

COURSE MAM1010: MARKETING & MANAGEMENT

Level: Introductory

Prerequisite: None

Description: Students identify basic management and marketing concepts and describe retail merchandising strategies of value to the retail employee, manager or owner.

Parameters: No specialized equipment or facilities.

Outcomes: The student will:

1. identify and describe roles and features within an organization

- 1.1 identify and describe the roles of management; e.g., planning, organizing, leading, monitoring, communicating
- 1.2 describe the role and evolution of retailing in Canada
- 1.3 identify and explain the functions of buying, selling and merchandising
- 1.4 identify and compare features of different forms of business ownership; e.g., sole proprietor, partnership, corporation, franchise, cooperative, conglomerate, multinational, crown corporation

2. describe the characteristics of marketing and decisions made within the marketing mix

- 2.1 identify the importance of marketing to a market economy
- 2.2 analyze the relationship between satisfying consumers and making a profit
- 2.3 identify the components of the “marketing mix”; e.g., four P’s: product, price, promotion, place, two C’s: consumers, competition
- 2.4 research decisions made in each component of the marketing mix
- 2.5 describe the focus marketing takes for different types of businesses including:
 - 2.5.1 manufacturers—product and service development
 - 2.5.2 wholesalers—marketing products and services to retailers and other businesses
 - 2.5.3 retailers—marketing to end user (the ultimate consumer)
- 2.6 describe the effect marketing decisions have on society; e.g., environmental concerns, cultural issues
- 2.7 differentiate between marketing and retail merchandising

3. identify and analyze retail merchandising strategies used in the marketplace today

- 3.1 analyze the role of technology in the evolution of retailing including:
 - 3.1.1 electronic banking; e.g., debit and credit cards
 - 3.1.2 home shopping
 - 3.1.3 scanners/universal product codes
 - 3.1.4 improved product quality
 - 3.1.5 just-in-time delivery
- 3.2 analyze and show examples of product merchandising strategies used to increase sales including:
 - 3.2.1 scrambled merchandising
 - 3.2.2 narrowing the product line
 - 3.2.3 sampling and product demonstrations
 - 3.2.4 shelf positioning; e.g., eye-level
 - 3.2.5 packaging; e.g., name, colour, size, pictures
 - 3.2.6 brand selection and identification

- 3.3 analyze and show examples of pricing merchandising strategies used to increase sales including:
 - 3.3.1 multiple pricing
 - 3.3.2 unit pricing on shelves
 - 3.3.3 warehouse pricing
 - 3.3.4 loss leaders
- 3.4 analyze and show examples of service merchandising strategies used to increase sales including:
 - 3.4.1 hours of operation
 - 3.4.2 franchising; e.g., dependable, consistent
 - 3.4.3 loyalty programs; e.g., points for purchases
 - 3.4.4 delivery, gift wrapping, installation or repair
 - 3.4.5 satisfaction guaranteed
- 3.5 analyze and show examples of place merchandising strategies used to increase sales including the:
 - 3.5.1 size of the store
 - 3.5.2 layout of the store; e.g., commonly purchased items placed around the perimeter of the store
 - 3.5.3 use of direct lighting to enhance products
- 3.6 analyze and show examples of promotional merchandising strategies used to increase sales including:
 - 3.6.1 visual merchandising; e.g., window displays, point-of-purchase displays
 - 3.6.2 posters and advertisements around the store that coordinate with promotional campaigns in the media
 - 3.6.3 shelf cards indicating specials
 - 3.6.4 packaging and labelling
- 4. demonstrate basic competencies**
 - 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate
 - 4.1.2 manage information
 - 4.1.3 use numbers
 - 4.1.4 think and solve problems
 - 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
 - 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks
- 5. make personal connections to the cluster content and processes to inform possible pathway choices**
 - 5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
 - 5.2 create a connection between a personal inventory and occupational choices

COURSE MAM1020: QUALITY CUSTOMER SERVICE

Level: Introductory

Prerequisite: None

Description: Students identify and describe the target customer and the selling floor, including sales and nonsales activities. They will demonstrate techniques required by employees in the field.

Parameters: Access to a school store is recommended but not required.

