



OREGON
DEPARTMENT OF
EDUCATION



OREGON CAREER AND TECHNICAL EDUCATION STATEWIDE FRAMEWORKS

Marketing Career Cluster

Resource Guide



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Statewide Framework for Marketing

Well-designed career and technical education (CTE) programs help high school and college students make successful educational transitions and find employment in high-wage, high-skill, in-demand careers. [Oregon's State Plan for CTE: 2020–2024](#) lays out a comprehensive strategy for ensuring all Oregonians have equitable access to high-quality CTE programming. This entails designing instructional coursework that is sequenced within and across educational levels, grounded on rigorous academic knowledge and technical skills, and aligned with industry needs. It also requires building and sustaining quality relationships, experiences, and interactions among learners, educators, business partners, and community members.

OREGON'S VISION FOR CTE

Reimagine and transform learner experiences to enhance their future prospects, empower communities, and ensure equitable access to an inclusive, sustainable, innovation-based economy.

This document provides information and resources related to the ***Statewide Framework in the Marketing Career Cluster***, which falls within the Business and Management career area. Marketing is one of 17 Career Clusters used to organize and deliver CTE programming in Oregon. The cluster includes five focus areas, two of which are being updated here: (1) Marketing Management and (2) Professional Sales.

Oregon's CTE state plan calls for the development of Statewide Frameworks to guide program design. The goal is to *improve instructional quality* by aligning technical skills to the needs of employers in high-wage, high-skill, in-demand careers; *promote equity* by ensuring that all learners have access to consistent, high-quality programming; *strengthen career pathways* by intentionally connecting secondary and postsecondary coursework that culminates in an industry-recognized credential or certificate, or associate or baccalaureate degree; and *expand student access to dual and concurrent enrollment credits* to reduce tuition costs and the time required to earn a postsecondary credential.

While secondary and postsecondary CTE providers have considerable flexibility in designing curriculum and assessments, state approval is required to qualify programs for federal and/or state funding. This includes aligning offerings with labor market needs; meeting state-defined criteria for size, scope, and quality; addressing Oregon's five core elements of a Program of Study; and continuously improving CTE offerings through the use of the [High Quality CTE Program of Study Rubric](#).

In Oregon, a CTE Program of Study is the primary vehicle for delivering coursework at the secondary and postsecondary levels. A CTE Program of Study is a progressive, nonduplicative sequence of courses, developed by a partnering secondary school district and postsecondary institution, to prepare students to seamlessly transition across education levels and into the workforce. Coursework integrates rigorous academic knowledge with industry-validated employability and technical skills and culminates in the

award of an industry-recognized credential or certificate or an associate or baccalaureate degree. High school students may also have options to earn credit that may be applied toward their postsecondary studies.

Within each Career Cluster, CTE Programs of Study may be offered at the Career Cluster or Focus Area level. Career Cluster-level Programs of Study offer students broad exposure to multiple careers in the field, along with cross-cutting skills valued by all industry employers. Focus Area-level Programs of Study offer students more occupationally specific training with a higher level of statewide content standardization.

The new Statewide CTE Frameworks provide updated Knowledge and Skill Statements to inform CTE program development. The updated skill statements incorporate: 1) employability skills commonly found in all jobs in all Career Clusters; 2) cross-cutting technical skills applicable to all jobs in a specific Career Cluster; and 3) Focus Area skills applicable to a specific occupation. Each skill statement includes an optional set of Suggested Performance Indicators, which are intended to help educators develop curriculum and assessments to teach specific skills.

Projected Labor Market Demand

Occupational projections published by the State of Oregon Employment Department indicate that while jobs in the Marketing field will expand over the coming decade, a subset will experience significant demand. These occupational titles, their projected demand, and associated wage and educational expectations of entry-level employees are detailed in Table 1.

Table 1. Occupational Employment Projections in Oregon, 2021–2031

Standard Occupational Classification (SOC)* code	Occupational title	Total job openings	Percent change	2022 median annual wage	Entry-level education
11-2021	Marketing Managers	5,399	15.0%	\$129,646	Bachelor's degree
11-2022	Sales Managers	5,966	13.2%	\$111,904	Bachelor's degree
11-2030	Public Relations and Fundraising Managers	1,458	15.0%	NA	Bachelor's degree
13-1161	Market Research Analysts and Marketing Specialists	11,448	25.6%	\$65,312	Bachelor's degree
27-1024	Graphic Designers	3,840	8.4%	\$52,936	Associate's degree
27-3031	Public Relations Specialists	3,398	14.2%	\$64,189	Bachelor's degree

Standard Occupational Classification (SOC)* code	Occupational title	Total job openings	Percent change	2022 median annual wage	Entry-level education
41-1012	First-Line Supervisors of Non-Retail Sales Workers	3,086	-5.2%	\$66,810	High school diploma or equivalent
41-3011	Advertising Sales Agents	1,229	-4.4%	\$55,078	High school diploma or equivalent
41-3021	Insurance Sales Agents	4,301	-4.5%	\$62,878	Postsecondary training (non-degree)
41-3031	Securities, Commodities, and Financial Services Sales Agents	3,378	3.7%	\$51,314	Bachelor's degree
41-3091	Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	11,017	11.6%	\$64,376	High school diploma or equivalent
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	3,673	14.4%	\$95,784	Bachelor's degree
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	17,903	10.5%	\$62,774	High school diploma or equivalent
41-9021	Real Estate Brokers	5,807	13.6%	\$64,688	Postsecondary training (non-degree)
41-9022	Real Estate Sales Agents	14,478	13.5%	\$48,859	Postsecondary training (non-degree)
41-9031	Sales Engineers	1,007	10.3%	\$115,107	Bachelor's degree
13-1131	Fundraisers	1,530	15.8%	\$48,443	Bachelor's degree
27-1026	Merchandise Displayers and Window Trimmers	1,204	7.1%	\$37,357	High school diploma or equivalent
41-1011	First-Line Supervisors of Retail Sales Workers	21,901	5.2%	\$40,893	High school diploma or equivalent
41-2011	Cashiers	67,225	3.0%	\$30,285	Less than HS diploma

Standard Occupational Classification (SOC)* code	Occupational title	Total job openings	Percent change	2022 median annual wage	Entry-level education
41-2021	Counter and Rental Clerks	6,374	11.3%	\$38,126	Less than HS diploma
41-2022	Parts Salespersons	5,634	11.2%	\$37,794	Less than HS diploma
41-2031	Retail Salespersons	79,876	10.6%	\$31,054	Less than HS diploma
41-3041	Travel Agents	773	-3.6%	\$39,645	High school diploma or equivalent
41-9011	Demonstrators and Product Promoters	3,879	15.6%	\$36,213	High school diploma or equivalent
41-9041	Telemarketers	1,552	-16.7%	\$39,062	Less than HS diploma
41-9099	Sales and Related Workers, All Other	-s-	-s-	\$37,336	High school diploma or equivalent

Note: Adapted from [*State of Oregon Employment Department: High-Wage, High-Demand, and High-Skill Occupations \(Projections 2021-2031\)*](#)

*SOC code = Standard Occupational Classification used to classify workers into job categories.

