

COURSE MAM3010: THE BUSINESS ORGANIZATION

Level: Advanced

Prerequisite: None

Description: Students identify and describe organizational structures, management theories and organizations as working units. Students also explain their beliefs of what successful organizations might look like in the future.

Parameters: No specialized equipment or facilities.

Supporting Courses: MAM1010: Marketing & Management
MAM2010: Managing for Quality

Outcomes: The student will:

- 1. analyze and describe local examples of different types of organizational structures**
 - 1.1 analyze the types of organizational structures including:
 - 1.1.1 functional; e.g., organized by functions
 - 1.1.2 line and staff; e.g., organized by product line
 - 1.1.3 geographical; e.g., organized by region
 - 1.1.4 committee and matrix; e.g., organized by teams
 - 1.2 diagram a firm's organization for each type of structure
 - 1.3 research the levels of management in the managerial hierarchy for each structure
 - 1.4 describe the channels of communications and flow of information for a variety of organizations
- 2. analyze the different management theories and forecast future trends**
 - 2.1 research and critique popular theories of management including:
 - 2.1.1 classical
 - 2.1.2 scientific management
 - 2.1.3 management by objectives
 - 2.1.4 management by wandering around
 - 2.1.5 Japanese model
 - 2.1.6 total quality management
 - 2.1.7 site-based management
 - 2.1.8 future trends
 - 2.2 research the best organizational structure(s) to use for each theory
 - 2.3 research the theory or combination of theories that best fit the needs of today's society
- 3. examine the purpose of functional areas in a business organization and the roles and responsibilities for managers in each of the areas**
 - 3.1 research management roles in functional areas and explain management tasks and responsibilities in:
 - 3.1.1 research and development
 - 3.1.2 production and manufacturing
 - 3.1.3 finance and accounting
 - 3.1.4 marketing
 - 3.1.5 purchasing
 - 3.1.6 administration
 - 3.1.7 human resources

- 3.2 explain how each function fits within the organization, identifying key components of the function and characteristics of successful and/or effective members
- 4. identify why businesses succeed or fail and how organizations measure their success or failure**
 - 4.1 identify common reasons why organizations succeed or fail
 - 4.2 describe how an organization can rate its success
 - 4.3 describe how performance can be measured and recognized; e.g., owner, manager, support team
- 5. evaluate a current challenge facing managers in today's society**
 - 5.1 identify and analyze ethical challenges that affect organizations and personnel including:
 - 5.1.1 interpersonal interactions
 - 5.1.2 company policies and protocols
 - 5.1.3 customers interactions
 - 5.1.4 business associates and competitors
 - 5.2 describe examples of how social responsibility has been addressed or not addressed by an organization
- 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. create a transitional strategy to accommodate personal changes and build personal values**
 - 7.1 identify short-term and long-term goals
 - 7.2 identify steps to achieve goals

COURSE MAM3020: BUSINESS IN THE CANADIAN ECONOMY

Level: Advanced

Prerequisite: None

Description: Students investigate and relate their knowledge of economics to how business decisions are made within the community, provincially, nationally and internationally.

Parameters: No specialized equipment or facilities.

Supporting Courses: MAM1010: Marketing & Management
MAM2010: Managing for Quality

Outcomes: The student will:

1. identify and describe basic economic terms and concepts

- 1.1 describe the important role of economics in our personal lives
- 1.2 analyze how scarcity affects choices made by the individual and society
- 1.3 describe how all choices are “trade-offs” or “opportunity costs”
- 1.4 cite examples of opportunity costs
- 1.5 describe the factors of production; e.g., land, labour, capital
- 1.6 evaluate goods and services within the community and determine who produces and consumes them
- 1.7 analyze the interrelationship of consumers and producers and how decisions are made
- 1.8 explain key economic indicators for the following:
 - 1.8.1 gross domestic product (GDP)
 - 1.8.2 personal income
 - 1.8.3 consumer price index
 - 1.8.4 unemployment rates
 - 1.8.5 stock/bond markets
- 1.9 compare the following different types of economic systems listing the characteristics, advantages and disadvantages of each:
 - 1.9.1 market
 - 1.9.2 command
 - 1.9.3 mixed
- 1.10 research the laws of supply and demand by:
 - 1.10.1 analyzing the effects of supply and demand on price in a variety of market scenarios
 - 1.10.2 identifying recent examples of how the market has made adjustments to price and supply of various goods and services

2. demonstrate knowledge of the Canadian economy

- 2.1 research the various economic goals at the federal, provincial and local level
- 2.2 explain the role of profit in our mixed economy
- 2.3 research the circular flow of our economy and its effects on:
 - 2.3.1 consumers
 - 2.3.2 government
 - 2.3.3 business
 - 2.3.4 GDP

- 2.4 describe how the business cycle fluctuates and responds to fluctuations
- 2.5 explain actions the government might take to stabilize our economy
- 2.6 explain how income is earned and spent
- 2.7 describe the role of the Bank of Canada and other banking institutions in determining interest rates and the relationship interest rates have on items such as purchases and investments
- 3. identify, describe and evaluate an economic issue challenging Canadian businesses**
 - 3.1 identify key issues that challenge Canadian business at community, regional, provincial, national and international levels
 - 3.2 conduct in-depth research on a key issue and report the findings
- 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. create a transitional strategy to accommodate personal changes and build personal values**
 - 5.1 identify short-term and long-term goals
 - 5.2 identify steps to achieve goals

COURSE MAM3030: BUSINESS IN THE GLOBAL MARKETPLACE

Level: Advanced

Prerequisite: None

Description: Students examine the opportunities and challenges that confront business persons in establishing a global business operation.

Parameters: No specialized equipment or facilities.

