

# **Appendix J**

## **MARKETING YOUTH APPRENTICESHIP PROGRAM**

### **REQUIRED SKILLS CURRICULUM UNITS 1-3**

## **Unit 1: Required Skills**

### **Core Skills**

Competency

#### **1. Defend decisions by employing critical thinking skills**

Performance Standard Condition

##### **Competence will be demonstrated**

- at the worksite
- while assisting a worksite professional

Performance Standard Criteria

##### **Performance will be successful when the learner:**

- Determines the best resolution for a problem, decision or opportunity based on given criteria
- Defends an action taken or a decision implemented
- Applies past experience to develop a course of action for a new situation.
- Uses existing knowledge to develop a resolution for a new situation, problem or opportunity

Learning Objectives

- Determine the information needed to address an identified problem
- Contrast the benefits and drawbacks of various proposed resolutions to a given situation
- Predict how an action could result in unintended consequences, both positive and negative
- Analyze the impact of a decision using systems thinking model

**Comments:**

## **Unit 1: Required Skills**

### **Core Skills**

Competency

#### **2. Communicate effectively using verbal and non-verbal language**

Performance Standard Condition

**Competence will be demonstrated**

- at the worksite

Performance Standard Criteria

**Performance will be successful when the learner:**

- Implements effective listening skills in resolving a situation
- Organizes messages/information in a logical and helpful manner
- Develops a mutually acceptable response to a question or problem
- Demonstrates the use of various tools to communicate effectively with an individual or a group
- Asks appropriate questions for clarity
- Speaks clearly and writes legibly

Learning Objectives

- Utilize effective listening skills in creating consensus in a group
- Distinguish between what a person says and what their expressions and body language indicate
- Communicate effectively in the presence of a language barrier.
- Demonstrate the use of various tools to communicate effectively with an individual or a group
- Participate in group processes to generate consensus
- Lead group processes to generate consensus

**Comments:**

## **Unit 1: Required Skills**

### **Core Skills**

Competency

- 3. Use interpersonal skills to resolve conflicts with others in an ethical manner.**

Performance Standard Condition

**Competence will be demonstrated**

- at the worksite
- while assisting a worksite professional

Performance Standard Criteria

**Performance will be successful when the learner:**

- Models behaviors to show active listening
- Uses effective listening skills to solve a problem
- Resolves conflicts productively with individuals as they arise
- Defends personal ethics applied to common conflicts that arise during group interactions and team activities

Learning Objectives

- List possible solutions on how to handle difficult customers
- Resolve a conflict with another person with assistance
- Contribute to resolving conflicts that occur within a team or group
- Lead a team or group through a conflict resolution process to reach a productive outcome
- Explore the ethical considerations of a current or historical action or decision

**Comments:**

## **Unit 1: Required Skills**

### **Core Skills**

Competency

#### **4. Demonstrate effective decision-making, problem solving and goal setting**

Performance Standard Condition

##### **Competence will be demonstrated**

- at the worksite
- while assisting a worksite professional

Performance Standard Criteria

##### **Performance will be successful when the learner:**

- Identifies the workplace issue
- Understands everyone's interests and perspectives
- Uses a decision-making and problem-solving model
- Evaluates the options
- Selects an option or options
- Sets work-related goals that align with the organization's mission
- Identifies strategies to reach goals
- Develops an action plan to set and achieve realistic goals
- Reflects on goal progress to regularly evaluate and modify goals

Learning Objectives

- Identify workplace issues
- Understand everyone's interests and perspectives
- Use a decision-making and problem-solving model
- List the possible solutions (options)
- Evaluate the options
- Select an option or options
- Define a goal and describe why it is important to have goals
- Develop effective coping skills for dealing with problems

**Comments:**

## **Unit 1: Required Skills**

### **Core Skills**

Competency

#### **5. Demonstrate positive work behaviors and personal qualities**

Performance Standard Condition

##### **Competence will be demonstrated**

- at the worksite
- while assisting a worksite professional

Performance Standard Criteria

##### **Performance will be successful when the learner:**

- Demonstrates self-discipline, self-worth, positive attitude and integrity
- Demonstrates flexibility and willingness to learn new knowledge and skills
- Uses positive work-qualities typically desired in each of the career cluster's pathways
- Manages work roles and responsibilities to balance them with other life roles and responsibilities

Learning Objectives

- Identify positive work-qualities typically desired in each of the career cluster's pathways
- Evaluate how self-discipline, self-worth, positive attitude and integrity displayed in a work situation affect employment status
- Assess how flexibility and willingness to learn new knowledge and skills affect employment status
- Identify communication strategies when adapting to a culturally diverse environment

