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State of Washington through the State Board for Community and Technical Colleges

While Skill Standards have multiple uses, there are legal considerations and limitations to those uses. In the event that an organization (an enterprise, educational institution, business, or corporation) desires to use recognized Skill Standards for any reason other than for the purposes of education and training, it is imperative that the Skill Standards be internally validated by the organization through rigorous and documented validation processes. The State Board for Community and Technical Colleges (SBCTC) has recognized Skill Standards that may serve as the basis for organizational or professional Skill Standards, but the Standards must be deemed to be internally valid and reliable by a particular organization or company prior to use in employee selection, promotion, or other processes.

The Skill Standards, including critical work functions, key activities, and performance criteria must not contravene any applicable federal, state or local statutes, including the Equal Employment Opportunity Act (as amended) and the Americans with Disabilities Act (1990). The Skill Standards must reflect actual work requirements and be consistent with business requirements.

CAVEAT

The SBCTC does not recommend or endorse the use of Skill Standards for purposes other than education, training, and related career information purposes.

BACKGROUND

Skill Standards projects are commissioned by the State Board for Community and Technical Colleges (SBCTC) to enhance the connection between state workforce education programs and the state's major industries. The Standards are meant to benefit the state education and workforce development system and the employers that they serve. Both the grant awards, and Standards development process outlined in the SBCTC's Skill Standards Guidebooks and Request for Proposal (RFP) guidelines are meant to support the college system's ability to facilitate the Standards development and implementation process.

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Introduction and Perspective

The National Skill Standards Board created the SKill Standards in 1994 to identify what people must know and be able to do to qualify for beginning and middle level jobs. The Standards were a response to key industry concerns about remaining competitive in global markets, especially if the U.S. could not provide enough qualified, skilled workers. These key industries, in conjunction with federal and state governments, provided funding for the development of voluntary Skill Standards to meet the critical need for trained workers.

Information, generated through strong collaboration between industry and educators has provided a sound starting point for the development of training programs to prepare people for employment and career advancement. Industry-based Skill Standards can help ensure that more people, particularly those who have been underserved by our education system, are prepared for high-wage jobs.

This project supports regional industry-based Skill Standards within the marketing industry. These Standards will be implemented in an integrated articulation model among the partners of the Pierce County Careers Consortium, the West Sound Consortium and the South King County Tech Prep Consortium.

INDUSTRY AND EDUCATION PERSPECTIVES

Members of the Marketing Skill Standards Steering Committee have been an integral part of the project. Their comments reflect a commitment to the use of Skill Standards. These diverse perspectives provide insight into the importance and usefulness of Skill Standards in the workplace as well as in education and training programs.

"Hiring and development of skilled employees is critical to the continuing success of our business. The Marketing Skills Standards Project is an exciting collaboration between businesses and education in our community, and I expect our work teams at Weyerhaeuser to benefit directly from the results of the project in several key areas.

Jenny Iranon
Operations Team
Leader, Sales &
Logistics,
Weyerhaeuser
Containerboard

Our entry-level customer service job postings and position descriptions will focus on the key Skill Standards identified in this project. Those same Skill Standards will be used in our performance management processes. The larger and most promising benefits of this project will be achieved as education and industry implement the Marketing Skills Standards curriculum and students develop into qualified, skilled contributors in our business work teams!"

Sue Veseth
Community Relations
Officer, Tacoma Public
Utilities

"Private industry is not alone in requiring employees with expertise in marketing. Not-for-profit businesses and government agencies also rely on those with training in marketing for the myriad of products and services we offer. Industry-driven Skill Standards will help ensure that students receive the training they need to compete successfully for jobs. Skill Standards will also assure employers that students who graduate with marketing degrees have the skills that we need."

Mike Luinstra
Account Manager, AK
Media

"The field of marketing is evolving at an unprecedented rate as we move into the 21st century. With these changes comes the need for a versatile employee equipped with a wide variety of skills. Through the collaboration of industry leaders and top educators, the Marketing Skill Standards Program has identified fundamental skill sets. This work will enable students to make a successful transition from education to viable employment in the marketing field."

"The marketing profession requires knowledge of marketing theory, a dedication to continued learning, and artistic expression. Every company markets itself just by being a business. How well that marketing supports the company mission or affects its bottom line has everything to do with skilled workers and how they apply their marketing knowledge. The Marketing Skill Standards Project helps to identify common knowledge and skills needed by anyone in the marketing profession, whether at a Fortune 500 Company, large or small business, not-for-profit business, civic organization, institution, or public agency. Companies across the spectrum rely on all of the elements of effective marketing. Projects such as this ensure that students are prepared for the marketing field and its myriad career paths. Collaboration between education and industry has provided the key to this comprehensive skills project. It transmits professional knowledge in a manner sure to benefit many marketing students in the years to come."

Franclyn Heinecke
Director of Public Relations,
Bates Technical College

"Through the early 1990s the distribution industry was 75% physical labor and 25% customer service and accounting. Today, thanks to technology, the numbers are more than reversed. Federal labor laws have necessitated the creation of equipment to handle much of the physical labor and technology has turned our employees into numbers people. Warehouse staff now uses barcode scanners and electronically controlled material handling equipment.

With all progress resides a certain amount of reverse progress. In distribution, this negative progress is in basic employee training. In the past, new employees started in the warehouse pulling orders to gain product knowledge. With technology, those new employees learn barcode numbers, not the product itself. Even those positions that use technology must include diverse applications. Reading, writing, critical thinking skills, and basics of all curricula, must continue to be stressed in the workplace and in the classroom.

Jeff Cutting
President & CEO,
CIMCO Sales &
Marketing, Inc.

Integrating the Skill Standards into a curriculum will provide an appropriate educational foundation for employees thus supporting the needs of employers. Implementing this program will strengthen marketing leadership throughout the state."

Executive Summary

CONTINUAL LEARNING AND DEVELOPMENT

Today's global marketplace is in a constant state of change in which the expected half-life of any profession is approximately four years. Without continual learning and development, a professional's skills will quickly become obsolete. The challenge, therefore, lies in preparing marketing students with both the appropriate knowledge and skills to meet today's demands and equipping them to respond to tomorrow's changes. Learning opportunities need to be streamlined at all educational levels to create consistency and continuity across curricula.

PROJECT JUSTIFICATION

The U.S. Department of Labor includes marketing in the major occupational group of management, business, and financial occupations. The number of workers in this group is projected to grow by 2.1 million from 2000 to 2010, with nearly a quarter of all job growth in the business services industries.[1] Of the forty-seven occupations within this major occupational grouping, the category of advertising, marketing, promotions, public relations, and sales managers is projected to grow by 32.4 % from 2000 to 2010. This is the second largest growth projection among the forty-seven occupations.[2]

In the State of Washington, the Bureau of Labor Statistics (BLS) projects a 23% growth in managerial positions in the category of advertising, marketing, promotions, public relations, and sales managers between 1998-2008 with annual openings of 350. The BLS also predicts a 13% growth rate in marketing and sales worker supervisors, resulting in 1550 positions.[3] Marketing is included in the top 12% of the fastest growing occupations in Washington.[4]

To meet the predicted need for qualified and skills-equipped marketers, the Marketing Skill Standards Project has integrated already developed project standards into existing curricula at secondary and post-secondary institutions. Project-related curricula and assessments developed through this project will ensure continuity of instruction across marketing programs. These Standards will also help evaluate student internship experiences in the workplace.

Additionally, participating businesses can develop job descriptions and identify professional development opportunities based on the Marketing Skill Standards.

PROJECT GOALS

The Marketing Skills Standards Project addresses two major goals:

1. Provide students with the skills, perspectives and knowledge to be more effective in the contemporary marketplace.

2. Develop a framework for the exploration of articulation agreements between secondary and post-secondary faculty. The ultimate product of this effort is the identification and dissemination of a comprehensive set of competencies and a system of organization for Marketing Skills Standards as identified by employers.

[1] Daniel E. Hecker, "Occupational employment projections to 2010", *Monthly Labor Review* (November 2001): 58.
[2] Ibid., 64-65.
[3] U.S. Department of Labor Statistics, "State Occupational Projections," 1998-2008, <http://www.dws.state.ut.us/BLS/>, (17 December 2001).
[4] Access Washington, *Occupational Employment and Projections in Washington for All Occupations: What are the Fastest Growing Occupations?*, 1998-2008, <http://www.wilma.org/>, (17 December 2001).

To meet the project goals, leading marketing practitioners identified four critical work functions in marketing.

CRITICAL WORK FUNCTIONS

- Conduct marketing research
- Manage marketing material
- Implement communications strategy
- Plan and manage projects

Conduct Marketing Research

Organized into eight main key activities, this function covers everything from designing a research plan and implementing it to competitive intelligence. Each function prepares the student to effectively use marketing research and apply it in business.

Manage Marketing Materials

Coordination of development and production of marketing communications materials is a broad and demanding job for professional marketers. Eight skill areas cover the entire process from the design phase to objective development and measurement.

Implement Communications Strategy

Implementation of a communications strategy involves nine key skill areas ranging from community relations building to analysis. These nine key skill areas complement the development of marketing communications materials.

Plan and Manage Projects

It is important, not just to do the right things, but to do them in the right order. Six skill areas focus on the development of projects and work and contingency plans that track and manage everything from the progress of the projects to the related supplier relationships.

PROJECT SUPPORT

The Marketing Skills Standards Project is a tri-county collaboration of six community and technical colleges and six high schools in partnership with business and labor representatives, as well as national and regional associations.

The Marketing Skill Standards Project was made possible by grants from the Workforce Development Fund of the State of Washington and the Career Resource Network Fund administered by the State Board for Community and Technical Colleges.

This project received strong support from its partnership with the Puget Sound Chapter of the American Marketing Association (the oldest and largest professional association of marketers in Washington State), and 21 regional business partners.

Industry Outlook

The introduction of the Internet and World Wide Web in the early 1980s transformed our market-place into a warp-speed environment of cyber-retailing and real-time consumerism. Certainly, technology has empowered the consumer as never before. Information is abundant on nearly every conceivable topic. From a retailer's perspective, the traditional "sell to" model has been surpassed with a "buy from" model, putting the customer in a position of power.

Mass production, economies of scale, national brand domination, and shotgun approaches to customer and market segmentation have experienced massive transformations. Companies are no longer able to survive by generating volume growth and/or using promotional pricing strategies with generic quality products and services.

A wave of change has swept the marketplace. Whether this wave is a revolution or evolution, there is no doubt that keeping current and abreast of the tide of change is paramount to the success of every organization. Three critical factors will likely influence organizational and marketing success as never before:
- Increased online transactions and Internet use
- Increased focus on brand experience
- Increased demand for superior customer service

Increased online transactions and Internet use
Today's consumers are more informed. They desire access to an array of product features and benefits, and want to meet their needs in their own ways and according to their own schedule.[5]Technology has successfully provided the "active" customer the tools with which to function in this new era. According to a recent report from *eMarketer,* more than 1 billion e-mail messages are sent daily in the United States.[6] It is also noted by *eMarketer* that their projected $2.1 billion spent on e-mail marketing during 2001 is a 110% increase from the previous year's $1.1 billion figure.[7]

In addition to the growth in commerce on the Web, business-to-business purchases are also on the rise. The Department of Commerce projects business-to-business online transactions at $336 billion by 2002, or about 9% of total business commerce, up from $7.8 billion in 1997.[8]

The fullest potential of the Internet has not been attained, so successful marketers and organiza-tions must continually incorporate and update their e-presence as part of an overall business strategy.

Increased focus on brand experience
A new emphasis has emerged that involves creating individual brand experiences rather than mass production of a product or service. Through just-in-time inventory and manufacturing, today's consumers are demanding customized and personalized products or services. Today, a

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[5] Adrian Slywotzky and David Morrison, "The Rise of the Active Customer," *Marketing Management 10* (July/August 2001): 22-26.
[6] Kate Mason, "Online Marketing Skyrocketing in 2001," *Target Marketing* 24 (July 2001): 22.
[7] Ibid., 22.
[8] Jan Zimmerman, *Marketing on the Internet*, 4th ed. (Gulf Breeze, FL: Maximum Press, 2000), 16.

customer can go online and build-to-suit their own desktop computer, order clothes to their exact specifications, and even buy cars built to their taste. In addition, many organizations are focusing more and more not just on sales, but on the consumer's experience using the product. This has dramatically changed company focus to long term, brand loyalty building, rather than short-term business building.

Increased demand for superior customer service

According to business guru and author Tom Peters, in *The Pursuit of Wow!:Every Person's Guide to Topsy-Turvy Times*, 70% of all customer defections occur for one particular reason-because customers feel a sense of indifference toward them from the company.[9] Poor customer service is the death sentence for any organization. According to author Hans Brøndmo, in *The Eng@ged Customer,* a company's goal should be to provide the same service storekeepers did 100 years ago: greet by name, reward best customers, communicate by individual, provide great service, and stay in touch.[10]

Attention to these trends alone will not lead organizations into growth and profitability. Rather, a new breed of marketing professional must emerge - one that is fully equipped to work with advancements in technology and a global marketplace. In addition, the new marketing professional must be able to strike a difficult balance between applying the principles of traditional marketing and operating in an environment that is in constant change. Therefore, successful marketers who are knowledgeable about a broad array of topics will not only be good business people, but will also be good students of humanity.

The changing business environment is demanding interdisciplinary approaches to marketing and customer relationships. The typical MBA degree will not be enough to ensure competitiveness as a marketer. Rather those individuals who have exposure in psychology, education, the arts, anthropology, and business will be more prepared to effectively manage the marketing maze of tomorrow. Mentorships, internships, and cross-cultural experiences must be part of the marketer's resume.

