

Implementation Date  
Fall 2008

**PROGRAM CONCENTRATION:**           **Marketing, Sales & Service**  
**CAREER PATHWAY:**               **Multiple Marketing Pathways**  
**COURSE TITLE:**                   **Professional Sales and Promotion**

This course focuses on the performance of key responsibilities required in a retail environment. Students develop skills in pricing, visual merchandising, advertising, special promotions, professional sales, and customer service.

In order to increase the number of application experiences, students should participate in work-based learning activities and the student organization, DECA, An Association of Marketing Students. It is also highly advantageous for students to participate in a school-based enterprise.

### **THE SCOPE OF PROMOTION AND ADVERTISING**

Students will be able to discuss the scope of promotion and advertising as an industry.

#### **MKT-PSP-1. Students will analyze the scope of the advertising and promotion industry.**

- a. Explain factors affecting the growth and development of the advertising/promotion industry.
- b. Discuss the economic and social effects of advertising/promotion.
- c. Identify factors affecting international marketing communication and promotion.
- d. Describe current issues/trends in advertising/promotion.
- e. Describe the importance of business ethics in promotion.
- f. Explain considerations affecting international promotion.
- g. Describe the use of technology in the promotion of products/services.

#### **ACADEMIC STANDARDS:**

*ELA12LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

*ELA12LSV2. The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning skills, and combine rhetorical strategies of narration, exposition, persuasion, and description.*

### **THE ROLE OF THE PROMOTIONAL MIX**

Students will be able to explain the elements of the promotional mix and their application in a competitive economic environment.

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**MKT-PSP-2. Students will discuss the role of the promotional mix in a competitive economic environment.**

- a. Identify and define the elements of the promotional mix.
- b. Distinguish between advertising, promotion, publicity, and public relations.
- c. Explain the importance of timeliness for the elements of the promotional mix.
- d. Analyze the effect of e-marketing on the elements of the promotional mix.
- e. Examine ethical behaviors as they relate to the elements of the promotional mix.
- f. Explain the factors used to position products or services.
- g. Analyze the role of branding and trademarks as they relate to the elements of the promotional mix.
- h. Discuss the impact of branding (i.e., on competition among various products/services, on customer's perception of product/services, etc.)

**ACADEMIC STANDARDS:**

*ELA12W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying disclosure.*

*ELA12W2. The student demonstrates competence in a variety of genres.*

*ELA12LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

**ANALYZING POTENTIAL MARKETS**

Students will be able to demonstrate techniques used to analyze potential markets.

**MKT-PSP-3. Students will demonstrate techniques used to analyze the potential market.**

- a. Identify ways to segment the advertising/promotion markets.
- b. Explain the need for target marketing in advertising/promotion.
- c. Develop customer/client profiles.
- d. Identify market segments for products/services.
- e. Select a target market for a product/service.
- f. Conduct a market analysis (market size, area, potential, etc.).

**ACADEMIC STANDARDS:**

*ELA12LSV1. The students participate in student-to-teacher, student-to-student, and group verbal instructions.*

*ELA12W3. The student uses research and technology to support writing.*

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*MC4P1. Students will solve problems using appropriate technology.*

*MC4P4. Students will make connections among mathematical ideas and other disciplines.*

*MC3D1. Using sample data, students will make informal inferences about population means and standards deviations.*

## **REGULATIONS AND ETHICS**

Students will be able to discuss the ethical issues and the regulations that affect promotion.

### **MKT-PSP-4. Students will discuss regulations and ethics in promotion.**

- a. Explain the regulations affecting promotion.
- b. Describe methods used to protect intellectual property.

## **ACADEMIC STANDARDS:**

*ELA12LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

*ELA12LSV2. The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning skills, and combine rhetorical strategies of narration, exposition, persuasion, and description.*

## **MEDIA COST AND THE STEPS IN PLANNING AN ADVERTISING CAMPAIGN**

Students will be able to implement the steps in planning an advertising campaign and apply media costs to the elements of an advertising campaign.