-s- means suppressed for confidentiality or insufficient data.

Among occupations that are considered high-wage and high-demand,¹ the largest occupational growth in Oregon is projected for market research analysts and marketing specialists, with opportunities expected to increase by over 25 percent between 2021 and 2031. This will lead to 11,448 projected job openings, including new and replacement workers. Relatively large job openings are anticipated in other high-wage and high-demand occupations that are associated with programs of study commonly found in Oregon high schools and community colleges. These include sales managers with 5,966 projected openings, marketing managers with 5,399 projected openings, and public relations specialists with 3,398 projected openings.

¹ High-wage occupations are those paying more than the all-industry median wage for a particular area. High-demand occupations are those having more than the statewide median number of total openings (growth plus replacement) for a particular area.

Wages in the Marketing field vary quite significantly. The Employment Department reports median annual wages in 2022 for the two highest paying jobs were \$129,646 for marketing managers and \$111,904 for sales managers. Wages at the other end of the spectrum for high-wage, high demand occupations are significantly less. For example, wages for real estate sales agents, which are projected to have 14,478 openings by 2031, are \$48,859 annually. While some careers require a bachelor's degree for entry-level workers, a high school diploma or equivalent is sufficient in a handful of areas.

Although wages are lower in some jobs and entry-level educational levels can be low as well, workers who progress to managerial and supervisory positions can earn relatively high compensation. Career advancement may require both on-the-job training and experience, along with additional educational credentials and/or degrees. For this reason, participation in a CTE Program of Study in the Marketing Career Cluster may offer students important insights into the types of careers that exist, and the education and training necessary to advance in their career. A July 2023 online search for Marketing jobs in Oregon that are full-time and open to entry-level workers identifies five jobs with a beginning salary range close to or above \$100,000 and seven for which the upper range goes from \$125,000 to \$250,000.² More experienced workers, sometimes with as little as three years of experience, can aim for a government job in the state starting at between \$87,000 and \$121,000 and going up to between \$110,000 to \$158,000.³

² Indeed.com. (n.d.). https://www.indeed.com/jobs?q=Marketing+%2495%2C000&l=Oregon&sc=0kf%3Aexplvl%28ENTRY_LEVEL%29jt%28fulltime%29%3B&vjk=8c2f689aebf7a8d7

³ Government Jobs. (n.d.). <https://www.governmentjobs.com/jobs?keyword=Marketing&location=oregon&salary=100000>

Statewide Program of Study Framework

Programs of Study in the Marketing Career Cluster prepare students for entry-level employment in a range of careers central to Oregon's economic base and/or to pursue advanced postsecondary educational studies. When proposing programming, secondary and postsecondary CTE providers collaborate to offer coursework leading to an industry-recognized certificate and/or an associate or baccalaureate degree. High school students also may be offered the opportunity to earn college credit that may be applied towards their certificate or degree objective.

In winter 2023, the Oregon Department of Education launched a statewide effort to update and revalidate the skills and indicators used to define the Marketing Career Cluster. An advisory group composed of five Oregon employers and professional association representatives was seated to identify the skills desired of entry-level workers. Members reviewed and provided feedback on existing state skills, which are based on validated set of national skills. Based on their work, a slightly updated set of skills and indicators was developed. A statewide survey was then conducted to solicit feedback from employers throughout Oregon. A total of nine employers responded. Skills sets and indicators were updated to incorporate the feedback that was received. Changes were minimal, as expected when working from a nationally-validated set of skills that have previously been adapted for Oregon.

To gather input from educators, a second advisory group was formed. This included 14 representatives of Oregon district and community colleges offering related CTE programming. Members offered feedback on the skill sets and indicators identified by employers, as well as how they related to their current instruction. Following updates to the list, a statewide survey of district CTE Program of Study leaders and community college faculty was conducted. Individuals were asked to rate the importance of the employer-vetted Knowledge and Skill Statements and Suggested Performance Indicators. A total of 23 high school instructors and nine community college faculty responded.

- **Critically important.** This skill would be expected of students entering a community college after having completed a CTE Program of Study at the high school level
- **Somewhat important.** This skill would be useful but not necessary for students entering a community college after having completed a CTE Program of Study at the high school level
- **Not important.** This skill would not be expected of students entering a community college after having completed a CTE Program of Study at the high school level (i.e., it will be taught at the college level)

High school CTE instructors were asked to rate the importance of high school graduates in related CTE Programs of Study mastering these skills upon completing their secondary CTE studies.

Feedback from survey respondents was analyzed to produce a core set of Knowledge and Skill Statements and Suggested Performance Indicators that secondary educators should consider when designing CTE programs and formulating their CTE program approval applications.

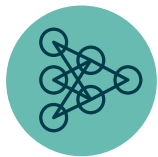
Knowledge and Skill Statements

Knowledge and Skill Statements describe the learning expectations of students in CTE programs. Ideally, skills marked as Foundational will be taught during a student’s high school CTE Program of Study experience, with educators determining how and when instruction occurs. The CTE Statewide Framework for Hospitality, Tourism and Recreation is organized around three levels of skills



Employability Knowledge and Skills – *Applicable to all Career Clusters—Foundational*

All learners are expected to master these basic skills to function in the workplace. These cross-cutting abilities, found in all jobs in all industries, encompass a broad range of communication, critical thinking, interpersonal, and organizational skills considered imperative for career success.



Career Cluster Knowledge and Skills – *Applicable to all careers in the Marketing Cluster*

All workers in the marketing industry are expected to have a broad understanding of the field. These cross-cutting skills prepare workers to succeed in a range of jobs in the cluster. High school students mastering these skills are prepared to enter community college or the workforce with an understanding of their career options and training needs.



Focus Area Knowledge and Skills – *Applicable to a specific career*

Field-specific knowledge that an entry-level worker would be expected to possess. High school students mastering these skills are prepared to enter employment or enroll in a community college to pursue advanced training. Postsecondary graduates would be prepared to enter employment with a credential, certificate, or degree.

These skills have been classified based on their level of knowledge required for their mastery:

- **Foundational Skills** describe technical skills that all high school students completing a Program of Study would be expected to master. Ideally, these skills would be taught within a high school CTE Program of Study (or in collaboration with a post-secondary partner if it is not feasible within high school).

- **Intermediate Skills** describe more technically advanced skills that high school instructors are encouraged to teach, though some might be taught by community college faculty due to equipment or time constraints.
- ▲ **Advanced Skills** describe highly technical skills that high school instructors may choose to teach with the understanding that, due to their complexity, most will be taught by community college faculty as part of the postsecondary component of a CTE Program of Study.

