



Department of
Education

College, Career and
Technical Education

~~Published, May 2023~~2025

Career Cluster:

Marketing, Distribution, and Logistics

Introduction to Entrepreneurship

Primary Career Cluster:	Marketing, Distribution & Logistics
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C31H24
Prerequisite(s):	None
Credit:	1
Grade Level:	9-10
Focused Elective Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Marketing courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is the first course in the <i>Entrepreneurship</i> program of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org
Coordinating Work-Based Learning:	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://www.tn.gov/content/tn/education/career-and-technical-education/work-based-learning.html. Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html.
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	030, 035, 039, 052, 054, 152, 153, 158, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications/Training:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-marketing.html https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-marketing.html

Course -a-a-aa -Glance

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

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

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

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

- Participate in the CTSO Fall Leadership Conference, DECA and FBLA Fall Leadership Camps, FBLA Regional and State Leadership Conferences, and DECA Emerging Leader Summit to engage with peers by demonstrating logical thought processes and developing industry-specific skills that involve teamwork and project management.
- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, and career exploration.
- Participate in DECA competitive events such as Business Law and Ethics Team Decision Making, Business Services Operations Research, Business Growth Plan, Entrepreneurship Promotion Project, Franchise Business Plan, Innovation Plan, and Principles of Business Management and Administration.
- Participate in FBLA competitive events such as Business Ethics, Business Law, Business Plan, Client Service, E-business, Future Business Leader, and International Business.

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

Using Work-Based Learning (WBL) in Your Classroom

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

- **Standards 1.1-1.2, 1.4** | Guest speakers with experience starting and owning entrepreneurial ventures and small businesses to discuss the entrepreneurial startup process, types of business ownership, and role of entrepreneurship in the United States.
- **Standard 1.3** | Informational interviews with entrepreneurs and small business owners to help determine the characteristics and traits of successful entrepreneurs.
- **Standards 3.1-3.3** | Informational interviews with entrepreneurs and small business owners to learn about management functions/styles and leadership styles.

- **Standards 4.1-4.4** | Guest speakers from local businesses and/or job shadowing at local businesses to learn about functions of business and key business concepts.
- **Standards 6.2-6.3** | Technical mentoring through online interactions with multiple business and industry professionals to develop students' mastery of planning and drafting a budget.

Course Description

Introduction to Entrepreneurship is an introductory course designed for students interested in pursuing the Entrepreneurship program of study. This course is also appropriate for students enrolled in any program of study who plan to own and operate their own business. In this course, students will develop strong foundational knowledge in key business and entrepreneurial principles, including types of business ownership management functions and styles, human resources, business operations, marketing, finance and budgeting, employment law, and ethics. Students will also develop skills in critical thinking, communication, and professionalism by exploring key aspects of leadership, the entrepreneurial mindset, diversity, teamwork, and conflict resolution. Upon completion of this course, students will be proficient in the foundations of entrepreneurship and small business ownership, business concepts and operations, finance and budgeting, marketing principles, leadership and management functions, and professional communications.

Course Standards

1. Fundamentals of Entrepreneurship and Business Ownership

1.

- 1.1 Role of Entrepreneurs: Define **entrepreneur, entrepreneurship, and small business**. Explain the key components of the **entrepreneurial startup process** (i.e. the entrepreneur, the environment, the opportunity, startup resources, and the new venture organization), as well as the risks and rewards involved.
- 1.2 Growth of Entrepreneurship in the U.S.: Evaluate the **growth of entrepreneurship** in the U.S. in the current decade ~~an~~ and examine how business cycles, economic indicators (i.e. interest rates, inflation, and unemployment), and the free enterprise system affect entrepreneurial decision-making.
- 1.3 Entrepreneurial Characteristics & Traits: Identify the personal traits, experiences, and behaviors of successful entrepreneurs and complete ~~an~~ entrepreneurial characteristics self-assessment and **evaluation** to determine personal strengths and characteristics to develop.
- 1.4 Business Ownership Types: Identify the **common types of business ownership**, comparing and contrasting the advantages and disadvantages of each type for a small business. Analyze the various risks that small businesses encounter and explain how small businesses deal with these risks.
- 1.4.1.5 Career and Technical Student Organization Introduction: Introduce the program's aligned **Career and Technical Student Organizations (CTSO), DECA or FBLA, through an interactive activity, such as a classroom competition.**



2. Communications and Professionalism

- 2.1 Personal and Professional Communication: Demonstrate appropriate **verbal and written communication** in both professional and personal settings/situations. Compose and format various types of business communications (e.g., letters, memos, reports, resumes, ~~email~~emails, etc.). Proofread business documents to ensure clarity, consistency, accuracy, and precision.
- 2.2 Cross-Cultural Communication: Demonstrate proper **respect for diverse clients** and ~~the~~ ability to communicate with people from different cultures and countries. Compose effective business communication according to an understanding of appropriate environments and differences in tone, style, and format.
- ~~2.2~~
- 2.3 Teamwork and Conflict Resolution: Identify **problem-solving strategies for resolving conflict** and determine appropriate behavior when engaging with employees, supervisors, and coworkers. Determine best practices for sharing knowledge and skills with others as a method of problem-solving.

3. Leadership and Management Functions

- 3.1 Management Functions: Discuss the importance of management and explain the **four management functions** (i.e. planning, organizing, directing, and controlling) to facilitate workplace organization and efficiency. Identify the primary **managerial roles** (e.g., entrepreneur, leader, monitor, etc.) within an organization.
- 3.2 Leadership Skills and Qualities: Explain the **concept of leadership**. Distinguish between **leadership skills** (e.g., initiative, negotiation, adaptability, problem solving, positive reinforcement, etc.) and **leadership qualities** (e.g., integrity, honesty, responsibility, fairness, positive attitude, etc.), demonstrating both skills and qualities in a professional setting.
- 3.3 Leadership Styles: Compare and contrast various **leadership styles** (e.g., bureaucratic, relationship-oriented, authoritarian, transactional, etc.), outlining the advantages and disadvantages of each. Identify the appropriate style for a given scenario/situation (e.g., handling employee conflict, inspiring/motivating a team, overseeing a new team project, etc.).
- 3.4 Human Resources Management: Outline the **role and function of human resources** and determine the proper human resources procedures for managing employees. Develop a job description, identify appropriate selection tools (e.g., interviews, tests, reference checks, etc.), and ~~plans~~plan and ~~conducts~~conduct job interviews for ~~position~~positions in a small business environment.

4. Business Concepts and Operations

- 4.1 Functions of Business: Define the term business and research the **four major functions of business**: (1) production and procurement, (2) marketing, (3) management, and (4) finance and accounting. Select a product and trace its development through each of the four functions, detailing who is involved at each stage.

- 4.2 Factors of Production: Identify **factors of production** (*i.e.*, natural, labor, capital, and entrepreneur). Discuss the concept of **opportunity cost** in business operations and explain how businesses make decisions based on scarcity of resources. Research **emerging technologies** (e.g., robotics, artificial intelligence, etc.) and identify their impact on changing production.
- 4.3 Business Technology: Explain the use of **technology in the workplace**, analyzing the effects of technology on worker productivity and workplace skills. Identify **best practices** for using technology to solve business problems and access online databases, web-based sources, and other information sources to retrieve information.
- 4.4 Economic Systems: Cite the advantages and disadvantages of a **market economy**, a **command economy**, and a **mixed economy**. Discuss the relationships among consumers, businesses, and government in various economic systems, and analyze differences in these groups' rights and responsibilities in countries where these distinctive systems exist.
- 4.5 Elements of a Business Plan: Explain the importance of developing and organizing a successful **business plan**. Analyze the procedure for creating a business plan, identifying the proper **format** and key **components** of a business plan.

5. Marketing

—Marketing and Small Business Ownership: Explain the **concept of marketing** and its importance to business ownership, identifying the fundamental marketing concepts used by a small business. Describe the **four elements of the marketing mix** (*i.e.*, price, product, promotion, and place) and analyze the roles of sales and promotion in a small business. ~~Investigate a local small business, focusing on how the company employed the marketing mix. Critique the company's strategies and suggest alternative ideas for future campaigns, following the principles of the marketing mix. Investigate business practices of small businesses, including their marketing mix strategies and propose alternatives.~~

~~5.1 Storyboard the investigation, the use of the company's marketing mix, and the critique of the company strategies. Design the future campaign based on the storyboard. Compile the elements of the storyboard and campaign with other artifacts for inclusion in a program portfolio to be updated throughout the program of study. Develop storyboards displaying a small business's current marketing mix and the student's proposed new campaign.~~

~~5.1~~

~~5.2 Consumer Buying Behavior: Explain the factors that influence **consumer buying behavior**, analyzing consumer behavior to determine what motivates decision-making.~~

~~5.2~~

6. Finance and Budgeting

6.1 Financial and Accounting Terms: Define and explain basic **accounting functions and terms**, including assets and asset types, cash accounts receivable, fixed, liquid, and inventory goods on



hand. Identify **liabilities** and **types of liabilities**, including accounts payable, long-term debt, and short-term debt.

6.2 Business Expenses: Identify **fixed and variable costs** for startup and maintenance of a business. Identify **unexpected expenses** (e.g., fines, fees, and unexpected repairs).

6.3 Developing a Budget: Describe the process of **developing a budget for a business**, identifying the elements of a budget, including an income statement, balance sheet, and cash flow. Analyze potential sources of income for a business venture.

6.3

7. Business Law and Ethics

7.1 Agency Law and Employment Law: Analyze the role of **agency and employment law** as it relates to small business ownership. Assess the role of the **Equal Employment Opportunity Commission (EEOC)** and its effects on employees' rights. Analyze appropriate behavior when interacting with employees, supervisors, and co-workers.

7.2 Ethics and Social Responsibility: Research the concepts of **social responsibility and ethics** as important components of business. Identify ethical traits (e.g., honesty, integrity, justice, etc.) and **unethical employee attitudes and behaviors** that would lead to unsatisfactory customer service.

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

8. Team Project with Data Analysis

8.1 Data Analysis in Entrepreneurship: Research the use of data in Marketing, Distribution, and Logistics career fields. Include data that is generated internally by businesses, and externally by local communities, state, and the nation. Explore examples of how the data is used, including the following:

- a. customer/client use of products and services;
- b. demographics of end users;
- c. community, state, and national statistics; and
- d. data that must be reported to another entity.

Standards Alignment Notes

*References to other standards include:

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



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~~○ P21: Partnership for 21st Century Skills~~

~~○ Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.~~

Primary Career Cluster:	<u>Marketing, Distribution & Logistics</u>
Course Contact:	<u>CTE.Standards@tn.gov</u>
Course Code(s):	<u>C31H00</u>
Prerequisite(s):	<u>None</u>
Credit:	<u>1</u>
Grade Level(s):	<u>9 - 11</u>
Focused Elective/Elective Focus- Graduation Requirements:	<u>This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>Marketing</i> courses. In addition, it satisfies the <i>Economics</i> requirement for graduation.</u>
POS Concentrator:	<u>This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in an approved program of study.</u>
Programs of Study and Sequence:	<u>This is the second course in the <i>Marketing Management and Entrepreneurship</i> programs of study.</u>
Aligned Student Organization(s):	<u>DECA: http://www.decatn.org FBLA: http://www.fblatn.org</u>
Coordinating Work-Based Learning:	<u>Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html. visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html</u>
Promoted Tennessee Student Industry Credentials:	<u>Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html. visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html.</u>
Teacher Endorsement(s):	<u>030, 035, 052, 054, 152, 153, 158, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958</u>
Required Teacher Certifications:	<u>None</u>
Required Teacher Training:	<u>None</u>

Teacher Resources:

<https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-marketing.html>

Best for All Central: <https://bestforall.tnedu.gov/>

Marketing and Management I: Principles

Primary Career Cluster:	Marketing, Distribution & Logistics
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C31H00
Prerequisite(s):	None
Credit:	1
Grade Level:	9-11
Focused Elective Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>Marketing</i> courses. In addition, it satisfies the <i>Economics</i> requirement for graduation.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is the second course in the <i>Marketing Management</i> program of study and the first course in the <i>Supply Chain Management</i> program of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fbaltn.org
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html .
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Required Teacher Certifications:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-business-management-administration.html clusters/cte-cluster-business-management-administration.html Best for All Central: https://bestforall.tnedu.gov/

Course -at -a -Glance

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

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

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

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

Using Work-Bbased Learning (WBL) in Your Classroom

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

- **Standards 1.1** | Invite gGuest speakers from various areas (e.g., public relations, advertising, management, etc.) in the marketing industry to help illustrate marketing's core concepts.
 - **Standards 2.1-2.4** | Assign sStudents to work with businesses—either locally or virtually—to examine their products, services, marketing plans, and strategies and then use their findings to discuss the marketing mix and marketing segmentation.



