

STUDENT NAME(S)

Task	Observations Of Student					
Planning and Presentation	4	3	2	1	0	N/A
Organizational Charts	4	3	2	1	0	N/A
Management Theories	4	3	2	1	0	N/A
Roles & Responsibilities	4	3	2	1	0	N/A
Success/Failure	4	3	2	1	0	N/A
Management Issue	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	Exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST - criteria for advanced level

The student:

Preparation and Planning

- sets goals and describe steps to achieve them
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognize when additional information is required
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately using appropriate technical terms and supporting detail
- plans and uses time effectively, prioritizing tasks on a consistent basis
- assesses and refines approach to task and project status based on feedback and reflection

ORGANIZATIONAL CHARTS

Content

- charts an existing business/organization for each of the following organizational structures:
 - functional
 - line and staff
 - geographical
 - matrix
- includes on each chart
 - levels of management (top-level, mid-level, supervisory)
 - channels of communications and flow of information

MANAGEMENT THEORIES

Content

- chooses three different management theories to critique
- gives an overview of theory
- identifies the strengths and weakness of each theory
- identifies which organizational structure would best suit each theory
- selects the theory he or she would be most comfortable working within and explains why
- gives personal opinions regarding future trends

ROLES AND RESPONSIBILITIES

Content

- explains the functions/responsibilities of each of the following
 - research and development
 - production/manufacturing

- finance/accounting
- marketing
- purchasing
- administration
- human resources

SUCCESS/FAILURE OF BUSINESSES -

Content

- selects or is given three case studies
- summarizes the nature of each business
- describes the characteristics that make the business a success/failure
- identifies how success/failure is measured for each

PRESENTATION OF MANAGEMENT ISSUE

Content

- identifies the management issue from a business point of view
- debates the pros and cons surrounding the issue
- recommends a variety of solutions to the management issue
- recommends and defends a course of action

Presenting/Reporting

- demonstrates effective use of a variety of communication media:

e.g., Written: spelling, punctuation, grammar, format (formal/informal, technical/literary)

Oral: voice projection, body language, appearance, enthusiasm, evidence of prior practice

Visual: techniques, tools, clarity, speed and pacing

- maintains acceptable grammatical and technical standards through proofreading and editing
- provides an introduction that describes the purpose and scope of the project
- communicates thoughts/feelings/ideas clearly to justify or challenge a position
- states a conclusion by analyzing and synthesizing the information gathered
- gives evidence of adequate research through a reference list including seven or more relevant information sources
- provides a reference list that includes five or more relevant information sources

Student(s) _____

Task	Observations Of Student					
Planning and Presentation	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Canadian Economy	4	3	2	1	0	N/A
Economic Issue	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

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TASK CHECKLIST

The student:

- Preparation and Planning**
 - sets goals and establish steps to achieve them
 - creates and adheres to useful timelines
 - uses personal initiative to formulate questions and find answers
 - plans and uses time effectively

- Information Gathering and Processing**
 - accesses a range of relevant in-school/community resources
 - uses a range of information-gathering techniques
 - interprets, organizes and combines information into a logical sequence
 - records information accurately with appropriate supporting detail and using correct technical terms
 - determines accuracy/currency/reliability of information sources
 - gathers and responds to feedback regarding approach to the task

EVALUATING AN ECONOMIC ISSUE—a position paper

Content

- identifies an issue
- summarizes the concerns of all sides
- states a personal position
- recommends course of action

- Collaboration and Teamwork**
 - cooperates with group members
 - shares work appropriately among group members
 - negotiates solutions to problems

- Information Sharing**
 - demonstrates effective use of two or more communication media
e.g., written, oral, audio-visual
 - communicates ideas in a logical sequence with sufficient supporting detail
 - maintains acceptable grammatical and technical standards
 - cites five or more relevant information sources

CANADIAN ECONOMY – a report/presentation

Content

- describes Canada’s mixed economy
- explains the goals of Canada’s economic system
- provides examples of goods and services provided in the public and private sectors
- describes the circular flow and the role of profit
- charts a timeline of Canada’s business cycle over the past 50 years and actions taken to stabilize the economy
- explains how income is earned and spent
- describes the role of the Bank of Canada and other financial institutions
- constructs and explains supply and demand graphs

REFLECTIONS/COMMENTS

STUDENT NAME(S) _____

Task	Observations Of Student					
Planning and Presentation	4	3	2	1	0	N/A
Comparing International Businesses	4	3	2	1	0	N/A
Analyzing Case Studies	4	3	2	1	0	N/A
Presenting/ Reporting	4	3	2	1	0	N/A

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COMPARING INTERNATIONAL BUSINESSES – research a minimum of four businesses (two with developing nations and two with developed nations and report on the following:

Content

- name of company an products or services they import or export
- organizational structure; e.g., multinational, small entrepreneurial
- management and marketing systems and strategies used
- constraints and considerations identified when doing business with the foreign nation; e.g., language, transportation
- local challenges resulting from global competition

ANALYZING CASE STUDIES

Content

- selects or is given four case studies
- summarizes the nature of each business
- presents management strategies used
- presents marketing strategies used
- presents opinions regarding the business venture

Presenting/Reporting

- demonstrates effective use of a variety of communication media:

e.g., Written: spelling, punctuation, grammar, format (formal/informal, technical/literary)

Oral: voice projection, body language, appearance, enthusiasm, evidence of prior practice

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REFLECTIONS/COMMENTS

GLOBAL MARKETPLACE RESEARCH PROJECT

In this research project you will be asked to work with a partner. Select two countries to research. One must be a developed country, the other a developing country. Each of the partners will take a country and complete the research within Section I. Work collaboratively on Sections II and III.

This report should be typed APA style or formatted formally in another style, with references being cited where appropriate. Make sure you have a table of contents at the beginning and a reference list at the end.

This report will be divided into three sections. The first is to investigate how Canadians do business with foreign countries by researching a developed country and a developing country and their people. The next section of the research will ask you to work together to compare the developing and developed countries. The last section will ask you to give recommendations and conclusions for both countries including the following information:

- opportunities for importing goods and/or services into Canada from these countries
- opportunities to export Canadian goods or services to each country
- would you do business with these countries based on bigger global issues such as the environment and human rights concerns?

Library Resources

Box, Ben (Ed.). (1993) *South American Handbook*. Bath, England: Trade and Travel Publications.

Kurian, George Thomas (Ed.). (1992) *Encyclopaedia of the Third World*, Fourth Edition. Volumes I–III. New York: Facts on File.

Kurian, George Thomas (Ed.). (1990) *Encyclopaedia of the First World*, Volumes I & II. New York: Facts on File.

Lands and People. (1991). Volumes 1–6. Danbury, Conn: Grolier.

World Resources Institutes (Eds.). (1993 & 1994) *Environmental Almanac*. New York: Houghton Mifflin Company.

Worldmark. (1988). *Encyclopaedia of the Nations*, Volume 1–5. New York: John Wiley and Sons Inc.