**Comments:**

## **Unit 1: Required Skills**

### **Core Skills**

Competency

#### **6. Develop positive relationships with others**

Performance Standard Condition

##### **Competence will be demonstrated**

- at the worksite
- while assisting a worksite professional

Performance Standard Criteria

##### **Performance will be successful when the learner:**

- Interacts with others in a respectful and non-judgmental manner
- Responds to others in an appropriate and non-offensive manner
- Helps co-workers and peers accomplish tasks or goals
- Shares responsibility for collaborative work and decision making
- Evaluates the best method to assist co-workers in accomplishing goals and tasks
- Applies problem-solving strategies to improve relations with others

Learning Objectives

- Participate in co-curricular and community activities to enhance the school experience
- Examine the skills required to enable students to successfully transition to post-secondary opportunities
- Use a systematic approach to academic and career planning for students to achieve their learning, socio-cultural and work goals

**Comments:**

## **Unit 1: Required Skills**

### **Core Skills**

Competency

#### **7. Exhibit professional traits for retaining employment**

Performance Standard Condition

##### **Competence will be demonstrated**

- at the worksite
- while assisting a worksite professional

Performance Standard Criteria

##### **Performance will be successful when the learner:**

- Models behaviors that demonstrate self-discipline, reliability and dependability
- Maintains appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite
- Takes personal responsibility to correct problems
- Acts in a respectful, professional, and non-offensive manner while under pressure
- Carries out responsibilities in an ethical, legal, and confidential manner
- Adheres to worksite regulations and practices

Learning Objectives

- Complete required employment forms and documentation
- Summarize key activities necessary to retain a job in an industry

**Comments:**

## **Unit 1: Required Skills**

### **Core Skills**

Competency

#### **8. Work effectively with diverse individuals and adapt to company culture**

Performance Standard Condition

##### **Competence will be demonstrated**

- at the worksite
- while assisting a worksite professional

Performance Standard Criteria

##### **Performance will be successful when the learner:**

- Demonstrates mutual respect and open dialogue with individuals representing diverse cultures, beliefs and lifestyles
- Collaborates with others in the presence of language, personality and cultural differences
- Adjusts the communication approach for the target audience, purpose, and situation to maximize impact
- Works effectively in teams with people of diverse backgrounds regardless of sex, race, ethnicity, nationality, sexuality, religion, political views, and abilities
- Uses the problem-solving process to work through differences of opinion in a constructive manner to achieve a reasonable compromise

Learning Objectives

- Explain how people differ in the way they see the world and their experiences
- Describe ways to collaborate in the presence of language, personality and cultural differences
- Collaborate with diverse individuals to accomplish tasks in personal, school, work and community contexts

**Comments:**

## **Unit 1: Required Skills**

### **Core Skills**

Competency

#### **9. Apply data and information to communicate ideas and create new opportunities**

Performance Standard Condition

##### **Competence will be demonstrated**

- at the worksite
- while assisting a worksite professional

Performance Standard Criteria

##### **Performance will be successful when the learner:**

- Applies technology effectively in the workplace
- Accesses and evaluates information on the job
- Accesses training manuals, websites, or other media related to the job
- Defends a proposal for a new product or service based on data and information analysis
- Seeks out ways to increase customer satisfaction
- Synthesizes data and information from multiple sources to identify new trends

Learning Objectives

- Demonstrate how information analysis can be used to identify entrepreneurial opportunities
- Incorporate information from multiple sources to communicate a new idea or support an argument
- Apply a system for tracking and accessing data and information from multiple sources
- Manage and share stored data and information for a specific purpose

**Comments:**

## **Unit 1: Required Skills**

### **Core Skills**

Competency

#### **10. Adopt workplace tools to increase personal and organizational productivity**

Performance Standard Condition

##### **Competence will be demonstrated**

- at the worksite
- while assisting a worksite professional

Performance Standard Criteria

##### **Performance will be successful when the learner:**

- Uses equipment, technology, and work strategies to improve workflow
- Demonstrates the ability to use electronic communication technology
- Applies the use of technological tools for managing calendars, schedules and work flow
- Adapts and refines technology to continuously improve management of data in daily activity
- Performs calculations accurately

Learning Objectives

- Explain how technology can detract from personal and organizational productivity
- Integrate technological tools to efficiently create and manage correspondence in daily activity
- Adapt and refine technology to continuously improve personal and organizational productivity
- Manage use of technology to reduce negative impacts on productivity