### **MKT-PSP-5. Students will discuss the steps in planning for advertising campaigns.**

- a. Determine the advertising reach of the media.
- b. Select the advertising media for a product or service.
- c. Choose appropriate media vehicles.
- d. Schedule ads and commercials.
- e. Select the placement of advertisements.
- f. Buy ad space/time.
- g. Coordinate the efforts of multifunctional teams (i.e., coordinate work efforts of creatives [designers, writers, artists], account services, traffic, etc.).

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- h. Conduct promotional planning meetings.
- i. Write pitch letters to clients.
- j. Pitch a promotional idea to a client.
- k. Develop market research activities to identify target markets.
- l. Evaluate research results to select promotional objectives and develop the promotional budget.
- m. Choose the promotional mix for a media campaign.
- n. Evaluate the results achieved from the campaign.

**ACADEMIC STANDARDS:**

*ELA12LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

*ELA12LSV2. The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning skills, and combine rhetorical strategies of narration, exposition, persuasion, and description.*

*MC4P1. Students will solve problems using appropriate technology.*

*MC4P4. Students will make connections among mathematical ideas and other disciplines.*

*MC3D1. Using sample data, students will make informal inferences about population means and standards deviations.*

**MKT-PSP-6. Students will calculate media costs that affect the elements of the promotional mix.**

- a. Identify the factors that affect the costs of all media.
- b. Differentiate between the advantages and disadvantages of each type of media based upon costs and effectiveness of message.
- c. Examine the importance of co-op advertising to a business.
- d. Examine the factors affecting media choice.

**ACADEMIC STANDARDS:**

*ELA12W2. The student demonstrates competence in a variety of genres.*

*ELA12W3. The student uses research and technology to support writing.*

*ELA12LSV1. The student participates in student-to teacher, student-to student and group verbal instructions.*

*MC4N1. Students will represent and operate with complex numbers.*

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*MC4P1. Students will solve problems using appropriate technology*

*MC4P2. Students will reason and evaluate mathematical arguments*

*MC4P3. Students will communicate mathematically.*

*MC3P5. Students will represent mathematics in multiple ways.*

*SSEF2. The student will give examples of how rational decision-making entails comparing the marginal benefits and the marginal costs of an action.*

## **THE PROMOTIONAL PLAN**

Students will be able to create a promotional plan through the use of advertising techniques, the development of public relations media, and the use of visual merchandising techniques.

### **MKT-PSP-7. Students will demonstrate advertising techniques used in a promotion plan.**

- a. Develop advertising headlines.
- b. Select illustrations for advertisements.
- c. Write promotional messages that appeal to targeted markets.
- d. Select the type-style for advertisements.
- e. Create advertising layouts.
- f. Create storyboards for broadcast advertisements.
- g. Check advertising proofs.
- h. Explain the use of direct advertising strategies.
- i. Explain considerations in using databases in advertising.
- j. Maintain a database of competitor information.
- k. Write direct-mail letters.
- l. Develop collateral pieces for direct-mail advertising.
- m. Explain the use of online advertisements in the promotion/advertising industry.
- n. Describe the use of e-mail marketing in the promotion/advertising industry.
- o. Write content for use on the Internet.
- p. Explain the capabilities of tools used in website creation.
- q. Develop website design/components.

### **ACADEMIC STANDARDS:**

*ELA12LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

*ELA12LSV2. The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent,*

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*and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning skills, and combine rhetorical strategies of narration, exposition, persuasion, and description.*

**MKT-PSP-8. Students will develop public relations media.**

- a. Write a press release.
- b. Create a press kit.
- c. Coordinate press releases.
- d. Establish and cultivate media relationships.
- e. Obtain publicity.

**ACADEMIC STANDARDS:**

*ELA12W1. The student produces writing that establishes an organizational structure, sets a context and engages the reader, maintains a coherent structure throughout, and signals a satisfying closure.*

*ELA12W2. The student demonstrates competence in a variety of genres.*

*ELA12W3. The student uses research and technology to support writing.*

*ELA12C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*ELA12LSV1. The student participates in student-to-teacher, student-to-student, and group verbal instruction.*

**MKT-PSP-9. Students will develop visual merchandising to compliment advertising campaigns.**

- a. Create ideas for displays.
- b. Plan/schedule displays/themes with management.
- c. Inspect/approve displays.