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

Course Description

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

Course Standards

a.1. **Role of Marketing**

a.1.1 **Definition of Marketing:** Define **marketing** and describe the **marketing core functions** (i.e., channel management, marketing information management, marketing planning, pricing, product service management, promotion, and selling). Examine how each function supports the marketing concept.

b.1.2 **Personal and Professional Communication:** Demonstrate appropriate **verbal and written communication** in both professional and personal settings/situations. Compose and format various types of **business communications** (e.g., letters, memos, reports, resumes, [emails](#), etc.). Proofread **business documents** to ensure clarity, consistency, accuracy, and precision.

b.2. **Market Planning**



a.2.1 Marketing Mix: Examine the elements of the **marketing mix**. Select a product or service and apply the **four P's** of the marketing mix (product, place, price, and promotion) to that product or service.

b.2.2 Marketing Plan: Analyze the **elements of a marketing plan**. Discuss common elements of marketing plans and identify different objectives companies may pursue, including **values-based** and **experiential marketing**.

c.2.3 Market Segmentation: Explain the concept of **market segmentation** and cite article(s) and case studies to illustrate how a company strategy uses market segmentation to increase its **market share**.

d.2.4 Marketing Research: Define marketing research and explain the role of **marketing research in business decisions**. Identify **key steps** and **research techniques** in the marketing research process.

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

3. **Economics in Marketing**

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

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

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

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

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

4. **Supply Chain Management**

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

~~3.24.2~~ Major Transportation Modes: Describe the major modes of transportation involved in the **distribution of goods**, including the advantages and disadvantages of each. Identify the **types of products** best suited for delivery via each mode of transportation.

~~e.5.~~ Selling

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

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

~~5.15.3~~ Mock Sales Demonstration: Prepare a **mock sales demonstration** to include the following:

- ~~1.a.~~ Identify ~~identify~~ the approach.;
- ~~2.b.~~ Determine ~~determine~~ needs.;
- ~~3.c.~~ Present ~~present~~ the product.;
- ~~4.d.~~ Overcome ~~overcome~~ the objections.;
- ~~5.e.~~ Close ~~close~~ the sale (using a variety of purchase options: cash, credit, layaway).;
- ~~6.f.~~ Offer ~~offer~~ suggestive selling.;
- ~~7.g.~~ Relationship ~~relationship~~ management.

~~f.6.~~ Product Development, Branding, Packaging, and Labeling

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

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

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

~~g.7.~~ Advertising and Promotion

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

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

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

e-7.4 Promotion Tracking: Apply tracking techniques to promotional efforts for both in-person and online sales.

4-17.5 Product Promotional Campaign: Using strategies from the **promotional mix**, create a **product promotional campaign** for a local business or student organization that includes the following:

- a. Establish-establish objectives.i
- b. Identify-identify the target market.i
- c. Design-design the theme and promotional message.i
- d. Select-select promotional activities.i
- e. Allocate-allocate budget amounts.i and
- f. Measure-measure results.

4. ———

h-8. Career Exploration and Development

a-8.1 Marketing Career Opportunities: Identify **career opportunities** in marketing. Using real-time labor market data, research opportunities for **job growth** in the field. Take a **career interest inventory** to assess goals and aptitudes and develop a **career plan** based on the results.

8.2 Job Market Search: Conduct a **job market search** for one of the careers selected in standard 9.1. Compare three or more **job openings** using the following criteria: (1) education/certification requirements, (2) recommended years of experience, (3) salary and benefits, and (4) expected roles and responsibilities.

9. Team Project with Data Analysis

9.1 Team Project with Data Analysis: -As a team, identify a problem related to the program of study as a whole. Research and utilize the **Engineering Design Process** to design a solution. Document the following steps in an **engineering design notebook** for inclusion in the program portfolio. When possible, connect the problem to a DECA or FBLA competitive event.

- a. **Problem Identification**: Brainstorm specific problems and challenges within the program of study. Conduct basic research to understand the scope and implications of the identified problem. Identify one problem as a focus area.
- b. **Research and Analysis**: Conduct in-depth research on chosen topics related to the problem. Locate and analyze a dataset related to the problem.
- c. **Review the Stages of the Engineering Design Process**: Define the problem, research, brainstorm solutions, develop prototypes, test and evaluate, and iterate.



Consider constraints such as cost, efficiency, and environmental impact during the design process.

- d. **Project Implementation:** Assign specific roles within the design teams (e.g., project manager, researcher, designer, tester). Design a solution tailored to address the identified problem or scenario. Document progress through design journals, sketches, diagrams, and digital presentations. (Note: Prototype is optional in the Year 2 course.)
- e. **Presentation and Reflection:** Showcase the problem and solution to the class. Share the data that was analyzed and how it affected the solution. Discuss the design process and challenges. As a class, critically evaluate the effectiveness and feasibility of the solutions and propose potential improvements.

b.

Standards Alignment Notes

*References to other standards include:

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

Marketing & Management II: Advanced Strategies

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

Course at a Glance

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

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

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

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

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

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

Using Work-Based Learning (WBL) in Your Classroom

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

- **Standards 1.1-1.3** | Job shadowing and informational interviews with industry professionals in management-level positions to learn the various skills, techniques, and functions of management.
- **Standard 2.1** | Compensated internship in the marketing industry connected to the curriculum and develop a six-month marketing plan for that business or company.
- **Standards 3.1-3.3** | Guest speakers from the marketing industry to discuss purchasing and supply chain methods and procedures.



- **Standards 5.1-5.4** | Integrated project with multiple interactions with business and industry professionals to practice developing promotional campaigns using various mediums (e.g., social media and architectural displays).
- **Standard 7.3** | Working with a management-level or human resources **professional professionals** at a local business or company to develop a sample orientation and training manual for that company.
- **Standards 10.1-10.4** | Compensated internship or on-the-job training with a business or industry partner connected to curriculum and develop artifacts to record experiences and insights.

Course Description

Marketing & Management II: Advanced Strategies is a study of marketing concepts and principles used in management. Students will examine the challenges, responsibilities, and risks that managers face in today's workplace. Subject matter includes finance, business ownership, risk management, marketing information systems, purchasing, promotion, and human resource management. Students will develop critical documents to prepare them for careers in marketing management, including a marketing plan, institutional promotional plan, and human resources materials. Upon conclusion of this course, proficient students will understand key management functions, promotional concepts, pricing and purchasing, risk management, and legal and ethical issues, as well as engage in marketing research and develop key financial documents related to marketing management.

Course Standards

1. Management Functions

~~a.~~

1.1 Organizational Charts and Design: Research organizational charts and designs and differentiate between **centralized and decentralized decision-making**.

1.2 Four Functions of Management: Discuss the **importance of management** and explain the **four management functions** (i.e., planning, organizing, directing, and controlling) to facilitate workplace organization and efficiency. Identify the primary managerial roles (e.g., entrepreneur, leader, monitor, etc.) within an organization.

Effective Leadership and Management Skills: Demonstrate effective **leadership and management skills** by role-playing how you would manage difficult **workplace scenarios**. Identify which different **leadership styles** fit different scenarios.

1.3

~~• Four Functions of Management:~~ Discuss the **importance of management** and explain the **four management functions** (i.e., planning, organizing, directing, and controlling) to facilitate workplace organization and efficiency. Identify the primary managerial roles (e.g., entrepreneur, leader, monitor, etc.) within an organization.

~~•~~ Effective Leadership and Management Skills: Demonstrate effective **leadership and management skills** by role-playing how you would manage difficult **workplace scenarios**. Identify which different **leadership styles** fit different scenarios.



b.2. Role of Marketing in Business

- 2.1 Marketing Plan: Create a **marketing plan aimed at increasing business profitability** for a local business or CTSO, ~~i. including~~ the following:
- ~~i.a. An an~~ executive summary with a situational analysis identifying both SWOT (Strengths, Weaknesses, Opportunities, and Threats) and PEST (Political/legal, Economic, Sociocultural, and Technological) factors;
 - ~~j.b. Marketing marketing~~ strategies;
 - ~~k.c. Cost cost~~ analysis;
 - ~~l.d. Implementation implementation~~ plan; ~~and~~
 - ~~5.e. Marketing marketing~~ audit evaluation instrument.

e.3. Purchasing and Distribution

- ~~4.13.1~~ Merchandise Plan: Describe a merchandise plan and identify key factors when selecting **suppliers** and **negotiating terms of sale**, including supply chain and procurement procedures.

- ~~4.23.2~~ Customer Influence on Purchasing: Analyze the influence of **customer perceptions** and **reactions** on purchasing choices and determine how **customer behavior** can affect the distribution process.

- ~~4.33.3~~ Supply Chain and Procurement: Describe the relationship between **supply chain** and **marketing channels** and identify the **three types of marketing channels** (i.e. conventional, vertical, and horizontal). Marketing and Distribution Channels: Describe the fundamentals of **marketing channels**. Evaluate the advantages of various **distribution channels** such as producers, agents, distributors, wholesalers, and retailers, and their roles in maximizing product reach and profitability.

d.4. Pricing

- 4.1- Market Factors and Pricing: Identify and describe **market factors** that can affect prices (e.g., embargos, natural disasters, and overproduction). Cite **legal and ethical considerations** for price planning, including price fixing and price discrimination.
- 4.2- Pricing and Product Life Cycle: Explain the relationship between pricing and product life cycle. Analyze the advantages and disadvantages of both **penetration pricing** and **price skimming pricing strategies** for a new product launch.
- 4.3- Price Markup and Profit: Explain how a company's profit relates to **markup** and **breakeven point**. Calculate **retail percentage markup and markdown** in dollars and percentages.

e.5. Promotions

- ~~5.65.1~~ Institutional Promotional Plan: Analyze institutional promotions' effects on **values-based marketing strategies** and **corporate social responsibility**. Design an **institutional promotional plan**, focusing on the following elements:
- a. Goals;



- b. target market.
- c. message or theme.
- d. coordination aspects.
- e. action plan/implementation, and
- ~~e.~~f. evaluation instrument.

~~e.~~5.2 Social Media in Promotions: Investigate social media's contribution both to the **promotional** and **personal sales** sides of marketing efforts to establish and maintain **customer relationships**. Identify different **social media platforms** in marketing and discuss the challenges associated with each.

~~d.~~5.3 Interior and Architectural Displays: Describe how **interior and architectural displays** **create and/or enhance a business' business's image** and evaluate a display's effectiveness.

~~e.~~5.4 Digital and Mobile Promotional Concepts: Differentiate between **digital and mobile promotional concepts**, identifying characteristics and examples of each.

~~f.~~5.5 Public Relations: Explain the role of public relations in business, identifying types of **public relations activities** and their use. Examine current trends and issues in public relations.

~~f.~~6. Marketing Research and Information Management

~~a.~~6.1 Marketing Information Management: Define **marketing information management and its components** (~~i.e.~~ marketing information, marketing research, and marketing-information management systems). Identify the characteristics of useful marketing information and classify types of marketing information as primary or secondary. Explain the functions and benefits of a marketing-information management system.

~~b.~~6.2 Marketing Research Trends: Research key marketing research trends and discuss these trends' influence on both the **marketing planning process** and the overall **marketing plan**.

~~6.3~~ ~~6.3~~ Marketing Research Methods: Explain **marketing research's role in information management** and identify **marketing research methods**, including primary research and primary and secondary data sources. Compare and contrast marketing research methods (e.g., survey method, experimental method, and observation method).

~~6.4~~ Influences on Consumer Behavior: Identify concepts that influence **consumer behavior, consumer or buyer decision process, and business or organizational markets**.

~~e.~~7. Risk Management and Human Resources

~~a.~~7.1 Business Risks: Identify various **business risks** (e.g., accept, transfer, mitigation, avoidance) and describe ways businesses manage risk. Provide examples of how **risk reduction or prevention** applies to the following areas:

- ~~b.~~a. employee screening and training.
- ~~c.~~b. safety conditions and safety instructions.
- ~~d.~~c. employee theft.



~~e.~~ shoplifting;~~;~~ and

~~d.~~

~~e.~~ ~~e.~~ reduction in workplace threats.

7.2- Property and Liability Insurance: Compare and contrast the features of **property** and **liability insurance**.

7.3 Human Resources: Research **legal, ethical, and practical considerations** pertaining to the following **human resources topics**:

~~7a.~~ hiring (resumes, interview procedures, legal considerations, unbiased hiring practices, etc.);

~~8b.~~ benefits and perks packages;

~~9c.~~ scheduling, including vacation, sick, and paid time off;

~~10d.~~ social media compliance policy;~~;~~

~~11e.~~ handling grievances;

~~12f.~~ performance assessments, including performance improvement and rewards;

~~13g.~~ promotions, transfers, and dismissals;~~;~~ and

~~14h.~~ ethics in the workplace.

~~h.~~ 8. Economics in Marketing

8.1- Equity and Debt Capital: Differentiate between **equity capital** and **debt capital** and explain the advantages and disadvantages of each.

8.2- Credit Worthiness: Identify the **six C's** (~~(i.e.~~ character, capability, capital, collateral, coverage, and conditions)~~)~~ used to evaluate the ~~credit worthiness~~**creditworthiness** of a business. Explain the role each ~~criterion~~**critierion** plays in a lender's ability to determine overall risk and approve financing.

8.3- Global Environmental Scan: Analyze the **global environment** in which businesses operate. Conduct a **global environmental scan** by selecting a country and identifying a high-growth industry within that country. Based on research gathered through the scan, create a new **product customization or adaptation** not currently on the local market.

