
LOGISTICS

B. STRAND RATIONALE AND PHILOSOPHY

Logistics involves the movement of goods from producer to consumer. It is the integrating process that includes designing, controlling, implementing, managing and operating the transportation of goods, including information.

Logistics systems occupy unique places in our economy. Although used by all, the systems are often ignored or taken for granted by users. However, logistics provide solutions for the often used but highly oversimplified statement: *“Nobody is where they want to be; nothing is where it is needed.”*

Logistics systems interact in both government and private sectors. In the process of moving goods by land (on, above and below), air and water and in space, it affects all facets of daily living—the environment, where people live, how and where they work, and the availability and accessibility of goods and travel for personal, commercial and industrial use.

The logistics sector is both diverse and complex, and it is an essential force in the social, cultural and economic development of Canada. This sector links Canadians to other nations and peoples, and with sophisticated systems (information management, personnel management, operating and marketing), providing many challenging and rewarding career opportunities for suitably qualified people.

Logistics, a strand in Career and Technology Studies, provides opportunities for students to increase their knowledge and appreciation about the scope and roles of each subsector of Logistics, the importance of these subsectors to daily living, business and commerce, and the affect of different modes of transportation on natural environments. Logistics also enables students to prepare for their roles as users of logistics systems and services and to explore and prepare for related careers.

Logistics encourages the use of the student-centred process approach, which combines the development of thinking processes and practical skills in realistic learning situations. Throughout the program students are encouraged to solve problems, make decisions and develop the abilities and flexibility to adapt quickly to new situations including changes in careers.

The emerging workplace requires that new entrants be lifelong learners who are able to access information and use technology to help solve problems and make decisions. Within the philosophy of Career and Technology Studies, *students in Logistics will:*

- develop daily living and career competencies
- become responsible citizens

- appreciate and understand the role and impact of logistics in the home, school and workplace
- identify and access career opportunities in logistics and appreciate the preparation needed to enter and progress in related fields
- develop confidence and flexibility as they assume adult roles and responsibilities and move into the workplace and/or further education and training programs
- study, practise and achieve success in life-skills and career-related competencies
- identify, practise and maintain high standards of safety and ethical conduct in logistics related activities.

In order to achieve these competencies, *the student will:*

- apply knowledge, skills and attitudes from other disciplines in contexts related to self, family, workplace
- develop basic and career-specific skills that have applications for personal use and specific applications in the world of work
- develop positive attitudes towards work through participation in realistic learning activities in varied learning environments
- develop a more positive self-concept for assuming increasingly complex roles and responsibilities
- develop a greater awareness of the role of logistics-related businesses and industries in society, and the potential for enterprise and innovation within the logistics industry.

STRAND ORGANIZATION

The Logistics model below identifies the major dimension of the strand:

- learner expectations
- content themes
- integrating themes
- learning contexts.

Logistics modules may be offered individually for 1 credit each combined with modules from other CTS strands, or as courses that comprise 3, 4 or 5 modules for 3, 4 or 5 credits, respectively.