**Comments:**

## **Unit 1: Required Skills**

### **Core Skills**

Competency

#### **11. Employ teamwork skills to achieve collective goals**

Performance Standard Condition

##### **Competence will be demonstrated**

- at the worksite
- while assisting a worksite professional

Performance Standard Criteria

##### **Performance will be successful when the learner:**

- Demonstrates a positive attitude and a commitment toward achieving team goals
- Applies conflict management skills to help facilitate solutions
- Avoids contributing to unproductive group conflict
- Demonstrates the ability to negotiate and adapt effectively to changes in projects and work activities to meet timelines
- Shows support for organizational goals and principles by own personal actions
- Shares information and carries out responsibilities in a timely manner

Learning Objectives

- Demonstrate teamwork skills through working cooperatively with group members, group leader and others, both in the school and in the community, to achieve group objective
- Capitalize on team members' individual talents and skills in a project
- Evaluate and apply teamwork processes that provide team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability and conflict resolution

**Comments:**

## **Unit 2: Required Skills Safety and Security**

### Competency

#### **1. Maintain a safe and healthful work environment**

### Performance Standard Condition

#### **Competence will be demonstrated**

- at the worksite
- while assisting a worksite professional

### Performance Standard Criteria

#### **Performance will be successful when the learner:**

- Participates in all required safety training
- Follows all worksite guidelines for personal safety
- Complies with posted safety warnings and symbols
- Helps maintain a clean and safe working environment free of debris and obstacles
- Reports any exposures, injuries, or accidents, personal or to others, immediately (if applicable)
- Handles and disposes of any hazardous materials appropriately (if applicable)
- Operates only equipment that he/she is trained on
- Adheres to equipment safety standards
- Visually inspects equipment to ensure safety compliance and function before operation
- Wears the required Personal Protective Equipment (PPE) at all times as required by the worksite for specific tasks

### Learning Objectives

- Explain the origin of rules and laws to promote health and safety in school and work
- Identify the relationships between school and community conditions with regard to personal and environmental health and safety
- Recognize and use systems in school and in the community, that protects and enhances personal, environmental health and safety
- Discuss the regulatory purpose and responsibility of the Occupational Safety and Health Administration (OSHA)
- Explain the procedure to follow in case of an exposure, injury, or accident to self or to another
- Describe safe and unsafe work habits and their implications
- List safety hazards common in the workplace
- Discuss the procedures and potential hazards associated with hazardous materials and bloodborne pathogens
- Explain the ergonomic impact of work techniques
- Define the Personal Protective Equipment (PPE) required for specific tasks on the job
- Explain the use of safety equipment such as eyeball washers and chemical safety showers and when you would use them
- Demonstrate safe use of equipment you will commonly use

### **Comments:**

## **Unit 2: Required Skills Safety and Security**

Competency

### **2. Follow risk management procedures**

Performance Standard Condition

#### **Competence will be demonstrated**

- at the worksite
- while assisting a worksite professional

Performance Standard Criteria

#### **Performance will be successful when the learner:**

- Reviews workplace strategies to minimize business risks
- Communicates risk management plan to other constituents in the workplace
- Implements workplace tasks according to pre-established risk management plans
- Documents and evaluates outcomes of risk management plans
- Articulates the value of risk management

Learning Objectives

- Discuss the nature of risk management
- Identify marketing and business risks
- Explain the role of ethics in risk management
- Identify techniques for reducing or eliminating risks
- Describe ways employees or customers may get hurt or sick in a business
- Describe the use of technology in risk management
- Discuss legal considerations affecting risk management
- Describe the health and safety regulations in business
- Describe insurance as it relates to minimizing the threat of financial risk to a business
- Compare and contrast types of business insurance coverage and their function

**Comments:**

## **Unit 2: Required Skills Safety and Security**

Competency

### **3. Demonstrate professional role in an emergency**

Performance Standard Condition

#### **Competence will be demonstrated**

- at the worksite
- while assisting a worksite professional

Performance Standard Criteria

#### **Performance will be successful when the learner:**

- Participates in emergency safety simulations and drills
- Outlines the company's policy and procedure for worksite incidents, accidents, electrical, fire, tornado, bomb threats, robbery, hostage situations, and other emergency situations
- Identifies the closest fire alarms and emergency exits in the assigned worksite area
- Identifies the fire extinguishers in the assigned worksite area
- Identifies appropriate alarms and procedures for using alarms
- Contacts emergency personnel according to company requirements in the event of an emergency
- Documents any emergency incidents according to company requirements

