

North Dakota Marketing Education

Content Standards

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North Dakota Department of Career and Technical Education

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Career and Technical Education Standards Introduction

Mission

The mission of the State Board for Career and Technical Education (CTE) is to work with others to provide all North Dakota citizens with the technical skills, knowledge, and attitudes necessary for successful performance in a globally competitive workplace.

Vision

The State Board for Career and Technical Education (CTE) is committed to providing career awareness, work readiness skills, occupational preparation, and retraining of workers throughout the state. Career and technical education will span all educational levels, providing youth with exploration opportunities and the foundation skills needed to enter the world of work while providing adults with skills needed to enter, re-enter, or advance in the workforce.

Goal

North Dakota Career and Technical Education's goal is to create a competitive and knowledgeable work force. This is accomplished through a variety of educational program areas that are organized to prepare students for careers in their chosen fields, to take leadership roles, and balance their multiple roles in life. CTE programs prepare students with the knowledge and skills to make informed career choices, to integrate and apply academic concepts, to prepare for successful participation in a global society, and to engage in lifelong learning.

Standards Development Process

Standards development is a multi-phase process. Existing and/or industry standards are the basis for the North Dakota Program Standards. A team of expert secondary and postsecondary teachers, business and industry representatives, and the state program supervisor draft the standards document. Once the document is finalized, the State Board for Career and Technical Education approves and adopts the standards.

Course Frameworks are also developed by the writing team. A framework includes a brief overview of the course content, topical units of study, and identifies the standards recommended for inclusion within the course. The frameworks are tailored to prepare young people for the opportunities in North Dakota. School Districts will use the frameworks as a guide for developing curriculum that reflects local needs.

Key Principles of Career and Technical Education

We believe that Career Technical Education:

- 1. Draws its curricula, standards, and organizing principles from the workplace.**
The workplace provides the context, objectives, and organizing constructs for instruction and assessment. The workplace also defines the standards of performance necessary, including those required for academic, technical, and employability skills.
- 2. Is a critical and integral component of the total educational system, offering career-oriented benefits for all students.**
CTE classes offer educational benefits to students pursuing careers requiring specific technical skills as well as providing a strong foundation for those pursuing a traditional four-year (or more) degree.
- 3. Is a critical and integral component of the workforce development system, providing the essential foundation for a thriving economy.**
Preparation of a well-prepared, qualified workforce requires solid academics, good work ethics, and specific technical skills as well as the ability to communicate, work with others, solve problems, and use information. CTE contributes directly to this preparation by providing a curriculum tied to specific workplace requirements.
- 4. Maintains high levels of excellence supported through identification of academic and workplace standards, measurement of performance (accountability), and high expectations for participant success.**
Career Technical Education is committed to continuous improvement, attention to industry certification, and the development of highly qualified teachers.
- 5. Is robust and flexible enough to respond to the needs of the multiple educational environments, customers, and levels of specialization.**
CTE involves a large and complex delivery system that (1) integrates career exploration, (2) provides effective tools for organizing all curricula, (3) facilitates the teaching and use of technology, (4) is integrated into the total learning experience, (5) enhances the learning of academic subjects, (6) teaches broad occupational skills, (7) includes all aspects of the industry, (8) teaches how to balance family and work responsibilities, (9) provides job-specific training, (10) is offered at multiple levels of the educational continuum, and (11) is delivered through a variety of educational environments.

Table of Contents

Publication Availability	1
State Board Members	2
Introduction to CTE Standards	3
Principles of Career and Technical Education	4
Table of Contents	5
Explanation of the Standards Documents and Competency Categories	6
Business Law	9
Communication Skills	10
Customer Relations	11
Economics	13
Emotional Intelligence	15
Entrepreneurship	16
Financial Analysis	17
Human Resource Management	20
Information Management	21
Marketing	23
Operations	24
Professional Development	27
Strategic Management	29
Channel Management	30
Marketing Information Management	31
Marketing Planning	33
Pricing	34
Product/Service Management	35
Promotion	37
Selling	40
Career Ready Practices	43

Business and Marketing Education

The National Business Administration Standards provide insight into what business leaders view as important to the success of employees at various levels and in various specialties. These standards define the content for Business and Marketing Education. They inform teachers, administrators, and curriculum developers as to what should be taught. Educators, then, take the standards and determine how to deliver the content (instructional strategies) and how to design the programs/courses. Educators also determine what program area will deliver the performance indicators; i.e., whether the content will be addressed in a business education course, marketing education course, or both. These standards address software applications rather than technical IT content that is found in a separate cluster.

Premises of the Curriculum

The Business Administration curriculum should:

- Encourage students to think critically and innovatively
- Stress the integration of and articulation with academics
- Enable students to utilize technology in the performance of business tasks
- Stress the importance of interpersonal skills in a diverse society
- Foster an understanding and appreciation of business ethics
- Provide a foundation for advanced study in business
- Foster a realistic understanding of work
- Utilize a variety of interactions with the business community

Marketing Cluster

Careers in the Marketing Cluster create, communicate, and deliver value to customers and manage customer relationships in ways that benefit the organization and its stakeholders.

Marketing Pathways

Marketing Communications: Career opportunities that inform, remind, and/or persuade a target market of ideas, experiences, goods/services, and/or images

Marketing Management: Careers that require broad, cross-functional knowledge of marketing and management to support strategic decision-making

Marketing Research: Careers that utilize qualitative and quantitative research methods to determine information needs, design data-collection processes, collect data, analyze them, and present data so that they can be used to make business decisions

Merchandising: Career opportunities in retailing that focus on efficient and effective product planning, product selection, buying, licensing, and inventory control

Professional Selling: Careers that require in-depth knowledge of the target customer such as the customer's needs, business, competitors, and products; pre-sales activities; sales processes and techniques; and servicing after the sale.

Business Administration Core Standards

Business Law: Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions [Includes Career Cluster topics (e.g., Ethics and Legal Responsibilities)]

Communication Skills: Understands the concepts, strategies, and systems used to obtain and convey ideas and information (Addresses Career Cluster topic: Communications)

Customer Relations: Understands the techniques and strategies used to foster positive, ongoing relationships with customers [Includes Career Cluster topics (e.g., Problem Solving and Critical Thinking, Systems)]

Economics: Understands the economic principles and concepts fundamental to business operations [Includes Career Cluster topics (e.g., Academic Foundations)]

Emotional Intelligence: Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others [Includes Career Cluster topics (e.g., Leadership and Teamwork, Ethics and Legal Responsibilities)]

Entrepreneurship: Understands the concepts, processes, and skills associated with identifying new ideas, opportunities, and methods and with creating or starting a new project or venture [Includes Career Cluster topics (e.g., Systems)]

Financial Analysis: Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources [Includes Career Cluster topics (e.g., Systems, Technical Skills)]

Human Resources Management: Understands the tools, techniques, and systems that businesses use to plan, staff, lead, and organize its human resources [Includes Career Cluster topics (e.g., Leadership and Teamwork, Problem Solving and Critical Thinking, Systems)]

Information Management: Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making [Includes Career Cluster topics (e.g., Information Technology Applications, Technical Skills)]

Marketing: Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives [Includes Career Cluster topics (e.g., Systems)]

Operations: Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning [Includes Career Cluster topics (e.g., Safety, Health and Environmental; Systems)]

Professional Development: Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career [Includes Career Cluster topics (e.g., Problem Solving and Critical Thinking, Employability and Career Development, Technical Skills)]

Strategic Management: Understands tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization/department [Includes Career Cluster topics (e.g., Technical Skills)]

Marketing Standards

Instruction for the marketing cluster is based on the 13 Business Administration Core Standards, plus seven additional standards with outcomes unique to marketing careers:

- Channel Management
- Marketing-Information Management
- Market Planning
- Pricing
- Product/Service Management
- Promotion
- Selling

Additional standards address specialized content associated with selected pathways.

Curriculum Planning Levels

To facilitate curriculum planning, the performance indicators are assigned to one of six curriculum planning levels. These levels represent a continuum of instruction ranging from simple to complex. The levels can serve as building blocks for curriculum development in that students should know and be able to perform the performance indicators at one level before tackling more complex skills and knowledge at the next level.

Curriculum planning levels can also be used as the basis for developing an unduplicated sequence of instruction for articulation between high school and postsecondary business courses. The six curriculum planning levels are:

- Prerequisite (PQ)
- Career-Sustaining (CS)
- Specialist (SP)
- Supervisor (SU)
- Manager (MN)
- Owner (ON)

Standard 1	<i>BUSINESS LAW</i> Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions	
Topic 1.1	Acquire foundational knowledge of business laws and regulations to understand their nature and scope. Student Competencies	
	1.1.1	Describe legal issues affecting businesses (BL:001) (SP)
	1.1.2	Describe legal issues affecting the marketing of sport/event products (BL:058, BA LAP 10) (SP)
	1.1.3	Discuss legal considerations in the finance industry (BL:133) (SP)
	1.1.4	Discuss the effect of tax laws and regulations on financial transactions (BL:134) (SP)
	1.1.5	Explain the nature of regulations affecting the hospitality and tourism industry (BL:065) (SP)
	1.1.6	Describe the rights of customers in the hospitality and tourism industry (BL:135) (SP)
	1.1.7	Explain the nature of business licenses and permits (SP)
Topic 1.2	Apply knowledge of business ownership to establish and continue business operations. Student Competencies	
	1.2.1	Explain types of business ownership (BL:003, LAP-BL-001) (CS)
	1.2.2	Select form of business ownership (BL:006, LAP-BL-002) (ON)