Supporting Courses: MAM1010: Marketing & Management
MAM2010: Managing for Quality
MAM3020: Business in the Canadian Economy

Outcomes: The student will:

1. compare existing international business ventures within developing and developed nations

- 1.1 explain global marketplace terms
- 1.2 identify and describe a variety of international businesses including:
 - 1.2.1 their organizational structures
 - 1.2.2 manager roles and responsibilities for foreign companies in Canada
 - 1.2.3 Canadian companies abroad
- 1.3 describe the pros and cons of various forms of international business opportunities

2. identify and examine existing legislation that affects global ventures

- 2.1 research existing provincial legislation/regulations that promote or hinder trade within Canada
- 2.2 research Canadian and other national legislation/regulations that promote or hinder trade with Canada
- 2.3 identify and explain the following:
 - 2.3.1 World Trade Organization (WTO)
 - 2.3.2 Canada-United States Free Trade Agreement (FTA)
 - 2.3.3 North American Free Trade Agreement (NAFTA)
 - 2.3.4 European Economic Community (EEC)
 - 2.3.5 Pacific Rim
 - 2.3.6 other international trading agreements
- 2.4 describe a protectionism policy and the historical effect it has had on countries
- 2.5 describe and/or debate Canada/US actions regarding:
 - 2.5.1 tariffs; e.g., import and export tax
 - 2.5.2 dumping
- 2.6 illustrate an organizational chart with the functions, duties, descriptions and examples of:
 - 2.6.1 an export department
 - 2.6.2 an export manager
 - 2.6.3 a commission agent
- 2.7 research the role of the World Bank in international business
- 2.8 describe the basic concepts of international trade from a fiscal and economic position including:
 - 2.8.1 balance of trade
 - 2.8.2 balance of payments
 - 2.8.3 exchange rate; e.g., floating, devaluation, revaluation
 - 2.8.4 counter trade

3. analyze existing global ventures

- 3.1 describe the global competitive forces being exerted on the Canadian business community
- 3.2 explain how a Canadian business operation might determine its niche in the international marketplace
- 3.3 research and summarize how management organizes for an effective international strategy by:
 - 3.3.1 developing new products/services
 - 3.3.2 maximizing advanced technology capability; e.g., communication, research, production
 - 3.3.3 using resources from the local community
 - 3.3.4 identifying local economic, political, social and environmental issues
 - 3.3.5 clarifying profit targets
- 3.4 research and explain possible involvement opportunities on the international business scene, identifying examples and management's role in:
 - 3.4.1 exporting
 - 3.4.2 importing; e.g., directly/indirectly
 - 3.4.3 licensing; e.g., licensee/licenser
 - 3.4.4 franchising; e.g., franchisee/franchiser
 - 3.4.5 foreign marketing
 - 3.4.6 foreign production and marketing

4. identify and investigate global entrepreneurial opportunities within a developing and a developed nation

- 4.1 describe the concept of “profit with principles” when doing business with developing nations
- 4.2 research and assess managerial considerations of the following conditions in a foreign country:
 - 4.2.1 geographical
 - 4.2.2 economic
 - 4.2.3 social
 - 4.2.4 political
 - 4.2.5 cultural
 - 4.2.6 environmental
- 4.3 contrast risks and challenges to opportunities and indicate on what basis a positive decision would be made to proceed with a foreign venture
- 4.4 describe how management practices differ in the global marketplace in relation to:
 - 4.4.1 leadership practices
 - 4.4.2 organizational structures
 - 4.4.3 employee motivation levels/incentives
 - 4.4.4 quality standards

5. demonstrate basic competencies

- 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
- 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
- 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks

- 6. create a transitional strategy to accommodate personal changes and build personal values**
 - 6.1 identify short-term and long-term goals
 - 6.2 identify steps to achieve goals

COURSE MAM3040: PROMOTION – SALES TECHNIQUES

Level: Advanced

Prerequisite: None

Description: Students learn and demonstrate techniques for successful selling.

Parameters: No specialized equipment or facilities.

Supporting Courses: MAM1010: Marketing & Management
MAM1020: Quality Customer Service

Outcomes: The student will:

1. critique salespersons and customers during the selling process

- 1.1 define selling and discuss the role of the salesperson in:
 - 1.1.1 the buying and selling process
 - 1.1.2 selling himself or herself, the products/services and the business
 - 1.1.3 human relations
- 1.2 discuss the effect of ethical and legal considerations on the role of the salesperson
- 1.3 identify personality traits that are needed by salespeople and indicate why they are important
- 1.4 describe how sales support activities link to success in sales; e.g., stockkeeping, housekeeping, building displays, preventing loss/waste, directing customers, handling complaints
- 1.5 list characteristics that customers expect to find in a salesperson and indicate:
 - 1.5.1 why they are important
 - 1.5.2 why they can have either a positive or negative effect
- 1.6 explain what is required in a successful sales presentation
- 1.7 describe motivators for why people buy
- 1.8 describe different customer types
- 1.9 describe what produces satisfaction when making a personal purchase including:
 - 1.9.1 evaluating alternatives
 - 1.9.2 making the purchase
 - 1.9.3 re-evaluating the purchase

2. develop and demonstrate proper sales techniques

- 2.1 describe how a salesperson prepares for the customer including:
 - 2.1.1 customer characteristics/motives
 - 2.1.2 product/service information
- 2.2 research and analyze information related to prospective customers and product information
- 2.3 explain how the welcome statement can help get attention and establish customer rapport
- 2.4 practise and demonstrate using different approaches for a variety of situations including social, service and merchandising
- 2.5 explain the effectiveness and timing used by the salesperson to identify the customer's needs and wants; e.g., observe customer, use selling statement(s), ask question(s), listen to customer
- 2.6 develop a series of questions to determine the customer's needs
- 2.7 describe the importance of determining the type of customer and how the sales presentation is tailored to encourage the customer
- 2.8 explain how the salesperson can recognize customer buying signals
- 2.9 suggest possible sales activities/responses for customer personality types