Supporting Course: MAM1010: Marketing & Management

Outcomes: The student will:

- 1. define target market**
- 2. identify and describe the components of a target market**
 - 2.1 identify and describe participants including:
 - 2.1.1 buyers
 - 2.1.2 users
 - 2.1.3 influencers
 - 2.2 identify demographics; e.g., age, sex, income, geographical location, education, ethnic origin, economic background
 - 2.3 identify psychographics; e.g., lifestyles including attitudes, interests and habits
- 3. identify target markets for a variety of products and/or services**
- 4. identify and describe a variety of consumer behaviours**
 - 4.1 describe basic needs and identify several examples
 - 4.2 describe secondary wants and identify several examples
 - 4.3 differentiate among recent purchases and indicate if they were needs or wants
 - 4.4 describe Maslow's hierarchy of needs and identify purchases made at each level
 - 4.5 identify and give examples of:
 - 4.5.1 rational buying motives
 - 4.5.2 emotional buying motives
 - 4.6 identify their buying motives on recent purchases
 - 4.7 explain the influences of income on purchases
 - 4.8 describe how advertising influences consumer purchases
 - 4.9 describe the attention, interest, desire, action (AIDA) concept and indicate its relationship to consumer behaviour
 - 4.10 identify influences on recent purchases
- 5. demonstrate effective retail sales and service techniques**
 - 5.1 demonstrate high standards of personal health, grooming and cleanliness
 - 5.2 demonstrate proper interaction and relationships with:
 - 5.2.1 customers
 - 5.2.2 coworkers
 - 5.2.3 supervisors
 - 5.2.4 suppliers
 - 5.3 differentiate between the role of a sales clerk/service provider and a salesperson
 - 5.4 describe or demonstrate how sales clerks obtain product knowledge

- 5.5 demonstrate quality customer service when:
 - 5.5.1 preparing sales receipts/bills
 - 5.5.2 dealing with various customer types
 - 5.5.3 handling customer complaints and returns
- 5.6 demonstrate use of proper approach; e.g., greeting, service, merchandise
- 5.7 demonstrate the ability to follow store policies and procedures
- 5.8 demonstrate upkeep and maintenance of a store
- 5.9 maintain well-stocked shelves
- 5.10 assist in preparing promotional campaigns including visual merchandising
- 5.11 demonstrate quality customer service skills as a cashier; e.g., using floats, cashing out, cash reconciliation, preparing store deposits
- 6. demonstrate basic competencies**
 - 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems
 - 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
 - 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks
- 7. make personal connections to the cluster content and processes to inform possible pathway choices**
 - 7.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
 - 7.2 create a connection between a personal inventory and occupational choices

COURSE MAM1030: COMMUNICATION STRATEGIES 1

Level: Introductory

Prerequisite: None

Description: Students improve oral and written business communication skills necessary for efficient and effective management of information. The focus is on business writing strategies and composing memorandums, messages and business letters.

Parameters: Access to an appropriate computer work station, storage medium, word processing software, the Internet and supporting materials.

Supporting Courses: INF1030: Word Processing 1
INF2090: Correspondence

Outcomes: The student will:

1. demonstrate use of the writing process when composing correspondence

- 1.1 identify and describe the different types of business documents including:
 - 1.1.1 memorandums
 - 1.1.2 electronic messages; e.g., e-mails
 - 1.1.3 personal business letters
 - 1.1.4 business letters
 - 1.1.5 informal business reports
 - 1.1.6 formal business reports
 - 1.1.7 proposals and press releases
- 1.2 outline and research the steps in the writing process; e.g., prewriting, composing, revising, proofreading
- 1.3 identify and use prewriting strategies when preparing messages and memorandums to:
 - 1.3.1 ensure good organization
 - 1.3.2 get to the point quickly
 - 1.3.3 supply accurate information
 - 1.3.4 indicate specific actions
- 1.4 differentiate between a personal business letter and a business letter
- 1.5 describe the functions of a business letter to:
 - 1.5.1 sell products or services
 - 1.5.2 request material or information
 - 1.5.3 answer customer inquiries or complaints
 - 1.5.4 increase goodwill
 - 1.5.5 act as a permanent record
 - 1.5.6 prepare a written contract
- 1.6 identify and use prewriting strategies when preparing personal business and business letters to:
 - 1.6.1 identify the purpose and audience
 - 1.6.2 identify what details need to be included
 - 1.6.3 complete any necessary research
 - 1.6.4 organize the letter using letter formulas
 - 1.6.5 outline the details of the letter in the order they should appear

