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 MAM1910: MAM 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

COURSE MAM2010:   MANAGING FOR QUALITY

Level: Intermediate

Prerequisite: None

Description: Students demonstrate basic managerial skills, by assuming roles and responsibilities of management in order to coordinate available resources and achieve quality results.

Parameters: No specialized equipment or facilities.

Supporting Course: MAM1010: Marketing & Management

Outcomes: The student will:

1. **identify and outline quality management systems and strategies used to improve quality**
    1.1   describe the role of the customer in managing for quality
    1.2   describe the role of front line employees in managing for quality
    1.3   describe how groups/teams can be used effectively
    1.4   describe decision-making processes when working in teams
    1.5   describe how quality is measured
    1.6   explain similarities and differences in forecasting/planning at the three management levels of strategical, tactical and operational
2. **analyze the roles of managers and strategies used by managers to improve quality**
    2.1   describe the role of managers in managing for quality
    2.2   research monitoring as a basic management role and elaborate on the importance of monitoring for quality
    2.3   explain how technology can be used to help monitor data, information and organizational activities
    2.4   describe how a manager can deal effectively with conflict resolution
3. **apply management systems and strategies**
    3.1   use quality management systems and strategies in a group environment
    3.2   evaluate current management systems and strategies used by managers to increase quality
    3.3   compare management planning with team planning
    3.4   compare directing with facilitating
    3.5   explain how people working for a common objective can be organized for efficiency
    3.6   describe and provide examples of:
        3.6.1   organizational charts
        3.6.2   centralized versus decentralized control
        3.6.3   power, authority, responsibility, accountability and delegation
    3.7   describe ethical issues of monitoring and control of employees
4. **identify, through research, a current management system and describe its effect on the organization**
    4.1   research "planning" as one of the basic management roles and elaborate on the importance of planning for quality in:
        4.1.1   establishing objectives
        4.1.2   developing a mission statement and setting goals
        4.1.3   determining how objectives will be met

4.2 explain why contingency planning is vital
4.3 research "organizing" as one of the basic management roles and elaborate on its importance for quality
4.4 research "leadership" as a basic management role and elaborate on its importance for quality
4.5 describe the different styles of leadership
4.6 compare controlling with empowering
4.7 compare and contrast power and authority, and explain their relationship
4.8 describe motivations and factors that affect individual motivational levels including:
    4.8.1 individual difference; e.g., attitudes, needs
    4.8.2 job characteristics; e.g., task and its significance, skill levels, autonomy, feedback, communication
    4.8.3 organizational policies and practices; e.g., rules, intrinsic and extrinsic rewards
4.9 describe how effective leaders influence others to act including how to:
    4.9.1 share influences and motivate individuals
    4.9.2 match individual aspirations with organization goals
    4.9.3 apply intuition, anticipate change, assess and respond
    4.9.4 vision; e.g., identify different/better ways of proceeding
    4.9.5 recognize self-understanding; e.g., recognize one's own strengths and weaknesses
4.10 compare the types of groups that exist in an organization and explain how group development and processes can be encouraged
4.11 research "communicating" as a basic management role and elaborate on its importance for quality and the relationship between communication, action and quality results
4.12 identify reasons for conflict and stress

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. identify possible life roles related to the skills and content of this cluster
6.1 recognize and then analyze the opportunities and barriers in the immediate environment
6.2 identify potential resources to minimize barriers and maximize opportunities

COURSE MAM2030:   VISUAL MERCHANDISING

Level: Intermediate

Prerequisite: None

Description: Students identify different types of visual merchandising and describe how to construct attention-getting displays and evaluate visual merchandising.

Parameters: No specialized equipment or facilities.