Overarching descriptions of the Knowledge and Skill statements for new Statewide Frameworks in (1) Marketing Management and (2) Professional Sales are listed in Figure 1.

Each Knowledge and Skill Statement includes a list of Suggested Performance Indicators that illustrate how students might demonstrate their understanding or abilities relating to each statement (see Appendix A). These examples are intended to provide educators with guidance in establishing program standards and assessments and designing curriculum and instructional activities. These skills also have been classified based on their level of difficulty, ranging from foundational to intermediate to advanced.

Suggested Performance Indicators are offered as an optional, industry-suggested, community college faculty-vetted way to demonstrate the Knowledge and Skill Statements. They are not required. Educators may choose to select from these indicators and/or design other means for students to show skill mastery in their CTE Program of Study. It is anticipated that secondary and postsecondary educators will collaborate in selecting the number, type, and technical specificity of Suggested Performance Indicators, as well as the educational level at which they will be taught.

Figure 1. Knowledge and Skill Statements for the Statewide Framework for Marketing Cluster

<p>EMPLOYABILITY <i>Cross-cutting, same for all Career Clusters</i></p> <ul style="list-style-type: none"> • Workplace practices • Personal responsibility and accountability • Teamwork and conflict resolution • Communication • Technology in the workplace • Planning and organizing • Career planning 	<p>CAREER CLUSTER</p> <ul style="list-style-type: none"> • Describe the individuals and organizations that collaborate to provide marketing services • Demonstrate understanding of concepts and strategies used to explore, obtain, and develop in a marketing career • Demonstrate understanding of the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities and/or to build brand for the organization • Demonstrate understanding of the concepts and processes needed to identify, select, monitor, and evaluate sales channels • Demonstrate understanding of the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions • Demonstrate understanding of the concepts and tactics utilized to determine and target marketing strategies to a select audience • Demonstrate understanding of concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value • Demonstrate understanding of the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome • Demonstrate understanding of the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities • Apply verbal and internal and external business correspondence skills to obtain and convey information 		
<p>FOCUS AREAS</p> <table border="0"> <tr> <td data-bbox="191 1073 1050 1440"> <p>Marketing Management</p> <ul style="list-style-type: none"> • Fostering self-understanding and enhancing relationships with others • Planning, staffing, leading, and organizing human resources • Using technology-related tools to support business decision-making • Handling day-to-day activities required for continued business functioning • Managing a product or service mix in response to market opportunities and to build brand • Utilizing information to make business decisions • Communicating information about products, services, images, and/or ideas to achieve a desired outcome </td> <td data-bbox="1050 1073 1965 1440"> <p>Professional Sales</p> <ul style="list-style-type: none"> • Fostering positive, ongoing relationships with customers • Handling day-to-day activities required for continued business functioning • Leveraging information for use in making business decisions • Determining and meeting client needs and wants to influence purchase decisions and future business opportunities • Understanding of sale completion, support, follow-up, and planning </td> </tr> </table>		<p>Marketing Management</p> <ul style="list-style-type: none"> • Fostering self-understanding and enhancing relationships with others • Planning, staffing, leading, and organizing human resources • Using technology-related tools to support business decision-making • Handling day-to-day activities required for continued business functioning • Managing a product or service mix in response to market opportunities and to build brand • Utilizing information to make business decisions • Communicating information about products, services, images, and/or ideas to achieve a desired outcome 	<p>Professional Sales</p> <ul style="list-style-type: none"> • Fostering positive, ongoing relationships with customers • Handling day-to-day activities required for continued business functioning • Leveraging information for use in making business decisions • Determining and meeting client needs and wants to influence purchase decisions and future business opportunities • Understanding of sale completion, support, follow-up, and planning
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Program of Study Design Options

Educators have two options in designing a Program of Study using a Statewide Framework. They can pursue a Career Cluster-level Program of Study or a Focus Area-level Program of Study. The distinction between a Cluster and Focus Area Program of Study relates to the scope of Knowledge and Skill Statements covered in the Program of Study and level of secondary to postsecondary alignment.

There are two primary distinctions between the two options:

1. Educators choosing to offer a **Career Cluster Programs of Study** are encouraged to cover all the employability skills and Cluster-level skills identified and draw on the foundational skills included in one or more Focus Areas.
2. **Focus Area Programs of Study** are more occupationally specific with a higher level of content standardization. Educators are encouraged to cover all the employability skills, Cluster-level skills, and foundational skills identified within a Focus Area. Intermediate and advanced skills also may be addressed, either at the high school level or in collaboration with a postsecondary partner.

Career Cluster Program of Study Option

A Career Cluster-level Program of Study provides high school students with a broad overview of the Marketing field to prepare them to specialize in an area of their choosing at the postsecondary level. With this option, educators may choose to offer a broad range of courses that address different aspects of the field, drawing on skills included in each of the identified Focus Areas.

To qualify as a concentrator at the Career Cluster-level, high school students must earn at least two credits in a state-approved Program of Study sequence, with one of these credits awarded as part of the second or third course in a sequence. High school graduates concentrating their studies in the Marketing Career Cluster would have the option of continuing their studies at an affiliated community college, where they could pursue related training that culminates in the award of a credential, certificate, or associate degree.

Focus Area Program of Study Option

Focus Area-level Programs of Study are intended to align with specific certificate and associate degree options offered at the postsecondary level. Where appropriate, districts and colleges can negotiate dual credit agreements so that high school students can earn college credit that may be applied toward a postsecondary certificate or degree, expediting the time it takes to complete.

The new statewide Program of Study option requires:

- Offering a minimum of three credits at the secondary level and 36 credits at the postsecondary level
- Covering all the employability, Career Cluster, and foundational Focus Area skills as part of the high school component of a CTE Program of Study or in collaboration with a postsecondary partner
- Concentrators to earn two credits in the Program of Study, including at least one credit awarded as part of the second or third course in a sequence
- Providing a sequenced, progressive set of courses, including an introductory or survey course, and two courses offering more technically advanced skills
- Exhibiting secondary-postsecondary standards alignment that is clearly defined and communicated to all stakeholders
- Offering or potentially offering dual credit opportunities
- Integrating career-related learning experiences, career-connected learning, and work-based learning in meaningful ways

High school graduates concentrating their studies in the Marketing field would have the option of continuing their studies at an affiliated community college, where they could seek advanced training in the Focus Area or pursue training in a related field that culminates in the award of a credential, certificate, or associate degree.

Statewide Framework Programs of Study align course standards to industry-validated skills so that students throughout the state have access to consistent, high-quality CTE with opportunities to gain college credit and skills in in-demand occupations.