Our society is beginning to turn away from stereotypical marketing approaches and messages. Consumers today are demanding individual treatment and asking more from the products and services. To work with these changes in customer behavior and the revolutionary changes within the business environment, marketers need to constantly seek innovative methods and solutions. Without continual education as a cornerstone of innovation, marketers will not be prepared for the challenges of the 21st Century.

David Kinard, M. Ed., P.C.M.
Senior Partner, Corporate Strategies and Development, LLC
Past President of the Puget Sound Chapter of the American Marketing Association

[9] Tom Peters, *Pursuit of Wow!: Every Person's Guide to Topsy-Turvy Times,* (New York: Vintage Books, 1994), 4.
[10] Hans Brøndmo, *The Eng@ged Customer: New Rules For Internet Direct Marketing,* (City: Publishers Weekly, 2001), 3.

A National Context for Skill Standards

The National Skill Standards Board was established by Congress in 1994 to encourage the creation and adoption of a national system of voluntary Skill Standards. These Skill Standards would help the U.S. to compete effectively in a global economy. Various industries in full partnership with education, labor, and community-based organizations have developed voluntary Skill Standards projects

WHAT ARE SKILL STANDARDS?

Skill Standards identify the knowledge, skills, and abilities needed by workers to succeed in the workplace. They are critical to improving workforce skills, raising living standards, and improving the competitiveness of the U.S. economy. To be effective, Skill Standards must reflect a consensus of the professionals within the focus industry. Skill Standards provide measurable benchmarks of skill and performance achievement and answer two critical questions:

- What do workers need to know and be able to do to succeed in today's workplace?
- How do we know when workers are performing well?

Skill Standards, based upon industry input, provide fundamental information to employers, employees, and educators. This information is important in helping employers know who to hire and where to focus their limited training dollars. Employees and new hires are provided with information that helps them know what they need to do to improve their performance. The information supports educators as they prepare students for the challenge of the workplace.

The intent is to have voluntary Skill Standards that are flexible, portable, and continually updated and improved for use within the classroom and at the workplace.

Voluntary, industry-based Skill Standards should:
- Respond to changing work organizations, technologies, and market structures.
- Benchmark world-class levels of industry performance.
- Avoid all gender, racial, or other forms of bias.
- Tie into measurable, competency-based outcomes that can be readily assessed.
- Include basic reading, writing, and critical thinking skills.
- Screen new hires.
- Provide a foundation upon which a plan of professional improvment can be dreveloped to continually upgrade employees' skills.
- Apply to a wide variety of education and training providers, both industry and school-based.
- Have a relatively simple structure to make the system user-friendly.
- Be a cooperative effort among all stakeholders.
- Be developed independently and include multiple training/education providers

WHY ARE SKILL STANDARDS IMPORTANT?

In today's workplace, the only constant is change. Jobs that once were relatively simple now require high-performance work processes and enhanced skills. Because new Skill Standards reflect changing workplace realities, they are a tool that applicants and employees can use to work toward greater career opportunities.

National use and recognition of Skill Standards in career fields provides a common basis for certifying achievement. Commonality of skills allows for the portability of skills across geographic areas, companies and careers. Updating skills and knowledge is now a lifelong endeavor, causing many employers and employees to spend more effort, time, and money on education and training. Skill Standards provide benchmarks for making education and training decisions, shaping curricula, and directing funds toward high value education and training investments.

Skill Standards benefit all stakeholders: business, labor, educators, government, and the community. However, the success of a Skill Standards development project and its usefulness to the community is dependent on full participation and commitment of all stakeholders.

THE BENEFITS AND USES OF SKILL STANDARDS

Employers can use Skill Standards to:
- Align personnel qualification requirements with nationally adopted certificates of competence.
- Effectively modify employee training.
- Simplify measurement of training effectiveness for employees.
- Assess employee skill levels based on industry standards.
- Match employee skills to the work needed.
- More easily document employee skills, training needs, and performance criteria.
- Improve consumer satisfaction and confidence through better trained customer contact personnel.
- Improve employee satisfaction and morale by clarifying expectations.
- Partner with education and labor in developing School-To-Work Initiatives.

Educators can use Skill Standards to:
- Partner with business and labor in developing work-based learning experiences.
- Identify core competencies and assessments based on the Skill Standards and then implement them into their curricula, providing effective, targeted instruction.
- Develop benchmarks for student certificates of competence.
- Communicate employer expectations for entry-level employees.
- Develop new curriculum and update existing curriculum based on industry needs.
- Develop assessments to evaluate student skills, knowledge, and abilities in the classroom and the workplace.
- Develop a common language with business and labor for workforce preparation.
- Improve relationships with local businesses, labor unions, other educators and agencies through continual communication.
- Provide students with relevant career education and counseling by involving industry representatives.

Labor Partners can use Skill Standards to:
- Improve member value to the company.
- Support company-sponsored worker training programs.
- Identify career paths for workers within companies and industries.
- Provide a greater worker voice in the company.
- Link Skill Standards to increased training and upward career mobility for union members.
- Assist employers with matching employee skills to the work needed.
- Develop skills-based training and certification initiatives that complement union apprenticeship programs.

- Communicate with education and industry in developing work-based learning experiences.

Students can use Skill Standards to:
- Accurately assess their skills against those required for career advancement and effectively plan their career paths.
- Determine skills and abilities needed for advancement or transfer within industries, as well as determine the continual learning and training they need to upgrade their skills.
- Make career choices based on industry expectations for success in the workplace.
- Obtain credentials that certify work-readiness.
- Anticipate being hired at higher rates of pay and faster advancement in their chosen fields if they are work-ready.
- Enter and reenter the workforce with better control of their choices of high paying jobs requiring higher level skills.
- Accurately assess business expectations of the skills needed for positions and careers of their choice.
- Improve mobility and portability of their credentials.
- Enhance their performance and achievement by self-evaluation against known standards through self-study.
- Be active contributors to the activities that make their organizations successful.

Government can use Skill Standards to:
- Develop a highly skilled, high-quality, and competitive workforce and industry base.
- Evaluate the effectiveness of publicly funded education and training.
- Increase opportunities for under-represented populations by providing access to the skills required for success and by facilitating the national adoption of those definitions and their use.
- Support the creation of high performance organizations to improve living standards for all members of the population.
- Facilitate collaboration between educators and industry.
- Communicate the need and basis for education reform to business, education, labor, and the community-at-large on both local and national levels.
- Provide information that ensures a better skill match between workers and employers.
- Initiate education reform to better educate future members of the workforce.
- Provide options for career and job mobility and link learning to the needs of the workplace.

Skill Standards to Curriculum

A CONTINUAL DEVELOPMENT PROCESS

The Skill Standards generated from this project are designed for participating education partners as they develop or modify curricula offered in high schools and community colleges. By providing the necessary input from industry, this Skill Standards document is a first step in curriculum development that will serve the marketing industry. This document should also demonstrate what can be done across various industries.

The ongoing changes in industry must be reflected in curriculum to meet industry need, where expectations for workers are constantly changing. New technological developments affect the way workers organize and apply their skills, including time management and interpersonal relationships. Increased technological complexity may simplify some of the job tasks but make others more intricate. To keep current with a rapidly changing workplace, standards need to be reevaluated and updated on a regular basis, with full partner participation at each step.

THE SKILL STANDARDS PROCESS
A model of continual improvement for economic development:

Following is the national model outlining the detailed steps identifying the Skill Standards for a particular industry:

USING SKILL STANDARDS

Step 1: Identification
- Compile and research existing standards in related jobs and careers.
- Conduct focus groups to identify critical work functions and key activities.
- Validate data gathered from focus groups.
- Define key activity and performance indicators.
- Identify necessary technical knowledge.
- Conduct a survey of current workers to determine the level of the Secretary's Commission on Achieving Necessary Skills (SCANS) required for each job.
- Develop work-related scenarios to place Skill Standards in context.
- Disseminate Skill Standards information to involved parties from industry, education, and labor for their review and editing.

Step 2: Assessment
- Develop assessments through the collaboration of industry and education to reflect competent performance as defined by the Skill Standards.
- Collect evidence of a person's ability to perform at the levels determined by the Skill Standards.
- Determine present skill level through direct and indirect evidence: by assessing a student, trainee, apprentice, prospective worker, or worker seeking additional training.
- Use products and items produced by the person being assessed as direct evidence of performance.
- Gather supporting information to use as indirect evidence.
- Assess results, using the criteria of validity, currency, authenticity, and sufficiency.
- Demonstrate validity by using a tangible item or record of action.
- Demonstrate authenticity by having the individual being assessed produce the item or specific piece of a team-effort.

- Demonstrate sufficiency by providing enough evidence to match key tasks and performance criteria as defined in the Skill Standards.

Step 3: Curriculum Development
- Identify necessary competencies based on Skill Standards information and assessments.
- Develop program outcomes for specific academic and training programs, including Tech Prep, two-year college, and apprenticeship programs.
- Determine changes or additions to be made to curriculum.
- Revise existing curriculum to better meet the current and future needs of the industry.
- Develop new curriculum and establish new programs based on competencies.

Step 4: Articulation
- Develop models to support the articulation of program outcomes and competencies between academic and training systems.
- Establish articulation agreements between existing programs to ensure portability of skills.
- Connect competencies and Certificates of Competence with benchmark documentation to build national systems.

A CONTINUAL UPDATING PROCESS

All partners must revise and verify Skill Standards on a regular basis. For national economic development success, curriculum and current training methods must be updated to meet work-place standards.

Individual workers must have access to clearly stated competency based goals and skill development assistance. With cooperative effort on local and national levels, we can begin to resolve the workforce shortages in the marketing industry that face us today.

Pyramid of Competencies

The Pyramid of Competencies is a depiction of Skill Standards in three broad skill categories.

Tier I: represents industry-specific technical knowledge and abilities that are unique to individual jobs or clusters and are the most prone to rapid change. For example, these may be the skills many workers need to upgrade their skills based on sudden market shifts.

Tier II: represents technical skills, knowledge, and abilities common to all jobs within a concentration across all industries or industry sectors. For workers in marketing, for example, knowledge of appropriate techniques for measuring customer satisfaction and levels of satisfaction would be applicable across all sectors.

Tier III: represents the broadest level of competencies, and is the set of employability (SCANS) skills, knowledge, abilities, and personal qualities required of all workers to be successful in today's workplace. These are the universal skills that are needed to apply technical knowledge and tools effectively.

Tier I
Industry-specific knowledge, technical skills, and abilities

Tier II
Knowledge, technical skills, and abilities

Tier III
Employability skills, knowledge, abilities and personal qualities
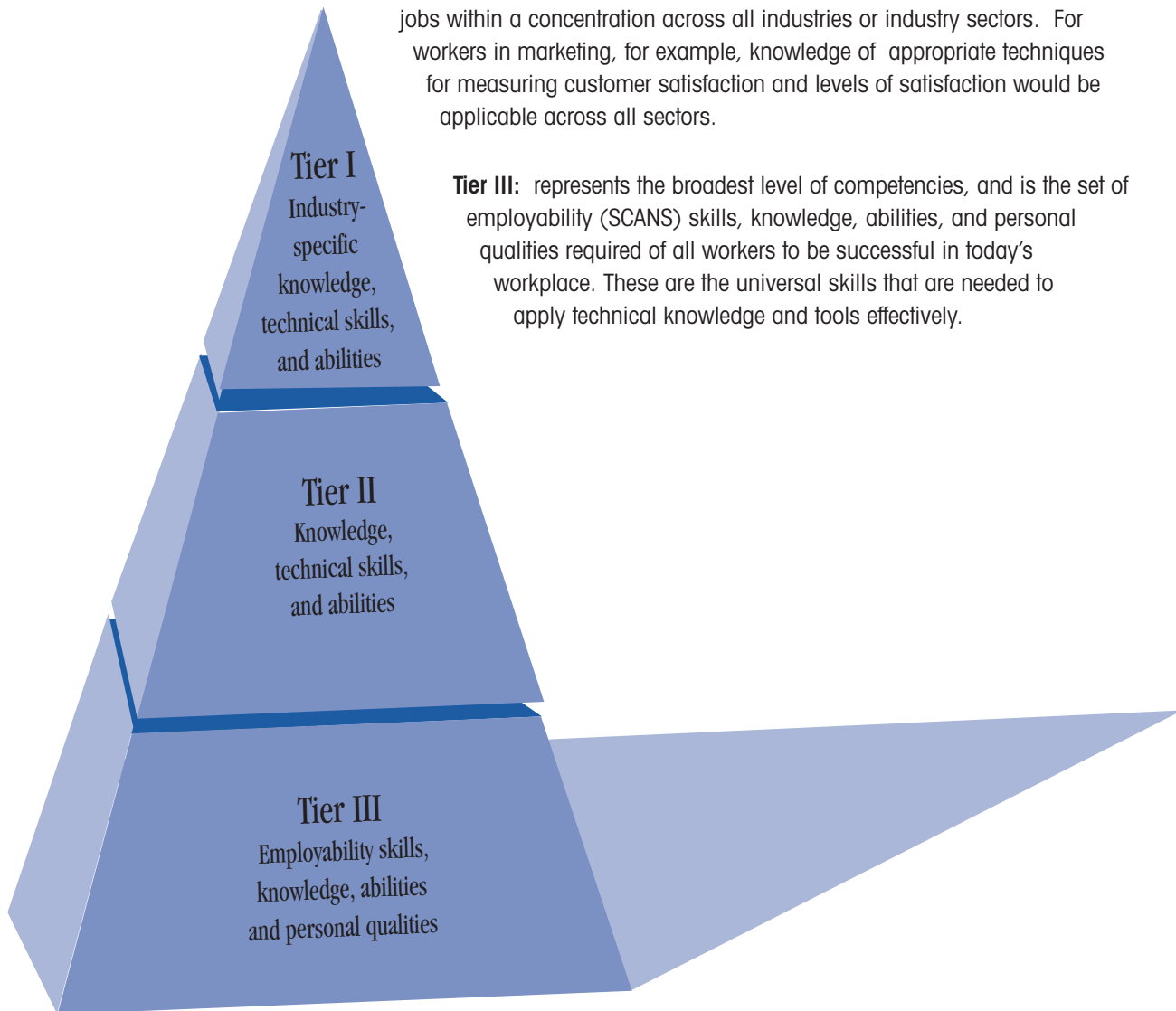
Marketing Skill Standards Project Outcomes

The Marketing Skill Standards Project consists of three phases.