Supporting Course: MAM1010: Marketing & Management

Outcomes: The student will:

1. **identify and explain basic visual merchandising concepts**
    1.1 describe what visual merchandising is and provide examples, illustrations and/or pictures of various displays/presentations
    1.2 explain how displays/visual presentations can influence the customer; e.g., route traffic, catch attention, expand window theme, create a pleasant store environment, result in quick product identification, entice entry into store, reinforce store image, support sales presentations
    1.3 describe the different types of visual merchandising presentations and provide examples for the following:
        1.3.1 interior; e.g., open such as gondola, shelving, racks, ledge or platform; closed such as showcases, shadow boxes, architectural or built-up displays
        1.3.2 exterior; e.g., closed, semi-closed, open
        1.3.3 season; e.g., pre-season, runner, clearance
    1.4 demonstrate how interior presentations can be coordinated with exterior presentations
    1.5 describe how ideas are generated for visual merchandising
    1.6 list visual presentation ideas for a variety of events and themes
    1.7 identify and describe the elements of design as they relate to visual merchandising including:
        1.7.1 use of lines; e.g., vertical, horizontal, curve, diagonal
        1.7.2 use of shape; e.g., geometric, organic, positive, negative
        1.7.3 use of colour; e.g., terminology, schemes, moods
        1.7.4 background
        1.7.5 use of three-dimensional space
        1.7.6 use of weight, size and texture
    1.8 identify and describe the principles of design as they relate to visual merchandising including:
        1.8.1 patterns; e.g., interface, stairstep, gradation, pyramid, zigzag, repetition, radiation
        1.8.2 formal and informal balance
        1.8.3 harmony and contrast
        1.8.4 rhythm
        1.8.5 proportion
        1.8.6 emphasis
        1.8.7 unity
2. **create a collection of visual merchandising ideas for a calendar year**

3. design and construct a visual merchandising presentation
   3.1 apply basic guidelines when creating visual presentations including:
      3.1.1 use the "Keep it Simple" concept
      3.1.2 keep the customer's viewpoint in mind
      3.1.3 use lighting to enhance the display
      3.1.4 use props to enhance the merchandise and theme
   3.2 apply the steps in planning a visual presentation including:
      3.2.1 identify the objective
      3.2.2 select the theme, merchandise and location
      3.2.3 compute the cost of constructing the presentation
      3.2.4 assemble the supplies and materials needed
      3.2.5 prepare the display area, merchandise and props
      3.2.6 construct the visual presentation
      3.2.7 maintain the display

4. evaluate various forms of visual merchandising
   4.1 evaluate the effectiveness of the visual presentation according to:
      4.1.1 location
      4.1.2 design
      4.1.3 theme
      4.1.4 impact and appeal
   4.2 recommend possible changes to the process of creating the presentation and to the display itself

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. identify possible life roles related to the skills and content of this cluster
   6.1 recognize and then analyze the opportunities and barriers in the immediate environment
   6.2 identify potential resources to minimize barriers and maximize opportunities

COURSE MAM2040:   RETAIL OPERATIONS

Level: Intermediate

Prerequisite: None

Description: Students identify and demonstrate retail operations that are typically performed
                             off the selling floor and/or away from customers.

Parameters: No specialized equipment or facilities.

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

Outcomes: The student will:

1. identify and report on a particular retailer's policies and practices
    1.1 research and report on policies for a variety of retail stores including:
        1.1.1 sales and services
        1.1.2 credit and collection
        1.1.3 store security
        1.1.4 human resources
        1.1.5 recordkeeping
2. act as a buyer when purchasing goods and demonstrate ordering procedures
    2.1 describe the duties of a buyer
    2.2 identify how goods are classified including:
        2.2.1 type of goods; e.g., convenience, impulse, shopping specialty, staple
        2.2.2 brand names; e.g., national, private, generic
    2.3 identify and discuss the product and fashion life cycle
    2.4 research buying data and/or sources including:
        2.4.1 supplier information, sources and reputation
        2.4.2 product classification, price and availability
    2.5 use purchase order or requisition forms when buying goods
    2.6 explain what the following shipping terms mean and what impact they have on the buyer:
        2.6.1 freight on board (FOB) factory
        2.6.2 FOB destination
        2.6.3 FOB shipping point
3. develop a checking, marking and stocking system to use after goods have been received
    3.1 describe procedures and methods used for receiving goods; e.g., receiving, checking, storage,
         stocking
    3.2 analyze what remedies the buyer has or what actions can be taken for:
        3.2.1 damage or breakage
        3.2.2 substitution or poor quality
        3.2.3 overage or shortage
        3.2.4 lost or misplaced order

