conducting business after all costs and expenses have been paid. T F

Part II. 45% Multiple Choice: 1 pt. each

56. Which of these is most closely associated with physical distribution?
- a) PSAs
 - b) Logistics
 - c) Market Research
 - d) Psychographics
 - e) Billboards
57. What is CRM?
- a) A customer-based pricing strategy
 - b) A sales closing strategy
 - c) A means of developing closer affiliation with customers
 - d) A consumer rating method
 - e) A contemporary research means
58. What are demands?
- a) needs backed by the power to buy
 - b) wants backed by market research
 - c) desires on a psychographic level
 - d) physiological needs
 - e) angrily stated requirements
59. Which of these is not an example of a marketing utility?
- a) Form
 - b) Information
 - c) Place
 - d) Synergy
 - e) Time
60. The term “product” includes
- a) Goods and advertising
 - b) Advertising and Promotion
 - c) Services and distribution
 - d) Only retail items
 - e) Goods and services
61. The formula for GRPs is:

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- a) Gross X Net
 - b) Weight X CPM
 - c) Reach X Depth
 - d) Reach X Frequency
 - e) CPM X Cost
62. A SWOT analysis:
- a) Only considers internal marketing factors
 - b) Assess the relative position of a company or good versus the competition
 - c) Ignores financial considerations
 - d) Is not appropriate for non-profit businesses
 - e) Is rarely used in business anymore
63. Which of these is not a method of consumer segmentation?
- a) Geographic
 - b) Psychographic
 - c) Telegraphic
 - d) Demographic
 - e) Product usage or behavioral
64. Which of these is generally not true regarding a press release?
- a) Contact information for the sender is provided
 - b) Includes specific details about a person, organization or event
 - c) Ends with a clarifying statement that provides additional background information
 - d) Entails an expectation that the release may not be printed verbatim
 - e) Requires a payment for placement.
65. What is a common carrier?
- a) A communication plan
 - b) A freight line
 - c) An airline
 - d) A pipeline
 - e) A proprietary distribution network
66. What legislation provided the clearest guidelines on quantity discounts?
- a) The Clayton Act
 - b) The Sherman Act
 - c) The Robinson Patman Act
 - d) The FTC Act
 - e) The Hawley Smoot Act
67. What is an FSI?
- a) A newspaper insert
 - b) A fast selling item
 - c) A federal sales investigation unit

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- d) A food service institution
- e) An investigative unit for consumer fraud

68. What does CPM mean?

- a) Consumer pricing model
- b) Cost per million
- c) Consumer product marketing
- d) Compound placement method
- e) Cost per thousand

69. Businesses involved in sales transactions that move products from manufacturer to final user are called:

- a) Wholesale clubs
- b) Rack Jobbers
- c) Supermarkets
- d) Intermediaries
- e) Agents

70. “Brick and Mortar” retailers:

- a) Only provide online shopping services
- b) Have a physical presence
- c) Include Lowes and Home Depot
- d) Sell primarily to construction companies
- e) Are known for “no frills” service and low prices.

71. Which of these is not a channel of distribution?

- a) The internet
- b) Supermarkets
- c) Convenience Stores
- d) Pipelines
- e) All are channels of distribution

72. Which of these is NOT a function of merchandising?

- a) Shelf location
- b) Store displays
- c) Free samples
- d) Psychological Pricing
- e) Point of sale materials

73. Which of these is NOT an example of personal selling?

- a) Telemarketing
- b) A sales clerk at Circuit City
- c) Michael Jordan in a Gatorade TV commercial
- d) A used car sales representative
- e) A student council member selling tickets in the cafeteria.

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74. If the price is 2.00 and the cost is 1.00, the GPM% is...
- a) 50%
 - b) 60%
 - c) 75%
 - d) 100%
 - e) The same as the break even point.
75. “Piggybacking” entails the use of:
- a) Railroads
 - b) Container Ships
 - c) The US Postal Service
 - d) Airplanes
 - e) All of the above
76. Repositioning is the process of...
- a) Introducing a new product
 - b) Changing a feature of the product
 - c) Creating new FABs for the product
 - d) Changing the target audience and/or primary usage of the product
 - e) Using a new pricing strategy
77. A PEST analysis...
- a) Takes into consideration government influences
 - b) Addresses issues regarding currency in a market
 - c) Is concerned with cultural factors and trends
 - d) All the above
 - e) Identifies unruly students in a classroom
78. In sales forecasting....
- a) The trend is your friend
 - b) No math is necessary
 - c) Changing market conditions should not be considered
 - d) It is essential to be 100% accurate.
 - e) Both C and D
79. The Ketchup conundrum is...
- a) Directly related to the product life cycle
 - b) An example of the superiority of branded vs. non-branded products
 - c) Best exemplified by Grey Poupon
 - d) Contrary to normal marketing logic
 - e) An example of effective CRM
80. When is a PEST analysis most likely to be used?
- a) When repositioning a product in your existing marketplace.
 - b) When considering the introduction of a new product.