Standard 2	<i>COMMUNICATION SKILLS</i> Understands the concepts, strategies, and systems used to obtain and convey ideas and information	
Topic 2.1	Read to acquire meaning from written material and apply verbal skills to obtain and convey information.	
	Student Competencies	
	2.1.1	Analyze company resources to ascertain policies and procedures (CO:057) (CS)
	2.1.2	Employ communication styles appropriate to target audience (CO:084) (CS)
	2.1.3	Defend ideas objectively (CO:061) (CS)
	2.1.4	Handle telephone calls in a businesslike manner (CO:114) (CS)
	2.1.5	Participate in group discussions (CO:053) (CS)
Topic 2.2	Record information to maintain and present a report of business activity.	
	Student Competencies	
	2.2.1	Utilize note-taking strategies (CO:085) (CS)
	2.2.2	Organize information (CO:086) (CS)
	2.2.3	Select and use appropriate graphic aids (CO:087) (CS)
Topic 2.3	Write internal and external business correspondence to convey and obtain information effectively.	
	Student Competencies	
	2.3.1	Explain the nature of effective written communications (CO:016) (CS)
	2.3.2	Select and utilize appropriate formats for professional writing (CO:088) (CS)
	2.3.3	Edit and revise written work consistent with professional standards (CO:089) (CS)
	2.3.4	Write professional e-mails (CO:090) (CS)
	2.3.5	Write business letters (CO:133) (CS)
	2.3.6	Write informational messages (CO:039) (CS)
	2.3.7	Write inquiries (CO:040) (CS)
	2.3.8	Write persuasive messages (CO:031) (SP)
	2.3.9	Prepare simple written reports (CO:094) (SP)
	2.3.10	Write executive summaries (CO:091) (SP)
	2.3.11	Maintain day-to-day content on social platforms (CO:193) (SP)
	2.3.12	Develop a crisis management plan (CO:200) (MN)

Standard 3	<i>CUSTOMER RELATIONS</i> Understands the techniques and strategies used to foster positive, ongoing relationships with customers	
Topic 3.1	Foster positive relationships with customers to enhance company image and sales.	
	Student Competencies	
	3.1.1	Explain the nature of positive customer relations (CR:003, LAP-CR-001) (CS)
	3.1.2	Demonstrate a customer-service mindset (CR:004, LAP-CR-004) (CS)
	3.1.3	Develop rapport with customers (CR:029) (CS)
	3.1.4	Reinforce service orientation through communication (CR:005) (CS)
	3.1.5	Respond to customer inquiries (CR:006) (CS)
	3.1.6	Adapt communication to the cultural and social differences among clients (CR:019) (CS)
	3.1.7	Interpret business policies to customers/clients (CR:007) (CS)
	3.1.8	Explain the responsibilities of finance professionals in providing client services (CR:012) (CS)
	3.1.9	Process customer/guest orders (CS)
	3.1.10	Identify strategies to manage customer experience during peaks in demand (CS)
	3.1.11	Maintain service standards during peaks in demand (CS)
	3.1.12	Identify credit-card fraud prevention methods (CS)
	3.1.13	Explain the nature of identity theft controls (CS)
	3.1.14	Process customer payments (FI:127) (CS)
	3.1.15	Use social media to enhance customer post-sales experience (CR:028) (SP)
Topic 3.2	Resolve conflicts with/for customers to encourage repeat business.	
	Student Competencies	
	3.2.1	Handle difficult customers (CR:009, LAP-CR-003) (CS)
	3.2.2	Handle customer/client complaints (CR:010, LAP-CR-010) (CS)
	3.2.3	Describe customer service challenges in the hospitality and tourism industry (CS)
	3.2.4	Resolve hospitality and tourism related conflicts for customers (CS)
	3.2.5	Explain the nature of guest recovery (CS)
	3.2.6	Determine strategies for resolving customer-service situations (SP)
	3.2.7	Resolve sensitive/dangerous customer service situations (SP)
	3.2.8	Resolve comprising/fraudulent customer service situations (SP)
Topic 3.3	Reinforce company's image to exhibit the company's brand promise.	
	Student Competencies	
	3.3.1	Identify company's brand promise (CR:001, LAP-CR-006) (CS)
	3.3.2	Determine ways of reinforcing the company's image through employee performance (CR:002) (CS)
	3.3.3	Explain the nature of customer service in the hospitality and tourism industry (CS)
	3.3.4	Differentiate between offering services and offering products in hospitality and tourism (CS)
	3.3.5	Identify factors affecting customer service practices in hospitality and tourism (CS)

	3.3.6	Identify factors associated with positive customer experiences (CS)
	3.3.7	Anticipate unspoken customer needs (CS)
	3.3.8	Accommodate special needs/specific requests of customers (CS)
	3.3.9	Deliver positive moments of truth (CS)
Topic 3.4	Understand the nature of customer relationship management to show its contributions to a company.	
	Student Competencies	
	3.4.1	Discuss the nature of customer relationship management (CR:016, LAP-CR-002) (SP)
	3.4.2	Explain the role of ethics in customer relationship management (CR:017) (SP)
	3.4.3	Describe the use of technology in customer relationship management (CR:018) (SP)

Standard 4	<i>ECONOMICS</i> Understands the economic principles and concepts fundamental to business operations	
Topic 4.1	Understand fundamental economic concepts to obtain a foundation for employment in business.	
	Student Competencies	
	4.1.1	Explain the concept of economic resources (EC:003, LAP-EC-014) (CS)
	4.1.2	Describe the concepts of economics and economic activities (EC:001, LAP-EC-006) (CS)
	4.1.3	Determine economic utilities created by business activities (EC:004, LAP-EC-013) (CS)
	4.1.4	Explain the principles of supply and demand (EC:005, LAP-EC-011) (CS)
	4.1.5	Describe the functions of prices in markets (EC:006, LAP-EC-012) (CS)
	4.1.6	Distinguish between economic goods and services (EC:002, LAP-EC-010) (CS)
Topic 4.2	Understand the nature of business to show its contributions to society.	
	Student Competencies	
	4.2.1	Explain the role of business in society (EC:070, LAP-EC-020) (CS)
	4.2.2	Describe types of business activities (EC:071, LAP-EC-019) (CS)
	4.2.3	Explain the organizational design of businesses (EC:103, LAP-EC-023) (SP)
	4.2.4	Discuss the global environment in which businesses operate (EC:104, LAP-EC-022) (SP)
	4.2.5	Describe factors that affect the business environment (EC:105, LAP-EC-026) (SP)
	4.2.6	Explain the nature of business ethics (EC:106, LAP-EC-021) (SP)
	4.2.7	Explain how organizations adapt to today's markets (EC:107, LAP-EC-025) (SP)
	4.2.8	Explain the relationship between the economy and hospitality and tourism (EC:136) (SP)
Topic 4.3	Understand economic systems to be able to recognize the environments in which businesses function.	
	Student Competencies	
	4.3.1	Explain the types of economic systems (EC:007, LAP-EC-017) (CS)
	4.3.2	Identify the impact of small business/entrepreneurship on market economies (EC:065) (CS)
	4.3.3	Explain the concept of private enterprise (EC:009, LAP-EC-015) (CS)
	4.3.4	Identify factors affecting a business's profit (EC:010, LAP-EC-002) (CS)
	4.3.5	Determine factors affecting business risk (EC:011, LAP-EC-003) (CS)
	4.3.6	Explain the concept of competition (EC:012, LAP-EC-008) (CS)
	4.3.7	Describe the impact of unions on the sport/event industries (EC:053) (SP)
Topic 4.4	Acquire knowledge of the impact of government on business activities to make informed economic decisions.	
	Student Competencies	
	4.4.1	Determine the relationship between government and business (EC:008, LAP-EC-016) (CS)
	4.4.2	Describe the nature of taxes (EC:072, LAP-EC-027) (SP)
	4.4.3	Describe small-business opportunities in international trade (EC:066) (SP)

Topic 4.5	Analyze cost/profit relationships to guide business decision-making.	
	Student Competencies	
	4.5.1	Explain the concept of productivity (EC:013, LAP-EC-018) (CS)
	4.5.2	Analyze impact of specialization/division of labor on productivity (EC:014, LAP-EC-007) (SP)
	4.5.3	Explain the concept of organized labor and business (EC:015, LAP-EC-005) (SP)
	4.5.4	Explain the impact of the law of diminishing returns (EC:023) (SP)
	4.5.5	Describe the concept of economies of scale (EC:077) (MN)
Topic 4.6	Understand economic indicators to recognize economic trends and conditions.	
	Student Competencies	
	4.6.1	Discuss the measure of consumer spending as an economic indicator (EC:081) (SP)
	4.6.2	Explain the concept of Gross Domestic Product (GDP) (EC:017, LAP-EC-001) (SP)
	4.6.3	Describe the economic impact of inflation on business (EC:083, LAP-EC-028) (SP)
	4.6.4	Discuss the impact of a nation's unemployment rates (EC:082, LAP-EC-029) (SP)
	4.6.5	Explain the economic impact of interest-rate fluctuations (EC:084) (SP)
	4.6.6	Determine the impact of business cycles on business activities (EC:018, LAP-EC-009) (SP)
Topic 4.7	Understand global trade's impact to aid business decision-making.	
	Student Competencies	
	4.7.1	Explain the nature of global trade (EC:016, LAP-EC-004) (SP)
	4.7.2	Describe the determinants of exchange rates and their effects on the domestic economy (EC:100, LAP-EC-030)(SP)
	4.7.3	Discuss the impact of cultural and social environments on global trade (EC:045, LAP-EC-024) (SP)
	4.7.4	Explain international trade considerations for sport/event industries (customs, exchange rates, use of financial institutions, trade regulations, foreign distributors, government regulation, cultural/value differences) (EC:059) (SP)

