

COURSE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION E: INTERMEDIATE LEVEL

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

Intermediate level courses help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

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 MAM2010: MANAGING FOR QUALITY**Level:** Intermediate**Theme:** Business Management Systems and Strategies**Prerequisite:** None**Description:** Students demonstrate basic managerial skills, by assuming roles and responsibilities of management to coordinate all available resources to achieve quality results.**Parameters:** No specialized equipment or facilities.**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"> identify and outline quality management systems and strategies used to improve quality 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a report or presentation consisting of: <ul style="list-style-type: none"> the role of customers, employees and managers in managing for quality the role of teams and collaboration who makes decisions in quality organizations how quality is measured. <p><i>Assessment Tool</i> <i>Presentations/Reports: Managing for Quality (MAM2010-1)</i> <i>Standard</i> <i>Rating of 2 in each applicable task</i></p>	10
	<ul style="list-style-type: none"> analyze the roles of managers and strategies used by managers to improve quality <ul style="list-style-type: none"> an analysis of four case studies using videos, magazine articles, books and/or newspaper clippings. Discuss strategies used by managers to plan, organize, lead, monitor and communicate to improve quality. <p><i>Assessment Tool</i> <i>Presentations/Reports: Managing for Quality (MAM2010-1)</i> <i>Standard</i> <i>Rating of 2 in each applicable task</i></p>	30

COURSE MAM2010: MANAGING FOR QUALITY (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • apply management systems and strategies • identify, through research, a current management system, and describe its effect on the organization • identify personal interests and opportunities as they relate to careers in management • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a management analysis report that identifies an area that needs improvement, defines the problem, clarifies goals/rationale for changing the system, develops strategies for change, and plans, implements and monitors the change. <p><i>Assessment Tool</i> <i>Presentations/Reports: Managing for Quality (MAM2010-1)</i> <i>Standard</i> <i>Rating of 2 in each applicable task</i></p> <ul style="list-style-type: none"> • a critical review of a current management system consisting of a summary of the practice including an overview, strategies used, pros and cons, and personal views regarding the system. <p><i>Assessment Tool</i> <i>Presentations/Reports: Managing for Quality (MAM2010-1)</i> <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> <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>30</p> <p>20</p> <p>10</p> <p>Integrated throughout</p>

COURSE MAM2010: MANAGING FOR QUALITY (continued)

Concept	Specific Outcomes	Notes
Quality Systems and Strategies	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the role of the customer in managing for quality • describe the role of front-line employees in managing for quality • describe the role of managers in managing for quality • describe how groups/teams can be used effectively • describe decision-making processes when working in teams • describe how quality is measured. 	<p>Planning, organizing, leading, monitoring, communicating.</p> <p>Team size/type, team leader role, team decision.</p> <p>End of line versus during production.</p>
Strategies for Planning	<ul style="list-style-type: none"> • research <i>planning</i> as one of the basic management roles and elaborate on the importance of planning for quality: <ul style="list-style-type: none"> – establishing objectives – developing a mission statement and setting goals – determining how objectives will be met • compare management planning with team planning • explain similarities and differences in forecasting/planning at the three management levels (strategic, tactical, operational) • explain why contingency planning is vital. 	<p>Increased market share, profit, social responsibility.</p> <p>Creating a vision.</p> <p>Coordinating the organization's resources, personnel, finances, information, materials, facilities and what activities are required.</p>
Strategies for Organizing	<ul style="list-style-type: none"> • research <i>organizing</i> as one of the basic management roles and elaborate on the importance of organizing for quality • compare directing with facilitating • explain how people working for a common objective can be organized for efficiency • describe and provide examples of: <ul style="list-style-type: none"> – organizational charts – centralized versus decentralized control – power, authority, responsibility, accountability, delegation. 	<p>Identify who is involved, who is in charge, what resources are required, and how communication will flow.</p> <p>Synergism.</p>

COURSE MAM2010: MANAGING FOR QUALITY (continued)

Concept	Specific Outcomes	Notes
Strategies for Leading	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • research <i>leadership</i> as a basic management role and elaborate on the importance of leading for quality • describe the different styles of leadership • compare controlling with empowering • explain how “power” is obtained and used and the relationship of “power” and “authority” • describe motivations and factors that affect individual motivational levels: <ul style="list-style-type: none"> – individual differences (attitudes, needs) – job characteristics (task and its significance, skill levels, autonomy, feedback, communication) – organizational policies and practices (rules, intrinsic/extrinsic rewards) • describe how effective leaders influence others to act: <ul style="list-style-type: none"> – share influences and motivate individuals – match individual aspirations with organization goals – apply intuition, anticipate change, assess, respond – vision—identify different/better ways of proceeding – self-understanding—recognizing one’s own strengths and weaknesses • compare the types of groups that exist in an organization and explain how group development/processes can be encouraged. 	<p>How does a leader differ from a manager?</p> <p>Authoritarian, democratic.</p> <p>For example, team planning, collaboration, shared decision-making.</p>
Strategies for Monitoring	<ul style="list-style-type: none"> • research <i>monitoring</i> as a basic management role and elaborate on the importance of monitoring for quality • explain how technology can be used to help monitor data, information, organizational activities • describe ethical issues of monitoring and control of employees. 	

COURSE MAM2010: MANAGING FOR QUALITY (continued)

Concept	Specific Outcomes	Notes
Strategies for Communicating	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • research <i>communicating</i> as a basic management role and elaborate on the importance of communicating for quality: <ul style="list-style-type: none"> – relationship between communication, action and quality results • identify reasons for conflict and stress • describe how a managers can deal effectively with conflict resolution. 	Coordinate action between managers and workers.
Applying Quality Management Systems and Strategies	<ul style="list-style-type: none"> • use quality management systems and strategies in a group environment • evaluate current management systems and strategies used by managers to increase quality. 	For example, managing change, learning organizations, restructuring, downsizing, re-engineering, bionomics.
Career Exploration	<ul style="list-style-type: none"> • analyze a variety of career opportunities related to management • identify personal interests and experiences as they relate to careers in management. 	Define key terms to career path/ladders, entry-level positions, mid-management, upper management.