8.4- Periodic Financial Analysis: Identify and understand **financial documents** included in a periodic financial analysis. Prepare examples of the following:

a. personal financial statement;~~;~~

b. balance sheet;~~;~~

c. income statement;~~;~~ and

d. projected balance sheet after one year.

~~i.~~ 9. Legal and Ethical Issues

9.1- Consumer and Trade Laws: Analyze the **federal statutes** on employee, consumer, and trade laws (e.g., the Sherman Antitrust Act, the Robinson-Patman Act, or the Consumer Product Safety Act) that can affect businesses.

9.2- Corporate Social Responsibility: Examine individual values that translate to effective **corporate social responsibility**. Investigate factors that affect corporate social responsibility programs in a **global marketplace**.



Standards Alignment Notes

*References to other standards include:

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

- [e](#) Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.



Department of
Education

College, Career and
Technical Education

Published, May ~~2023~~2025

Social Media and Analytics

Primary Career Cluster:	Marketing, Distribution, and Logistics
Course Contact:	CTEStandards@tn.gov
Course Code(s):	C31H02
Prerequisite(s):	<i>Marketing & Management I: Principles (C31H00)</i>
Credit:	1
Grade Level(s):	11-12
Focused Elective Graduation Requirement:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>Marketing</i> courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is the third course in the <i>Marketing Management</i> program of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org
Coordinating Work-Based Learning:	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	030, 035, 052, 054, 152, 153, 158, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications/Training:	None
Required Teacher Training:	<u>None</u>
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-marketing.html Best for All Central: https://bestforall.tnedu.gov/



Course -at -a -Glance

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- Participate in DECA competitive events such as Integrated Marketing Campaign – Event, Product, and/or Services, Professional Selling, Marketing Communication Series, and Marketing Management Team Decision Making.
- Participate in FBLA competitive events such as Database Design & Applications, E-business, Graphic Design, Introduction to Social Media Strategy, Marketing, Digital Citizenship, Social Media Strategies, and Website Design.

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

Using Work-~~B~~ased Learning (WBL) in Your Classroom

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

- **Standard 1.1** | Guest speakers from business and industry to discuss the use of social media for supporting a company's brand.
 - **Standards 1.3-1.4** | Guest speakers from business and industry to discuss the use of various social media platforms and new and upcoming trends in social marketing.
 - **Standards 2.1-2.2, 2.5** | Integrated project with multiple interactions with business and industry professionals to focus on evaluating the social media use for ~~a~~ company or product and developing a social media strategy for that company or product.
 - **Standards 3.3-3.4** | Integrated project with multiple interactions with industry professionals where students design a social media strategy for a local business or WBL partner.



- **Standards 6.1-6.3** | Job shadowing and informational interviews with business and industry professionals in social and digital marketing positions.

Course Description

Social Media Marketing & Analytics is a study of concepts and principles used in social media marketing. Students will examine the uses, marketing strategies, and data generated by social media marketing. Subject matter includes foundational social media knowledge, social media marketing strategies, communication, and ethical responsibilities.

Course Standards

3.1. Foundations and History

- 1.1 Personal and Business Uses of Social Media: Explain the **purpose and use of social media** for both business and personal use. Describe the importance of using social media to **support a company's or individual's brand**.
- 1.2 Social Media Platforms: Identify the **various social media platforms** (e.g., Instagram, ~~X~~ (Twitter), LinkedIn, TikTok, etc.) used for marketing and discuss **challenges** (e.g., target markets, limited exposure, time constraints, etc.) associated with each.
- 1.3 Digital (Social Media) Revolution: Research the **Digital (Social Media) Revolution**, identifying key dates/activities that contributed to the digital/social media landscape.
- 1.4 Social Trends and Perspectives: Research **social trends and perspectives** (e.g., videos, QR codes, cloud technology, augmented reality, live streaming, etc.) that have affected the marketplace.
- 1.5 4 Cs of Social Media Marketing: Analyze the **4 Cs of social media marketing** (content, context/conversation, community, connection) by examining products and/or services that illustrate each of the four Cs.

4.2. Social Media Marketing

- 2.1 Social Media Audit: Describe how social media **enhances and/or creates a business' image** and explain the importance of social media to a ~~business'~~ **business's** overall image. Identify the common components of a **social media audit**, including the following:
 - a. Audience analysis;
 - b. Internal audit;
 - c. List all social media platform accounts;
 - d. Identify posting frequency, follower counts, engagement rates, and referral traffic;
 - e. Competitor audit;
 - f. Gather basic metrics;
 - g. Determine what content is outperforming your selected company's content; and
 - h. Identify aspirational brands, optional.



- 2.2 Social Media Analysis: Using the social media audit in standard 2.1, complete a **social media analysis** for the selected WBL partner, another local business, or your CTSO chapter including the following:
- A SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis of the company's social media presence;
 - Recommendations for at least two future social media marketing SMART (Specific, Measurable, Attainable, Relevant, and Time-based) goals which including-include at least 2 objectives each;
 - Annotated list of tactics to be used to reach goals;
 - Annotated list of tools necessary to reach goals; and
 - A budget for future social media marketing campaigns.
- 2.3 Social Media Promotions: Research an **example of a social media promotion** (~~e.g., #DeliveryDigiorno, Starbucks' #WhatsYourName campaign, Pantone Color Commentary, Spotify #2019Wrapped, etc.~~) and focus on the following elements:
- Social media tools that were leveraged;
 - Factors that contributed to the launch of the promotion as well as to its continued existence;
 - Identify the outcome of the social media promotion;
 - Name the company sponsor;
 - Identify any nonprofit benefactors; and
 - PEST analysis (political/legal, economic, sociocultural, and technological).
- 2.4 Social Media Use in Personal Sales: Identify and research a business with a strong social media marketing presence (e.g., Warby Parker, Smile Direct, etc.) and summarize how the company's **social media promotions** contributes-contribute to personal sales in **establishing and maintaining customer relationships**.
- 2.5 Social Media in Customer Relations: Research companies that use social media to engage with customer compliments, complaints, and comments and **evaluate their response times, recommended solutions, and professionalism, and tone** to customer feedback via social media platforms. Identify common strategies to develop **brand-loyal/brand-loyal** customers with post-visit interactions via social media platforms.

2.3. Effective Social Media Communication

- 3.1 Basic Components of Communication: Identify, analyze, and critique the **basic components of communications**, such as the message, the sender, the receiver, the mode, the noise, and the response, including conducting responsible research when necessary. Develop **effective arguments, composing-compose meaningful and coherent messages** appropriate to the intended audience, and polishing one's **delivery skills** to deliver an effective and credible message.
- 3.2 Social Media Writing Conventions: Compare and contrast **writing conventions** required for commonly used social media applications by analyzing examples of writing for evolving digital platforms.



- 3.3 6-Month Social Media Calendar: Design a **six-month social media calendar** with appropriate content for the WBL partner or another local business, including all elements of the **promotional mix**. Identify the following:
- Goals
 - Target market
 - Message or theme
 - Coordination aspects
 - Action plan/implementation
 - Evaluation instrument
- 3.4 Promotional Content for Social Media: Compare and contrast social media **promotional content** from various social media platforms (e.g., Instagram, X(Twitter), LinkedIn, TikTok, etc.). Analyze their use of **writing conventions** and basic **communication components** to reach their target audiences.

3.4. Social Media Analytics

- 4.1 Social Media Analytics vs. Social Media Listening: Compare and contrast **social media analytics** and **social media listening** ~~and~~ ~~and~~ develop at least two social media **objectives** and two social media **activities** to meet the objectives of a WBL partner, a location business, or your CTSO chapter.
- 4.2 Optimal Times for Posting Social Media Content: Analyze the **best times to post** on various social media platforms, determining the optimal day(s) of the week, time of day, and social media platforms to use when trying to reach specific **target markets**.

4.5. Ethics and Responsibility

- 5.1 Copyright and Plagiarism: Analyze **ethics policies** regarding copyrighted materials, plagiarism, authenticity, proper citations, privacy, and proper use of technology resources.
- 5.2 Consumer Privacy Practices: Identify and analyze the **federal statutes** encompassing consumer privacy practices that can affect social media marketing.
- 5.3 Technology Security and Strategies: Determine **technology security strategies** needed to protect customer information and company image and evaluate strategies for protecting business' digital assets (e.g., website, social media, email, etc.), customer data, and other protected information.

5.6. Careers in Social Media Marketing

- 6.1 Career Preparation: Conduct a **job search** in one or more career areas of interest, complete a **job application**, and participate in **mock job interviews** with partner businesses and/or ~~through participation~~ participate in a student organization event.



- 6.2 Electronic Career Portfolio: Prepare an **electronic portfolio**.
- Including work products demonstrating career preparation skills, include using an assortment of media: ~~(text, photos, video, and hyper-linked pages.)~~
 - Include ing a professionally formatted résumé and other supporting documents, such as a cover letter and application.
 - Include personal social media audit.
 - Package d on a suitable media (e.g., Web site, Cloud-based storage, etc.).
- 6.3 Professionalism and Ethics in Social Media: Address the appropriate use of and **ethics** related to social media in personal and professional situations and its effect on the **career search** process and the **professional reputation** of a person.

Standards Alignment Notes

*References to other standards include:

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



Department of
Education

College, Career and
Technical Education

Published, May ~~2023~~2025

Advertising and Public Relations

Primary Career Cluster:	Marketing, Distribution & Logistics
Course Contact:	CTEStandards@tn.gov
Course Code(s):	C31H03
Prerequisite(s):	<i>Marketing & Management I: Principles</i> (C31H00)
Credit:	1
Grade Level(s):	11 - 12
Focused Elective Focus- Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>Marketing</i> courses.
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Teacher Endorsement(s):	030, 035, 039, 040, 052, 054, 152, 153, 158, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications/Training:	None
Required Teacher Training:	<u>None</u>

Teacher Resources:

<https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-marketing.html>
<https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-marketing.html>

Best for All Central: <https://bestforall.tnedu.gov/>

Course -at-aa- Glance

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- Participate in the CTSO Fall Leadership Conference, DECA and FBLA Fall Leadership Camps, FBLA Regional and State Leadership Conferences, and DECA Emerging Leader Summit to engage with peers by demonstrating logical thought processes and developing industry-specific skills that involve teamwork and project management.
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- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, career exploration, and crafting an elevator speech.
- Participate in DECA competitive events such as Business Services Marketing Series, Integrated Marketing Campaign – Event, Product, and/or Services, Marketing Management Team Decision Making, Marketing Communication Series, Professional Selling, and Sports & Entertainment Marketing Series.
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For more ideas and information, visit Tennessee DECA at <https://www.decatn.org/> and Tennessee FLBA at <https://www.fblatn.org/>.



Using Work-Based Learning (WBL) in Your Classroom

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

- **Standard 1.2** | Panel of guest speakers from the advertising and public relations industry to discuss career options, training, credentials, education requirements, etc. with students.
- **Standards 4.1-4.5** | Integrated project that focuses on advertising media.
- **Standards 5.1-5.4** | Integrated project with multiple interactions with advertising and public relations professionals to design a social media marketing strategy.
- **Standard 7.9** | Integrated project to design and implement a press kit for a student-run enterprise or student organization.

Course Description

Advertising and Public Relations is an applied knowledge course focusing on the concepts and strategies associated with promoting products, services, ideas, and events. This course addresses skills essential to the creative side of the industry and explores consumer behavior patterns and motivations for buying. Upon completion of this course, proficient students will be able to demonstrate [an](#) understanding in fundamental advertising and public relations concepts by creating an electronic portfolio of representative course projects.

Course Standards

2.1. Advertising and Public Relations History and Foundations

- 1.1. Evolution of Advertising and Public Relations: Identify important **historical events** and **milestones** (e.g., compulsory education, industrial revolution, and transportation improvements) that have helped the advertising and public relations industry evolve and examine the key characteristics to emerge from this evolution.
- 1.2. Advertising and Public Relations Careers: Research **careers** in the advertising and public relations industry, focusing on educational requirements and state and national guidelines governing practicing professionals (e.g., licensing, certifications, training, compliance). Identify **potential training programs, schools, and examinations** to obtain required credentials for a specific occupation.
- 1.3. Marketing Mix: Analyze how the elements of the **marketing mix** (e.g., product, place, price, and promotion) create an image or position for a product or company. Examine a specific product example to determine how marketers make decisions about these elements based [on](#) their potential **target audience**.
- 1.4. Advertising Laws and Self-Regulation: Summarize **legal opinions** and/or **applicable legislation** (e.g., "bait and switch," use of nutritional labels, etc.) and **industry self-regulation** (including ethical considerations and social responsibility) applicable to the advertising and public relations industries.

2. Market Segmentation



2.1 Market Segment Classifications: Identify the characteristics of **market segment classifications** (e.g., demographics, psychographics, and geography) and analyze case studies to determine the benefits of segmentation for **consumer messaging**.

2.2 Target Marketing: Research how targeting specific economic, social, or cultural groups can lead to a competitive advantage (e.g., calling attention to a brand's social awareness efforts may increase sales of a specific product). Identify **product marketing examples** that narrowly segment their target audience and analyze the purpose ~~in~~ of developing specific marketing campaigns.