Standard 5	<i>EMOTIONAL INTELLIGENCE</i>	
	Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others	
Topic 5.1	Apply ethics to demonstrate trustworthiness and manage stressful situations.	
	Student Competencies	
	5.1.1	Take responsibility for decisions and actions (EI:075) (PQ)
	5.1.2	Manage commitments in a timely manner (EI:077) (CS)
	5.1.3	Explain the nature of stress management (EI:028, LAP-EI-025) (SP)
Topic 5.2	Use communication skills to foster open, honest communications and ethical interactions, while influencing others.	
	Student Competencies	
	5.2.1	Explain ethical considerations in providing information (EI:038) (SP)
	5.2.2	Persuade others (EI:012) (SP)
	5.2.3	Demonstrate negotiation skills (EI:062, LAP-EI-008) (SP)
	5.2.4	Give elevator pitch (EI:093) (SP)
	5.2.5	Describe personal traits important to success in hospitality and tourism management (EI:090) (PQ)
	5.2.6	Determine and respond appropriately to personality types (EI:066) (SP)

Standard 6	<i>ENTREPRENEURSHIP</i> Understands the concepts, processes, and skills associated with identifying new ideas, opportunities, and methods and with creating or starting a new project or venture	
Topic 6.1	Employ entrepreneurial discovery strategies to generate feasible ideas for business ventures.	
	Student Competencies	
	6.1.1	Explain the need for entrepreneurial discovery (EN:001) (ON)
	6.1.2	Discuss entrepreneurial discovery processes (EN:002) (ON)
	6.1.3	Assess global trends and opportunities for business ventures (EN:003) (ON)
	6.1.4	Determine opportunities for venture creation (EN:004) (ON)
	6.1.5	Assess opportunities for venture creation (EN:005) (ON)
	6.1.6	Generate venture ideas (EN:006) (ON)
	6.1.7	Determine feasibility of venture ideas (EN:038) (ON)
Topic 6.2	Develop concept for new business venture to evaluate its success potential.	
	Student Competencies	
	6.2.1	Describe entrepreneurial planning considerations (EN:007) (ON)
	6.2.2	Explain tools used by entrepreneurs for venture planning (EN:008) (ON)
	6.2.3	Assess start-up requirements (EN:009) (ON)
	6.2.4	Assess risks associated with venture (EN:010) (ON)
	6.2.5	Assess the need to use external resources for concept development (EN:012) (ON)
Topic 6.3	Determine needed resources for a new business venture to contribute to its start-up viability.	
	Student Competencies	
	6.3.1	Explain considerations in making the decision to hire staff (EN:018) (ON)
	6.3.2	Identify capital resources needed for the venture (EN:020) (ON)
	6.3.3	Assess the costs/benefits associated with resources (EN:021) (ON)
	6.3.4	Use external resources to supplement entrepreneur's expertise (EN:022) (ON)

Standard 7	<i>FINANCIAL ANALYSIS</i> Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources	
Topic 7.1	Understand the fundamental principles of money needed to make financial exchanges. Student Competencies	
	7.1.1	Explain forms of financial exchange (cash, credit, debit, electronic funds transfer, etc.) (FI:058) (PQ)
	7.1.2	Identify types of currency (paper money, coins, banknotes, government bonds, treasury notes, etc.) (FI:059) (PQ)
	7.1.3	Describe functions of money (medium of exchange, unit of measure, store of value) (FI:060) (PQ)
	7.1.4	Describe sources of income (wages/salaries, interest, rent, dividends, transfer payments, etc.) (FI:061) (PQ)
	7.1.5	Explain the time value of money (FI:062) (CS)
	7.1.6	Explain the purposes and importance of credit (FI:002, LAP-FI-002) (CS)
	7.1.7	Explain legal responsibilities associated with financial exchanges (FI:063) (CS)
	7.1.8	Determine financing needed to start a business (FI:036) (ON)
Topic 7.2	Analyze financial needs and goals to determine financial requirements. Student Competencies	
	7.2.1	Make responsible financial decisions (FI:783) (CS)
	7.2.2	Set financial goals (FI:065) (CS)
	7.2.3	Develop personal budget (FI:066) (CS)
	7.2.4	Pay bills (FI:565) (PQ)
	7.2.5	Contest incorrect bills (FI:566) (CS)
	7.2.6	Control debt (FI:568) (CS)
	7.2.7	Explain the need to save and invest (FI:270, QS LAP 30) (CS)
	7.2.8	Explain the nature of tax liabilities (FI:067) (PQ)
	7.2.9	Interpret a pay stub (FI:068) (PQ)
	7.2.10	Prepare bank account documents (e.g., checks, deposit/withdrawal slips, endorsements, etc.) (FI:560) (PQ)
	7.2.11	Maintain financial records (FI:069) (PQ)
	7.2.12	Read and reconcile bank statements (FI:070) (PQ)
	7.2.13	Calculate the cost of credit (FI:782) (CS)
	7.2.14	Apply for a consumer loan (FI:625) (SP)
	7.2.15	Demonstrate the wise use of credit (FI:071) (CS)
	7.2.16	Validate credit history (FI:072) (CS)
	7.2.17	Protect against identity theft (FI:073) (CS)
	7.2.18	Determine personal net worth (FI:562) (CS)
	7.2.19	Prepare personal income tax forms (i.e., 1040 EZ form) (FI:074) (CS)

Topic 7.3		Understand the use of financial-services providers to aid in financial-goal achievement.
Student Competencies		
7.3.1	Describe types of financial-services providers (FI:075) (CS)	
7.3.2	Describe the nature of financial institutions (FI:336) (CS)	
7.3.3	Explain types of financial markets (e.g., money market, capital market, insurance market, commodities markets, etc.) (FI:337) (SP)	
7.3.4	Discuss considerations in selecting a financial-services provider (FI:076) (CS)	
7.3.5	Explain types of investments (FI:077, LAP-FI-077) (CS)	
7.3.6	Explain the nature of estate planning (FI:572) (CS)	
7.3.7	Discuss the nature of retirement planning (FI:569) (CS)	
7.3.8	Describe sources of securities information (FI:274, QS LAP 36) (CS)	
7.3.9	Read/interpret securities tables (FI:275, QS LAP 37) (SP)	
7.3.10	Explain factors to consider when selecting investments (FI:279, QS LAP 41) (SP)	
7.3.11	Explain fundamental analysis used in making investment decisions (FI:280, QS LAP 42) (SP)	
7.3.12	Assess securities' fundamentals (FI:282, QS LAP 44) (SP)	
7.3.13	Explain strategies for selecting investments (FI:283, QS LAP 45) (SP)	
7.3.14	Choose investments based on fundamental analysis (FI:284, QS LAP 46) (SP)	
7.3.15	Discuss the nature and scope of convergence/consolidation in the finance industry (FI:573) (SP)	
7.3.16	Explain the nature of sales for hospitality and tourism (SP)	
7.3.17	Discuss considerations in accepting credit card payments (SP)	
7.3.18	Calculate credit card processing costs (SP)	
7.3.19	Establish credit card acceptance policies (MN)	
7.3.20	Forecast hospitality and tourism sales (MN)	
Topic 7.4		Use risk management products to protect a business's financial well-being.
Student Competencies		
7.4.1	Describe the concept of insurance (FI:081) (CS)	
7.4.2	Explain the need for sport/event insurance (FI:596) (SP)	
7.4.3	Conduct a risk assessment of an event (FI:597) (SP)	
7.4.4	Explain the nature of risk management (FI:084, FI LAP 8) (SP)	
7.4.5	Explain the role of ethics in risk management (RM:041) (SP)	
7.4.6	Discuss legal considerations affecting risk management (RM:043) (SP)	
7.4.7	Describe the use of technology in risk management (RM:042) (SP)	
7.4.8	Explain the nature of quality management (QM:001) (SP)	
7.4.9	Discuss the nature of continuous improvement of the quality process (QM:003) (SP)	
7.4.10	Describe the relationship between economic conditions and financial markets (FI:574) (SP)	
7.4.11	Explain the nature and scope of financial globalization (FI:575) (SP)	

Topic 7.5	Acquire a foundational knowledge of accounting to understand its nature and scope.	
	Student Competencies	
	7.5.1	Describe the need for financial information (FI:579, LAP-FI-009) (CS)
	7.5.2	Explain the concept of accounting (FI:085, LAP-FI-005) (CS)
Topic 7.6	Implement accounting procedures to track money flow and to determine financial status.	
	Student Competencies	
	7.6.1	Describe the nature of cash flow statements (FI:091, LAP-FI-006) (SP)
	7.6.2	Explain the nature of balance sheets (FI:093, LAP-FI-010) (SP)
	7.6.3	Describe the nature of income statements (FI:094, LAP-FI-004) (SP)
	7.6.4	Develop a pro forma income statement (FI:510) (MN)
	7.6.5	Prepare a pro forma cash flow statement (FI:602) (MN)
	7.6.6	Prepare a pro forma balance sheet (FI:511) (MN)
	7.6.7	Determine product-line profitability (FI:322) (MN)
	7.6.8	Explain cash-control procedures (e.g., signature cards, deposit slips, internal/external controls, cash clearing, etc.) (FI:113) (CS)
	7.6.9	Reconcile cash (FI:396) (CS)
	7.6.10	Coordinate money handling (SU)
	7.6.11	Set up cash collection and deposit systems (MN)
	7.6.12	Establish cash policies and procedures (MN)
	7.6.13	Monitor cash handling procedures (MN)
Topic 7.7	Acquire a foundational knowledge of finance to understand its nature and scope.	
	Student Competencies	
	7.7.1	Explain the role of finance in business (FI:354, LAP-FI-007) (CS)
	7.7.2	Describe the nature of budgets (FI:106, LAP-FI-003) (SP)
Topic 7.8	Implement financial skills to obtain business credit and to control its use.	
	Student Competencies	
	7.8.1	Explain the purposes and importance of obtaining business credit (FI:023) (ON)
	7.8.2	Analyze critical banking relationships (FI:039) (ON)
	7.8.3	Determine financing needed for business operations (FI:043) (ON)
	7.8.4	Identify risks associated with obtaining business credit (FI:041) (ON)
	7.8.5	Explain sources of financial assistance (FI:031) (ON)
	7.8.6	Explain loan evaluation criteria used by lending institutions (FI:034) (ON)
	7.8.7	Complete loan application package (FI:033) (ON)