Community Resources

The International Trade Centre

The Business Service Centre at the trade centre is a resource filled with free literature and a reference section of books, magazines, documents and videos. As a student, you can visit the centre when doing your research. There are tables to work at while researching and a TV/VCR for previewing videos. A few students at a time is recommended. The addresses for both Calgary and Edmonton follows.

International Trade Centre
Business Service Centre
11th Floor, 510 – 5th Street SW
Calgary, AB T2P 3S2
Telephone: 292-4575 Fax: 292-4578

OR

International Trade Centre
Business Service Centre
540, Canada Place
9700 – Jasper Avenue
Edmonton, AB T5J 4C3
Telephone: 495-2944 Fax: 495-4507

SECTION I**I. Basic facts about each country**

- A. Geographic area—should include a map indicating where the country is located, its borders and major cities
- B. Demographics of each country—population and principal cities, market size, income distribution
- C. Overview of the history of each country
- D. Education
- E. Government and laws

II. Economic facts about each country

- A. Economic system and membership in trading blocs and other international organizations
- B. Exports, imports, chief agriculture products
- C. Financial information—foreign exchange/currency, payment methods and licencing information
- D. Transportation—modes available for shipping and transporting goods
- E. Advertising and promotion—availability of print and electronic media

III. Culture of each country

- A. Language—especially the language of business people and government officials
- B. Customs affecting business relations
- C. Religions of the country
- D. Holidays
- E. Etiquette for business in the country

IV. Travelling information for each country

- A. Travel documents and customs regulations
- B. Transportation to the country and domestic travelling arrangements during your visit
- C. Communications
- D. Hotel accommodations
- E. Business calls and entertainment
- F. Appropriate dress
- G. Overall health and personal security

V. Global Issues related to each country

- A. Environmental issues concerning land, air or water
- B. Human rights issues related to the workforce or discriminating policies—related to gender, race or religion

SECTION II

I. Comparisons between the developing and developed nation

- A. As a business person doing business with both countries, how are they similar?
- B. How do they differ?

SECTION III

I. Import and Export Opportunities

- A. What are some of the potential opportunities for importing products or services into Canada from each country?
- B. What are some of the potential opportunities for exporting products or services to each country?

II. Recommendations and Conclusions

- A. What are the advantages and disadvantages for Canadians in doing business with each of these countries.?
- B. What are the advantages and disadvantages for each country in doing business with Canadians?
- C. Are there any global issues that make it difficult to do business with either of these two countries? This should be a discussion on the ethical and morale responsibilities that businesses have in the global marketplace towards human rights and environmental issues. Use the concept “profit with principles.”
- D. What did you value the most from this global research assignment? How might knowing this information make a difference for you in the future? (Each student should reflect on his or her own feelings.)

Student(s)

Task	Observations Of Student					
Planning and Presentation	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content – Overview of Developed Nation	4	3	2	1	0	N/A
Content – Overview of Developing Nation	4	3	2	1	0	N/A
Content – Comparing the Two Nations	4	3	2	1	0	N/A
Content -Business Opportunities with each Nation	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

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Assessment Tools

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GLOBAL RESEARCH PROJECT

Content – gives overview of developed nation

- selects a developed nation to research potential business opportunities
- provides basic facts regarding geography, economics, culture/customs, travel information, global issues (e.g., human rights, environmental)

Content (continued) – gives overview of developing nation

- selects a developing nation to research potential business opportunities
- provides basic facts regarding geography, economics, culture/customs, travel information, global issues (e.g. human rights, environmental)

Content – compares the two nations

- presents the similarities between the two nations
- presents the differences between the two nations

Content – presents potential business opportunities with each nation including

- import/export opportunities for each
- advantages and disadvantages of doing business with each
- recommendations for doing business with each

Collaboration and Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates solutions to problems

Information Sharing

- demonstrates effective use of two or more communication media
e.g., written, oral, audio-visual
- communicates ideas in a logical sequence with sufficient supporting detail
- maintains acceptable grammatical and technical standards
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REFLECTIONS/COMMENTS

ASSESSMENT TASK: OBSERVE AND CRITIQUE SALES PRESENTATIONS

MAM3040-1

Standard: critique a **minimum of 3 salespersons** using one or more of the following situations (in person, from video, through case studies). Complete all sections below.

Student Name(s) _____

Salesperson 1

Salesperson 2

Salesperson 3

Situation: in person/video/case study Store/Company/Resource:	Situation: in person/video/case study Store/Company/Resource:	Situation: in person/video/case study Store/Company/Resource:																																																												
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<input type="checkbox"/>	<input type="checkbox"/>	Genuine interest in satisfying needs and wants																																																												
<input type="checkbox"/>	<input type="checkbox"/>	Answers to questions/concerns																																																												
<input type="checkbox"/>	<input type="checkbox"/>	Finalizing sale (ringing up/taking leave)																																																												
<u>Yes</u>	<u>No</u>																																																													
<input type="checkbox"/>	<input type="checkbox"/>	Approach																																																												
<input type="checkbox"/>	<input type="checkbox"/>	Initiative and helpfulness																																																												
<input type="checkbox"/>	<input type="checkbox"/>	Genuine interest in satisfying needs and wants																																																												
<input type="checkbox"/>	<input type="checkbox"/>	Answers to questions/concerns																																																												
<input type="checkbox"/>	<input type="checkbox"/>	Finalizing sale (ringing up/taking leave)																																																												
Comment on the strengths of the salesperson.	Comment on the strengths of the salesperson.	Comment on the strengths of the salesperson.																																																												
Comment on the weaknesses of the salesperson.	Comment on the weaknesses of the salesperson.	Comment on the weaknesses of the salesperson.																																																												
Would you buy from this person? Why? Why Not?	Would you buy from this person? Why? Why Not?	Would you buy from this person? Why? Why Not?																																																												

STUDENT: _____

PRODUCT BEING DEMONSTRATED: _____

CUSTOMER TYPE: _____

Observations of Student	CRITERIA
	<i>The student:</i>
4 3 2 1 0	<p><u>APPROACHES THE CUSTOMER</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> displays merchandise and sets up for the situation (store, type of sale) <input type="checkbox"/> uses appropriate body language (enthusiasm, confidence, sincerity) <input type="checkbox"/> uses correct approach for the situation (social, service, merchandise) <input type="checkbox"/> demonstrates voice control (confident, clear, not too fast, does not use slang)
4 3 2 1 0	<p><u>PRESENTS THE PRODUCT</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies customer's needs and wants (asks questions, listens) <input type="checkbox"/> demonstrates the product – presentation evolves around the type of customer and his or her needs and wants, builds anticipated objections into presentation <input type="checkbox"/> involves the customer in the presentation of product <input type="checkbox"/> turns product features into customer benefits
4 3 2 1 0	<p><u>HANDLES CUSTOMER OBJECTIONS/SUGGESTION SELLING</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> listens and responds to customer objections <input type="checkbox"/> resolves objections with tact and courtesy, customer interacts <input type="checkbox"/> turns objection into selling points <input type="checkbox"/> suggests and presents related merchandise <input type="checkbox"/> demonstrates product knowledge
4 3 2 1 0	<p><u>CLOSES AND TAKES LEAVE OF THE CUSTOMER</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> takes initiative to close the sales <input type="checkbox"/> closes the sale in a smooth, natural and timely manner <input type="checkbox"/> accurately completes the mechanics of closing (ringing in the sale and/or preparation of sales slip, merchandise wrapped) <input type="checkbox"/> offers a positive final statement to customer as he or she leaves

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	Exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

REFLECTIONS/COMMENTS

ASSESSMENT TASK: COMPARING MODES OF TRANSPORTATION**MAM3050-1**Student: _____ Standard: Complete all information required in the chart below.

