



## CTSO Course Alignments: Marketing and Management II Advanced Strategies

Below you will find standards for the Marketing and Management II Advanced Strategies course aligned with competitive events from appropriate career and technical student organizations (CTSOs). Knowing the aligned events for your organization will allow you to have additional tools for teaching course standards, as well as increase student engagement and preparation in your CTSO activities. The final column recommends potential tools from other CTSO organizations. Even if your students are not participating in these organizations, available rubrics, tools, and materials can also add to the instructional resources at your disposal for best teaching your content.

**Important to note:** While the aligned activities below can be important tools in teaching course standards, it is important to note that events may not cover a standard in its entirety and should not be the sole instructional strategy used to address a standard.

	STANDARD	ALIGNED DECA COMPETITIVE EVENTS/PROGRAMS	OTHER POTENTIAL CTSO TOOLS & RESOURCES
1	Identify the forms of business ownership (such as sole proprietorship, partnership, and corporation). Compare the advantages and disadvantages of each; explore at least four ways to start a business as part of a class discussion. Cite under what circumstances it would be advantageous for a business to form a limited liability company. (TN Reading 1, 2, 4; TN Writing 4, 9)	<ul style="list-style-type: none"> <li>• <b>FBLA:</b> Business Plan</li> </ul>	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Entrepreneurship</li> <li>• <b>FFA:</b> Farm Business Management</li> <li>• <b>SkillsUSA:</b> Entrepreneurship</li> </ul>
2	Using supporting data obtained from public sources such as the Bureau of Labor Statistics, explain why entrepreneurship is important to the U.S. economy. Compare and contrast the role of the entrepreneur to that of a manager. (TN Reading 1, 2; TN Writing 2, 4, 9)		<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Entrepreneurship</li> <li>• <b>SkillsUSA:</b> Entrepreneurship</li> </ul>
3	Distinguish the differences between horizontally organized and vertically organized companies. Explain how self-management teams function and illustrate how a student organization could be organized around particular processes or specializations with teams providing support. (TN Reading 1, 2, 4, 5; TN Writing 2, 4, 9)		<ul style="list-style-type: none"> <li>• <b>FFA:</b> Farm Business Management</li> </ul>
4	Discuss why all three functions of management (planning, organizing and controlling) involve decision making and leadership. Describe the steps that should be included in the decision-making process. (TN Reading 2; TN Writing 2, 4, 9)		<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Leadership</li> </ul>

5	Demonstrate effective management skills by role-playing how you would manage a difficult workplace scenario. (TN Reading 9)	<ul style="list-style-type: none"> <li>All role-play events for DECA and FBLA.</li> </ul>	<ul style="list-style-type: none"> <li><b>FCCLA:</b> Leadership</li> <li><b>HOSA:</b> Creative Problem Solving, Public Service</li> <li><b>TSA:</b> On Demand Video, Digital Video Production</li> </ul>
6	Identify three motivational management techniques that do not include money and describe the characteristics of the situation in which each may be chosen to motivate employees. (TN Reading 1; TN Writing 9)		<ul style="list-style-type: none"> <li><b>FCCLA:</b> Leadership</li> </ul>
7	<p>Create a company orientation manual, including sections on, but not limited to, the following.</p> <ol style="list-style-type: none"> <li>Hiring</li> <li>Compensation</li> <li>Scheduling, including vacation, sick, and paid time off</li> <li>Social media compliance policy</li> <li>Handling grievances</li> <li>Addressing customer feedback</li> <li>Performance assessments, including performance improvement and rewards</li> <li>Promotions, transfers, and dismissals</li> <li>Ethics in the workplace</li> </ol> <p>(TN Reading 9; TN Writing 2, 4, 7, 9)</p>	<ul style="list-style-type: none"> <li><b>DECA:</b> Business Operations Research Project (2012 topic)</li> </ul>	
8	<p>Create a six-month marketing plan aimed at increasing business profitability for the work-based learning partner or another local business. Include the following.</p> <ol style="list-style-type: none"> <li>An executive summary with a situational analysis identifying both SWOT (Strengths, Weaknesses, Opportunities, and Threats) and PEST (Political/legal, Economic, Sociocultural, and Technological) factors</li> <li>Marketing strategies</li> <li>Cost analysis</li> <li>Implementation plan</li> <li>Marketing audit evaluation instrument</li> </ol> <p>(TN Reading 7, 9; TN Writing 2, 4, 8, 9; TN Math N-Q)</p>	<ul style="list-style-type: none"> <li><b>DECA:</b> Creative Marketing Project, Public Relations Project, Advertising Campaign</li> </ul>	<ul style="list-style-type: none"> <li><b>FFA:</b> Marketing Plan</li> </ul>
9	Prepare a presentation on a federal statute encompassing consumer or trade laws or business practices (such as the Sherman Antitrust Act, the Robinson-Patman Act, or the Consumer Product Safety Act) that can affect businesses. (TN Reading 2, 4; TN Writing 4, 6, 9)		
10	Write a report on ethical dilemmas that could be encountered when conducting business with international partners. Using media reports and/or case studies, cite examples of how U.S. business practices differ from those of other countries. (TN Reading 6; TN Writing 2, 4, 7, 9)	<ul style="list-style-type: none"> <li><b>FBLA:</b> Business Ethics, Global Business</li> </ul>	<ul style="list-style-type: none"> <li><b>FFA:</b> Agricultural Issues</li> </ul>