Standard 8	<i>HUMAN RESOURCES MANAGEMENT</i> Understands the tools, techniques, and systems that businesses use to plan, staff, lead, and organize its human resources	
Topic 8.1	Understand the role and function of human resources management to obtain a foundational knowledge of its nature and scope.	
Student Competencies		
	8.1.1	Discuss the nature of human resources management (HR:410, LAP-HR-035) (CS)
	8.1.2	Explain the role of ethics in human resources management (HR:411) (SP)
	8.1.3	Describe the use of technology in human resources management (HR:412) (SP)
	8.1.4	Discuss factors that impact human resources management (e.g., availability of qualified employees, alternative staffing methods, employment laws/regulations, company policies/procedures, compensation and benefit programs, staff diversity, etc.) (HR:415) (SP)
	8.1.5	Describe planning techniques used in the hiring process (e.g., succession planning, forecasting, etc.) (HR:416) (SP)
	8.1.6	Describe ways that businesses build positive employer-employee relationships (HR:449) (SP)
	8.1.7	Foster employee engagement and commitment (HR:513) (SP)
	8.1.8	Explain labor-relations issues (HR:452) (SP)
	8.1.9	Discuss issues associated with workplace diversity (e.g., ethnic, generational, religions, gender) (HR:515) (SP)
	8.1.10	Manage employee turnover (HR:512) (MN)
Topic 8.2	Implement organizational skills to facilitate others' work efforts, budget constraints, and productivity.	
Student Competencies		
	8.2.1	Assist employees with prioritizing work responsibilities (HR:385) (SU)
	8.2.2	Determine hiring needs (HR:353) (SU)
	8.2.3	Orient new employees (HR:360) (CS)
	8.2.4	Develop job descriptions (HR:495) (MN)

Standard 9	<i>INFORMATION MANAGEMENT</i> Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making	
Topic 9.1	Use information literacy skills to increase workplace efficiency and effectiveness.	
	Student Competencies	
	9.1.1	Discuss the nature of information management (NF:110, LAP-NF-003) (CS)
	9.1.2	Assess information needs (NF:077) (CS)
	9.1.3	Obtain needed information efficiently (NF:078) (CS)
	9.1.4	Evaluate quality and source of information (NF:079) (CS)
	9.1.5	Apply information to accomplish a task (NF:080) (CS)
	9.1.6	Store information for future use (NF:081) (CS)
Topic 9.2	Utilize information-technology tools to manage and perform work responsibilities.	
	Student Competencies	
	9.2.1	Identify ways that technology impacts business (NF:003, LAP-NF-004) (PQ)
	9.2.2	Explain the role of information systems (NF:083) (PQ)
	9.2.3	Discuss principles of computer systems (NF:084) (PQ)
	9.2.4	Use basic operating systems (NF:085) (PQ)
	9.2.5	Describe the scope of the Internet (NF:086) (PQ)
	9.2.6	Demonstrate basic e-mail functions (NF:004) (PQ)
	9.2.7	Demonstrate personal information management/productivity applications (NF:005) (PQ)
	9.2.8	Demonstrate basic web-search skills (NF:006) (PQ)
	9.2.9	Demonstrate basic word processing skills (NF:007) (PQ)
	9.2.10	Demonstrate basic presentation applications (NF:008) (PQ)
	9.2.11	Demonstrate basic database applications (NF:009) (PQ)
	9.2.12	Demonstrate basic spreadsheet applications (NF:010) (PQ)
	9.2.13	Explain ways that technology impacts the hospitality and tourism industry (NF:060) (PQ)
	9.2.14	Use software to automate services (NF:106) (SP)
	9.2.15	Use database for information analysis (NF:185) (SP)
	9.2.16	Use analytical tracking tools (NF:205) (SP)
Topic 9.3	Maintain business records, acquire information, and apply data mining methods to guide business decision-making.	
	Student Competencies	
	9.3.1	Describe the nature of business records (NF:001, LAP-NF-001) (SP)
	9.3.2	Conduct an environmental scan to obtain business information (NF:015, LAP-NF-002) (SP)
	9.3.3	Identify sport/event trends (NF:065) (SP)
	9.3.4	Measure economic impact of sport/event (NF:187) (MN)
	9.3.5	Describe current issues and trends in the hospitality and tourism industry (NF:048) (CS)

9.3.6	Explain the need for hospitality and tourism business information (CS)
9.3.7	Identify information monitored for business decision making (SP)
9.3.8	Explain sources of secondary hospitality and tourism information (SP)
9.3.9	Explain types of primary hospitality and tourism market information (SP)
9.3.10	Describe methods used to collect business information (e.g., observations, mail, telephone, Internet, discussion groups, interviews, etc.) (SP)
9.3.11	Obtain business information from customer databases (CS)
9.3.12	Identify challenges with the use of unstructured business data (SP)
9.3.13	Obtain hospitality and tourism information from online sources (e.g., search engines, online databases, blogs, forums, listservs, web analytics, social media, geolocation services, etc.) (SP)
9.3.14	Track environmental changes that impact hospitality and tourism (e.g., technological changes, guest trends, economic changes, regulatory changes, etc.) (SP)
9.3.15	Monitor hospitality and tourism sales data (SP)
9.3.16	Explain the use of descriptive statistics in business decision-making (SP)
9.3.17	Interpret descriptive statistics for business decision-making (SP)
9.3.18	Display hospitality and tourism data in charts/graphs or in tables (SP)
9.3.19	Prepare and use presentation software to aid in making oral reports (SP)
9.3.20	Present hospitality and tourism findings orally (SP)
9.3.21	Prepare written reports for hospitality and tourism decision-making (SP)

Standard 10	<i>MARKETING</i> Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives	
Topic 10.1	Understand marketing's role and function in business to facilitate economic exchanges with customers.	
	Student Competencies	
	10.1.1	Explain marketing and its importance in a global economy (MK:001, LAP-MK-004) (CS)
	10.1.2	Describe marketing functions and related activities (MK:002, LAP-MK-001) (CS)
	10.1.3	Differentiate between service marketing and product marketing (MK:008) (CS)
Topic 10.2	Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making.	
	Student Competencies	
	10.2.1	Explain factors that influence customer/client/business buying behavior (MK:014, LAP-MK-006) (SP)
	10.2.2	Discuss actions employees can take to achieve the company's desired results (MK:015, LAP-MK-002) (SP)
	10.2.3	Demonstrate connections between company actions and results (e.g., influencing consumer buying behavior, gaining market share, etc.) (MK:019, LAP-MK-003) (SP)
Topic 10.3	Acquire an understanding of marketing's role and function in business to facilitate work among departments.	
	Student Competencies	
	10.3.1	Explain the nature of sport marketing (MK:012, BA LAP 8) (CS)
	10.3.2	Describe the nature of event marketing (MK:007) (CS)
	10.3.3	Develop strategies to market an organization to potential employees (MK:021) (MN)

Standard 11	<i>OPERATIONS</i> Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning	
Topic 11.1	Understand operation's role and function in business to value its contribution to a company.	
	Student Competencies	
	11.1.1	Explain the nature of operations (OP:189, LAP-OP-003) (CS)
	11.1.2	Discuss the role of ethics in operations (OP:190) (SP)
	11.1.3	Describe the use of technology in operations (OP:191) (SP)
	11.1.4	Explain the nature and scope of distribution (DS:001) (CS)
	11.1.5	Explain the concept of <i>place</i> (distribution) in the hospitality and tourism industry (DS:075) (CS)
	11.1.6	Explain the relationship between customer service and distribution (DS:029) (CS)
Topic 11.2	Adhere to health and safety regulations to support a safe work environment.	
	Student Competencies	
	11.2.1	Describe health and safety regulations in business (OP:004) (PQ)
	11.2.2	Report noncompliance with business health and safety regulations (OP:005) (PQ)
Topic 11.3	Determine and implement safety procedures to minimize loss and to protect employees, customer information, and company image.	
	Student Competencies	
	11.3.1	Discuss legal considerations in operations (OP:339) (SP)
	11.3.2	Conduct site inspections (OP:345) (SP)
	11.3.3	Follow instructions for use of equipment, tools, and machinery (OP:006) (PQ)
	11.3.4	Follow safety precautions (OP:007) (PQ)
	11.3.5	Maintain a safe work environment (OP:008) (CS)
	11.3.6	Explain procedures for handling accidents (OP:009) (CS)
	11.3.7	Handle and report emergency situations (OP:010) (CS)
	11.3.8	Comply with strategies for protecting business' digital assets (e.g., website, social media, email, etc.) (OP:517) (SP)
	11.3.9	Comply with strategies to protect digital customer data (e.g., information about customers, customers' credit-card numbers, passwords, customer transactions) (OP:518) (SP)
	11.3.10	Define strategies to protect business' digital assets, customer data, and other protected information (OP:472) (MN)
	11.3.11	Evaluate strategies for protecting business' digital assets (e.g., website, social media, email, etc.), customer data, and other protected information (OP:473) (MN)
	11.3.12	Develop strategies to protect digital data (OP:105) (MN)