- 2.10 describe the use of sensory appeal in sales demonstrations and how it is effective
- 2.11 identify other techniques that are used by salespersons to encourage customers
- 2.12 identify and list at least 10 unique selling points (USPs) for a product
- 2.13 turn product features or USPs into customer benefits
- 2.14 explain what a salesperson can do to counteract customer:
 - 2.14.1 excuses
 - 2.14.2 objections
- 2.15 describe possible techniques for answering objections and indicate under what circumstances they could be appropriately used as an answering method
- 2.16 prepare a variety of objections that customers may raise and describe how to overcome these objections effectively
- 2.17 describe how a natural close to the sale can be achieved by including the following alternatives:
 - 2.17.1 stop demonstrating/showing the product
 - 2.17.2 narrow the selection
 - 2.17.3 discuss ownership
 - 2.17.4 ask to buy; e.g., “will this be cash or charge”
 - 2.17.5 determine why there is reluctance
 - 2.17.6 be confident
- 2.18 describe the conditions under which the salesperson determines the appropriate time to close the sale
- 2.19 explain the purpose of the trial close and how it can be included in the sales discussion
- 2.20 identify a variety of closing techniques and describe the circumstances that would best support each
- 2.21 describe lost sales, errors in closing a sale and preparing for the next sale
- 2.22 identify the techniques that can be used to support more sales now and in the future
- 2.23 demonstrate the mechanics of closing including:
 - 2.23.1 ringing in the sale
 - 2.23.2 wrapping/bagging merchandise
 - 2.23.3 taking leave
- 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. create a transitional strategy to accommodate personal changes and build personal values**
 - 4.1 identify short-term and long-term goals
 - 4.2 identify steps to achieve goals

COURSE MAM3050: DISTRIBUTING GOODS & SERVICES

Level: Advanced

Prerequisite: None

Description: Students explore the channels of distribution and modes of transportation used to direct goods from the producer to the consumer.

Parameters: No specialized equipment or facilities.

Supporting Course: MAM1010: Marketing & Management

Outcomes: The student will:

1. identify and compare different channels of distribution and modes of transportation

- 1.1 define channels of distribution and provide examples
- 1.2 research the following three major distribution policies and identify types of products for each policy:
 - 1.2.1 extensive
 - 1.2.2 selective
 - 1.2.3 exclusive
- 1.3 evaluate the role of producers, processors, manufacturers, agents, brokers, wholesalers, retailers and consumers, and identify examples for each
- 1.4 compare the most common types of channels and identify the types of products that go through each channel including:
 - 1.4.1 produce to consumer (direct)
 - 1.4.2 one intermediary (retailer)
 - 1.4.3 two intermediaries (wholesaler, retailer)
 - 1.4.4 three intermediaries (agent, wholesaler, retailer)
- 1.5 research the role of a broker and commission agent for a retailer and manufacturer
- 1.6 identify and list the functions of a wholesaler
- 1.7 research the importance of wholesalers to manufacturers and to retailers
- 1.8 research local wholesalers in their community
- 1.9 describe the different types of agent intermediaries and their role in the distribution process

2. identify and describe different types of retailers present in the community

- 2.1 analyze the common types of retail stores and identify examples of each, including both service and merchandising businesses
- 2.2 describe types of nonstore retailers
- 2.3 analyze future retailing opportunities and how they might affect traditional channels

3. identify and present the channels of distribution and modes of transportation used for a manufactured product

- 3.1 explain the role transportation plays within the channels of distribution
- 3.2 illustrate the modes of transportation used for a variety of different products; e.g., rail, road, pipeline, air, water
- 3.3 compare the advantages and disadvantages of the various modes of transportation with regard to cost, accessibility, reliability, in-transit time, flexibility
- 3.4 research developments in transportation methods

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. create a transitional strategy to accommodate personal changes and build personal values

- 5.1 identify short-term and long-term goals
- 5.2 identify steps to achieve goals

COURSE MAM3060: SETTING UP A RETAIL STORE

Level: Advanced

Prerequisite: None

Description: Students develop retail store images, examine potential locations and design store layouts. Students should be given hands-on experience by researching a location for an actual retailing opportunity and by designing a layout for this retail store. This course focuses on students owning a retail business and learning the necessary steps for success.

Parameters: No specialized equipment or facilities, but students may require access to a retail facility for reference.

Supporting Courses: MAM1010: Marketing & Management
MAM2040: Retail Operations
ENT2030: Marketing the Venture

Outcomes: The student will:

1. create an image for a retail business

- 1.1 identify what creates a favourable image; e.g., store name, targeting one's market, quality/price of product and service, retail policies and services such as credit, return policies and guarantees
- 1.2 identify a possible retail business to design
- 1.3 develop a favourable image for a possible retail business

2. analyze and justify a location and site for a retail business

- 2.1 describe marketing research strategies
- 2.2 identify the community for a possible retail business site; e.g., city, town, district
- 2.3 list store location objectives regarding target market, business environment and competition
- 2.4 identify and investigate a preliminary list of communities
- 2.5 compare communities selected; short list and rank the communities
- 2.6 choose the best community for the retail business
- 2.7 identify and research various sites within the community
- 2.8 research traffic patterns
- 2.9 research options for choosing a location by:
 - 2.9.1 comparing buying versus leasing
 - 2.9.2 calculating how to best maximize sales
 - 2.9.3 evaluating the site, based on store image
 - 2.9.4 analyzing large competition versus one-of-a-kind

3. design an effective floor plan, using the principles of store design and layout

- 3.1 analyze the:
 - 3.1.1 space required
 - 3.1.2 workflow patterns including employees and customers
 - 3.1.3 equipment, display and physical arrangement
- 3.2 describe and illustrate how to incorporate:
 - 3.2.1 enticements to customers; e.g., come, stay, buy, return
 - 3.2.2 efficiency and service
 - 3.2.3 flexibility and convenience

- 3.2.4 safety for employees and customers
- 3.2.5 security for merchandise and equipment
- 3.2.6 maintenance; e.g., day-to-day, repair, remodel
- 3.3 research the principles of store front and interior floor design and layout; e.g., features, impulse goods vs. staple goods, physical arrangement
- 3.4 compare exterior and interior layouts among stores with similar product lines including:
 - 3.4.1 supermarkets
 - 3.4.2 department stores
 - 3.4.3 small retail stores
 - 3.4.4 service operations
- 3.5 identify elements that compete for space on the floor
- 3.6 describe and illustrate aspects of the design including:
 - 3.6.1 why the plan is functional
 - 3.6.2 selling and nonselling areas
 - 3.6.3 equipment and furniture
 - 3.6.4 decor
 - 3.6.5 image of business both inside and outside
- 4. identify, research and select vendors for the purchase of fixtures and equipment**
- 5. prepare a maintenance schedule for a retail business**
 - 5.1 prepare housekeeping schedules and work plans including:
 - 5.1.1 daily cleaning
 - 5.1.2 general maintenance
 - 5.1.3 redecorating for promotional and upkeep purposes
- 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. create a transitional strategy to accommodate personal changes and build personal values**
 - 7.1 identify short-term and long-term goals
 - 7.2 identify steps to achieve goals

COURSE MAM3070: OFFICE SYSTEMS 2

Level: Advanced

Prerequisite: MAM2050: Office Systems 1

Description: Students evaluate and demonstrate effective office environment strategies and processes, use electronic office equipment, and manage processes related to electronic communications and business meetings.

