

This document crosswalks the definition of global competence, as defined by the Asia Society (<http://asiasociety.org/files/book-globalcompetence.pdf>) to the Common Career Technical Core (CCTC), a state-led initiative to establish a set of rigorous, high-quality standards for Career Technical Education, managed by Advance CTE (<https://www.careertech.org/cctc>). The definition of global competence and the CCTC were developed separately by state education leaders as well as diverse groups of teachers, business and industry experts, administrators, and researchers.

* Please note, if the URL links do not work, copy and paste them into your browser.

| Marketing Career Cluste© (MK) | | | | | | | |
|-------------------------------|--|-----------------------|------------------------|-------------------|-------------|---|---|
| Cluster Element | | Investigate the World | Recognize Perspectives | Communicate Ideas | Take Action | International Application | Resources |
| 1 | Describe the impact of economics, economics systems, and entrepreneurship on marketing. | | X | X | | Have students read the global market economy article. Discuss the impact on marketing. | http://www.economywatch.com/market-economy/global-market-economy.html |
| 2 | Implement marketing research to obtain and evaluate information for the creation of a marketing plan. | X | X | X | | Use the Downtown Business Marketing lesson, but alter the location to a city in another country for students to create their marketing plan. | http://www.georgeacademics.com/LessonPlans/Marketing/lessonMarketing.htm |
| 3 | Plan, monitor, manage, and maintain the use of financial resources for marketing activities. | | | | | | |
| 4 | Plan, monitor, and manage the day-to-day activities required for continued marketing business operations. | | | | | | |
| 5 | Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways. | X | X | | X | Review the career information for international marketing. Research college programs that would best prepare for a career in international marketing. | http://study.com/articles/Career_Information_for_a_Degree_in_International_Marketing.html |
| 6 | Select, monitor, and manage sales and distribution channels. | | X | X | | Jigsaw the article on Launching a Sales Presence in a Global Distribution Channel. In the order of the article, have students present to each other, noting how global distribution channels can differ from domestic ones. | http://www.neweraconsulting.com/global-dist.htm |
| 7 | Determine and adjust prices to maximize return while maintaining customer perception of value. | | X | | X | After working on pricing, consider the content of the article to determine how the price would need to be adjusted if products were exported to another country. | http://www.consumerpsychologist.com/intl_Price.html |

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| 8 | Obtain, develop, maintain, and improve a product or service mix in response to market opportunities. | X | X | X | X | See the activity for Marketing Communications Career Pathway, 1–4. |
| 9 | Communicate information about products, services, images, and/or ideas to achieve a desired outcome. | X | X | X | X | |
| 10 | Use marketing strategies and processes to determine and meet client needs and wants. | | X | X | | Have students read and discuss the suggestions for determining client needs in a foreign market. http://onlinefx.westernunion.com/Learning-Center/Business/4-steps-to-understand-customers-in-a-foreign-market |

Marketing Communications Career Pathway (MK-COM)

| Cluster Element | | Investigate the World | Recognize Perspectives | Communicate Ideas | Take Action | International Application | Resources |
|-----------------|--|-----------------------|------------------------|-------------------|-------------|--|-----------|
| 1 | Apply techniques and strategies to convey ideas and information through marketing communications. | X | X | X | X | Have students work in teams. Each team works for a major advertising agency and is trying to land the same huge international corporation as a client. Each team has a creative director who will meet with the teacher to discuss progress at a regular interval. Teams should first come up with a product, logo, and slogan, determine the international target and test market location, design a billboard or other print advertisement appropriate to the location, develop a radio commercial including an appropriate jingle, and create a theme for a website and TV ad campaign. Have a group of marketing professionals serve as the international corporation representatives for students to present their campaign to. | |
| 2 | Plan, manage, and monitor day-to-day activities of marketing communications operations. | X | X | X | X | | |
| 3 | Access, evaluate, and disseminate information to enhance marketing decision-making processes. | X | X | X | X | | |
| 4 | Obtain, develop, maintain, and improve a marketing communications product or service mix to respond to market opportunities. | X | X | X | X | | |
| 5 | Communicate information about products, services, images, and/or ideas to achieve a desired outcome. | X | | X | | Select a product/service that fills a void in another country. Write a paragraph describing why you chose it. Draw, attach, or download a graphic of your product or an appropriate picture for your service. Your copy (writing) must be in the language appropriate to the country. NO ENGLISH! Be sure that your slogan and the words you choose translate well into the foreign language. Attach a translation of your copy to your ad on a separate piece of paper. | |