- 1.7 describe strategies to use when planning to write business documents to:
 - 1.7.1 identify the main point
 - 1.7.2 identify the audience
 - 1.7.3 determine the type of document; e.g., letter, memorandum
 - 1.7.4 plan the message by listing points
 - 1.7.5 arrange points in logical order
- 1.8 select a letter format to use before writing
- 1.9 compose the first draft of the letter, including an opening, body and closing using a word processing program
- 1.10 identify and use revising strategies for a business letter
- 1.11 select a format to use before writing a memorandum or e-mail message
- 1.12 compose the first draft of the memorandum using a template
- 1.13 describe basic sentence structure, grammar, spelling and punctuation rules
- 1.14 identify and use revising strategies; e.g., check for brevity, active language and clarity
- 1.15 identify and use proofreading strategies to:
 - 1.15.1 proofread for facts, dates, names, figures and statistical information
 - 1.15.2 proofread for sentence structure, grammar, spelling, punctuation and format
- 2. demonstrate best practice when dealing with callers**
 - 2.1 describe effective oral communication strategies used in business
 - 2.2 describe the significance of nonverbal language
 - 2.3 correctly demonstrate making proper business introductions
 - 2.4 correctly demonstrate using proper communication etiquette when making/answering calls, during the calls and following the calls
- 3. demonstrate basic competencies**
 - 3.1 demonstrate fundamental skills to:
 - 3.1.1 communicate
 - 3.1.2 manage information
 - 3.1.3 use numbers
 - 3.1.4 think and solve problems
 - 3.2 demonstrate personal management skills to:
 - 3.2.1 demonstrate positive attitudes and behaviours
 - 3.2.2 be responsible
 - 3.2.3 be adaptable
 - 3.2.4 learn continuously
 - 3.2.5 work safely
 - 3.3 demonstrate teamwork skills to:
 - 3.3.1 work with others
 - 3.3.2 participate in projects and tasks
- 4. make personal connections to the cluster content and processes to inform possible pathway choices**
 - 4.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
 - 4.2 create a connection between a personal inventory and occupational choices

COURSE MAM1040: E-COMMERCE 1

Level: Introductory

Prerequisite: None

Description: Students will investigate the concept of e-commerce as a marketing strategy and design an e-commerce Web site to sell products and/or services.

Note: The e-commerce Web site that is designed does not need to be published on the Internet; it can be operational on a local machine/network, if necessary.

Parameters: Access to an appropriate computer work station, word processing software, Web site design software, the Internet and supporting materials.

Supporting Courses: INF1030: Word Processing
MAM1010: Marketing & Management and/or any Web design course

Outcomes: The student will:

1. describe features, benefits and challenges influencing decisions to market online

- 1.1 list features that are typical of e-commerce Web sites including:
 - 1.1.1 a catalogue display that lists products and/or services for sale
 - 1.1.2 systems to handle orders, payments, shipping and inventory
 - 1.1.3 marketing and advertising initiatives to attract and retain customers
- 1.2 describe the potential benefits of marketing online (e-commerce) including:
 - 1.2.1 higher revenue/income potential by: expanding business networks and affiliations, reducing overall labour, communication and inventory costs, exposing businesses to wider audiences; e.g., local, national, global,
 - 1.2.2 enhanced customer service; e.g., 24/7 access
 - 1.2.3 faster information dissemination to customers
 - 1.2.4 faster information dissemination on products and marketing efforts within the company
 - 1.2.5 increased goodwill and shareholder value
- 1.3 identify and assess challenges to marketing online including:
 - 1.3.1 ethical issues; e.g., selling illegal items, using untrue, incomplete statements in advertising, accepting money for recommendations
 - 1.3.2 privacy concerns; e.g., managing the nature and degree of information collected on customers, selling or renting customer information to a third party without permission
- 1.4 identify potential customers by demonstrating profile methods that include:
 - 1.4.1 age, gender, interests, occupations and income
 - 1.4.2 reading, writing and hearing abilities
 - 1.4.3 computer hardware and software expertise
 - 1.4.4 status of computer equipment; e.g., processing speed, screen size, wireless mobile devices
 - 1.4.5 connection speed to the Internet