Course Scope and Sequence

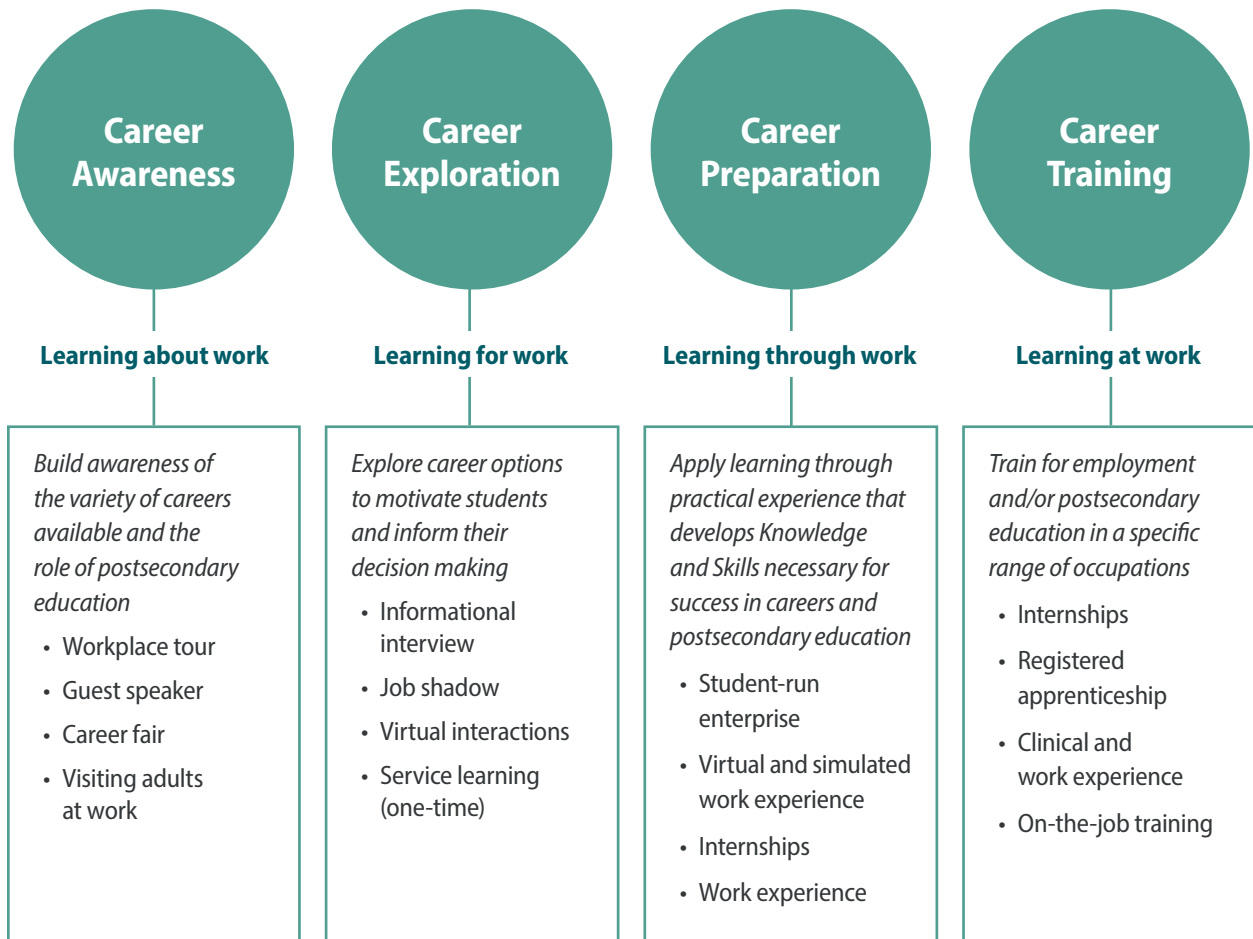
It is anticipated that CTE students will begin their course sequence with an introductory/survey course that opens a range of more technically advanced course options. An example of how a Program of Study might be configured for each Focus Area is provided in Table 2. *Note that course sequences and titles are provided for illustrative purposes only—it is up to secondary and postsecondary partners to determine course titles and sequences; course content, curriculum, and assessments, including when and how Knowledge and Skill Statements are addressed; and whether dual credit or industry certifications may be awarded.*

Table 2. Sample Scope and Sequence for Cluster-level and Focus Area-level Program of Study

Course level	Grade	Course
Course 1	Grades 9 or 10	Cluster Level. Introduction to Business and Marketing
		Focus Area Level. Introduction to Business and Marketing
Course 2	Grades 10 or 11	Cluster Level. Principles of Marketing
		Focus Area Level. Principles of Marketing
Course 3	Grades 11 or 12	Cluster Level. Advanced Marketing
		Focus Area Level. Marketing Management; Personal Selling and Customer Relations
Capstone	Grades 12	Cluster Level. Retail Management or work-based learning experience
		Focus Area Level. Advanced Marketing, Principles of Entrepreneurship, or work-based learning experience; Retail Management, Professional Sales, or work-based learning experience

Additionally, all Programs of Study are expected to integrate a full range of **Career Connected Learning Experiences** that advance progressively, as indicated in Figure 2.

Figure 2. Career Connected Learning Experiences



Developing a CTE Program of Study for State Approval

To meet Oregon’s definition of a High-Quality Program of Study, a CTE Program of Study must be built around five core elements. These elements and supporting components, which align to the Association for Career and Technical Education’s (ACTE’s) High-Quality CTE Program of Study Framework, are detailed in Table 3.

Table 3. Elements and Supporting Components of a High-Quality CTE Program of Study

Element	Components
Standards and Content	Rigorous Integrated Content: Appropriately licensed secondary teachers and postsecondary instructors integrate rigorous technical and academic content.
	Engaged Learning: Students are engaged through instructional strategies that are relevant and authentic, and meet the needs and interests of all students.
	Coherent Curriculum: Aligned to industry-identified standards and sequenced to prepare students for their next steps.
Alignment and Articulation	Partnerships: Actively engages employer and educator partners to develop, enhance and support the CTE program in a manner that is sustainable.
	Credentials: Links instruction to meaningful college credit or industry credentials that can lead to high-wage, high-skill, and in-demand occupations.
	Facilities and Equipment: Provides students with safe access to facilities and equipment appropriate to the type of instruction and reflective of workforce needs.
Accountability and Evaluation	Continuous Improvement: Revisions to the Program of Study are based on student performance, economic demand, and employer requirements.
Student Support Services	Equity and Access: Provides all students and their families with appropriate knowledge and experiences to help make informed education and career decisions.
	Career Connected Learning: Provides quality, accurate and timely information and support that will help students identify, pursue, transition to, and complete pathways to future careers. Career Connected Learning should include activities and opportunities within the four domains of Awareness, Exploration, Preparation and Training.
Professional Development	Professional Development: Promotes instructional long-term growth that aligns with long-term program goals.

Educators are encouraged to consult the [High Quality CTE Program of Study Rubric](#) and accompanying [Quick Guide to Using the High Quality CTE Program of Study Rubric](#) to assess their existing CTE Programs of Study and create goals for continuous improvement.