| Marketing Management Career Pathway (MK-MGT) | | | | | | | |
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| Cluster Element | | Investigate the World | Recognize Perspectives | Communicate Ideas | Take Action | International Application | Resources |
| 1 | Plan, organize, and lead marketing staff to achieve business goals. | | X | X | X | Have students role play the Journey to Sharahad simulation, and process the experience with students. | http://globaledge.msu.edu/content/academy/exercisessimulations/journey_to_sharahad.pdf |
| 2 | Plan, manage, and monitor day-to-day marketing management operations. | | X | X | | Use one of the international marketing case studies to discuss management operations and decisions when companies "go global." | http://www.icmrindia.org/case%20volumes/Case%20Studies%20in%20International%20Marketing.htm |
| 3 | Plan, manage, and organize to meet the requirements of the marketing plan. | | X | X | | | |
| 4 | Access, evaluate, and disseminate information to aid in making marketing management decisions. | | X | X | | | |
| 5 | Determine and adjust prices to maximize return and meet customers' perceptions of value. | | X | X | | Use the lesson plan to imitate international trade and discuss perceptions of value. | http://www.fte.org/teacher-resources/lesson-plans/eflessons/the-magic-of-markets-trade-creates-wealth/ |
| 6 | Obtain, develop, maintain, and improve a product or service mix in response to market opportunities. | | X | X | | After learning about the 4Ps, have students read the article on international marketing mix. Discuss if they would adapt the marketing mix or use it as is, and why? | http://www.learnmarketing.net/internationalmarketingmix.htm |
| 7 | Communicate information about products, services, images, and/or ideas. | X | | X | | Select a product/service that fills a void in another country. Write a paragraph describing why you chose it. Draw, attach, or download a graphic of your product or an appropriate picture for your service. Your copy (writing) must be in the language appropriate to the country. NO ENGLISH! Be sure that your slogan and the words you choose translate well into the foreign language. Attach a translation of your copy to your ad on a separate piece of paper. | |



| Marketing Research Career Pathway (MK-RES) | | | | | | | |
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| Cluster Element | | Investigate the World | Recognize Perspectives | Communicate Ideas | Take Action | International Application | Resources |
| 1 | Plan, organize, and manage day-to-day marketing research activities. | X | | X | | <p>Student scenario: You have just been hired by the international division of a multinational corporation that makes consumer goods, to become an expert on other countries. Your first assignment is to prepare a report on a country not in North America. Your company is considering building a branch plant to produce a consumer good in that country. Research a country not in North America and determine: the physical size, number of people (your product is sold to adults), the climate, type of economy, type of government, unemployment rate, natural resources, major industries, financial system, and communications capabilities. You can start your research with the CIA World Facts webpage.</p> | https://www.cia.gov/library/publications/the-world-factbook/wfbExt/region_afr.html |
| 2 | Design and conduct research activities to facilitate marketing business decisions. | X | | X | | | |
| 3 | Use information systems and tools to make marketing research decisions. | X | | X | | | |
| Merchandising Career Pathway (MK-MER) | | | | | | | |
| Cluster Element | | Investigate the World | Recognize Perspectives | Communicate Ideas | Take Action | International Application | Resources |
| 1 | Plan, organize, and lead merchandising staff to enhance selling and merchandising skills. | | X | X | | <p>Register on the first website (you have to register, but it is free). Once registered, go to the second link for the lesson plan on e-tailing. While working through the lesson, build in discussions on international sales and cultural preferences in a global marketplace. Also addresses MK-MER 4.</p> | https://www.cteonline.org/ ; https://www.cteonline.org/curriculum/lessonplan/retail-to-e-tail/Kc4L4s |
| 2 | Plan, manage, and monitor day-to-day merchandising activities. | | X | X | | | |
| 3 | Move, store, locate, and/or transfer ownership of retail goods and services. | | | | | | |
| 4 | Access, evaluate, and disseminate marketing information to facilitate merchandising decisions and activities. | | X | X | | Same as MK-MER 1 and 2. | |



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| 5 | Determine and adjust prices to maximize return and meet customers' perceptions of value. | | X | X | | Use the lesson plan to imitate international trade and discuss perceptions of value. | http://www.fte.org/teacher-resources/lesson-plans/eflessons/the-magic-of-markets-trade-creates-wealth/ |
| 6 | Obtain, develop, maintain, and improve a product or service mix to respond to market opportunities. | | X | X | | After learning about the 4Ps, have students read the article on international marketing mix. Discuss if they would adapt the marketing mix or use it as is, and why? | http://www.learnmarketing.net/internationalmarketingmix.htm |
| 7 | Communicate information about retail products, services, images, and/or ideas. | | X | X | X | Register on the first website (you have to register, but it is free). Once registered, go to the second link for the lesson plan on Satisfying the Market. | https://www.cteonline.org/ ; https://www.cteonline.org/curriculum/lessonplan/satisfying-the-market/R3JRRy |
| 8 | Create and manage merchandising activities that provide for client needs and wants. | | X | X | X | | |

Professional Sales Career Pathway (MK-SAL)

| Cluster Element | | Investigate the World | Recognize Perspectives | Communicate Ideas | Take Action | International Application | Resources |
|-----------------|--|-----------------------|------------------------|-------------------|-------------|---|---|
| 1 | Access, evaluate, and disseminate sales information. | | X | X | | Use the lesson plan on cross-cultural communication and barriers to communication. Rather than simulating being at a cocktail party, have students try to sell products to someone from another group. (Link opens a Word document, not a website.) | http://commfaculty.fullerton.edu/jhayes/000-Web-HCOM100/005-Other%20TA's%20Work/NONVERBALACT_fourstardiversity_blumer.doc |
| 2 | Apply sales techniques to meet client needs and wants. | | X | X | | | |
| 3 | Plan, organize, and lead sales staff to enhance sales goals. | | X | X | | | |