Parameters: Access to electronic office equipment.

Outcomes: The student will:

1. evaluate and make recommendations for improving the quality of the office environment

- 1.1 research the change process within an office as electronic technologies alter the office environment
- 1.2 analyze the changing role of the office worker at different levels; e.g., entry-level, supervisory, top-level management
- 1.3 research various job descriptions; e.g., responsibilities (direct, indirect), setting priorities, reporting structure, opportunities for initiative
- 1.4 illustrate the flow of work for one or more office functions
- 1.5 compare office manuals for common policies and procedures
- 1.6 propose strategies by which an office could improve the commitment to quality management
- 1.7 implement strategies that increase personal productivity including:
 - 1.7.1 time and work management
 - 1.7.2 setting priorities
 - 1.7.3 resource management

2. demonstrate independent use of office strategies and procedures and of electronic office equipment including procedures for electronic communications

- 2.1 apply efficient communication procedures and protocols when using a variety of electronic office equipment
- 2.2 describe the various communication systems available to a business; e.g., telephone, voice messaging systems, electronic mail, facsimiles, the Internet, teleconferencing
- 2.3 research a variety of communication procedures and protocols that are practised for each system; e.g., answering phones promptly, delivering fax messages promptly, answering electronic mail messages immediately
- 2.4 identify strategies to develop skills and train others on a variety of electronic office equipment
- 2.5 follow ethics and laws regarding the use of electronic office equipment
- 2.6 demonstrate proper personal grooming and dress appropriate to the office environment

3. demonstrate ability to plan and run a business meeting

- 3.1 identify procedures when planning a meeting, including in formal and informal settings
- 3.2 describe strategies to prepare for the meeting
- 3.3 describe how meetings run effectively and efficiently
- 3.4 describe the procedures to follow after the meeting
- 3.5 plan and simulate a business meeting

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. create a transitional strategy to accommodate personal changes and build personal values

5.1 identify short-term and long-term goals

5.2 identify steps to achieve goals

COURSE MAM3080: COMMUNICATION STRATEGIES 3

Level: Advanced

Prerequisite: MAM1030: Communication Strategies 1

Description: Students expand and continue to improve oral and written communication strategies necessary for efficient and effective management of information. Focus is on technical writing strategies and composing at a computer work station when preparing formal business reports and proposals.

Parameters: Access to an appropriate computer work station, word processing software and support materials.

Supporting Course: MAM2060: Communication Strategies 2

Outcomes: The student will:

1. critique formal technical reports

- 1.1 identify examples of technical writing; e.g., instruction manuals, research reports
- 1.2 describe the following characteristics of effective technical writing:
 - 1.2.1 directed to a topic or need
 - 1.2.2 accurate terminology, procedures and data
 - 1.2.3 current, clear, concise and complete
- 1.3 research the parts of a formal technical report including:
 - 1.3.1 cover
 - 1.3.2 title page
 - 1.3.3 table of contents
 - 1.3.4 list of illustrations
 - 1.3.5 synopsis and/or executive summary
 - 1.3.6 body of the text; e.g., discussion, conclusions, recommendations, footnotes
 - 1.3.7 appendix
 - 1.3.8 bibliography or reference list
 - 1.3.9 letter of transmittal
- 1.4 identify and demonstrate competencies needed for effective technical writing including:
 - 1.4.1 concentration
 - 1.4.2 precision
 - 1.4.3 summarization skills
- 1.5 examine and evaluate a variety of technical reports
- 1.6 compare technical writing with other writing; e.g., creative, historiographical, journalistic

2. prepare a formal technical report that is clear, concise and meets the needs of the report user

- 2.1 research and use the following prewriting strategies when preparing formal technical reports:
 - 2.1.1 determine the purpose
 - 2.1.2 prepare an outline
 - 2.1.3 conduct the research
 - 2.1.4 develop a note-taking system
 - 2.1.5 prepare an outline; put all sections together

- 2.2 compose the first draft of the formal document using word processing skills, templates and effective strategies for formal reports including:
 - 2.2.1 write one section at a time; the executive summary should be written last
 - 2.2.2 use headings and side headings for ease of reading
- 2.3 analyze the document using revising strategies to:
 - 2.3.1 check the draft against the outline
 - 2.3.2 ensure the purpose has been achieved
 - 2.3.3 check that report is clear, concise and complete
 - 2.3.4 check the facts for accuracy
- 2.4 use proofreading strategies to:
 - 2.4.1 proofread for facts, dates, names, figures and statistical information
 - 2.4.2 proofread for sentence structure, grammar, spelling, punctuation and format
- 3. deliver an oral, formal technical report supported by visual aids**
 - 3.1 research and critique presentation strategies
 - 3.2 identify types of visual aids to use in a presentation
 - 3.3 rehearse making an oral presentation of a formal technical report using visual aids and effective presentation strategies and tools
 - 3.4 present the oral technical report
- 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. create a transitional strategy to accommodate personal changes and build personal values**
 - 5.1 identify short-term and long-term goals
 - 5.2 identify steps to achieve goals

COURSE MAM3090: RECORDS MANAGEMENT 2

Level: Advanced

Prerequisite: MAM2080: Records Management 1

Description: Students describe the advantages of an automated records system. Numeric, subject and geographic coding are emphasized.

