

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 strategic, 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 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 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. 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 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. 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 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, 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 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

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: ENM1060: 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