



ALIGNED WITH
MARK ED

**MARKETING EDUCATION
SALESPERSON
SKILLS STANDARDS
OD30502**

COMPETENCY-BASED EDUCATION: OKLAHOMA'S RECIPE FOR SUCCESS

BY THE INDUSTRY FOR THE INDUSTRY

Oklahoma's *CareerTech* system of competency-based education uses industry professionals and certification standards to identify the knowledge and abilities needed to master an occupation. This industry input provides the foundation for development of instructional materials that help prepare the comprehensively trained, highly skilled employees demanded by our workplace partners.

TOOLS FOR SUCCESS

CareerTech relies on three basic instructional components to deliver competency-based instruction: skills standards, curriculum materials, and competency assessments.

Skills standards provide the foundation for competency-based instruction in Oklahoma's *CareerTech* system. The skills standards outline the knowledge, skills, and abilities needed to perform related jobs within an industry. Skills standards are aligned with national skills standards; therefore, a student trained to the skills standards possesses technical skills that make him/her employable in both state and national job markets.

Curriculum materials contain information and activities that teach students the knowledge and skills outlined in the skills standards. In addition to complementing classroom instruction, curriculum resources provide supplemental activities to enhance learning and provide hands-on training experiences.

Competency Assessments test the student over material outlined in the skills standards and taught using the curriculum materials. When used with classroom performance evaluations, written competency assessments provide a means of measuring occupational readiness.

Although each of these components satisfy a unique purpose in competency-based education, they work together to reinforce the skills and abilities students need to gain employment and succeed on the job.

MEASURING SUCCESS

Written competency assessments are used to evaluate student performance. Results reports communicate competency assessment scores to students and provide a breakdown of assessment results by duty area. The results breakdown shows how well the student has mastered skills needed to perform major job functions and identifies areas of job responsibility that may require additional instruction and/or training.

Group analysis of student results also provides feedback to instructors seeking to improve the effectiveness of career and technology training. Performance patterns in individual duties indicate opportunities to evaluate training methods and customize instruction.

TRUE TO OUR PURPOSE

"Helping Oklahomans succeed in the workplace" defines the mission of Oklahoma *CareerTech* and its competency-based system of instruction. Skills standards, curriculum, and assessments that identify and reinforce industry expectations provide accountability for programs and assure *CareerTech*'s continued role in preparing skilled workers for a global job market

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**MARKETING EDUCATION
SALESPERSON
SKILL STANDARDS
Frequency and Criticality Ratings**

Duty A: Orientation

Duty B: Mathematics

Duty C: Human Relations

Duty D: Sales

Frequency: represents how often the task is performed on the job. Frequency rating scales vary for different occupations. The rating scale used in this publication is presented below:

- 1 = less than once a week
- 2 = at least once a week
- 3 = once or more a day

Criticality: denotes the level of consequence associated with performing a task incorrectly. The rating scale used in this publication is presented below:

- 1 = slight
- 2 = moderate
- 3 = extreme

DUTY A: Orientation

CODE	TASK	F/C
	Obtaining Employment	
A.01	Prepare for a job	1/3
A.02	Prepare a resume	1/2
A.03	Complete an application	2/3
A.04	Prepare for an interview	2/3

DUTY B: Mathematics

CODE	TASK	F/C
	Preparing Cash Drawers	
B.01	Accurately verify a change fund	2/3
B.02	Properly arrange a cash drawer	2/3
	Making Change	
B.03	Identify methods for making change	3/3
B.04	Make change accurately	3/3

