

COURSE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION F: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Management and Marketing.

Advanced level courses demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

Note: Several Web sites are listed in this document. These sites are listed as a service only to identify potentially useful ideas for teaching and learning. Alberta Education is not responsible for maintaining these external sites, nor does the listing of these sites constitute or imply endorsement of their content. The responsibility to evaluate these sites rests with the user.

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COURSE MAM3010: THE BUSINESS ORGANIZATION**Level:** Advanced**Theme:** Business Management Systems and Strategies**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 Management & Marketing Basics
MAM2010 Managing for Quality**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> identify and assess local examples of different types of organizational structures 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a presentation of organizational charts of local businesses/organizations that present the four main organizational structures (functional, line and staff, geographical and matrix). Assess each organization's levels of management and channels of communications. <p><i>Assessment Tool</i> <i>Presentations/Reports: The Business Organization (MAM3010-1)</i> <i>Standard</i> <i>Rating of 2 in each applicable task</i></p>	15
	<ul style="list-style-type: none"> analyze the different management theories and forecast future trends <ul style="list-style-type: none"> analyzing a minimum of three management theories, each consisting of an overview, strengths and weaknesses of each, organizational strategies for each theory, personal views of the theory they like best, and personal opinions regarding future trends. <p><i>Assessment Tool</i> <i>Presentations/Reports: The Business Organization (MAM3010-1)</i> <i>Standard</i> <i>Rating of 2 in each applicable task</i></p>	30

COURSE MAM3010: THE BUSINESS ORGANIZATION (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • examine the purpose of the following areas in a business organization, and the roles and responsibilities for managers in each of these areas: <ul style="list-style-type: none"> – research and development – production – finance – marketing – purchasing – administration – human resources • identify why businesses succeed/fail and how organizations measure their success/failure • evaluate a current challenge facing managers in today's society 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a concept test or report consisting of the roles and responsibilities of managers in the functional areas of research and development, production, finance, marketing, purchasing, administration and human resources. <p><i>Assessment Tool</i> <i>Presentations/Reports: The Business Organization (MAM3010-1)</i></p> <p><i>Standard</i> <i>Rating of 2 in each applicable task</i></p>	15
	<ul style="list-style-type: none"> • a critique consisting of a minimum of three businesses that have succeeded and/or failed. Describe how these businesses rate success/failure and measure performance. <p><i>Assessment Tool</i> <i>Presentations/Reports: The Business Organization (MAM3010-1)</i></p> <p><i>Standard</i> <i>Rating of 2 in each applicable task</i></p>	20
	<ul style="list-style-type: none"> • a presentation of a current issue facing managers consisting of identifying the issues, the reason it is a challenge to managers, any controversy surrounding the issue, possible solutions to resolve the issue, personal views on the issue. <p><i>Assessment Tool</i> <i>Presentations/Reports: The Business Organization (MAM3010-1)</i></p> <p><i>Standard</i> <i>Rating of 2 in each applicable task</i></p>	10

COURSE MAM3010: THE BUSINESS ORGANIZATION (continued)

Concept	Specific Outcomes	Notes
Management Theories	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • research and critique popular theories of management including: <ul style="list-style-type: none"> – classical – scientific management – management by objectives – management by wandering around – Japanese model – total quality management – site-based management – future trends • determine and justify the best organizational structure(s) to use for each theory • determine and justify the theory (or combination of theories) that best fit the needs of present-day society. 	
Management Functions	<ul style="list-style-type: none"> • research management roles in the following functional areas and explain management tasks and responsibilities in each: <ul style="list-style-type: none"> – research and development – production/manufacturing – finance/accounting – marketing – purchasing – administration – human resources • explain how each function fits within the organization, key components of the function and characteristics of successful/effective members. 	Top-level, mid-level, supervisory (line).
Indicators of Success	<ul style="list-style-type: none"> • identify common reasons why organizations succeed/fail: <ul style="list-style-type: none"> – business organizations – retail organizations • describe how an organization can rate its success • describe how performance (owner, manager, support team) can be measured and recognized. 	For example, profit, customer/client loyalty, employee commitment/loyalty.

COURSE MAM3010: THE BUSINESS ORGANIZATION (continued)

Concept	Specific Outcomes	Notes
Professional Conduct of Organizations	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify and analyze ethical challenges that affect organizations and personnel: <ul style="list-style-type: none"> – interpersonal interactions within the organization – company policies and protocols – customers interactions – business associates and competitors • describe examples of how social responsibility has been addressed/not addressed by an organization. 	Unemployment; human rights; environmental concerns regarding land, air, water.
Career Exploration	<ul style="list-style-type: none"> • analyze a variety of career opportunities related to large organizations • identify personal interests and experiences as they relate to careers in large organizations. 	Define key terms to career path/ladders, entry-level positions, mid-management, upper management.

COURSE MAM3020: BUSINESS IN THE CANADIAN ECONOMY

Level: Advanced

Theme: Business Management Systems and Strategies

Prerequisite: None

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

Parameters: No specialized equipment or facilities.

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

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify basic economic terms and concepts • demonstrate knowledge of the Canadian economy 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a concept test related to basic economic systems and strategies. <p><i>Assessment Tool</i> <i>Sample Test Items: World of Business: A Canadian Profile, 3rd ed., Workbook, Chapters 2, 12 and 19</i></p> <p><i>Standard</i> <i>Rating of 60% or higher on concept test</i></p> <ul style="list-style-type: none"> • a report or presentation consisting of: <ul style="list-style-type: none"> – explanation of Canada’s mixed economy – goals of the Canadian economic system – examples of goods and services provided in the public and private sector – circular flow, role of profit – timeline of Canada’s business cycle over the past 50 years and actions taken to stabilize the economy – explanation of how income is earned and spent – role of the Bank of Canada and other financial institutions – construct and explain supply and demand graphs. <p><i>Assessment Tool</i> <i>Research Process: Business in the Canadian Economy (MAM3020–1)</i></p> <p><i>Standard</i> <i>Rating of 2 in each applicable task</i></p>	<p>20</p> <p>50</p>

COURSE MAM3020: BUSINESS IN THE CANADIAN ECONOMY (continued)

Concept	Specific Outcomes	Notes
Economic Systems and Strategies (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • analyze the interrelationship of consumers and producers • explain key economic indicators: <ul style="list-style-type: none"> – Gross Domestic Product (GDP) – personal income – consumer price index – unemployment rates – stock/bond markets • compare the different types of economic systems listing the characteristics, advantages and disadvantages of each: <ul style="list-style-type: none"> – market – command – mixed. 	
Canadian Economic System and Strategies	<ul style="list-style-type: none"> • research the goals of our Canadian economic system • explain the role of profit in our mixed economy • research the circular flow of our economy and its effects on: <ul style="list-style-type: none"> – consumers – government – business – Gross Domestic Product • describe the business cycle during times of prosperity and depression • explain actions the government might take to stabilize our economy • explain how income is earned and spent • describe the role of the Bank of Canada and other banking institutions in determining interest rates and the relationship interest rates have on purchases, investments, etc. 	