COURSE MAM2090: PROMOTION: PRINT ADVERTISING**Level:** Intermediate**Theme:** Marketing Systems and Strategies**Prerequisite:** None**Description:** Students are introduced to communication channels, delivery strategies and advertising media that can be used to inform potential customers about products and services available in the marketplace.**Parameters:** Computer workstation with graphics software is recommended for print 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"> describe principles involved in the advertising process and apply these principles to print media 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a concept test consisting of questions regarding the principle concepts and terminology in the advertising process including: <ul style="list-style-type: none"> definition of advertising and publicity controversial issues, laws, regulations and ethics in advertising identification and selection of target markets objectives of advertising examples of geographical advertising (local, regional, national, international) media: advantages and disadvantages of each medium and cost considerations (print and broadcast media). <p><i>Assessment Tool</i> <i>Sample Test Items—Marketing Today: A Retail Focus, 2nd ed., Teacher’s Resource, Chapter 12 test</i></p> <p><i>Standard</i> <i>Rating of 60% or higher on concept test</i></p>	20

COURSE MAM2090: PROMOTION: PRINT ADVERTISING (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • evaluate print advertisements • design and create an effective print advertisement • identify personal interests and opportunities as they relate to careers in advertising • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • an evaluation of advertisements consisting of a collection of three advertisements from print media, which includes: <ul style="list-style-type: none"> – target market, objective – effective use of each component – how the AIDA concept was used (Attention, Interest, Desire, Action). <p><i>Assessment Tool</i> <i>Assessment Task: Evaluation of Print Advertisements (MAM2090–1)</i></p> <p><i>Standard</i> <i>Three advertisements evaluated for each media, all sections completed</i></p> <ul style="list-style-type: none"> • a project consisting of: <ul style="list-style-type: none"> – preplanning of advertisement through use of rough draft, radio script or storyboard – final draft – presentation of the advertisements – self-assessment of created advertisement. <p><i>Assessment Tool</i> <i>Assessment Guide: Print Advertisements (MAM2090–1)</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>20</p> <p>50</p> <p>10</p> <p>Integrated throughout</p>

COURSE MAM2090: PROMOTION: PRINT ADVERTISING (continued)

Concept	Specific Outcomes	Notes
<p>The Advertising Process</p> <ul style="list-style-type: none"> • Target Market • Objectives • Geographic Market • Media 	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • explain what advertising is and what purpose it serves • differentiate between publicity and advertising • describe the various criticisms, controversies, laws and ethics regarding advertising • provide examples that illustrate a variety of target markets for the following types of advertisements: <ul style="list-style-type: none"> – consumer products – consumer services – business product – business service – advocacy (institutional) advertising • describe a variety of objectives marketers use when developing advertising campaigns • provide specific examples of geographical promotional strategies: <ul style="list-style-type: none"> – local – regional – national – international • identify and provide examples of various print and broadcast media • describe the advantages and disadvantages of each medium • compare costs in relationship to return on investment (audience versus cost of creating/producing and placing advertisement). 	<p>Collect a range of advertisements and publicity notices and establish a portfolio or scrapbook.</p> <p>Gender stereotyping, misleading advertising, and regulations.</p> <p>Who will buy it, when, where? Are features of product or service transformed into customer benefits?</p> <p>For example, attract new customers, inform customers of a new product.</p> <p>For example, small local businesses advertising locally versus large corporations advertising nationally.</p>
<p>Creating a Print Advertisement</p>	<ul style="list-style-type: none"> • explain the steps in planning a print advertisement: <ul style="list-style-type: none"> – type of print media – state the objective – define the target audience – select the buying motive (use of USP) 	<p>For example, newspaper, magazine, flyer, direct mail.</p> <p>Unique selling points.</p>

COURSE MAM2090: PROMOTION: PRINT ADVERTISING (continued)

Concept	Specific Outcomes	Notes
<p>Creating a Print Advertisement (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify and analyze each component of a print advertisement: <ul style="list-style-type: none"> – borders – headline(s) – illustration or graphic – copy – logo (signature) • demonstrate the use of effective layout arrangements: <ul style="list-style-type: none"> – use of borders – use of white space – use of different fonts – placement of the various components • present and evaluate own print advertisement. 	<p>Use of AIDA concept: attract attention, create interest, stimulate desire, induce action.</p>
<p>Career Exploration</p>	<ul style="list-style-type: none"> • analyze a variety of career opportunities in print advertising • identify personal interests, talents and experiences as they relate to careers in print advertising. 	<p>Define key terms related to career path/ladders, entry-level positions, mid-management, management positions.</p>

Note

*Effective September 1999,
pages E.13 to E.14 have been deleted
and not replaced.*

