

South Dakota Marketing

June 12-14 2017

Sioux Falls

Participants:

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Participants in the Business Management & Administration, Marketing, and Hospitality & Tourism groups all met in Sioux Falls June 12-14. Some activities were conducted as a whole group and others in separate sessions with each group. To begin, participants from all groups introduced themselves stating name, location, and curricular area of expertise.

An introductory video, *Success in the New Economy* written and narrated by Kevin Fleming and produced by Bryan Y. Marsh, was shared. This video (available on the Internet at <https://vimeo.com/67277269>), describes a fallacy in the traditional “college for all” model of education and encourages individuals to select career paths based on interests and skills. Discussion suggested that this would be a good message for legislators and parents. Solid career and technical education programs exist, but do not always attract the students. It is important to ensure that students gain a well-rounded educational experience through their career and technical education programs. To influence parents, focus on the return on investment of the programs and for the students, focus on their needs rather than presume a 4-year degree is the path to success – explore, explore, explore. Things that matter include market and industry forces, but also the individual talents, aptitudes and abilities of the students. Focus attention on the forgotten middle percentage of students and remember that high school is a time for exploration.

It was noted that the purpose of the work was to develop South Dakota’s state standards for marketing to ensure that they:

- Are aligned with industry needs
- Prepare students to be successful in employment and in postsecondary training
- Establish a sequence of courses leading to completion of a program of study.

It was clarified that standards describe “what” is to be learned, not “how” it is to be learned.

Information was provided regarding the importance of the federal Carl D. Perkins Career and Technical Education Act to the work and an update on progress toward reauthorization of the Act, last authorized by Congress in 2006. Participants were reminded that Perkins has had strong bipartisan support in Congress and may be up for reauthorization this year.

The role of the standards committee was clarified to show that the standards committee members were selected because they were subject matter experts who would:

- Take the suggestions of industry
- Utilize personal expertise about how students best learn, and

- Write a standards draft.

It was further clarified that the work of the committee will go through industry validation and multiple public hearings before consideration for adoption by the State Board of Education.

It was noted that much of the early work of the standards review committee will be to identify programs of study. A program of study was defined as:

- A nonduplicative sequence of both academic and technical courses
- Beginning no later than grade 11 and continuing for at least two years beyond high school
- Culminating in a degree, diploma or certification recognized as valuable by business/industry partners.

A program of study was viewed as the bridge connecting preparatory and advanced work in high school with further study at the postsecondary level through a collegiate program or advanced training through work.

A summary of a recent labor market analysis for South Dakota was presented, with separate slides shown identifying the 20 largest industry clusters, the fastest growing industry clusters by percentage growth and increase in employment demand, and the occupations with a projected demand of 50 or more.

Participants were asked to identify industry trends by describing what was new in the industry and what is no longer done in the industry. It was intended that this information would guide discussion about where new standards were needed and where existing standards could be deleted. For marketing the discussion suggested:

New

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| <ul style="list-style-type: none"> • The way people consume ads <ul style="list-style-type: none"> ○ Social media ○ Digital media ○ “Fake news” • Big data | <ul style="list-style-type: none"> • Analytics • Designed engineering • “Internet of things” • Easy-to-use tools |
|--|--|

Emerging

- | | |
|---|---|
| <ul style="list-style-type: none"> • Mobile marketing <ul style="list-style-type: none"> ○ Snapchat ○ Twitter • Partnership between data people and marketing people | <ul style="list-style-type: none"> • Virtual reality • Wearables • RFID tech |
|---|---|