COURSE MAM3020: BUSINESS IN THE CANADIAN ECONOMY (continued)

Concept	Specific Outcomes	Notes
Supply, Demand, Price	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • research the laws of supply and demand • analyze the effects of supply and demand on price in a variety of market scenarios • identify recent examples of how the market has made adjustments to price and supply of various goods and services. 	<p>Elasticity of supply and demand, external influences, government influences.</p> <p>With and without competition, with and without marketing/advertising initiatives.</p>
Economic Issues Challenging Canadian Business	<ul style="list-style-type: none"> • identify key issues that challenge Canadian business (community, region, province, nation, international) • research one of these issues in depth. 	<p>Economic growth versus environmental (air, land, water) issues, regional disparity and diversity, changing work force, dealing with unemployment.</p>

COURSE MAM3030: BUSINESS IN THE GLOBAL MARKETPLACE

Level:	Advanced
Theme:	Business Management Systems and Strategies
Prerequisite:	None
Description:	Students identify the opportunities and challenges that confront business people in establishing a global business operation.

Parameters: No specialized equipment or facilities.

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

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> compare existing international business ventures within developing and developed nations identify and examine existing legislation that affects global ventures 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> researching a minimum of four businesses (two with developing and two with developed nations) and reporting the following: <ul style="list-style-type: none"> name of company and products and/or services organizational structure (e.g., multinational) management and marketing systems and strategies constraints and considerations identified when doing business with the foreign nation local challenges resulting from global competition. <p><i>Assessment Tool</i> <i>Presentations/Reports: Business in the Global Marketplace (MAM3030-1)</i></p> <p><i>Standard</i> <i>Rating of 2 in each applicable task</i></p>	15
	<ul style="list-style-type: none"> a concept test consisting of questions related to global business legislation, regulations and organizations including: <ul style="list-style-type: none"> basic concepts of international trade. provincial and Canadian legislation trading blocs, agreements and policy. <p><i>Assessment Tool</i> <i>Sample Test Items: World of Business: A Canadian Profile, 3rd ed, Workbook, Chapters 6, 7, 8</i></p> <p><i>Standard</i> <i>Rating of 60% or higher on concept test</i></p>	15

COURSE MAM3030: BUSINESS IN THE GLOBAL MARKETPLACE (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • analyze existing global ventures • identify and investigate global entrepreneurial opportunities within a developing and a developed nation • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • analyzing a minimum of four case studies using videos, magazine articles, books and/or newspaper clippings, which represent the use of different management and marketing strategies in the global marketplace. <p><i>Assessment Tool</i> <i>Presentations/Reports: Business in the Global Marketplace (MAM3030-1)</i></p> <p><i>Standard</i> <i>Rating of 2 in each applicable task</i></p> <ul style="list-style-type: none"> • a research project on the global marketplace. See Global Marketplace Research Project. <p><i>Assessment Tools</i> <i>Sample Project: Global Marketplace Project (MAM3030-2)</i> <i>Research Process: Business in the Global Marketplace Project (MAM3030-3)</i></p> <p><i>Standard</i> <i>Rating of 2 in each applicable task</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>20</p> <p>50</p> <p>Integrated throughout</p>

COURSE MAM3030: BUSINESS IN THE GLOBAL MARKETPLACE (continued)

Concept	Specific Outcomes	Notes
Global Business Opportunities	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • explain global marketplace terms • identify and describe a variety of international businesses including organizational structures, manager roles and responsibilities for foreign companies in Canada; Canadian companies abroad • describe the pros and cons of various forms of international business opportunities. 	<p>For example, sanctions, imports, exports, tariffs, embargo.</p> <p>Conglomerates, multinational, small business, franchise foreign subsidiaries, joint ventures, off shore.</p> <p>Use of SWOT (strengths, weaknesses, opportunities, threats).</p>
Legislation and Policies	<ul style="list-style-type: none"> • research existing provincial legislation/regulations that promote or hinder trade within Canadian • research Canadian and other nation legislation/regulations that promote or hinder trade with Canada • explain and describe the: <ul style="list-style-type: none"> – World Trade Organization – Canada/US Free Trade Agreement – North American Free Trade Agreement – European Economic Community – Asian Pacific Rim – other international trading agreements • describe a “protectionism” policy and the historical effect it has had on countries • describe/debate Canada/U.S. actions regarding: <ul style="list-style-type: none"> – tariffs (import and export tax) – dumping • prepare an organization chart with functions, duties, descriptions, and examples of: <ul style="list-style-type: none"> – export department – export manager – commission agent • research the role of the World Bank in international business 	<p>What are the strengths and weaknesses of each bloc?</p> <p>Use of SWOT (strengths, weaknesses, opportunities, threats).</p> <p>E.g., importing and dumping of sugar beets in Canada and its effect on the Alberta economy.</p>

COURSE MAM3030: BUSINESS IN THE GLOBAL MARKETPLACE (continued)

Concept	Specific Outcomes	Notes
<p>Legislation and Policies (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the basic concepts of international trade from a fiscal and economic position: <ul style="list-style-type: none"> – balance of trade – balance of payments – exchange rate (floating, devaluation, revaluation) – counter trade. 	
<p>Strategies for Operating in the Global Marketplace</p>	<ul style="list-style-type: none"> • describe the concept of “profit with principles” when doing business with developing nations • describe the global competitive forces being exerted on the Canadian business community • explain how a Canadian business operation might determine its “niche” in the international marketplace • research and summarize how management organizes for an effective international strategy: <ul style="list-style-type: none"> – development of new products/services – maximize advanced technology capability (communication, research, production) – using resources from the local community – identify local economic political, social and environmental issues – clarify profit targets • research and explain possible involvement opportunities on the international business scene (provide examples and identify management’s role): <ul style="list-style-type: none"> – exporting – importing (directly/indirectly) – licensing (licensee/licenser) – franchising (franchisee/franchiser) – foreign marketing – foreign production and marketing. 	<p><i>Marketing Today</i>, The Body Shop Case Study, p. 291.</p> <p>Trading blocs, telecommunications.</p> <p>How is the business unique in the global marketplace?</p> <p>Students may want to research international marketing blunders.</p> <p>Use of local personnel (e.g., translators) who know the local market can help make decisions regarding the market, transportation, advertising, sales, and production, use of trade commissioners.</p>