Parameters: Access to a computer work station and database software.

Supporting Courses: INF1050: Database 1
INF2070: Database 2

Outcomes: The student will:

1. identify and describe basic electronic records management concepts

- 1.1 describe and give examples of automated records systems
- 1.2 describe the advantages of automated records systems over manual systems
- 1.3 research safety and security procedures of automated records
- 1.4 describe the process known as micrographics
- 1.5 research the types of microfilm and their uses; e.g., roll film, microfiche, microfilm jacket, aperture cards
- 1.6 identify and describe electronic equipment and supplies necessary to create and maintain an efficient electronic records management system

2. demonstrate ability to plan, create and use an electronic records management system in the numeric, subject and geographic categories

- 2.1 identify records that are or should be managed by number
- 2.2 explain the advantages and disadvantages of numeric storage
- 2.3 describe numeric storage methods including:
 - 2.3.1 consecutive numbering methods
 - 2.3.2 nonconsecutive numbering or terminal digit methods
- 2.4 explain the differences between consecutive and nonconsecutive numeric record storage
- 2.5 describe how records can be stored chronologically
- 2.6 create a numeric records management system
- 2.7 practise using the rules for numeric filing by indexing, coding and storing a variety of records
- 2.8 identify records that are or should be managed by subject
- 2.9 explain the advantages and disadvantages of subject storage
- 2.10 describe the standard arrangements for subject storage including:
 - 2.10.1 straight dictionary arrangement
 - 2.10.2 encyclopedic arrangement
- 2.11 create a subject records management system
- 2.12 practise using the rules for subject filing by indexing, coding and storing a variety of records
- 2.13 identify records that are or should be managed by geographic location
- 2.14 explain the advantages and disadvantages of geographic storage
- 2.15 explain the differences and similarities between geographic and alphabetic methods
- 2.16 create a geographic records management system
- 2.17 practise using the rules for geographic filing by indexing, coding and storing a variety of records

- 2.18 demonstrate the following tasks for each records management system (subject, numeric, and geographic) created:
 - 2.18.1 store new data or records
 - 2.18.2 retrieve data or records
 - 2.18.3 sort and/or query records
 - 2.18.4 create a report
 - 2.18.5 manipulate and edit records
 - 2.18.6 analyze strategies to prevent records from being mismanaged
- 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. create a transitional strategy to accommodate personal changes and build personal values**
 - 4.1 identify short-term and long-term goals
 - 4.2 identify steps to achieve goals

COURSE MAM3100: PROMOTION – BROADCAST ADVERTISING

Level: Advanced

Prerequisite: None

Description: Students are introduced to broadcast communication channels, delivery strategies and advertising media that can be used to inform potential customers about products and services available in the marketplace.

Parameters: Access to a voice recorder and an image capture device for broadcast advertising.

Supporting Course: MAM1010: Marketing & Management

Outcomes: The student will:

1. investigate and report on basic broadcast media types and concepts

- 1.1 describe the types of broadcast advertising
- 1.2 describe the role of the Canadian Radio-television and Telecommunications Commission (CRTC)
- 1.3 describe the history of both radio and television
- 1.4 explain the types of ownership and programming found in radio and television
- 1.5 identify a variety of radio stations available to various listeners in the immediate area
- 1.6 describe the types of television stations that are:
 - 1.6.1 network-affiliated
 - 1.6.2 network-owned
 - 1.6.3 independent
- 1.7 describe other means of television advertising including cablevision, pay TV, videocassette recordings, satellite, infomercials

2. evaluate advertisements for radio, television and Web-based mediums

- 2.1 analyze the number of views per:
 - 2.1.1 hit
 - 2.1.2 time slot
- 2.2 analyze the effectiveness of advertisements

3. design and create an effective promotional advertisement for broadcast; e.g. television, radio

- 3.1 identify and calculate the costs of commercials in various time slots
- 3.2 identify elements involved in the preparation of a promotional spot
- 3.3 demonstrate the use of required production techniques when planning and producing promotional spots
- 3.4 present and evaluate promotional spots

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. create a transitional strategy to accommodate personal changes and build personal values**
 - 5.1 identify short-term and long-term goals
 - 5.2 identify steps to achieve goals

COURSE MAM3120: E-COMMERCE 3

Level: Advanced

Prerequisite: MAM2110: E-commerce 2

Description: Students will investigate and expand strategies to gather customer information and design e-commerce Web sites that take advantage of technological advances.

Note: The e-commerce Web site that is designed may or may not be made operational.

Parameters: Access to an appropriate computer work station, software, the Internet and support materials.

Supporting Courses: ENT2030: Marketing the Venture
Multimedia and Web Authoring course
Electronic Publishing course
Web design course

Outcomes: The student will:

1. research the challenges of obtaining customer information

- 1.1 identify methods of obtaining (data mining) customer information, including geographic, demographic, psychographic and behavioural information
- 1.2 outline possible uses of customer data; e.g., greeting customers by name, modifying the information presented to customers, providing recommended buying lists and information on sales and discounts, providing personal shopping representatives to assist customers
- 1.3 identify various databases that can be obtained to support:
 - 1.3.1 customer information
 - 1.3.2 order tracking
 - 1.3.3 e-mail addresses
 - 1.3.4 product-related or technical-related information
- 1.4 list data fields and field properties to include in a registration form; e.g., geographic, demographic, psychographic
- 1.5 describe how cookies work to identify customers and their habits and outline information that can or cannot be retrieved

2. research financial considerations when developing and maintaining an e-commerce Web site

- 2.1 compare different ways of hosting e-commerce Web sites in terms of degree of control of operations and improvements, developmental and transactional costs and processing speed
- 2.2 list potential income-generating opportunities including:
 - 2.2.1 sales of goods and services
 - 2.2.2 partnerships
 - 2.2.3 auctions; e.g., general consumer, specialty consumer
- 2.3 identify technological advances in e-commerce Web site development including:
 - 2.3.1 connection options with customer, network, e-commerce Web site and browser
 - 2.3.2 software
 - 2.3.3 hardware