- Phase 1 of the project established the Critical Functions in Marketing, Key Activities, Performance Indicators, and Employability Skills as identified and demanded by employers.
- Phase II integrated Skill Standards into curriculum and supported them with industry-based assessments.
- Phase III will continue curriculum integration and performance based assessment through applied learning opportunities with business partners.

The outcomes for each of the three phases are as follows:

PHASE I WILL:

- use relevant research findings in the Skill Standards Project.
- offer two Skill Standards training sessions for steering committee members.
- identify job functions and key performance indicators, required skills, and necessary knowledge and abilities through modified focus groups.
- produce initial verification of data for purposes of validating material.
- create problem scenarios indicating necessary skills, knowledge, and abilities.
- distribute 100+ surveys for each concentration, validating critical work functions and key activities.
- provide relevant assessment tools upon which to evaluate workplace readiness.
- distribute a published document to stakeholders.
- post Skill Standards on the Web site at www.wa-skills.com.

PHASE II WILL:

- create models, tools, and resources that can be used by K-12, colleges, and industry to integrate Skill Standards.
- coordinate a professional development application learning in-service for educators.
- develop, publish, and distribute a guide for integrating Marketing Skill Standards into high school and college curricula.

PHASE III WILL:

- integrate Marketing Skill Standards into the course curricula at six colleges and six high schools.
- develop a minimum of 12 integrated curriculum activities to be posted on the Web.
- complete a performance assessment and disseminate it to all project partners.
- implement performance-based assessment at a minimum of six colleges, six high schools, and two businesses.
- complete and disseminate six marketing plans and supporting activities to all college and high school faculty to be used as real-world instructional scenarios.
- align four existing marketing articulation agreements with Marketing Skill Standards.
- develop two new articulation agreements in the areas of: Conducting Market Research and Communications Strategies.
- expand project Steering Committee members to include eight new business and community partners and meet quarterly to provide oversight for the project.
- create a quarterly list of opportunities to work with high school marketing programs and distribute it to all project partners and Steering Committee members.
- engage a minimum of six business partners as advisors / speakers to high school marketing programs during the 2001-2002 academic year.
- create a final report to summarize all grant activities, products, and evaluation of results.

Marketing Skill Standards Methodology

In a dynamic global economy, marketing educators must provide students with the skills, attitudes, and abilities needed to be effective in the contemporary marketplace. The Skill Standards development process creates partnerships among business, industry, labor, and educators to develop relevant curricula and performance standards for today's marketing students.

IDENTIFICATION OF SKILL STANDARDS: RESEARCH METHODOLOGY

Identifying Marketing Skill Standards followed the research-based process required by the Washington State Board for Community and Technical Colleges (SBCTC) under the auspices of Terryll Bailey of The Allison Group and Consultant for the SBCTC.

The Marketing Skill Standards Project was made possible by grants from the Workforce Development Fund of the State of Washington and the Career Resource Network Fund administered by the State Board for Community and Technical Colleges. The project has been a collaboration of the Pierce, Tacoma, Green River and Olympic Community Colleges and Bates and Clover Park Technical Colleges and Longview, Peninsula, Puyallup, and Sumner School Districts and Oliver M. Hazen High School, Renton School District.

The initial Steering Committee was formed during February and March of 2001. It was comprised of representatives from business and industry, education, associations, and government (see "Acknowledgements" on pages 53 - 54 for membership listing). In recruiting Steering Committee members from business and industry, careful attention was paid to creating a balanced representation of marketing professionals. This committee has continued to expand during the course of the project.

The process for building Marketing Skill Standards began with research. Cappy Townsend from the Pierce County Careers Consortium and Terryll Bailey, Consultant for the SBCTC, conducted extensive research to identify trends and current jobs in the field of marketing. Their research included data from the American Marketing Association (AMA) and input from Steering Committee members. It was determined, as a result of the research, that the Marketing Skill Standards Project comes under the general heading of Marketing. This was affirmed by the Steering Committee at their initial meeting on April 20, 2001.

Once the initial research was completed a focus group was convened. The focus group, consisting of frontline marketing workers, supervisors and professionals, met for a two-and-a-half-day session. There were eleven participants in the focus group all from the State of Washington. Steering Committee Members helped recruit focus group participants(see the "Acknowledgements" section on page 55 for focus group member listing). A concerted effort was made to create a focus group team with diversity of job functions within the marketing field.

The first task in the focus group process was to identify the critical work functions and key activities that constitute the work of an entry-level worker in the field of marketing. Four critical work

Building Skill Standards - The Process

1. Conduct Research

▼

2. Convene a Focus Group

▼

3. Set Performance Criteria

▼

4. Develop Scenarios

▼

5. Validate Data

functions, with key activities for each, were identified as follows:
- Conduct marketing research
- Manage marketing material
- Implement communications strategies
- Plan and manage projects

The third step in the process for building Marketing Skill Standards, set performance criteria, was accomplished by the focus group. They identified the performance indicators for each key activity, answering these questions about performance criteria:
- How do you know when this task is performed well?
- What defines competent performance at the six-month to one-year level?

The focus group devoted a half-day session to identification of the technical knowledge, skills, abilities, and tools needed for each activity. In step four, the Steering Committee Members developed work-related scenarios to place Skill Standards in the context of the work environment.

In step five, validate the findings of the focus group, a survey of critical work functions and key activities was sent to 230 marketing professionals throughout the State of Washington. All critical work functions and key activities were validated as important, very important, or critical. Results of the validation survey are located on pages 16-18.

A separate process was conducted to identify SCANS (the Secretary's Commission on Achieving Necessary Skills) required to meet performance criteria. Michelle Andreas, Dean of Workforce Development, Olympic College, facilitated two separate sessions with marketing professionals using a consensus process to identify the preferred level for each SCANS. Once each SCANS had been ranked, the consensus format was used to identify the nine most important SCANS for a worker in the field of marketing at the six-month to one-year level. The results of these two sessions were brought to business and industry Steering Committee members for validation. Ms. Andreas facilitated this final activity once again using a process of consensus. The results of SCANS research can be found on page 20-22.

Results of each step of the Skill Standards process were communicated to Steering Committee Members, and they examined and approved a draft of this document. Project outcomes for Phase I and Phase II can be found in the section entitled "Marketing Skill Standards Project Outcomes", page 13.

ASSESSMENT AND CURRICULUM INTEGRATION

In Phase III of the project, the Marketing Skill Standards document will be used by educators and employers as a resource in assessment and curriculum integration. Through the collaboration of industry and education assessment tools, scenarios and simulations will be developed to reflect competent performance as defined by the Skill Standards. The assessment, based on Skill Standards criteria, provide feedback to students or employees on their skill development and professional improvement.

Curriculum integration will begin with a series of work sessions to train and develop faculty in curriculum integration skills. The outcomes for Phase III can be found within the section entitled "Marketing Skill Standards Project Outcomes", page 13.

A CONTINUAL UPDATING PROCESS

All partners must collaborate to improve standards, thus ensuring currency with the changing marketplace.

Results: Validation of the Marketing Skill Standards Survey

Upon completion of the focus group sessions, four critical work functions were identified, each with their key activities and performance indicators. To validate the results of the focus group, 230 surveys were distributed to a representative sample of the Marketing Industry. A total of 51 surveys were returned. Of those respondents who indicated gender (total of 45), 36% were male, 64% were female. The average respondent was 35.6 years old, had completed a four-year college degree and had between ten and eleven years of employment in the field of marketing. College degrees were earned in several areas, with marketing being the most common.

Respondents were asked to rate the importance of the four critical work functions and key activities in their job based on the following scale:

Level of Importance

0 = not important
1 = somewhat important
2 = important
3 = very important
4 = critical

Respondents assigned the highest overall average rating to activities in "Manage Marketing Material" (3.0), followed by "Plan and Manage Projects" (2.8), "Implement Communications Strategy" (2.8) and "Conduct Marketing Research" (2.6). Additionally, respondents indicated that "identifying key goals, objectives or outcomes of marketing material" to be one of the most important key activities in their job (3.6).

Survey responses to the critical work functions were averaged and are presented as follows:

Critical Work Functions in Marketing

	0 Not Important	1 Somewhat Important	2 Important	3 Very Important	4 Critical
1. Conduct Marketing Research					
2. Manage Marketing Materials					
3. Implement Communications Strategy					
4. Plan and Manage Projects					

	0 Not Important	1 Somewhat Important	2 Important	3 Very Important	4 Critical

Conduct Marketing Research

Task	Rating (bar)
1. Conduct primary research	≈ 2.2
2. Gather secondary research	≈ 2.5
3. Monitor competitor activities	≈ 2.7
4. Analyze and consolidate information, and data	≈ 3.0
5. Manage data	≈ 2.7
6. Perform product testing	≈ 1.3
7. Identify customer needs	≈ 3.4
8. Monitor customer satisfaction	≈ 3.2

	0 Not Important	1 Somewhat Important	2 Important	3 Very Important	4 Critical

Manage Marketing Material

Task	Rating (bar)
1. Coordinate the design, production, and writing of material	≈ 3.2
2. Assist with concept development and layout for design	≈ 2.8
3. Identify audience and media	≈ 3.3
4. Identify key goal, objective, or outcome of the material	≈ 3.6
5. Maintain inventory of print material	≈ 2.4
6. Manage allocation of resources and budget for producing material	≈ 2.9
7. Analyze effectiveness of material	≈ 3.1
8. Educate staff on use of material	≈ 2.8

	0 Not Important	1 Somewhat Important	2 Important	3 Very Important	4 Critical

Implement Communications Strategy

Task	Rating (bar)
1. Build community relations	≈ 2.7
2. Produce and maintain external media communications	≈ 2.8
3. Produce and maintain employee communications	≈ 2.7
4. Produce reports for Internet analysis	≈ 2.3
5. Measure effectiveness of communications strategy	≈ 2.8
6. Identify audience and media	≈ 3.2
7. Identify objective and purpose of communication	≈ 3.3
8. Communicate the importance of customer service to employees	≈ 2.7
9. Maintain 2-way communications with sales staff	≈ 2.8

	0 Not Important	1 Somewhat Important	2 Important	3 Very Important	4 Critical
Plan and Manage Projects					
1. Measure return on investment (ROI)					
2. Identify and develop contingency plan					
3. Identify purpose of project and develop work plan					
4. Track and monitor project progress and make adjustments along the way					
5. Manage resources					
6. Identify and develop relationships with suppliers					

Employability Skills: SCANS Profiles

In February 1990, Elizabeth Dole, Secretary for the Department of Labor, established the Secretary's Commission on Achieving Necessary Skills (SCANS) to determine skills and abilities for individuals entering the twenty-first century workforce. The Commission's report identifies thirty-seven foundation and workplace competencies needed for successful job performance in today's workplace.

During the research phase of this project, employability skills were identified for marketing workers at the six-month to one-year level. Professionals currently working in the field of marketing were asked to identify the level of difficulty for each of the thirty-seven SCAN Skills most often required for successful workplace performance in each cluster.

Using a consensus model, a focus group compiled the information in the tables on the following pages. This summary information provides insight into the key workplace skills deemed relevant and necessary for front line marketing workers, as well as providing the foundation for the employability skills within the Skill Standards. Examples of the clusters and work skills are listed below:

Basic Skills	Personal Qualities	Thinking Skills	Workplace Competencies
Reading	Responsibility	Creative thinking	Using resources
Writing	Self-worth	Decision making	Interpersonal skills
Arithmetic	Sociability	Problem solving	Using information
Mathematics	Self-management	Visualization	Using systems
Listening	Integrity/honesty	Knowing/learning	Using technology
Speaking		Reasoning	

USING SCANS

In the development of the Marketing Skill Standards, SCANS were often spotlighted during employer focus group discussions, and helped to determine essential worker skills and abilities. SCANS have become a significant reference for employers and educators building partnerships in workforce development systems and programs. SCANS, or employability skills, are represented in the fourth column of the Marketing Skill Standards Tables on pages 26 - 42.

The ADVANCE™Workplace Standards Skill Inventory from Advance Educational Spectrums, Inc., was used to capture industry views on foundation skills for marketing workers. Marketing professionals participating in focus groups determined SCANS level required for each skill through a consensus. The results from the focus groups were validated by the Marketing Skill Standards Steering Committee. The table, RESULTS: SCANS Survey, on pages 21-22 lists the ratings for each of SCANS.