COURSE MAM3030: BUSINESS IN THE GLOBAL MARKETPLACE (continued)

Concept	Specific Outcomes	Notes
Constraints and Conditions	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • research and assess managerial considerations in a foreign country; e.g.: <ul style="list-style-type: none"> – geographical conditions – economic conditions – social conditions – political conditions – cultural differences – environmental conditions • contrast risks/challenges to opportunities and indicate on what basis a positive decision would be made to proceed with a foreign venture • describe how management practices differ in the global marketplace in relation to: <ul style="list-style-type: none"> – leadership practices – organization structure – employee motivation levels/incentives – quality standards. 	

COURSE MAM3040: PROMOTION: SALES TECHNIQUES**Level:** Advanced**Theme:** Marketing Systems and Strategies**Prerequisite:** None**Description:** Students learn techniques for successful selling.**Parameters:** No specialized equipment or facilities.**Supporting Courses:** MAM1010 Management & Marketing Basics
MAM2090 Promotion: Print Advertising**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> critique salespersons and customers during the selling process develop and demonstrate proper sales techniques identify personal interests and opportunities as they relate to careers in sales 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> critiquing a minimum of three sales presentations from a variety of resources including: <ul style="list-style-type: none"> live video cases. <p><i>Assessment Tool</i> <i>Assessment Task: Observe and Critique Sales Presentations (MAM3040-1)</i></p> <p><i>Standard</i> <i>Critique 3 presentations, all sections completed</i></p>	20
	<ul style="list-style-type: none"> planning, presenting and self-assessing a person-to-person sales presentation using a product that can be demonstrated. Include all steps of the selling process. <p><i>Assessment Tool</i> <i>Assessment Guide: Sales Presentation (MAM3040-2)</i></p> <p><i>Standard</i> <i>Rating of 2 in each applicable task</i></p>	70
	<ul style="list-style-type: none"> a career profile that includes job descriptions, education/qualification requirements, employment opportunities, advancement potential and salary range. <p><i>Assessment Tool</i> <i>Assessment Task: Career Profiles (MAMCARE)</i></p> <p><i>Standard</i> <i>Three career profiles, all sections completed</i></p>	10

COURSE MAM3040: PROMOTION: SALES TECHNIQUES (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Outcomes	Notes
<p>The Salesperson</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> define selling and discuss the role of the salesperson in: <ul style="list-style-type: none"> the buying and selling process selling self, the products/services, the business human relations discuss the effect of ethical and legal considerations on the role of the salesperson identify personality traits that are needed by salespeople and indicate why they are important list characteristics that customers expect to find in a salesperson and indicate: <ul style="list-style-type: none"> why they are important why they can have either a positive or negative effect explain what is required in a successful sales presentation. 	
<p>Satisfying Customers</p>	<ul style="list-style-type: none"> describe why people buy describe different customer types describe what produces satisfaction when making a personal purchase: <ul style="list-style-type: none"> evaluation of alternatives making the purchase re-evaluating the purchase. 	<p>See Quality Customer Service (MAM1020).</p>

COURSE MAM3040: PROMOTION: SALES TECHNIQUES (continued)

Concept	Specific Outcomes	Notes
<p>Steps of a Sale</p> <ul style="list-style-type: none"> • Pre-approach • Approach • Determining Customer Needs and Wants • Planning the Presentation 	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe how a salesperson prepares for the customer: <ul style="list-style-type: none"> – customer characteristics/motives – product/service information • research and analyze information related to prospective customers and product information • explain how the welcome statement can help get attention and establish customer rapport • practise using different approaches for a variety of situations including social, service and merchandising • explain the effectiveness and timing used by the salesperson to identify the customer needs and wants: <ul style="list-style-type: none"> – observe customer – selling statement(s) – ask question(s) – listen to customer • develop a series of questions to determine the customer’s needs • describe the importance of determining the type of customer and how the sales presentation is tailored to encourage the customer • explain how the salesperson can recognize customer buying signals • suggest possible sales activities/responses for customer personality types • describe the use of sensory appeal in sales demonstrations and how it is effective • identify other techniques that are used by salespersons to encourage customers • list at least 10 unique selling points (USP) for a product • turn product features or USPs into customer benefits 	<p>Practise sale techniques through role playing.</p> <p>Decided, undecided, just looking, friendly, know-it-all, silent, deliberate.</p> <p>Sensory appeal—appeal to the five senses: taste, touch, sight, hearing, smell.</p> <p>(USP: unique selling points).</p>

COURSE MAM3040: PROMOTION: SALES TECHNIQUES (continued)

Concept	Specific Outcomes	Notes
<ul style="list-style-type: none"> • Handling Customer Objections • Closing the Sale 	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • explain what a salesperson can do to counteract customer: <ul style="list-style-type: none"> – excuses – objections • describe possible techniques for answering objections and indicate under what circumstances they could be appropriately used as an answering method • prepare a variety of objections that customers may raise and describe how to overcome these objections effectively • describe how a natural close to the sale can be achieved by including the following alternatives: <ul style="list-style-type: none"> – stop demonstrating/showing the product – narrow the selection – discuss ownership – ask to buy (will this be cash or charge) – determine why there is reluctance – be confident • describe the conditions under which the salesperson determines the appropriate time to close the sale • explain the purpose of the trial close and how it can be included in the sales discussion • list a variety of closing techniques and describe the circumstances that would best support each • describe lost sales, errors in closing a sale and preparing for the next sale • identify the techniques that can be used to support more sales (currently, in the future) • demonstrate the mechanics of closing: <ul style="list-style-type: none"> – ringing in the sale – wrapping/bagging merchandise – taking leave. 	<p>Question, yes, but, superior point, direct-denial, boomerang, third-party, demonstration, close-on-an objection.</p> <p>Obtain small favourable decisions. Reinforce added decisions.</p> <p>Seek frequent agreement. Narrow the choice. Assumption (will this be cash or charge?). Offer a premium. Last-chance-to-buy.</p> <p>For example, suggestion selling (ask if customer would like a tie with a suit or sell an extended warranty with an automobile).</p>

COURSE MAM3040: PROMOTION: SALES TECHNIQUES (continued)

Concept	Specific Outcomes	Notes
Non-selling Duties	<p><i>The student should:</i></p> <ul style="list-style-type: none">• describe how sales support activities link to success in sales:<ul style="list-style-type: none">– stock-keeping– housekeeping– building displays– preventing loss/waste– directing customers– handling complaints– following store policy.	See Quality Customer Service (MAM1020).
Career Exploration	<ul style="list-style-type: none">• analyze a variety of career opportunities in sales• identify personal interests, talents and experiences as they relate to careers in sales	Define key terms related to career path/ladders, entry-level positions, mid-management, management positions.