4. **verify and process invoices for payment of goods and services received**
    4.1 verify the accuracy of invoices
    4.2 identify the different types of discounts available to retailers
    4.3 calculate discounts and the net totals of invoices
    4.4 record the purchases of goods received
    4.5 pay invoices by cheque or cheque requisition
5. **describe pricing strategies used by retailers**
    5.1 calculate the markup of goods based on cost and retail price
    5.2 calculate the break-even point
    5.3 identify and discuss what type of price tags should be used
    5.4 identify pertinent information to be included in price tags including cost codes
    5.5 identify how and when goods are marked down
    5.6 calculate the markdown of goods
    5.7 describe the application and effect of pricing policies including:
        5.7.1 market penetration; e.g., low entry
        5.7.2 skimming; e.g., high entry
        5.7.3 comparable; e.g., competitive range
        5.7.4 flexible; e.g., one-price, variable
        5.7.5 relative; e.g., desired level
6. **demonstrate effective use of systems and strategies to control goods**
    6.1 identify the different methods of inventory control available
    6.2 demonstrate the use of various methods
    6.3 explain and calculate stock turnover
    6.4 describe stocking and storage consideration from the buyer's perspective when orders are received:
        6.4.1 for the sales floor
        6.4.2 as backup stock off the selling floor
        6.4.3 for the warehouse
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. **identify possible life roles related to the skills and content of this cluster**
    8.1 recognize and then analyze the opportunities and barriers in the immediate environment
    8.2 identify potential resources to minimize barriers and maximize opportunities

COURSE MAM2050: OFFICE SYSTEMS 1

Level: Intermediate

Prerequisite: None

Description: Students identify and describe strategies and procedures in the office environment and how to manage processes and protocols related to equipment, written communication transmittal and business travel arrangements.

Parameters: Access to office equipment.

Supporting Course: MAM1030: Communication Strategies 1

Outcomes: The student will:

1. identify strategies and procedures employed in an office environment
    1.1   research how various business offices are organized with respect to:
        1.1.1   organizational structure
        1.1.2   priorities/philosophy
        1.1.3   design and layout
    1.2   identify the components of a work area including:
        1.2.1   hardware
        1.2.2   software
        1.2.3   telecommunications
        1.2.4   resources/references
        1.2.5   ergonomics
    1.3   describe how the office supports a commitment to quality management by:
        1.3.1   focusing on the customer
        1.3.2   ensuring accuracy, completeness and simplicity
        1.3.3   using references/research
    1.4   identify and assess strategies that increase personal productivity including:
        1.4.1   time and work management
        1.4.2   setting priorities
        1.4.3   resource management
    1.5   demonstrate proper personal grooming and dress appropriate to the office environment
2. demonstrate use of equipment within the office environment
    2.1   use a variety of office equipment
    2.2   research issues related to ethics and laws regarding the use of office equipment
3. develop procedures for managing written communication transmittals
    3.1   research communication strategies and procedures for small and large businesses
    3.2   research services available for transmitting documents including:
        3.2.1   various classes of mail
        3.2.2   special services
        3.2.3   other carriers available; e.g., private couriers and messenger services
    3.3   analyze the effect of technology and communication terminals on transmission of written documents

4. make travel arrangements for a business trip
    4.1 gather the necessary information to arrange a business trip including:
        4.1.1 how to handle bookings and reservations
        4.1.2 mode of transportation
        4.1.3 accommodations
    4.2 describe the special arrangements necessary when travel internationally
    4.3 prepare budgets and expense claims for business trips
    4.4 prepare itineraries for business trips

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. identify possible life roles related to the skills and content of this cluster
    6.1 recognize and then analyze the opportunities and barriers in the immediate environment
    6.2 identify potential resources to minimize barriers and maximize opportunities

COURSE MAM2055: **OFFICE ADMINISTRATION**

Level: Intermediate

Prerequisite: None

Description: Students develop office administration skills and are introduced to basic mail and scheduling software.

Parameters: Access to computer equipment, appropriate software, the Internet and support materials.