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pages E.13 to E.14 have been deleted
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COURSE MAM2030: PROMOTION: VISUAL MERCHANDISING**Level:** Intermediate**Theme:** Marketing Systems and Strategies**Prerequisite:** None**Description:** Students identify different types of visual merchandising, and describe how to construct attention-getting displays and how to evaluate visual merchandising.**Parameters:** No specialized equipment or facilities.**Supporting Courses:** MAM1010 Management & Marketing Basics
MAM2020 Promotion: 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"> identify and explain basic visual merchandising concepts 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a visual merchandising manual using a choice of diagrams, pictures and/or video consisting of the following visual merchandising concepts: <ul style="list-style-type: none"> objectives and types of visual merchandising elements, principles and guidelines of visual merchandising. <p><i>Assessment Tool</i> <i>Assessment Task Checklist: Visual Merchandising Manual (MAM2030-1)</i></p> <p><i>Standard</i> <i>Rating of 2 in each applicable area</i></p>	20
<ul style="list-style-type: none"> create a collection of visual merchandising ideas for a calendar year 	<ul style="list-style-type: none"> a yearly visual merchandising planner for a business. Minimum of eight visual merchandising ideas in the planner, which represents a full year's visual merchandising plan. Ideas should include type of display, theme, merchandise, props, supplies to be used and a sketch showing the elements and principles of design being applied. <p><i>Assessment Tool</i> <i>Assessment Task: Yearly Visual Merchandising Planner (MAM2030-2)</i></p> <p><i>Standard</i> <i>Rating of 2 in each applicable task area</i></p>	20

COURSE MAM2030: PROMOTION: VISUAL MERCHANDISING (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> design and construct a visual merchandising presentation evaluate various forms of visual merchandising identify personal interests and opportunities as they relate to careers in visual merchandising demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> creating an interior and/or exterior visual presentation for a specific organization/business. <p><i>Assessment Tool</i> <i>Assessment Guide: Visual Merchandising Presentations (MAM2030–3)</i></p> <p><i>Standard</i> <i>Rating of 2 in each applicable task</i></p>	40
	<ul style="list-style-type: none"> an evaluation of a minimum of three visual merchandising presentations that demonstrate use of design techniques. <p><i>Assessment Tool</i> <i>Assessment Task: Evaluation of Visual Merchandising Presentations (MAM2030–4)</i></p> <p><i>Standard</i> <i>Three evaluations, all sections completed</i></p>	10
	<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
	<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>	Integrated throughout

Concept	Specific Outcomes	Notes
Visual Merchandising	<p><i>The student should:</i></p> <ul style="list-style-type: none"> describe what visual merchandising is and provide examples, illustrations and/or pictures of various displays/presentations 	Linkages with Fashion Studies.

COURSE MAM2030: PROMOTION: VISUAL MERCHANDISING (continued)

Concept	Specific Outcomes	Notes
<ul style="list-style-type: none"> • Objectives • Types • Visual Merchandising Ideas 	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • explain how displays/visual presentations can influence the customer: <ul style="list-style-type: none"> – route traffic – catch attention – expand window theme – pleasant store environment – quick product identification – entice entry to store – reinforce store image – support sales presentations • describe the different types of visual merchandising presentations and provide examples: <ul style="list-style-type: none"> – <i>interior</i> (open—gondola, shelving, racks, ledge, platform, etc.; closed—showcases and shadow boxes, architectural or built-up displays) – <i>exterior</i> (closed, semi-closed, open) – <i>season</i> (pre-season, runner, clearance) • show how the interior presentations can be coordinated with exterior presentations • describe how ideas are generated for visual merchandising • list visual presentation ideas for a variety of events and themes. 	<p>The words <i>display</i> and <i>visual presentation</i> have the same meaning. Retailers use both; in general the term display is being replaced by the term visual presentation.</p> <p>Assess the effectiveness of several retail outlet displays.</p> <p>Holiday themes, events, other displays, brainstorming with others.</p>
<p>Display Design</p> <ul style="list-style-type: none"> • Elements 	<ul style="list-style-type: none"> • identify and describe the elements of design as they relate to visual merchandising: <ul style="list-style-type: none"> – use of lines—vertical, horizontal, curve, diagonal – use of shape—geometric, organic, positive, negative – use of colour—terminology, schemes, moods – background – use of three-dimensional space – use of weight, size and texture 	<p>Consider links with Design Studies and Communication Technology.</p> <p>Props versus products, foreground versus background.</p>

COURSE MAM2030: PROMOTION: VISUAL MERCHANDISING (continued)

Concept	Specific Outcomes	Notes
<ul style="list-style-type: none"> • Principles 	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify and describe the principles of design as they relate to visual merchandising: <ul style="list-style-type: none"> – patterns—interface, stairstep, gradation, pyramid, zigzag, repetition, radiation – balance, formal and informal – harmony and contrast – rhythm – proportion – emphasis – unity. 	
<p>Creating Visual Presentations</p> <ul style="list-style-type: none"> • Guidelines • Planning and Creating 	<ul style="list-style-type: none"> • apply basic guidelines when creating visual presentations <ul style="list-style-type: none"> – use the KIS concept (Keep it Simple) – keep the customer’s viewpoint in mind – use lighting to enhance the display – use props to enhance the merchandise and theme • apply the steps in planning a visual presentation: <ul style="list-style-type: none"> – identify the objective – select theme, merchandise and location – compute cost of constructing presentation – assemble supplies and materials needed – prepare display area, merchandise and props – construct the visual presentation – maintain a display. 	<p>Props can be built, bought or borrowed. Use and construct different kinds of props.</p> <p>Clean windows, background and floor; merchandise neat and clean; props in good repair; maintain lighting fixtures.</p>

COURSE MAM2030: PROMOTION: VISUAL MERCHANDISING (continued)

Concept	Specific Outcomes	Notes
Evaluating Displays	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • evaluate the effectiveness of the visual presentation: <ul style="list-style-type: none"> – location – design – theme – impact/appeal • recommend possible changes to the process of creating the presentation and to the display itself. 	
Career Exploration	<ul style="list-style-type: none"> • analyze a variety of career opportunities in visual merchandising • identify personal interest, talents and experiences as they relate to careers in visual merchandising. 	Define key terms related to career path/ladders, entry-level positions, mid-management, management positions.