No longer done

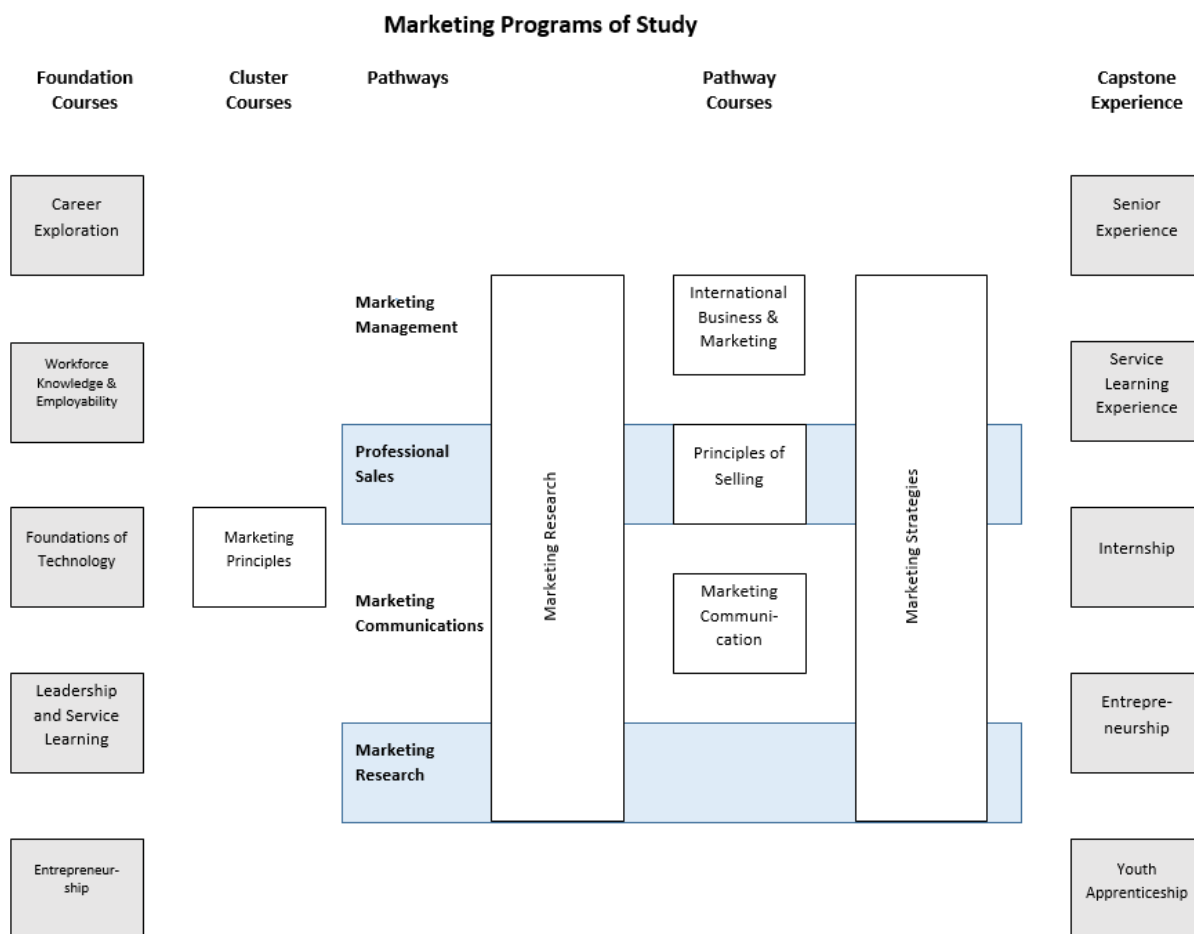
- | | |
|--|--|
| <ul style="list-style-type: none"> • Traditional retail marketing (stores) • Facebook • Rolodex | <ul style="list-style-type: none"> • Print-only media |
|--|--|

Results of a recent survey of employers were shared. The survey was designed to ascertain if employers were having hiring difficulties, if applicants were deficient in either soft or technical skills, and options for a state response. One hundred eighty seven survey responses were included in the results with the largest participation from hospitality and tourism (38), architecture and construction (25),

manufacturing (20), agriculture, food and natural resources (19), business management (14), finance (12) and marketing (12). In general:

- Four out of five employers noted having hiring difficulties in the previous 12 months.
- Primary reasons for this hiring difficulty were:
 - Low number of applicants (126)
 - Lack of work experience (88)
 - Lack of technical or occupational skills (62)
 - Lack of soft skills (48)
 - Unwillingness to accept offered wages or work conditions (38)
- Occupational areas noting the greatest hiring difficulties were hospitality (37), manufacturing (20) and marketing (20) though these results are skewed by the response rate from the individual sector.
- The most highly noted soft skills lacking were:
 - Initiative (118)
 - Attendance/dependability (114)
 - Communications (99)
 - Customer service (88)
 - Problem solving (78)
- Similarly, employers noted the highest needs for additional training in:
 - Attendance/timeliness/work ethic (75%)
 - Customer service (61%)
 - Problem-solving (52%)
 - Teamwork (41%)
- Forty four percent of employers noted that applicants lacked technical skills.
- Employers asked that the state response focus on:
 - Communications (10)
 - Work ethic (9)

The current state program of study in marketing showed twenty one current cluster or pathway courses. Participants were asked to chart out a new program of study incorporating course titles for which standards would be developed. The process involved placing course titles on post-it notes on the wall with an open process to organize or change course titles as the group deemed appropriate, recognizing that some courses which would appropriately fall into the program of study may have been reviewed with standards developed by other groups. The resulting structure is shown in the chart that follows and includes five foundation courses, one cluster course, pathway courses in four separate pathways (marketing management, professional sales, marketing communications, and marketing research), and four capstone experience options (expanded to five options with work in June 2017). The structure gives students latitude to move from the cluster course to any of the pathways. Pathway course options may be taken in any order.