Outcomes: The student will:

1. **identify, explore and conduct research using a variety of Web browsers and search engines**
2. **access software options to improve productivity and efficiency**
   2.1 use software application tools to customize, navigate and edit, including:
      2.1.1 customizing toolbars
      2.1.2 using help features
      2.1.3 using proofing and editing tools to improve accuracy and efficiency
3. **demonstrate basic functions in calendar software; e.g., appointments, meetings, tasks and notes**
4. **demonstrate use and maintenance of basic email software**
   4.1 examine various types of messaging software
   4.2 differentiate between using email and messaging software
   4.3 customize software features to find, arrange, organize, manage and archive email messages
   4.4 compose, send and respond to email messages, including attachments
   4.5 demonstrate how to manage messages and contacts, including:
      4.5.1 manage contact information and coordination of data with email and scheduling functions
      4.5.2 demonstrate the creation and usage of contacts and contact groups
      4.5.3 demonstrate appropriate use of carbon copy (cc), blind carbon copy (bcc) and group lists
      4.5.4 demonstrate correct use of digital signatures
   4.6 demonstrate how to use task features to track information or assign tasks to others
5. **develop effective skills for handling incoming and outgoing letter mail and parcels**
   5.1 explain how to deal with incoming letter mail and parcels, including:
      5.1.1 sorting, organizing and screening
      5.1.2 reading and annotating
      5.1.3 distributing
   5.2 demonstrate how to complete postal change of address notifications and requirements
   5.3 explain how to deal with outgoing letter mail and parcels, including:
      5.3.1 domestic and international mailing procedures and requirements
      5.3.2 metered mail
      5.3.3 courier, express and freight procedures and requirements
6. **solve business calculations using an electronic calculator**
   6.1 identify business applications that require calculation skills; e.g., interest, expenses
   6.2 calculate and convert values to solve a variety of business problems with an electronic calculator
7. **develop effective skills for telephone conversations**
   7.1 demonstrate how to answer the phone in a professional manner
   7.2 explain how to take and distribute messages
   7.3 describe strategies for screening and transferring calls
   7.4 differentiate between strategies for dealing with local, long-distance and international calls
   7.5 place and participate in conference calls

7.6   identify how messages can be misinterpreted over the phone

7.7   describe and apply strategies used to deal with difficult conversations over the telephone

7.8   describe the hear-back method of promoting effective telephone communication

7.9   practise using effective communication techniques for telephone conversations

7.10 identify guidelines for providing a verbal telephone report to a supervisor

8. demonstrate basic competencies

8.1 demonstrate fundamental skills to:

    8.1.1 communicate

    8.1.2 manage information

    8.1.3 use numbers

    8.1.4 think and solve problems

8.2 demonstrate personal management skills to:

    8.2.1 demonstrate positive attitudes and behaviours

    8.2.2 be responsible

    8.2.3 be adaptable

    8.2.4 learn continuously

    8.2.5 work safely

8.3 demonstrate teamwork skills to:

    8.3.1 work with others

    8.3.2 participate in projects and tasks

9. identify possible life roles related to the skills and content of this cluster

9.1. recognize and then analyze the opportunities and barriers in the immediate environment

9.2. identify potential resources to minimize barriers and maximize opportunities

COURSE MAM2060:   COMMUNICATION STRATEGIES 2

Level: Intermediate

Prerequisite: MAM1030: Communication Strategies 1

Description: Students improve their basic oral and written communication strategies necessary
                        for efficient and effective management of information. The focus is on technical
                        writing strategies and composing when preparing informal business reports and
                        proposals.