Topic 11.4	Implement security policies/procedures to minimize chance for loss.	
	Student Competencies	
	11.4.1	Explain routine security precautions (OP:013) (CS)
	11.4.2	Follow established security procedures/policies (OP:152) (CS)
	11.4.3	Protect company information and intangibles (OP:153) (CS)
	11.4.4	Develop contingency plans for events (personnel, weather, power outage, damage control) (OP:093) (SP)
	11.4.5	Handle emergency situations in hospitality and tourism (OP:119) (CS)
	11.4.6	Identify factors affecting evacuation procedures/protocols (SP)
	11.4.7	Explain security considerations in the hospitality and tourism industry (OP:115) (CS)
	11.4.8	Discuss employee security issues in hospitality and tourism (OP:058) (CS)
	11.4.9	Develop procedures for safeguarding cash
Topic 11.5	Utilize project-management skills to improve workflow and minimize costs.	
	Student Competencies	
	11.5.1	Explain the nature of project management (OP:158, LAP-OP-006) (SP)
	11.5.2	Develop project plan (OP:001, LAP-OP-007) (SP)
	11.5.3	Schedule tournaments (OP:142) (SP)
Topic 11.6	Implement purchasing activities to obtain business supplies, equipment, resources, and services.	
	Student Competencies	
	11.6.1	Explain the nature and scope of purchasing (OP:015, LAP-OP-002) (CS)
	11.6.2	Place orders/reorders (OP:016) (CS)
	11.6.3	Maintain inventory of supplies (OP:031) (CS)
	11.6.4	Discuss types of inventory (OP:336) (CS)
	11.6.5	Manage the bid process in purchasing (OP:160) (SP)
	11.6.6	Select vendors (OP:161) (SP)
	11.6.7	Evaluate vendor performance (OP:162) (SP)
	11.6.8	Describe types of purchase orders (OP:250) (CS)
	11.6.9	Negotiate terms with vendors in business (OP:337) (SP)
	11.6.10	Maintain vendor/supplier relationships (OP:241) (SP)
Topic 11.7	Understand production's function and the quality-control processes to minimize errors and to expedite workflow.	
	Student Competencies	
	11.7.1	Explain the concept of production (OP:017, LAP-OP-004) (CS)
	11.7.2	Identify quality-control measures (OP:163, LAP-OP-008) (SP)
	11.7.3	Utilize quality control methods at work (OP:164) (SP)
	11.7.4	Describe crucial elements of a quality culture (OP:019) (SP)
	11.7.5	Describe the role of management in the achievement of quality (OP:020) (MN)

Topic 11.8	Implement expense-control strategies to enhance a business's financial wellbeing and a client's budget.	
	Student Competencies	
	11.8.1	Explain the nature of overhead/operating costs (OP:024, LAP-OP-009) (SP)
	11.8.2	Explain distribution systems for the sport/event industries (OP:343) (SP)
	11.8.3	Track invoices (OP:184) (CS)
Topic 11.9	Implement organizational skills in marketing communications to improve efficiency and workflow.	
	Student Competencies	
	11.9.1	Develop production schedules for events (OP:102) (SP)
	11.9.2	Organize and prioritize work (OP:228) (CS)
	11.9.3	Coordinate work with that of team members (OP:230) (CS)
	11.9.4	Monitor and ensure completion of delegated tasks (OP:354) (SP)
	11.9.5	Streamline work processes (OP:355) (SP)
	11.9.6	Coordinate activities with those of other departments (OP:196) (SP)

Standard 12	<i>PROFESSIONAL DEVELOPMENT</i>	
	Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career	
Topic 12.1	Acquire self-development skills to enhance relationships and improve efficiency in the work environment.	
	Student Competencies	
	12.1.1	Demonstrate systematic behavior (PD:009) (PQ)
	12.1.2	Set personal goals (PD:018, LAP-PD-016) (CS)
	12.1.3	Balance personal and professional responsibilities (PD:179) (SP)
Topic 12.2	Understand and follow company rules and regulations to maintain employment.	
	Student Competencies	
	12.2.1	Follow rules of conduct (PD:251) (CS)
	12.2.2	Follow chain of command (PD:252) (CS)
Topic 12.3	Achieve organizational goals to contribute to company growth.	
	Student Competencies	
	12.3.1	Determine the nature of organizational goals (PD:254) (SP)
	12.3.2	Ascertain employee's role in meeting organizational goals (PD:255) (SP)
Topic 12.4	Utilize critical-thinking skills to determine best options/outcomes.	
	Student Competencies	
	12.4.1	Explain the need for innovation skills (PD:126, LAP-PD-018) (CS)
	12.4.2	Make decisions (PD:017, LAP-PD-010) (CS)
	12.4.3	Demonstrate problem-solving skills (PD:077, LAP-PD-017) (CS)
	12.4.4	Demonstrate appropriate creativity (PD:012) (SP)
	12.4.5	Use time-management skills (PD:019, LAP-PD-001) (SP)
Topic 12.5	Participate in career planning to enhance job-success potential.	
	Student Competencies	
	12.5.1	Assess personal interests and skills needed for success in business (PD:013) (PQ)
	12.5.2	Analyze employer expectations in the business environment (PD:020) (PQ)
	12.5.3	Explain the rights of workers (PD:021) (PQ)
	12.5.4	Identify sources of career information (PD:022) (CS)
	12.5.5	Identify tentative occupational interest (PD:023) (CS)
	12.5.6	Explain employment opportunities in business (PD:025, LAP-PD-015) (CS)
	12.5.7	Explain career opportunities in entrepreneurship (PD:066, LAP-PD-004) (CS)
	12.5.8	Explain employment opportunities in marketing (PD:024, LAP-PD-021) (CS)
	12.5.9	Conduct self-assessment to determine entrepreneurial potential (PD:067) (CS)

Topic 12.6	Implement job-seeking skills to obtain employment.	
	Student Competencies	
	12.6.1	Utilize job-search strategies (PD:026) (PQ)
	12.6.2	Complete a job application (PD:027) (PQ)
	12.6.3	Interview for a job (PD:028) (PQ)
	12.6.4	Write a follow-up letter after job interviews (PD:029) (CS)
	12.6.5	Write a letter of application (PD:030) (CS)
	12.6.6	Prepare a résumé (PD:031) (CS)
Topic 12.7	Utilize career-advancement activities to enhance professional development.	
	Student Competencies	
	12.7.1	Describe techniques for obtaining work experience (e.g., volunteer activities, internships) (PD:032) (PQ)
	12.7.2	Explain the need for ongoing education as a worker (PD:033) (PQ)
	12.7.3	Explain possible advancement patterns for jobs (PD:034) (PQ)
	12.7.4	Determine the services provided by professional organizations in the hospitality & tourism industry (PD:061) (SP)
	12.7.5	Utilize professional development opportunities in hospitality and tourism (e.g., continuing education courses, certifications, journals, online activities/courses) (SP)
	12.7.6	Employ career-advancement strategies in hospitality and tourism (PD:274) (SP)
Topic 12.8	Acquire information about the marketing industry to aid in making career choices.	
	Student Competencies	
	12.8.1	Discuss the nature of the sport/event industries (PD:115) (CS)
	12.8.2	Describe the impact of sports/events on communities (PD:107) (CS)
	12.8.3	Describe the role of governing bodies in the sport industry (PD:279) (SP)
	12.8.4	Explain career opportunities in sport/event marketing (PD:051, PD LAP 6) (CS)
	12.8.5	Describe types of retail/business banking products and services (PD:154) (CS)
	12.8.6	Describe the nature of retail/business banking processes (PD:204) (CS)
	12.8.7	Describe the nature of the insurance industry (PD:157) (CS)
	12.8.8	Explain causes of stock price fluctuations (PD:238, QS LAP 40) (SP)
	12.8.9	Describe how securities are traded (PD:236, QS LAP 47) (SP)
	12.8.10	Discuss the nature and scope of investment banking (PD:198) (SP)
	12.8.11	Explain the nature of bonds (PD:313, QS LAP 33) (SP)
	12.8.12	Explain the nature of stocks (PD:309, QS LAP 34) (SP)
	12.8.13	Describe the nature of mutual funds (PD:304, QS LAP 35) (SP)
	12.8.14	Describe the nature of the hospitality and tourism industry (PD:111) (CS)
	12.8.15	Describe the development of the hospitality and tourism industry (PD:105) (CS)
	12.8.16	Explain career opportunities in hospitality and tourism (PD:272) (CS)

Standard 13	<i>STRATEGIC MANAGEMENT</i> Understands tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization/department	
Topic 13.1	Recognize management's role to understand its contribution to business success.	
Student Competencies		
	13.1.1	Explain the concept of management (SM:001, LAP-SM-003) (CS)
	13.1.2	Explain the nature of managerial ethics (SM:002) (MN)
	13.1.3	Discuss the nature of managerial planning (SM:063) (SP)
	13.1.4	Explain managerial considerations in organizing (SM:064) (SP)
	13.1.5	Describe managerial considerations in staffing (SM:065) (SP)
	13.1.6	Discuss managerial considerations in directing (SM:066) (SP)
	13.1.7	Explain management theories and their applications (SM:030) (MN)
Topic 13.2	Utilize planning tools to guide organization's/department's activities.	
Student Competencies		
	13.2.1	Explain the nature of business plans (SM:007, LAP-SM-001) (MN)
	13.2.2	Develop company goals/objectives (SM:008) (ON)
	13.2.3	Define business mission (SM:009) (ON)
	13.2.4	Describe the nature of managerial control (control process, types of control, what is controlled) (SM:004) (SP)
	13.2.5	Explain external planning considerations (SM:011) (MN)
	13.2.6	Identify and benchmark key performance indicators (e.g., dashboards, scorecards, etc.) (SM:027) (MN)
	13.2.7	Develop action plans (SM:012) (ON)
	13.2.8	Develop business plan (SM:013, LAP-SM-002) (ON)