1. Rank each mode of transportation from (1) most favourable to (7) least favourable for each of the following	Mail	Courier	Water	Pipe	Rail	Truck	Air
Cost							
Speed							
Chance of theft/damage							
2. Describe the convenience of delivery for each mode of transportation. (e.g., pickup vs. door-to-door service or special location necessary)							
3. Describe typical products handled.							
4. Explain and give examples of innovative packaging or handling available to facilitate the use of two or more modes of transportation							

ASSESSMENT TASK: EXAMINE TYPES OF RETAILING**MAM3050-2****Standard:** Complete all information required in the chart below.**Student Name(s)** _____

Types of Retailing	Name of a business offering this type of retailing	Describe product(s) and/or service(s) carried by business
1. General Store		
2. Convenience Store		
3. Department Store		
4. Supermarket		
5. Superstore		
6. Discount Houses:		
a. Discount Store		
b. Catalogue Showroom		
c. Warehouse Store		
d. Wholesale Warehouse Club		
e. Clearance Store		
7. Specialty Store		
8. Itinerant Store		
9. Factory Outlet		
10. Mail Order Selling		
11. Direct Selling		
12. Telemarketing		
13. Automatic Vending		
14. Network Marketing		
15. Internet Home Shopping		

STUDENT: _____

NAME OF MANUFACTURED PRODUCT: _____

Observations of Student	CRITERIA
	<i>The student:</i>
4 3 2 1 0	<p><u>Creativity</u> (text and visuals)</p> <ul style="list-style-type: none"> <input type="checkbox"/> gives an easy-to-follow and complete presentation of the product from its raw material stage to its consumable stage <input type="checkbox"/> visually presents the product with a neat, clean and uncluttered look <input type="checkbox"/> incorporates original, unique and clever ideas into presentation <input type="checkbox"/> makes use of both visual and text formats
4 3 2 1 0	<p><u>Producers</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> researches and presents three main raw materials (comes from the ground or above the ground, e.g., coal, wheat) <input type="checkbox"/> lists three producers of the three main raw materials; e.g., flour mill <input type="checkbox"/> identifies actual names of producers
4 3 2 1 0	<p><u>Manufacturer and Middlemen</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> presents manufacturer w/address <input type="checkbox"/> presents wholesaler w/address (if applicable) <input type="checkbox"/> presents additional agents or brokers (if applicable) <input type="checkbox"/> presents selected retailer w/address
4 3 2 1 0	<p><u>Modes of Transportation</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies transportation methods used at the producer stage <input type="checkbox"/> identifies transportation methods used by the manufacturer <input type="checkbox"/> identifies transportation methods used between middlemen
4 3 2 1 0	<p><u>Presentation of Research</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> describes how product was selected and choice of visual <input type="checkbox"/> describes how research was completed (where you looked, went and who you talked to for specific product information and/or educated guesses made because of lack of information) <input type="checkbox"/> relates high points and frustrations encountered in completing the research for the presentation <input type="checkbox"/> describes the channels of distribution for the product

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	Exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

REFLECTIONS/COMMENTS

STUDENT: _____

NAME OF RETAIL STORE: _____

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	Exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Observations of Student	CRITERIA
4 3 2 1 0	<p><u>Part I</u> – creates an image for a retail store</p> <ul style="list-style-type: none"> <input type="checkbox"/> selects a specialty retail store <input type="checkbox"/> identifies the market niche: <ul style="list-style-type: none"> • products and services • price range and quality • target market <input type="checkbox"/> lists the distinguishing features and characteristics of the store (policies & procedures) <input type="checkbox"/> chooses a name for the retail store
4 3 2 1 0	<p><u>Part II</u> – analyzes and justifies a location and site</p> <ul style="list-style-type: none"> <input type="checkbox"/> selects a location and site taking the following into consideration: <ul style="list-style-type: none"> • image • traffic patterns/parking/public transportation access • rent/lease options/costs • location of competition/appropriate community
4 3 2 1 0	<p><u>Part III</u> – prepares an exterior/interior layout using design principles</p> <ul style="list-style-type: none"> <input type="checkbox"/> designs an attractive store front to scale, which portrays the store’s image: <ul style="list-style-type: none"> • graphics/logo/signage/display windows • colours/texture • entrance location and size <input type="checkbox"/> analyzes necessary layout requirements with respect to space available, merchandising strategies/traffic flow and security for: <ul style="list-style-type: none"> • cash register • storage areas/change areas (if applicable) • furniture and store fixtures/lighting <input type="checkbox"/> designs and creates an effective and efficient floor plan to scale with considerations to: <ul style="list-style-type: none"> • customer service • security and safety • image • traffic flow/convenience/maintenance
4 3 2 1 0	<p><u>Part IV</u> – identifies interior furnishings, recommends vendors and prepares maintenance schedules</p> <ul style="list-style-type: none"> <input type="checkbox"/> prepares a list of furniture/fixtures/equipment and supplies along with the names of vendors for purchasing <input type="checkbox"/> prepares a schedule for daily cleaning, general maintenance and upkeep of visual merchandising and redecorating

REFLECTIONS/COMMENTS

Student(s): _____

Task	Observations Of Student					
Planning and Presentation	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	Exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- sets goals and establish steps to achieve them
- creates and adheres to useful timelines
- uses personal initiative to formulate questions and find answers
- plans and uses time effectively

Information Gathering and Processing

- accesses a range of relevant in-school/community resources
- uses a range of information-gathering techniques
- interprets, organizes and combines information into a logical sequence
- records information accurately with appropriate supporting detail and using correct technical terms
- determines accuracy/currency/reliability of information sources
- gathers and responds to feedback regarding approach to the task

- Content** – evaluates policies and procedures used for improving the quality of office environments to keep pace with change. Policies and procedures to consider include:
- interpersonal communications
 - upgrading hardware and software

Content (continued)

- upgrading other electronic office equipment
- training staff on new technologies
- redefining roles and responsibilities of staff
- ensuring a safe and healthy work environment
- strategies used for increasing productivity:
 - project work teams
 - time and work management (setting priorities)
 - resource management
- recommend common policies and procedures that would be useful for office managers when implementing change

Collaboration and Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates solutions to problems

Information Sharing

- demonstrates effective use of two or more communication media
e.g., written, oral, audio-visual
- communicates ideas in a logical sequence with sufficient supporting detail
- maintains acceptable grammatical and technical standards
- cites five or more relevant information sources