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

Supporting Course: INF2100: Reports

Outcomes: The student will:

1. **critique informal business reports**
    1.1 identify, analyze and revise reports according to:
         1.1.1   proper focus
         1.1.2   completeness
         1.1.3   logical conclusions and recommendations
         1.1.4   inconsistencies or contradictions
    1.2 identify and use proofreading strategies to:
         1.2.1   proofread for facts, dates, names, figures and statistical information
         1.2.2   proofread for sentence structure, grammar, spelling, punctuation and format
2. **demonstrate use of the writing process, e.g., prewriting, writing, revising, proofreading, when
    composing business reports or proposals**
    2.1 research the types of business situations that require technical reports including:
         2.1.1   an investigative report with an analysis of a particular problem
         2.1.2   an evaluation of an existing situation or a proposed action
         2.1.3   a response to a situation or incident
         2.1.4   progress being made on a long-term project
         2.1.5   a proposal that persuades the reader to adopt a change
    2.2 compare and distinguish between the need for informal and formal reports in business
         environments considering:
         2.2.1   situation
         2.2.2   audience
         2.2.3   details of investigation
    2.3 compare the characteristics between informal and formal writing including:
         2.3.1   writing styles
         2.3.2   length and layout
    2.4 research and use prewriting strategies when preparing informal reports including:
         2.4.1   identify the purpose
         2.4.2   list key points
         2.4.3   discuss findings

2.5   outline the sections of an informal report including:
     2.5.1   summary
     2.5.2   introduction
     2.5.3   discussion
     2.5.4   conclusion(s)
     2.5.5   recommendations
     2.5.6   appendices; e.g., charts, supporting data, diagrams
2.6   draft the informal report using the following strategies:
     2.6.1   write in an unbiased manner
     2.6.2   substantiate opinions
     2.6.3   be specific
     2.6.4   construct and attach any appendices

3.   deliver an oral report, using effective communication strategies

3.1   give oral instructions in person or on a recording to enable another person to complete a specified task
3.2   receive instructions from a person or on a recording and develop a plan to complete a specified task
3.3   rehearse a prepared oral or written report on a business topic using effective oral communication strategies

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.   identify possible life roles related to the skills and content of this cluster

5.1   recognize and then analyze the opportunities and barriers in the immediate environment
5.2   identify potential resources to minimize barriers and maximize opportunities

COURSE MAM2065: PROFESSIONAL COMMUNICATION

Level: Intermediate

Prerequisite: None

Description: Students develop skills for professional person-to-person communication and develop strategies to properly communicate with supervisors, colleagues and clients.

Outcomes: The student will:

1. **examine the purpose of communication in personal and professional relationships**
   1.1 compare personal and professional relationships, including boundaries and sharing of personal information
   1.2 identify the purposes of communication in the workplace, including sharing information and promoting teamwork
2. **describe the process of communication**
   2.1 identify the components of the communication process, including sender, receiver, feedback and message
   2.2 describe the purpose of each component in the communication process, including sender, receiver, feedback and message
   2.3 compare effective verbal and non-verbal communication strategies
3. **describe factors that influence the process of communication**
   3.1 describe how a message can be understood and misunderstood
   3.2 identify unique factors that influence communication; e.g., attitudes, emotions, self-esteem, roles
   3.3 describe the concept of perception
   3.4 identify the importance of receiving another's message accurately
4. **examine ineffective communication methods that threaten the effectiveness and accuracy of communication with others**
   4.1 identify communication barriers that threaten workplace relationships
   4.2 practise recognizing barriers to effective communication
   4.3 describe how to change conversation practices from ineffective to effective communication methods
5. **apply professional standards and procedures to work effectively within an office environment**
   5.1 demonstrate knowledge of how culture and diversity may affect communication in office relationships
   5.2 describe and compare best practices in assertive communication strategies
   5.3 demonstrate the ability to effectively utilize communication aids and strategies to promote respectful relationships with supervisors, co-workers and clients
   5.4 demonstrate ability to maintain confidentiality of client and co-worker information
   5.5 describe the principles of the *Freedom of Information and Protection of Privacy (FOIP) Act*
6. **discuss the relevance of ethical principles and values that guide judgement and behaviour**
   6.1 differentiate between personal ethics and professional ethics
   6.2 define ethics, values and ethical issues

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. identify possible life roles related to the skills and content of this cluster
    8.1 recognize and then analyze the opportunities and barriers in the immediate environment
    8.2 identify potential resources to minimize barriers and maximize opportunities

COURSE MAM2080: RECORDS MANAGEMENT 1

Level: Intermediate

Prerequisite: None

Description: Students evaluate and demonstrate basic records management skills for a manual records system, emphasizing alphabetic coding procedures.