Standard 14	<i>CHANNEL MANAGEMENT</i> Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels	
Topic 14.1	Acquire foundational knowledge of channel management to understand its role in marketing.	
	Student Competencies	
	14.1.1	Explain the nature and scope of channel management (CM:001, LAP-CM-002) (CS)
	14.1.2	Explain the relationship between customer service and channel management (CM:002) (CS)
	14.1.3	Explain the nature of channels of distribution (CM:003, LAP-CM-001) (CS)
	14.1.4	Describe the use of technology in the channel management function (CM:004) (CS)
	14.1.5	Explain legal considerations in channel management (CM:005) (SP)
	14.1.6	Describe ethical considerations in channel management (CM:006) (SP)
Topic 14.2	Manage channel activities to minimize costs and to determine distribution strategies.	
	Student Competencies	
	14.2.1	Coordinate channel management with other marketing activities (CM:007) (SP)
	14.2.2	Explain the nature of channel-member relationships (CM:008) (SP)
	14.2.3	Select channels of distribution (CM:010) (MN)
	14.2.4	Develop channel-management strategies (CM:014) (MN)

Standard 15	<i>MARKETING-INFORMATION MANAGEMENT</i> Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions	
Topic 15.1	Acquire foundational knowledge of marketing-information management to understand its nature and scope.	
	Student Competencies	
	15.1.1	Describe the need for marketing data (IM:012, LAP-IM-012) (CS)
	15.1.2	Explain the nature and scope of the marketing information management function (IM:001, LAP-IM-002) (SP)
	15.1.3	Explain the role of ethics in marketing-information management (IM:025) (SP)
	15.1.4	Describe the use of technology in the marketing-information management function (IM:183) (SP)
	15.1.5	Describe the regulation of marketing-information management (IM:419) (SP)
	15.1.6	Explain the need for sport/event marketing information (IM:245) (SP)
Topic 15.2	Understand marketing-research activities to show command of their nature and scope.	
	Student Competencies	
	15.2.1	Explain the nature of marketing research (IM:010, LAP-IM-005) (SP)
	15.2.2	Discuss the nature of marketing research problems/issues (IM:282, LAP-IM-013) (SP)
Topic 15.3	Understand marketing-research design considerations to evaluate their appropriateness for the research problem/issue.	
	Student Competencies	
	15.3.1	Describe methods used to design marketing research studies (i.e., descriptive, exploratory, and causal) (IM:284, LAP-IM-014) (SP)
	15.3.2	Describe options businesses use to obtain marketing-research data (i.e., primary and secondary research) (IM:281, LAP-IM-015) (SP)
	15.3.3	Discuss the nature of sampling plans (i.e., who, how many, how chosen) (IM:285, LAP-IM-016) (SP)
Topic 15.4	Understand data-collection methods to evaluate their appropriateness for the research problem/issue.	
	Student Competencies	
	15.4.1	Describe data-collection methods (e.g., observations, mail, diaries, telephone, Internet, discussion groups, interviews, scanners, tracking tools) (IM:289) (SP)
	15.4.2	Explain characteristics of effective data-collection instruments (IM:418) (SP)
	15.4.3	Explain sources of primary sport/event market information (IM:249) (SP)
	15.4.4	Explain sources of secondary sport/event information (IM:246) (SP)
Topic 15.5	Interpret marketing information and research data to test hypotheses, to resolve issues, and for decision-making.	
	Student Competencies	
	15.5.1	Explain techniques for processing marketing data (IM:062) (SP)
	15.5.2	Explain the use of descriptive statistics in marketing decision making (IM:191) (SP)
	15.5.3	Identify sources of error in a research project (e.g., response errors, interviewer errors, non-response errors, sample design) (IM:292) (SP)

	15.5.4	Evaluate questionnaire design (e.g., types of questions, question wording, routing, sequencing, length, layout) (IM:293) (SP)
	15.5.5	Assess appropriateness of marketing research for the problem/issue (e.g., research methods, sources of information, timeliness of information, etc.) (IM:428) (SP)
Topic 15.6	Collect, assess, and scrutinize marketing information to ensure accuracy and adequacy of data for decision-making in marketing communications.	
Student Competencies		
	15.6.1	Collect marketing information from others (e.g., customers, staff, vendors) (IM:187) (SP)
	15.6.2	Establish and maintain sport/event marketing information system (IM:252) (MN)
	15.6.3	Assess marketing-information needs (IM:182) (MN)
	15.6.4	Identify industry/economic trends that will impact business activities (IM:363) (MN)
	15.6.5	Analyze market needs and opportunities (IM:302) (MN)
Topic 15.7	Analyze and report findings to communicate research information to others and to stay abreast of trends and changes that could impact business decision-making.	
Student Competencies		
	15.7.1	Present report findings and recommendations orally (IM:391) (IM:193) (SP)
	15.7.2	Estimate market share (IM:350) (MN)
	15.7.3	Search the Internet for sport/event marketing information (IM:247) (SP)
	15.7.4	Monitor internal records for marketing information (IM:186) (SP)
	15.7.5	Maintain a database of competitor information (IM:248) (SP)

Standard 16	<i>MARKET PLANNING</i>	
	Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience	
Topic 16.1	Develop marketing strategies and select target market appropriate for product/business to obtain the best return on marketing investment (ROMI).	
	Student Competencies	
	16.1.1	Explain the concept of marketing strategies (MP:001, LAP-MP-002) (CS)
	16.1.2	Explain the concept of market and market identification (MP:003, LAP-MP-003) (CS)
	16.1.3	Identify market segments (MP:004) (MN)
	16.1.4	Select target market (MP:005) (MN)
	16.1.5	Identify sport/event target-market segments (MP:036) (MN)
	16.1.6	Describe the nature of target marketing in sport/event marketing (MP:037) (SP)
Topic 16.2	Employ marketing-information to plan marketing activities.	
	Student Competencies	
	16.2.1	Explain the nature of marketing plans (MP:007, LAP-MP-001) (SP)
	16.2.2	Explain the role of situation analysis in the marketing planning process (MP:008) (SP)
	16.2.3	Conduct market analysis (market size, area, potential, etc.) (MP:009) (MN)
	16.2.4	Conduct SWOT analysis for use in the marketing planning process (MP:010, LAP-MP-004) (MN)
	16.2.5	Conduct competitive analysis (MP:012) (MN)
	16.2.6	Explain the nature of sales forecasts (MP:013) (SP)
	16.2.7	Forecast sales for marketing plan (MP:014) (MN)
	16.2.8	Set marketing goals and objectives (MP:015) (MN)
	16.2.9	Select marketing metrics (MP:016) (MN)
	16.2.10	Set marketing budget (MP:017) (MN)
	16.2.11	Develop marketing plan (MP:018) (MN)
	16.2.12	Monitor and evaluate performance of marketing plan (MP:022) (MN)
	16.2.13	Identify ways to segment sport/event markets (MP:038) (SP)
	16.2.14	Explain the concept of marketing strategies (CS)
	16.2.15	Explain the concept of market and market identification (CS)
	16.2.16	Identify ways to segment hospitality and tourism markets (MP:035) (CS)

Standard 17	<i>PRICING</i> Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value	
Topic 17.1	Develop a foundational knowledge of pricing to understand its role in marketing.	
	Student Competencies	
	17.1.1	Explain the nature and scope of the pricing function (PI:001, LAP-PI-002) (SP)
	17.1.2	Describe the role of business ethics in pricing (PI:015) (SP)
	17.1.3	Explain the use of technology in the pricing function (PI:016) (SP)
	17.1.4	Explain legal considerations for pricing (PI:017) (SP)
	17.1.5	Explain factors affecting pricing decisions (PI:002, LAP-PI-003) (SP)
	17.1.6	Describe pricing issues associated with sport/event products (cost, value, objectives) (PI:048) (SP)
	17.1.7	Explain the concept of price in the hospitality and tourism industry (PI:029) (CS)
	17.1.8	Explain the nature and scope of the pricing function (SP)
	17.1.9	Describe factors affecting the prices of hospitality and tourism products (PI:039) (SP)
Topic 17.2	Employ pricing strategies to determine optimal pricing.	
	Student Competencies	
	17.2.1	Determine cost of product (breakeven, ROI, markup) (PI:019) (MN)
	17.2.2	Calculate break-even point (PI:006, LAP-PI-004) (MN)
	17.2.3	Establish pricing objectives (PI:044) (MN)
	17.2.4	Identify strategies for pricing new products (for imitative new products, for innovative new products) (PI:020) (MN)
	17.2.5	Establish price objectives for sport/event products (PI:049) (MN)
	17.2.6	Select pricing strategies (PI:046) (MN)
	17.2.7	Select product-mix pricing strategies (product line, option-product, captive-product, by-product, product bundle) (PI:021) (MN)
	17.2.8	Determine discounts and allowances that can be used to adjust base prices (PI:022) (MN)
	17.2.9	Set prices (PI:007) (MN)
	17.2.10	Use psychological pricing to adjust base prices (PI:005) (MN)
	17.2.11	Select promotional pricing strategies used to adjust base prices (PI:023) (MN)
	17.2.12	Set ticket/event prices (PI:033) (MN)
	17.2.13	Identify factors affecting pricing of sport/event products (lead time, market demand, market segmentation, smoothing, responding to competitors) (PI:047, PI LAP 7) (SP)