- 2.3.4 wireless mobile devices
- 2.3.5 security and privacy systems
- 3. analyze content-related features of effective e-commerce Web sites**
 - 3.1 examine if:
 - 3.1.1 the home page shows the main components of the Web site effectively
 - 3.1.2 the search function allows efficient access to information
 - 3.1.3 company information is included; e.g., name of company, address, telephone number, fax number, e-mail contact, list of key personnel, video of key staff
 - 3.1.4 company policies on privacy, security and terms of business are clearly stated
 - 3.1.5 products/services are effectively displayed; e.g., name, code, description, price, option to buy, link to shopping cart, detailed product information
 - 3.1.6 the shopping cart indicates purchase name, code, price(s), discount, shipping costs, taxes and total costs
 - 3.1.7 the shopping cart provides options to delete the purchase(s), continue shopping or check out with a link to shipping choices
 - 3.1.8 the shipping choices (courier, postal service, bus, rail, air, truck) and costs are clear and there is a link to payment choices
 - 3.1.9 the payment choices are clear; e.g., credit card, debit card, electronic cash
 - 3.1.10 forms to gather customer information are well-designed
 - 3.1.11 incentives to register are clear and attract attention
 - 3.1.12 drop-down menus assist in filling out forms
 - 3.1.13 additional content is offered to attract customers; e.g., detailed product/service information, frequently asked questions, “What’s New,” newsroom, forum, Web site tour, thank-you page, games
 - 3.1.14 text is appropriate for potential customers
 - 3.1.15 text is accurate; e.g., no errors in spelling, punctuation, grammar
- 4. analyze design- and technical-related features of effective e-commerce Web sites**
 - 4.1 examine if:
 - 4.1.1 the overall impact of the Web site is positive and motivating
 - 4.1.2 the Web site aligns with potential customers’ interests and needs
 - 4.1.3 the pages are consistent in format, text size, font, headings and colour
 - 4.1.4 colour contrast helps items stand out or blend in
 - 4.1.5 the background is effective
 - 4.1.6 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
 - 4.1.7 the home page provides clear links to other pages of the Web site
 - 4.1.8 navigation methods are effective; e.g., menus, bars, links such as text, icon, banner ad, hover button and image map
 - 4.1.9 navigation throughout the Web site is efficient; e.g., three or fewer “clicks”
 - 4.1.10 after the home page, navigation links are positioned in a standard location
 - 4.1.11 the organization of information is efficient; e.g., least used at “back” of Web site
 - 4.1.12 the processing speed is acceptable throughout the Web site
 - 4.1.13 the domain name (URL) is indicative of the products/services offered
 - 4.1.14 viewers have the option to register and the ability to ask questions, request information and give feedback
 - 4.1.15 viewers have the option to control viewing choices; e.g., text only, view videos, turn off sound, enlarge/reduce picture size, customize the home page, select language

- 5. design an e-commerce Web site that obtains customer information**
 - 5.1 design a registration form to obtain customer information that contains text entry boxes and form validation; e.g., field masks that limit type of entry or space for text when applicable; hidden fields displayed with an asterisk (*); check boxes to indicate one or more chosen options; pop-up menus and scrolling menus to provide choices; plain push buttons or more creative buttons such as SUBMIT to send form data to the server and RESET to clear all form fields
 - 5.2 list possible incentives to motivate the customer to register; e.g., free items, discounts, rewards, contests
 - 5.3 complete the process of building an e-commerce Web site by:
 - 5.3.1 planning the Web site
 - 5.3.2 developing the Web site including: content-related features, design- and technical-related features
 - 5.3.3 testing and presenting the Web site
 - 5.3.4 modifying, publishing and documenting 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. create a transitional strategy to accommodate personal changes and build personal values**
 - 8.1 identify short-term and long-term goals
 - 8.2 identify steps to achieve goals

COURSE MAM3130: AGRICULTURE MARKETING

Level: Advanced

Prerequisite: None

Description: Students apply knowledge of marketing principles focusing on materials and services offered to the consumer through open and closed marketing structures and techniques that influence the supply of a commodity, product or service.

Parameter: None

Supporting Course: MAM1010: Marketing & Management

Outcomes: The student will:

1. investigate factors that influence open agriculture marketing

- 1.1 illustrate the laws of supply and demand, and factors that cause changes in supply, demand and pricing of the commodity, product or service including:
 - 1.1.1 imports and exports
 - 1.1.2 environmental factors
 - 1.1.3 consumer choices
 - 1.1.4 economic conditions
 - 1.1.5 technology
- 1.2 examine competition in both domestic and international markets, and barriers/restrictions on free trade including:
 - 1.2.1 cultural, ethical, political and legal
 - 1.2.2 economic systems
 - 1.2.3 international organizations
 - 1.2.4 trade agreements
- 1.3 identify marketing structures used to facilitate commodity exchange; e.g., Winnipeg Commodity Exchange, Omaha Market Exchange, Chicago Grain Exchange
- 1.4 describe the stages through which the agriculture/horticulture product moves en route to the consumer including:
 - 1.4.1 inputs assembly
 - 1.4.2 processing
 - 1.4.3 brokering of product
 - 1.4.4 transport
- 1.5 describe factors that influence consumer preferences and the development of new products and markets within the industry including:
 - 1.5.1 ethical, cultural and religious
 - 1.5.2 demographic
 - 1.5.3 environmental
 - 1.5.4 economic
- 1.6 outline market conditions leading to, and steps in, altering the product or service or developing a related product or service

2. describe general characteristics and applications of marketing within a closed, supply managed marketing structure