REFLECTIONS/COMMENTS

STUDENT TRAINER:

Names of Trainees:

Observations of Student	CRITERIA
	<i>The student:</i>
4 3 2 1 0	<p><u>Preparation and Planning</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> prepares self for training task <input type="checkbox"/> organizes and works in orderly manner <input type="checkbox"/> interprets and carries out instructions accurately <input type="checkbox"/> plans and uses time effectively in a logical sequence <input type="checkbox"/> displays leadership in adhering to routine procedures <input type="checkbox"/> attempts to solve problems prior to requesting help
4 3 2 1 0	<p><u>Trains others on use of Equipment and Materials</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> make and model of office equipment used to train others <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ <input type="checkbox"/> relates policies and procedures regarding use of equipment <input type="checkbox"/> provides instructions on safe and efficient use of electronic equipment <input type="checkbox"/> gives advice regarding necessary upkeep, repairs and reordering of supplies <input type="checkbox"/> presents strategies to minimize waste of supplies <input type="checkbox"/> evaluates the trainees' use of equipment and gives feedback on their performance
4 3 2 1 0	<p><u>Works Collaboratively</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> cooperates with group members <input type="checkbox"/> shares work appropriately among group members <input type="checkbox"/> negotiates with sensitivity, solutions to problems <input type="checkbox"/> displays effective communication skills

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	Exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

REFLECTIONS/COMMENTS

STUDENT: _____

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	Exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

REFLECTIONS/COMMENTS

Observations of Student	CRITERIA
The student:	
4	<p><u>Preparation and Planning</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> sets goals and describes steps to achieve them <input type="checkbox"/> uses personal initiative to formulate questions and find answers <input type="checkbox"/> accesses a range of relevant information sources and recognize when additional information is required <input type="checkbox"/> interprets, organizes and combines information in creative and thoughtful ways <input type="checkbox"/> records information accurately using appropriate technical terms and supporting detail <input type="checkbox"/> plans and uses time effectively, prioritizing tasks on a consistent basis <input type="checkbox"/> assesses and refines approach to task and project status based on feedback and reflection
3	
2	
1	
0	
4	<p><u>Content of Office Manual and/or Demonstration of Work Experience</u> - for electronic communication equipment</p> <ul style="list-style-type: none"> <input type="checkbox"/> describes and/or follows policies and procedures for the correct use of <i>telephone</i> including answering machines and voice mail <input type="checkbox"/> describes and/or follows policies and procedures for the correct use of <i>fax machines</i> including the appropriate use of the system <input type="checkbox"/> describes and/or follows policies and procedures for the correct use of <i>electronic mail/Internet</i> access including appropriate use of the system
3	
2	
1	
0	
4	<p><u>Presenting/Reporting (if applicable)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates effective use of a variety of communication media: <i>e.g., <u>Written:</u> spelling, punctuation, grammar, format (formal/informal, technical/literary)</i> <i><u>Oral:</u> voice projection, body language, appearance, enthusiasm, evidence of prior practice</i> <i><u>Audio-visual:</u> techniques, tools, clarity, speed and pacing</i> <input type="checkbox"/> maintains acceptable grammatical and technical standards through proofreading and editing <input type="checkbox"/> provides an introduction that describes the purpose and scope of the project <input type="checkbox"/> communicates thoughts/feelings/ideas clearly to justify or challenge a position <input type="checkbox"/> states a conclusion by analyzing and synthesizing the information gathered
3	
2	
1	
0	

STUDENTS: _____

Observations of Student	CRITERIA
	<i>The student:</i>
4 3 2 1 0	<p><u>Preparation and Planning</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> prepares self for task <input type="checkbox"/> organizes and works in orderly manner <input type="checkbox"/> interprets and carries out instructions accurately <input type="checkbox"/> plans and uses time effectively in a logical sequence <input type="checkbox"/> displays leadership in adhering to routine procedures <input type="checkbox"/> attempts to solve problems prior to requesting help
4 3 2 1 0	<p><u>Plan and Run a Business Meeting</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> identify reason for calling meeting <input type="checkbox"/> plan an agenda including time, location and facilities and items to be discussed <input type="checkbox"/> prepare for meeting—facilities, support materials and supplies, refreshments <input type="checkbox"/> show use of efficient and effective strategies during the meeting (adhering to agenda, give equal time to all during discussions, use of Robert’s Rules of Order or other predetermined rules) <input type="checkbox"/> complete follow-up tasks; e.g., minutes, phone calls, etc.
4 3 2 1 0	<p><u>Works Collaboratively</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> cooperates with group members <input type="checkbox"/> shares work appropriately among group members <input type="checkbox"/> negotiates with sensitivity, solutions to problems <input type="checkbox"/> displays effective communication skills

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	Exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

REFLECTIONS/COMMENTS

STUDENT: _____

TRAINING SITE: _____

Observation of Student	CRITERIA
	<i>The student:</i>
4 3 2 1 0	<p><u>Prepares and Plans a Records Management System</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> chooses records to be managed electronically (e.g. collection of CDs, videos and electronic games, sports cards or other collectible, statistics for sports teams) <input type="checkbox"/> identifies who will use the records management system <input type="checkbox"/> completes a records management plan identifying the categories and fields that will allow the system to be queried: <ul style="list-style-type: none"> – alphabetically – by subject – geographically – numerically <input type="checkbox"/> organizes and works in an orderly manner <input type="checkbox"/> demonstrates proper office etiquette <input type="checkbox"/> plans and uses time effectively <input type="checkbox"/> adheres to routine records management procedures
4 3 2 1 0	<p><u>Implements a Records Management System</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> creates a records template <input type="checkbox"/> indexes data <input type="checkbox"/> inputs data onto records <input type="checkbox"/> sorts by methods requested
4 3 2 1 0	<p><u>Queries and Produces Reports from a Records Management System</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> queries records to produce a(n): <ul style="list-style-type: none"> – alphabetic report – subject report – geographic report – numeric report <input type="checkbox"/> analyses strategies used in planning the records management system <input type="checkbox"/> makes recommendations for improving the system

STANDARD IS 2 EACH APPLICABLE TASK with 80% accuracy

Rating Scale

The student:

4	Exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

REFLECTIONS/COMMENTS

STUDENT: _____

Observations of Student	CRITERIA
	Investigate and report on basic broadcast media concepts. <i>The student:</i>
4 3 2 1 0	<input type="checkbox"/> Preparation and Planning <ul style="list-style-type: none"> • sets goals and describes steps to achieve them • uses personal initiative to formulate questions and find answers • accesses a range of relevant in-school/community resources • interprets, organizes and combines information into a logical sequence • records information accurately with appropriate supporting detail and using correct technical terms • plans and uses time effectively • gathers and responds to feedback regarding approach to task and project status
4 3 2 1 0	Content – prepares a report consisting of a minimum of three of the following: <ul style="list-style-type: none"> <input type="checkbox"/> types of broadcast advertising <input type="checkbox"/> role of the CRTC <input type="checkbox"/> history of radio and television <input type="checkbox"/> types of ownership and programming found in radio and television <input type="checkbox"/> identifies a variety of radio stations and their target market in local marketplace <input type="checkbox"/> investigate emerging broadcast advertising medium, pay-TV, video cassette, movies, infomercials, etc.
4 3 2 1 0	<input type="checkbox"/> Presenting/Reporting <ul style="list-style-type: none"> • demonstrates effective use of at least two communication media <i>e.g., <u>Written:</u> spelling, punctuation, grammar, format (formal/informal)</i> • <i><u>Oral:</u> voice projection, body language, appearance</i> • <i><u>Audio-visual:</u> techniques, tools, clarity</i> • maintains acceptable grammatical and technical standards through proofreading and editing • provides an introduction that describes the purpose and scope of the project • communicates ideas into a logical sequence with sufficient supporting detail • states a conclusion by synthesizing the information gathered • provides a reference list that includes five or more relevant information sources

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	Exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

REFLECTIONS/COMMENTS

ASSESSMENT TASK: EVALUATION OF RADIO AND TELEVISION COMMERCIALS**MAM3100–2**

Student Name(s) _____

Standard: collect and evaluate a minimum of three commercials,
complete all sections below.**Commercial 1**

Type of medium and station: (radio or television)
List time slot and length: (When and Where)
Identify target audience.
Explain objective and buying motive.
Identify type of commercial. (testimonial, announcement, etc.)
Comment on use of AIDA concept.
Identify elements presented in the advertisement: <input type="checkbox"/> originality – creative, fresh, clever <input type="checkbox"/> impact on the viewer/listener <input type="checkbox"/> clear audio (voices, music, special effects) <input type="checkbox"/> good flow/smoothness/continuity <input type="checkbox"/> customer identifies with product
Comment on the overall presentation.

Commercial 2

Type of medium and station: (radio or television)
List time slot and length: (When and Where)
Identify target audience.
Explain objective and buying motive.
Identify type of commercial. (testimonial, announcement, etc.)
Comment on use of AIDA concept.
Identify elements presented in the advertisement: <input type="checkbox"/> originality – creative, fresh, clever <input type="checkbox"/> impact on the viewer/listener <input type="checkbox"/> clear audio (voices, music, special effects) <input type="checkbox"/> good flow/smoothness/continuity <input type="checkbox"/> customer identifies with product
Comment on the overall presentation.

Commercial 3

Type of medium and station: (radio or television)
List time slot and length: (When and Where)
Identify target audience.
Explain objective and buying motive.
Identify type of commercial. (testimonial, announcement, etc.)
Comment on use of AIDA concept.
Identify elements presented in the advertisement: <input type="checkbox"/> originality – creative, fresh, clever <input type="checkbox"/> impact on the viewer/listener <input type="checkbox"/> clear audio (voices, music, special effects) <input type="checkbox"/> good flow/smoothness/continuity <input type="checkbox"/> customer identifies with product
Comment on the overall presentation.

STUDENT: _____

TITLE OF COMMERCIAL: _____

Observations of Student	CRITERIA
	<i>The student:</i>
4 3 2 1 0	<p><u>Written Script</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> organizes format including dialogue, sound effects and special instructions noted <input type="checkbox"/> uses attractive, easy-to-read format
4 3 2 1 0	<p><u>Content of Commercial</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> originality—creative, fresh, clever <input type="checkbox"/> impact—the ad is believable <input type="checkbox"/> attracts attention by a strong opening <input type="checkbox"/> builds interest by focusing on a single big idea (make every word count) <input type="checkbox"/> arouses desire by promoting customer benefits (emotional involvement, repeat major points) <input type="checkbox"/> induces action by creating an urgency to buy now and/or gives address, phone number, hours of operation
4 3 2 1 0	<p><u>Technical Excellence</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> commercial does not exceed 15-, 30- or 60-second assigned air time <input type="checkbox"/> audio is clear including voices, music and special effects <input type="checkbox"/> smoothness or continuity exists throughout <input type="checkbox"/> customer can easily identify the product being advertised
4 3 2 1 0	<p><u>Oral Presentation</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> explained objective, target audience and buying motives <input type="checkbox"/> justified time slot and station selected <input type="checkbox"/> explained type of commercial (straight announcement, testimonial, jingle, etc.) <input type="checkbox"/> described how the AIDA concept was used in the production of commercial

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	Exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

REFLECTIONS/COMMENTS

STUDENT: _____

TITLE OF COMMERCIAL: _____

Observations of Student	CRITERIA
4 3 2 1 0	<p><u>The student:</u></p> <p><u>Storyboard</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> illustrates of each shot with dialogue (illustration should convey what the shots are about) <input type="checkbox"/> describes type and length of shot <input type="checkbox"/> includes special instructions for effects when producing the shot
4 3 2 1 0	<p><u>Content of Commercial</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> originality – creative, fresh, clever <input type="checkbox"/> impact – the ad is believable <input type="checkbox"/> attracts attention by a strong opening <input type="checkbox"/> builds interest by focusing on a single big idea (make every shot count) <input type="checkbox"/> arouses desire by promoting customer benefits (emotional involvement, repeat major points) <input type="checkbox"/> induces action by creating an urgency to buy now and/or gives address, phone number, hours of operation
4 3 2 1 0	<p><u>Technical Excellence</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> commercial does not exceed 15-, 30- or 60-second assigned air time <input type="checkbox"/> visuals and audio are clear <input type="checkbox"/> editing is evident, creates an illusion of reality by cutting out the dead parts; presents interesting action-oriented shots <input type="checkbox"/> smoothness or continuity exists throughout <input type="checkbox"/> customers can easily identify the product being advertised
4 3 2 1 0	<p><u>Oral Presentation</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> explains objective, target audience and buying motives <input type="checkbox"/> justifies time slot <input type="checkbox"/> describes how the AIDA concept was used in the production of the commercial

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	Exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

REFLECTIONS/COMMENTS

Name: _____

<p>1. The student prepares a report that describes the features, benefits and challenges influencing decisions to market online. The report is technically acceptable (format, grammar, spelling, punctuation) and includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> features specific to an e-commerce Web site <input type="checkbox"/> benefits of marketing online <input type="checkbox"/> challenges in establishing and maintaining an e-commerce Web site, including: <ul style="list-style-type: none"> • addressing ethical issues and privacy concerns • meeting the needs of potential customers. 	<p>2. The student prepares a report that outlines the process of researching, planning, developing, testing and publishing an e-commerce Web site. The report is technically acceptable (format, grammar, spelling, punctuation).</p>
<i>Standard (2)</i>	<i>Standard (2)</i>

Rating Scale	<p>4 – All requirements are met in an exemplary manner. Writing and format is of high standard.</p>	<p>3 – All requirements, but one, have been met in a satisfactory manner. Writing and format is of high standard.</p>	<p>2 – All requirements, but two, have been met in a satisfactory manner. Writing and format is of acceptable standard.</p>	<p>1 – All requirements, but three, have been met in a satisfactory manner. Writing and format is of acceptable standard.</p>	<p>0 – The minimum number of requirements have not been met in a satisfactory manner.</p>
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Student:

Web Site Reviewed (URL):

Rating	Content-related Features	Comments
	1. Home page shows the main components of the Web site effectively.	
	2. Search function allows efficient access to information.	
	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 person.	
	4. Company policies on privacy, security and terms of business are clearly stated.	
	5. Products/services are effectively displayed—name, code, description, price, option to buy, link to shopping cart, detailed product information.	
	6. Shopping cart indicates purchase name, code, price(s), discount, shipping costs, taxes, total costs.	
	7. Shopping cart provides option to delete purchase(s), continue shopping or check out with link to shipping choices.	
	8. Shipping choices and costs are clear (courier, postal service, bus, rail, air, truck) with link to payment choices.	
	9. Payment choices are clear—credit card, debit card, electronic cash.	
	10. Forms to gather customer information are well-designed.	
	11. Incentives to register are clear and attract attention.	
	12. Drop-down menus assist in filling out forms.	
	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.	
	14. Text is appropriate for potential customers.	
	15. Text is accurate—no errors in spelling, punctuation, grammar.	
	Design- and Technical-related Features	
	16. Overall impact of Web site is positive and motivating.	
	17. Web site aligns with potential customers’ interests and needs.	
	18. Pages are consistent in format, text size, font, headings, colour.	
	19. Colour contrast helps items stand out or blend in.	
	20. Background is effective.	
	21. 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.	
	22. Home page provides clear links to other pages of the Web site.	
	23. Navigation methods are effective; e.g., menus, bars, links (text, icon, banner ad, hover button, image map).	
	24. Navigation throughout the Web site is efficient (three or fewer “clicks”).	
	25. After home page, navigation links are positioned in a standard location.	
	26. Organization of information is efficient (least used at “back” of Web site).	
	27. Processing speed is acceptable throughout the Web site.	
	28. Domain name (URL) is indicative of the products/services offered.	
	29. Viewers have the option to register and the ability to ask questions, request information and give feedback.	
	30. 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.	

Rating: 1 – low effectiveness 5 – high effectiveness X – not available/in place

Student:

Web Site (URL):

Planning the E-commerce Web Site	
<input type="checkbox"/> A description of the proposed e-commerce Web site, including: <ul style="list-style-type: none"> • the company name, potential domain names (URLs) • potential customers, image to be portrayed • product/service line • method of Web site publication 	<input type="checkbox"/> Approved storyboard for each page of the Web site, including design and text for each component of the Web site that indicates any photographs, sound, graphics, borders and pictures to be included
Content-related Features	
<input type="checkbox"/> Home page shows main components of the Web site and includes logo, description of Web site, links to other components in Web site and an e-mail connection <input type="checkbox"/> Company information includes name of company, address, telephone and fax number, e-mail contact <input type="checkbox"/> Company policies on privacy are clearly stated <input type="checkbox"/> Products/services are effectively displayed—name, code, description, price, option to buy, link to shopping cart <input type="checkbox"/> Shopping cart indicates purchase name, code, price(s), discount, shipping costs, taxes, total costs <input type="checkbox"/> Shopping cart provides option to delete purchase(s), continue shopping or check out, link to shipping choices	<input type="checkbox"/> Shipping choices and costs are clear (courier, postal service, bus, rail, air, truck) with link to payment choice <input type="checkbox"/> Payment choices are clear—credit cards, electronic cash (e.g., e-cheque, smart card, electronic wallet) <input type="checkbox"/> <i>Additional content to attract customers; e.g., detailed product/service information, at least five frequently asked questions, “What’s New,” a news release, newsroom, forum, Web site tour, thank-you page, games</i> <input type="checkbox"/> Text is appropriate for potential customers <input type="checkbox"/> Text is accurate—no errors in spelling, punctuation, grammar
Design- and Technical-related Features	
<input type="checkbox"/> Overall impact of e-commerce Web site is positive and motivating <input type="checkbox"/> Web site aligns with potential customers’ interests and needs <input type="checkbox"/> Pages are consistent in format, text size, font, headings, colour <input type="checkbox"/> Colour contrast helps items stand out or blend in <input type="checkbox"/> Background is effective <input type="checkbox"/> Special effects have been added and are appropriate; e.g., pictures, photographs, graphics, sound, borders <input type="checkbox"/> Home page provides clear links to other pages of the Web site <input type="checkbox"/> Navigation methods are effective; e.g., menus, bars, links (text, icon, <i>banner ad, hover button, image map</i>)	<input type="checkbox"/> Navigation throughout Web site is efficient (three or fewer “clicks”) <input type="checkbox"/> After home page, navigation links are positioned in a standard location <input type="checkbox"/> Organization of information is effective (least used at “back” of Web site) <input type="checkbox"/> <i>Processing speed is acceptable throughout the Web site</i> <input type="checkbox"/> Domain name (URL) is indicative of the products/services offered <input type="checkbox"/> Viewers have option to register and ability to ask questions, request information and give feedback <input type="checkbox"/> Viewers have option to control viewing; e.g., text only, <i>turn off sound, enlarge/reduce picture size</i>
Testing and Presenting the Web Site	
<input type="checkbox"/> <i>Testing is completed using various browsers and operating systems to check speed of loading and operation and to debug the Web site using available editors</i>	<input type="checkbox"/> Presentation of the e-commerce Web site to clients and other reviewers includes Web site purpose, potential customers, organizational structure and key features <input type="checkbox"/> Reviewers’ comments regarding strengths of, and areas for improvement to, the Web site are recorded
Modifying and Publishing the Web Site	
<input type="checkbox"/> Proposed changes to the e-commerce Web site are outlined	<input type="checkbox"/> The e-commerce Web site is published

Note: Items shown in *italics* are not required to be included in the e-commerce Web site design to meet the minimum requirements for this learning outcome.

Name: _____

<p>1. The student prepares a report comparing the strategies that e-commerce Web sites use to attract customers. The report is technically acceptable (format, grammar, spelling, punctuation) and includes mention of the following strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> incorporating additional content and adding special effects <input type="checkbox"/> providing superior customer service <input type="checkbox"/> registering with search engines <input type="checkbox"/> forming strategic partnerships <input type="checkbox"/> providing secure payment systems. 	<p>2. The student prepares a report that investigates examples related to an e-commerce Web site involving:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ethical issues <input type="checkbox"/> security threats <input type="checkbox"/> legislation and tort law.
<i>Standard (2)</i>	<i>Standard (3)</i>

Rating Scale	<p>4 – All requirements are met in an exemplary manner. Writing and format is of high standard.</p>	<p>3 – All requirements, but one, have been met in a satisfactory manner. Writing and format is of high standard.</p>	<p>2 – All requirements, but two, have been met in a satisfactory manner. Writing and format is of acceptable standard.</p>	<p>1 – All requirements, but three, have been met in a satisfactory manner. Writing and format is of acceptable standard.</p>	<p>0 – The minimum number of requirements have not been met in a satisfactory manner.</p>
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Student: _____ **Web Site Reviewed (URL):** _____