4.1

3. Promotion

3.1 Promotional Mix: Identify the elements of the **promotional mix** (~~i.e.~~ i.e., advertising, sales promotion, personal selling, direct marketing, and public relations), citing examples of specific products or services found in the local community.

3.2 AIDA (Attention, Interest, Desire, Action): Define characteristics and implications for each of the **four steps of the AIDA formula**: ~~(Attention, Interest, Desire, Action)~~. Select a product and create example **consumer engagement strategies** for each step.

3.3 Sales Promotion: Compare various types of **sales promotion** (e.g., coupons, contests, fashion shows, product samples, rebates, and incentives). Determine **methods for measuring the results** of each, paying particular attention to a promotion's **return on investment** and perceived **consumer value**.

5.4. Advertising

5.14.1 Advertising Media: Compare and contrast types of **advertising media**, analyzing which types are best suited for certain products, services, institutions, or events by citing authentic examples.

5.24.2 Promotional vs. Institutional Advertising: Distinguish between **promotional and institutional advertising** by creating examples of each for a local company or nonprofit organization.

5.34.3 Print-Based Advertisements: Identify the elements of a **print-based advertisement** (e.g., headline, illustration, copy, signature, or logo) and analyze their relationship to the principles of **effective advertising design** (e.g., balance, color, proportion).

5.44.4 Advertising Copy and Design: Demonstrate an understanding of effective **advertising copy and design** by creating an ad layout. Critique the design, key message, and probable effect on the target audience and then revise and edit the layout based on peer feedback.



5.54.5 Global Advertising: Evaluate how other countries' **customs and traditions** affect American companies' advertising messages in the **global marketplace**. Market a product in a selected country based on customs and traditions.

6.5. Digital and Mobile Advertising

5.1 Social Media Advertising: Explain the value of **social media advertising** for increasing **market reach** and **customer interaction**. Compare and contrast features and benefits of major social media platforms (e.g., Instagram, Facebook, LinkedIn, TikTok, etc.), synthesizing characteristics and components of each to determine which platforms will lead to effective **brand promotion** and customer interaction.

5.2 Creating Advertising Posts: Create a series of **posts** to promote a selected product or organization via social media using **writing strategies** and **styles** appropriate for the selected platform.

5.3 Product Website Design: Identify and describe the essential features of a **product website**, including visual components, navigation features, and search engine optimization and evaluate the effectiveness of a **website's design** and **interactive features**.

5.4 Digital/Mobile Advertising Strategy: Identify the various forms of **digital and mobile advertising**. Design a digital or mobile advertisement to introduce or enhance a product's or service's current **promotional programs** and **activities**.

7.6. Marketing Research and Data Management

6.1 Market Research Data: Explain the need for **market research data**, including both primary and secondary data, and identify the types of data available via **electronic tracking methods** (e.g., warranty registrations, sales records, online surveys, website cookies, and loyalty cards).

6.2 Survey Design: Design and distribute a **survey** that focuses on **product or service improvement**. Collect, interpret, analyze, and illustrate key survey findings with charts or graphs, outlining any recommendations for specific product or service improvements.

8.7. Public Relations

7.1 Public Relations Strategies: Discuss the role of public relations in the **promotional mix** and identify various **public relations strategies**, differentiating **controllable** and **not controllable** public relations activities (~~e.g., BP's news coverage after the gulf Gulf oil spill versus paid advertisements showing environmentally conscious behavior~~).

7.2 Public Relations and Crisis Management: Examine case studies on the role of public relations in **crisis management**. Analyze public relations strategies and tactics to address **negative publicity** during a newsworthy crisis.



7.3 Public Relations Press Kit: Develop a **press kit** for a product or student organization that includes a press release, fact sheet, and at least three strategies for marketing the product or organization to a target audience. Recommend one of the three strategies and defend your recommendation based on audience and context.

~~a.~~

9.8. Advertising Campaign

8.1 Designing an Advertising Campaign: Using suitable strategies from the promotional mix, create an **advertising campaign** for a product or service, which includes the following:

- a. establish objectives;
- b. identify the target market;
- c. design theme and promotional message;
- d. choose promotional activities;
- e. select media;
- f. prepare an advertising budget; and
- g. measure results

Standards Alignment Notes

*References to other standards include:

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

Retail Operations

Primary Career Cluster:	Marketing, Distribution & Logistics
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C31H04
Prerequisite(s):	<i>Marketing & Management I: Principles</i> (C31H00)
Credit:	1
Grade Level(s):	11-12
Focused Elective Graduation Requirements:	Completion of one credit of <i>Retail Operations</i> satisfies the <i>Economics</i> requirement for graduation. This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>Marketing</i> courses. <u>Completion of one credit of <i>Retail Operations</i> satisfies the <i>Economics</i> requirement for graduation.</u>
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is the fourth and final course in the <i>Marketing Management</i> program of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org
Coordinating Work-Based Learning:	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	030, 035, 039, 052, 054, 152, 153, 158, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications/Training:	None
Required Teacher Training:	<u>None</u>
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-marketing.html Best for All Central: https://bestforall.tnedu.gov/



Course at a Glance

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

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

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

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

- Participate in the CTSO Fall Leadership Conference, DECA and FBLA Fall Leadership Camps, FBLA Regional and State Leadership Conferences, and DECA Emerging Leader Summit to engage with peers by demonstrating logical thought processes and developing industry specific~~industry-specific~~ skills that involve teamwork and project management.
- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences.
- Participate in FBLA career-competitive events that highlight~~highlighting~~ career development, including developing an electronic career portfolio, interviewing skills, career exploration, and crafting an elevator speech.
- Participate in DECA competitive events such as Apparel & Accessories Marketing Series, Buying and Merchandising Operations Research, Buying and Merchandising Team Decision Making, Integrated Marketing Campaign – Event, Product, and/or Service, Professional Selling, Retail Merchandising Series, Virtual Business Challenge – Fashion, and Virtual Business Challenge – Retail.
- Participate in FBLA competitive events such as E-business, Marketing, Sales Presentation, and Social Media Strategies.

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

Using Work-Based Learning (WBL) in Your Classroom

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



- **Standard 1.1** | ~~job~~-~~job~~ shadowing and informational interviews with retail industry professionals to learn the necessary skills, training, and other requirements needed for a career in retail.
- **Standard 2.1** | Guest speakers from the retail industry to provide practical tips on managing and operating a retail enterprise.
- **Standards 2.3-2.5** | Guest speakers from the retail industry to discuss merchandising and client services, as well as safety standards and practices in the retail industry.
 - **Standards 3.1-3.2** | Integrated project with multiple interactions with retail industry professionals for students to practice conducting, analyzing, and employing marketing research for a real-world scenario and/or problem.
 - **Standards 5.1-5.3** | Integrated project with multiple interactions with retail industry professionals for students to design and implement a marketing plan for a student-run enterprise, virtual business, or another similar venue.
 - **Standards 6.1-6.3** | Job shadowing with retail industry professionals for students to master the principles and practices behind location, layout, and visual merchandising in a retail setting.
 - **Standards 7.1-7.3** | Guest speakers from human resources to discuss workplace policies, issues, and concerns in a retail setting.

Course Description

Retail Operations is designed to challenge students with the real-world knowledge and application of supply chain management and merchandising services. The standards in this course prepare students with skills and knowledge related to buying, selling, human resource management, business operations, product management, promotion, and customer service. Decision-making skills, financial management, customer relations, ethics, and legal issues are also addressed. In this course, students will gain work-based learning (WBL) experience by managing and operating a school-based enterprise or student-led ~~startups~~-~~startup~~ under ~~the~~ supervision of the instructor or in collaboration with a business incubator. The standards in this course can also be used to promote student participation in a work-based learning (WBL) experience through an internship or other off-campus or virtual arrangement. Upon completion of this course, proficient students will have skills essential for entering careers as retail associates at entry and mid-level management as well as be prepared to enter postsecondary programs in business and marketing.

Course Requirements

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

Course Standards

1. Personalized Learning Plan

6.



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

2. Retailing and Retail Careers

- 2.1 School-Based Enterprise: Manage and operate an **existing or new school-based enterprise** that uses a school campus, facilities, equipment, and/or other resources to provide goods and services to the community. Apply and implement knowledge and skills learned from the course standards to operate and manage the enterprise.
- 2.2 Historical Evolution and Trends: Investigate both the ~~origins~~ **origins and emerging trends of retailing in the United States**, including the historical evolution of retailing, the expansion of e-tailing, the growth of mobile marketing, the inclusion of social media, the embrace of green marketing, and other current technological and cultural shifts in retailing.
- 2.3 Retail Safety Standards: Research local, state, and national laws governing workplace **occupational safety standards**, particularly in the retail industry. Execute appropriate health, safety, and environmental procedures for retail occupations aligned with the school-based enterprise or student-led startup experience.
- 2.4 Merchandise and Service Retailers: Identify **local retailers** as ~~a~~ merchandise and/or service ~~retailer~~ **retailers**. ~~D~~ Describe the **services** each type of retailer ~~offers,~~ **offers and** propose new methods for **maintaining and building the clientele** of each.
- 2.5 Customer Experience: Discuss the importance of **customer experience** in a retail environment. Assess what makes a **loyal customer** and why a customer may enjoy shopping in a specific environment.
- 2.6 Retail Career Profile: Using print, online, and/or personal interview sources, develop a **career profile** for at least three **national or international retail occupations** (managerial level or above). Capture, at minimum, the following:
 - a. job description;
 - b. essential knowledge and skills needed for the career;



- c. program or path of study to reach occupational goals, high school through postsecondary (colleges of applied technology, community colleges, and four-year universities);
- d. licensure and credentialing requirements;
- e. non-educational job requirements such as physical fitness tests, minimum age, and other;
- f. benefits, such as travel, free samples, etc.;
- g. salaries, bonuses, payment methods (including salary and commissions), and
- h. employment outlook.

3. Economics of Retailing

- 3.1 Economic Functions: Research and explain the **economic function** of retailing in the local, state, national, and global economy. Analyze the effect of **government regulations** on the retail industry (e.g., the Food, Drug, and Cosmetic Act or the Consumer Product Safety Act).
- 3.2 Business Cycles: Investigate the effect of **business cycles on the retail environment**, using past and present economic data, case studies, and information from multiple professional journals and/or news articles. Predict the effect of forecasted **economic trends** on the retail environment and opportunities in both the short term (1 year or less) and long term (5 years).
- 3.3 Pricing Decisions: Determine how businesses use the **four key market factors**—cost and expenses, supply and demand, consumer perception, and competition—to make and review **pricing decisions**. Analyze how each factor relates to earning profit, gaining market share, and market competition.

4. Marketing Research

- 4.1 Marketing Research and Data: Explain the need for both **primary and secondary research data** in the retail industry. Evaluate the types of data available through **electronic tracking methods** (e.g., warranty registrations, sales records, online surveys, website cookies, and loyalty cards) and illustrate how a retailer may use this information to learn about their customers.
- 4.2 Retail Marketing Question: Develop a **survey** to address a specific **marketing question** for a local retailer or school-based enterprise (e.g., determining possible new products/services, measuring brand awareness and brand loyalty, determining consumer perception, etc.). Analyze data and present findings and recommendations to the class and/or a local business owner.

5. Inventory, Buying, and Pricing



- 5.1 Six-Month Merchandise Plan: Research inventory planning, stock turnover rates, and the buying process and develop a **six-month merchandise** and **open-to-buy plan** for the school-based enterprise or product category within the school-based enterprise. Prepare a **scenario summary accounting** for current inventories, purchases, expenses, and best- and worst-case scenarios.
- 5.2 Ordering and Invoicing: Explain the standard procedure in retail for ordering and invoicing purchases used in the retail industry. Evaluate the basic **types of inventory/inventories** and **Point of Sale (POS) systems** and recommend the best **tracking methods** and **vendors** for a small retailer or school-based enterprise.
- 5.3 Retail Prices: Use **cost-plus, mark-up, and mark-down formula/formulas** to calculate retail prices for both specific products and the overall **margin mix**. Explain the use of cost and profits to establish budgets and prices.

6. Location, Layout, and Visual Merchandising

- 6.1 Store Location Selection: Investigate the key factors to select a **physical location** for a retail store. Evaluate the local community to determine an ideal retail location, including an analysis of traffic (foot and vehicle) and target markets.
- 6.2 Retail Store Layouts: Evaluate various **retail store layouts** and use **plan-o-grams** to maximize floor space. Select a product and create a plan-o-gram for a small retail store, department, or school-based enterprise, presenting the plan to the class for feedback.
- 6.3 Visual Merchandising: Study and evaluate a local retail store or school-based enterprise's use of location, layout, and visual merchandising to investigate the role of **visual merchandising** in developing a **store/brand image**. Recommend improvements to help the store attract a specific target market.