**ACADEMIC STANDARDS:**

*ELA12W2. The student demonstrates competence in a variety of genres.*

*ELA12W3. The student uses research and technology to support writing.*

*ELA12LSV1. The student participates in student-to-teacher, student-to student and group verbal interactions.*

**SELLING AND THE ECONOMY**

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Students will be able to discuss the importance of selling to a free enterprise economy.

**MKT-PSP-10. Students will identify the importance of selling to the economy.**

- a. Use research to defend the statement that “selling is the life blood of the U.S. economy.”
- b. Explain how selling is a part of every major industry (i.e., health, government, education, business and industry, science and agriculture).
- c. Distinguish between wholesale, retail, and professional sales (e.g., business to business selling).

**ACADEMIC STANDARDS:**

*ELA12W2. The student demonstrates competence in a variety of genres.*

*ELA12W3. The student uses research and technology to support writing.*

*ELA12LSV1. The student participates in student-to-teacher, student-to student and group verbal interactions.*

*ELA12LSV2. The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning skills and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.*

*MC4P4. Students will make connections among mathematical to other disciplines.*

*MC4P5. Students will represent mathematics in multiple ways.*

*SSEMI1. The student will describe how households, businesses, and governments are interdependent and interact through flows of goods, services, and money.*

**SALES PROMOTION DESIGN**

Students will be able to apply design concepts to sales promotion materials.

**MKT-PSP-11. Students will design sales promotion materials.**

- a. Write slogans/taglines.
- b. Design a company’s brochures.
- c. Develop a sales packet.
- d. Design a company’s catalogs.

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- e. Design a frequency/loyalty marketing program.
- f. Analyze the use of specialty promotions.
- g. Set up cross-promotions.
- h. Create an idea/theme for a special event.
- i. Develop a sales-promotion plan.

### **ACADEMIC STANDARDS:**

*ELA12W2. The student demonstrates competence in a variety of genres*

*ELA12W3. The student uses research and technology to support writing.*

*ELA12LSV1. The student participates in student-to-teacher, student-to student and group verbal interactions.*

*ELA12LSV2. The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning skills and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.*

*MC4P4. Students will make connections among mathematical to other disciplines.*

### **SALES PRESENTATIONS AND FOLLOW UP**

Students will be able to apply presentation and follow up techniques to an effective sales presentation.

#### **MKT-PSP-12. Students will analyze and apply the steps needed for an effective sales presentation.**

- a. Obtain product knowledge needed for an effective presentation.
- b. Incorporate prospecting techniques to develop a customer base.
- c. Develop cold-calling skills to initiate customer contact.
- d. Utilize appropriate techniques when opening a sales presentation.
- e. Develop questioning techniques in order to identify customer needs and wants.
- f. Use feature-benefit selling for an effective sales presentation.
- g. Identify and resolve customer questions and objections.
- h. Demonstrate methods for closing the sale (A-Always, B-Be, C-Closing, Merchandise Close, Service Close and so forth).
- i. Articulate the importance associated with suggestive selling techniques.
- j. Discuss methods used for prospecting on the Internet.
- k. Explain ways to create effective sales presentations for the Internet.

### **ACADEMIC STANDARDS:**



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*ELA12W3. The student uses research and technology to support writing.*

*ELA12C2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.*

*ELA12LSV2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats. The student delivers focused, coherent, and polished presentations that convey a clear and distinctive perspective, demonstrate solid reasoning skills, and combine traditional rhetorical stages of narration, exposition, persuasion, and description.*

*MC3D1. Using sample data, students will make informal inferences about population means and standard deviation.*

*MC4P1. Students will solve problems using appropriate technology.*

*MC4P3. Students will communicate mathematically.*

*MC4P4. Students will make connections among mathematical ideas to other disciplines.*

*MC4P5. Students will represent mathematics in multiple disciplines.*

**MKT-PSP-13. Students will describe the importance of utilizing follow-up techniques after the sale has been completed.**

- a. Describe the importance of utilizing personal notes concerning sales follow-up.
- b. Demonstrate an appropriate follow-up phone call.
- c. Articulate the importance of obtaining positive customer referrals for future sales.
- d. Illustrate ways to follow-up an Internet sale.