Rating	<i>Content-related Features</i>	Comments
	1. Home page shows the main components of the Web site effectively.	
	2. Search function allows efficient access to information.	
	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 person.	
	4. Company policies on privacy, security and terms of business are clearly stated.	
	5. Products/services are effectively displayed—name, code, description, price, option to buy, link to shopping cart, detailed product information.	
	6. Shopping cart indicates purchase name, code, price(s), discount, shipping costs, taxes, total costs.	
	7. Shopping cart provides option to delete purchase(s), continue shopping or check out with link to shipping choices.	
	8. Shipping choices and costs are clear (courier, postal service, bus, rail, air, truck) with link to payment choices.	
	9. Payment choices are clear—credit card, debit card, electronic cash.	
	10. Forms to gather customer information are well-designed.	
	11. Incentives to register are clear and attract attention.	
	12. Drop-down menus assist in filling out forms.	
	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.	
	14. Text is appropriate for potential customers.	
	15. Text is accurate—no errors in spelling, punctuation, grammar.	
	<i>Design- and Technical-related Features</i>	
	16. Overall impact of Web site is positive and motivating.	
	17. Web site aligns with potential customers’ interests and needs.	
	18. Pages are consistent in format, text size, font, headings, colour.	
	19. Colour contrast helps items stand out or blend in.	
	20. Background is effective.	
	21. 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.	
	22. Home page provides clear links to other pages of the Web site.	
	23. Navigation methods are effective; e.g., menus, bars, links (text, icon, banner ad, hover button, image map).	
	24. Navigation throughout the Web site is efficient (three or fewer “clicks”).	
	25. After home page, navigation links are positioned in a standard location.	
	26. Organization of information is efficient (least used at “back” of Web site).	
	27. Processing speed is acceptable throughout the Web site.	
	28. Domain name (URL) is indicative of the products/services offered.	
	29. Viewers have the option to register and the ability to ask questions, request information and give feedback.	
	30. 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.	

Rating: 1 – low effectiveness 5 – high effectiveness X – not available/in place

Student:

Web Site (URL):

Planning the E-commerce Web Site	
<input type="checkbox"/> A description of the proposed e-commerce Web site, including: <ul style="list-style-type: none"> • the company name, potential domain names (URLs) • potential customers, image to be portrayed • product/service line • method of Web site publication 	<input type="checkbox"/> Approved storyboard for each page of the Web site, including design and text for each component of the Web site that indicates any photographs, sound, graphics, borders, pictures, audio, animation and video to be included
Developing the Web Site—Content-related Features	
<input type="checkbox"/> Home page shows main components of the Web site and includes logo, description of Web site, links to other components in Web site, an e-mail connection, an ad from a partner and highlights for one product/service <input type="checkbox"/> Company information includes name of company, address, telephone and fax number, e-mail contact, list of key personnel <input type="checkbox"/> Company policies on privacy and security are clearly stated <input type="checkbox"/> Products/services are effectively displayed—name, code, description, price, option to buy, link to shopping cart, detailed information on at least one product/service <input type="checkbox"/> Shopping cart indicates purchase name, code, price(s), discount, shipping costs, taxes, total costs <input type="checkbox"/> Shopping cart provides option to delete purchase(s), continue shopping or check out, link to shipping choices	<input type="checkbox"/> Shipping choices and costs are clear (courier, postal service, bus, rail, air, truck) with link to payment choice <input type="checkbox"/> Payment choices are clear—credit cards, electronic cash (e.g., e-cheque, smart card, electronic wallet) <input type="checkbox"/> Additional content to attract customers; e.g., detailed product/service information, at least five frequently asked questions, “What’s New,” <i>a news release, newsroom, forum, Web site tour, thank-you page, games</i> <input type="checkbox"/> Text is appropriate for potential customers <input type="checkbox"/> Text is accurate—no errors in spelling, punctuation, grammar
Developing the Web Site—Design- and Technical-related Features	
<input type="checkbox"/> Overall impact of e-commerce Web site is positive and motivating <input type="checkbox"/> Web site aligns with potential customers’ interests and needs <input type="checkbox"/> Pages are consistent in format, text size, font, headings, colour <input type="checkbox"/> Colour contrast helps items stand out or blend in <input type="checkbox"/> Background is effective <input type="checkbox"/> Special effects have been added and are appropriate; e.g., pictures, photographs, graphics, sound, borders, audio, animation, video <input type="checkbox"/> Home page provides clear links to other pages of the Web site <input type="checkbox"/> Navigation methods are effective; e.g., menus, bars, links (text, icon, banner ad, <i>hover button, image map</i>)	<input type="checkbox"/> Navigation throughout Web site is efficient (three or fewer “clicks”) <input type="checkbox"/> After home page, navigation links are positioned in a standard location <input type="checkbox"/> Organization of information is effective (least used at “back” of Web site) <input type="checkbox"/> Processing speed is acceptable throughout the Web site <input type="checkbox"/> Domain name (URL) is indicative of the products/services offered <input type="checkbox"/> Viewers have option to register and ability to ask questions, request information and give feedback <input type="checkbox"/> Viewers have option to control viewing; e.g., text only, turn off sound, <i>enlarge/reduce picture size</i>
Testing and Presenting the Web Site	
<input type="checkbox"/> Testing is completed using various browsers and operating systems to check speed of loading and operation and to debug the Web site using available editors	<input type="checkbox"/> Presentation of the e-commerce Web site to clients and other reviewers includes Web site purpose, potential customers, organizational structure and key features <input type="checkbox"/> Reviewers’ comments regarding strengths of, and areas for improvement to, the Web site are recorded
Modifying and Publishing the Web Site	
<input type="checkbox"/> Proposed changes to the e-commerce Web site are outlined <input type="checkbox"/> Recommended changes and enhancements are incorporated	<input type="checkbox"/> The e-commerce Web site is published

Note: Items shown in *italics* are not required to be included in the e-commerce Web site design to meet the minimum requirements for this learning outcome.