Learning Objectives

- Describe the procedures in your company to report an emergency
- Review your company procedures for responding to exposures, injuries, accidents, spills, fire, tornado, bomb threat, robbery, hostage situations, etc.
- Demonstrate how to use the fire extinguisher
- Explain the evacuation plan for the worksite
- Indicate the demeanor necessary during an emergency
- Identify methods to cope with emergency situations
- Name the resources for assistance in crimes or accidents
- Locate and explain use of first aid emergency care kits
- Detail steps to use in medical emergencies requiring First Aid, CPR, and/or Heimlich maneuver
- Explain who in your facility can give first aid care in the event of an emergency
- Detail how to access help in a robbery or terrorist situation
- Explain the local protocols in place with local law enforcement

**Comments:**

## **Unit 2: Required Skills Safety and Security**

Competency

### **4. Follow security procedures**

Performance Standard Condition

#### **Competence will be demonstrated**

- at the worksite
- while assisting a worksite professional

Performance Standard Criteria

#### **Performance will be successful when the learner:**

- Follows facility measures to protect confidential data
- Maintains customer and employee security procedures
- Implements security countermeasures as required
- Documents any security procedures taken

Learning Objectives

- Describe potential security threats to information systems
- Define basic security measures for ensuring data integrity, accidental data disclosure, unauthorized access and inappropriate use
- Describe how user identity is checked for access
- Identify the range of security needs and the problems that can occur due to security lapses
- Outline how access to hardware and data is controlled
- Define a virus, Trojan, worm, etc.
- Explain the use of virus/computer protection strategy
- Discuss security procedures and their impact on business ethics
- Identify sources of security risk
- Describe your facilities security system of surveillance cameras, personnel, lighting
- List the function of security equipment

**Comments:**

## **Unit 3: Required Skills**

### **Marketing Core Foundations**

Competency

#### **1. Facilitate business to customer relationships/interactions**

Performance Standard Condition

##### **Competence will be demonstrated**

- at the worksite
- while assisting a worksite professional

Performance Standard Criteria

##### **Performance will be successful when the learner:**

- Reinforces service orientation through communication
- Responds to customer inquiries
- Adapts communication to the cultural and social differences among clients
- Interprets business policies to customers/clients

Learning Objectives

- Define marketing and the role it plays in our daily lives
- Explain the significance of marketing in the United States economy
- Explain marketing and its importance in a global economy
- Explain the relationship between customer service and sales
- Demonstrate a customer-service mindset in a sales activity
- Evaluate the impact of positive customer relations on a real sales activity
- Explain the need to adapt communication to the cultural and social differences among clients
- Demonstrate a customer-service mindset in a school-based enterprise
- Explain management's role in customer relations

**Comments:**

## **Unit 3: Required Skills**

### **Marketing Core Foundations**

Competency

#### **2. Identify a company's unique selling proposition**

Performance Standard Condition

##### **Competence will be demonstrated**

- at the worksite
- while assisting a worksite professional

Performance Standard Criteria

##### **Performance will be successful when the learner:**

- Demonstrates company's brand promise and positioning in the workplace
- Assists with the company's branding and communication strategies

Learning Objectives

- Develop a product or service appropriate to a target audience
- Explain how positive customer service can impact sales
- Illustrate how different products and services meet the needs of consumers
- Identify a business that illustrates outstanding customer service
- Identify company's unique selling proposition
- Research companies that implement excellent internal and external service standards

**Comments:**

### **Unit 3: Required Skills**

#### **Marketing Core Foundations**

Competency

#### **3. Analyze cost/profit relationships to guide business decision making**

Performance Standard Condition

##### **Competence will be demonstrated**

- at the worksite
- while assisting a worksite professional

Performance Standard Criteria

##### **Performance will be successful when the learner:**

- Assists with how the company determines their product (goods and services) mix
- Reviews analytical data illustrating the impact of strategic communications, promotions, and/or product sales
- Assists with calculating product profitability

Learning Objectives

- Conduct a cost/benefit analysis with the product mix in a school-based enterprise
- Illustrate the relationship among total revenue, marginal revenue, output, and profit in a school-based enterprise
- Set marketing budget
- Calculate return on marketing investment (ROMI)
- Explain the nature of sales forecasts
- Calculate financial ratios for a school-based enterprise
- Interpret financial statements

**Comments:**

### **Unit 3: Required Skills**

#### **Marketing Core Foundations**

Competency

#### **4. Apply marketing information to meet customer needs**

Performance Standard Condition

##### **Competence will be demonstrated**

- at the worksite
- while assisting a worksite professional

Performance Standard Criteria

##### **Performance will be successful when the learner:**

- Determines customer demand for company's products
- Identifies market segments
- Develops customer/client profiles (demographics, geographics, psychographics, behavioral, etc.)
- Selects target market
- Identifies and analyzes cultural factors; such as, human needs, values, ideals, and public policies that affect company's product sales