7. Retail Product, Promotion, and Selling

- 7.1 Personal Selling: Analyze **personal selling** in retail and the influence the salesperson has on image, customer service, and profit. Distinguish the **types of selling** (e.g., inside, outside) to determine how various **selling techniques** can influence **customer-buying decisions**.
- 7.2 Social Media Campaigns: Design an original **social media campaign** for a local retailer or school-based enterprise ~~with the goal to~~ increase sales and customer traffic for the store.
- 7.3 Green Products and Promotions: Analyze the claims of three retailers that produce **environmentally friendly** products or services and deliver a presentation supporting or opposing their **"green" marketing** position and promotional efforts.



8. Human Resource Management and Risk Management

- 8.1 Staffing: Analyze the staffing needs for a ~~medium-sized~~**medium-sized retail store**, taking into consideration departments, security, and hours of operation. Calculate daily **payroll cost-costs** and create a **one-month staffing schedule** to maximize coverage and minimize payroll ~~cost~~costs.
- 8.2 Human Relations Policies and Guidelines: Develop written **human relations policies and guidelines** that promote a positive retail work environment and minimize employee turnover. Role-play workplace scenarios that involve **motivational techniques** and promote a **positive work environment**.
- 8.3 Staffing Legal Issues: Explore **legal issues** related to staffing, including national and international labor issues (e.g., the demand for a raise of the minimum wage) and their effect on the business, employees, and customers (e.g., minimum wage, medical insurance requirements, equal opportunity, harassment, etc.).
- 8.4 Retail Security Concerns and Risks: Evaluate the various **security concerns and risks** in retail. Construct a plan, including a cost analysis, for a local retailer or school-based enterprise to manage these risks. Analyze the methods to **control losses** that result from shrinkage, vendor collusion, and theft.
- 8.5 Ethical Challenges: Evaluate the **ethical challenges** retailers face, such as theft of customer personal information, pressure sales tactics, psychological pricing, justifying charging higher prices for sustainable products, or undocumented product claims. Construct a **project management toolkit** for managers with action steps and resources to guide decision-making on ethical issues.

9. Career Preparation and Portfolio

- 9.1 Job Application and Job Interview: Complete an authentic **job application** as part of a career search or work-based learning experience and participate in a **mock job interview**. Prior to the interview, update a personal resume, research tips on dress and grooming, most commonly asked interview questions, appropriate conduct during an interview, and recommended follow-up ~~procedure~~procedures. Upon completion of the interview, write a thank you letter to the interviewer.
- 9.2 Career Portfolio: Create a **portfolio**, or similar collection of work, that illustrates **mastery of skills and knowledge** learned in the previous courses and applied in the course. The following documents will reside in the career portfolio.
- ~~ce~~career and professional development plan;
 - resume;



- c. list of responsibilities undertaken throughout the course;
- d. examples of merchandise plan and supporting materials developed and used in the course;
- e. sources of support, including mentors, financial, in-kind, and other;
- f. periodic journal entries reflecting on tasks and activities; and
- g. feedback from the instructor and/or supervisor based on observations.

Standards Alignment Notes

*References to other standards include:

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



Entrepreneurship

Primary Career Cluster:	Marketing, Distribution & Logistics
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C31H05
Prerequisite(s):	<i>Introduction to Entrepreneurship</i> (C31H23)
Credit:	1
Grade Level(s):	11-12
Focused Elective Focus: Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Marketing courses. Completion of One credit of <i>Entrepreneurship</i> satisfies the <i>Economics</i> requirement for graduation. This course satisfies one of three credits required for an elective focus when taken in conjunction with other Marketing courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is the third course in the <i>Entrepreneurship</i> program of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org
Coordinating Work-Based Learning:	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board’s WBL Framework and the Department’s WBL Policy Guide are met. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	030, 035, 039, 052, 054, 152, 153, 158, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications/Training:	None
Required Teacher Training:	<u>None</u>
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-marketing.html Best for All Central: https://bestforall.tnedu.gov/



Course -at -a -Glance

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

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

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

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

- Participate in ~~the~~ CTSO Fall Leadership Conference, DECA and FBLA Fall Leadership Camps, FBLA Regional and State Leadership Conferences, and DECA Emerging Leader Summit.
- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences.
- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, and career exploration.
- Participate in DECA competitive events such as Business Law and Ethics Team Decision Making, Business Services Operations Research, Business Growth Plan, Entrepreneurship Promotion Project, Franchise Business Plan, and Innovation Plan.
- Participate in FBLA competitive events such as Business Ethics, Business Law, Business Plan, Client Service, E-business, Future Business Leader, and International Business.

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

Using Work-B**b**ased Learning (WBL) in Your Classroom

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

- **Standards 1.1-1.2** | Guest speakers who run successful business ventures to discuss the key components of the entrepreneurial start-up process, as well as the necessary resources and qualities to grow and expand a business venture.
- **Standards 3.1-3.2, 4.2-4.4** | Integrated project with multiple interactions with small business owners and entrepreneurs for students to develop a business plan, marketing plan, and consumer profile for a potential entrepreneurial endeavor.
- **Standards 6.1-6.4** | Virtual exchanges with small business owners and entrepreneurs for students to develop an understanding of necessary start-up and operating costs, overhead, and personal expenses for owning a business venture.



- **Standard 6.5** | Integrated project with multiple exchanges with small business owners and entrepreneurs for students to practice developing and pitching a business idea and plan for a potential business venture.

Course Description

Entrepreneurship is an applied knowledge course that begins with the discovery process of generating new business ideas. Students research local, national, and international social and economic trends and analyze the feasibility of their own proposed businesses, both from market demand and revenue-producing standpoints. Based on their entrepreneurial endeavors, students will prepare, write, and revise a business plan. In preparation for the business plan, students will conduct market research, study ownership structures, evaluate risks, examine startup costs, determine essential vendors, and identify sources of capital and financing options. Students will also draft, refine, and rehearse entrepreneurship pitches developed from their business plans. Upon conclusion of this course, proficient students will be able to articulate and defend elements of a full business plan for a new business.

Course Standards

1. Entrepreneurship Potential

8.

- 1.1 Social and Economic Development Trends: Identify **current and projected social and/or economic development trends**, including web-based businesses, customer privacy, green businesses, social entrepreneurship, etc. Generate new ideas for economic and social development that have commercial potential.
- 1.2 Domestic and International Opportunities: Analyze domestic and international opportunities for **entrepreneurial ventures** by determining the best **global markets** for a given product. Identify **financial export assistance programs** available through U.S. government agencies and investment corporations.

4.2. Social and Ethical Responsibility

- 2.1 Business Codes of Ethics: Analyze various business codes of ethics, highlighting entrepreneur-specific **ethical problems** (e.g., conflicts of interests, bribes, and patent/copyright infringement). Create a **code of ethics** for a sample business.
- 2.2 Social Responsibility: Examine the role of **social responsibility** in entrepreneurial ventures and investigate **"conscious capitalism"** as a growing entrepreneurial business model.

2.3. Marketing

- 3.1 Marketing Plan Outline: Prepare a brief **marketing plan outline** for an entrepreneurial venture, including sections on pricing, promotion, and service/product planning. Evaluate



pricing, promotional, and product selection strategies and how these strategies can directly influence a **customer's experience**.

- 3.2 Marketing Plan Proposal: Enhance the **marketing plan** by developing strategies for attracting **early adopters of the product or service**. In the marketing plan, emphasize the following: establishing image, advertising methods, customer contact and interaction, generating appeal, and follow-up.

3.4. Business Plan Development

- 4.1 Small Business and Entrepreneurship Assistance Resources: Identify at least three **government or private agencies** and their available **assistance services** to entrepreneurs and small business owners.
- 4.2 Market Research Project: Create a **market research project** for an identified entrepreneurial endeavor by composing a research question, conducting the appropriate research, and synthesizing findings in the **business plan overview** and **market analysis**.
- 4.3 Customer Profile: Develop a **customer profile** based on demographic, geographic, psychographic, and behavioral information with a detailed description of the potential **target market** for an entrepreneurial venture. Assess the **profile's viability** by determining the number of customers, reachability, and desire for the product.
- 4.4 Business Plan: Write, review, and revise a **business plan for a potential entrepreneurial endeavor**, including an executive summary, company description, vision and mission statements, industry overview, market analysis, marketing plan, operations plan, and financial plan.

4.5. Operations

- 6.15.1 Business Ownership Options and Regulations: Compare and contrast **ownership options** for a proposed business and identify the **legal regulations** for each type. Prepare a **sample partnership agreement** or **Doing Business As (DBA) document** that outlines the division of assets, rights, and responsibilities of each owner.
- 6.25.2 Supply Chain Management: Analyze **supply chain** management and **distribution methods** for a proposed product or service and prepare a **sample service contract** with a potential vendor.

5.6. Financials



6.1 Financial Statements: Examine business **startup costs, operating costs, overhead,** and **personal expenses** and determine requirements and necessary documentation (e.g., personal income statement, tax records, credit reports, loan history, and personal investment) for **business loans**. Prepare **financial statements** for the proposed business plan that include the following:

- a. estimated start-up costs;
- b. projected income statement;
- c. projected balance sheet; ~~and~~
- d. cash flow.

Create a **pro forma projection** (of a. – d. above), ~~and~~ establish the length of view (e.g., 1-year, 3-year, and 5-year timelines), and generate a **breakeven analysis**.

6.2 Start-up Capital: Compare and contrast potential sources of **startup capital** (e.g., equity financing, personal savings, angel investors, partnerships, venture capitalists, and debt financing). Determine common reasons investors decline to invest in a business.

6.3 Consumer Credit: Identify types of **consumer credit** and recommend types of consumer credit a business might offer. Analyze both the **risks and benefits** of accepting and/or extending credit to entrepreneurs.

6.4 Pricing and Price Structures: Compare and contrast **pricing policies** for an entrepreneurial venture, recommending appropriate pricing strategies and objectives. Develop a **pricing structure** for the same venture and demonstrate how to calculate prices, markups, and discounts.

6.5 Preparing a Pitch for Investors: Prepare a **“pitch,”** including the necessary financing and requested terms, to a potential investor. Evaluate potential **financing offers** to determine whether to accept or reject the proposal.

Standards Alignment Notes

*References to other standards include:

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



Department of
Education

College, Career and
Technical Education

Published, May ~~2023~~2025

Supply Chain Management I: Foundations & Principles

Primary Career Cluster:	Marketing, Distribution & Logistics
Course Contact:	CTE.Standards@tn.gov CTE.Standards@tn.gov
Course Code(s):	C31H24
Prerequisite(s):	None
Credit:	1
Grade Level(s):	9-10
Focused Elective Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>Marketing</i> courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is the second course in the <i>Supply Chain Management</i> program of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org
Coordinating Work-Based Learning:	<u>Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html. visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html.</u> Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html.
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	030, 035, 039, 052 054, 152, 153, 158, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476, 503, 776, 952, 953, 958
Required Teacher Certifications/Training:	None



Teacher Resources:

<https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-marketing.html>

Best for All Central: <https://bestforall.tnedu.gov/>

Course at a Glance

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

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

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

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

- Participate in ~~the~~ the CTSO Fall Leadership Conference, DECA and FBLA Fall Leadership Camps, FBLA Regional and State Leadership Conferences, and DECA Emerging Leader Summit.
- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences.
- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, and career exploration.
- Participate in DECA competitive events such as Integrated Marketing Campaign-Event, Product, and/or Service, and Marketing Management Team ~~Decision-Making~~ Decision-Making.
- Participate in FBLA competitive events such as Management Information Systems, Management Decision Making, Critical Thinking, Organizational Leadership, Spreadsheet Applications, and Supply Chain Management.

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

Using Work-Based Learning (WBL) in Your Classroom

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



- **Standards 2.1-2.2** | Guest speakers from the supply chain industry to discuss various career opportunities, requirements, and skills within the industry.
 - **Standards 3.1-3.2** | Job shadowing and industry tours for students to learn about supply chain processes, including product development, supply chain flow, and operations.
 - **Standards 5.1-5.5** | Virtual exchanges with supply chain industry professionals for students to learn about the various components of supply chain management.
 - **Standard 6.2** | Job shadowing professionals to gain exposure to the various tools and processes companies use to manage supply chain flow.
 - **Standard 6.5** | Information interviews with professionals to gather information on problem-solving and decision-making strategies used by supply chain managers.
 - **Standard 7.1** | Integrated project with multiple interactions with professionals from the supply chain industry.

Course Description

Supply Chain Management I: Foundations & Principles exposes students to careers and businesses involved in the planning, management, and movement of people, materials, and products by road, air, rail, pipeline, and water. As an introduction to this important and globally evolving field, this course covers the basic principles of logistics, reviews the history and development of distribution networks, and examines how they function within the dynamics of the supply chain. Upon completion of this course, proficient students will explore career options; demonstrate an understanding of the historical, current, and future significance of supply chain industries; and plan for the effective and efficient flow of goods and services. This course will require extensive Microsoft Office applications including but not limited to PowerPoint creation; use of templates; spreadsheet manipulations; and designing of charts, graphs, formulas, and tables.