Parameters: Access to a manual records system.

Outcomes: The student will:

1. **identify and describe basic filing and records management concepts**
   1.1 define records and explain why records are kept
   1.2 identify a variety of records management systems
   1.3 compare a manual filing system with an electronic records system
   1.4 research laws regarding use of and access to records management systems
   1.5 identify potential problems associated with records management systems
   1.6 identify the four main types of filing methods: alphabetic, numeric, subject and geographic
   1.7 analyze appropriate procedures for creating a records management system by:
      1.7.1 establishing objectives and goals
      1.7.2 assessing system needs for type of information and the most appropriate format for storing; e.g., centralized or decentralized, manual or electronic, filing method
   1.8 determine the procedures for using the system; e.g., what records to keep, who will keep them, where to store, when to file, when to purge
2. **demonstrate ability to organize and use an alphabetic filing and records management system**
   2.1 identify records that are managed alphabetically
   2.2 research the steps to be completed when filing; e.g., inspecting, indexing, sorting, coding and storing
   2.3 describe the function of cross-referencing
   2.4 practise using the rules of alphabetic filing by indexing and filing a variety of records
   2.5 identify and describe filing equipment and supplies necessary to create and maintain an efficient manual filing system
   2.6 store new data or records in a filing and records management system
   2.7 retrieve records from a manual filing system
   2.8 analyze strategies to prevent records from being misfiled or managed
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. identify possible life roles related to the skills and content of this cluster

  4.1 recognize and then analyze the opportunities and barriers in the immediate environment

  4.2 identify potential resources to minimize barriers and maximize opportunities

COURSE MAM2090:   PROMOTION – PRINT ADVERTISING

Level: Intermediate

Prerequisite: None

Description: Students are introduced to 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 computer work station, with graphics software, is recommended for
                        print advertising.

Supporting Courses: COM1020: Media & You
                        MAM1010: Marketing & Management

Outcomes: The student will:

1. **describe principles involved in the advertising process and apply these principles to print media**
    1.1 explain what advertising is and what purpose it serves
    1.2 differentiate between publicity and advertising
    1.3 describe the various criticisms, controversies, laws and ethics regarding advertising
2. **evaluate print advertisements**
    2.1 provide examples that illustrate a variety of target markets for the following types of
         advertisements; e.g., consumer products, consumer services, business products, business
         services, advocacy (institutional) advertising
    2.2 describe a variety of objectives that marketers use when developing advertising campaigns
    2.3 provide specific examples of geographical promotional strategies; e.g., local, regional, national,
         international
    2.4 identify and provide examples of various print and broadcast media and describe the advantages
         and disadvantages of each
    2.5 identify and analyze components of a print advertisement; e.g., borders, headline(s), illustrations
         or graphics, copy, logo (signature)
    2.6 compare costs in relation to return on investment; e.g., audience versus cost of
         creating/producing and placing advertisement
3. **design and create an effective print advertisement**
    3.1 explain the steps in planning a print advertisement including:
         3.1.1 determine the form of print media; e.g., billboard, flyer, poster
         3.1.2 state the objective
         3.1.3 define the target audience
         3.1.4 select the buying motive; e.g., use of the Unique Selling Proposition (USP)
    3.2 demonstrate the use of effective layout arrangements such as:
         3.2.1 use of borders
         3.2.2 use of white space
         3.2.3 use of different fonts
         3.2.4 placement of the various components

3.3 present and evaluate own print advertisement to teacher and/or peers
3.4 create and present a portfolio of work completed in this course or add this work to an existing portfolio

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. identify possible life roles related to the skills and content of this cluster
5.1 recognize and then analyze the opportunities and barriers in the immediate environment
5.2 identify potential resources to minimize barriers and maximize opportunities

COURSE MAM2110:   E-COMMERCE 2

Level: Intermediate

Prerequisite: MAM1040: E-Commerce 1

Description: Students will enhance their understanding of e-commerce as a marketing
                         strategy and design an e-commerce Web site with special effects and additional
                         content to attract customers and increase customer satisfaction.