COURSE MAM3050: DISTRIBUTING GOODS & SERVICES

Level:	Advanced
Theme:	Marketing Systems and Strategies
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 Courses: MAM1010 Management & Marketing Basics
MAM2040 Retail Operations

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> identify and compare different channels of distribution and modes of transportation 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a concept test consisting of questions related to: <ul style="list-style-type: none"> different channels of distribution available to marketers and the generic-types of products that traditionally flow through each channel a comparison relating the modes of transportation available in the marketplace middlemen used in distribution; e.g., wholesalers and agents. <p><i>Assessment Tool</i> <i>Sample Test Items:</i> Marketing Today: A Retail Focus, Teacher’s Resource, <i>Chapter 1 test</i> <i>Assessment Task:</i> <i>Comparing Modes of Transportation (MAM3050–1)</i></p> <p><i>Standard</i> <i>Rating of 50% or higher on concept test all sections competed in chart for modes of transportation</i></p>	20
<ul style="list-style-type: none"> identify and describe different types of retailers present in the community 	<ul style="list-style-type: none"> a presentation consisting of types and names of local retailers; including the lines of merchandise or services they offer. <p><i>Assessment Tool</i> <i>Assessment Task:</i> <i>Examine Types of Retailing (MAM3050–2)</i></p> <p><i>Standard</i> <i>All sections completed in chart for types of retailing</i></p>	20

COURSE MAM3050: DISTRIBUTING GOODS AND SERVICES (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify and present the channels of distribution and modes of transportation used for a manufactured product • identify personal interests and opportunities as they relate to careers in distribution • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a presentation/research project consisting of selecting a manufactured product, researching the product back to its raw material state, visually presenting all channels of distribution and modes of transportation used to bring the product to the consumer. <p><i>Assessment Tool</i> <i>Assessment Guide: Channels of Distribution Presentation (MAM3050-3)</i></p> <p><i>Standard</i> <i>Rating of 2 in each applicable task</i></p> <ul style="list-style-type: none"> • a career profile that includes job descriptions, education/qualification requirements, employment opportunities, advancement potential and salary range. <p><i>Assessment Tool</i> <i>Assessment Task: Career Profiles (MAMCARE)</i></p> <p><i>Standard</i> <i>Three career profiles, all sections completed</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>50</p> <p>10</p> <p>Integrated throughout</p>

Concept	Specific Outcomes	Notes
<p>Channels of Distribution Systems and Strategies</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • define channels of distribution and provide examples • research the three major distribution policies and provide examples of products that follow each policy: <ul style="list-style-type: none"> – extensive – selective – exclusive 	

COURSE MAM3050: DISTRIBUTING GOODS AND SERVICES (continued)

Concept	Specific Outcomes	Notes
Channels of Distribution Systems and Strategies (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • evaluate the role of producers, processors, manufacturers, agents, brokers, wholesalers, retailers and consumers, and identify examples of each • compare the most common types of channels and provide examples of products that go through each channel: <ul style="list-style-type: none"> – produce to consumer (direct) – one intermediary (retailer) – two intermediaries (wholesaler, retailer) – three intermediaries (agent, wholesaler, retailer) • research the role of a broker, commission agent (sales, manufacturer). 	
Wholesalers and Agents	<ul style="list-style-type: none"> • list the functions of a wholesaler • research the importance of wholesalers to manufacturers, to retailers • research local wholesalers in his or her community • describe the different types of agent intermediaries and their role in the distribution process. 	Real-estate agents, brokers, auctioneers.
Retailers	<ul style="list-style-type: none"> • analyze the common types of retail stores and give examples of each; include both service and merchandising businesses • describe the types of non-store retailers • analyze future retailing opportunities and how they might effect traditional channels. 	<p>Convenience, specialty, discount, department, supermarket, superstore, co-operatives, wholesale warehouse club, catalogue showroom.</p> <p>Mail order, direct selling, telemarketing, automatic vending, network marketing.</p>

COURSE MAM3050: DISTRIBUTING GOODS AND SERVICES (continued)

Concept	Specific Outcomes	Notes
<p>Modes of Transportation</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • explain the role transportation plays within the channels of distribution • compare the advantages and disadvantages of the various modes of transportation (cost, accessibility, reliability, in-transit time, flexibility): <ul style="list-style-type: none"> – rail – road – pipeline – air – water • illustrate the modes of transportation used for a variety of different products • research developments in transportation methods. 	<p>For example, canned goods versus fresh flowers from Holland. For example, intermodal containerization with ship, rail, plane, truck.</p>
<p>Career Exploration</p>	<ul style="list-style-type: none"> • analyze a variety of career opportunities in distribution • identify personal interests, talents and experiences as they relate to careers in distribution. 	<p>Define key terms related to career path/ladders, entry-level positions, mid-management, management positions.</p>

COURSE MAM3060: SETTING UP A RETAIL STORE**Level:** Advanced**Theme:** Marketing Systems and Strategies**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 design 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.**Supporting Courses:** MAM1010 Management & Marketing Basics
ENT2030 Marketing the Venture
MAM2040 Retail Operations**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<i>The student will:</i>	<i>Assessment of student achievement should be based on:</i>	
<ul style="list-style-type: none"> create an image for a retail business 	<ul style="list-style-type: none"> a store design project – Part 1: <ul style="list-style-type: none"> select a particular type of retail store and create an image for this retail store including a name, identifying target niche, and identification of distinguishing characteristics. 	15
<ul style="list-style-type: none"> analyze and justify a location and site 	<ul style="list-style-type: none"> a store design project – Part 2: <ul style="list-style-type: none"> identify a community and a site within the community for the retail store selected in Part 1. 	15
<ul style="list-style-type: none"> design an effective floor plan using the principles of store design and layout 	<ul style="list-style-type: none"> a store design project – Part 3: <ul style="list-style-type: none"> design a store front, using layout design principles, for selected retail site in Part 2 design an interior layout, using layout design principles, for selected retail site in Part 2. 	20 40
	<p><i>Assessment Tool</i> <i>Assessment Guide: Designing a Retail Store Project (MAM3060–1)</i></p> <p><i>Standard</i> <i>Rating of 2 in each applicable task</i></p>	