Applies creative thinking	Level I ☐ • Makes connections between old and new • Recognizes patterns/ relationships	Level II ☐ • Paraphases/summarizes/generalize existing ideas • Utilizes brainstorming techniques	Level III ☑ • Develop creative solutions • Applies creative solutions to new situations	Level IV ☐ • Generates unique solutions • Formulates new ideas/plans/ approaches • Organizes new process/procedures	Level V ☐ • Judges/validates creativity
Applies decision making strategies	Level I ☐ • Understands decision making process • Recalls basic rules/ principles • Identifies goals and constraints	Level II ☐ • Applies rules/ principles to situations • Gather information	Level III ☑ • Analyzes situations/ information • Considers risks/ implications • Complies multiple viewpoints	Level IV ☐ • Generates alternative solutions • Evaluates alternative solutions • Formulates plan of action	Level V ☐ • Judges consistency/ precedence • Justifies purpose/ result • Sets decision making parameters
Recognizes and solves problems	Level I ☐ • Identifies the problem	Level II ☐ • Understands the complaint/ discrepancy • Appropriately refers complaint/discrepancy	Level III ☑ • Examines information/data • Analyzes possible causes/reasons • Recommends action plan	Level IV ☐ • Generates/evalutes solutions • Devises/implements plan of action	Level V ☐ • Evaluates/adjusts plan of action • Judges effectiveness/efficiency of solution

Sample survey questions adapted from the ADVAANCE™ Workplace Standards Skill Inventory.

The Nine Essential SCANS for the Marketing Industry

In response to the essential nature of SCANS in today's workplace, the Marketing Skill Standards participants and project leaders prioritized SCANS that were related to Marketing. Once the focus groups determined the level for each of the SCANS, they were asked to review the general list of skills and, through a consensus process, identify the **skills they viewed as essential and deserved individual attention.** The Marketing Skill Standards Steering Committee selected and validated nine essential SCANS. This prioritized list of SCANS will assist employers in selecting qualified individuals for a job and will assist educators in determining learning outcomes and curriculum activities.
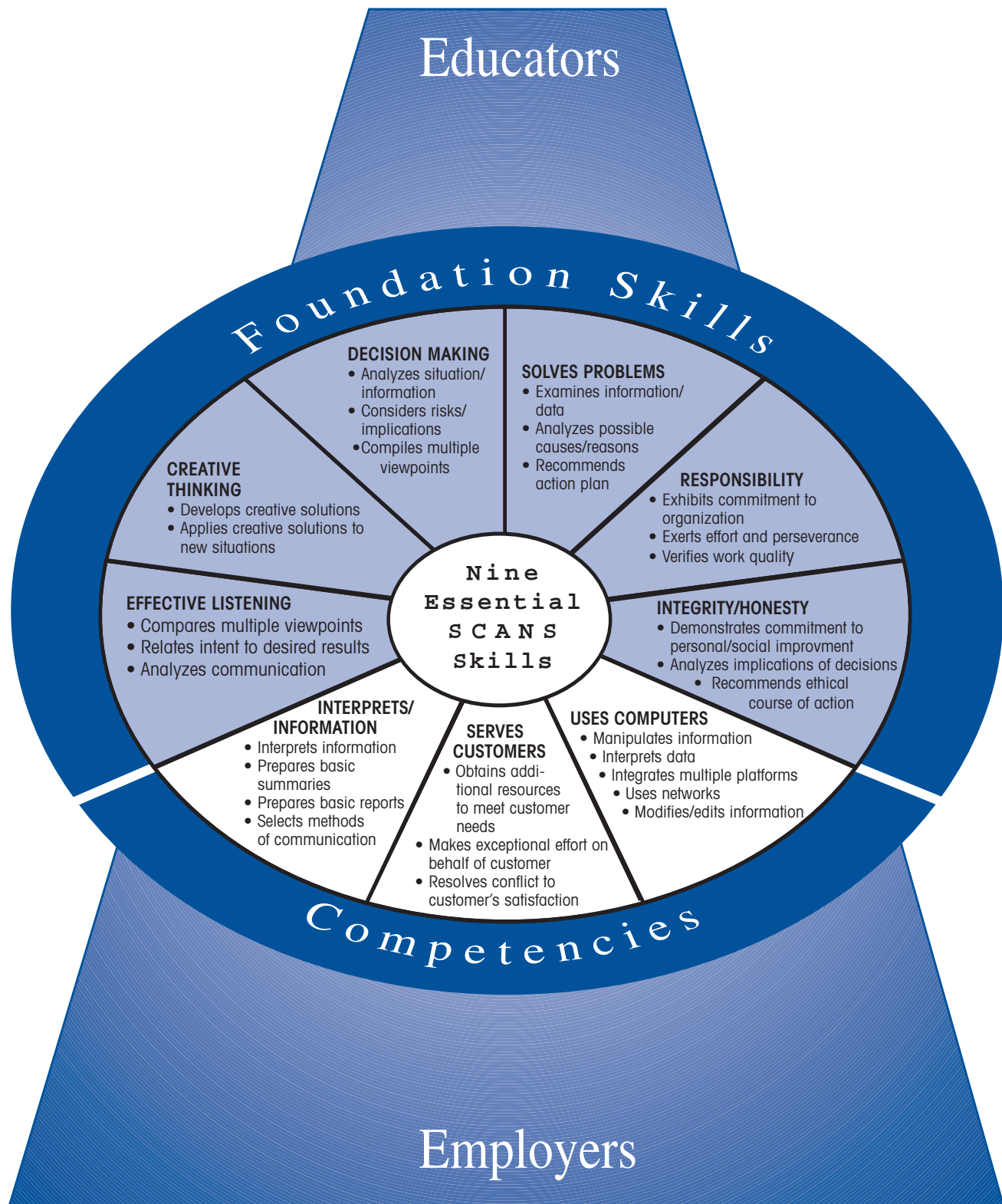
For employers, these Nine Essential SCANS, along with the Skill Standards, should be used as a foundation for hiring practices, internal training, and performance evaluations during an employee's first year of employment.

For educators, the Nine Essential SCANS can form the foundation of program and course curriculum development and assessment strategies. Learning projects can be created to incorporate each of the Nine Essential SCANS. SCANS can help ensure that students leave a marketing program, not only with the appropriate Skill Standards related to state employment opportunities, but also with skills that allow students to "get and maintain" self-sustaining employment.

The Nine Essential SCANS for marketing professionals are identified in the table on page 20.

The Nine Essential SCANS for the Marketing Industry

Educators

Foundation Skills

DECISION MAKING
- Analyzes situation/information
- Considers risks/implications
- Compiles multiple viewpoints

SOLVES PROBLEMS
- Examines information/data
- Analyzes possible causes/reasons
- Recommends action plan

CREATIVE THINKING
- Develops creative solutions
- Applies creative solutions to new situations

RESPONSIBILITY
- Exhibits commitment to organization
- Exerts effort and perseverance
- Verifies work quality

EFFECTIVE LISTENING
- Compares multiple viewpoints
- Relates intent to desired results
- Analyzes communication

Nine Essential SCANS Skills

INTEGRITY/HONESTY
- Demonstrates commitment to personal/social improvment
- Analyzes implications of decisions
- Recommends ethical course of action

INTERPRETS/INFORMATION
- Interprets information
- Prepares basic summaries
- Prepares basic reports
- Selects methods of communication

SERVES CUSTOMERS
- Obtains additional resources to meet customer needs
- Makes exceptional effort on behalf of customer
- Resolves conflict to customer's satisfaction

USES COMPUTERS
- Manipulates information
- Interprets data
- Integrates multiple platforms
- Uses networks
- Modifies/edits information

Competencies

Employers

Results: SCANS Survey

Foundation Skills and Personal Qualities	0	1	2	3	4	5	Critical Competencies
BASIC SKILLS Demonstrates effective reading strategies							Probes to gain knowledge/information, Qualifies/analyzes information Interprets and summarizes information
Demonstrates effective writing strategies							Summarizes/paraphrases information, Composes/edits correspondence Creates original documents
Applies arithmetic processes							Obtains data, Performs measurements, Interprets numerical data
Applies mathmatics processes							Summarizes mathematical data Translates mathematical data
Demonstrates effective listening skills							Compares multiple viewpoints, Relates intent to desired results Analyzes communication
Demonstrates effective speaking skills							Presents basic ideas/information, Explains concepts Actively participates in discussion
THINKING SKILLS Applies creative thinking/generates ideas							Develops creative solutions Applies creative solutions to new situations
Applies decision-making strategies							Analyzes situation/information, Considers risks/implications Compiles multiple viewpoints
Recognizes and solves problems							Examines information/data, Analyzes possible causes/reasons Recommends action plan
Demonstrates visualization							Visually analyzes relationship between parts/whole, process/procedure Interprets charts/graphs,symbols, pictures
Knows how to learn							Selects/applies learning tools Interprets and applies new knowledge and experience Interprets symbols, diagrams and schematics
Applies reasoning skills							Analyzes logic/rule/principle Examine information/data for relevance and accuracy
PERSONAL QUALITIES Demonstrates responsibility							Exhibits commitment to organization, Exerts effort and perseverance Ensures work quality
Demonstrates belief in self-worth							Accepts responsibility for own behavior Understands own impact on others
Demonstrates sociability in groups							Modifies behavior to environment, Shows understanding/empathy for others, Demonstrates commitment to social improvement
Demonstrates self-management							Maintains self-control, Accepts responsibility for own behavior Accepts constructive criticism
Demonstrates integrity/honesty							Demonstrates commitment to personal/social improvement, Analyzes personal/societal implications of decisions Recommends ethical course of action
MANAGEMENT OF RESOURCES Manages time							Performs given set of tasks, Efficiently manages time Adjusts schedule as required by supervisor
Manages money							Reconciles daily receipts and payments Performs routine record keeping
Manages materials							Identifies future material needs, Assesses need/quality/efficiency/safety Coordinates acquisition, storage, and distribution
Manages Human Resources							Recognizes job tasks Distributes work assignments

Foundation Skills and Personal Qualities	0	1	2	3	4	5	Critical Competencies
MANAGEMENT & USE OF INFORMATION Acquires/Evaluates Information							Identifies data/information Predicts outcomes
Organizes/maintains information							Analyzes organization of information Transfers information between formats
Interprets/communicates information							Interprets information, Prepares basic summaries Prepares basic reports, Selects methods of communication
Uses computers to process information							Manipulates information, Interprets data, Integrates multiple platforms Uses networks, Modifies/edits information
INTERPERSONAL SKILLS Participates as team member							Demonstrates commitment Works to improve team skills Encourages/supports team members
Teaches others							Recognizes poor performance/attitudes, Models proper performance/attitudes Understands material being taught
Serves customers							Obtains additional resources to meet customer needs, Makes exceptional effort on behalf of customer, Resolves conflict to customer's satisfaction
Exhibits leadership							Understands standards Adheres to standards
Negotiates agreements							Moderates discussion, Demonstrates composure Interprets complaints/concerns
Works with diversity							Demonstrates sensitivity to fears/concerns of diversity, Respects rights of others, Demonstrates awareness of diversity
UNDERSTANDING & MANAGEMENT OF SYSTEMS Understands systems							Understands systems organization/heirarchy, Follows processes/procedures Responds to system demands
Monitors/corrects system performance							Collects data Identifies system discrepancies
Improves/designs systems							Understands continuous improvement process Identifies needed systematic improvements
USE OF TECHNOLOGY Selects appropriate technology							Analyzes task/technology relationship Proposes simple technological solutions
Applies technology to task							Analyzes technology output Examines task/technology relationship

Sample Job Titles for the Marketing Industry

The following job titles represent a sample of the diverse number of positions within the marketing industry:

- Account Coordinator
- Account Executive
- Assistant Marketing Director
- Brand / Product Manager
- Community Relations Officer
- Customer Service Manager
- Customer Service Representative
- Inside Sales Representative
- Marketing and Public Relations Manager
- Marketing Coordinator
- Marketing Director
- Marketing Manager
- Marketing Strategy Analyst
- Media Relations Manager
- Promotions Manager
- Public Relations Specialist
- Research Assistant
- Sales Assistant
- Strategist
- Supervisor - Sales

Terminology for Skill Standards

Each table in the following Skill Standards templates contain the following components:

CONCENTRATIONS

A concentration is a specialty within an occupation. **"Marketing"** has been designated as the concentration for the Marketing Skill Standards Project.

CRITICAL WORK FUNCTIONS

Critical work functions represent the general areas of responsibility for the front line worker in marketing. The functions describe what must be done to achieve the key purpose of a concentration.

EMPLOYABILITY SKILLS

Employability skills are basic academic and personal skills that are needed to build more advanced competencies. They are competencies required by all workers in order to obtain meaningful work and participate in the modern workforce. They are described more fully on page 18 and charted on pages 21 and 22.

KEY ACTIVITIES

Key activities are the tasks related to the functional area of the career cluster and performed by workers in a given occupation. They are made up of work activities which are measurable and observable, and which result in a decision, product or service.

PERFORMANCE INDICATORS

Performance indicators are specific behavioral evidence of a worker's achievement of skills, knowledge and tasks. The question answered is: "How do we know when this key activity is performed well?" Performance indicators provide the standard of performance required to produce the necessary outcomes of key activities.

TECHNICAL SKILLS, KNOWLEDGE, ABILITIES AND TOOLS

Technical skills, knowledge, abilities, and tools are those areas of expertise which workers must have in order to perform a given occupational task with excellence. A collection of skills, knowledge, abilities and tools make up competencies.

Skills refer to proficiency in an applied activity. This activity could be physical, mental or interpersonal in nature.

Knowledge is a particular set of information.

Abilities are broad human characteristics that result from natural talent, training, or experience.

Tools are materials, equipment, and implements a worker must be able to use competently to meet the requirements of the job.