Standard 18	<i>PRODUCT/SERVICE MANAGEMENT</i> Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities	
Topic 18.1	Acquire a foundational knowledge of product/service management to understand its nature and scope.	
	Student Competencies	
	18.1.1	Explain the nature and scope of the product/service management function (PM:001, LAP-PM-017) (SP)
	18.1.2	Identify the impact of product life cycles on marketing decisions (PM:024, LAP-PM-018) (SP)
	18.1.3	Describe the use of technology in the product/service management function (PM:039) (SP)
	18.1.4	Explain business ethics in product/service management (PM:040) (SP)
	18.1.5	Explain the nature of sport/event brand/branding (PM:141) (SP)
	18.1.6	Explain elements of the sport/event product (PM:079, PM LAP 15) (CS)
	18.1.7	Explain the role of agents in sports (PM:143) (SP)
	18.1.8	Explain the concept of product in the hospitality and tourism industry (PM:081) (CS)
	18.1.9	Explain the nature and scope of the product/service management function (SP)
Topic 18.2	Generate product ideas to contribute to ongoing business success.	
	Student Competencies	
	18.2.1	Identify methods/techniques to generate a product idea (PM:127, LAP-PM-011) (SP)
	18.2.2	Generate product ideas (PM:128) (SP)
Topic 18.3	Employ product-mix strategies to meet customer expectations.	
	Student Competencies	
	18.3.1	Explain the concept of product mix (PM:003, LAP-PM-003) (SP)
	18.3.2	Describe the nature of product bundling (PM:041) (SP)
	18.3.3	Identify product to fill customer need (PM:130) (MN)
	18.3.4	Plan product mix (PM:006) (MN)
	18.3.5	Determine services to provide customers (PM:036) (MN)
	18.3.6	Identify consumer protection provisions of appropriate agencies (PM:017, LAP-PM-007) (SP)
	18.3.7	Describe services offered by the hospitality and tourism industry (PM:095) (CS)
	18.3.8	Explain the nature of product extensions in the hospitality and tourism industry (PM:099) (SP)
Topic 18.4	Position company and product/services to acquire desired business image.	
	Student Competencies	
	18.4.1	Choose venture/product name (PM:131) (ON)
	18.4.2	Select business location (PM:132) (ON)
	18.4.3	Explain the nature of corporate branding (PM:206) (SP)
	18.4.4	Describe factors used by businesses to position corporate brands (PM:207) (SP)
	18.4.5	Describe factors used by marketers to position products/services (PM:042, LAP-PM-019) (SP)
	18.4.6	Explain the nature of product/service branding (PM:021, LAP-PM-006) (SP)

	18.4.7	Explain the use of licensing in sport/event marketing (PM:139, PM LAP 12) (SP)
	18.4.8	Explain the role of endorsements in sport/event marketing (PM:140, PM LAP 13) (SP)
	18.4.9	Explain the use of naming rights in sport/event marketing (PM:142) (SP)
	18.4.10	Identify company's unique selling proposition (PM:272, LAP-PM-016) (MN)
	18.4.11	Develop positioning concept for a new product idea (PM:228) (SP)
	18.4.12	Communicate core values of product/service (PM:214) (SP)
	18.4.13	Identify product's/service's competitive advantage (PM:246) (SP)
	18.4.14	Identify elements that enhance venue attractiveness (facility—accessibility, trade area/drawing radius, parking; surrounding area—design/layout, amenities, personnel, sense of security) (PM:144) (SP)
Topic 18.5	Develop plans, strategies, and systems to promote sport/events products and activities.	
	Student Competencies	
	18.5.1	Obtain endorsements for sports/events (PM:151) (MN)
	18.5.2	Develop ticket-sales program (PM:166) (MN)
	18.5.3	Bundle/Package extra amenities with tickets (PM:148) (MN)
	18.5.4	Develop pre-season booking strategy (PM:149) (MN)
	18.5.5	Determine merchandising opportunities for a sport/event (PM:086) (SP)
	18.5.6	Determine goods and services required for an event (PM:147) (SP)
	18.5.7	Select hospitality options (PM:150) (MN)
	18.5.8	Assess “product” readiness for sport/event (PM:146) (MN)
	18.5.9	Describe the uses of grades and standards in marketing (CS)
	18.5.10	Explain warranties and guarantees (CS)
	18.5.11	Evaluate vendors’ merchandise (PM:239) (SP)
	18.5.12	Choose vendors (PM:263) (SP)
	18.5.13	Negotiate terms with vendors (PM:264) (SP)

Standard 19	<i>PROMOTION</i> Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome	
Topic 19.1	Acquire a foundational knowledge of promotion to understand its nature and scope.	
	Student Competencies	
	19.1.1	Explain the role of promotion as a marketing function (PR:001, LAP-PR-002) (CS)
	19.1.2	Explain the types of promotion (PR:002, LAP-PR-004) (CS)
	19.1.3	Identify the elements of the promotional mix (PR:003, LAP-PR-001) (SP)
	19.1.4	Describe the use of business ethics in promotion (PR:099) (SP)
	19.1.5	Describe the use of technology in the promotion function (PR:100) (SP)
	19.1.6	Describe the regulation of promotion (PR:101) (SP)
	19.1.7	Describe the concept of <i>promotion</i> in the hospitality and tourism industry (PR:121) (CS)
	19.1.8	Explain promotional methods used by the hospitality and tourism industry (PR:082) (SP)
Topic 19.2	Understand promotional channels used to communicate with targeted audiences.	
	Student Competencies	
	19.2.1	Explain types of advertising media (PR:007, LAP-PR-003) (SP)
	19.2.2	Describe word-of-mouth channels used to communicate with targeted audiences (PR:247) (SP)
	19.2.3	Explain the nature of direct marketing channels (PR:089) (SP)
	19.2.4	Identify communications channels used in sales promotion (PR:249) (SP)
	19.2.5	Explain communications channels used in public-relations activities (PR:250) (SP)
Topic 19.3	Understand the use of an advertisement's components to communicate with targeted audiences.	
	Student Competencies	
	19.3.1	Explain the components of advertisements (PR:014) (SP)
	19.3.2	Explain the importance of coordinating elements in advertisements (PR:251) (SP)
Topic 19.4	Understand the use of public-relations activities to communicate with targeted audiences.	
	Student Competencies	
	19.4.1	Identify types of public-relations activities (PR:252) (SP)
	19.4.2	Discuss internal and external audiences for public-relations activities (PR:253) (SP)
Topic 19.5	Understand the use of direct marketing to attract attention and to build brand.	
	Student Competencies	
	19.5.1	Discuss types of direct mail tactics (PR:301) (SP)
	19.5.2	Explain the nature of online advertising (e.g., advergaming, virtual worlds, display ads, banner ads, pop-up ads, pay-per-click ads, etc.) (PR:164) (SP)
	19.5.3	Explain the nature of e-mail marketing tactics (PR:165) (SP)
	19.5.4	Describe mobile marketing tactics (PR:276) (SP)
	19.5.5	Discuss the use of search-engine optimization tactics for digital marketing (PR:299) (SP)

Topic 19.6	Develop content for use in marketing communications to create interest in product/business/idea.	
	Student Competencies	
	19.6.1	Write direct-mail letters (PR:122) (SP)
	19.6.2	Execute targeted emails (PR:166) (SP)
Topic 19.7	Manage media planning and placement to enhance return on marketing investment.	
	Student Competencies	
	19.7.1	Calculate media costs (PR:009) (SP)
	19.7.2	Select advertising media (PR:010) (MN)
	19.7.3	Choose appropriate media outlets (PR:230) (SP)
	19.7.4	Buy ad space/time (PR:104) (SP)
Topic 19.8	Utilize publicity to inform stakeholders of business activities.	
	Student Competencies	
	19.8.1	Write a press release (PR:057) (SP)
	19.8.2	Cultivate media relationships (PR:185) (SP)
Topic 19.9	Employ sales-promotion activities to inform or remind customers of business/product.	
	Student Competencies	
	19.9.1	Explain how businesses can use trade-show/exposition participation to communicate with targeted audiences (PR:254) (SP)
	19.9.2	Participate in trade shows/expositions (PR:236) (SP)
	19.9.3	Explain considerations used to evaluate whether to participate in trade shows/expositions (PR:255) (SP)
Topic 19.10	Plan marketing communications to maximize effectiveness and to minimize costs.	
	Student Competencies	
	19.10.1	Explain the use of advertising agencies (PR:081) (SP)
	19.10.2	Explain the nature of a promotional plan (PR:073) (SP)
	19.10.3	Coordinate activities in the promotional mix (PR:076) (SP)
	19.10.4	Prepare promotional budget (PR:098) (MN)
	19.10.5	Develop promotional plan for a business (PR:097) (MN)