COURSE MAM3060: SETTING UP A RETAIL STORE (continued)

Concept	Specific Outcomes	Notes
<ul style="list-style-type: none"> • Selecting a Community • Selecting a Site 	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify the kind of community (city/town/district) he or she is looking for • list store location objectives regarding target market, business environment and competition • identify and investigate a preliminary list of communities • compare communities selected, short list and rank • select the best community for the retail business • research various sites within the community • research traffic patterns • research options for location: <ul style="list-style-type: none"> – compare buying versus leasing – calculate how to best maximize sales – question the site based on store image – analyze large competition versus one-of-a-kind. 	
<p>Creating a Store/Floor Design</p>	<ul style="list-style-type: none"> • analyze the: <ul style="list-style-type: none"> – space required – work flow patterns (employee, customer) – equipment/display/physical arrangement • describe and illustrate how to incorporate: <ul style="list-style-type: none"> – enticements to customers (come, stay, buy, return) – efficiency/service – flexibility/convenience – safety (employees, customers) – security (merchandise, equipment) – maintenance (day-to-day, repair, remodel) • research the principles of store front and interior floor design and layout (features, impulse goods vs. staple goods, physical arrangement) 	

COURSE MAM3060: SETTING UP A RETAIL STORE (continued)

Concept	Specific Outcomes	Notes
<p>Creating a Store/Floor Design (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • compare exterior and interior layouts among stores with similar product lines: <ul style="list-style-type: none"> – supermarket – department – small store – service operation • identify elements that compete for space on the floor • describe/illustrate: <ul style="list-style-type: none"> – why the plan is functional – selling/non-selling areas – equipment/furniture – decor – image of business (inside/outside). 	<p>A background in Design Studies is helpful.</p>
<p>Managing Facilities</p>	<ul style="list-style-type: none"> • prepare housekeeping schedules/work plans: <ul style="list-style-type: none"> – daily cleaning – general maintenance – redecorating (promotional and upkeep). 	

COURSE MAM3070: OFFICE SYSTEMS 2**Level:** Advanced**Theme:** Information Management Systems and Strategies**Prerequisite:** MAM2050 Office Systems 1**Description:** Students 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.**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • evaluate and make recommendations for improving the quality of the office environment • demonstrate independent use of office strategies and procedures, and electronic office equipment within office environments 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a research report that will address: <ul style="list-style-type: none"> – change processes – job/role descriptions – work plan – training. <p><i>Assessment Tool</i> <i>Research Process: Office Systems 2 – Office Environments (MAM3070–1)</i> <i>Standard</i> <i>Rating of 3 in each applicable task</i></p> <ul style="list-style-type: none"> • a practical lab experience in a simulated or actual office. Train others on a minimum of three different electronic office equipment. Show evidence of efficient use of electronic office equipment when training others. <p><i>Assessment Tool</i> <i>Assessment Task: Office Systems 2 – Practical Lab Experience (MAM3070–2)</i> <i>Standard</i> <i>Rating of 3 in each applicable task</i></p>	<p>20</p> <p>40</p>

COURSE MAM3070: OFFICE SYSTEMS 2 (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe procedures for managing electronic communications • demonstrate ability to plan and run a business meeting • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • an office manual or demonstration of work experience consisting of policies and procedures for electronic communications equipment including: <ul style="list-style-type: none"> – telephone – facsimile – electronic mail/Internet. <p><i>Assessment Tool</i> <i>Presentations/Reports: Office Systems 2 – Electronic Communications (MAM3070–3)</i></p> <p><i>Standard</i> <i>Rating of 3 in each applicable task</i></p> <ul style="list-style-type: none"> • a business meeting consisting of: <ul style="list-style-type: none"> – plan a business meeting – prepare for the meeting – use effective and efficient strategies during the meeting – complete follow-up tasks. <p><i>Assessment Tool</i> <i>Assessment Task: Office Systems 2 – Business Meetings (MAM3070–4)</i></p> <p><i>Standard</i> <i>Rating of 3 in each applicable task</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>20</p> <p>20</p> <p>Integrated throughout</p>

COURSE MAM3070: OFFICE SYSTEMS 2 (continued)

Concept	Specific Outcomes	Notes
Office Environment	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • research the change process within an office as electronic technologies alter the office environment • analyze the changing role of the office worker at the different levels (entry-level, supervisory, top-level management) • research various job descriptions: <ul style="list-style-type: none"> – responsibilities (direct, indirect) – setting priorities – reporting structure – opportunities for initiative • illustrate the flow of work for one or more office functions • identify strategies to develop skill and train others on a variety of electronic office equipment • compare office manuals for common policies and procedures • propose strategies by which an office could improve the commitment to quality management • implement strategies that increase personal productivity: <ul style="list-style-type: none"> – time and work management – setting priorities – resource management. 	<p>Select from offices of various sizes; e.g., home business, large corporation.</p> <p>Various sectors of the economy; e.g., oil, service industry, legal, real estate, insurance, auto dealership, health services.</p> <p>Telephones, photocopiers, calculators, electronic mail, facsimiles, dictaphones.</p>

COURSE MAM3070: OFFICE SYSTEMS 2 (continued)

Concept	Specific Outcomes	Notes
Procedures for Managing Electronic Communications	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the various communication systems available to business: <ul style="list-style-type: none"> – telephone – voice messaging systems – electronic mail – facsimiles – Internet – teleconferencing • 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 • apply efficient communication procedures and protocols when using a variety of electronic office equipment. 	
Managing Meeting Arrangements	<ul style="list-style-type: none"> • identify procedures to use when planning a meeting: <ul style="list-style-type: none"> – formal and informal • describe strategies to use to prepare for the meeting • describe how meetings run effectively and efficiently • describe the procedures to follow after the meeting. 	<p>Agenda for a business meeting could be planned around a discussion of the basic competencies within CTS or the Conference Board of Canada's Employability Skills.</p>
Professionalism	<ul style="list-style-type: none"> • demonstrate proper personal grooming and dress appropriate to the office environment • follow ethics and laws regarding the use of electronic office equipment. 	<p>For example, copyright laws.</p>