Members were also asked to look at their Program of Study to make certain that students would be ready to make the transition from middle school to high school and from high school to the postsecondary level. To do so, participants were asked what they would want students to know and be able to do upon entry into programs at the postsecondary level, not as hard prerequisites, but general expectations for students to be ready to participate fully and effectively; and what they would want students to know and be able to do upon entry into secondary programs, reflecting upon whether those expectations were included in the courses available at the middle level or in the foundational courses. For marketing the following skills were identified:

Middle School to High School

- Accountability
- Respect
- Communication skills
- Practice of embedded values
- Consequence – if/then
- Keyboarding – NOT hunt and peck

- Computer skills – search
- Openness to learn – love of learning
- Being prepared to learn (supplies, etc.)

High School to Postsecondary Program

- Communication skills – writing
- Computer skills – more advanced
- Accountability – initiative
- Soft skills (life skills) – respect
 - Embrace diversity
- Basic problem solving skills
- Follow-through – time management
- Responsible to the group
- Read through the text (course syllabus) and follow instructions
- Information literacy
- How to learn, differentiated learning
- Recognition of work culture

Participants were encouraged to identify a “big picture” concept statement describing what was to be accomplished within each course before developing standards. This “big picture” statement would eventually be revised to be an executive summary statement at the time that the standards had been drafted.

Information was provided about what makes good standards. Criteria were shared with the participants. These criteria included:

- Essential – does it define knowledge and skills that an individual must have to participate fully and effectively in programs that prepare them to enter careers with livable salaries, and to engage in career advancement in growing, sustainable industries?
- Rigorous – does it ask a student to demonstrate deep conceptual understanding through the application of knowledge and skills to new situations?
- Clear and specific – does it convey a level of performance without being overly prescriptive? Is it written in a way that the general public would understand?
- Teachable and Learnable – does it provide guidance to the development of curricula and instructional materials? Is it reasonable in scope?
- Measurable – Can it be determined by observation or other means that the student has gained the knowledge and skills to be demonstrated to show attainment of the standard?
- Coherent – Does it fit within the progression of learning that is expected for the program of study?
- Sequential – Does it reinforce prior learning without being unnecessarily repetitive? Does it provide knowledge and skills that will be useful as the student continues through the program of study?
- Benchmarked – Can the standard be benchmarked against industry or international standards? Does it prepare the student to be successful in the regional, state and global economies?

State agency staff met in May of 2015 to review the processes to be used for standards review. During that session the staff identified other criteria to be considered when writing standards:

- Connections to postsecondary programs
- Relevant across the content area
- Compatible with virtual learning
- Reflects business/industry input
- Adaptable to change over time
- Allows for instructional creativity
- Appropriate for the target audience
- Aligned with relevant academic content
- Applicable to student organizations
- Recognizes unique features of CTE

These additional criteria were shared with participants for their consideration during standards development, and an exercise was conducted in which participants individually, and then as a group, reviewed four sample standards.

Brief mention was made of resources available in the Dropbox in which members shared information. The Dropbox review showed categories of information provided in the general section and noted that a Working Drafts folder would be created in which participants would store their work.

A Standards Template was shared with the participants and reviewed:

- The course title was inserted at the top.
- A grid of administrative information was completed to the extent the information was known. This grid included:
 - The Career Cluster [Marketing]
 - The Course Code [to be added by state staff if not known]
 - Any prerequisites or recommended prior coursework
 - Credits [generally established by the individual school district]
 - Graduation requirement [generally established by the individual school district]
 - Program of study and sequence [a listing of the components of the program of study]
 - Student organization options
 - Coordinating work-based learning appropriate for the course
 - Industry certifications [if appropriate for the course]
 - Dual-credit or dual enrollment options if available
 - Teacher certification requirements [to be completed by state staff]
 - Resources
- Course description. Eventually this will be an executive summary describing the course, but in the process participants were encouraged to develop a “big picture” statement about the course to serve as a reminder when developing standards.
- Program of study application: a more detailed description of the elements within the program of study and where the particular course fits within a sequence.
- Course Standards and prods
 - “Prods” is a list of topics to keep in mind when developing standards to see that related topics are included. The prods identified by state staff include:
 - Safety
 - Soft skills
 - Reinforcing academic concepts in math, language arts, science and social studies
 - Addressing all aspects of the industry
 - Trends [so that students are thinking of the direction that an industry is moving]