CTE Licensure Requirements. Marketing

Educators seeking to teach in the Marketing Career Cluster must possess a valid Oregon CTE endorsement. See [CTE Licensure in Oregon](#) for an overview of licensing requirements and the steps to be taken to receive an endorsement. Contact Margaret Mahoney (Margaret.Mahoney@ode.oregon.gov) for more information.

Student Leadership

Learning is enhanced when students can apply academic, technical, and employability skills in an authentic setting. Career and Technical Student Organizations (CTSOs) are extracurricular groups that offer youth the ability to practice and enhance their classroom learning, while developing personal skills and leadership abilities, through participation in activities, events, and competitions.

In the Marketing field, there are two active CTSOs in Oregon:



Oregon DECA (<https://oregondeca.org/>) prepares leaders and entrepreneurs for careers in marketing, finance, hospitality, and management.



The Future Business Leaders of America, Inc. (FBLA) (<https://www.fbla-pbl.org/>) is the largest business Career and Technical Student Organization in the world. Each year, FBLA helps over 230,000 members prepare for careers in business.

Appendix A. Marketing Career Cluster Knowledge and Skill Statements and Suggested Performance Indicators

Overview

This document details the Knowledge and Skill Statements comprising the Programs of Study for the (1) Marketing Management and (2) Professional Sales Focus Areas. These statements, developed with input by employers, define the career readiness expectations of entry-level workers.

Community college faculty were asked to provide feedback on each Knowledge and Skill Statement and rate the importance of each Suggested Performance Indicator using the following scale:

- **Critically important.** This skill would be expected of students entering a community college after having completed a CTE Program of Study at the high school level
- **Somewhat important.** This skill would be useful but not necessary for students entering a community college after having completed a CTE Program of Study at the high school level
- **Not important.** This skill would NOT be expected of students entering a community college after having completed a CTE Program of Study at the high school level (i.e., it will be taught at the college level)

To gather district perspectives, high school CTE instructors with approved programs were asked to rate the importance of high school graduates in related CTE programs of study mastering these skills upon completing their secondary CTE studies.

Feedback from survey respondents was analyzed to produce a core set of Knowledge and Skill Statements and Suggested Performance Indicators that secondary educators should consider when designing CTE programs and formulating their CTE program approval applications.

These Knowledge and Skill Statements and Suggested Performance Indicators are intended to provide educators with guidance in establishing program standards and assessments and designing curriculum and instructional activities. *Performance indicators are offered as suggestions, not requirements, for addressing the Knowledge and Skill Statements comprising a Program of Study.*

How to Use This Document

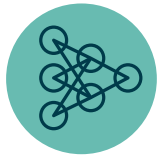
Educators offering a CTE Program of Study in the Marketing Career Cluster should review the Knowledge and Skill statements and Suggested Performance Indicators in this document. Ideally, skills marked as Foundational will be taught during a student's high school CTE Program of Study experience, with educators determining how and when instruction occurs. Three types of skills and indicators are provided:

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Employability Knowledge and Skills – *Applicable to all Career Clusters*

All learners are expected to master these basic skills to function in the workplace. These cross-cutting abilities, found in all jobs in all industries, encompass a broad range of communication, critical thinking, interpersonal, and organizational skills considered imperative for career success.



Career Cluster Knowledge and Skills – *Applicable to all careers in the Marketing Cluster*

All workers in the marketing industry are expected to have a broad understanding of the field. These cross-cutting skills prepare workers to succeed in a range of jobs in the cluster. High school students mastering these skills are prepared to enter community college or the workforce with an understanding of their career options and training needs.



Focus Area Knowledge and Skills – *Applicable to a specific career*

Field-specific knowledge that an entry-level worker would be expected to possess. High school students mastering these skills are prepared to enter employment or enroll in a community college to pursue advanced training. Postsecondary graduates would be prepared to enter employment with a credential, certificate, or degree.

These skills have been classified based on their level of knowledge required for their mastery:

- **Foundational Skills** describe technical skills that all high school students completing a Program of Study would be expected to master. Ideally, these skills would be taught within a high school CTE Program of Study (or in collaboration with a postsecondary partner if it is not feasible within high school).
- **Intermediate Skills** describe more technically advanced skills that high school instructors are encouraged to teach, though some might be taught by community college faculty due to equipment or time constraints.
- ▲ **Advanced Skills** describe highly technical skills that high school instructors may choose to teach with the understanding that, due to their complexity, most will be taught by community college faculty as part of the postsecondary component of a CTE Program of Study.

Marketing Career Cluster Knowledge and Skill Statements

Employability Knowledge and Skills

These Knowledge and Skill statements apply to all Career Clusters in Oregon.

Code number	Knowledge and Skill Statement
E-01	Adhere to workplace practices
E-02	Exhibit personal responsibility and accountability
E-03	Practice cultural competence
E-04	Demonstrate teamwork and conflict resolution
E-05	Communicate clearly and effectively
E-06	Employ critical thinking to solve problems
E-07	Demonstrate creativity and innovative thinking
E-08	Demonstrate fluency in workplace technologies
E-09	Plan, organize, and manage work
E-10	Make informed career decisions

Career Cluster-Level Knowledge and Skills

These Knowledge and Skill statements apply to all Marketing Programs of Study in Oregon.

Code number	Knowledge and Skill Statement
CC-MKG01	Describe the individuals and organizations that collaborate to provide marketing services
CC-MKG02	Demonstrate understanding of concepts and strategies used to explore, obtain, and develop in a marketing career
CC-MKG03	Demonstrate understanding of the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities and/or to build brand for the organization
CC-MKG04	Demonstrate understanding of the concepts and processes needed to identify, select, monitor, and evaluate sales channels
CC-MKG05	Demonstrate understanding of the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions
CC-MKG06	Demonstrate understanding of the concepts and tactics utilized to determine and target marketing strategies to a select audience

Code number	Knowledge and Skill Statement
CC-MKG07	Demonstrate understanding of concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value
CC-MKG08	Demonstrate understanding of the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome
CC-MKG09	Demonstrate understanding of the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities
CC-MKG10	Apply verbal and internal and external business correspondence skills to obtain and convey information

Focus Area Level Knowledge and Skills

These are updated Knowledge and Skill Statements for the three Focus Area Programs of Study in the Marketing Career Cluster.