COURSE MAM2040: RETAIL OPERATIONS**Level:** Intermediate**Theme:** Marketing Systems and Strategies**Prerequisite:** None**Description:** Students identify retail operations that are typically performed off the selling floor, away from customers.**Parameters:** No specialized equipment or facilities.**Note:** A school store provides students with an on-site lab for most concepts in this course.**Supporting Courses:** MAM1010 Management & Marketing Basics

MAM1020 Quality Customer Service

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 report on a particular retailer's policies and practices act as a buyer when purchasing goods and demonstrate ordering procedures 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> identify and report on retail store policies and procedures used in the marketplace including: sales and services, credit and collection, store security, human resources and recordkeeping. <p><i>Assessment Tool</i> <i>Research Process: Retail Policies and Procedures (MAM2040-1)</i> <i>Standard</i> <i>Rating of 2 in each applicable task</i></p>	15
	<ul style="list-style-type: none"> a performance in a retail simulation or work situation consisting of: <ul style="list-style-type: none"> identifying vendors and products to purchase identifying stages in the product/fashion cycle for these products evaluating a minimum of two suppliers for quality, quantity, price and delivery for a variety of products determining merchandise to order preparing a purchase orders based on vendor selection and maintenance of an adequate stock. <p><i>Assessment Tool</i> <i>Assessment Task: Buying, Receiving and Payment of Goods and Services (MAM2040-2)</i> <i>Standard</i> <i>Rating of 2 in each applicable task</i></p>	15

COURSE MAM2040: RETAIL OPERATIONS (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • develop a checking, marking and stocking system to use after goods have been received • verify and process invoices for payment of goods and services received • describe pricing strategies used by retailers 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a performance in a retail simulation or work situation consisting of: <ul style="list-style-type: none"> – completing receiving dock procedures – checking goods using different methods; e.g., direct, blind, quality, spot – marking goods – stocking goods on or off the selling floor. <p><i>Assessment Tool</i> <i>Assessment Task: Buying, Receiving and Payment of Goods and Services (MAM2040–2)</i></p> <p><i>Standard</i> <i>Rating of 2 in each applicable task</i></p>	15
	<ul style="list-style-type: none"> • a performance in a retail simulation or work situation consisting of: <ul style="list-style-type: none"> – verifying accuracy of invoices – calculating due dates – calculating discounts and net invoices – recording payments in a cash journal – paying invoices by cheque. <p><i>Assessment Tool</i> <i>Assessment Task: Buying, Receiving and Payment of Goods and Services (MAM2040–2)</i></p> <p><i>Standard</i> <i>Rating of 2 in each applicable task</i></p>	
	<ul style="list-style-type: none"> • a performance in a retail simulation or work situation consisting of: <ul style="list-style-type: none"> – calculating markups based on cost and retail – calculating markdowns – calculating break-even points – determining pricing policies – tagging merchandise. <p><i>Assessment Tool</i> <i>Assessment Task: Pricing and Controlling Goods and Services (MAM2040–3)</i></p> <p><i>Standard</i> <i>Rating of 2 in each applicable task</i></p>	15

COURSE MAM2040: RETAIL OPERATIONS (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • demonstrate effective use of systems and strategies to control goods • identify personal interests related to careers in retail operations including buying, receiving, stocking, storing and payment of merchandise • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • completing and evaluating an inventory system consisting of: <ul style="list-style-type: none"> - counting and calculating goods in stock using a minimum of one inventory method; e.g., FIFO, LIFO, perpetual - preparing an inventory list - calculating stock turns - stocking merchandise on or off the selling floor. - recommending procedures to improve system. <p><i>Assessment Tool</i> <i>Assessment Task: Pricing and Controlling Goods and Services (MAM2040-3)</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>15</p> <p>10</p> <p>Integrated throughout</p>

COURSE MAM2040: RETAIL OPERATIONS (continued)

Concept	Specific Outcomes	Notes
Retail Systems and Strategies	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • research and report on policies for a variety of retail stores including: <ul style="list-style-type: none"> – sales and services – credit and collection – store security – human resources – recordkeeping. 	
Systems and Strategies for Buying Goods	<ul style="list-style-type: none"> • describe the duties of a buyer • identify how goods are classified: <ul style="list-style-type: none"> – type of goods – convenience, impulse, shopping specialty and staple – brand names – national, private, generic • identify and discuss the product and fashion life cycle • research buying data/sources: <ul style="list-style-type: none"> – supplier information, sources, reputation – product classification, price, availability • use purchase order/requisition forms when buying goods • explain what the following shipping terms mean and what impact they have on the buyer: <ul style="list-style-type: none"> – FOB factory – FOB destination – FOB shipping point. 	<p>Good linkage with Information Processing: use of database, spreadsheet.</p>
Systems and Strategies for Receiving Goods	<ul style="list-style-type: none"> • describe procedures and methods used for receiving goods (receiving, checking, storage, stocking) • analyze what remedies the buyer has or what actions can be taken for: <ul style="list-style-type: none"> – damage/breakage – substitution/poor quality – overage/shortage – lost/misplaced order. 	<p>Signing of delivery receipt or packing slip for verification of number of cartons or boxes shipped.</p> <p>Direct checks versus indirect (blind) checks against purchase orders, packing slips or invoices.</p>

COURSE MAM2040: RETAIL OPERATIONS (continued)