                         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 support materials.

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

Outcomes: The student will:

1. **describe strategies that attract customers to an e-commerce Web site**
   1.1 outline Web site improvements that encourage customers to visit the e-commerce Web site
        including:
        1.1.1 additional content
        1.1.2 special effects
        1.1.3 navigation methods
   1.2 identify how Web sites can provide superior customer service by:
        1.2.1 keeping the Web site up-to-date and indicating "What's New"
        1.2.2 providing detailed product information including side-by-side charts comparing the
               company's products to its competitors' products, a database allowing online shoppers to
               investigate products in-depth and showing products in a favourable light
        1.2.3 providing the ability to trace the status of orders; e.g., in-house database or connect to
               shipper's database
        1.2.4 establishing and/or refining company policies for returns, security and privacy
        1.2.5 providing access to staff e-mail addresses to route customer questions to correct
               departments
        1.2.6 using distribution lists to send copies of one message to numerous customers or
               employees; e.g., flag problems, share good news
        1.2.7 providing incentives (added value) for customers to buy or register through the Web site;
               e.g., sales, discounts, quizzes, contests
        1.2.8 providing the option to customize the home page
        1.2.9 providing links to free information; e.g., current news, stock prices

1.3 demonstrate current best practice when developing the Web site; e.g., accessibility, World Wide Web Consortium (W3C) standards
1.4 describe benefits of strategic partnerships, including that the partner:
    1.4.1 can offer quality information and/or online services that complement the products/services on the e-commerce Web site
    1.4.2 can provide high-quality and credible information on the products/services available through the e-commerce Web site
    1.4.3 can generate income based on hits and/or purchases
    1.4.4 is willing to place advertisements on its Web site; e.g., usually free
1.5 list various ways that an e-commerce business can advertise on partners' Web sites; e.g., banner ads, name identifiers
1.6 list methods of paying for purchases online including:
    1.6.1 credit and debit cards
    1.6.2 electronic cash; e.g., e-cheques, smart card, electronic wallet
1.7 chart advantages and disadvantages of different arrangements for handling payment systems securely including:
    1.7.1 terminal identification
    1.7.2 digital certificates
    1.7.3 digital signatures
    1.7.4 encryption
    1.7.5 protocols for secure information transfer through the Internet

2. describe ethical issues, security threats and current legislation related to e-commerce
2.1 outline examples of how an e-commerce Web site could deal with ethical issues and other challenges; e.g., unsolicited mail, online activism, access for people with disabilities
2.2 describe security threats and potential solutions; e.g., virus attacks, password guessing, credit card fraud, spoofing (intruder appears to be someone else), denial of service attacks (crashing system, using up resources, flooding network with bogus requests), sniffing (grabbing passwords by monitoring network traffic), operating system exploitation (bugs or known flaws that allow entry), phishing
2.3 summarize key features of legislation and tort law that impact e-commerce; e.g., electronic contracts, intellectual property law, copyright, patents, trademarks, domain registration

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 and 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, discount, shipping cost, taxes and total cost
    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 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

4.1.2 the home page provides clear links to other pages of the Web site

4.1.3 navigation methods are effective; e.g., menus, bars, links such as text, icon, banner ad, hover button, image map

4.1.4 navigation throughout the Web site is efficient; e.g., three or fewer "clicks"

4.1.5 after the home page, navigation links are positioned in a standard location

4.1.6 the organization of information is efficient; e.g., least used at "back" of Web site

4.1.7 the processing speed is acceptable throughout the Web site

4.1.8 the domain name (URL) is indicative of the products/services offered

4.1.9 viewers have the option to register and the ability to ask questions, request information and give feedback

4.1.10 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 with special effects and additional content

5.1 complete the process of building an e-commerce Web site by:

5.1.1 planning the Web site

5.1.2 developing the Web site including content-related features and design- and technical-related features

5.1.3 testing and presenting the Web site

5.1.4 modifying and publishing 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 provide 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. identify possible life roles related to the skills and content of this cluster
    8.1 recognize and then analyze the opportunities and barriers in the immediate environment
    8.2 identify potential resources to minimize barriers and maximize opportunities

Intermediate

COURSE MAM2130:   **ENERGY & RESOURCES SUPPLY & DISTRIBUTION**

Level: Intermediate

Prerequisite: None

Description: Students research marketing and distribution networks within an energy or mineral industry; examine regulatory structures and policies that influence supply of a commodity, product or service; and describe related career opportunities.