**ACADEMIC STANDARDS:**

*ELA12W2. The student demonstrates competence in a variety of genres.*

*ELA12C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*ELA12C2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.*

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*ELA12LSV2. The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.*

## **PROFESSIONAL SALES AND PROMOTION CAREER OPPORTUNITIES**

Students will explore careers in the fields of professional sales and promotion, skill requirements for jobs in sales and promotion, and post-secondary opportunities related to preparing for a career in sales and promotion.

### **MKT-PSP-14. Students will identify potential career opportunities in professional sales and promotion with appropriate career path credentials.**

- a. Identify appropriate individual career titles and career paths within professional sales and promotion.
- b. Determine the education, skills, and training needed to enter a selected promotion career.
- c. Determine the education, skills, and training needed to enter a selected career in retail, wholesale, or professional sales (e.g., business to business selling).
- d. Create a career plan to obtain the education, skills, and training needed to enter a selected sales or promotion career.

### **ACADEMIC STANDARDS:**

*ELA12W2. The student demonstrates competence in a variety of genres.*

*ELA11W3. The student uses research and technology to support writing.*

*ELA12C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*ELA12C2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.*

### **CTAE Foundation Skills**

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

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The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

**CTAE-FS-1 Technical Skills:** Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

**CTAE-FS-2 Academic Foundations:** Learners achieve state academic standards at or above grade level.

**CTAE-FS-3 Communications:** Learners use various communication skills in expressing and interpreting information.

**CTAE-FS-4 Problem Solving and Critical Thinking:** Learners define and solve problems, and use problem-solving and improvement methods and tools.

**CTAE-FS-5 Information Technology Applications:** Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

**CTAE-FS-6 Systems:** Learners understand a variety of organizational structures and functions.

**CTAE-FS-7 Safety, Health and Environment:** Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

**CTAE-FS-8 Leadership and Teamwork:** Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

**CTAE-FS-9 Ethics and Legal Responsibilities:** Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

**CTAE-FS-10 Career Development:** Learners plan and manage academic-career plans and employment relations.

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**CTAE-FS-11 Entrepreneurship:** Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.

**Marketing Sales and Service  
National Cluster Knowledge and Skills**

**Professional Sales and Promotion**

<b>National Standards for Marketing, Sales and Service Career Cluster Professional Sales and Service</b>	<b>Marketing, Sales, and Service Professional Sales and Promotion course</b>
<p><b>Pathway Statement:</b> Acquire foundational knowledge of marketing communications and promotion to understand its scope and impact on business.</p> <p><b>Performance Element:</b> Investigate the marketing communication and promotion industry to understand its background.</p>	<p><b>MKT- PSP- 1</b> Analyze the scope of the advertising and promotion industry.</p>
<p><b>Pathway Statement:</b> Acquire foundational knowledge of marketing communications and promotion to understand its scope and impact on business.</p> <p><b>Performance Element:</b> Investigate the marketing communication and promotion industry to understand its background.</p>	<p><b>MKT-PSP-2</b> Discuss the role of the promotional mix in a competitive economic environment.</p>
<p><b>Pathway Statement:</b> Acquire foundational knowledge of marketing communications and promotion to understand its scope and impact on business.</p> <p><b>Performance Element:</b> Acquire foundational knowledge of marketing communication and promotion activities to gain understanding of their nature and scope.</p> <p><b>Performance Element:</b> Advertise to</p>	<p><b>MKT-PSP-3</b> Demonstrate techniques used to analyze the potential market.</p>