DUTY C: Human Relations

CODE	TASK	F/C
	Human Relations: What, Why, How	
C.01	Define human relations	1/2
C.02	Describe the benefits to be derived from practicing effective human relations skills	2/2
C.03	Describe specific ways of improving one's relationships with others	2/2
	Personal Appearance	
C.04	Explain the importance of personal appearance in marketing occupations	3/3
C.05	Identify practices which contribute to good personal health	2/2
C.06	Identify desirable personal grooming habits	2/3
C.07	Identify considerations important in dressing appropriately for the job	2/3
	Honesty and Integrity	
C.08	Define the terms "honesty" and "integrity"	2/3
C.09	Identify common reasons for dishonest or unethical behavior	1/2
C.10	Describe the manner in which people tend to respond to falsehoods	1/2
C.11	Identify specific guidelines for honest and ethical behavior	2/3
	Self-Esteem	
C.12	Describe the relationship between self-concept and self-esteem	2/2
C.13	Identify personal strengths	2/3
C.14	Explain how to maintain self-esteem	2/3
	Acting Responsibly	
C.15	Define the term "responsible behavior"	1/3
C.16	Explain the importance of acting responsibly in a business environment	2/3
C.17	Identify specific ways to demonstrate responsible behavior in a business environment	2/3
	Positive Working Relations	
C.18	Explain the principle of work group interdependence	1/2
C.19	Describe four general perspectives from which people tend to view their relationships with others	1/1
C.20	Describe three basic leadership styles commonly encountered by marketing employees	1/2
	Adjusting to Change	
C.21	Describe the impact of change on workers	2/3
C.22	Cope with change in an effective manner	2/3
	Goal setting	
C.23	Define the term "goal"	2/3
C.24	Identify the major types or categories of goals	2/2
C.25	Explain the importance of self-understanding in the identification of appropriate goals	1/2
C.26	Describe the benefits to be derived from setting goals	1/3
C.27	Describe specific guidelines to follow when developing goals	2/3
	Creativity	
C.28	Define the term "creativity"	1/2
C.29	Identify personal traits commonly associated with creativity	1/2
C.30	Describe ways in which marketing employees can demonstrate creativity on the job	1/2

C.31	Describe specific techniques for developing/enhancing personal creativity	1/2
C.32	Explain how creativity can be applied beneficially to the problem solving process	1/2
	Positive Attitude	
C.33	Explain the importance of positive attitudes	3/3
C.34	Demonstrate how to maintain a positive attitude	3/3
	Initiative	
C.35	Describe personal qualities related to initiative	2/3
C.36	Explain the importance of initiative to employees	2/3
C.37	Demonstrate ways to take initiative at work	3/3

DUTY D: Sales

CODE	TASK	F/C
	Selling	
D.01	Explain the nature of selling	1/3
D.02	Explain the importance of selling in our economy	1/2
D.03	Explain personal characteristics essential to selling	1/3
	Customer Buying Decisions	
D.04	Identify types of customer buying decisions	2/2
D.05	Assist customers in reaching favorable buying decisions	2/2
	Using Buying Motives	
D.06	Explain why customers buy	1/2
D.07	Classify customer buying motives	1/2
	Opening the Retail Sale	
D.08	Explain the nature of a good approach in selling	2/3
D.09	Identify types of approaches	2/2
D.10	Explain when to approach	1/2
D.11	Demonstrate opening a sale	2/2
	Questioning	
D.12	Explain the significance of questioning in selling	2/2
D.13	Question customers for information	2/3
	Feature-Benefit Selling	
D.14	Explain the importance of relating product or service features to customer benefits	2/3
D.15	Explain how to prepare for feature-benefit selling	2/3
D.16	Use feature-benefit selling	2/3
	Product demonstration	
D.17	Explain the importance of product demonstration in selling	2/2
D.18	Explain how to select a product for demonstration	1/2
D.19	Demonstrate the product	1/2
	Handling Objections	
D.20	Explain the nature of objections in selling	2/3
D.21	Identify types of objections	2/2
D.22	Identify methods for handling objections	2/2

D.23	Demonstrate skill in handling objections	2/3
	Using Substitute Selling	
D.24	Explain the benefits of substitute selling	1/3
D.25	Use substitute selling	2/3
	Closing Sales	
D.26	Identify techniques used in closing sales	2/2
D.27	Demonstrate how to close a sale	3/2
	Using Suggestion Selling	
D.28	Explain the importance of using suggestion selling	2/3
D.29	Identify types of items appropriate for suggestion selling	2/3
D.30	Demonstrate proper procedures to use in suggestion selling	2/3
	Handling Customer Complaints	
D.31	Identify reasons for customer complaints	2/3
D.32	Properly handle customer complaints	3/3