- Indicators – the main topics written in terms of a demonstration of knowledge and skills
- Sub-indicators – statements identifying in more detail how the indicator will be demonstrated
- Integrated content – A space that allows for examples, explanation, reference to credentials, alignment with other academic standards or other useful information to bring clarity to the understanding about the intent of the sub-indicator
- Notes – a place for additional information to clarify the intent and expectations of the indicator.

Particular information was shared about Webb’s Depth of Knowledge levels which would be assigned at the sub-indicator level.

An example standards template was shared to ensure understanding.

Working teams were then established to write the standards. Each team selected a course to begin the work. Early drafts were reviewed by all participants to gauge consistency. The consultants reviewed all draft standards each evening and participants were led with guiding questions so that they could refine their own work. Eventually, when standards had been developed for all courses, the participants did a final group review of all standards to give their approval. Final documents were then reviewed by the consultants for format and structure, and saved to the shared Dropbox. Participants were given two weeks to make any final comments or suggestions, at which time the Dropbox was put into a “read-only” status.

For marketing the following cluster and pathway course standards were developed:

Cluster Courses

Marketing Principles

Students will understand and classify the fundamental concepts of marketing.

- Define the marketing process and the involved stakeholders
- Define marketing concept
- Understand different marketing functions within the organization and their associated careers
- Indicate the importance of ethical marketing
- Explain marketing and its importance in the global economy
- Understand the difference between business-to-consumer and business-to-business marketing

Students will understand the relationships among product, price, promotion and distribution.

- Explain the promotional mix, its concepts and strategies
- Distinguish factors involved in price planning
- Analyze product planning and development
- Identify and evaluate the channels of distribution

Students will understand market segmentation and targeting.

- Define market segmentation and target marketing
- Understand various ways used to segment a market
- Identify potential target marks for various products and services

Students will understand the concept of marketing research and how it relates to marketing.

- Identify the importance and purpose of marketing research

- Differentiate between primary and secondary data
- Differentiate between qualitative and quantitative research

Students will evaluate marketing objectives and strategies

- Identify marketing goals and objectives
- Analyze current successful and unsuccessful examples of marketing activities
- Evaluate marketing decisions from the perspective of marketing managers

Marketing Management pathway

Marketing Research

Students will understand marketing research as a career and marketing discipline.

- Identify and explore career opportunities in marketing research
- Understand the use of marketing research in making informed business and marketing decisions
- Understand the concept of big data and its implications in business
- Apply ethical reasoning to a variety of situations to make ethical decisions

Students will understand the marketing research process.

- Assess marketing information needs to develop a marketing information management system
- Design quantitative and qualitative marketing research activities to ensure adequacy of data collection efforts
- Analyze secondary marketing data to ensure accuracy and adequacy of information for decision making
- Implement primary marketing research strategy to test hypotheses and/or to resolve issues
- Correlate marketing data that aid in the decision making process
- Apply statistical methods to aid in data interpretation

Students will report research findings for use in making strategic marketing decisions.

- Report findings to communicate research information with various stakeholders
- Manage marketing information to analyze, predict and recommend successful marketing strategies

International Business & Marketing

Students will understand the scope of international business.

- Define international business
- Identify and explore career opportunities in international business

Students will understand ethical challenges unique to international marketing.

- Apply ethical reasoning to a variety of international situations to make ethical decisions
- Evaluate alternative response to workplace situations based on legal responsibilities and employer policies

Students will understand the factors included in international marketing plan.

- Research and identify current international business trends
- Explain economic factors that affect international market entry
- Conduct an environmental scan for an international market
- Identify different market entry strategies and the risk and return associate with each

- Identify different modifications used within the marketing mix to effectively market internationally

Marketing Strategies

Students will understand the foundations of marketing strategy and their integration into the overall organizational goals and objectives.

- Understand the role of marketing strategy
- Integrate marketing planning with an organization's mission, vision, strategic plan and ethical standards
- Identify opportunities and challenges within industry
- Explore careers in marketing

Students will learn how to establish marketing competitive advantage.

- Define competitive advantage
- Analyze primary and secondary competitors
- Describe the importance of differentiation
- Understand positioning strategies

Students will learn how to apply segmentation and targeting techniques to marketing decision making.