- 2. outline the process of building an e-commerce Web site**
 - 2.1 research the target market and determine if potential customers are online
 - 2.2 determine what competitors are doing and what needs to be done to compete
 - 2.3 estimate startup and ongoing fixed and variable costs by:
 - 2.3.1 listing what must be considered when deciding how to develop and manage an e-commerce Web site; e.g., expected size of Web site, expected traffic, need to connect to in-house business processes, levels of security needed
 - 2.3.2 describing alternatives for developing e-commerce Web sites; e.g., outsourcing, building own Web site
 - 2.4 identify procedures for registering a domain name (Uniform Resource Locator or URL) that:
 - 2.4.1 is easy to find and remember
 - 2.4.2 is reflective of the Web site's content
 - 2.4.3 has a logical connection to the Web site's sponsor
 - 2.4.4 publishes pages to the Web site
- 3. design an e-commerce Web site to market products or services online**
 - 3.1 describe and design the Web site and storyboard all Web pages, including the entire text for each Web page and the navigation links
 - 3.2 create the Web site including:
 - 3.2.1 set up the background
 - 3.2.2 insert text
 - 3.2.3 format pages
 - 3.2.4 add hyperlinks
 - 3.2.5 develop forms
 - 3.2.6 insert images and special effects
 - 3.2.7 edit text-image interfacing
 - 3.2.8 review the impact of the layout, text and special effects
 - 3.2.9 test hyperlinks and navigation paths
 - 3.3 gather opinions and feedback on impact and effectiveness and make necessary adjustments
 - 3.4 market the Web site online and offline; e.g., search engines/directories and partnerships, news releases, stationery, advertisements
 - 3.5 document the Web site by:
 - 3.5.1 listing items that need updating on a regular basis or that need to be changed seasonally
 - 3.5.2 creating a proposed schedule for software/hardware review
- 4. analyze content-related features of effective e-commerce Web sites**
 - 4.1 examine the following:
 - 4.1.1 the home page
 - 4.1.2 the search function
 - 4.1.3 company information
 - 4.1.4 company policies on privacy, security and terms of business
 - 4.1.5 display format of products/services, ordering and shipping; e.g., shopping carts, payment options
 - 4.2 examine forms to gather customer information and incentives to complete them
 - 4.3 examine additional content, and accurate and appropriate text
- 5. analyze design- and technical-related features of effective e-commerce Web sites**
 - 5.1 examine the overall impact of the Web site
 - 5.2 examine if:
 - 5.2.1 the Web site aligns with potential customers' interests and needs
 - 5.2.2 pages are consistent in format, text size, font, headings and colour
 - 5.2.3 colour contrast helps items stand out or blend in and the background is effective

- 5.2.4 special effects have been added and are appropriate; e.g., pictures, photographs, graphics, sound, borders, audio, animation, video, marquee, 3-D graphics, 3-D animation
- 5.2.5 the home page provides clear links to other pages of the Web site
- 6. apply consistent and appropriate work station routines**
 - 6.1 demonstrate good health and safety; e.g., posture, positioning of hardware and furniture
 - 6.2 employ practices that security for hardware, software, supplies and personal work
 - 6.3 apply effective decision-making strategies when using the Internet
 - 6.4 use related terminology to describe basic protocols, processes and tools
- 7. demonstrate basic competencies**
 - 7.1 demonstrate fundamental skills to:
 - 7.1.1 communicate
 - 7.1.2 manage information
 - 7.1.3 use numbers
 - 7.1.4 think and solve problems
 - 7.2 demonstrate personal management skills to:
 - 7.2.1 demonstrate positive attitudes and behaviours
 - 7.2.2 be responsible
 - 7.2.3 be adaptable
 - 7.2.4 learn continuously
 - 7.2.5 work safely
 - 7.3 demonstrate teamwork skills to:
 - 7.3.1 work with others
 - 7.3.2 participate in projects and tasks
- 8. make personal connections to the cluster content and processes to inform possible pathway choices**
 - 8.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
 - 8.2 create a connection between a personal inventory and occupational choices

COURSE MAM1050: AGRICULTURE CONSUMER PRODUCTS & SERVICES

Level: Introductory

Prerequisite: None

Description: Students demonstrate the basic steps involved in processing or adding value to an agriculture commodity and/or in providing related services.