11	Cite the differences between centralized buying and decentralized buying; identify benefits and challenges of each. (TN Reading 4; TN Writing 9)		
12	Describe a six-month merchandise plan; identify factors to consider when selecting suppliers and negotiating terms of sale. Based on findings, write recommendations for adding a new product to the company's inventory. (TN Reading 7, 9; TN Writing 1, 4, 7, 9)	<ul style="list-style-type: none"> <li>• <b>DECA:</b> Fashion Merchandising Promotion Plan, Sports &amp; Entertainment Promotion Plan</li> </ul>	
13	Identify and describe market factors that can affect prices (such as embargos, natural disasters, and overproduction), and cite legal and ethical considerations for price planning, including price fixing and price discrimination, among others. (TN Reading 2, 4)	<ul style="list-style-type: none"> <li>• <b>FBLA:</b> Business Ethics</li> </ul>	
14	Explain the relationship between pricing and product life cycle. Write an argument supporting either penetration pricing or price skimming as the best pricing strategy to employ when launching a new product. Cite examples from news media or other appropriate texts of how each strategy was used in recent product introductions. (TN Reading 4, 5, 9; TN Writing 1, 4, 7, 9)		
15	Explain how a company's profit relates to markup. Using the same product, demonstrate the ability to calculate retail percentage markup and markdown in dollars and percentages. (TN Reading 2; TN Writing 4; TN Math N-Q, A-SSE)	<ul style="list-style-type: none"> <li>• <b>FBLA:</b> Business Math</li> </ul>	
16	Analyze journal articles about effective institutional promotions (e.g. Macy's Thanksgiving Day Parade), identifying benefits achieved. Research a prominent example of an institutional promotion; name the company sponsor, identify any nonprofit benefactors, and construct an essay highlighting factors that contributed to the launch of the promotion as well as to its continued existence. Address how social media tools have been leveraged to support your selected example. (TN Reading 1, 2, 6; TN Writing 2, 4, 8, 9)	<ul style="list-style-type: none"> <li>• <b>DECA:</b> Creative Marketing Project, Advertising Campaign</li> </ul>	
17	Design an institutional promotions plan for the WBL partner or another local business. Include all elements of the promotional mix. Identify: <ul style="list-style-type: none"> <li>a. Goals</li> <li>b. Target market</li> <li>c. Message or theme</li> <li>d. Coordination aspects</li> <li>e. Action plan/implementation</li> <li>f. Evaluation instrument</li> </ul> (TN Reading 2; TN Writing 4, 9)	<ul style="list-style-type: none"> <li>• <b>DECA:</b> Creative Marketing Project, Advertising Campaign</li> </ul>	