Concept	Specific Outcomes	Notes
Systems and Strategies for Payment of Goods	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • verify the accuracy of invoices • identify the different types of discounts available to retailers • calculate discounts and the net totals of invoices • record the purchases of goods received • pay invoices by cheque or cheque requisition. 	Trade, cash etc.
Systems and Strategies for Pricing and Marking	<ul style="list-style-type: none"> • calculate the markup of goods based on cost and retail price • calculate break-even point • identify and discuss what type of price tags should be used • identify pertinent information to be included in price tags (including cost codes) • identify how and when goods are marked down • calculate the markdown of goods • describe the application and effect of pricing policies: <ul style="list-style-type: none"> – market penetration (low entry) – skimming (high entry) – comparable (competitive range) – flexible (one-price, variable) – relative (desired level). 	Retail price, cost codes, department, season purchased, vendor, etc.
Systems and Strategies for Controlling and Storing Goods	<ul style="list-style-type: none"> • identify the different methods of inventory control available • demonstrate the use of various methods • explain and calculate stock turnover • describe stocking and storage consideration from the buyer's perspective when orders are received: <ul style="list-style-type: none"> – sales floor – backup stock off the selling floor – warehouse. 	For example, first in, first out (FIFO), last in, first out (LIFO), perpetual.

COURSE MAM2040: RETAIL OPERATIONS (continued)

Concept	Specific Outcomes	Notes
Career Exploration	<p><i>The student should:</i></p> <ul style="list-style-type: none">• analyze a variety of career opportunities in retail operations including buying, receiving, stocking and storing and payment of merchandise• identify personal interests, talents and experiences as they relate to careers in retail operations.	Define key terms related to career path/ladders, entry-level positions, mid-management, management positions.

COURSE MAM2050: OFFICE SYSTEMS 1**Level:** Intermediate**Theme:** Information Management Systems and Strategies**Prerequisite:** INF1030 Word Processing 1**Description:** Students identify and describe strategies and procedures in the office environment and managing processes and protocols related to electronic equipment, written communication transmittal and business travelling arrangements.**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"> conduct an analysis of a selected office environment 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> an analysis report of an office that includes: <ul style="list-style-type: none"> name and flow chart of organization rationale for how the office is organized explanation of how tasks are defined how the office focuses on quality strategies used to increase productivity identify and access office equipment used. <p><i>Assessment Tool</i> <i>Research Process: Office Systems 1 – Office Environments (MAM2050–1)</i> <i>Standard</i> <i>Rating of 2 in each applicable task</i></p>	10
<ul style="list-style-type: none"> demonstrate use of electronic equipment within office environment(s) 	<ul style="list-style-type: none"> a practical lab experience in a simulated or actual office. Show evidence of efficient use of three different electronic office equipment. <p><i>Assessment Tool</i> <i>Assessment Task: Office Systems 1 – Practical Lab Experience (MAM2050–2)</i> <i>Standard</i> <i>Rating of 2 in each applicable task</i></p>	40

COURSE MAM2050: OFFICE SYSTEMS 1 (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • develop procedures for managing written communication transmittals • make travel arrangements for a business trip • identify personal interests related to office careers 	<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 for written communication transmittals including: <ul style="list-style-type: none"> – planning and organizing strategies and procedures for incoming and outgoing mail – making decision regarding the appropriate postal or private services to use for a minimum of 10 different documents. <p><i>Assessment Tool</i> <i>Assessment Guide: Office Systems 1 – Written Communications/Transmittals (MAM2050–3)</i> <i>Standard</i> <i>Rating of 2 in each applicable task</i></p> <ul style="list-style-type: none"> • a travel project consisting of creating a business trip scenario and making arrangements for the trip including: <ul style="list-style-type: none"> – gathering necessary information – making decisions regarding who to book through, transportation and accommodations – paying special attention to international travel – preparing an itinerary – preparing budget and expense claims. <p><i>Assessment Tool</i> <i>Assessment Guide: Office Systems 1 – Travel Project (MAM2050–4)</i> <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> <i>Standard</i> <i>Three career profiles, all sections completed</i></p>	<p>20</p> <p>20</p> <p>10</p>

COURSE MAM2050: OFFICE SYSTEMS 1 (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
Office Environment	<p><i>The student should:</i></p> <ul style="list-style-type: none"> research how various business offices are organized with respect to: <ul style="list-style-type: none"> organizational structure priorities/philosophy design and layout identify the components of a work area: <ul style="list-style-type: none"> hardware software telecommunications resources/references ergonomics describe how the office supports a commitment to quality management: <ul style="list-style-type: none"> focus on customer accuracy, completeness, simplicity using references/research identify and assess strategies that increase personal productivity: <ul style="list-style-type: none"> time and work management setting priorities resource management use a variety of electronic office equipment. 	<p>Select from offices of: various sizes (e.g., home business, large business, community organization, telecommuting); various sectors of the economy; e.g., oil, service industry, real estate, insurance, health industry, auto dealership.</p> <p>Telephones, photocopiers, calculators, electronic mail, facsimiles, dictaphones.</p>

COURSE MAM2050: OFFICE SYSTEMS 1 (continued)

Concept	Specific Outcomes	Notes
Managing Written Communications	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • research strategies and procedures for small and large businesses regarding: <ul style="list-style-type: none"> – processing incoming mail – preparing outgoing mail • research postal services available for transmitting documents: <ul style="list-style-type: none"> – various classes of mail – special services – other carriers available (private couriers and messenger services) • analyze the effect of electronic technology and communicating terminals on transmission of written documents. 	For example, registered, special delivery.
Managing Travel Arrangements	<ul style="list-style-type: none"> • gather the necessary information to arrange a business trip • select: <ul style="list-style-type: none"> – how to handle bookings and reservations – mode of transportation – accommodations • describe the special arrangements necessary when traveling internationally • prepare budgets and expense claims for business trips • prepare itineraries for business trips. 	Self, travel agent, consumer group.
Professionalism	<ul style="list-style-type: none"> • demonstrate proper personal grooming and dress appropriate to the office environment • research issues related to ethics and laws regarding the use of electronic office equipment. 	For example, copyright laws.
Career Exploration	<ul style="list-style-type: none"> • analyze a variety of career opportunities related to the office work • identify personal interests, talents and experiences as they relate to office careers. 	Define key terms related to career path/ladders, entry-level positions, mid-management, management positions.

