

Marketing, Sales and Service: Management and Entrepreneurship Career Pathway Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty

This Career Pathway Plan of Study (based on the Management and Entrepreneurship Pathway of the Marketing, Sales and Service Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Management and Entrepreneurship Pathway	SAMPLE Occupations Relating to This Pathway
<i>Interest Inventory Administered and Plan of Study Initiated for all Learners</i>								
SECONDARY	9	English/ Language Arts I	Algebra I or Geometry	Earth or Life or Physical Science or Biology	State History Geography	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	<ul style="list-style-type: none"> • Business Essentials • Business Technology Applications 	<ul style="list-style-type: none"> ► Administrative Support Representative ► Chief Executive Officer ► Customer Service Representative ► Entrepreneur ► Franchisee ► Independent Distributor ► Owner ► Partner ► President ► Principal ► Proprietor ► Small Business Owner
	10	English/ Language Arts II	Geometry or Algebra II	Biology or Chemistry	U.S. History		<ul style="list-style-type: none"> • Introduction to Entrepreneurship 	
	11	English/ Language Arts III	Pre-Calculus or Algebra II	Chemistry or Physics	World History Psychology		<ul style="list-style-type: none"> • Business Finance • Marketing 	
	<i>College Placement Assessments-Academic/Career Advisement Provided</i>							
	12	English/ Language Arts IV	Pre-Calculus or Calculus or Trigonometry or Statistics	Physics or other science course	Government Economics	<ul style="list-style-type: none"> • Entrepreneurship and Management 		
<i>Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.</i>								
POSTSECONDARY	Year 13	English Composition English Literature	Algebra or Calculus	Lab Science	Economics Psychology	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	<ul style="list-style-type: none"> • Organization, Development and Administration • Consumer Behavior • Marketing Management 	
	Year 14	Speech/ Oral Communication Technical Writing			Sociology Public Policy		<ul style="list-style-type: none"> • Business Management and Supervision • Financial Accounting • Managerial Accounting 	
	Year 15	Continue courses in the area of specialization.					<ul style="list-style-type: none"> • Continue Courses in the Area of Specialization 	
	Year 16						<ul style="list-style-type: none"> • Complete Management and Entrepreneurship Major (4-year degree program) 	

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Tips for Creating a Career Pathway Plan of Study for ► Instructional Leaders ► Administrators ► Counselors ► Teachers/Faculty

Creating Your Institution's Own Instructional Plan of Study

SAMPLE

With a team of partners (secondary/postsecondary teachers and faculty, counselors, business/industry representatives, instructional leaders, and administrators), use the following steps to develop your own scope and sequence of career and technical courses as well as degree major courses for your institution's plan of study.

- 1** Crosswalk the Cluster Foundation Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=95>) to the content of your existing secondary and postsecondary programs/courses.
- 2** Crosswalk the Pathway Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=66>) to the content of your existing secondary/postsecondary programs and courses.
- 3** Based on the crosswalks in steps 1 and 2, determine which existing programs/courses would adequately align to (cover) the knowledge and skills. These programs/courses would be revised to tighten up any alignment weaknesses and would become a part of a sequence of courses to address this pathway.
- 4** Based on the crosswalks in steps 1 and 2, determine what new courses need to be added to address any alignment weaknesses.
- 5** Sequence the **content** and **learner outcomes** of the existing programs/courses identified in step 3 and new courses identified in step 4 into a course sequence leading to preparation for all occupations within this pathway. (See list of occupations on page 1 of this document.)
- 6** The goal of this process would be a series of courses and their descriptions. The names of these courses would be inserted into the *Career and Technical Courses* column on the Plan of Study on page 1 of this document.
- 7** The SAMPLE on page 4 is a **sample result** of steps 1-6, and these course titles are inserted into the Plan of Study on page 1 of this document.
- 8** Crosswalk your state academic standards and applicable national standards (e.g., for mathematics, science, history, language arts, etc.) to the sequence of courses formulated in step 6.

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SAMPLE Sequence of Courses for ► Instructional Leaders ► Administrators ► Counselors ► Teachers/Faculty

SAMPLE

Below are suggested courses that could result from steps 1-6 above. However, as an educational institution, course titles, descriptions and the sequence will be your own. This is a good model of courses for you to use as an example and to help you jump-start your process. Course content may be taught as concepts within other courses, or as modules or units of instruction.

The following courses are based on the Cluster Foundation Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=95>. These skills are reinforced through participation in student organization activities.