Topic 19.11	Utilize special events or outside agency/consultant to increase sales.	
	Student Competencies	
	19.11.1	Develop promotional calendar (PR:209) (SP)
	19.11.2	Coordinate community outreach projects (PR:195) (SP)
	19.11.3	Assess need to use promoters (PR:210) (MN)
	19.11.4	Explain considerations in using special events as a sales-promotion strategy (PR:213) (SP)
	19.11.5	Plan special events for sports/events (PR:214) (SP)
	19.11.6	Prepare store/department for special event (PR:068) (SP)
Topic 19.12	Understand, monitor, and manage promotional activities to maximize return on sport/event efforts.	
	Student Competencies	
	19.12.1	Explain the nature of sponsorship in the sport/event industries (PR:175, PR LAP 17) (SP)
	19.12.2	Design logo for sport/event (PR:193) (SP)
	19.12.3	Design tickets (PR:194) (SP)
	19.12.4	Explain advertising media used in the sport/event industries (PR:177) (SP)
	19.12.5	Describe sport/event industries' utilization of digital media (PR:240) (SP)
	19.12.6	Develop a direct mail offer for sport/event products (PR:179) (SP)
	19.12.7	Determine advertising reach of sport/event media (PR:180) (SP)
	19.12.8	Choose appropriate media vehicles for sport/event (PR:181) (SP)
	19.12.9	Maximize/Capitalize on celebrity's appearance at event (PR:192) (SP)
	19.12.10	Develop and generate sport/event newsletter (PR:182) (SP)
	19.12.11	Explain media relations in the sport/event industries (PR:183) (SP)
	19.12.12	Develop a media guide (PR:184) (SP)
	19.12.13	Plan a media day (PR:186) (SP)
	19.12.14	Write/Prepare sponsorship proposal (PR:211) (MN)
	19.12.15	Set sponsorship objectives (PR:155) (MN)
	19.12.16	Design program for event (PR:142) (SP)
	19.12.17	Create and issue script for game-day promotions (PR:191) (SP) (p. 5-151)
	19.12.18	Explain venue signage (PR:189) (SP)
	19.12.19	Select event signage (PR:190) (SP)
	19.12.20	Identify "out-of-the-box" sales promotion ideas for sports/events (PR:187, PR LAP 18) (SP)
	19.12.21	Identify ambush strategies to use at other events (e.g., flyers, bill posting, etc.) (PR:198) (SP)
19.12.22	Implement ticket sales campaign (Internet, contests/giveaways, pre-promotion of campaign, video scoreboard announcements, sports/sponsorship partnerships) (PR:188) (SP)	
19.12.23	Select strategies for maintaining/building fan support (PR:136, PR LAP 19) (SP)	

Standard 20	<i>SELLING</i> Understands 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	
Topic 20.1	Acquire a foundational knowledge of selling to understand its nature and scope.	
	Student Competencies	
	20.1.1	Explain the nature and scope of the selling function (SE:017, LAP-SE-117) (CS)
	20.1.2	Explain the role of customer service as a component of selling relationships (SE:076, LAP-SE-130) (CS)
	20.1.3	Explain key factors in building a clientele (SE:828, LAP-SE-115) (SP)
	20.1.4	Explain company selling policies (SE:932, LAP-SE-121) (CS)
	20.1.5	Explain legal and ethical considerations in selling (SE:106, LAP-SE-129) (SP)
	20.1.6	Describe the use of technology in the selling function (SE:107) (SP)
	20.1.7	Describe the nature of selling regulations (SE:108) (SP)
	20.1.8	Determine sport/event features and benefits (SE:188) (SP)
Topic 20.2	Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.	
	Student Competencies	
	20.2.1	Acquire product information for use in selling (SE:062, LAP-SE-131) (CS)
	20.2.2	Explain the use of brand names in selling (SE:019) (CS)
	20.2.3	Differentiate between consumer and organizational buying behavior (SE:112) (SP)
	20.2.4	Identify emerging trends for use in selling (SE:404) (SP)
Topic 20.3	Understand sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.	
	Student Competencies	
	20.3.1	Explain the selling process (SE:048, LAP-SE-126) (CS)
	20.3.2	Discuss motivational theories that impact buying behavior (SE:359) (SP)
	20.3.3	Describe factors that motivate people to participate in/attend sports/events (SE:209) (SP)
Topic 20.4	Utilize sales-support activities to increase customer/sponsor satisfaction.	
	Student Competencies	
	20.4.1	Establish relationships with sport/event clients/customers/fans (SE:316) (SP)
	20.4.2	Prospect for corporate sponsors (SE:324) (SP)
	20.4.3	Negotiate sport/event sponsorship contract (SE:322) (SP)
	20.4.4	Sell sport/event sponsorships (SE:321, SE LAP 127) (SP)
	20.4.5	Follow up with potential corporate sponsors (SE:323) (SP)
	20.4.6	Service sponsors (SE:326) (SP)
	20.4.7	Describe components of automobile insurance coverage (SE:406) (SP)
	20.4.8	Discuss the nature of health insurance coverage (SE:412) (SP)

	20.4.9	Discuss components of homeowners'/renters' insurance (SE:407) (SP)
	20.4.10	Discuss the nature of life insurance (SE:419) (SP)
	20.4.11	Explain the nature of liability insurance (SE:405) (SP)
	20.4.12	Explain the nature of bonds (SE:428, QS LAP 33) (SP)
	20.4.13	Explain the nature of stocks (SE:421, QS LAP 34) (SP)
	20.4.14	Describe the nature of mutual funds (SE:429, QS LAP 35) (SP)
Topic 20.5	Employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.	
	Student Competencies	
	20.5.1	Maintain sales standards (SE:387) (SP)
	20.5.2	Establish relationship with customer/client (SE:110) (CS)
	20.5.3	Determine customer/client needs (SE:111) (CS)
	20.5.4	Recommend specific product (SE:114, LAP-SE-111) (CS)
	20.5.5	Respond appropriately to prospect's individual personality type (SE:810, LAP-SE-112) (SP)
	20.5.6	Determine prospect's buying motives for use in selling (SE:883, LAP-SE-109) (SP)
	20.5.7	Facilitate prospect's buying decisions (SE:811, LAP-SE-108) (SP)
	20.5.8	Assess prospect's needs in relation to product offering (SE:113) (SP)
	20.5.9	Propose solution to prospect's needs/challenges (sales talk, sales proposal presentation) (SE:115) (SP)
	20.5.10	Demonstrate product solution for prospect's needs (SE:893) (SP)
	20.5.11	Convert customer/client objections into selling points (SE:874, LAP-SE-100) (SP)
	20.5.12	Close the sale (SE:895, LAP-SE-107) (SP)
	20.5.13	Demonstrate suggestion selling (SE:875, LAP-SE-110) (SP)
	20.5.14	Negotiate sales terms/agreement (SE:392) (SP)
	20.5.15	Sell good/service/idea to individuals (SE:046) (SP)
	20.5.16	Sell good/service/idea to groups (SE:073) (SP)
	20.5.17	Explain ticketing and seating arrangements (SE:314) (SP)
	20.5.18	Sell tickets (ticket plans, new season, etc.) (SE:317) (SP)
	20.5.19	Sell venue (SE:319) (SP)
	20.5.20	Explain factors that motivate people to choose a hospitality and tourism site (SE:220) (SP)
	20.5.21	Recommend hospitality and tourism services (SE:221) (SP)
Topic 20.6	Implement support activities to facilitate the selling process.	
	Student Competencies	
	20.6.1	Process special orders for retail sales (SE:009) (CS)
	20.6.2	Process retail telephone orders (SE:835) (CS)
	20.6.3	Process retail sales documentation (SE:117) (SP)
	20.6.4	Sell advertising space in printed and electronic materials (e.g., program, yearbook, media guide, fan guide, team photo cards, etc.) (SE:318) (SP)
	20.6.5	Establish barter agreements (vendors, media, etc.) (SE:327) (MN)

	20.6.6	Calculate miscellaneous charges for retail sales (SE:116) (CS)
	20.6.7	Cultivate group sales (SE:320) (SP)
	20.6.8	Process telephone orders in hospitality and tourism (SE:477) (CS)
	20.6.9	Process special orders in hospitality and tourism (SE:478) (CS)
	20.6.10	Sell gift certificates in hospitality and tourism (SE:479) (CS)
	20.6.11	Process complimentary offers and coupons/discounts (SE:149) (CS)
	20.6.12	Process sales transactions (e.g., cash, credit, check, etc.) (SE:329) (CS)
Topic 20.7	Understand, perform pre-sales of, and complete the sales process to show command of their nature and scope.	
	Student Competencies	
	20.7.1	Explain the impact of sales and buying cycles (SE:380) (SP)
	20.7.2	Identify sales methodologies used in sport/event marketing (SE:315) (SP)
	20.7.3	Prospect for customers (SE:001, LAP-SE-116) (SP)
	20.7.4	Conduct preliminary customer/client qualification (SE:400) (SP)
	20.7.5	Conduct pre-visit research (e.g., customer's markets/products, customer's competitors, and competitors' offerings) (SE:369) (SP)
	20.7.6	Book appointments with prospective clients (SE:366) (SP)
	20.7.7	Prepare sales presentation (SE:067) (SP)
	20.7.8	Process telephone orders (SE:461) (CS)

Career Ready Practices

1. Act as a Responsible and Contributing Citizen and Employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them, think about the near-term and long-term consequences of their actions, and seek to act in ways that contribute to the betterment of their teams, families, community, and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

2. Apply Appropriate Academic and Technical Skills

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications and make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

3. Attend to Personal Health and Financial Well-Being

Career-ready individuals understand the relationship between personal health, workplace performance, and personal well-being; they act on that understanding to regularly practice health diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

4. Communicate Clearly, Effectively, and with Reason

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice and organization and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

5. Consider the environmental, social, and economic impacts of decisions

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment. They are aware of and utilize new technologies, understandings, procedures, materials and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and profitability of the organization.

6. Demonstrate creativity and innovation

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

7. Employ valid and reliable research strategies

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices, or inform strategies. They use a reliable research process to search for new information and evaluate the validity of sources when considering the use and adoption of external information or practices. They use an informed process to test new ideas, information, and practices in their workplace situation.

8. Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur, quickly take action to address the problem, thoughtfully investigate the root cause of the problem prior to introducing solutions, and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

9. Model integrity, ethical leadership, and effective management

Career-ready individuals consistently act in ways that align to personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes, and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

10. Plan education and career path aligned to personal goals

Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience, and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the educational and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

11. Use technology to enhance productivity

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology, being proficient with ubiquitous technology applications. They understand the inherent risks, personal and organizational, of technology applications, and they take actions to prevent or mitigate these risks.

12. Work productively in teams while using cultural/global competence

Career-ready individuals positively contribute to every team whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.