COURSE MAM2060: COMMUNICATION STRATEGIES 2**Level:** Intermediate**Theme:** Information Management Systems and Strategies**Prerequisite:** MAM1030 Communication Strategies 1**Description:** Students improve their basic oral and written communication strategies necessary to efficient, effective management of information. The focus is on technical writing strategies and composing at the computer when preparing informal business reports and proposals.**Parameters:** Access to computer workstation.**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 informal business reports 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> reading and critiquing a minimum of three informal reports in an area of interest in regards to content organization, clarity, completeness and use of proper sentence structure, grammar, spelling and punctuation. Suggest ways the report could be improved. <p><i>Assessment Tool</i> <i>Assessment Task: Communication Strategies, Read and Critique Technical Reports (MAMCOM-1)</i></p> <p><i>Standard</i> <i>Rating of 2, all questions answered</i></p>	15
	<ul style="list-style-type: none"> demonstrate use of the writing process; e.g., prewriting, writing, revising, proofreading, when composing business reports or proposals <ul style="list-style-type: none"> composing and formatting a minimum of two informal reports in an area of interest. Show evidence that the writing process was followed during preparation (prewriting, writing, revising, proofreading). <p><i>Assessment Tool</i> <i>Assessment Guide: Communication Strategies Writing Projects (MAMCOM-2)</i></p> <p><i>Standard</i> <i>Rating of 2 in all applicable tasks</i></p>	70

COURSE MAM2060: COMMUNICATION STRATEGIES 2 (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • deliver an oral report, using effective communication strategies • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • an oral presentation consisting of a minimum five-minute presentation on a designated topic. Show evidence of effective oral communication strategies including non-verbal skills. <p><i>Assessment Tool</i> <i>Assessment Guide: Communication Strategies Oral Presentations (MAMCOM-3)</i> <i>Standard</i> <i>Rating of 2 in all applicable tasks</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>15</p> <p>Integrated throughout</p>

Concept	Specific Outcomes	Notes
<p>Preparing to Write Technical Reports</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • research the types of business situations that require technical reports: <ul style="list-style-type: none"> – investigative report, analysis of a particular problem – evaluation of an existing situation or a proposed action – response to a situation or incident – progress being made on a long-term project – proposal, persuades the reader to adopt a change 	<p>Select from offices of: various sizes (e.g., home business, large business, community organization, telecommuting); various sectors of the economy; e.g., oil, service industry, real estate, insurance, health industry, auto dealership.</p>

COURSE MAM2060: COMMUNICATION STRATEGIES 2 (continued)

Concept	Specific Outcomes	Notes
<p>Preparing to Write Technical Reports (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • distinguish between the need for informal and formal reports in business environments: <ul style="list-style-type: none"> – situation – audience – details of investigation • compare the characteristics between informal and formal writing including: <ul style="list-style-type: none"> – writing styles – length and layout. 	
<p>Writing Effective Informal Reports</p>	<ul style="list-style-type: none"> • research and use <i>prewriting</i> strategies when preparing informal reports: <ul style="list-style-type: none"> – identify the purpose – list key points – discussion of finding • outline the sections of an informal report: <ul style="list-style-type: none"> – summary – introduction – discussion – conclusion(s) – recommendations – appendices—charts, supporting data, diagrams • <i>draft</i> the informal report using the following strategies: <ul style="list-style-type: none"> – write in an unbiased manner – substantiate opinions – be specific – construct and attach any appendices • identify and use <i>revising</i> strategies such as asking questions like the following: <ul style="list-style-type: none"> – is the report properly focused? – is the report complete? – are conclusions and recommendations logical with the findings? – are there any inconsistencies or contradictions? 	<p>Use word-processing programs, templates.</p>

COURSE MAM2060: COMMUNICATION STRATEGIES 2 (continued)

Concept	Specific Outcomes	Notes
Writing Effective Informal Reports (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify and 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. 	
Oral Communications	<ul style="list-style-type: none"> • give oral instructions in person or on a recording to enable another person to complete a specified task • receive instructions from a person or on a recording and develop a plan to complete a specified task • rehearse a prepared oral or written report on a business topic using effective oral communication strategies. 	

COURSE MAM2080: RECORDS MANAGEMENT 1

Level:	Intermediate
Theme:	Information Management Systems and Strategies
Prerequisite:	None
Description:	Students demonstrate basic records management skills for a manual records system, emphasizing alphabetic coding procedures.

Parameters: Access to a computer workstation with database software, if completing this course electronically.

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 describe basic filing/records management concepts demonstrate ability to organize and use an alphabetic filing/records management system 	<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 planning and organizing a filing/records management system manually or electronically and creating and/or using a manual or electronic alphabetic records management system. <p><i>Assessment Tool</i> <i>Sample Test Items:</i> Pitman Office Handbook Workbook, pp. 148–150 or sample activity p. 151, or Quick Filing Practice Teacher’s Manual, Quiz 1 – 4, pp. 17–23</p> <p><i>Standard</i> <i>Rating of 65% or higher on concept test</i></p>	30
	<ul style="list-style-type: none"> a records management project (manual or electronic) consisting of: <ul style="list-style-type: none"> organizing a system for alphabetic records indexing records cross-referencing records using the system to store, retrieve and/or manipulate records. <p><i>Assessment Tool</i> <i>Assessment Guide:</i> Records Management Project (MAM2080–1)</p> <p><i>Standard</i> <i>Rating of 1 in each applicable task with 65% accuracy</i></p>	60