COURSE MAM3080: COMMUNICATION STRATEGIES 3 (continued)

Concept	Specific Outcomes	Notes
Planning to Write Technical Reports (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify and demonstrate competencies needed for effective technical writing: <ul style="list-style-type: none"> – concentration – precision – summarization skills • read and evaluate a variety of technical reports • compare technical writing with other writing; e.g., creative, historiographical, journalistic. 	
Writing Effective Technical Reports	<ul style="list-style-type: none"> • research and follow <i>prewriting strategies</i> when preparing formal technical reports: <ul style="list-style-type: none"> – determine the purpose – prepare an outline – conduct the research – develop a notetaking system – prepare an outline putting all sections together • <i>compose</i> the first draft of the formal document using word-processing programs, templates and effective strategies for formal reports such as: <ul style="list-style-type: none"> – write one section at a time (executive summary being the last section to write) – use headings and side headings for ease of reading • use <i>revising</i> strategies such as: <ul style="list-style-type: none"> – check draft against outline – insure purpose has been achieved – check report is clear, concise and complete – check facts for accuracy • use <i>proofreading</i> strategies: <ul style="list-style-type: none"> – proofread for facts, dates, names, figures and statistical information – proofread for sentence structure, grammar, spelling, punctuation and format. 	

COURSE MAM3080: COMMUNICATION STRATEGIES 3 (continued)

Concept	Specific Outcomes	Notes
Oral Communications	<p><i>The student should:</i></p> <ul style="list-style-type: none">• research and critique presentation strategies• identify types of visual aids one can use in a presentation• rehearse making an oral presentation of a formal technical report using visual aids and effective presentation strategies.	Charts, graphs, diagrams, pictures, outlines.

COURSE MAM3090: RECORDS MANAGEMENT 2 (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above.</i></p>	<p>Integrated throughout</p>

Concept	Specific Outcomes	Notes
<p>Planning and Organizing Electronic Records</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> describe and give examples of automated records systems describe the advantages of the automated records systems over manual systems research safety and security procedures of automated records describe the process known as micrographics research the types of microfilm and their uses <ul style="list-style-type: none"> roll film microfiche microfilm jacket aperture cards identify and describe electronic equipment and supplies necessary to create and maintain an efficient electronic records management system differentiate between ROM and RAM when creating an electronic records management system. 	<p>Working knowledge of database software package may require additional time if the student's software skills are not efficient (see Information Processing Database 1, 2 [INF1050, INF2070]).</p>

COURSE MAM3090: RECORDS MANAGEMENT 2 (continued)

Concept	Specific Outcomes	Notes
<p>Creating a Subject Records Management System</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify records that are or should be managed by subject • explain the advantages and disadvantages of subject storage • describe the standard arrangements for subject storage: <ul style="list-style-type: none"> – straight dictionary arrangement – encyclopedic arrangement • create a subject records management system • practise using the rules for subject filing by indexing, coding and storing a variety of records. 	<p>Students can prepare a manual for reference—coding rules.</p>
<p>Creating a Numeric Records Management System</p>	<ul style="list-style-type: none"> • identify records that are or should be managed by number • explain the advantages and disadvantages of numeric storage • describe numeric storage methods: <ul style="list-style-type: none"> – consecutive numbering methods – non-consecutive numbering or terminal digit methods • explain the differences between consecutive and non-consecutive numeric record storage • describe how records can be stored chronologically • create a numeric records management system • practise using the rules for numeric filing by indexing, coding and storing a variety of records. 	

COURSE MAM3090: RECORDS MANAGEMENT 2 (continued)

Concept	Specific Outcomes	Notes
<p>Creating a Geographic Records Management System</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify records that are or should be managed by geographic location • explain the advantages and disadvantages of geographic storage • explain the differences and similarities between geographical and alphabetic methods • create a geographic records management system • practise using the rules for geographic filing by indexing, code and store a variety of records. 	
<p>Storing and Monitoring Records Management Systems</p>	<p>For each records management system created (subject, numeric, and geographical):</p> <ul style="list-style-type: none"> • store new data or records • retrieve data or records • sort and/or query records • create a report • manipulate and edit records • analyze strategies to prevent records from being mismanaged. 	

COURSE MAM3100: PROMOTION: BROADCAST ADVERTISING**Level:** Advanced**Theme:** Marketing Systems and Strategies**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 cassette player with a microphone and camcorder for broadcast advertising.**Supporting Course:** MAM1010 Management & Marketing Basics**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> investigate and report on basic broadcast media types and concepts 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a presentation or report consisting of a minimum of three of the following: <ul style="list-style-type: none"> types of broadcast media role of Canadian Radio–television and Telecommunications Commission (CRTC) brief history of both radio and television types of ownership of both radio and television local examples of radio stations and television networks and the types of audiences they attract. <p><i>Assessment Tool</i> <i>Presentations/Reports: Overview of Broadcast Media (MAM3100–1)</i> <i>Standard</i> <i>Rating of 2 for each applicable task</i></p>	20

COURSE MAM3100: PROMOTION: BROADCAST ADVERTISING (continued)

Concept	Specific Outcomes	Notes
<p>Overview of Broadcast Media</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the types of broadcast advertising • describe the role of the CRTC • describe the history of both radio and television • explain the types of ownership and programming found in radio and television • identify a variety of radio stations available to the various listeners in the immediate area • describe the types of television stations: <ul style="list-style-type: none"> – network-affiliated – network-owned – independent • describe other means of television advertising such as cablevision, pay-TV, videocassette recordings, satellite, infomercials. 	<p>Radio, television.</p>
<p>Advertising on Radio</p>	<ul style="list-style-type: none"> • analyze radio advertising including: <ul style="list-style-type: none"> – radio time slots – effectiveness of commercial • identify and calculate the cost of radio commercials in various time slots • identify elements involved in preparation of a radio commercial • demonstrate the use of radio production techniques when planning and producing a radio commercial • present and evaluate own radio commercial. 	<p>Use of AIDA concept: attract attention, create interest, stimulate desire, induce action.</p> <p>Analyze radio ads: e.g., script types, live versus taped, length, repetition, voices.</p>

COURSE MAM3100: PROMOTION: BROADCAST ADVERTISING (continued)

Concept	Specific Outcomes	Notes
Advertising on Television	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • analyze television commercials including: <ul style="list-style-type: none"> – time slots – effectiveness of the commercial • identify and calculate the costs of television commercials in various time slots • demonstrate the use of television production techniques when planning and producing a television commercial: <ul style="list-style-type: none"> – storyboard preparation – use of equipment • present and evaluate own television commercial. 	<p>Use of AIDA concept: attract attention, create interest, stimulate desire, induce action.</p> <p>Camcorder-types and lengths of shots, lighting, production sequence.</p>

COURSE MAM3120: E-COMMERCE 3

Level:	Advanced
Theme:	Marketing Systems and Strategies
Prerequisite:	MAM2110: E-commerce 2
Description:	Students will investigate strategies to gather customer information and design e-commerce Web sites that take advantage of technological advances.