Course Standards

1. Occupational Safety

- 1.1 Supply Chain Safety Practices: Examine **personal and environmental safety practices** associated with the appropriate handling, storage, and distribution of materials in accordance with local, state, and federal safety and environmental regulations. Identify **safe operating procedures** used in manufacturing facilities, office buildings, warehouses, and transportation areas, including personal protective equipment requirements.
- 1.2 Government Agencies and Supply Chain: Research the **role of government agencies** in the supply chain and transportation industries, ~~particularly~~ particularly the Occupational Safety & Health Administration (OSHA) and the Federal Motor Carrier Safety Administration (FMCSA). Examine the **procedures and regulations** set by these agencies, weighing their **benefits and restrictions**. Identify the procedure for obtaining the OSHA 10 General Industry Certification.



2. Career Investigation

- 2.1 Career Pathways and Aptitudes: Identify and analyze **career pathways** within the supply chain industry and summarize the **essential knowledge and skills** required for these careers. Complete a **career aptitude survey** and analyze the results to assess the relationships between personal career aptitudes and careers in Supply Chain.
- 2.2 Labor Opportunities and Trends: Compile and analyze **real-time and projected labor market data** from public sources to investigate **local and regional occupational opportunities and trends** in the field of supply chain. Compare occupations by education requirements, job availability, job projections, salaries, and benefits for the local community, the state, and the nation.

3. Supply Chain Functions

- 3.1 Supply Chain Terminology: Define **common terminology in supply chain**, including: supply chain, logistics, distribution, supply chain planning (SCP), supply chain visibility (SCV), inventory management, marketing, and channel management. Use the **APICS Industry Dictionary** to help create a glossary of terms related to supply chains and their management. Add new terms to the glossary as needed.
- 3.2 Supply Chain Goals and Benefits: Explain the **goals and benefits** of supply chain and reasons why it is **essential in today's economy**. Analyze how using logistics to distribute products and services provides companies with a **competitive advantage** and improves their operations.
- 3.3 Five Major Supply Chain Flows: Research the **five major supply chain flows**—product flow, information flow, financial flow, value flow, and risk flow. Analyze **each flow's impact** on the supply chain as a whole and the interactions that must occur between each. Create the following documents used in the five major flows:
- request for proposal (RFP) or request for quotation (RFQ);
 - purchase order;
 - invoice;
 - inventory counts;
 - delivery schedules; and
 - payment schedules.
- 3.4 Internal vs. External Supply Chains: Differentiate between an organization's **internal and external supply chain**, including internal and external customers. Identify the **three tiers of suppliers and consumers** in supply chain.
- 3.5 Supply Chain Sustainability: Define supply chain sustainability (SCS) and related terms (e.g., lean, green, and sustainable) and identify **supply chain sustainability's core objectives**. Outline and analyze the most common **supply chain sustainability practices**, determining the advantages and disadvantages of each.



- 3.6 Product and Service Delivery: Determine the role supply chain management decisions have on the **cost-effective delivery** of a product or service to consumers. Identify the **supply chain processes** required to fulfill a customer request, including but not limited to: new product development, planning, buying, manufacturing operations, marketing, distribution, and customer service. Select a product and map the movement of primary inputs and outputs (or inbound and outbound) on a global or local scale.
- 3.7 Supply Chain Functions: Analyze each of the following functions to determine their **role in supporting the customer's receipt of the final product/service at an optimal price point**:
- Ppurchasing;
 - Manufacturing;
 - inventory management;
 - demand planning;
 - warehousing;
 - transportation; and
 - customer service.

4. Supply Chain as a Component of Marketing

- 4.1 Marketing Strategies: Examine **marketing's role in ensuring supply chains operate at peak performance**, identifying key marketing strategies used to support supply chains.
- 4.2 Marketing Mix: Examine the **marketing mix**, or 4Ps: (product, place, price, and promotion). Describe **supply chain management's relation to the 4Ps** and analyze supply and demand's **influence on marketing strategies**, specifically product and price decisions.

5. Components of Supply Chain Management

- 5.1 Supply Chain Network: Research the **components of supply chain planning**. Identify the major **nodes and links in a product network**.
- 5.2 SOCR Model Plan: Identify and explain the **stages of the SOCR Model Plan**: (Plan, Source, Make, Deliver, and Return).
- 5.3 Modes of Transportation: Explore the **five modes of transportation (i.e., truck, train, plane, ship, pipeline)** to move materials by land, air, or sea and identify at least one carrier or service provider from each. Identify criteria used (i.e., weighted selection/performance criteria) to evaluate the modes and justify the use of a weighted criteria evaluation to select the most **efficient and cost-effective mode**.
- 5.4 Supply Chain Facilities: Examine the **seven primary layout types** for facilities involved in supply chain. Describe how **materials and information feed into and flow** in each type of layout.
- Office layout;
 - Retail layout;



- c. ~~w~~Warehouse layout;
- d. ~~f~~Fixed-position layout;
- e. ~~p~~Process-oriented layout;
- f. ~~w~~Work cell layout; ~~and~~
- g. ~~p~~Product-oriented layout

5.5-Product Movement and Management: Illustrate the **movement and management of a product** through each node/component and the issues of communication ~~related~~communication to the **bullwhip effect** and **bottlenecking**.

6. Management and Information Technology

6.1 Microsoft Excel and Information Management: Demonstrate **proficiency with Microsoft Excel** to manage and analyze data, keep records, and solve problems.

6.2 Supply Chain Tools and Processes: Investigate the tools and processes companies use to **manage the flow of inputs and outputs** within a supply chain. Determine the use of barcodes, radio frequency identification (RFID), unique identification (UID), and tagging methods (active and passive) in the **tracking and distribution of product flow**.

6.3 Computers and Information Technology: Determine the use of computers and other information technologies in a supply chain. List **relevant technologies/software** and describe how they **improve supply chain function**.

6.4 Product Pricing and Profitability: Establish supply chain's contributions to a consumer's price for a product and a company's profit/loss potential and depict how changes in supply chain costs affect final **product pricing** and **company profitability**.

6.5 Supply Chain Disruption and Risks: Outline the effects of supply chain disruption and its related risks. Analyze the **importance of distribution and logistics** in a global society. Investigate the **influences** of customer demands, ordering and managing inventory, forecasting, controlling inbound and outbound shipments, reducing costs, and saving time in **product and service flow** and analyze how **international trade agreements** affect each.

7. Case Study

7.1 Global Supply Chain Network: Synthesize information from industry, scholarly, and popular media sources outlining how a top 20 retailer has used supply chain management to become one of the largest retailers in the world. Analyze the following areas of the **retailer's global supply chain network**:

- a. customer service_{LT}
- b. distribution costing_{LT}
- c. distribution planning_{LT}
- d. information technology_{LT}
- e. materials and purchasing management_{LT}
- f. order processing systems_{LT} and



- g. transport and inventory management.

8. Data Analysis

- 8.1– Team Project with Data Analysis:- As a team, identify a problem related to the program of study as a whole. Research and utilize the **Engineering Design Process** to design a solution. Document the following steps in an **engineering design notebook** for inclusion in the program portfolio. When possible, connect the problem to a DECA or FBLA competitive event.
- a. **Problem Identification:** Brainstorm specific problems and challenges within the program of study. Conduct basic research to understand the scope and implications of the identified problem. Identify one problem as a focus area.
 - b. **Research and Analysis:** Conduct in-depth research on chosen topics related to the problem. Locate and analyze a dataset related to the problem.
 - c. **Review the Stages of the Engineering Design Process:** Define the problem, research, brainstorm solutions, develop prototypes, test and evaluate, and iterate. Consider constraints such as cost, efficiency, and environmental impact during the design process.
 - d. **Project Implementation:** Assign specific roles within the design teams (e.g., project manager, researcher, designer, tester). Design a solution tailored to address the identified problem or scenario. Document progress through design journals, sketches, diagrams, and digital presentations. (Note: Prototype is optional in the Year 2 course.)
 - e. **Presentation and Reflection:** Showcase the problem and solution to the class. Share the data that was analyzed and how it affected the solution. Discuss the design process and challenges. As a class, critically evaluate the effectiveness and feasibility of the solutions and propose potential improvements.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
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Supply Chain Management II: Warehousing and Distribution

Primary Career Cluster:	Marketing, Distribution & Logistics
Course Contact:	CTE.Standards@tn.gov
Course Code:	C31H25
Prerequisite:	<i>Supply Chain Management I: Foundations & Principles</i> (C31H24)
Credit:	1
Grade Level(s):	10-12
Focused Elective Elective Focus- Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>Marketing</i> courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is the third course in the <i>Supply Chain Management</i> program of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org
Coordinating Work-Based Learning:	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	030, 035, 039, 052, 054, 152, 153, 158, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476, 503, 776, 952, 953, 958
Required Teacher Certifications/Training:	None
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-marketing.html Best for All Central: https://bestforall.tnedu.gov/



Course at a Glance

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

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

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

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

- Participate in the CTSO Fall Leadership Conference, DECA and FBLA Fall Leadership Camps, FBLA Regional and State Leadership Conferences, and DECA Emerging Leader Summit.
- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences.
- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, and career exploration.
- Participate in DECA competitive events such as Integrated Marketing Campaign – Event, Product, and/or Service, and Marketing Management Team Decision-Making.
- Participate in FBLA competitive events such as Management Information Systems, Management Decision Making, Critical Thinking, Organizational Leadership, Spreadsheet Applications, and Supply Chain Management.

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

Using Work-Based Learning (WBL) in Your Classroom

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

- **Standard 1.1** | Job shadowing and industry tours with supply chain industry professionals for students to learn about personal and environmental safety practices.
 - **Standards 2.1-2.2** | Virtual exchanges with supply chain industry professionals for students to learn about logistics and organizational management practices and functions.
 - **Standards 3.1-3.5** | Job shadowing and informational interviews with professionals from the supply chain industry for students to learn the various aspects of warehousing, including layout and warehouse management system (WMS) software.
 - **Standards 5.1-5.2** | Integrated project with multiple interactions with professionals for students to practice solving various problems that can arise within the supply chain.
 - **Standards 6.1-6.3** | Guest speakers from the supply chain industry to discuss new and upcoming trends within supply chain and logistics.



- **Standard 7.1** | Integrated project with multiple interactions with professionals from the supply chain industry.

Course Description

Supply Chain Management II: Warehousing and Distribution prepares students for entry into the warehouse and distribution career field. Course content emphasizes a deep understanding of the dynamics of distribution and logistics operations, the warehousing skills needed for the tracking and managing of inventory, and the problem-solving skills used by logisticians in today's complex business environments. Upon completion of this course, a proficient student will have a thorough understanding of safety, tools, equipment, operations, processes, customer fulfillment, product lifecycle, future trends, and regulatory issues in the industry. Extensive use of Microsoft Office is required throughout this course.

Course Standards

1. Occupational Safety

- 1.1 Safety Practices and OSHA 10 Certification: Identify the procedure for obtaining the **OSHA 10 General Industry Certification**. Investigate how businesses comply with **personal and environmental safety practices** associated with the appropriate handling and storage methods of materials in accordance with local, state, and federal safety and environmental regulations.
 - a. Adhere to Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents and observed hazards as well as emergency response procedures.
 - b. Use appropriate signs and symbols to identify hazardous materials within warehouses and during transportation of the materials.
 - c. Identify dangerous goods and determine the appropriate corrective actions if faced with a hazardous situation, as outlined by the *Emergency Response Guidebook* published by the U.S. Department of Transportation.

2. Logistics & Transportation

- 2.1 Logistics Functions: Synthesize information from textbook(s), print, and online industry sources to describe each of the following **functions found under the logistics umbrella**, how they interact with each other, and how **each affects product costs and profitability**.
 - a. Transportation,
 - b. Warehouse and storage,
 - c. Intermodal freight transport,
 - d. Materials handling,
 - e. Inventory control,
 - f. Order fulfillment,
 - g. Inventory forecasting,
 - h. Production planning/scheduling,



- i. Customer service,
 - j. Facility location,
 - k. Return goods handling,
 - l. Parts and service support, and
 - m. Salvage and scrap disposal.
 - 2.2 Transportation and Inventory Costs: Describe the **tradeoffs** that occur between transportation and inventory costs. Use real products and companies to explain when it is more profitable to use more expensive transportation and maintain a smaller inventory and when it is more advantageous to use cheaper transportation and maintain larger inventories. Discuss the application of key concepts such as **Just-in-Time (JIT) strategy, lean dynamics, and Kanban systems**.
 - 2.3 Lean Six Sigma: Define **Lean Six Sigma philosophies** and differentiate between **value-added and non-value-added services**. Demonstrate an understanding of **Lean Manufacturing** and the **Lean principles** including minimizing categories of waste (DOWN TIME).
 - 2.4 Planning of Material Management: Create a **viable Material Requirement Plan (MRP)** to demonstrate an understanding of the proper planning of material management. Define lot size, lead time, planning factors, and safety stock. Perform inventory calculations to minimize costs and use algebraic reasoning and appropriate units to determine the Economic Order Quantity (EOQ) and Reorder Point (ROP) for a given product. Identify the correlation between the Material Requirement Plan (MRP) and the Bill of Materials (BOM).
 - 2.5 Microsoft Excel and Information Management: Demonstrate proficiency with **Microsoft Excel** to manage and analyze data, keep records, and solve problems. Use the **Microsoft Excel Solver add-in** to practice solving optimization problems by performing a **what-if analysis**.
- ### 3. Warehousing
- 3.1 Warehousing Requirements: Compare and contrast the **warehousing requirements to manufacture various products**, including perishable foods, hazardous chemicals, large items like furniture and appliances, school supplies, seasonal items, and subassemblies.
 - 3.2 Warehouse Layout Design: Identify the **principles of warehouse layout design**. Explain the different warehouse layouts (I, U, L) and the purpose and strengths of each. Identify and explain the purpose of material handling and equipment systems. Design a warehouse layout with a list of and rationale for necessary material handling equipment.
 - 3.3 Warehouse Management Systems (WMS): Investigate various **warehouse management system (WMS) software programs** and create a comparison chart to assist a warehouse manager in selecting software to meet the specific needs of the operation.



