### Marketing, Sales and Service: Marketing Information Management and Research

**Career Pathway Plan of Study for**

- Learners
- Parents
- Counselors
- Teachers/Faculty

This Career Pathway Plan of Study (based on the Marketing Information Management and Research 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.

<table>
<thead>
<tr>
<th>EDUCATION LEVELS</th>
<th>GRADE</th>
<th><strong>English/ Language Arts I</strong></th>
<th><strong>Math</strong></th>
<th><strong>Science</strong></th>
<th><strong>Social Studies/ Sciences</strong></th>
<th><strong>Other Required Courses and/or Degree Major Courses for Marketing Information Management and Research Pathway</strong></th>
<th><strong>SAMPLE Occupations Relating to This Pathway</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>SECONDARY</td>
<td>9</td>
<td>English/ Language Arts I</td>
<td>Algebra I or Geometry</td>
<td>Earth or Life or Physical Science or Biology</td>
<td>State History Geography</td>
<td>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.</td>
<td>Administrative Support Representative</td>
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<td></td>
<td>10</td>
<td>English/ Language Arts II</td>
<td>Geometry or Algebra II</td>
<td>Biology or Chemistry</td>
<td>U.S. History</td>
<td>Principles of Sales and Promotion, Marketing</td>
<td>Analyst, Brand Manager, CRM Manager</td>
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<td></td>
<td>11</td>
<td>English/ Language Arts III</td>
<td>Pre-Calculus or Algebra II</td>
<td>Chemistry or Physics</td>
<td>World History Psychology</td>
<td>Principles of Marketing Research, Database Design and Management</td>
<td>Customer Satisfaction Manager, Customer Service Representative</td>
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<td></td>
<td>College Placement Assessments-Academic/Career Advisement Provided</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Database Analyst, Database Manager</td>
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<tr>
<td></td>
<td>12</td>
<td>English/ Language Arts IV</td>
<td>Pre-Calculus or Calculus or Trigonometry or Statistics</td>
<td>Physics or other science course</td>
<td>Government Economics</td>
<td>Principles of Sales Management, Principles of Marketing Communications</td>
<td>Director of Market Development, Forecasting Manager, Frequency Marketing Specialist</td>
</tr>
<tr>
<td>POSTSECONDARY</td>
<td>Year 13</td>
<td>English Composition</td>
<td>Algebra or Calculus</td>
<td>Lab Science</td>
<td>Economics Psychology</td>
<td>Information Management in Marketing, Consumer Behavior</td>
<td>Interviewer, Knowledge Management Specialist</td>
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<tr>
<td></td>
<td>Year 14</td>
<td>English Literature</td>
<td>Economics Psychology</td>
<td>Sociology Public Policy</td>
<td></td>
<td>Marketing Management, Advanced Marketing Research</td>
<td>Marketing Services Manager, Planning Analyst</td>
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<tr>
<td></td>
<td>Year 15</td>
<td>Speech/ Oral Communication</td>
<td></td>
<td></td>
<td></td>
<td>Continue Courses in the Area of Specialization</td>
<td>Product Planner, Research Associate</td>
</tr>
<tr>
<td></td>
<td>Year 16</td>
<td>Technical Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Research Project Manager, Research Specialist/Manager, Strategic Planner</td>
</tr>
</tbody>
</table>

**Interest Inventory Administered and Plan of Study Initiated for all Learners**

**College Placement Assessments-Academic/Career Advisement Provided**

**Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.**

- Business Essentials
- Business Technology Applications
- Principles of Sales and Promotion
- Marketing
- Principles of Marketing Research
- Database Design and Management
- Principles of Sales Management
- Principles of Marketing Communications
- Information Management in Marketing
- Consumer Behavior
- Marketing Management
- Advanced Marketing Research
- Continue Courses in the Area of Specialization
- Complete Marketing Information Management and Research Major (4-year degree program)
Tips for Creating a Career Pathway Plan of Study for Instructional Leaders, Administrators, Counselors, Teachers, or Faculty

Creating Your Institution’s Own Instructional Plan of Study

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=70) 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. Below 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.

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=70. These skills are reinforced through participation in student organization activities.

#3 Principles of Sales and Promotion: This course provides tools necessary for the development, implementation and management of promotional programs. The focus is on management and coordination of advertising, personal selling, publicity and public relations, sales promotion and collateral materials.

#4 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=70 and should include appropriate student activities. A work-based component may be included in each of the following courses.

#5 Principles of Marketing Research: This course provides an introduction to methods and principles of investigation and analysis used in making marketing decisions from product development to advertising decisions. Content includes planning studies, proposing studies, conducting data gathering, analyzing and interpreting data and reporting results.

#6 Database Design and Management: This course includes database design and programming. Students study database fundamentals including database development, modeling, design and normalization. Students will gain skills and knowledge needed to use features of database software and programming to manage and control access to data.

#7 Principles of Sales Management: Students will study the principles, methods and problems of the management of a sales organization. Students will learn how to take necessary action to determine customer needs and wants and to respond through planned, personalized communication that influences purchasing decisions. Students will develop skills for establishing selling philosophies to promote customer loyalty and profitability, utilize product and company attributes to help the customer, analyze client characteristics to facilitate the buying process and use accepted processes to complete the buying process.

#8 Principles of Marketing Communications: This course deals with the operation and management of the advertising and promotion function with respect to its position within the marketing system and its relationship to the other business functions. Students will learn how to utilize standard processes to move, store, locate and/or transfer ownership of goods and services. Students will also learn how to disseminate information about products/services or the company to achieve a desired outcome. Students will develop an advertising plan, utilize various forms of publicity to promote a product or service, exhibit an understanding of ethical behavior when promoting a product or service, and use appropriate terminology to exhibit a clear and concise understanding of promotion to market a product or service.

#9 Information Management in Marketing: This course introduces the marketing information management and research system and its role in our free enterprise marketing system. Students will learn to manage marketing information and research activities to facilitate business development and growth and to contribute to customer satisfaction. Students will acquire foundational knowledge of marketing information and research to understand what information and equipment are needed to carry out marketing information and research activities. Students will collect information to facilitate decision making, design and implement marketing research activities, process marketing information and use information to plan marketing activities.

#10 Consumer Behavior: The 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.

#11 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.

#12 Advanced Marketing Research: This course deals with application of research methods and techniques to solve marketing problems. Research design, implementation, interpretation of results, and reporting are major components of the course. Additional content includes advanced study of sampling, questionnaire design, data collection and retrieval, data analysis and presentation of results.