Parameters: Access to relevant distribution and marketing facilities.

Supporting Course: PRS1060: Consumer Products & Services

Outcomes: The student will:

1. **explain marketing and distribution systems used within an energy or mineral industry**
   1.1 identify key local, national and global markets and destinations for an energy or mineral resource
   1.2 explain major functions of marketing within an energy or mineral industry; e.g., market survey and research, product and/or service planning, advertising and promotion, price determination, sales
   1.3 represent the basic stages through which a product moves en route to market; e.g., recovery and production, processing and refining, product brokering, transport
   1.4 explain the laws of supply and demand and factors that cause changes in supply and demand for a commodity, product or service; e.g., trade regulations, economic conditions, environmental concerns, consumer trends, new technology
   1.5 identify basic price determinants and trends for a commodity, product or service; e.g., product characteristics, balance between supply and demand, inflation and dollar value, political instability, storage and/or distribution costs
   1.6 research one or more distribution networks within the energy or mineral industry used to move a commodity or product to market; e.g., pipeline systems, tankers and barges, rail and trucking systems, power grid
   1.7 explain the function of intermediate stops in moving a commodity or product to market
   1.8 identify safety and environmental standards and emergency response plans relevant to transporting an energy or mineral product
2. **describe regulatory structures and policies that influence supply of a commodity, product or service**
   2.1 explain the concept of supply management and differences between nonregulated (open) and regulated (closed) market systems; provide examples of open and closed market systems
   2.2 explain the role and impact of regulatory systems and strategies used in marketing a commodity, product or service; e.g., marketing boards, cooperatives, quota systems, monopolies
   2.3 describe local and global marketing structures used to facilitate commodity exchange and establish benchmark prices
   2.4 evaluate the impact of government policies and legislation on marketing activities within an energy or mineral industry; e.g., provincial, national and international trade agreements, deregulation and free trade, transportation policies and safety and environmental standards

2.5 describe the mandates of provincial, national and foreign agencies in regulating exchange of a commodity, product or service; e.g., Alberta Petroleum Marketing Commission, National Energy Board, Organization of the Petroleum Exporting Countries (OPEC), California Gas Transmission Commission

2.6 identify and evaluate viable alternatives for marketing within an energy or mineral industry; e.g., direct producer marketing, open markets, marketing boards, cooperatives

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. identify possible life roles related to the skills and content of this cluster

4.1 recognize and then analyze the opportunities and barriers in the immediate environment

4.2 identify potential resources to minimize barriers and maximize opportunities

COURSE MAM2910: MAM PROJECT B

Level: Intermediate

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: Intermediate project courses must connect with a minimum of two CTS courses,
                      one of which must be at the intermediate level and be in the same occupational
                      area as the project course. The other CTS course(s) can be at any 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. identify possible life roles related to the skills and content of this cluster
  5.1 recognize and then analyze the opportunities and barriers in the immediate environment
  5.2 identify potential resources to minimize barriers and maximize opportunities

COURSE MAM2920: MAM PROJECT C

Level: Intermediate

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: Intermediate project courses must connect with a minimum of two CTS courses, one of which must be at the intermediate level and be in the same occupational area as the project course. The other CTS course(s) can be at any 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. identify possible life roles related to the skills and content of this cluster
   5.1 recognize and then analyze the opportunities and barriers in the immediate environment
   5.2 identify potential resources to minimize barriers and maximize opportunities

COURSE MAM2950: MAM INTERMEDIATE PRACTICUM

Level: Intermediate

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 advanced (3XXX) 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. identify possible life roles related to the skills and content of this cluster
    4.1 recognize and then analyze the opportunities and barriers in the immediate environment
    4.2 identify potential resources to minimize barriers and maximize opportunities

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 customer 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 producer 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