COURSE MAM2080: RECORDS MANAGEMENT 1 (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify personal interests and opportunities as they relate to careers in records management • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</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) 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>10</p> <p>Integrated throughout</p>

Concept	Specific Outcomes	Notes
<p>Records Management Basics</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe records and describe why records are kept • identify a variety of records management systems • compare a manual filing system with an electronic records system • research laws regarding use and access to records management systems • identify potential problems associated with records management systems • identify the four main types of filing methods (alphabetic, numeric, subject, geographic) 	<p>Local filing and records management system currently in use such as video store or doctor's office.</p>

COURSE MAM2080: RECORDS MANAGEMENT 1 (continued)

Concept	Specific Outcomes	Notes
Records Management Basics (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • analyze appropriate procedures to create a records management system: <ul style="list-style-type: none"> – objectives and goals – assessment of system needed (types of information to be stored, best format for storing information): <ul style="list-style-type: none"> • centralized or decentralized • manual or electronic • filing method – procedures for using the system (what records to keep, who will keep them, where to store records before filing, when to file, when to purge). 	<p>The purpose of keeping records, establishing filing/record storage systems.</p>
Organizing an Alphabetic Filing/Records Management System	<ul style="list-style-type: none"> • identify records that are managed alphabetically • research the steps to be completed when filing (inspecting, indexing, sorting, coding and storing) • describe the function of cross-referencing • practise using the rules for alphabetic filing by indexing a variety of records and filing them • identify and describe filing equipment and supplies necessary to create and maintain an efficient manual filing system. 	<p>If using a filing practice set, laminate indexing cards and correspondence. Students can use soluble felts for indexing and wipe them clean for reuse after tasks have been completed.</p>
Storing and Monitoring Alphabetic Records	<ul style="list-style-type: none"> • store new data or records in a filing/records management system • retrieve records from a manual filing system • analyze strategies to prevent records from being misfiled or managed. 	
Career Exploration	<ul style="list-style-type: none"> • analyze a variety of career opportunities related to records management • identify personal interests, talents and experiences as they relate to careers in records management. 	<p>Define key terms related to career path/ladders, entry-level positions, mid-management, management positions.</p>

COURSE MAM2110: E-COMMERCE 2**Level:** Intermediate**Theme:** Marketing Systems and Strategies**Prerequisite:** MAM1040: E-commerce 1**Description:** Students will enhance their understanding of e-commerce as a marketing strategy and design an e-commerce Web site with special effects and additional content to attract customers and increase their satisfaction.**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"> • describe strategies that attract customers to an e-commerce Web site 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a report comparing the strategies that e-commerce Web sites use to attract customers, including: <ul style="list-style-type: none"> – Web site improvements that incorporate additional content and add special effects – providing superior customer service – registering with search engines – forming strategic partnerships – providing secure payment systems. <p><i>Assessment Tool</i> <i>Assessment Guide: E-commerce 2 (MAM2110-1)</i></p> <p><i>Standard</i> <i>Rating of 3 for the applicable task in the Assessment Guide</i></p>	<p>15</p>

COURSE MAM2110: E-COMMERCE 2 (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe ethical issues, security threats and current legislation related to e-commerce • 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 investigates examples related to an e-commerce Web site involving: <ul style="list-style-type: none"> – ethical issues – security threats – legislation and tort law. <p><i>Assessment Tool</i> <i>Assessment Guide: E-commerce 2 (MAM2110-1)</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 effective e-commerce Web sites. <p><i>Assessment Tool</i> <i>Research Process: Features of Effective E-commerce Web Sites (MAM2110-2)</i></p> <p><i>Standard</i> <i>All applicable sections have been completed</i></p>	<p>10</p> <p>15</p>

COURSE MAM2110: E-COMMERCE 2 (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • design an e-commerce Web site with special effects and additional content 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a description of the proposed e-commerce Web site • a storyboard that outlines the page layout and navigation links, including: <ul style="list-style-type: none"> – special effects, such as pictures, photographs, graphics, sound, multimedia (audio, animation), navigation menus, bars and links (text, icon, banner ad) – additional content, such as e-mail contact, detailed product information for one product/service, policies for privacy and security, What’s New, and five frequently asked questions • the development of the Web site, using available software, that incorporates all required features and demonstrates effective principles of Web site design • a test and presentation of the e-commerce Web site, including reviewers’ comments • an outline of recommended changes to the Web site • the publishing of the e-commerce Web site, which incorporates planned changes. <p><i>Assessment Tool</i> <i>Assessment Task: E-commerce Web Site Evaluation (MAM2110–3)</i></p> <p><i>Standard</i> <i>All applicable sections have been completed</i></p>	<p>50</p>

COURSE MAM2110: E-COMMERCE 2 (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. <p><i>Assessment Tool</i> <i>Assessment Checklist: Workstation Routines and Management (INFWRKSTN)</i></p> <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. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above.</i></p>	<p>10</p> <p>Integrated throughout</p>

COURSE MAM2110: E-COMMERCE 2 (continued)