- 2.1 describe past and present trends in the regulated marketing of an agricultural commodity, product or service
- 2.2 describe factors that have affected marketing practices within the industry including:
 - 2.2.1 consumer trends
 - 2.2.2 trade liberalization
 - 2.2.3 globalization of markets
 - 2.2.4 environmental concerns
 - 2.2.5 subsidy policies
- 2.3 compare approaches used to market the commodity, product or service in Canada with approaches used in other nations; e.g., United States, Pacific Rim, Europe
- 2.4 explain the role and impact of regulatory systems and strategies used in marketing the commodity, product or service including:
 - 2.4.1 marketing boards and cooperatives
 - 2.4.2 quota systems and monopolies
- 2.5 describe the impact of government policies and legislation on marketing activities within the industry including:
 - 2.5.1 provincial, federal and international trade agreements
 - 2.5.2 transportation policies
 - 2.5.3 nontrade standards; e.g., health and safety
- 2.6 explain the function of income stabilization programs and their effect on long- and short-term market trends

3. assess the benefits and costs of open, free enterprise and closed, supply managed marketing systems

- 3.1 explain the concept of supply management and differences between non-regulated (open) and regulated (closed) marketing systems
- 3.2 identify economic factors that affect marketing activities within the industry including:
 - 3.2.1 law of supply and demand
 - 3.2.2 price determination and the futures market
 - 3.2.3 comparative advantage

4. explain factors that affect decisions to produce and market an agriculture commodity within an open or closed, supply managed marketing structure

- 4.1 identify factors that influence decisions to market the commodity, product or service including:
 - 4.1.1 commodity supply, quality and pricing
 - 4.1.2 financial constraints, including capital, credit and cash flow
 - 4.1.3 time constraints on perishable products
 - 4.1.4 transportation requirements
- 4.2 identify ways in which relevant trade policies and regulations may influence marketing decisions including:
 - 4.2.1 international and domestic trade rules
 - 4.2.2 transportation policies
 - 4.2.3 income support programs and subsidies
- 4.3 identify and assess viable alternatives for marketing the commodity, product or service; e.g., marketing board, cooperative, direct sale

- 5. develop and present a plan for marketing an agriculture/horticulture commodity, product or service through a particular marketing structure**
 - 5.1 explain the goals of marketing an agriculture/horticulture commodity, product or service including:
 - 5.1.1 market position and profit margin
 - 5.1.2 image creation and industry strength
 - 5.1.3 price discovery
 - 5.1.4 product exposure
 - 5.2 compare potential strategies that might be used to distribute the product or service in the marketplace including:
 - 5.2.1 extensive; e.g., open
 - 5.2.2 selective; e.g., niche
 - 5.2.3 exclusive; e.g., franchise
 - 5.2.4 processing
 - 5.2.5 brokering of product
 - 5.2.6 transport
 - 5.3 describe one or more strategies that may be used to promote an agriculture/horticulture commodity, product or service; e.g., advertising, personal sales, telemarketing, display, in-store samples, trade shows
 - 5.4 use market research and product development in adapting the commodity, product or service to meet present and future market needs; e.g., consumer polls, surveys, focus groups
- 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. create a transitional strategy to accommodate personal changes and build personal values**
 - 7.1 identify short-term and long-term goals
 - 7.2 identify steps to achieve goals

COURSE MAM3140: ENERGY & RESOURCES MARKET BASICS & TRENDS

Level: Advanced

Prerequisite: None

Description: Students explain the basic principles involved in marketing an energy or mineral resource and analyze trends in the development and marketing of energy or mineral products.

Parameters: Access to an energy or mineral industry.

Supporting Course: MAM2130: Energy & Resources Supply & Distribution

Outcomes: The student will:

- 1. identify basic marketing principles and their application in an energy or mineral industry**
 - 1.1 research local, national and international markets for an energy or mineral resource
 - 1.2 analyze market demands and fluctuations
 - 1.3 distinguish between nonregulated (open) and regulated (closed) marketing systems
 - 1.4 identify and compare viable marketing alternatives for the product or service including:
 - 1.4.1 direct producer marketing
 - 1.4.2 open markets
 - 1.4.3 marketing boards
 - 1.4.4 cooperatives
 - 1.5 identify factors that influence the pricing of the product or service including:
 - 1.5.1 market analysis
 - 1.5.2 supply and demand
 - 1.5.3 cost factors
 - 1.6 explain how products are moved to market, including the function of intermediate stops such as terminals and bulk plants
 - 1.7 describe the effectiveness of different methods of transportation; e.g., water systems, road and rail systems, pipeline systems
 - 1.8 evaluate the role of advertising and promotion in retailing practices and their impact on consumer demands
- 2. describe market demands for an energy or mineral product and describe the impact of government policies on marketing practices**
 - 2.1 identify social, political, economic and environmental factors that affect market demand for an energy or mineral resource
 - 2.2 research and prepare a case history on market demands for one energy or mineral commodity
 - 2.3 identify major export partners for oil, oil products and natural gas, coal and coal-generated energy, or mineral resources
 - 2.4 compare the nature and extent of Canada's market share in North America, the Pacific Rim, Europe and other locations
 - 2.5 identify national and provincial government policies that influence the development and marketing of an energy or mineral resource
 - 2.6 research and prepare a case history regarding the impact of one government policy on the development and marketing of an energy or mineral resource in Canada

- 2.7 evaluate the impact of national and provincial environmental protection policies on the development and marketing of a commodity or product
- 2.8 evaluate the impact of national and provincial transportation policies on the development and marketing of a commodity or product
- 2.9 evaluate the impact of provincial, national and international trade agreements on the development and marketing of an energy or mineral resource
- 3. identify market trends and development opportunities in domestic and international markets**
 - 3.1 consider factors that influence market trends and resulting trade opportunities
 - 3.2 evaluate the impact of developing technologies on one of Canada's energy or mineral products
 - 3.3 identify market opportunities that arise from product diversification and specialization, international trade and participation in a global economy
 - 3.4 outline market conditions leading to, and steps in altering, a product or service or developing a related product or service
 - 3.5 explain the role of market research and product development in adapting a commodity, product or service to meet present and anticipated needs
 - 3.6 evaluate opportunities for the global marketing of a commodity, product or service
 - 3.7 compare approaches used to market a commodity, product or service in Canada with approaches used in other nations
- 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. create a transitional strategy to accommodate personal changes and build personal values**
 - 5.1 identify short-term and long-term goals
 - 5.2 identify steps to achieve goals

COURSE MAM3150: THE FOREST MARKETPLACE

Level: Advanced

Prerequisite: None

Description: Students describe the range of consumer products and services derived from Canada's forests and research the production and marketing of these forest products.