Summary of Critical Work Functions and Key Activities

CRITICAL WORK FUNCTIONS	KEY ACTIVITIES								
A. Conduct marketing research	A1. Conduct primary research	A2. Gather secondary research	A3. Monitor competitor activities	A4. Analyze and consolidate information and data	A5. Manage data	A6. Perform product testing	A7. Identify customer needs	A8. Monitor customer satisfaction	
B. Manage marketing Material	B1. Coordinate the design, production, and writing of materials	B2. Assist with concept development and layout for design	B3. Identify audience and appropriate media	B4. Identify key goal, objective, or outcome of the material	B5. Maintain inventory of print material	B6. Manage allocation of resources for producing materials	B7. Analyze effectiveness of material	B8. Educate staff on use of material	
C. Implement communications strategy	C1. Build community relations	C2. Produce and maintain external media communications	C3. Produce and maintain employee communications	C4. Produce reports for internal analysis	C5. Measure effectiveness of communications strategy	C6. Identify audience and media	C7. Identify objective and purpose of communication	C8. Communicate the importance of customer service to employees	C9. Maintain two-way communications with sales staff
D. Plan and manage projects	D1. Measure return on investment (ROI)	D2. Identify and develop contingency plan and exit strategy	D3. Identify purpose of project and develop work plan	D4. Track and monitor project progress and make adjustments along the way	D5. Manage resources	D6. Identify and develop relationships with suppliers			

Critical Work Functions: A. Conduct marketing research

KEY ACTIVITY	Performance Indicators *How do we know when the task is performed well?*	Technical Knowledge *Skills, Abilities, and Tools*	Academic and Employability Knowledge and Skills *SCANS Skills and Academic Knowledge*
A1. **Conduct primary research**	• Conducts research within budgetary constraints. • Identifies and selects research methods to meet research objectives. • Identifies appropriate sample group to meet research objectives. • Builds and implements research strategy that supports objectives. • Plans research to adhere to objectives. • Gathers accurate data. • Identifies research objectives.	• Research methods. • Sampling techniques and sample group identification. • Research strategies. • Research objectives. • Finds sources of information regarding research objectives.	• Summarizes and translates mathematical data. • Confirms information. • Interprets, clarifies, and analyzes communication. • Compares multiple viewpoints and relates intent to desired results. • Applies rules and principles to processes and procedures. • Extracts information. • Uses logic to draw conclusions. • Examines information for relevance and accuracy. • Identifies the need for data and selects data relevant to the task. • Predicts outcomes. • Follows procedures. • Pays attention to detail. • Monitors performance standards. • Follows up on assigned tasks. • Verifies work quality. • Uses integrated and multiple kinds of software. • Locates, retrieves, and manipulates stored information. • Uses networks. Modifies information.
A2. **Gather secondary research**	• Identifies appropriate resources to meet objectives. • Chooses credible and applicable resources. • Gathers research in a timely manner. • Gathers research as required by research plan. • Verifies that research includes the correct information, such as environment, market, customers, competitors, and product. • Identifies research objectives. • Adheres to budgetary constraints.	• Resources and the ability to identify credible and applicable resources. • Research plan and objectives. • Environment, market, customer, competitor, and product data.	• Applies processes to new information and transfers information between formats. • Starts on time, efficiently manages time, prioritizes daily tasks, and monitors or adjusts task sequence. • Identifies the need for data and selects data relevant to the task. • Predicts outcomes. • Demonstrates creative thinking while problem solving. • Develops and applies creative solutions to new and existing situations. • Disburses and receives money while performing routine record keeping.

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Critical Work Functions: A. Conduct marketing research

KEY ACTIVITY	Performance Indicators *How do we know when the task is performed well?*	Technical Knowledge *Skills, Abilities, and Tools*	Academic and Employability Knowledge and Skills *SCANS Skills and Academic Knowledge*
A3. Monitor competitor activities	• Reviews and analyzes competitor activities including such actions as media buys, market share, pricing, earnings, merchandising, perception, and customer satisfaction as requested by supervisor. • Determines objectives. • Gathers information on competitors. • Communicates information on competitors to appropriate parties.	• Ability to compare features and benefits of competition vs. home organization • Technical terminology and industry jargon. • Competitors. • Sources of information for competitor activities, including media buys, market share, pricing, earnings, merchandising, perception, and customer satisfaction. • Monitoring of objectives.	• Confirms information. • Interprets, clarifies, and analyzes communication. • Compares multiple viewpoints and relates intent to desired results. • Follows procedures. • Pays attention to detail. • Monitors performance standards. • Follows up on assigned tasks. • Monitors work quality. • Identifies the need for data and selects data relevant to the task. • Predicts outcomes. • Interprets, summarizes, integrates, and analyzes information. • Prepares basic summaries and reports. • Selects methods of communication. • Follows procedures • Pays attention to detail. • Monitors performance standards. • Follows up on assigned tasks. • Uses integrated and multiple kinds of software. • Locates, retrieves, and manipulates stored information. • Uses networks, Modifies information.
A4. Analyze and consolidate information and data	• Verifies that evidence supports valid and accurate conclusions and interpretations. • Organizes analysis to meet needs of audience. • Communicates results of analysis to appropriate parties. • Conducts additional research as required for thorough and complete analysis. • Uses proper format for analysis in accordance with company procedures. • Includes recommendations in analysis.	• Technical terminology and industry jargon. • Sources of evidence. • Needs of the audience. • Communication channels and procedures. • Sources of information and research methodologies. • Analysis of formats.	• Uses integrated and multiple kinds of software. • Locates, retrieves, and manipulates stored information. • Uses networks and modifies information. • Summarizes and translates mathematical data. • Applies processes to new information and transfers information between formats. • Demonstrates knowledge of decision-making process. • Analyzes situation and information. • Considers risks and implications. • Compiles multiple viewpoints. • Interprets, summarizes, integrates, and analyzes information. • Prepares basic summaries and reports. • Selects methods of communication.

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Critical Work Functions: A. Conduct marketing research

| KEY ACTIVITY | Performance Indicators
How do we know when the task is performed well? | Technical Knowledge
Skills, Abilities, and Tools | Academic and Employability Knowledge and Skills
SCANS Skills and Academic Knowledge |
|---|---|---|---|
| **A5.
Manage data** | • Verifies that data entry is accurate.
• Maintains current, updated data.
• Verifies that data is accessible and available to appropriate personnel.
• Backs up data in accordance with company protocols.
• Manages data in accordance with company procedures. | • Database formats.
• Methods of storing data and accessibility protocols.
• Data management procedures. | • Uses integrated and multiple kinds of software.
• Locates, retrieves, and manipulates stored information.
• Uses networks, Modifies information.
• Follows procedures.
• Pays attention to detail.
• Monitors performance standards.
• Follows up on assigned tasks.
• Monitors work quality.
• Demonstrates trustworthiness, accepts responsibility for own behavior, analyzes societal implications of decisions, and recommends ethical course of action.
• Demonstrates knowledge of the system organization, Follows procedures.
• Understands the requirements of the task or technological results and proposes simple technological solutions. |
| **A6.
Perform product testing** | • Follows measurement of criteria guidelines.
• Uses proper measuring and testing techniques
• Organizes data to meet the needs of the audience.
• Communicates product testing information to appropriate parties.
• Conducts product testing within budgetary constraints.
• Analyzes data and makes recommendations about the product. | • The product.
• Measuring and testing techniques.
• Knowledge of how a product succeeds or fails in the market.
• The importance and purpose of measurement criteria and guidelines.
• Needs of the audience. | • Applies rules and principles to processes and procedures.
• Extracts information.
• Uses logic to draw conclusions.
• Examines information for relevance and accuracy.
• Demonstrates knowledge of decision-making process.
• Analyzes situation and information.
• Considers risks and implications.
• Compiles multiple viewpoints.
• Demonstrates creative thinking while problem solving.
• Develops and applies creative solutions to new and existing situations.
• Confirms information.
• Interprets, clarifies, and analyzes communication.
• Compares multiple viewpoints.
• Relates intent to desired results.
• Interprets, summarizes, integrates, and analyzes information.
• Prepares basic summaries and reports.
• Selects methods of communication.
• Performs routine record keeping, including reconciling daily receipts and payments |

Critical Work Functions: A. Conduct marketing research

KEY ACTIVITY	Performance Indicators *How do we know when the task is performed well?*	Technical Knowledge *Skills, Abilities, and Tools*	Academic and Employability Knowledge and Skills *SCANS Skills and Academic Knowledge*
A7. **Identify customer needs**	• Seeks out suggestions and input from knowledgeable sources and others. • Defines customer needs by valid, accurate, and supported data. • Identifies customer needs in a timely manner. • Communicates customer needs to appropriate parties.	• Ability to access customers. • Valid, accurate, and supported data regarding customer needs. • Sources of information regarding customer needs.	• Analyzes customer needs. • Obtains additional resources to meet customer needs. • Makes exceptional effort on behalf of customer. • Resolves conflict to customer's satisfaction. • Confirms information. • Interprets, clarifies, and analyzes communication. • Compares multiple viewpoints and relates intent to desired results. • Takes active interest in and willingly helps others • Modifies behavior to environment, and shows empathy for others. • Presents basic ideas, explains concepts, and actively participates in discussion. • Records information. • Summarizes or paraphrases information. • Composes original documents. • Follows procedures. • Pays attention to detail. • Monitors performance standards. • Follows up on assigned tasks. • Monitors work quality.
A8. **Monitor customer satisfaction**	• Identifies and follows satisfaction guidelines. • Verifies that data includes information regarding satisfaction levels. • Defines levels of satisfaction to the customer. • Implements appropriate and consistent methods of measurement. • Communicates monitoring data to appropriate parties. • Organizes monitoring data to meet the needs of the audience.	• Measurement of customer levels of satisfaction. • Techniques for eliciting feedback from customers. • Satisfaction guidelines. • Measurement methods. • Needs of the audience.	• Starts on time, efficiently manages time, prioritizes daily tasks, and monitors or adjusts task sequence. • Applies processes to new information and transfers information between formats. • Summarizes and translates mathematical data. • Applies rules and principles to processes and procedures. • Extracts information. • Uses logic to draw conclusions. • Examines information for relevance and accuracy. • Demonstrates knowledge of decision-making process. • Analyzes situation and information. • Considers risks and implications. • Compiles multiple viewpoints. • Confirms information. • Interprets, clarifies, and analyzes communication • Compares multiple viewpoints and relates intent to desired results.

Critical Work Functions: B. Manage Marketing Materials

KEY ACTIVITY	Performance Indicators *How do we know when the task is performed well?*	Technical Knowledge *Skills, Abilities, and Tools*	Academic and Employability Knowledge and Skills *SCANS Skills and Academic Knowledge*
B1. **Coordinate the design, production, and writing of materials**	• Develops project timeline with deadlines. • Meets deadlines and completes project on time. • Communicates Individual responsibilities to the team. • Proofs with accuracy and attention to detail, passing material on to management for final approval. • Meets diversity requirements in accordance with company policies and procedures.	• Production process for materials. • Marketing materials and marketing language. • Diversity requirements.	• Starts on time, efficiently manages time, prioritizes daily tasks, and monitors or adjusts task sequence. • Records information accurately. • Summarizes or paraphrases information. • Composes original documents. • Recognizes biases, respects the rights of others, and demonstrates awareness of diversity. • Follows procedures. • Pays attention to detail. • Monitors performance standards. • Follows up on assigned tasks. • Monitors work quality. • Interprets, summarizes, integrates, and analyzes information. • Prepares basic summaries and reports. • Selects methods of communication. • Recognizes job tasks and distributes work assignments
B2. **Assist with concept development and layout for design**	• Verifies that concept is congruent with marketing plan and project requirements. • Develops concepts in teams when appropriate. • Includes packaging with concept. • Takes life span into account when developing concept. • Obtains all required approvals from appropriate parties. • Consults sales staff prior to concept and layout. • Verifies that layout enhances communication of the message. • Verifies that layout is consistent with the organization's graphic standards.	• Marketing plan. • Basic graphic design terminology. • Target audiences and markets. • Concept development procedures. • Elements of layout and design and graphic standards. • Marketing plan and project requirements. • Product packaging. • Product life span.	• Recognizes patterns and relationships. • Uses imagination to visualize events and activities. • Visually analyzes relationship between parts and whole. • Understands learning process. • Selects and applies learning tools. • Interprets and applies new knowledge and experience. • Applies rules and principles to processes and procedures. • Extracts information. • Uses logic to draw conclusions. • Examines information for relevance and accuracy. • Confirms information. • Interprets, clarifies, and analyzes communication., • Compares multiple viewpoints and relates intent to desired results. • Demonstrates creative thinking while problem solving. • Develops and applies creative solutions to new and existing situations. • Assists and encourages team members, works to improve team skills, and demonstrates commitment.

Critical Work Functions: B. Manage marketing materials

KEY ACTIVITY	Performance Indicators *How do we know when the task is performed well?*	Technical Knowledge *Skills, Abilities, and Tools*	Academic and Employability Knowledge and Skills *SCANS Skills and Academic Knowledge*
B3. **Identify audience and appropriate media**	• Uses demographics and psychographics to identify audience. • Identifies media according to appropriate research. • Performs identification in a timely manner. • Adheres to budgetary constraints. • Submits audience and media identification to appropriate parties for prior approval. • Meets diversity requirements in accordance with company policies and procedures.	• Communication theory. • Basics of media options. • Demographic data. • Psychology of marketing. • Psychographics. • Sources of information and research methods for media.	• Recognizes biases, respects the rights of others, and demonstrates awareness of diversity. • Demonstrates knowledge of the decision-making process. • Analyzes situation and information. • Considers risks and implications. • Compiles multiple viewpoints. • Demonstrates creative thinking while problem solving. • Develops and applies creative solutions to new and existing situations. • Follows procedures. • Pays attention to detail. • Monitors performance standards. • Follows up on assigned tasks. • Monitors work quality. • Uses integrated and multiple kinds of software. • Locates, retrieves, and manipulates stored information. • Uses networks. Modifies information. • Manages disbursement and receipt of money, as well as performing routine record keeping.
B4. **Identify key goal, objective, or outcome of the material**	• Reviews marketing plan to identify purpose. • Considers concerns of internal and external customers. • Adheres to mission and vision statements. • Reviews purpose of communication or obtains supervisor approval. • Verifies that the appropriate departments are using the material for its intended purpose. • Verifies that material reflects goal as established in the marketing plan.	• Demographics and the psychology of marketing. • Mission and vision statement. • Concerns of internal and external customers. • Intended purpose of the materials. • Application of the goals established in the marketing plan.	• Demonstrates knowledge of the system organization and follows procedures. • Identifies relevant details. • Follows set of instructions. • Qualifies, analyzes, and interprets information. • Analyzes customer needs. • Obtains additional resources to meet customer needs. • Advocates on behalf of customer. • Resolves conflict to customer's satisfaction. • Takes active interest in and willingly helps others, modifies behavior to environment, and shows empathy for others. • Assists and encourages team members, works to improve team skills, and demonstrates commitment. • Identifies need for self-improvement. • Accepts both constructive criticism and responsibility for own behavior.