Concept	Specific Outcomes	Notes
<p>Strategies for Attracting Customers</p> <ul style="list-style-type: none"> • Web Site Improvements • Providing Superior Customer Service 	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • outline Web site improvements that encourage customers to visit the e-commerce Web site, including: <ul style="list-style-type: none"> – additional content – special effects – navigation methods • identify how Web sites can provide superior customer service, including: <ul style="list-style-type: none"> – keeping the Web site up-to-date – indicating “What’s New” – providing detailed product information; e.g., <ul style="list-style-type: none"> • side-by-side charts comparing the company’s products to its competitors’ products • a database allowing online shoppers to investigate products in depth; e.g., nutritional information, specifications, diagrams, blueprints • showing products in a favourable light; e.g., animated slide shows, movie clips of products in action, links to favourable reviews in online magazines, customers’ testimonials, articles – providing the ability to trace the status of orders—in-house database or connect to shipper’s database – establishing and/or refining company policies for returns, security and privacy – providing access to staff e-mail addresses to route customer questions to correct departments – using mailing lists to send copies of one message to numerous customers or employees; e.g., flag problems, share good news – providing incentives (added value) for customers to buy or register through the Web site; e.g., sales, discounts, quizzes, contests – providing the option to customize the home page – providing links to free information; e.g., current news, stock prices 	<p>Additional content:</p> <ul style="list-style-type: none"> • e-mail contact • detailed information for products/services • policies for privacy, security and terms of business (such as returns, credit) • “What’s New” • frequently asked questions (FAQ’s) • news releases • registration form. <p>Special effects:</p> <ul style="list-style-type: none"> • pictures • photographs • graphics • sound • audio • animation • video clips • 3-D graphics • 3-D animation. <p>Navigation methods:</p> <ul style="list-style-type: none"> • menus • bars • links; e.g., text, icon, hover button, image map, banner ad.

COURSE MAM2110: E-COMMERCE 2 (continued)

Concept	Specific Outcomes	Notes
<p>Strategies for Attracting Customers (continued)</p> <ul style="list-style-type: none"> • Registering With Search Engines 	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify possible search engines/directories • list necessary steps to register the Web site with search engines and directories, including: <ul style="list-style-type: none"> – reading individual search engine rules – entering the Web site address at the search engines of choice – entering Web site details – submitting the Web site (doorway page) – keeping records of the submission • outline strategies to help place the Web site in a high ranking order within search engines, including: <ul style="list-style-type: none"> – selecting keywords/phrases that: <ul style="list-style-type: none"> • people are likely to use in searching for the Web site • indicate why the Web site is unique – arranging keywords/phrases in order of importance (Meta tags) – using keywords in the title and description (first 200 words) – avoiding blatant self-promotion – not repeating keywords (using synonyms and complementary words/phrases and plurals) – creating several descriptions of the Web site (fewer than 5, 25, 50 words) – forming strategic partnerships with complementary Web sites 	<p>Note: Typically, only the first 30–50 listings are viewed by customers.</p> <p>Doorway pages, used by search engines, indicate a Web site's:</p> <ul style="list-style-type: none"> • title • description • keywords.

COURSE MAM2110: E-COMMERCE 2 (continued)

Concept	Specific Outcomes	Notes
<p>Ethical Issues and Security Threats Related to E-commerce</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • outline examples of how an e-commerce Web site could deal with ethical issues and other challenges, such as: <ul style="list-style-type: none"> – unsolicited mail – online activism – access for people with disabilities • describe security threats, such as the following, and potential solutions: <ul style="list-style-type: none"> – virus attacks – password guessing – credit card fraud – spoofing (intruder appears to be someone else) – denial of service attacks (crashing system, using up resources, flooding network with bogus requests) – sniffing (grabbing passwords by monitoring network traffic) – operating system exploitation (bugs or known flaws that allow entry). 	<p>Canadian legislation related to the Internet and e-commerce:</p> <ul style="list-style-type: none"> • <i>Personal Information (Protection and Electronic Documents Act (PIPEDA)</i> laws.justice.gc.ca/en/p-8.6/93196.html • <i>Privacy Act</i> laws.justice.gc.ca/en/P-21/index.html • <i>Copyright Act</i> laws.justice.gc.ca/en/C-42/index.html • <i>Competition Act</i> laws.justice.gc.ca/en/C-34/index.html • <i>Telecommunications Act</i> laws.justice.gc.ca/en/T-3.4/index.html
<p>Legislation and Tort Law Related to E-commerce</p>	<ul style="list-style-type: none"> • summarize key features of legislation and tort law that impact e-commerce, including: <ul style="list-style-type: none"> – digital signatures – electronic contracts – false advertising – intellectual property law – copyright – patents – trademarks and domain registration – misrepresentation – licensing – defamation – bait advertising – endorsements and testimonials – guarantees and warranties. 	<p>Alberta legislation:</p> <ul style="list-style-type: none"> • <i>Personal Information (Protection) Act</i> www.psp.gov.ab.ca • <i>Freedom of Information and Protection of Privacy Act</i> www.qp.gov.ab.ca/documents/acts/F25.cfm • Alberta Regulation 81/2001 Internet Sales Contract Regulation (<i>Fair Trading Act</i>) <p>For further links to legislation, refer to the Canadian IT Law Association www.it-can.ca/en/resources.html</p>

COURSE MAM2110: E-COMMERCE 2 (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 MAM2110: E-COMMERCE 2 (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. <p>Static Web sites include primarily text, but they can include special features such as sound, photographs and 3-D graphics.</p> <p>Dynamic Web sites include special features such as animation and video and/or have interactive features; e.g., viewer registration, purchase information, e-mail inquiries connected to a database.</p>

COURSE MAM2110: E-COMMERCE 2 (continued)

Concept	Specific Outcomes	Notes
<p>Process of Building an E-commerce Web Site</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • complete the process of building an e-commerce Web site, by: <ul style="list-style-type: none"> – planning the Web site – developing the Web site, including: <ul style="list-style-type: none"> • content-related features • design- and technical-related features – testing and presenting the Web site – modifying and publishing the Web site. 	<p>A detailed list of tasks to build an e-commerce Web site is outlined in <i>Assessment Task: E-commerce Web Site Evaluation (MAM2110-3)</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. 	