Parameters: Access to an agriculture processing industry and/or related services or information.

Outcomes: The student will:

- 1. explain the basic steps and procedures involved in processing an agriculture commodity and/or in providing a related service**
 - 1.1 identify steps that are followed in developing a consumer product or providing a related service including:
 - 1.1.1 inputs to the product or service
 - 1.1.2 processes and techniques
 - 1.1.3 safety, quality and environmental control
 - 1.2 explain relevant legislation and practices regarding identification, grading, packaging and labelling of the product or service
 - 1.3 describe strategies for ensuring the quality of the product or service; e.g., quality indicators, control measures
- 2. describe technological systems used to process a plant or animal commodity and/or to provide a related service**
 - 2.1 identify appropriate methods for transporting, storing, advertising and/or promoting the product or service
 - 2.2 describe buildings/structures and equipment appropriate to providing the product or service; e.g., design features, operation and maintenance, safety, economics/cost
- 3. demonstrate basic competencies**
 - 3.1 demonstrate fundamental skills to:
 - 3.1.1 communicate
 - 3.1.2 manage information
 - 3.1.3 use numbers
 - 3.1.4 think and solve problems
 - 3.2 demonstrate personal management skills to:
 - 3.2.1 demonstrate positive attitudes and behaviours
 - 3.2.2 be responsible
 - 3.2.3 be adaptable
 - 3.2.4 learn continuously
 - 3.2.5 work safely
 - 3.3 demonstrate teamwork skills to:
 - 3.3.1 work with others
 - 3.3.2 participate in projects and tasks

4. make personal connections to the cluster content and processes to inform possible pathway choices

4.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences

4.2 create a connection between a personal inventory and occupational choices

COURSE INF1910: INF PROJECT A

Level: Introductory

Prerequisite: None

Description: Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

Parameters: Introductory project courses must connect with a minimum of two CTS courses, one of which must be at the introductory level and be in the same occupational area as the project course. The other CTS course(s) can be either at the same level or at the intermediate level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.

Outcomes:

The teacher/student will:

- 1. identify the connection between this project course and two or more CTS courses**
 - 1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
 - 1.2 explain how these outcomes are being connected to the project and/or performance deliverables
- 2. propose the project and/or performance**
 - 2.1 identify the project and/or performance by:
 - 2.1.1 preparing a plan
 - 2.1.2 clarifying the purposes
 - 2.1.3 defining the deliverables
 - 2.1.4 specifying time lines
 - 2.1.5 explaining terminology, tools and processes
 - 2.1.6 defining resources; e.g., materials, costs, staffing
 - 2.2 identify and comply with all related health and safety standards
 - 2.3 define assessment standards (indicators for success)
 - 2.4 present the proposal and obtain necessary approvals

The student will:

- 3. meet goals as defined within the plan**
 - 3.1 complete the project and/or performance as outlined
 - 3.2 monitor the project and/or performance and make necessary adjustments
 - 3.3 present the project and/or performance, indicating the:
 - 3.3.1 outcomes attained
 - 3.3.2 relationship of outcomes to goals originally set

- 3.4 evaluate the project and/or performance, indicating the:
 - 3.4.1 processes and strategies used
 - 3.4.2 recommendations on how the project and/or performance could have been improved
- 4. demonstrate basic competencies**
 - 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate
 - 4.1.2 manage information
 - 4.1.3 use numbers
 - 4.1.4 think and solve problems
 - 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
 - 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks
- 5. make personal connections to the cluster content and processes to inform possible pathway choices**
 - 5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
 - 5.2 create a connection between a personal inventory and occupational choices