Parameters: Access to a computer workstation, word processing and Web site design software, and the Internet. Free or shareware packages that assist in Web site design are available.

Supporting Courses: INF1030 Word Processing 1, INF2130 Multimedia Authoring 1, INF2060 Electronic Publishing 1, ENT2030 Marketing the Venture

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">research the challenges of obtaining customer information	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">a report that:<ul style="list-style-type: none">lists ways to obtain customer data (data mining)outlines possible uses of customer dataoutlines features to include in a relational database and methods of ensuring accurate data entry (field properties)describes options to obtain database softwaredescribes the use of cookiesprovides a design of a registration form and a list of possible incentives for customers to register. <p><i>Assessment Tool</i> <i>Assessment Guide: E-commerce 3 (MAM3120-1)</i></p> <p><i>Standard</i> <i>Rating of 3 for the applicable task in the Assessment Guide</i></p>	10

COURSE MAM3120: E-COMMERCE 3 (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • research financial considerations when developing and maintaining an e-commerce Web site • analyze features of effective e-commerce Web sites 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a report that: <ul style="list-style-type: none"> – researches the costs and benefits of different methods of publishing an e-commerce Web site – lists potential income-generating opportunities – identifies technological advances in Web site development. <p><i>Assessment Tool</i> <i>Assessment Guide: E-commerce 3 (MAM3120-1)</i></p> <p><i>Standard</i> <i>Rating of 3 for the applicable task in the Assessment Guide</i></p> <ul style="list-style-type: none"> • an analysis of the content and design/technical features observed in at least three award-winning e-commerce Web sites. <p><i>Assessment Tool</i> <i>Research Process: Features of Effective E-commerce Web Sites (MAM3120-2)</i></p> <p><i>Standard</i> <i>All applicable sections have been completed</i></p>	<p>10</p> <p>10</p>

COURSE MAM3120: E-COMMERCE 3 (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • design two or more e-commerce Web sites that obtain customer information 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • the descriptions of each of the proposed e-commerce Web sites • the storyboards for each of the e-commerce Web sites that outline the page layout and navigation links, including: <ul style="list-style-type: none"> – special effects, such as pictures, photographs, graphics, sound, multimedia (audio, animation), 3-D graphics, 3-D animation, navigation menus, bars, links (text, icon, hover button, image map, banner ad) and video of key staff person – additional content, such as e-mail contact; detailed product information for four products/services; policies for privacy, security and terms of business; What’s New; ten frequently asked questions; news release; and registration form, with incentives • the development of the Web sites, using available software, that incorporates all required features and demonstrates effective principles of Web site design • a test and presentation of each of the e-commerce Web sites, including reviewers’ comments • an outline of recommended changes for each of the Web sites • the modifying, publishing and documenting of the e-commerce Web sites. <p><i>Assessment Tool</i> <i>Assessment Task: E-commerce Web Site Evaluation (MAM3120–3)</i></p> <p><i>Standard</i> <i>All applicable sections have been completed</i></p>	<p>60</p>

COURSE MAM3120: E-COMMERCE 3 (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • apply, consistently, appropriate workstation routines • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • demonstration of appropriate workstation routines. <i>Assessment Tool</i> <i>Assessment Checklist: Workstation Routines and Management (INFWRKSTN)</i> <p><i>Standard</i> <i>Rating of:</i> 3 – <i>Workstation Routines</i> 3 – <i>File Management</i> 3 – <i>Time Management/Organization</i> 3 – <i>Professionalism</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above.</i> 	<p>10</p> <p>Integrated throughout</p>

COURSE MAM3120: E-COMMERCE 3 (continued)

Concept	Specific Outcomes	Notes
Data Mining	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify methods of obtaining (mining) customer information, including geographic, demographic, psychographic and behavioural information: <ul style="list-style-type: none"> – give customers the choice to register in a guest book – gather data that comes in when a customer places an order (cookies) – summarize e-mail messages from customers and distribute to in-house departments – count visitor hits on a Web site and on individual pages (ISP may offer this service for free) – use a log to analyze what users value most on your Web site, and identify if there are any navigational problems • outline possible uses of customer data, such as: <ul style="list-style-type: none"> – greeting customers by name – modifying the information presented to customers, and providing recommended buying lists and information on sales and discounts, based on customers' shopping histories – providing personal shopping representatives to assist customers. 	<p>Customer Information (data mining):</p> <ul style="list-style-type: none"> • Geographic: region, city, urban, suburban, rural • Demographic: age, income, education, occupation, gender, marital status, household size, ethnic background • Psychographic: lifestyles, activities, interests, opinions • Behavioural: occasion for use, benefits sought, usage rate, degree of loyalty. <p>ISP (Internet Service Provider).</p> <p>Recent Marketing Strategies:</p> <ul style="list-style-type: none"> • “Push” technology • Web skins. <p>Note: Visible counts of hits on a Web site may or may not be advantageous.</p>
Using Databases to Gather Information	<ul style="list-style-type: none"> • identify various databases that can be obtained to support: <ul style="list-style-type: none"> – customer information – order tracking – e-mail addresses – product-related or technical-related information • list data fields and field properties to include in a registration form; e.g., geographic, demographic, psychographic. 	<p>Databases can be:</p> <ul style="list-style-type: none"> • part of hosting software • purchased • obtained as freeware.

COURSE MAM3120: E-COMMERCE 3 (continued)

Concept	Specific Outcomes	Notes
Using Cookies	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe how cookies work to identify customers and their habits and outline information that can/cannot be retrieved. 	<p>A cookie is a data file stored on the customer's hard drive that records the customer's activities on each visit to the Web site.</p>
Designing a Registration Form	<ul style="list-style-type: none"> • design a registration form to obtain customer information that contains: <ul style="list-style-type: none"> – text entry boxes – 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; e.g., SUBMIT to send form data to the server, RESET to clear all form fields. 	<p>Use table structure to align components of the registration form.</p>
Incentives to Complete Registration Form	<ul style="list-style-type: none"> • list possible incentives to motivate the customer to register; e.g., free items, discounts, rewards, contests. 	

