

Marketing, Sales and Service: Distribution and Logistics Career Pathway Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty

This Career Pathway Plan of Study (based on the Distribution and Logistics Pathway of the Marketing, Sales and Service Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Distribution and Logistics Pathway	SAMPLE Occupations Relating to This Pathway			
<i>Interest Inventory Administered and Plan of Study Initiated for all Learners</i>											
SECONDARY	9	English/ Language Arts I	Algebra I or Geometry	Earth or Life or Physical Science or Biology	State History Geography	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	<ul style="list-style-type: none"> • Business Essentials • Business Technology Applications 	<ul style="list-style-type: none"> ► Administrative Support Representative ► Customer Service Representative ► Distribution Coordinator ► Inventory Manager/Analyst ► Logistics Analyst/Engineer ► Logistics Manager ► Materials Manager ► Shipping/Receiving Administrator ► Shipping/Receiving Clerk ► Traffic Manager ► Transportation Manager ► Warehouse Manager 			
	10	English/ Language Arts II	Geometry or Algebra II	Biology or Chemistry	U.S. History		<ul style="list-style-type: none"> • Marketing 				
	11	English/ Language Arts III	Pre-Calculus or Algebra II	Chemistry or Physics	World History Psychology		<ul style="list-style-type: none"> • Inventory Management 				
	<i>College Placement Assessments-Academic/Career Advisement Provided</i>										
	12	English/ Language Arts IV	Pre-Calculus or Calculus or Trigonometry or Statistics	Physics or other science course	Government Economics		<ul style="list-style-type: none"> • Principles of Sales Management 				
<i>Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.</i>											
POSTSECONDARY	Year 13	English Composition English Literature	Algebra or Calculus	Lab Science	Economics Psychology	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	<ul style="list-style-type: none"> • Supply Chain Management • Risk Management 				
	Year 14	Speech/ Oral Communication Technical Writing			Sociology Public Policy		<ul style="list-style-type: none"> • Procurement and Acquisitions • International Marketing 				
	Year 15	Continue courses in the area of specialization.					<ul style="list-style-type: none"> • Continue Courses in the Area of Specialization 				
	Year 16						<ul style="list-style-type: none"> • Complete Distribution and Logistics Major (4-year degree program) 				

Creating Your Institution's Own Instructional Plan of Study

With a team of partners (secondary/postsecondary teachers and faculty, counselors, business/industry representatives, instructional leaders, and administrators), use the following steps to develop your own scope and sequence of career and technical courses as well as degree major courses for your institution's plan of study.

- 1** Crosswalk the Cluster Foundation Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=95>) to the content of your existing secondary and postsecondary programs/courses.
- 2** Crosswalk the Pathway Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=71>) to the content of your existing secondary/postsecondary programs and courses.
- 3** Based on the crosswalks in steps 1 and 2, determine which existing programs/courses would adequately align to (cover) the knowledge and skills. These programs/courses would be revised to tighten up any alignment weaknesses and would become a part of a sequence of courses to address this pathway.
- 4** Based on the crosswalks in steps 1 and 2, determine what new courses need to be added to address any alignment weaknesses.
- 5** Sequence the **content** and **learner outcomes** of the existing programs/courses identified in step 3 and new courses identified in step 4 into a course sequence leading to preparation for all occupations within this pathway. (See list of occupations on page 1 of this document.)
- 6** The goal of this process would be a series of courses and their descriptions. The names of these courses would be inserted into the *Career and Technical Courses* column on the Plan of Study on page 1 of this document.
- 7** Below is a **sample result** of steps 1-6, and these course titles are inserted into the Plan of Study on page 1 of this document.
- 8** Crosswalk your state academic standards and applicable national standards (e.g., for mathematics, science, history, language arts, etc.) to the sequence of courses formulated in step 6.

Marketing, Sales and Service: Distribution and Logistics

SAMPLE Sequence of Courses for ► Instructional Leaders ► Administrators ► Counselors ► Teachers/Faculty

SAMPLE

Below are suggested courses that could result from steps 1-6 above. However, as an educational institution, course titles, descriptions and the sequence will be your own. This is a good model of courses for you to use as an example and to help you jump-start your process. Course content may be taught as concepts within other courses, or as modules or units of instruction.

The following courses are based on the Cluster Foundation Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=95>. These skills are reinforced through participation in student organization activities.

#1

Business Essentials: This is a core course designed to give students an overview of the Business, Marketing and Finance Career Cluster occupations. Students will develop an understanding of how academic skills in mathematics, economics and written and oral communications are integral components of success in these occupations. Students will examine current events to determine their impact on business and industry and legal and ethical behavior, acquire knowledge of safe and secure environmental controls to enhance productivity, determine how resources should be managed to achieve company goals, and identify employability and personal skills needed to obtain a career and be successful in the workplace. As students learn about different types of business ownership, they will interpret industry laws and regulations to ensure compliance, identify principles of business management and analyze business practices to determine ethics and social responsibilities. This may be taught as a career exploration course in conjunction with other foundation Career Cluster courses.

#2

Business Technology Applications: This course is designed for those students who have not mastered knowledge and skills related to business technology applications prior to entry into high school. This course is designed to assist students in developing technological proficiencies demanded by business. The course should utilize various forms of input technologies to cover units of instruction that may include word processing applications, spreadsheet development, database management, presentations, electronic communications, Internet services, graphics, desktop publishing, basic Web design, interactive media, ethical issues and careers in business using technology applications. Students may be given opportunities for completing industry certification requirements.

The following course is based on the Cluster Foundation Knowledge and Skills as well as the Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=71>. These skills are reinforced through participation in student organization activities.

#3

Marketing: Students will develop a foundational knowledge of marketing and its functions including channel management, marketing information management, pricing, product/service management, promotion and selling. Students will understand the interrelationships and contributions to business success. Students will understand the need for marketing strategies and market identification. Students will practice customer relationship skills, ethics, technology applications and working in the regulatory environment.

The following courses expose students to Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=71> and should include appropriate student activities. A work-based component may be included in each of the following courses.

#4

Inventory Management: This course introduces the distribution and logistics system and its role in our free enterprise marketing system. Students will gain an understanding of the marketing concept and its relationship to the production of goods and services. Students will study the responsibilities of an employee in today's business environment and identify career opportunities in distribution and logistics, especially those where principles of inventory management are used. Students will study concepts of inventory management including loss control and inventory flow as it relates to promotion and marketing.

#5

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

#6

Supply Chain Management: This course focuses on skills used to manage distribution/logistics activities to facilitate business development and growth and to create customer satisfaction. Students will utilize warehousing, stock-handling and order fulfillment knowledge and skills to expedite supply-chain activities. These activities will be practiced to satisfy customers, control inventory to minimize expenses, and manage distribution/logistics activities to minimize costs and facilitate work flow.

#7

Risk Management: This course provides a broad introduction to the subject of risk management. It explores both the positive and negative aspects of risk and strategies to improve knowledge and practical skills in the identification, assessment and control of business risk.

#8

Procurement and Acquisitions: Students will learn how to manage marketing activities to facilitate business development and growth. Students will learn to manage marketing information to make logistical decisions; utilize pricing strategies to maximize return and meet customers' perception of value; and obtain, develop, maintain and improve a product/service mix to respond to market opportunities.

#9

International Marketing: This course provides an analysis of the nature and scope of international marketing including managerial and operational problems, and the ways environmental differences influence marketing strategies.



Notes

A large rectangular area with a light purple background, containing several horizontal yellow lines for writing notes.