3.4 Automation Processes: Analyze **automation processes** that have replaced human labor within nodes of supply chain channels. Identify the costs and benefits associated with the use of human laborers versus automation systems, specifically in warehouses. Debate their ramifications on efficiency, productivity, and local economic indicators and determine when it is advantageous to replace laborers with machines.

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3.4.3.5 Warehouse Documents: Demonstrate the ability to complete and interpret **warehouse documents**, including packing slips, bills of lading, advance shipment notices, distribution sheets, pick lists, invoices, special orders, and inventory forms. Research **storage and shipping documentation** required by government and regulatory agencies.

4. Support Roles and Partnerships

4.1 Maintenance of Storage and Distribution: Evaluate the **role of maintenance in the safety and efficiency of storage and distribution**, including vehicle, pipeline, building, and other maintenance areas. Examine actual instances where inadequate maintenance practices disrupted a company's supply chain distribution.

4.2 Supply Chain Security: Assess the importance of **supply chain security** and describe the **Customs-Trade Partnership against Terrorism's (CTPAT)** use of supply chain regulations and protocols to keep the United States safe from terrorism. Research how a local company addresses safety and security within its supply chain channels.

4.3 Third-Party Logistics (3PL): Define **third-party logistics (3PL)** and describe services third-party logistics companies provide to other businesses. Justify why a business would choose to use third-party logistics services instead of performing the supply chain functions themselves to determine how and why make versus buy decisions (insource versus outsource) are made. Research **local third-party logistics companies** and describe the services they offer local businesses to analyze the risks and benefits of the source decisions.

4.4 Negotiation Practices: Investigate the **importance of negotiation** in business in general and specifically in supply chain management. Debate and negotiate to determine a **make versus buy decision** for a specific business situation.

4.5 Agency Regulation of Supply Chain: Generate a list of **international, national, state, and local agencies and organizations** that **regulate some part of the supply chain**, including their respective roles and areas of jurisdiction. Example agencies include the following:

- a. U.S. Department of Transportation (DOT);
- b. U. S. Customs and Border Protection (CBP);
- c. Homeland Security (HS);
- d. Environmental Protection Agency (EPA);
- e. Occupational Safety and Health Administration (OSHA);
- f. World Shipping Council;
- g. United Nations, including the International Maritime Organization (IMO);
- h. International Organization for Standardization (ISO);



- i. World Customs Organization (WCO);
- j. City and county laws and ordinances; and
- k. State laws.

5. Problem Solving

5.1 Warehousing and Transportation Problems: Solve **problems related to transportation of goods and warehousing**. Evaluate data and present solutions or recommend appropriate decisions and calculate “what if” scenarios as appropriate. Problems should include scenarios such as the following:

- a. selecting routes and modes of transportation between a distribution center and various markets;
- b. calculating the carbon footprint of similar products shipped from different locations and by different modes of transportation;
- c. optimizing warehouse usage;
- d. maximizing trailers for shipping;
- e. comparing offsite vs. onsite warehousing;
- f. planning for the moving and handling of hazardous goods;
- g. analyzing the impact of natural disasters on supply chain;
- h. forecasting potential threats related to the geography of a company’s supply base;
- i. designing contingency plans in times of natural disasters; and
- j. developing strategies for working toward the sustainable use of specific materials and modes of transportation.

5.2 Goods and Services Problems: Given a selected case, plan for the **storage, movement, and delivery of a specified good or service** from one location to another. Use logistics data and apply concepts learned in the course to justify the tradeoff decisions (e.g., mode of transport, holding time, delivery constraints such as fuel cost) in the proposed plan and explain the logic behind each choice as if presenting to a senior manager.

6. Trends

6.1 Retail Logistics Operations: Analyze case studies of various retail companies’ logistics operations to see how they **plan for and adjust their operations** to compete with companies such as Amazon, Walmart, and Kroger.

6.2 Trends Affecting Supply Chain: Use information from transportation, distribution, and logistics professional organizations to **identify trends** (e.g., rising fuel costs, movements toward fully automated warehouses, and greening the supply chain) that affect **local, regional, national, and international supply chains** and include the following:

- a. description of the trend and explanation of how it affects the supply chain;
- b. examples of how various businesses are responding to the trend; and
- c. an outline of the information that must be considered before a business implements any change, including a formal cost-benefit analysis.



6.3 E-Commerce: Analyze **eCommerce's influence** on traditional supply chains. Examine how continual technological changes have affected the delivery of goods and services in both the business-to-business and business-to-consumer segments of the supply chain.

7. Project

7.1 Supply Chain in Tennessee: Using resources such as Tennessee Economic and Community Development, Tennessee Department of Transportation, maps of Tennessee, and other sources, analyze the **geographical and infrastructural benefits** to the state of Tennessee. Create a professionally designed **promotional handout** to include the pros and cons of businesses located in close proximity to one another to form industrial parks and how this proximity affects the supply chain channels within the state.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.
- *Emergency Response Guidebook*: <https://www.phmsa.dot.gov/hazmat/erg/emergency-response-guidebook-erg>

Primary Career Cluster:	Marketing, Distribution & Logistics
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C31H26
Prerequisite(s):	<i>Supply Chain Management II: Warehousing & Distribution</i> (C31H25)
Credit:	1
Grade Level:	11-12
Focused Elective Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>Marketing</i> courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is a capstone course in the <i>Supply Chain Management</i> program of study.
Necessary Equipment:	None
Aligned Student Organization(s):	DECA: https://www.tndeca.org/ FBLA: https://www.fblatn.org/
Coordinating Work-Based Learning:	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html. Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	030, 035, 039, 052, 054, 152, 153, 158, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476, 503, 776, 952, 953, 958



Required Teacher Certifications:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-marketing.html Best for All Central: https://bestforall.tnedu.gov/

Supply Chain Management III: Management and Logistics

Course at a Glance

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

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

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

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

- Participate in the CTSO Fall Leadership Conference, DECA and FBLA Fall Leadership Camps, FBLA Regional and State Leadership Conferences, and DECA Emerging Leader Summit to engage with peers by demonstrating logical thought processes and developing industry-specific skills that involve teamwork and project management.
- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences.
- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, career exploration, and crafting an elevator speech.
- Participate in DECA competitive events such as Integrated Marketing Campaign – Event, Product, and/or Service, Marketing Communications Series, Marketing Management Team Decision Making, and Principles of Marketing.



- Participate in FBLA competitive events such as Management Information Systems, Management Decision Making, Critical Thinking, Organizational Leadership, Spreadsheet Applications, and Supply Chain Management.

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

Using Work-Based Learning (WBL) in Your Classroom

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

- **Standards 1.1-1.2** | Job shadowing and industry tours with supply chain industry professionals for students to learn about personal and environmental safety practices used in the industry.
- **Standard 2.1** | Compensated internship or on-the-job training in the supply chain industry for students to ~~development~~develop their professionalism and communication skills.
- **Standard 2.4** | On-the-job training in the area of supply chain for students to learn the essential skills and attributes to succeed in the industry.
- **Standard 3.1** | Job shadowing, informational interviews, and virtual exchanges with professionals in the supply chain industry for students to learn about the shipping, receiving, processing, and storing of products.
- **Standard 3.4** | On-the-job training with a local business for students to gain experience with the order cycle and relevant information systems.
- **Standard 3.5** | Technical mentoring through online interactions with professionals in the supply chain industry for students to analyze real-world supply chain disruptions.
- **Standard 4.2** | Virtual exchanges and job shadowing with a local retail operation for students to learn about transportation delivery routes.
- **Standard 5.1** | Integrated project with multiple interactions with professionals in the supply chain industry for students to plan and develop a supply chain distribution center.
- **Standard 6.1** | On-the-job training for students to develop their career portfolios, including acquiring the necessary technical skills and training, creating their resumes, and other key documentation.

Course Description

Supply Chain Management III: Management and Logistics prepares students for a capstone learning experience in logistics, planning, and management systems. A range of business tasks will be undertaken to support the operation of supply chain processes including coordinating and controlling the order cycle and associated information systems. Through exposure to crucial business activities such as project management, analyzing logistical problems, and producing new solutions, students will acquire advanced skills related to business professionalism, ethics, policies, and communication. Upon completion of this course, a proficient student will be prepared for further education and careers in the supply chain industry.



Course Standards

1. Occupational Safety

- 1.1 Safety Procedures and OSHA 10 Certification: Identify the procedure for obtaining the **OSHA 10 General Industry Certification**. Create a **safety procedures manual** for new employees working in a warehouse facility. Outline the **personal and environmental safety practices** associated with the appropriate handling and storage methods of materials in accordance with local, state, and federal safety and environmental regulations.
- Include employee responsibilities and protocols for adhering to regulations, Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents and observed hazards, and emergency response procedures.
 - Include information on how to interpret Material Safety Data Sheets (MSDS) to determine any hazards related to materials handling.
 - Include the appropriate signs and symbols to identify hazardous materials within warehouses and during transportation of the materials.
- 1.2 Safety Equipment Demonstration: Prepare and deliver a **safety demonstration** on the use of a specific piece of safety equipment or personal protective equipment (PPE).

2. Communications and Professionalism

- 2.1 Verbal and Nonverbal Communication Skills: Practice **effective verbal, nonverbal, written, and electronic communication skills** for working with customers, employees, dispatchers, wholesalers, and retailers. Demonstrate the ability to listen attentively, speak courteously and respectfully, discuss client ideas/vision, resolve conflicts, and respond to customer objections or complaints to the customer's satisfaction.
- 2.2 Microsoft Excel and Information Management: Demonstrate **proficiency with Microsoft Excel** to manage and analyze data, keep records, and solve problems. Use the **Microsoft Excel Solver add-in** to practice solving optimization problems by performing a what-if analysis.
- 2.3 Codes of Ethics and Ethical Sourcing: Analyze **Codes of Ethics** from various transportation, distribution, and logistics-related professional organizations and/or companies, focusing on what these codes reveal about an organization's work culture and values. Address the **role of ethical sourcing** and its effect on consumer decisions.
- 2.4 Career Skills and Traits: Research job descriptions, career information, and online job boards to identify **desirable employability skills and character traits** for professionals working in the area of supply chain management. Define the characteristic, state why it is important for people working in the field, and list at least two ways to develop that skill. Possible skills include, but are not limited to the following:
- collaboration,
 - honesty,
 - reliability,



- d. communication,
- e. responsibility,
- f. problem-solving,
- g. ability to work under pressure,
- h. flexibility/adaptability,
- i. workplace etiquette,
- j. leadership, and
- k. cross-cultural/diversity and inclusion respect.

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2.5 Negotiations: Investigate the **importance of negotiation** in business, specifically in supply chain management. Identify negotiation preparation strategies, effective negotiation strategies and tactics, how to develop a fair and comprehensive negotiation plan, and how to select a business partner that has a like-minded mission.

3. Warehousing Management

Note: For the following standards, teachers are encouraged to leverage relationships with local businesses to bring in representatives for class discussions and/or supply examples of management processes and other relevant documents.

3.1 Layout Plans: Use information from field visits, texts, and personal communications with business representatives to create **layout plans** for processing incoming and outgoing, cross-docking, and storage of products. Provide a sketch of the **shipping and receiving area** and write out a **standard operating procedure** for each.

3.2 Flow Charts and Value Stream Mapping: Create a **flow chart** for **processing incoming goods and materials** using standardized industry protocols and procedures, including processes for dealing with damaged, incorrect, and incomplete orders. Develop a current state, future state, and ideal state **value stream map**.

3.3 Product Shipment Planning: Simulate the **work of a warehouse manager or logistician** by planning for the shipment of a product. Given a set of constraints, apply **Lean Manufacturing and Lean Layout principles** to determine the number of pallets needed and assign dock doors to accommodate the appropriate number of loads.

3.4 Order Cycle: Develop a profile of how a local business **coordinates and controls the order cycle and associated information systems** of scheduling, cost analysis, documentation confirmation, packing lists, MSDS, product seals, packaging types, packaging labels, and routing issues. Include a description of the **performance metrics** used to monitor the quality, quantity, cost, and efficiency of the movement and storage of goods.

3.5 Supply Chain Disruptions: Analyze a **case study of a supply chain disruption** for a particular product or company. Describe what went wrong, how management addressed the problem, whether or not the issue was resolved, and the impact it had on either the supply chain or the industry as a whole.