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- c) When evaluating distribution costs.
- d) To determine GPM
- e) When developing a TV commercial

81. A Purple cow represents:

- a) A new and innovative way of looking at something
- b) A highly profitable item in the BCG matrix
- c) A process in the consumer black box
- d) A typical cause of cognitive dissonance
- e) All of the above are true

82. Which of these products would most likely appeal to a neophobic adult.

- a) An I-phone
- b) An electric car
- c) Monster Energy Drink
- d) Coca Cola classic
- e) Ugg Boots

83. In business, P&L stands for:

- a) Policies and logistics
- b) Profit and liabilities
- c) People and licenses
- d) Profit and loss
- e) Procedures and languages

84. A physical distribution plan is most concerned with

- a) Movement of goods from place to place
- b) Consumer satisfaction
- c) Involvement of brokers and agents
- d) Choice of distribution outlet
- e) Sales coverage strategies

85. The top line of a P&L is normally...

- a) COGS
- b) Gross Profit
- c) Net Profit
- d) Expenses
- e) Revenue

86. A marketing budget includes all but which of these

- a) Advertising
- b) Sales promotion

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- c) Public relations
 - d) Promotion
 - e) All should be included
87. Which of these would not meet the definition of a purple cow
- a) A new flavor of soft drink from Pepsi
 - b) A new App for an I phone
 - c) A line extension from Abercrombie and Fitch
 - d) A new pop song from Katy Perry
 - e) None meet the definition
88. What is another term that describes undercover marketing?
- a) Unethical marketing
 - b) Buzz marketing
 - c) Viral marketing
 - d) Guerrilla marketing
 - e) Stealth marketing
89. The bottom line of a P&L is always:
- a) A positive number
 - b) Printed in black ink
 - c) Expressed in millions of dollars
 - d) A reflection of the firm's profit for that period
 - e) The firm's total sales for the period
90. It is important to provide footnotes or a similar explanation of forecasting methodology because:
- a) These communicate the rationale for your forecasting choices.
 - b) These serve as a narrative for promotional communications.
 - c) These explain aberrations in a forecast.
 - d) These provide a basis for explaining future forecasting errors.
 - e) Both a and c.
91. "Undercover marketing" is best described as:
- a) An attempt to justify deceptive marketing practices.
 - b) An attempt to market to people without them realizing it.
 - c) An attempt to market complicated new-technology products.
 - d) An attempt to bypass government regulations.
 - e) An attempt to employ the technique of "caveat emptor".
92. Undercover marketing is most appropriate when:
- a) Budget constraints make traditional methods impossible.
 - b) Marketing illegal substances

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- c) When trying to circumvent child labor laws
- d) The marketing message is complex
- e) Combining personal selling with promotion efforts.

93. “Starbucks Coffee” is in danger of being found liable of:

- a) Trademark violation
- b) False advertising
- c) Product liability.
- d) Copyright infringement
- e) Undercover marketing

94. Improper or poorly executed forecasting efforts:

- a) Can lead to increased inventory costs
- b) May result in decreased levels of customer service
- c) Could result in inventory over stocks
- d) May necessitate a reevaluation of the methodology used
- e) All the above are true

95. A breakeven analysis:

- a) Ignores fixed costs
- b) Ignores variable costs
- c) Ignores the selling price
- d) Can yield an answer in terms of time, units, or currency
- e) All the above are true

96. Cognitive Dissonance:

- a) Can lead to a feeling of uneasiness by a customer
- b) Is more likely when an expensive purchase is made
- c) Is sometimes called “buyer’s remorse”
- d) Can be mitigated by good customer service practices
- e) All the above are true

97. Which of these represents the most realistic USP for Coca Cola?

- a) “Great Cola Taste”
- b) “America’s Favorite Soft Drink Since 1886”
- c) “We Provide Coupons and Contests”
- d) “Cold ‘n Fizzy”
- e) All the above are realistic

98. The VALS model:

- a) Represents a consumer segmentation strategy
- b) Can predict cognitive dissonance
- c) Is useful for sales forecasting
- d) Is used to correlate research data

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- e) All the above are true
99. The consumer black box:
- a) Represents the simple mental processes that affect consumer behavior
 - b) Relates to packaging and shipping decisions
 - c) Represents the complex nature of information processing by a consumer
 - d) Is one of the domains of the BCG Matrix
 - e) All the above are true
100. The consumer decision making process excludes which of the following:
- a) Problem recognition
 - b) An information search
 - c) An evaluation of alternatives
 - d) A formal P&L statement
 - e) The actual purchase decision