COURSE MAM3120: E-COMMERCE 3 (continued)

Concept	Specific Outcomes	Notes
<p>Financial Considerations</p> <ul style="list-style-type: none"> • Costs and Benefits of Developing and Maintaining an E-commerce Web Site • Potential Income-generating Opportunities • Technological Advances 	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • compare different ways of hosting e-commerce Web sites in terms of degree of control of operations and improvements, costs (development and transaction), and processing speed: <ul style="list-style-type: none"> – Outsourced hosting <ul style="list-style-type: none"> • no charge with limited options • no charge in exchange for placing advertisements • fee as part of other telecommunication services; e.g., telephone, cable services • fee for limited services; e.g., software package used to develop/host e-commerce Web site • fee for comprehensive services; e.g., connections to in-house business systems, Web space added to other services – Web hosting on own Web site <ul style="list-style-type: none"> • hire professionals to design and program • purchase software—build and maintain Web site (possibly outsource data management and secure payments system) • program your own site—full control of operations • list potential income-generating opportunities, such as: <ul style="list-style-type: none"> – sales of goods and services – partnerships – auctions (general consumer, specialty consumer) • identify technological advances in e-commerce Web site development, including: <ul style="list-style-type: none"> – connection options with customer, network, e-commerce Web site and browser – software – hardware – wireless mobile devices – security and privacy systems. 	<p>Operational costs can be based on paying a flat fee, a fee per transaction and/or percentage of total sale (1.5% – 9%).</p> <p>Examples of software packages used to develop/host e-commerce Web sites:</p> <ul style="list-style-type: none"> • Macromedia Dreamweaver • Microsoft FrontPage • Microsoft Commerce Manager • Yahoo!Merchant Solutions. <p>Examples of programming languages include Java, C++, JavaScript, VBScript, Perl/CGI, HTML, SML, XSL, ASP and DHTML.</p> <p>Factors Affecting Processing Speed:</p> <p><i>Customer</i></p> <ul style="list-style-type: none"> • speed of local system • speed of browser • user’s connection speed. <p><i>Network</i></p> <ul style="list-style-type: none"> • amount of data sent (text, images) • optimizing graphics to reduce bandwidth requirements • network outages • latency from extreme physical distance • effects of protocols like TCP/IP or HTTP. <p><i>E-commerce Web site</i></p> <ul style="list-style-type: none"> • speed of the server: CPU, disk drive • load on the server • traffic caused by other server processes • traffic caused by other Web users.

COURSE MAM3120: E-COMMERCE 3 (continued)

Concept	Specific Outcomes	Notes
<p>Features of Effective E-commerce Web Sites</p> <ul style="list-style-type: none"> • Content-related Features 	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • analyze the following content-related features of effective e-commerce Web sites: <ul style="list-style-type: none"> – the home page shows the main components of the Web site effectively – the search function allows efficient access to information – 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 person – company policies on privacy, security and terms of business are clearly stated – products/services are effectively displayed—name, code, description, price, option to buy, link to shopping cart, detailed product information – the shopping cart indicates purchase name, code, price(s), discount, shipping costs, taxes and total costs – the shopping cart provides options to delete the purchase(s), continue shopping or check out with a link to shipping choices – the shipping choices and costs are clear (courier, postal service, bus, rail, air, truck) and there is a link to payment choices – the payment choices are clear—credit card, debit card, electronic cash – forms to gather customer information are well-designed – incentives to register are clear and attract attention – drop-down menus assist in filling out forms – 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 – text is appropriate for potential customers – text is accurate—no errors in spelling, punctuation, grammar 	<p>Considerations for developing content:</p> <ul style="list-style-type: none"> • present ideas in an easy-to-follow fashion (estimated viewer attention span is 10 seconds) • place most requested information in “front” of Web site, least requested in “back” • keep documents as simple as possible • use language that is appropriate for the target market.

COURSE MAM3120: E-COMMERCE 3 (continued)

Concept	Specific Outcomes	Notes
<p>Features of Effective E-commerce Web Sites (continued)</p> <ul style="list-style-type: none"> • Design- and Technical-related Features 	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • analyze the following design- and technical-related features of effective e-commerce Web sites: <ul style="list-style-type: none"> – the overall impact of the Web site is positive and motivating – the Web site aligns with potential customers’ interests and needs – the pages are consistent in format, text size, font, headings and colour – colour contrast helps items stand out or blend in – the background is effective – 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 – the home page provides clear links to other pages of the Web site – navigation methods are effective; e.g., menus, bars, links (text, icon, banner ad, hover button, image map) – navigation throughout the Web site is efficient (three or fewer “clicks”) – after the home page, navigation links are positioned in a standard location – the organization of information is efficient (least used at “back” of Web site) – the processing speed is acceptable throughout the Web site – the domain name (URL) is indicative of the products/services offered – viewers have the option to register and the ability to ask questions, request information and give feedback – 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. 	<p>Components of an E-commerce Web Site:</p> <ul style="list-style-type: none"> • home page can include business description, logo, domain name, navigation to other pages, guest book or other customer registration options • information pages can include company information, such as contacts, location, policies on privacy and security, terms of business, “What’s New” • descriptions of products/services (catalogue) • a shopping cart • shipping choices • payment choices.

COURSE MAM3120: E-COMMERCE 3 (continued)

Concept	Specific Outcomes	Notes
<p>Process of Building E-commerce Web Sites</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • complete the process of building two or more e-commerce Web sites, by: <ul style="list-style-type: none"> – planning the Web sites – developing the Web sites, including: <ul style="list-style-type: none"> • content-related features • design- and technical-related features – testing and presenting the Web sites – modifying, publishing and documenting the Web sites. 	<p>A detailed list of tasks to build an e-commerce Web site is outlined in <i>Assessment Task: E-commerce Web Site Evaluation (MAM3120-3)</i>.</p>
<p>Workstation Management</p>	<ul style="list-style-type: none"> • apply efficient workstation positions and routines that encourage: <ul style="list-style-type: none"> – good health and safety (posture, positioning of hardware and furniture) – security for hardware, software, supplies and personal work • demonstrate efficient and appropriate use of time and resources: <ul style="list-style-type: none"> – start-up procedures – organization of work area – closing procedures • apply effective decision-making strategies when using the Internet • use related terminology to describe basic protocols, processes and tools. 	