Critical Work Functions: B. Manage marketing materials

KEY ACTIVITY	Performance Indicators *How do we know when the task is performed well?*	Technical Knowledge *Skills, Abilities, and Tools*	Academic and Employability Knowledge and Skills *SCANS Skills and Academic Knowledge*
B5. Maintain inventory of print material	• Verifies that material is current and well stocked. • Researches and employs appropriate usage levels. • Monitors quantities and notifies appropriate personnel when quantities are low. • Delivers new materials to appropriate departments and outlets in a timely manner. • Places orders as appropriate.	• Inventory control techniques. • Distribution and supply chain time lines. • Identification of current vs. out-of date materials. • Usage levels and how to research them. • Ordering policies and procedures. • Intended use of materials.	• Starts on time, efficiently manages time, prioritizes daily tasks, and monitors or adjusts task sequence. • Manages materials competently. • Performs basic computations and measurements. • Interprets numerical data. • Collects data and identifies system discrepancies. • Uses integrated and multiple kinds of software. • Locates, retrieves, and manipulates stored information. • Uses networks. Modifies information.
B6. Manage allocation of resources for producing materials	• Verifies that project meets budgetary requirements. • Gives regular budget updates to supervisor. • Includes manpower allocation in budget management. • Monitors budgets and contracts.	• Budget and contract monitoring procedures. • Proprietary software-based budget spreadsheets.	• Demonstrates knowledge of decision-making process. • Analyzes situation and information. • Considers risks and implications. • Compiles multiple viewpoints. • Identifies relevant details. • Follows set of instructions. • Qualifies, analyzes, and interprets information. • Uses integrated and multiple kinds of software. • Locates, retrieves, and manipulates stored information. • Uses networks. Modifies information. • Responds assertively, defends own viewpoints, accepts responsibility for own behavior, and understands own impact on others. • Recognizes job tasks and distributes work assignments appropriately. • Performs routine record keeping while reconciling daily receipts and payments. • Distributes work assignments.

Critical Work Functions: B. Manage marketing materials

KEY ACTIVITY	Performance Indicators *How do we know when the task is performed well?*	Technical Knowledge *Skills, Abilities, and Tools*	Academic and Employability Knowledge and Skills *SCANS Skills and Academic Knowledge*
B7. **Analyze effectiveness of material**	• Gathers data to analyze effectiveness of the material. • Identifies parameters for measuring effectiveness. • Produces and distributes reports to appropriate personnel in a timely manner. • Verifies that reports use proper format in accordance with company procedures. • Verifies that reports include some interpretation and conclusions.	• Data gathering methodologies. • Measuring and tracking standards. • Report formats.	• Summarizes and translates mathematical data. • Identifies the need for data and selects data relevant to the task. • Predicts outcomes. • Interprets, summarizes, integrates, and analyzes information. • Prepares basic summaries and reports. • Selects methods of communication. • Applies rules and principles to processes and procedures. • Extracts information. • Uses logic to draw conclusions. • Examines information for relevance and accuracy. • Demonstrates creative thinking while problem solving. • Develops and applies creative solutions to new and existing situations. • Starts on time, efficiently manages time, prioritizes daily tasks, and monitors or adjusts task sequence.
B8. **Educate staff on use of material**	• Verifies that staff understands goal of materials relative to their responsibilities. • Holds meetings with staff prior to release of materials. • Maintains clear communications with staff regarding use of material. • Where applicable, informs staff of how to track effectiveness of materials.	• Goal of materials relative to staff responsibilities. • Tracking methods and measures regarding the effectiveness of materials.	• Understands needs of different members of the organization. • Recognizes biases, respects the rights of others, and demonstrates awareness of diversity. • Models proper performance and attitudes. • Conducts task-specific training. • Coaches others to apply related concepts. • Confirms information • Interprets, clarifies, and analyzes communication. • Compares multiple viewpoints and relates intent to desired results.

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Critical Work Functions: C. Implement communications strategy

KEY ACTIVITY	Performance Indicators *How do we know when the task is performed well?*	Technical Knowledge *Skills, Abilities, and Tools*	Academic and Employability Knowledge and Skills *SCANS Skills and Academic Knowledge*
C1. Build community relations	• Verifies that community relations activities result in increased positive visibility for and understanding of the organization. • Verifies that community relations project is congruent with organization values and mission. • Covers all details and contingencies in project planning. • Manages problems with projects swiftly and appropriately so that the problem does not distract from the message. • Verifies that community-building activities occur within budget restraints. • Handles communications with staff and community organizations effectively and in a timely manner. • Chooses the most appropriate projects based on desired outcomes.	• Community organizations as they relate to the company mission. • Structure and politics of community organizations. • Event planning, including requirements and procedures. • Sources of information and the ability to access them. • Laws and regulations regarding special events. • Political atmosphere and participants in the political environment of the community.	• Takes active interest in and willingly helps others, modifies behavior to environment, and shows empathy for others. • Confirms information. • Interprets, clarifies, and analyzes communication. • Compares multiple viewpoints and relates intent to desired results. • Understands the system organization and follows procedures. • Presents basic ideas, explains concepts, and actively participates in discussion. • Identifies complaints, demonstrates composure, and interprets concerns. • Recognizes biases, respects the rights of others, and demonstrates awareness of diversity. • Identifies the problem, analyzes possible causes, and recommends action plan. • Assists and encourages team members, works to improve team skills, and demonstrates commitment.

Critical Work Functions: C. Implement communications strategy

KEY ACTIVITY	Performance Indicators *How do we know when the task is performed well?*	Technical Knowledge *Skills, Abilities, and Tools*	Academic and Employability Knowledge and Skills *SCANS Skills and Academic Knowledge*
C2. **Produce and maintain external media communications**	• Issues press releases in a timely manner. • Verifies that message is clear. • Verifies that materials are well written and well edited to effectively communicate the message. • Maintains effective relationships with media outlets. • Sends appropriate press releases to the correct media and persons. • Communicates all appropriate messages to the media. • Verifies that communications are approved in accordance with company policies and procedures. • Verifies that format meets the requirements of the media outlet.	• Media in the market area and which media outlets are available. • How to write a press release. • How to sell a press release to the media outlets. • Benefits to media outlet of accepting a press release. • The company and the product. • Journalistic writing techniques. • Media forms and format requirements. • Approval channels and procedures.	• Demonstrates knowledge of the requirements of the task or technological results and proposes simple technological solutions. • Records information accurately. • Summarizes or paraphrases information. • Composes original documents. • Analyzes customer needs. • Obtains additional resources to meet customer needs. • Makes exceptional effort on behalf of customer. • Resolves conflict to customer's satisfaction. • Interprets, summarizes, integrates, and analyzes information. • Prepares basic summaries and reports. • Selects methods of communication. • Takes active interest in and willingly helps others, modifies behavior to environment, and shows empathy for others. • Follows procedures. • Pays attention to detail. • Monitors performance standards. • Follows up on assigned tasks. • Verifies work quality.
C3. **Produce and maintain employee communications**	• Distributes current and updated information to employees in a timely manner. • Verifies that information sent to employees is appropriate for each employee's responsibilities. • Clearly writes message in a way that all employees can understand. • Selects the appropriate media for the internal audience. • Verifies that employee communications are congruent with organization values and mission. • Obtains approval for communications in accordance with company policies and procedures.	• Internal communication devices and company policy and procedures regarding employee communications and employee demographics. • Journalistic writing techniques. • Company mission and values. • How the communication will impact different employee groups.	• Demonstrates knowledge of the system organization and follows procedures. • Demonstrates knowledge of the requirements of the task or technological results and proposes simple technological solutions. • Records information. • Summarizes or paraphrases information. • Composes original documents. • Analyzes customer needs. • Obtains additional resources to meet customer needs. • Makes exceptional effort on behalf of customer. • Resolves conflict to customer's satisfaction. • Assists and encourages team members, works to improve team skills, and demonstrates commitment. • Interprets, summarizes, integrates, and analyzes information. • Prepares basic summaries and reports. • Selects appropriate methods of communication.

Critical Work Functions: C. Implement communications strategy

KEY ACTIVITY	Performance Indicators *How do we know when the task is performed well?*	Technical Knowledge *Skills, Abilities, and Tools*	Academic and Employability Knowledge and Skills *SCANS Skills and Academic Knowledge*
C4. **Produce reports for internal analysis**	• Writes a report that is well organized, accurate, timely, concise, and grammatically correct. • Supports statements with evidence. • Verifies that format meets the needs of the audience. • Employs continual improvement techniques to upgrade the design and content of reports to meet changing audience needs.	• Audience objectives. • Report formats.	• Uses integrated and multiple kinds of software. • Locates, retrieves, and manipulates stored information. • Uses networks and modifies information. • Demonstrates knowledge of learning process. • Selects and applies learning tools. • Interprets and applies new knowledge and experience. • Summarizes and translates mathematical data. • Records information accurately. • Summarizes or paraphrases information. • Composes original documents. • Demonstrates knowledge of continuous improvement process and identifies needed systemic improvements. • Applies processes to new information and transfers information between formats.
C5. **Measure effectiveness of communications strategy**	• Follows and uses measurement guidelines and criteria. • Aligns communication strategy with organizational goals (uses measurement criteria). • Monitors responses to communication strategy. • Contacts all appropriate personnel and departments to obtain data. • Distributes results to appropriate personnel. • Verifies that reports contain accurate information and completes them in a timely manner.	• Measurement techniques. • Communication strategies. • Organizational goals. • Communication channels and procedures. • Sources of data.	• Identifies need for self-improvement. • Accepts both constructive criticism and responsibility for own behavior. • Demonstrates trustworthiness, accepts responsibility for own behavior, analyzes societal implications of decisions, and recommends ethical course of action. • Assists and encourages team members, works to improve team skills, and demonstrates commitment. • Collects data and identifies system discrepancies. • Starts on time, efficiently manages time, prioritizes daily tasks, and monitors or adjusts task sequence. • Interprets, summarizes, integrates, and analyzes information. • Prepares basic summaries and reports. • Selects methods of communication.

Critical Work Functions: C. Implement communications strategy

KEY ACTIVITY	Performance Indicators *How do we know when the task is performed well?*	Technical Knowledge *Skills, Abilities, and Tools*	Academic and Employability Knowledge and Skills *SCANS Skills and Academic Knowledge*
C6. **Identify audience and media**	• Uses demographics and psychographics to identify audience. • Identifies media according to appropriate research. • Performs identification in a timely manner. • Identifies audience and media according to budgetary constraints. • Selects appropriate media for each audience.	• Research techniques for media, audience, and demographics. • Demographics: how they relate to the company and market area and the ability to interpret them. • How to analyze and interpret research. • How the selected media will affect the target audience. • Media costs and media forms. • Psychographics.	• Starts on time, efficiently manages time, prioritizes daily tasks, and monitors or adjusts task sequence. • Analyzes customer needs. • Obtains additional resources to meet customer needs. • Makes exceptional effort on behalf of customer. • Resolves conflict to customer's satisfaction. • Identifies the need for data and selects data relevant to the task. • Predicts outcomes. • Demonstrates creative thinking while problem solving. • Develops and applies creative solutions to new and existing situations. • Uses integrated and multiple kinds of software. • Locates, retrieves, and manipulates stored information. • Uses networks. Modifies information. • Disburses and receives money while reconciling daily receipts and payments.
C7. **Identify objective and purpose of communication**	• Reviews marketing plan to identify purpose of communication. • Considers concerns of internal and external customers. • Adheres to mission and vision statements. • Reviews purpose of communication or obtains supervisor approval.	• The 5 P's: product, placement, price, promotion, politics. • Communication theory. • Definitions and terminology of marketing. • Contents and purpose of a marketing plan. • Concerns of internal and external customers. • Mission and vision statements.	• Demonstrates knowledge of and adheres to standards. • Applies rules and principles to processes and procedures. • Extracts information. • Uses logic to draw conclusions. • Examines information for relevance and accuracy. • Demonstrates knowledge of decision-making process. • Analyzes situation and information. • Considers risks and implications. • Compiles multiple viewpoints. • Analyzes customer needs. • Obtains additional resources to meet customer needs. • Advocates on behalf of customer. • Resolves conflict to customer's satisfaction. • Recognizes patterns and relationships. • Uses imagination to visualize events and activities. • Visually analyzes relationship between parts and whole. • Assists and encourages team members, works to improve team skills, and demonstrates commitment.