MARKETING MANAGEMENT

Code number	Knowledge and Skill Statement
FA-MM01	Demonstrate an understanding of techniques, strategies, and systems used to foster self-understanding and enhance relationships with others
FA-MM02	Demonstrate an understanding of the techniques and systems that businesses use to plan, staff, lead, and organize its human resources
FA-MM03	Demonstrate an understanding of technology-related tools needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making
FA-MM04	Demonstrate an understanding of the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning
FA-MM05	Demonstrate an understanding of the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities and to build brand for the organization
FA-MM06	Demonstrate an understanding of the concepts, systems, and strategies needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions
FA-MM07	Demonstrate an understanding of the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome

PROFESSIONAL SALES

Code number	Knowledge and Skill Statement
FA-PS01	Demonstrate an understanding of the techniques and strategies used to foster positive, ongoing relationships with customers
FA-PS02	Demonstrate an understanding of the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning
FA-PS03	Demonstrate an understanding of the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions
FA-PS04	Demonstrate an understanding of the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities
FA-PS05	Demonstrate an understanding of sale completion, support, follow-up, and planning

Employability Knowledge and Skill Statements with Suggested Performance Indicators

● **Foundational** - Basic skills that **should be taught** within high school or, if not feasible, at a partnering college

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational
E-01 <i>Adhere to workplace practices</i>	<ul style="list-style-type: none"> A. Explain and follow workplace standards, rules, and regulations B. Show up on time and prepared to work C. Demonstrate the ability to take direction, be proactive, and work independently 	●
E-02 <i>Exhibit personal responsibility and accountability</i>	<ul style="list-style-type: none"> A. Apply professional and ethical standards of the industry to personal conduct B. Maintain integrity and promote personal and professional integrity in co-workers C. Take responsibility and carry out work assignments 	●
E-03 <i>Practice cultural competence</i>	<ul style="list-style-type: none"> A. Demonstrate awareness of issues related to diversity, equity, and inclusion B. Work effectively with colleagues of differing abilities, cultures, and backgrounds C. Describe issues relating to workplace harassment D. Model behaviors that are respectful and sensitive of others 	●
E-04 <i>Demonstrate teamwork and conflict resolution</i>	<ul style="list-style-type: none"> A. Demonstrate the ability to collaborate and contribute to the work of a diverse team B. Explain when it is appropriate to lead and when to follow another's lead C. Demonstrate strategies for resolving issues with coworkers 	●
E-05 <i>Communicate clearly and effectively</i>	<ul style="list-style-type: none"> A. Listen attentively, and speak and write clearly to convey information correctly B. Interpret information and instructions presented in verbal and written form C. Demonstrate effective communication with colleagues, supervisors, customers, and suppliers D. Demonstrate the ability to communicate verbally, in writing, and using electronic communication tools 	●

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational
E-06 <i>Employ critical thinking to solve problems</i>	A. Recognize problems in the workplace and diagnose their root causes B. Develop well-reasoned plans to solve identified challenges C. Apply and follow through on plans to ensure that problems are resolved	●
E-07 <i>Demonstrate creativity and innovative thinking</i>	A. Develop ideas to solve problems in new and different ways B. Investigate one's own and others' ideas to find those with greatest applicability C. Develop and deploy plans to implement new ideas in the workplace	●
E-08 <i>Demonstrate fluency in workplace technologies</i>	A. Demonstrate knowledge and application of general technology skills, including hardware and software commonly used in the industry B. Use online communication, networking tools and social networks to access, manage, evaluate, and create information to successfully function in a knowledge economy C. Describe and demonstrate a fundamental understanding of the ethical, legal, and security issues surrounding access to and use of information technologies	●
E-09 <i>Plan, organize, and manage work</i>	A. Identify an intended project outcome including available inputs, materials, labor, timeline for producing work, and job-site obligations B. Effectively plan, monitor, and complete projects on time and within budget using available resources and materials C. Demonstrate ability to write coherent reports and project summaries to communicate the progress of project work and its adherence to schedule	●
E-10 <i>Make informed career decisions</i>	A. Identify job and entrepreneurial opportunities in the industry and the required education and credentials to obtain employment B. Set short- and long-term career goals based on personal interests and aptitudes C. Maintain a project portfolio D. Develop a professional resume E. Explain and demonstrate how to cultivate and maintain a professional presence in an online environment, including the appropriate use of social media and networking platforms	●

Marketing Career Cluster Knowledge and Skill Statements with Suggested Performance Indicators

- **Foundational** - Basic skills that **should be taught** within high school or, if not feasible, at a partnering college
- **Intermediate** - Advanced skills **encouraged to be taught** within high school, with some offered at a partnering college
- ▲ **Advanced** - Highly technical skills that **may be taught** within high school, with most offered at a partnering college

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
CC-MKG01 <i>Describe the individuals and organizations that collaborate to provide marketing services</i>	<p>A. Describe how individuals from different disciplines collaborate to provide marketing services (e.g., marketing, advertising, product management, public/customer relations, customer service, media & entertainment, social media, graphic design, finance, and accounting)</p> <p>B. Identify the roles and responsibilities of employees in the marketing field (e.g., marketing assistants; marketing specialists; marketing, product marketing, sales, communications, and digital media managers; brand ambassadors; content marketing, public relations, and search engine optimization specialists; market research analysts; social media coordinators; graphic designers; sales representatives; fundraisers; marketing teachers)</p> <p>C. Identify the types of organizations that are engaged in marketing (e.g., non-profits, small companies, corporations, financial services providers, political groups)</p>	A. ●	B. ■ C. ■	
CC-MKG02 <i>Demonstrate understanding of concepts and strategies used to explore, obtain, and develop in a marketing career</i>	<p>A. Demonstrate understanding of responsibilities in marketing to demonstrate ethical/legal behavior</p> <p>B. Explain the need for professional and ethical standards</p> <p>C. Explain employment opportunities in marketing</p> <p>D. Describe career pathways in marketing</p> <p>E. Describe networking strategies</p>	A. ● B. ● C. ●	D. ■ E. ■	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p>CC-MKG03</p> <p><i>Demonstrate understanding of the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities and/or to build brand for the organization</i></p>	<p>A. Acquire a foundational knowledge of product/service management to understand its nature and scope (e.g., explain the nature and scope of the product/service management function, the management of product/service profitability, the impact of product life cycles on marketing decisions, the use of technology in the product/service management function, and/or business ethics in product/service management)</p> <p>B. Explain product mix and product bundling</p> <p>C. Generate product ideas to contribute to ongoing business success (e.g., identify product opportunities and ideas, implement techniques to generate a product idea)</p> <p>D. Position products/services to acquire desired business image (e.g., describe factors used by marketers to position products/services, explain the nature of product/service branding, describe the role of customer voice in branding)</p> <p>E. Demonstrate how to position company to acquire desired business image (e.g., describe corporate branding and factors used by businesses to position corporate brands, identify customer touch points)</p> <p>F. Explain and apply quality assurances to enhance product/service offerings (e.g., grades and standards, warranties and guarantees, consumer protection provisions of appropriate agencies)</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p> <p>D. ●</p> <p>E. ●</p>	<p>F. ■</p>	
<p>CC-MKG04</p> <p><i>Demonstrate understanding of the concepts and processes needed to identify, select, monitor, and evaluate sales channels</i></p>	<p>A. Acquire foundational knowledge of channel management to understand its role in marketing (e.g., explain the nature and scope of channel management, explain the nature of channels of distribution, describe the use of technology in the channel management function, explain legal considerations in channel management, describe ethical considerations in channel management)</p> <p>B. Explain how to manage channel activities to minimize costs and to determine distribution strategies (e.g., describe how to coordinate channel management with other marketing activities, explain the nature of channel-member and affinity partner relationships)</p>	<p>A. ●</p>	<p>B. ■</p>	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p>CC-MKG05</p> <p><i>Demonstrate understanding of the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions</i></p>	<p>A. Acquire foundational knowledge of marketing-information management to understand its nature and scope (e.g., describe the need for marketing data, identify data monitored for marketing decision making, explain the nature and scope of the marketing-information management function, explain the role of ethics in marketing-information management, describe the use of technology in the marketing-information management function, describe the regulation of marketing-information management)</p> <p>B. Explain the nature of marketing research and its problems/issues</p> <p>C. Interpret marketing information to test hypotheses and/or to resolve issues (e.g., explain techniques for processing marketing data, monitor/measure customer "buzz," explain the use of descriptive statistics in marketing decision making)</p> <p>D. Demonstrate understanding of data-collection methods to evaluate their appropriateness for the research problem/issue (e.g., describe data-collection methods [e.g., observations, mail, diaries, telephone, Internet, discussion groups, interviews, scanners, tracking tools], explain characteristics of effective data-collection instruments). Demonstrate understanding of marketing-research design considerations to evaluate their appropriateness for the research problem/issue (e.g., describe methods used to design marketing research studies [i.e., descriptive, exploratory, and causal], describe options businesses use to obtain marketing research data [i.e., primary and secondary research], discuss the nature of sampling plans [i.e., who, how many, how chosen])</p> <p>E. Evaluate marketing research procedures and findings to assess their credibility (e.g., identify sources of error in a research project, evaluate questionnaire design, assess appropriateness of marketing research for the problem/issue)</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p>	<p>D. ■</p> <p>E. ■</p>	
<p>CC-MKG06</p> <p><i>Demonstrate understanding of the concepts and tactics utilized to determine and target marketing strategies to a select audience</i></p>	<p>A. Explain the concept of marketing strategies</p> <p>B. Explain the concept of market and market identification</p> <p>C. Employ marketing-information to plan marketing activities (e.g., explain the nature of marketing planning and plans and sales forecasts, explain the role of situation analysis)</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p>		