18	Describe how a business' image is created and/or enhanced through architectural displays; explain the importance of interior displays to a business' overall image. Create a rubric for evaluating the effectiveness of an architectural/interior display. In groups, divide a list of local businesses to visit. Using the rubric, conduct site surveys to evaluate the displays at a minimum of three businesses per group, and then share findings with the class in a presentation. (TN Reading 2, 7, 9; TN Writing 2, 4, 7)		<ul style="list-style-type: none"> <li>• <b>FFA:</b> Agricultural Sales</li> </ul>
19	Examine different types of marketing research and define methods for gathering marketing research data; include primary and secondary research methods. (TN Reading 1, 2, 4)	<ul style="list-style-type: none"> <li>• <b>DECA:</b> Business Operations Research Events</li> </ul>	
20	Assist in finding a solution to a problem for the WBL partner or another local business using marketing information management. Identify the problem, investigate the problem, and conduct research on potential ways to resolve the problem. Construct and administer a survey of customers or potential customers to determine factors that could be contributing to the problem; include open-ended, forced choice, and rating/ranking survey questions. Present survey findings and recommendations for resolving the problem in a graphic presentation to partner business and peers. (TN Reading 4, 7, 9; TN Writing 1, 4, 6, 7, 9; TN Math N-Q, S-ID, S-IC)	<ul style="list-style-type: none"> <li>• <b>DECA:</b> Business Operations Research Events</li> </ul>	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Advocacy</li> </ul>
21	Identify the various types of business risk, describing ways in which businesses can manage risk. Provide examples of how risk reduction or prevention can apply to the following areas: <ul style="list-style-type: none"> <li>a. Employee screening and training</li> <li>b. Safety conditions and safety instructions</li> <li>c. Employee theft</li> <li>d. Shoplifting</li> <li>e. Reduction in workplace threats</li> </ul> (TN Reading 2; TN Writing 4)	<ul style="list-style-type: none"> <li>• <b>DECA:</b> Business Operations Research Events</li> </ul>	<ul style="list-style-type: none"> <li>• <b>FFA:</b> Farm Business Management</li> </ul>
22	Cite the differences between and features of property and liability insurance. Obtain three quotes for minimum liability insurance coverage for a business in your area, using square footage and inventory on hand as factors on which to base the quote. (TN Reading 4, 5; TN Writing 4, 9)		<ul style="list-style-type: none"> <li>• <b>FFA:</b> Farm Business Management</li> </ul>
23	Describe the differences between equity capital and debt capital and explain the advantages and disadvantages of each. (TN Reading 2, 4)		
24	To evaluate the credit worthiness of a business, lenders rely on the six C's (character, capability, capital, collateral, coverage, and conditions). Identify and explain the role each of the six criteria play in a lender's ability to determine overall risk and approve financing. (TN Reading 2, 4, 5; TN Writing 4, 9)	<ul style="list-style-type: none"> <li>• <b>DECA:</b> Personal Financial Consulting (2014)</li> </ul>	

25	<p>Identify the types of financial documents typically included in a business plan. Prepare examples of the following:</p> <ol style="list-style-type: none"> <li>Personal financial statement</li> <li>Estimated startup costs</li> <li>Projected business income statement for one quarter</li> <li>Projected balance sheet after one year</li> </ol> <p>(TN Reading 2, 4; TN Writing 4; TN Math N-Q; TN Economics)</p>	<ul style="list-style-type: none"> <li>• <b>DECA:</b> Business Operations Research Plan</li> <li>• <b>FBLA:</b> Business Plan, Business Financial Plan</li> </ul>	
26	<p>Apply principles of marketing and management to a work-based learning opportunity such as job shadowing, internships, or related work-based/work-site experiences.</p>		
27	<p>Evaluate and apply principles of ethics as they relate to the work-based experience.</p>	<ul style="list-style-type: none"> <li>• <b>FBLA:</b> Business Ethics</li> </ul>	
28	<p>Employ safety principles to the work-based experience. (TN Reading 3)</p>		
29	<p>Compose and maintain a journal that documents work-site experiences, time management, and ethical workplace behaviors. (TN Writing 4, 5, 10)</p>		
ALL	<p><b>CAN BE USED WITH ALL/MOST STANDARDS</b></p>	<ul style="list-style-type: none"> <li>• <b>DECA:</b> Principles of Business Administration events, Team Decision Making events, Individual Series events</li> <li>• <b>FBLA:</b> Marketing, Management Decision Making</li> </ul>	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Illustrated Talk, Chapter in Review Display, Chapter in Review Portfolio, Entrepreneurship</li> <li>• <b>SkillsUSA:</b> Career Pathways Showcase, Job Skills Demonstration A, Job Skills Demonstration O, Prepared Speech, Extemporaneous Speaking, Chapter Display, Entrepreneurship</li> </ul>