Critical Work Functions: C. Implement communications strategy

KEY ACTIVITY	Performance Indicators *How do we know when the task is performed well?*	Technical Knowledge *Skills, Abilities, and Tools*	Academic and Employability Knowledge and Skills *SCANS Skills and Academic Knowledge*
C8. **Communicate the importance of customer service to employees**	• Informs employees of current customer service issues and organizational standards. • Verifies that communication is timely and effective. • Verifies that communication includes relevant information about marketing activities that impact customer service. • Verifies that communication includes information about expectations, guidelines, and measurement for levels of customer service.	• Elements of customer service as defined by the organization. • Impact of good and bad customer service on the organization. • Current customer service issues. • Marketing activities that impact customer service. • Measurements and measurement techniques regarding customer service.	• Analyzes customer needs. • Obtains additional resources to meet customer needs. • Makes exceptional effort on behalf of customer. • Resolves conflict to customer's satisfaction. • Demonstrates knowledge of the system organization and follows procedures. • Confirms information. • Interprets, clarifies, and analyzes communication. • Compares multiple viewpoints and relates intent to desired results. • Records information accurately. • Summarizes or paraphrases information. • Composes original documents. • Presents basic ideas, explains concepts, and actively participates in discussion. • Interprets, summarizes, integrates, and analyzes information. • Prepares basic summaries and reports. • Selects methods of communication.
C9. **Maintain two-way communications with sales staff**	• Informs sales staff on current projects, products, materials and objectives. • Seeks input and feedback from sales staff regarding projects, products, materials, and objectives. • Receives suggestions from sales staff in a polite and receptive manner. • Refers suggestions from sales staff to appropriate parties.	• Sales roles and responsibilities. • Compensation structure. • Needs of sales people.	• Takes active interest in and willingly helps others, modifies behavior to environment, and shows empathy for others. • Analyzes customer needs. • Obtains additional resources to meet customer needs. • Advocates on behalf of customer. • Resolves conflict to customer's satisfaction. • Confirms information. • Interprets, clarifies, and analyzes communication. • Compares multiple viewpoints and relates intent to desired results. • Records information accurately. • Summarizes or paraphrases information. • Composes original documents. • Identifies complaints, demonstrates composure, and interprets concerns.

Critical Work Functions: D. Plan and manage projects

KEY ACTIVITY	Performance Indicators *How do we know when the task is performed well?*	Technical Knowledge *Skills, Abilities, and Tools*	Academic and Employability Knowledge and Skills *SCANS Skills and Academic Knowledge*
D1. **Measure return on investment (ROI)**	• Performs ROI according to the correct measurement criteria. • Verifies ROI measurement is accurate and completed in a timely manner. • Reports ROI measurement to appropriate parties. • Documents ROI measurement.	• ROI measurement criteria. • ROI measurement documentation procedures.	• Summarizes and translates mathematical data. • Uses integrated and multiple kinds of software. • Locates, retrieves, and manipulates stored information. • Uses networks and modifies information. • Identifies the problem, analyzes possible causes, and recommends action plan. • Demonstrates creative thinking while problem solving. • Develops and applies creative solutions to new and existing situations. • Follows procedures. • Pays attention to detail. • Monitors performance standards. • Follows up on assigned tasks. • Monitors work quality.
D2. **Identify and develop contingency plan and exit strategy**	• Aligns contingency plan and exit strategy with organization mission and values. • Completes contingency plan and exit strategy in a timely manner. • Notifies appropriate parties of the contents of the contingency plan and exit strategy. • Develops contingency plan and exit strategy prior to project implementation. • Verifies that contingency plan and exit strategy are consistent with project objectives and company mission. • Obtains contingency plan and exit strategy approval from appropriate parties. • Considers budgetary constraints in the development of the contingency plan and exit strategy.	• Project deadlines. • Company mission and project objectives. • Options for exit strategies. • Contingency planning options. • Approval channels and procedures.	• Identifies the problem, analyzes possible causes, and recommends action plan. • Demonstrates knowledge of decision-making process. • Analyzes situation and information. • Considers risks and implications. • Compiles multiple viewpoints. • Interprets, summarizes, integrates, and analyzes information. • Prepares basic summaries and reports. • Selects methods of communication. • Demonstrates trustworthiness, accepts responsibility for own behavior, analyzes societal implications of decisions, and recommends ethical course of action. • Recognizes patterns and relationships. • Uses imagination to visualize events and activities. • Analyzes relationship between parts and whole.

Critical Work Functions: D. Plan and manage projects

KEY ACTIVITY	Performance Indicators *How do we know when the task is performed well?*	Technical Knowledge *Skills, Abilities, and Tools*	Academic and Employability Knowledge and Skills *SCANS Skills and Academic Knowledge*
D3. **Identify purpose of project and develop work plan**	• Identify the purpose of the project and develop work plan in a timely manner. Secure approval from appropriate parties. • Verifies that the purpose of project and the work plan are consistent with project and organizational goals, objectives, and mission. • Verifies that purpose of project and work plan refer to the marketing plan and research. • Takes customer needs into account. • Verifies that work plan identifies key players, properly assigns roles and responsibilities, and establishes milestones and timelines. • Communicates purpose of project and work plan to all stake holders. • Documents purpose of project and work plan for use by appropriate parties. • Protects proprietary information. • Develops budget and attaches it to work plan.	• Marketing terminology. • Marketing research formats and contents. • Project and organizational goals, objectives, and mission. • Customer needs. • Documentation procedures. • Approval channels and procedures.	• Confirms information. • Interprets, clarifies, and analyzes communication. • Compares multiple viewpoints and relates intent to desired results. • Summarizes and translates mathematical data. • Uses integrated and multiple kinds of software. • Locates, retrieves, and manipulates stored information. • Uses networks and modifies information. • Demonstrates knowledge of decision-making process. • Analyzes situation and information. • Considers risks and implications. • Compiles multiple viewpoints. • Identifies the problem, analyzes possible causes, and recommends action plan. • Interprets, summarizes, integrates, and analyzes information. • Prepares basic summaries and reports. • Selects methods of communication. • Performs routine record keeping.

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Critical Work Functions: D. Plan and manage projects

KEY ACTIVITY	Performance Indicators *How do we know when the task is performed well?*	Technical Knowledge *Skills, Abilities, and Tools*	Academic and Employability Knowledge and Skills *SCANS Skills and Academic Knowledge*
D4. **Track and monitor project progress and make adjustments along the way**	• Checks work plan milestones and timelines at pre-determined intervals. • Executes exit or contingency plans if necessary. • Documents progress and reports to appropriate parties. • Verifies that tracking and monitoring occur in a timely manner. • Communicates adjustments to all stakeholders in a timely manner. • Verifies that adjustments are approved in accordance with company policies and procedures.	• Exit or contingency plans. • Tracking and monitoring procedures. • Communication and approval channels and procedures.	• Starts on time, efficiently manages time, prioritizes daily tasks, and monitors or adjusts task sequence. • Demonstrates knowledge of decision-making process. • Analyzes situation and information. • Considers risks and implications. • Compiles multiple viewpoints. • Identifies the problem, analyzes possible causes, and recommends action plan. • Demonstrates trustworthiness, accepts responsibility for own behavior, analyzes societal implications of decisions, and recommends ethical course of action. • Demonstrates creative thinking while problem solving. • Develops and applies creative solutions to new and existing situations. • Demonstrates knowledge of the system organization and follows procedures.
D5. **Manage resources**	• Identifies available resources, including natural, financial, human, physical, and information as project requires. • Reviews project work plan to identify required resources. • Submits recommendations on resource allocation for approval. • Drafts initial budgets and obtains required approvals for budgets. • Monitors use of resources.	• Capabilities of the people and organizations involved in the project. • Requirements of the project. • Approval channels and procedures. • Monitoring procedures.	• Analyzes customer needs. • Obtains additional resources to meet customer needs. • Advocates on behalf of customer. • Resolves conflict to customer's satisfaction. • Interprets, summarizes, integrates, and analyzes information. • Prepares basic summaries and reports. • Selects methods of communication. • Understands decision-making process. • Analyzes situation and information. • Considers risks and implications, and compiles multiple viewpoints. • Demonstrates trustworthiness, accepts responsibility for own behavior, analyzes societal implications of decisions, and recommends ethical course of action. • Recognizes job tasks and distributes work assignments.

Critical Work Functions: D. Plan and manage projects

KEY ACTIVITY	Performance Indicators *How do we know when the task is performed well?*	Technical Knowledge *Skills, Abilities, and Tools*	Academic and Employability Knowledge and Skills *SCANS Skills and Academic Knowledge*
D6. Identify and develop relationships with suppliers	• Identifies appropriate suppliers in accordance with project and organization requirements. • Provides motivation to suppliers to provide cost effective and timely solutions. • Negotiates agreeable terms with suppliers. • Obtains vendor approval as required. • Informs the supplier about the project and the company. • Obtains and uses information about supplier capabilities and capacity to maximize effectiveness.	• Capabilities of the people and organizations involved in the project. • Suppliers and their capabilities and capacities. • Organization requirements regarding suppliers. • Motivation techniques regarding suppliers. • Approval channels and procedures.	• Analyzes customer needs. • Obtains additional resources to meet customer needs. • Advocates on behalf of customer. • Resolves conflict to customer's satisfaction. • Demonstrates trustworthiness, accepts responsibility for own behavior, analyzes societal implications of decisions, and recommends ethical course of action. • Confirms information. • Interprets, clarifies, and analyzes communication. • Compares multiple viewpoints and relates intent to desired results. • Takes active interest in and willingly helps others, modifies behavior to environment, and shows empathy for others. • Identifies need for self-improvement. • Accepts both constructive criticism and responsibility for own behavior.

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Scenarios

Two members of the Marketing Skill Standards Steering Committee developed scenarios to establish the link between the Skill Standards and the realities of working in the field of marketing. These scenarios create a typical, real work-life situation that would challenge a marketing professional. The **routine** scenarios describe a situation that typically occurs on the job; the **long-term scenarios** illustrate a more extensive challenge; and the **crisis** scenarios illustrate a work-place emergency.

These scenarios are designed to demonstrate how the Skill Standards information can be directly related to real problems and typical projects encountered in the field of Marketing. For each scenario, the appropriate critical work function and key activities necessary to approach and successfully resolve the specified workplace challenge have been identified.

ROUTINE SCENARIO I: Writing and distributing a press release

You, the marketing professional, learn of a signature customer who has signed on to use your company's product. Recognizing an opportunity to promote both your company and product, thanks to the new association with the signature customer, you begin to gather information for writing and distributing a press release to relevant media and analysts.

You contact the appropriate person within the signature customer's organization to gather information on:
• The customer's use and /or application of your product.
• The customer's decision to purchase the product over competitive offerings.
• The benefits the customer expects to receive by using the product.

You then write, edit, and gain internal and customer approval for the content of the release.

Having already established a media and analyst list, you distribute the release to those contacts. You then make proactive phone calls to the top tier contacts within the customer's organization, discussing the release and its implications. You also follow up on any inquiries received, arranging for interviews with and quotes from your company and that of the customers.

After distribution, you review the media and analyst outlets where the release was distributed for coverage and analysis.

CRITICAL WORK FUNCTIONS AND KEY ACTIVITIES INVOLVED IN THIS SCENARIO

A.   Conduct Marketing Research
A1. Conduct primary research.
A3. Monitor competitor activities.
A4. Analyze and consolidate information and data.

C.   Implement Communications Strategy
C2. Produce and maintain external media communications.
C4. Produce reports for internal analysis.
C5. Measure effectiveness of communications strategy.

Developed by: Greg Perotto, Senior Account Executive
KVO Public Relations, A Fleishman-Hillard Company

ROUTINE SCENARIO II: New market for existing product

You arrive at the beginning of your day and meet with one of your company's product distributors. She has identified an existing product as a potential promotional piece for an international company. While this product appears to have many ideal features for this use, the current packaging may need to be modified. Knowing the company must expand into new markets, you create an outline of the major steps that need to be taken. At the top of your outline is a detailed review of the target market and preparation of a budget and cost analysis to determine the feasibility of expanding this product into a new market. Also, an examination of any production line effects must be done to ensure that this new opportunity does not have any negative implication on the existing operation. After much further refinement of your outline, you facilitate a management meeting to review the steps and ensure buy-in by all participants.

Conduct market opportunity analysis:
- Review, process, and analyze current information.
- Create budget to conduct analysis.
- Conduct a detailed review of the target market.
- Analyze internal product development capabilities and issues.
- Flag potential problems and issues.
- Perform preliminary cost analysis.
- Assimilate information into a document that analyzes, defines, and quantifies the market opportunity, product strategy, and investment required for entry into a new market.

Communicate results with management:
- Prepare presentation for senior management and other team members.
- Facilitate meeting to disseminate information and discuss major steps / options.

CRITICAL WORK FUNCTIONS AND KEY ACTIVITIES INVOLVED IN THIS SCENARIO

A. Conduct Marketing Research
A2. Gather secondary research.
A4. Analyze and consolidate information and data.

D. Plan and Manage Projects
D1. Measure return on investment (ROI).
D2. Identify and develop contingency plan and exit strategy.
D3. Identify purpose of project and develop work plan.
D4. Track and monitor project progress and make adjustments along the way.

Developed by: Jeff Cutting, President and CEO
CIMCO Sales & Marketing, Inc.

CRISIS SCENARIO I: RESPONDING TO NEGATIVE COVERAGE

Returning from vacation, you, the marketing professional, arrive at work to learn that several of the industry's top trade and business publications have run a story that negatively portrays your company. The article describes the company's sagging market share, lack of competitive products, and the falling stock price. Additionally, analysts have responded to the news by downgrading the company's stock. Due to the severity of the situation to the company's image, you've received several voicemail messages from the VP of your Sales and Marketing Department, the CIO, and the CEO, as well as other media outlets who have picked up the article.