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p>CC-MKG07 <i>Demonstrate understanding of concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value</i></p>	<p>A. Explain the nature and scope of the pricing function B. Explain factors affecting pricing decisions C. Describe the role of business ethics in pricing D. Explain the use of technology in the pricing function E. Explain legal considerations for pricing</p>	<p>A. ● B. ● C. ● D. ● E. ●</p>		
<p>CC-MKG08 <i>Demonstrate understanding of the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome</i></p>	<p>A. Acquire a foundational knowledge of promotion to understand its nature and scope (e.g., explain the role of promotion as a marketing function, explain the types of promotion, identify the elements of the promotional mix, describe the use of business ethics in promotion, describe the use of technology in the promotion function, describe the regulation of promotion) B. Explain promotional channels used to communicate with targeted audiences (e.g., types of advertising media, word-of-mouth channels used to communicate with targeted audiences, direct marketing channels, communications channels used in sales promotion, communications channels used in public-relations activities) C. Explain the components of advertisements and the importance of coordinating elements in advertisements D. Demonstrate understanding of the use of public-relations activities to communicate with targeted audiences (e.g., identify types of public-relations activities, discuss internal and external audiences for public relations activities)</p>	<p>A. ● B. ● C. ● D. ●</p>		

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p>CC-MKG09</p> <p><i>Demonstrate understanding of the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities</i></p>	<p>A. Acquire a foundational knowledge of selling to understand its nature and scope (e.g., explain the nature and scope of the selling function, the role of customer service as a component of selling relationships, company selling policies, key factors in building a clientele, legal and ethical considerations in selling, the use of technology in the selling function)</p> <p>B. Analyze product knowledge to identify and communicate product features and benefits and to ensure appropriateness of product for the customer</p> <p>C. Demonstrate understanding of sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales (e.g., explain the selling process, discuss motivational theories that impact buying behavior)</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p>		
<p>CC-MKG10</p> <p><i>Apply verbal and internal and external business correspondence skills to obtain and convey information</i></p>	<p>A. Demonstrate the ability to communicate verbally (including on the phone), in writing, and using electronic communication tools in the context of marketing</p> <p>B. Describe social platforms in depth</p> <p>C. Prepare day-to-day content for social platforms</p> <p>D. Write contact reports, white papers, pitch/sales letters, new business pitches, and marketing emails</p> <p>E. Plan and participate in mock-up client presentations (includes strategies and research findings)</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p> <p>D. ●</p>	<p>E. ■</p>	

Marketing Management Knowledge and Skill Statements with Suggested Performance Indicators

- **Foundational** - Basic skills that *should be taught* within high school or, if not feasible, at a partnering college
- **Intermediate** - Advanced skills *encouraged to be taught* within high school, with some offered at a partnering college
- ▲ **Advanced** - Highly technical skills that *may be taught* within high school, with most offered at a partnering college

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-MM01 <i>Demonstrate an understanding of techniques, strategies, and systems used to foster self-understanding and enhance relationships with others</i>	A. Manage internal and external business relationships to foster positive interactions (e.g., explain the impact of business customs and practices on global trade, describe the nature of business customs and practices in the North American market and regions of the world) B. Describe the concept of lifetime value of a customer (retention vs. turnover)		A. ■	B. ▲
FA-MM02 <i>Demonstrate an understanding of the techniques and systems that businesses use to plan, staff, lead, and organize its human resources</i>	A. Explain how to manage staff growth and development to increase productivity and employee satisfaction (e.g., how to ensure staff understanding of responsibilities, duties, functions, and authority levels, supervise marketing positions, determine adequacy of training courses, assess marketing personnel's ability to react to market developments) B. Describe techniques to staff an organization or a department within an organization (e.g., staff key marketing positions) C. Explain how to implement organizational skills to facilitate others' work efforts (e.g., how to determine internal/external resource requirements and responsibilities for projects).		A. ■ B. ■	C. ▲