Name: _____

<p>1. The student prepares a report that researches the challenges of obtaining customer information. The report is technically acceptable (format, grammar, spelling, punctuation) and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> lists ways to obtain and use customer data (data mining) <input type="checkbox"/> outlines features to include in a relational database and methods of ensuring accurate data entry (field properties) <input type="checkbox"/> describes options to obtain database software <input type="checkbox"/> describes the use of cookies <input type="checkbox"/> provides a design of a registration form and a list of possible incentives for customers to register. 	<p>2. The student prepares a report that investigates financial considerations when developing and maintaining an e-commerce Web site. The report is technically acceptable (format, grammar, spelling, punctuation) and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> researches the costs and benefits of different methods of publishing an e-commerce Web site <input type="checkbox"/> lists potential income-generating opportunities <input type="checkbox"/> identifies technological advances in Web site development.
<i>Standard (3)</i>	<i>Standard (3)</i>

Rating Scale	<p>4 – All requirements are met in an exemplary manner. Writing and format is of high standard.</p>	<p>3 – All requirements, but one, have been met in a satisfactory manner. Writing and format is of high standard.</p>	<p>2 – All requirements, but two, have been met in a satisfactory manner. Writing and format is of acceptable standard.</p>	<p>1 – All requirements, but three, have been met in a satisfactory manner. Writing and format is of acceptable standard.</p>	<p>0 – The minimum number of requirements have not been met in a satisfactory manner.</p>
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Student:

Web Site Reviewed (URL):

Rating	Content-related Features	Comments
	1. Home page shows the main components of the Web site effectively.	
	2. Search function allows efficient access to information.	
	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 person.	
	4. Company policies on privacy, security and terms of business are clearly stated.	
	5. Products/services are effectively displayed—name, code, description, price, option to buy, link to shopping cart, detailed product information.	
	6. Shopping cart indicates purchase name, code, price(s), discount, shipping costs, taxes, total costs.	
	7. Shopping cart provides option to delete purchase(s), continue shopping or check out with link to shipping choices.	
	8. Shipping choices and costs are clear (courier, postal service, bus, rail, air, truck) with link to payment choices.	
	9. Payment choices are clear—credit card, debit card, electronic cash.	
	10. Forms to gather customer information are well-designed.	
	11. Incentives to register are clear and attract attention.	
	12. Drop-down menus assist in filling out forms.	
	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.	
	14. Text is appropriate for potential customers.	
	15. Text is accurate—no errors in spelling, punctuation, grammar.	
	Design- and Technical-related Features	
	16. Overall impact of Web site is positive and motivating.	
	17. Web site aligns with potential customers’ interests and needs.	
	18. Pages are consistent in format, text size, font, headings, colour.	
	19. Colour contrast helps items stand out or blend in.	
	20. Background is effective.	
	21. 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.	
	22. Home page provides clear links to other pages of the Web site.	
	23. Navigation methods are effective; e.g., menus, bars, links (text, icon, banner ad, hover button, image map).	
	24. Navigation throughout the Web site is efficient (three or fewer “clicks”).	
	25. After home page, navigation links are positioned in a standard location.	
	26. Organization of information is efficient (least used at “back” of Web site).	
	27. Processing speed is acceptable throughout the Web site.	
	28. Domain name (URL) is indicative of the products/services offered.	
	29. Viewers have the option to register and the ability to ask questions, request information and give feedback.	
	30. 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.	

Rating: 1 – low effectiveness 5 – high effectiveness X – not available/in place

Student:

Web Site (URL):

Planning the E-commerce Web Site

<input type="checkbox"/> A description of the proposed e-commerce Web site, including: <ul style="list-style-type: none"> • the company name, potential domain names (URLs) • potential customers, image to be portrayed • product/service line • method of Web site publication 	<input type="checkbox"/> Approved storyboard for each page of the Web site, including design and text for each component of the Web site that indicates any photographs, sound, graphics, borders, pictures, audio, animation and video to be included
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Developing the Web Site—Content-related Features

<input type="checkbox"/> Home page shows main components of the Web site and includes logo, description of Web site, links to other components in Web site, an e-mail connection, an ad from a partner and highlights for one product/service <input type="checkbox"/> <i>Search function allows efficient access to information</i> <input type="checkbox"/> Company information includes name of company, address, telephone and fax number, e-mail contact, list of key personnel, video of key staff person <input type="checkbox"/> Company policies on privacy, security and terms of business (returns, credit) are clearly stated <input type="checkbox"/> Products/services are effectively displayed—name, code, description, price, option to buy, link to shopping cart, detailed information on at least four products/services <input type="checkbox"/> Shopping cart indicates purchase name, code, price(s), discount, shipping costs, taxes, total costs <input type="checkbox"/> Shopping cart provides option to delete purchase(s), continue shopping or check out, link to shipping choices	<input type="checkbox"/> Shipping choices and costs are clear (courier, postal service, bus, rail, air, truck) with link to payment choice <input type="checkbox"/> Payment choices are clear—credit cards, electronic cash (e.g., e-cheque, smart card, electronic wallet) <input type="checkbox"/> Registration form to gather customer information is well-designed <input type="checkbox"/> Incentives to register are clear and attract attention <input type="checkbox"/> <i>Drop-down menus assist in filling out the form</i> <input type="checkbox"/> Additional content to attract customers; e.g., detailed product/service information, at least ten frequently asked questions, “What’s New,” a news release, <i>newsroom, forum, Web site tour, thank-you page, games</i> <input type="checkbox"/> Text is appropriate for potential customers <input type="checkbox"/> Text is accurate—no errors in spelling, punctuation, grammar
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Developing the Web Site—Design- and Technical-related Features

<input type="checkbox"/> Overall impact of e-commerce Web site is positive and motivating <input type="checkbox"/> Web site aligns with potential customers’ interests and needs <input type="checkbox"/> Pages are consistent in format, text size, font, headings, colour <input type="checkbox"/> Colour contrast helps items stand out or blend in <input type="checkbox"/> Background is effective <input type="checkbox"/> Special effects have been added and are appropriate; e.g., pictures, photographs, graphics, sound, borders, audio, animation, video, <i>marquee</i> , 3-D graphics, 3-D animation <input type="checkbox"/> Home page provides clear links to other pages of the Web site <input type="checkbox"/> Navigation methods are effective; e.g., menus, bars, links (text, icon, banner ad, hover button, image map)	<input type="checkbox"/> Navigation throughout Web site is efficient (three or fewer “clicks”) <input type="checkbox"/> After home page, navigation links are positioned in a standard location <input type="checkbox"/> Organization of information is effective (least used at “back” of Web site) <input type="checkbox"/> Processing speed is acceptable throughout the Web site <input type="checkbox"/> Domain name (URL) is indicative of the products/services offered <input type="checkbox"/> Viewers have option to register and ability to ask questions, request information and give feedback <input type="checkbox"/> Viewers have option to control viewing; e.g., text only, view videos, turn off sound, <i>enlarge/reduce picture size, customize the home page, select language</i>
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Testing and Presenting the Web Site

<input type="checkbox"/> Testing is completed using various browsers and operating systems to check speed of loading and operation and to debug the Web site using available editors	<input type="checkbox"/> Presentation of the e-commerce Web site to clients and other reviewers includes Web site purpose, potential customers, organizational structure and key features <input type="checkbox"/> Reviewers’ comments regarding strengths of, and areas for improvement to, the Web site are recorded
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Modifying, Publishing and Documenting the Web Site

<input type="checkbox"/> Proposed changes to the e-commerce Web site are outlined <input type="checkbox"/> Recommended changes and enhancements are incorporated <input type="checkbox"/> The e-commerce Web site is published	<input type="checkbox"/> Documentation for the Web site includes guidelines for ongoing Web site management, such as: <ul style="list-style-type: none"> • items that need updating on a regular basis • items that need to be changed seasonally • suggested time for software/hardware review
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Note: Items shown in *italics* are not required to be included in the e-commerce Web site design to meet the minimum requirements for this learning outcome.