Thrown into a crisis situation, you contact your company's Inside Sales Department to verify the effect of the article on your company's products and market share as well as the effects on your competitors. You contact the VP of Sales, the CIO, and the CEO for a meeting to discuss the strategy you've outlined, including the facts regarding the current status of your company's product lines and market share. You counsel the CEO and executives about the next steps you have developed for the company's response. You emphasize a key message, especially to the CEO, who is the most charismatic spokesperson and will likely deliver the message.

To support the strategy, you prepare materials for the media and analyst communities that detail the actual facts regarding your company's situation. Briefing materials are also prepared for the CEO that include details on those contacted, the article, etc.

You contact each of the editors or journalists who authored the negative stories, as well as the analysts who downgraded the stock. You schedule an interview with the CEO - in-person and phone interviews-making certain that the key messages are effectively communicated and that appropriate retractions and follow up stories are written. Throughout this process, you have included key individuals from within the company's investor relations and employee communications teams to ensure consistent communication to all stakeholders.

CRITICAL WORK FUNCTIONS AND KEY ACTIVITIES INVOLVED IN THIS SCENARIO

C. Implement Communications Strategy

C2. Produce and maintain external media communications.

C3. Produce and maintain employee communications.

C5. Measure effectiveness of communications strategy.

D. Plan and Manage Projects

D1. Measure return on investment (ROI).

D4. Track and monitor project progress and make adjustments along the way.

Developed by: Greg Perotto, Senior Account Executive
KVO Public Relations, A Fleishman-Hillard Company

CRISIS SCENARIO II: Potential legal/ opinion crisis

After a detailed investigation, you have been notified that a toy your company manufactured was the cause of a small child's injury. The injury was not serious and it has been determined that a recall is not needed. Instructions indicate that an older child should use the toy. However, customers need to be assured that the toy is safe when children within the approved age group use it. Management realizes they must act quickly and have asked the marketing, public relations and legal departments to work together to expedite the company's response during this crisis. As the Marketing Director, you have been charged with assembling a crisis management team and facilitating activities during the crisis.

After assembling your team, you conduct a brainstorming session to develop a defensive action plan. As part of the plan, you work with team members to create the company's message and develop informational pieces that clarify the situation and the company's position. You assign others with the responsibility for selecting the best advertising/communication methods to reach distributors, companies and customers that need immediate contact and information. At the end of the session you create a budget and assign a deadline for completion of all tasks.

You organize a meeting to update management of the situation and to obtain their approval for the defensive action plan. Once the plan has been implemented, you recommend that tests be conducted in the various markets to determine the plan's effectiveness.

Develop a defensive action plan:
- Review, process, and analyze current information.
- Identify major items that need addressing (damage control).
- Establish a schedule / deadlines.
- Flag potential problems and issues.
- Create a budget for crisis management activities.
- Prepare a plan for presentation to management.

Provide leadership and coordination among team members and management:
- Select appropriate staff to participate on team.
- Serve as a point-person to coordinate information from various departments.
- Facilitate meeting to update management and to approve the action plan.

CRITICAL WORK FUNCTIONS AND KEY ACTIVITIES INVOLVED IN THIS SCENARIO

A. Conduct Marketing Research
A2. Gather secondary research.

C. Implement Communications Strategy
C1. Build community relations.
C2. Produce and maintain external media communications.
C4. Produce reports for internal analysis.
C5. Meaure effectiveness of communications strategy.

D. Plan and Manage Projects
D3. Identify purpose of project and develop work plan.
D4. Track and monitor project progress and make adjustments along the way.
D6. Identify and develop relationships with suppliers.

Developed by: Jeff Cutting, President and CEO
CIMCO Sales & Marketing, Inc.

LONG TERM SCENARIO I: Developing a strategic marketing plan

As the marketing communications manager at your firm, you learn through market research that customers feel the current product is not fulfilling all of their current needs. After further study and involvement by the company's research and development group, a new product is developed that better meets the needs of customers. As the marketing communications manager, you are tasked with developing a marketing plan for the introduction of the new product.

After learning as much as possible about the new product and customers' needs, you develop a marketing plan with measurable goals and objectives for the new product launch. Included within this plan are the strategies and tactics necessary to bring the product to market successfully-product, price, channels of distribution, and promotion (the 4P's of the controllable marketing mix: product, price, place, and promotion).[11] For all proposed activities, the plan includes detail on the action items, areas of responsibility, timeline, and budget. Throughout this process you encourage input and feedback from other executives who will later need to approve your plan.

After several careful edits, you finalize the marketing plan by outlining the key information in an executive summary. You then develop a presentation to give to senior level executives for their approval.

The executives approve the marketing plan with minor changes, and you prepare to implement the plan as the product will soon be brought to market.

CRITICAL WORK FUNCTIONS AND KEY ACTIVITIES INVOLVED IN THIS SCENARIO
D.   Plan and Manage Projects
D3. Identify purpose of project and develop work plan.
D4. Track and monitor project progress and make adjustments along the way.
D6. Identify and develop relationships with suppliers.

Developed by: Greg Perotto, Senior Account Executive
KVO Public Relations, A Fleishman-Hillard Company

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[11] Philip Kotler, *Kotler on Marketing: How to Create, Win, and Dominate Markets,* (New York: The Free Press, 1999), 95-97.

LONG TERM SCENARIO II: Taking a new product to market

An individual has approached your company to sell a new product idea. Management has requested that you and your marketing team thoroughly research it to determine its feasibility. If your research produces promising results, your company intends to introduce the new product idea, using your marketing department's talents, as well as the efforts of other necessary departments.

First, the legal department must assist in negotiations with the creator of the idea. Once ownership is legally gained, your department, as well as the graphic design staff, will need to establish test markets and several packaging concepts. Concurrently, the production staff must determine the best way to produce this new product for both short term and projected high volume long term periods. Next, both the sales and marketing staff must create the best channel of distribution for the new product and establish price points or each level. Finally, you must create a publicity approach and the support materials necessary to promote the "roll out" of your new product.

- Establish a facilitator / manager of the project from the marketing department.
- Select project members from R & D, sales, production, legal, and accounting departments.
- Have each project member develop their approaches and budgets.
- Establish time lines.
- Determine cost analysis and price.
- Identify market segments.
- Research government regulations.
- Introduce product with publicity and develop support materials.
- Roll out new product.

CRITICAL WORK FUNCTIONS AND KEY ACTIVITIES INVOLVED IN THIS SCENARIO

A. <u>Conduct Marketing Research</u>
A1. Conduct primary research.
A2. Gather secondary research.
A4. Analyze and consolidate information.
A6. Perform product testing.

B. <u>Manage Marketing Material</u>
B1. Coordinate the design, production, and writing of materials.
B2. Assist with concept development and layout for design.
B3. Identify audience and appropriate media.
B4. Identify key goal, objective, or outcome of the material.
B6. Manage allocation of resources for producing materials.

D. <u>Plan and Manage Projects</u>
D1. Measure return on investment (ROI).
D3. Identify purpose of project and develop work plan.
D4. Track and monitor project progress and make adjustments along the way.
D5. Manage resources.
D6. Identify and develop relationships with suppliers.

Developed by: Jeff Cutting, President and CEO
CIMCO Sales & Marketing, Inc.

Skill Standards and Assessment

Skill Standards have been designed to benefit employers, educators, workers, students, and government. However, they are only one part of a much larger equation. While Skill Standards establish the standard of competent performance, they do not indicate the ability of an individual to succeed in meeting that standard.

Phase III of the Marketing Skill Standards Project will begin the development of assessment tools that measure an individual's ability to perform work competently as defined by the Skill Standards. As these assessments are developed, curriculum can be reviewed to determine that all necessary topics and learning activities sufficiently cover the items in the assessment. Once gaps are identified and learning activities and content adjusted, the post/summative assessments can be administered. It is imperative that industry be involved at every step of the process, and that standards are continually reviewed and updated. The diagram below provides a summary of the integration process.

The Process of Integrating Skill Standards

Create Assessments

▼

Identify Learning Needs

▼

Perform Gap Analysis

▼

Develop Learning Activities

▼

Post/summative Assessment

▼

Continually Involve Business

Please Note: To ensure that the use of Skill Standards and their related assessments and certifications do not contradict U.S. employment law, employers will need to conduct an internal validation of the Skill Standards before using them to make hiring and promotion decisions. The purpose of this validation is to ensure that the knowledge, skills, and performance described by the standards are needed for competent performance in an employer's organization. The need to validate standards internally is a key requirement of U.S. employment law, which seeks to protect individuals from discrimination in hiring and promotion.

Assessment Strategy

Once Skill Standards are developed, performance assessments can be created to assess the criteria identified. Sample assessments and standards may be distributed to instructors and curriculum developers, who will be educated on the Skill Standards elements.

Assessments based on the Skill Standards may include pre-and post-evaluations of the student to measure skill progression and to track the success rate of obtaining certification, where applicable.

Within a Skill Standards or competency-based system, assessment is the generation and collection of evidence of performance that can be matched to specified, explicit standards that reflect expectations of performance in the workplace.

EVIDENCE OF PERFORMANCE

Two main forms of evidence:
- Evidence of actual performance
- Evidence of underpinning knowledge, skills and abilities

Types of evidence may vary and will include:
- Direct evidence
  (products and items produced by the performer)
- Indirect evidence
  (supporting evidence and information about the performer)

Evidence can be collected in a wide variety of educational or business settings. To a large extent, the range of opportunities available for demonstration will determine the most appropriate setting. Often it is difficult to actually perform the task in an authentic work setting. In this case, individuals can collect evidence generated during an educational course or an in-house training session. They can then add this evidence to their portfolios.

To generate this evidence, the instructor or trainer can request the student or trainee produce tangible results in the form of take-away products (videos, tapes, paper, and electronic products). The participant will then have created real evidence that can be shown to human resource personnel, hiring managers, supervisors or assessors. Therefore, the Skill Standards - based for an educational course or training session - will have an assessment process that meets four criteria:

Validity:
The assessment instrument/process clearly relates to the relevant standards.

Currency:
The assessment instrument/process calls for a demonstration of the current standards in the industry.

Authenticity:

The individuals being assessed produce assessment results that are their own work. Team activities will be useful to demonstrate the skills and abilities to work effectively with others, not necessarily the total end results. An individual can, if possible, identify his or her part of the team project to demonstrate evidence of his or her own results.

Sufficiency:

Enough evidence is collected to match the key task and the performance criteria included in the Skill Standards.

When designing/revising curriculum for Marketing, students will be assisted in generating high-quality evidence of performance or of underpinning skills, knowledge and abilities that will help them to be successfully assessed as fully competent.

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Assessment Design

Type of Authentic Assessment	Description of Authentic Assessment Strategies
Project	• Hands-on demonstration of knowledge, skills, and attitudes that reveal a student's ability to plan, organize, and create a product or an event. • Documentation of process of development from initial steps to final presentation.
Portfolio	• Collections of pieces of evidence of a student's knowledge, skills, and attitudes. • Showcase of best work, work-in-progress. • Record of student's progress over time. • Content selection by student in collaboration with the teacher. • Centerpiece for parent conferences.
On-Demand Demonstrations	• Hands-on performance by a student, illustrating levels of knowledge, skills, and attitudes. • Typically, a "real life" problem or situation to solve. • Focus on the application of knowledge and skills learned in one situation as it connects to a new and different one.
Case Studies	• Analysis of events and individuals in light of established criteria. • Synthesis of evidence to support generalizations based on individual cases.
Paper/Pencil Tests	• Multiple-choice, essay, true-false questions that rely on extended responses to further clarify a student's understanding of the knowledge being assessed. • Graphic representations that reveal a student's understanding of connections among ideas.
Structured Observation	• Observation of events, groups, and individuals that focuses on the salient traits of the skill or attitude being observed.
Scenarios	• A problematic or challenging situation presented in the context of a career-technical perspective. • Study required study to analyze or evaluate a situation. • Application of relevant knowledge or skills. • Preparation and justification of a reasonable solution.
Critical Incident	• An interview where the assessed is asked to describe past experiences which demonstrate a Skill Standards.

Source: Center for Occupational Research and Development, November 1996 and *Skill Standards Volume 2: Assessment,* 1999, Washington State Board for Community and Technical Colleges.

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FOCUS GROUPS

Focus group participants were recruited with the assistance of Steering Committee members. Participants were frontline marketing workers, supervisors and professionals from throughout Washington State. Participants determined the critical work functions and key activities performed by marketing professionals as well as the performance indicators, technical knowledge, skills and abilities, and employability skills required to succeed in this field. The information gleaned from this process will be invaluable to educators and employers.

Focus Group Participants

Stephanie Andersen, Business Examiner
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Peter Frohmader, MultiCare Health Systems
Tony Hazarian, The News Tribune
Jim Hindman, Costco Wholesale Corporation
Jayleen Mendoza, AK Media / NW
Bernie Peterson, Tacoma Power Click! Network
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Shelly Tomberg, Columbia Hospitality
Kurt Von Eschen, Viacom Outdoors

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SCANS (Secretary's Commission on Achieving Necessary Skills), U.S. Department of Labor are the "soft" skills that most employers view as essential to the success of any employee. By consensus, SCANS participants identified and prioritized the SCANS and their importance within the marketing industry. The expertise of these professionals provided valuable information that is included in these standards.

SCANS Participants

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FOR MORE INFORMATIOIN:

National Skill Standards Board: <http://www.nssb.org>

Office of Superintendent of Public Instruction: <http://www.k12.wa.us>

Pierce County Careers Consortium: <http://www.pc3connect.org>

Puget Sound American Marketing Association: <http://www.psama.org>

Small Business Administration: <http://www.sba.gov>

Washington State Board for Community and Technical Colleges: <http://www.sbctc.ctc.edu>

Washington State Skill Standards: <http://www.wa-skills.com>

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