#1

Business Essentials: This is a core course designed to give students an overview of the Business, Marketing and Finance Career Cluster occupations. Students will develop an understanding of how academic skills in mathematics, economics and written and oral communications are integral components of success in these occupations. Students will examine current events to determine their impact on business and industry and legal and ethical behavior, acquire knowledge of safe and secure environmental controls to enhance productivity, determine how resources should be managed to achieve company goals, and identify employability and personal skills needed to obtain a career and be successful in the workplace. As students learn about different types of business ownership, they will interpret industry laws and regulations to ensure compliance, identify principles of business management and analyze business practices to determine ethics and social responsibilities. This may be taught as a career exploration course in conjunction with other foundation Career Cluster courses.

#2

Business Technology Applications: This course is designed for those students who have not mastered knowledge and skills related to business technology applications prior to entry into high school. This course is designed to assist students in developing technological proficiencies demanded by business. The course should utilize various forms of input technologies to cover units of instruction that may include word processing applications, spreadsheet development, database management, presentations, electronic communications, Internet services, graphics, desktop publishing, basic Web design, interactive media, ethical issues and careers in business using technology applications. Students may be given opportunities for completing industry certification requirements.

The following courses are based on the Cluster Foundation Knowledge and Skills as well as the Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=66>. These skills are reinforced through participation in student organization activities.

#3

Introduction to Entrepreneurship: This course introduces the business and marketing system and its role in our free enterprise marketing system. Students will gain an understanding of the marketing concept and its relationship to the production of goods and services. Students will study the responsibilities of an employee in today's business environment and identify career opportunities in marketing. Students will assess entrepreneurship/small-business management career information to enhance opportunities for career success and practice communication and interpersonal skills necessary to manage a business operation.

#4

Business Finance: This course introduces principles of business and management. Topics include basic business principles, personal finance, management, systems thinking, quality management and the current environment for business in a multinational marketplace.

#5

Marketing: Students will develop a foundational knowledge of marketing and its functions including channel management, marketing information management, pricing, product/service management, promotion and selling. Students will understand the interrelationships and contributions to business success. Students will understand the need for marketing strategies and market identification. Students will practice customer relationship skills, ethics, technology applications and working in the regulatory environment.

The following courses expose students to Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=66> and should include appropriate student activities. A work-based component may be included in each of the following courses.

#6

Entrepreneurship and Management: Students will interpret industry laws and regulations to ensure compliance and analyze practices of the finance industry to determine ethics and social responsibilities. Students will apply business ethics, regulations and safeguards to protect the business and to create trust, including the creation of safety and security plans to minimize loss and to maximize returns. Students will practice skills of planning, organizing, directing and controlling functions of operating a business while assuming the responsibilities and risks involved. Students will develop skills in enterprise development, market analysis and financial preparation.

#7

Organization, Development and Administration: This course focuses on staffing, organizing, leading, controlling and planning to manage business activities. Students will learn to plan for organizational development and growth to facilitate business success, organize work efforts and staff to enhance work flow, staff the business operation to expedite work efforts, plan and evaluate purchasing activities to minimize expenses, and maintain fiscal control of business operations to limit expenses.

#8

Consumer Behavior: This course presents the behavioral science theories, concepts, methods and research findings used to understand and predict consumer behavior as the basis of decision making by marketing managers. Students will apply technology to identify a variety of approaches for determining and monitoring pricing, and will apply strategies for determining and adjusting prices to maximize return and meet customers' perception of value.

#9

Marketing Management: This course covers key concepts and practices of marketing with emphasis on analysis and development of integrated marketing plans and programs that create customer value and competitive advantage in the world-wide marketplace. Students will apply the concepts and processes necessary to obtain, develop, maintain and improve a product/service mix. Students will apply the product/service management function to a marketing business, apply various types of quality assurance to product service management, create a product mix that meets the needs of customers and produces a profit for the company, and apply marketing factors to position products and services in a business.

#10

Business Management and Supervision: This course includes planning, organizing, directing and controlling the use of an organization's resources to effectively and economically obtain its objectives. Students will learn to manage marketing activities to facilitate business development and growth, including managing supply-chain activities, using financial and marketing information to make business decisions, using pricing strategies, responding to market opportunities, using promotional skills to achieve desired outcomes, and managing the sales function to determine client needs and wants.

#11

Financial Accounting: Students will learn to analyze and interpret financial data to produce accurate reports. This course will help students understand the purpose of financial statements, analyze financial statements to verify financial information, and interpret financial data for planning purposes.

#12

Managerial Accounting: This course builds on existing financial and accounting skills to make informed managerial decisions from a financial perspective. Students will examine elements of an accounting system to evaluate assets and liabilities and their functions in an accounting system. Students will record business transactions to track activities and assemble accounting elements to prepare financial statements.



Notes

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