Learning Objectives

- Explain how a business predicts customer demand
- Determine and evaluate market needs and opportunities
- Explain the role of situational analysis in the marketing planning process
- Analyze the data from a market analysis (market size, area, potential, etc.)
- Present the findings from a competitive analysis
- Identify and analyze cultural factors; such as, human needs, values, ideals, and public policies that affect global marketing

**Comments:**

### **Unit 3: Required Skills**

#### **Marketing Core Foundations**

Competency

#### **5. Use order-fulfillment processes to move product through the supply chain**

Performance Standard Condition

#### **Competence will be demonstrated**

- at the worksite
- while assisting a worksite professional

Performance Standard Criteria

#### **Performance will be successful when the learner:**

- Counts and verifies the contents in an order.
- Uses technology in the channel management function
- Analyzes capabilities of electronic workplace systems to facilitate order fulfillment
- Compares and contrasts the packing slip with the contents of an order
- Processes incoming merchandise (if applicable)
- Resolves problems with incoming shipments
- Coordinates channel management with other marketing activities

Learning Objectives

- Explain the relationship between customer service and distribution
- Explain how to fulfill orders
- Analyze capabilities of electronic business systems to facilitate order fulfillment
- Explain why a business checks accuracy of orders shipped to them
- Explain the receiving process
- Explain stock-handling techniques used in receiving deliveries

**Comments:**

### **Unit 3: Required Skills**

#### **Marketing Core Foundations**

Competency

#### **6. Position products/services to acquire business image**

Performance Standard Condition

#### **Competence will be demonstrated**

- at the worksite
- while assisting a worksite professional

Performance Standard Criteria

#### **Performance will be successful when the learner:**

- Assists with developing strategies to position products/services
- Develops positioning concept/statement for a new product idea
- Communicates core values of product/service
- Describes merchandise and explains use, operation, and care of merchandise to customers
- Reviews the impact of strategic promotions/discounts on specific products/services

Learning Objectives

- Describe factors used by marketers to position products/services
- Explain the nature of product/service branding
- Explain the role of customer service in positioning/image
- Compare and contrast product/service's competitive advantages
- Identify product's/service's competitive advantage

**Comments:**

### **Unit 3: Required Skills**

#### **Marketing Core Foundations**

Competency

#### **7. Understand pricing strategies to determine products optimal prices**

Performance Standard Condition

##### **Competence will be demonstrated**

- at the worksite
- while assisting a worksite professional

Performance Standard Criteria

##### **Performance will be successful when the learner:**

- Determines cost of product (breakeven, ROI, markup)
- Calculates sales discounts
- Calculates changes in prices
- Calculates base price (cost, demand, competition)
- Calculates break-even point
- Adjusts and interprets price data to maximize profitability
- Analyzes discounts and allowances offered in the workplace

Learning Objectives

- Discuss the importance of calculating breakeven point
- Analyze the product cost calculations (breakeven, ROI, markup)
- Determine discounts and allowances that can be used to adjust base prices

**Comments:**

### **Unit 3: Required Skills**

#### **Marketing Core Foundations**

Competency

#### **8. Manage promotional activities to maximize return on promotional efforts**

Performance Standard Condition

#### **Competence will be demonstrated**

- at the worksite and classroom

Performance Standard Criteria

#### **Performance will be successful when the learner:**

- Assists with coordinating activities in the promotional mix
- Assists with developing a promotional calendar
- Assists with planning/scheduling displays/themes
- Assists with measuring success of promotional efforts

Learning Objectives

- Explain the purpose of a promotional plan
- Identify the components of the promotional mix
- Identify ways to assess results of promotional efforts
- Explain the nature of a promotional plan
- Evaluate results of promotional efforts in a school-based enterprise

**Comments:**

### **Unit 3: Required Skills**

#### **Marketing Core Foundations**

Competency

#### **9. Identify ways that technology impacts business**

Performance Standard Condition

#### **Competence will be demonstrated**

- at the worksite and classroom

Performance Standard Criteria

#### **Performance will be successful when the learner:**

- Analyzes the impact of technology on marketing in the workplace
- Utilizes information-technology tools to manage and perform work responsibilities
- Integrates technological tools to efficiently create and manage correspondence in the workplace
- Uses communication and information technology to effectively solve a given problem
- Maintains security of marketing data

Learning Objectives

- Discuss the impact of technology on marketing
- Explain how communication and information technology could help address a current national or global problem
- Discuss considerations in using mobile technology for promotional activities
- Compare and contrast how businesses strategically use technology within their business
- Asses the use of communication and information technology to create new opportunities

**Comments:**