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-MM03 <i>Demonstrate an understanding of technology-related tools needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making</i>	<p>A. Explain how or demonstrate ability to use information-technology tools to manage and perform work responsibilities (e.g., analyze the impact of technology on marketing, automate services, analytical tracking guide business decision-making)</p> <p>B. Describe strategy to remain current as technology use in marketing evolves (e.g., artificial intelligence, ecommerce, video production)</p>		A. ■	B. ▲
FA-MM04 <i>Demonstrate an understanding of the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning</i>	<p>A. Implement (or explain how to implement) basic expense-control strategies to enhance a business's financial wellbeing (e.g., track invoices)</p> <p>B. Implement (or explain how to implement) purchasing activities to obtain business supplies, equipment, resources, and services (e.g., determine sources of relevant, new marketing data, evaluate options to purchase or sell marketing data)</p> <p>C. Describe or determine technology security strategies needed to protect customer information and company image (e.g., describe how to maintain security of marketing data, explain security considerations in marketing management)</p> <p>D. Describe or apply operational policies to perform procedures and activities that ensure marketing's efficiency and effectiveness (e.g., cleanse existing marketing data to maintain relevancy, apply marketing analytics)</p> <p>E. Describe how to or utilize business systems to expedite workflow and enhance a business's image (e.g., document marketing processes)</p> <p>F. Demonstrate understanding of corporate social responsibility (e.g., pollution, impact of marketing decisions on the environment)</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p> <p>D. ●</p>	E. ■	F. ▲

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p>FA-MM05 <i>Demonstrate an understanding of the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities and to build brand for the organization</i></p>	<p>A. Assess product packaging to improve its function and to improve its brand recognition (e.g., assess product-packaging requirements, evaluate graphic design on packages, evaluate adequacy of product packaging)</p> <p>B. Position products/services to acquire desired business image (e.g., develop positioning concept for a new product idea, communicate core values of product/service, identify product’s/service’s competitive advantage)</p> <p>C. Apply quality assurances to enhance product/service offerings (e.g., determine the impact of product standards’ issues associated with global business)</p> <p>D. Employ product-development processes to maintain up-to-date product pipeline (e.g., explain new product-development processes)</p>	<p>A. ●</p>	<p>B. ■ C. ■</p>	<p>D. ▲</p>
<p>FA-MM06 <i>Demonstrate an understanding of the concepts, systems, and strategies needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions</i></p>	<p>A. Report findings to communicate research information to others (e.g., provide sales analysis reports)</p> <p>B. Manage marketing information to guide and assess promotional activities (e.g., measure media audience, leverage data to recommend personalized, relevant campaigns and support real-time customization of customer interactions)</p> <p>C. Employ marketing-information to aid in making and evaluating channel-management decisions (e.g., track channel management cost data, collect product quality data to aid in making channel-management decisions, obtain and track information about domestic and foreign suppliers/manufacturers)</p>	<p>A. ●</p>	<p>B. ■ C. ■</p>	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p>FA-MM07</p> <p><i>Demonstrate an understanding of the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome</i></p>	<p>A. Plan marketing communications to maximize effectiveness and to minimize costs (e.g., explain the nature of a promotional plan, coordinate activities in the promotional mix)</p> <p>B. Identify ways to track marketing-communications activities</p> <p>C. Demonstrate understanding of design principles to be able to communicate needs to designers (e.g., describe the use of color in advertisements, describe the elements of design, explain the use of illustrations in advertisements, discuss the nature of typography explain type styles used in advertisements, describe effective advertising layouts, identify types of drawing media, explain the impact of color harmonies on composition, describe digital color concepts)</p> <p>D. Participate in company’s community outreach involvement to foster a positive company image and to meet other professionals (e.g., explain the importance of company involvement in community activities, propose community issues for company involvement, participate in community outreach activities)</p> <p>E. Create written briefs for outside agencies/consultants to aid in promotional planning and development</p>	<p>A. ●</p> <p>B. ●</p>	<p>C. ■</p> <p>D. ■</p>	<p>E. ▲</p>

Professional Sales Knowledge and Skill Statements with Suggested Performance Indicators

- **Foundational** - Basic skills that **should be taught** within high school or, if not feasible, at a partnering college
- **Intermediate** - Advanced skills **encouraged to be taught** within high school, with some offered at a partnering college
- ▲ **Advanced** - Highly technical skills that **may be taught** within high school, with most offered at a partnering college

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-PS01 <i>Demonstrate an understanding of the techniques and strategies used to foster positive, ongoing relationships with customers</i>	A. Foster positive relationships with customers to enhance sales (e.g., use digital media to enhance customer post-sales experience)	A. ●		
FA-PS02 <i>Demonstrate an understanding of the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning</i>	A. Acquire foundational knowledge of distribution to understand its role and function (e.g., explain the nature and scope of distribution, explain the relationship between customer service and distribution)	A. ●		
FA-PS03 <i>Demonstrate an understanding of the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions</i>	A. Employ marketing information to plan marketing activities (e.g., describe the use of target marketing in professional selling) B. Process marketing information to test hypotheses and/or to resolve issues (e.g., analyze market information)	A. ●	B. ■	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p>FA-PS04</p> <p><i>Demonstrate an understanding of the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities</i></p>	<p>A. Demonstrate understanding of sales activities to show command of their nature and scope (e.g., explain the impact of sales and buying cycles, describe the impact that digital communication is having on selling)</p> <p>B. Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer (e.g., identify emerging trends for use in selling, differentiate between consumer and organizational buying behavior)</p> <p>C. Employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales (e.g., build rapport and credibility with prospect, respond appropriately to prospect’s individual personality type, determine prospect’s buying motives for use in selling, facilitate prospect’s buying decisions, question/probe to acquire understanding of prospect [priorities, problems, trends, issues, corporate aims and objectives, processes, buying process and criteria, and trading preferences], assess prospect’s needs in relation to product offering, propose solution to prospect’s needs/challenges [sales talk, sales proposal presentation], demonstrate product solution for prospect’s needs, convert customer/client objections into selling points, close the sale, negotiate sales terms/agreement, oversee fulfillment/completion of sale, sell good/service/idea to individuals, sell good/service/idea to groups)</p> <p>D. Perform pre-sales activities to facilitate sales presentation (e.g., explain the use of marketing-research information in professional selling, prospect for customers, conduct preliminary customer/client qualification, conduct pre-visit research [e.g., customer’s markets/products, customer’s competitors, and competitors’ offerings], determine sales strategies, book appointments with prospective clients, prepare sales presentation prepare and/or assemble sales materials)</p>	<p>A. ●</p>	<p>B. ■</p> <p>C. ■</p> <p>D. ■</p>	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p>FA-PS05 <i>Demonstrate an understanding of sale completion, support, follow-up and planning</i></p>	<p>A. Explain how to or conduct post-sales follow-up activities to foster ongoing relationships with customers (e.g., plan follow-up strategies for use in selling, prepare sales reports, provide post-sales service, gather customer/client feedback to improve service, conduct self-assessment of sales performance)</p> <p>B. Describe how to or plan sales activities to increase sales efficiency and effectiveness (e.g., plan strategies for meeting sales quotas, develop strategies to win back former customers)</p> <p>C. Describe or conduct sales-support activities to meet prospect's needs/ requirements (e.g., write product/service proposal, present proposal)</p> <p>D. Explain how to or process the sale to complete the exchange (e.g., calculate miscellaneous charges, process special orders, process telephone orders, process sales documentation)</p>		<p>A. ■</p> <p>B. ■</p> <p>C. ■</p>	<p>D. ▲</p>