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<p>communicate with targeted audiences.</p>	
<p><b>Pathway Statement:</b> Manage marketing communication and promotion activities to facilitate business's development and growth and to contribute to customer satisfaction.</p> <p><b>Performance Element:</b> Advertise to communicate with targeted audiences.</p> <p><b>Performance Element:</b> Acquire foundational knowledge of marketing communication and promotion activities to gain an understanding of their nature and scope.</p>	<p><b>MKT-PSP-5.</b> Discuss the steps in planning and implementing advertising/promotional campaigns.</p>
<p><b>Pathway Statement:</b> Manage marketing activities to facilitate business development and growth.</p> <p><b>Performance Element:</b> Manage pricing strategies to maximize return and meet customers' perception of value.</p>	<p><b>MKT-PSP-6</b> Calculate media costs that affect the elements of the promotional mix.</p>
<p><b>Pathway Statement:</b> Manage marketing communication and promotion activities to facilitate business's development and growth and to contribute to customer satisfaction.</p> <p><b>Performance Element:</b> Advertise to communicate with targeted audiences.</p> <p><b>Performance Element:</b> Acquire foundational knowledge of marketing communication and promotion activities to gain an understanding of their nature and scope.</p>	<p><b>MKT-PSP-7</b> Demonstrate advertising techniques used in a promotion plan.</p>
<p><b>Pathway Statement:</b> Manage marketing communication and promotion activities to facilitate business's development and growth and to contribute to customer satisfaction.</p>	<p><b>MKT-PSP-8.</b> Develop public relations media.</p>

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<p><b>Performance Element:</b> Conduct publicity and public relations to create goodwill and to remind others about business activities.</p>	
<p><b>Pathway Statement:</b> Manage marketing activities to facilitate business's development and growth.</p> <p><b>Performance Element:</b> Utilize promotional knowledge and skill for communicating information to achieve a desired outcome.</p>	<p><b>MKT-PSP-9.</b> Develop visual merchandising to compliment advertising campaigns.</p>
<p><b>Pathway Statement:</b> Manage marketing activities to facilitate business development and growth.</p> <p><b>Performance Element:</b> Manage the sales function to determine client needs and wants and to respond through planned, personalized communication.</p>	<p><b>MKT-PSP-10.</b> Identify the importance of selling to the economy.</p>
<p><b>Pathway Statement:</b> Manage marketing communication and promotion activities to facilitate business's development and growth and to contribute to customer satisfaction.</p> <p><b>Performance Element:</b> Employ sales promotion activities to inform or remind others.</p>	<p><b>MKT-PSP-11.</b> Design sales promotion materials.</p>
<p><b>Pathway Statement:</b> Employ processes and techniques to sell goods/services/ideas.</p> <p><b>Performance Element:</b> Acquire product knowledge needed to perform professional selling.</p> <p><b>Performance Element:</b> Prospect to maintain or increase client numbers in professional selling.</p> <p><b>Performance Element:</b> Complete preparation needed to make a sales presentation.</p>	<p><b>MKT-PSP-12.</b> Analyze and apply the steps needed for effective sales presentations.</p>

<p><b>Performance Element:</b> Establish initial relationships with clients to sell goods/services/ideas.</p> <p><b>Performance Element:</b> Determine client needs/wants to increase the likelihood of making immediate and repeat sales.</p> <p><b>Performance Element:</b> Employ recommendation processes and techniques to educate client and to sell goods/services/ideas.</p> <p><b>Performance Element:</b> Convert objections into benefits to continue sales process.</p> <p><b>Performance Element:</b> Close sales to conclude the sales process.</p>	
<p><b>Pathway Statement:</b> Employ processes and techniques to sell goods/services/ideas.</p> <p><b>Performance Element:</b> Develop and implement a sales follow-up plan to enhance client satisfaction and build sales.</p>	<p><b>MKT-PSP-13.</b> Describe the importance of utilizing follow-up techniques after the sale has been completed.</p>
<p><b>Pathway Statement:</b> Assess professional sales and promotion career information to enhance opportunities for career success.</p> <p><b>Performance Element:</b> Analyze professional sales and promotion careers to determine careers of interest.</p> <p><b>Performance Element:</b> Compare individual's abilities, interests, and attitudes with those associated with professional sales and promotion success to determine the match between the two.</p>	<p><b>MKT-PSP-14.</b> Identify potential career opportunities in professional sales/promotion and appropriate career path credentials.</p>

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<b>National Standards' Source(s):</b>	
<i>MarkED, Inc: (National Standards for Marketing, Sales &amp; Service Career Cluster; Professional Sales &amp; Service)</i>	