- Identify and describe various market segments
- Identify target market(s)

Students will learn how to design an effective marketing mix for a product or service.

- Describe product line(s) or services for the target market(s)
- Create a marketing message for a chosen target market
- Determine pricing objectives and strategies
- Understand various strategies and levels of distribution

Students will learn how to evaluate the efficiency and effectiveness of marketing plans.

- Understand the marketing management process
- Establish performance standards
- Compare actual performance to the established performance standards
- Learn various budgeting methods

Professional Sales pathway

Marketing Research

[see Marketing Management pathway]

Principles of Selling

Students will understand the role of sales.

- Identify and explore sales career opportunities
- Identify the promotional mix
- Identify the role of sales in the promotional mix

Students will understand the unique challenges of ethical decisions in sales.

- Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions

- Evaluate alternative responses to workplace situations based on legal responsibilities and employer policies
- Evaluate alternative responses to workplace situations based on personal or professional ethical responsibility
- Identify personal and long-term workplace consequences of unethical or illegal behaviors
- Explain personal and long-term workplace consequences of legal and ethical considerations

Students will understand consumer and business buying behavior.

- Differentiate between consumer needs and wants
- Identify the consumer decision making process
- Understand unique aspects of business buying behavior

Students will understand the sales process.

- Understand the selling process
- Explain lead generation and qualification
- Identify and utilize needs assessment
- Demonstrate the sales presentation
- Identify customer concerns and strategies to handle objections
- Identify how to close a sale
- Determine the importance of follow up within the sale process

Students will identify the importance of customer relationship management (CRM)

- Understand the customer relationship management concept
- Explore available CRM technologies

Marketing Strategies

[see Marketing Management pathway]

Marketing Communications pathway

Marketing Research

[see Marketing Management pathway]

Marketing Communication

Students will understand the concept of integrated marketing communication (IMC).

- Define the concept of marketing communication
- Understand the role of IMC in developing effective marketing plans
- Assess modern technological factors that affect marketing communication
- Explore various career opportunities within the advertising and communication industries

Students will understand the communication process in relation to promotional programs.

- Understand the overall communication process
- Establish communication goals and objectives

Students will understand development of an integrated promotional mix.

- Identify the elements of the promotional mix
- Understand the role and importance of various promotional mix elements in achieving marketing communication goals

Students will understand the integrated marketing communication message strategy and its execution.

- Determine the purpose of the IMC message

- Determine how the message fits with your desired target market

Students will determine media strategy and its objectives.

- Determine media objectives to achieve communication goals
- Identify various media vehicles to deliver the IMC message

Students will evaluate the integration and implementation of the IMC plan.

- Analyze an example of a marketing communication implementation plan with objectives, timelines and checkpoints

Marketing Strategies

[see Marketing Management pathway]

Marketing Research pathway

Marketing Research

[see Marketing Management pathway]

Marketing Strategies

[see Marketing Management pathway]

A cover letter has been drafted to guide business/industry feedback to the standards developed through this process. The thirteen standards documents will be reformatted with three columns for business/industry feedback at the sub-indicator level utilizing a 1 (low) to 5 (high) scale:

- Is the sub-indicator essential?
- Is the sub-indicator clear and specific?
- Is the sub-indicator measurable?

Business/industry partners are also asked if the standards reflect the preparation necessary for a student to enter her/his particular occupational field. A sample of the reformatted document follows.

Career Cluster: Marketing

Course: Marketing Principles

Course Standards

MP 1 Students will understand and classify the fundamental concepts of marketing.

			Essential 1 (low) – 5 (high)	Clear and Specific 1 (low) – 5 (high)	Measurable 1 (low) – 5 (high)
<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>			
Level 1: Recall and reproduction	MP 1.1 Define the marketing process and the involved stakeholders	- Describe marketing functions and related activities - Define stakeholder (internal and external) - Identify values of marketing			
Level 1: Recall and reproduction	MP 1.2 Define marketing concept	Understand the evolution of the marketing concept (i.e. production, product, sales, societal marketing)			
Level 2: Skill/Concept	MP 1.3 Understand different marketing functions within the organization and their associated careers	Identify various roles (e.g. sales, brand management, marketing research,			

Following business/industry review, state staff will revise the standards documents as necessary to incorporate business/industry suggestions. The revised documents will be shared with participants in the standards development process and, eventually, with teachers of marketing courses throughout the state for their feedback. Final documents will be taken through public hearings and delivered to the State Board of Education for adoption.