4. Supply Chain Efficiency

- 4.1 Supply Chain Optimization: Apply the **skills of supply chain optimization** by selecting an existing business and creating a **value stream map** of the product and information flow. Identify the non-efficient or wasteful areas and create an optimized plan for improvement. Redesign a supply chain to make it more efficient.
- 4.2 Transportation Delivery Routes: Design **cost-effective transportation delivery routes** to a minimum of five in-state locations for an existing Tennessee retail operation. Include instructions on how to **plan and manage the loading of freight-freight** (truck or airplane) and design routes to minimize costs.
- 4.3 Last Mile Strategies: Investigate the use of **last-milelast-mile strategies** in supply chain management, comparing inventory deployment, response/delivery time constraints, product return processing, and modes of deliveries for **last-milelast-mile** and traditional supply chains. Alter a traditional supply chain into a **last-milelast-mile** supply chain for an existing product and create a presentation on the ramifications of the change.

5. Capstone Project

- 5.1 Planning a Distribution Center: Create a **plan for a distribution center** to include the following:
- Select a location for the center and indicate on a map the service area for the distribution center.
 - Using online mapping applications, identify businesses within the area that could be potential customers.
 - Determine the type of distribution center to build based on potential customers—for example, a retail distribution center, a service parts distribution center, a catalog or e-commerce distribution center, or a 3PL (3rd party) distribution center.
 - Include a brief description of how each of the following operations will be handled at the distribution center: dock operations, receiving operations, storage operations, picking operations, packaging operations, shipping operations, and processing returns.
 - Evaluate possible material handling and storage equipment for use in the distribution center and assess when and where to use multiple warehouses and distribution centers.
 - Investigate the modes of transportation to be used to ship materials and develop guidelines for when to use each. Consider truck, rail, air transport, maritime transport, intermodal, and outsourcing as methods of moving **productproducts**.
 - Develop clearly defined and measurable metrics to assess progress, and supply sample cost and revenue projections based on specified inventory, overhead, variable costs, and other inputs.



6. Career Portfolio

6.1 Electronic Career Portfolio: Compile examples that represent **professional and personal skill attainment** into an electronic career portfolio. Develop a plan to distribute the portfolio as part of a career job search and/or admission to a postsecondary program.

Portfolio items may include the following:

- a. attainment of technical skill competencies, licensures or certifications, recognitions, awards, and scholarships;
- b. documentation of extended learning experiences, such as community service, professional organizations, or internships;
- c. abstract of technical competencies mastered during the practicum;
- d. resume;
- e. examples of best work; and
- f. other examples compiled in previous courses.

Standards Alignment Notes

*References to other standards include:

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

Supply Chain Management Practicum

Primary Career Cluster:	Marketing, Distribution & Logistics
Course Contact:	CTE.Standards@tn.gov
Course Code :	C31H##27
Prerequisite(s):	Two credits in the <i>Supply Chain</i> program of study
Credit:	1
Grade Level:	11-12
Focused Elective Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>Marketing</i> courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is a capstone course in the <i>Supply Chain Management</i> program of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org
Coordinating Work-Based Learning:	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://www.tn.gov/content/tn/education/career-and-technical-education/work-based-learning.html
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html
Teacher Endorsement(s):	030, 035, 039, 052, 054, 152, 153, 158, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476, 503, 776, 952, 953, 958
Required Teacher Certifications/Training:	None



Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-marketing.html https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-marketing.html Best for All Central: https://bestforall.tnedu.gov/

Course_at_a_Glance

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

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

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- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences
- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, career exploration, and crafting an elevator speech
- Participate in DECA competitive events such as Integrated Marketing Campaign – Event, Product, and/or Service, Marketing Communications Series, Marketing Management Team Decision Making, and Principles of Marketing
- Participate in FBLA competitive events such as Management Information Systems, Management Decision Making, Critical Thinking, Organizational Leadership, Spreadsheet Applications, and Supply Chain Management



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

Using Work-based Learning (WBL) in Your Classroom

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

- **Standards 1.1-1.4** | Compensated internship in the supply chain industry connected to [the](#) curriculum for students to develop job skills and job materials.—
- **Standards 2.1-2.3** | On-the-job training in the supply chain industry for students to develop the necessary skills and knowledge to launch a career in supply chain.
- **Standard 3.1** | On-the-job training in the supply chain industry for students to learn about personal and environmental safety practices used in the industry.
- **Standards 4.1-4.3** | Compensated internship and on-the-job training in the supply chain industry.
- **Standard 5.2** | On-the-job training in the supply chain industry for students to learn and practice using relevant technology, equipment, and software in the supply chain industry.
- **Standards 6.1-6.5** | On-the-job training in the supply chain industry for students to gain expertise in warehousing management, including warehousing layout, processing of incoming goods and products, and supply chain disruptions.
- **Standards 7.1-7.2** | On-the-job training in the supply chain industry for students to gain experience understanding and identifying the elements of supply chain efficiency, including regulations, trade laws, and transportation delivery routes.
- **Standard 8.1** | On-the-job training in the supply chain industry for students to acquire the necessary job experience and materials to advance their careers.

Course Description

Supply Chain Management Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Supply Chain courses within an authentic business setting. Practicum activities can take place around student-led startups under the supervision of the instructor or in collaboration with a local business incubator. The standards in this course can also be used to promote student participation in a work-based learning (WBL) experience through an internship or other off-campus arrangement. Upon completion of the practicum, proficient students will be prepared to enter the workforce in an entry-level supply chain position or continue their [study-studies](#) at the postsecondary level.

Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in state board policy), the department's Work-Based Learning Policy Guide, and state and federal Child Labor Law. As such, the following components are course requirements:☺



Course Standards

~~4.1.~~ **Internship**

- 1.1 Work-Based Learning Internship Experience: Participate in a work-based learning internship experience to **develop, practice, and demonstrate skills** outlined in the standards below and ~~in~~ previous courses in this program of study. An internship should follow current Tennessee work-based learning guidelines as appropriate. Skills developed and practiced in this practicum include the following:
- professionalism and work ethic;
 - leadership and management skills;
 - occupational safety skills;
 - informational management skills;
 - project development and management;_{CTE} and
 - supply chain policies and procedures.
- 1.2 Internship Experience and Course Content: Document internship activities. Draw **connections between the experience and course content**, thoughtfully reflecting on the following:
- acquired leadership skills;
 - problem-solving techniques and decision-making skills;
 - team member participation in a learning environment;_{CTE} and
 - personal career development.
- 1.3 Personal and Professional Growth: Upon conclusion of the internship, **reflect** on the internship experience and next steps for **personal and professional growth**, showcasing highlights, challenges, and lessons learned from the internship. Students should emphasize instances in which they participated in an **actual problem-solving scenario** as part of their internship placement and how the problem required them to apply knowledge learned in CTE courses.
- 1.4 Personalized Learning Plan: Develop a Personalized Learning Plan (PLP) that identifies **long-term goals**, demonstrates how the Work-Based Learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to **meet and demonstrate course standards**, and addresses **employability skill attainment** in the following areas:
- application of academic and technical knowledge and skills (embedded in course standards);_{CTE}
 - career knowledge and navigation skills, 21st Century learning and innovation skills;_{CTE} and
 - personal and social skills.

~~4.2.~~ **Launching a Career in Supply Chain**



- 2.1 Work-Based Learning Placement Company Profile: Produce an **in-depth profile of the WBL placement company**, using specific textual evidence from the company's literature, conduct interviews, and/or analyze press coverage ~~_(if available)_~~ to summarize the following:
- mission and history of the organization;
 - headquarters and organizational structure;
 - products or services provided;
 - marketing/branding strategy;
 - profit model;
 - website and contact information~~;~~ and
 - components of supply chain channel.
- 2.2 Job Application and Mock Job Interview: Complete an **authentic job application** as part of a career search or work-based learning experience and participate in a **mock job interview**. Prior to the interview, update a **personal resume**, research **tips on dress and grooming**, most commonly asked **interview questions**, appropriate **conduct during an interview**, and recommended **follow-up procedure**~~procedures~~. Following the interview, write a **thank you letter** to the interviewer in a written or email format.
- 2.3 Supply Chain Constraints and Opportunities: Synthesize the most recent information on interest rates, consumer spending, market competition, regulation, investment activity, and other economic data to identify the potential **constraints and opportunities** for the WBL placement company.

2.3. Occupational Safety

- 3.1 Personal and Environmental Safety Practices: Demonstrate the ability to comply with **personal and environmental safety practices** associated with the appropriate handling and storage methods of materials in accordance with local, state, and federal safety and environmental regulations.
- Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents, observed hazards, and emergency response procedures.
 - Interpret Material Safety Data Sheets (MSDS) to determine any hazards related to materials handled. Use appropriate signs and symbols to identify hazardous materials within warehouses and during transportation of the materials.
 - Maintain a portfolio record of written safety examinations and equipment ~~examination~~ examinations for which the student has passed an operational checkout by the instructor.
 - Identify dangerous goods and be able to discuss how they influence warehouse and transportation decisions and determine the appropriate corrective actions if faced with a hazardous situation as outlined by the *Emergency Response Guidebook* published by the U.S. Department of Transportation.



3.4. Communications and Professionalism

- 4.1 Professional Communication: Practice **effective verbal, nonverbal, written, and electronic communication skills** for working with customers, employees, dispatchers, wholesalers, and retailers by demonstrating the ability to listen attentively, speak courteously and respectfully, discuss client ideas/vision, resolve conflicts, and respond to customer objections or complaints to the customer's satisfaction.
- 4.2 Code of Ethics and Workplace Climate: Collect Codes of Ethics from the work-based learning placement and compare what they say about the **work culture** at the particular organization to the company's actual workplace climate. Use this analysis to create a **personal code of ethics**.
- 4.3 Company Organizational Chart and Job Descriptions: Research the **organizational chart and job descriptions** for each of the positions within the work-based learning placement and identify desirable **employability skills** and **character traits** for professionals working in that position, including specific **technical skills** as well as **soft skills**.

4.5. Distribution and Logistics Technology

- 5.1 Microsoft Office Programs: Demonstrate **proficiency with Microsoft Office** programs by using them to complete class assignments including writing papers, making presentations for various stakeholders (e.g., peers vs. executives), solving problems, keeping records, and managing data.
- 5.2 Distribution and Logistics Technology: Identify the various **forms of technology** in the work-based learning environment, organize each identified piece of technology into equipment or software, and **catalog technology applications**.
 - a. A generic description of the purpose of each type of software/technology included. Possible categories to include are electronic commerce (e-commerce), barcode software, enterprise resource planning (ERP), distribution resource planning (DRP), a people process (such as SIOP), transportation management systems (TMS), and electronic data interchange (EDI).
 - b. An entry for each specific software/technology that falls in the application category, including graphics, product description, key features, best uses, and a link to the product website.
 - c. A description of how each piece of technology plays into short- and long-term distribution and logistics ~~decision-making~~[decision-making](#).
- 5.3 Software Programs: Analyze the organization's **software programs**, the extent to which they are **integrated into the organization**, and their effect on [the efficiency of data tracking](#).



5.6. Warehousing Management

- 6.1 Warehouse Layout: Create a layout depiction for the work-based learning placement's processing of incoming and outgoing, cross-docking, and storage of products. Provide a **sketch of the shipping and receiving area** and write out a **standard operating procedure** for each.
- 6.2 Process Flow Chart: Create a **process flow chart** for the **incoming goods and materials** used at the work-based learning placement, including processes for dealing with damaged, incorrect, and incomplete orders.
- 6.3 Product Shipment and Planning Processes: **Job shadow or interview** a warehouse manager or logistician and assess how they **plan for the shipment of a product**. Given a set of constraints, such as a specified timetable, destination, quantity, or other factors, determine how to **calculate the number of pallets** needed and assignment of dock doors to accommodate the appropriate number of loads.
- 6.4 Order Cycle and Associated Information Systems: Analyze how the **business coordinates and controls** the order cycle and associated information systems of scheduling, cost analysis, documentation confirmation, packing lists, MSDS, product seals, packaging types, packaging labels, and routing issues. Include a description of the **performance metrics** used to monitor the quality, quantity, cost, and efficiency of the movement and storage of goods.
- 6.5 Supply Chain Disruptions: Investigate an instance where a **problem within the supply chain** arose at the business—describe what went wrong, how management addressed the problem, whether or not the issue was resolved, and its effect on either the supply chain or the industry as a whole.

6.7. Supply Chain Efficiency

- 7.1 Components of Supply Chain: For the work-based learning placement, create a **visual representation of its supply chain components** and, where possible, the business and government entities contributing to the supply chain. Applying knowledge of regulations, trade laws, cost of handling and transporting procedures, and supply chain managerial ~~decision-making~~**decision-making**, identify **areas of the supply chain to redesign to make it more efficient**.
- 7.2 Transportation Delivery Routes: Review the company's transportation delivery routes to multiple locations, outlining the **modes of transportation** used for imports, domestic



inbound, outbound deliveries, and/or exports. Analyze **routes for ~~cost effectiveness~~cost-effectiveness** and the advantages and disadvantages of each mode of transportation.

7.8. Portfolio

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

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

Standards Alignment Notes

*References to other standards include:

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



Department of
Education

College, Career and
Technical Education

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