Parameters: Access to resources available from forest products and forest service industries.

Outcomes: The student will:

1. describe fibre and nonfibre products and services derived from Canada's forests

- 1.1 identify market-based products and services derived from Alberta's forests including:
 - 1.1.1 primary wood products
 - 1.1.2 wood-fabricated materials
 - 1.1.3 wood pulp and paper products
 - 1.1.4 chemical products
 - 1.1.5 trapping, fishing and hunting
 - 1.1.6 guiding and outfitting
 - 1.1.7 tourism and recreational pursuits
- 1.2 identify psychological benefits and extra-market values derived from Alberta's forests including:
 - 1.2.1 ecological values
 - 1.2.2 aesthetic and spiritual values
 - 1.2.3 bequest value for future generations
- 1.3 describe trends in the consumptive and nonconsumptive use of forests in Canada and Alberta including:
 - 1.3.1 recreation
 - 1.3.2 trapping
 - 1.3.3 logging
 - 1.3.4 oil and gas development

2. explain processes used in developing fibre and nonfibre forest products and services in Canada and Alberta

- 2.1 identify and sequence the steps that are involved in producing a fibre commodity including:
 - 2.1.1 harvest and transportation
 - 2.1.2 processing techniques
 - 2.1.3 grading, packing and storage
- 2.2 identify materials and services that are required at each stage in the production of a fibre commodity including:
 - 2.2.1 human and natural resources
 - 2.2.2 energy and technologies
 - 2.2.3 inspection and regulation
- 2.3 describe recent developments in milling and pulping technology and their impact on the forest industry; e.g., fibre utilization, environmental stewardship
- 2.4 identify new and emerging products and services derived from Alberta's forests; e.g., cattle food, methane gas

- 3. identify market trends and develop a marketing plan for a forest product or service**
 - 3.1 describe the nature and extent of Canada's market share in North America, the Pacific Rim, Europe and other locations
 - 3.2 describe systems used to market Canada's forest products and services at local, national and international levels
 - 3.3 identify social, economic and environmental factors that influence consumer trends and market demands for forest products and services
 - 3.4 describe the impact of developing technologies on Canada's fibre and nonfibre forest products including:
 - 3.4.1 efficiency of production processes
 - 3.4.2 improved utilization
 - 3.4.3 focus on value-added and knowledge intensive commodities
 - 3.5 identify market opportunities that arise from product diversification and specialization, international trade and participation in a global economy
 - 3.6 create a plan for identifying new market opportunities, developing a forest product and managing the venture
- 4. explain the types of forest certification and what their objectives are; e.g., International Organization for Standards (ISO) 14001, Canadian Standards Association (CSA), Forest Stewardship Council, Sustainable Forestry Initiative**
- 5. demonstrate basic competencies**
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
 - 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. create a transitional strategy to accommodate personal changes and build personal values**
 - 6.1 identify short-term and long-term goals
 - 6.2 identify steps to achieve goals

COURSE MAM3910: MAM PROJECT D

Level: Advanced

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: Advanced project courses must connect with a minimum of two CTS courses, one of which must be at the advanced level and be in the same occupational area as the project course. The other CTS course(s) must be at least 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. create a transitional strategy to accommodate personal changes and build personal values**
 - 5.1 identify short-term and long-term goals
 - 5.2 identify steps to achieve goals

COURSE MAM3920: MAM PROJECT E

Level: Advanced

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: Advanced project courses must connect with a minimum of two CTS courses, one of which must be at the advanced level and be in the same occupational area as the project course. The other CTS course(s) must be at least 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. create a transitional strategy to accommodate personal changes and build personal values**
 - 5.1 identify short-term and long-term goals
 - 5.2 identify steps to achieve goals

COURSE MAM3950: MAM ADVANCED PRACTICUM

Level: Advanced

Prerequisite: None

Description: Students apply prior learning and demonstrate the attitudes, skills and knowledge required by an external organization to achieve a credential/credentials or an articulation.

Parameters: This practicum course, which may be delivered on- or off-campus, should be accessed only by students continuing to work toward attaining a recognized credential/credentials or an articulation offered by an external organization. This course must be connected to at least one CTS course from the same occupational area and cannot be used in conjunction with any introductory (1XXX) level course. A practicum course cannot be delivered as a stand-alone course, cannot be combined with a CTS project course and cannot be used in conjunction with the Registered Apprenticeship Program or the Green Certificate Program.

Outcomes: The student will:

1. perform assigned tasks and responsibilities, as required by the organization granting the credential(s) or articulation

- 1.1 identify regulations and regulatory bodies related to the credential(s) or articulation
- 1.2 describe personal roles and responsibilities, including:
 - 1.2.1 key responsibilities
 - 1.2.2 support functions/responsibilities/expectations
 - 1.2.3 code of ethics and/or conduct
- 1.3 describe personal work responsibilities and categorize them as:
 - 1.3.1 routine tasks; e.g., daily, weekly, monthly, yearly
 - 1.3.2 non-routine tasks; e.g., emergencies
 - 1.3.3 tasks requiring personal judgement
 - 1.3.4 tasks requiring approval of a supervisor
- 1.4 demonstrate basic employability skills and perform assigned tasks and responsibilities related to the credential(s) or articulation

2. analyze personal performance in relation to established standards

- 2.1 evaluate application of the attitudes, skills and knowledge developed in related CTS courses
- 2.2 evaluate standards of performance in terms of:
 - 2.2.1 quality of work
 - 2.2.2 quantity of work
- 2.3 evaluate adherence to workplace legislation related to health and safety
- 2.4 evaluate the performance requirements of an individual who is trained, experienced and employed in a related occupation in terms of:
 - 2.4.1 training and certification
 - 2.4.2 interpersonal skills
 - 2.4.3 technical skills
 - 2.4.4 ethics

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. create a transitional strategy to accommodate personal changes and build personal values

- 4.1 identify short-term and long-term goals
- 4.2 identify steps to achieve goals