
CAREER AND TECHNOLOGY STUDIES

A. PROGRAM RATIONALE AND PHILOSOPHY

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering post-secondary programs and/or the highly competitive workplace.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and the community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by taking advantage of the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased responsibility for their

learning; cultivating their individual talents, interests and abilities; and by defining and acting on their goals.

As an important component of education in Alberta secondary schools, CTS promotes student achievement by setting clear expectations and recognizing student success. Students in CTS develop competencies—the knowledge, skills and attitudes they are expected to demonstrate, that is, what they know and what they are able to do.

Acquired competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To facilitate this transition, clearly stated expectations and standards have been defined in cooperation with teachers, business and industry representatives and post-secondary educators.

CTS offers all students important learning opportunities. Regardless of the particular area of study chosen, *students in CTS will:*

- develop skills that can be applied in their daily lives, now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions and to appreciate environmental and safety precautions.



A career encompasses more than activities just related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen of the world.

The integration of careers throughout the CTS program helps students to make effective career decisions and to target their efforts. CTS students will have the opportunity to expand their knowledge about careers, occupations and job opportunities, as well as the education and/or training requirements involved. Also, students come to recognize the need for lifelong learning.

Students in CTS have the opportunity to use and apply technology and systems effectively and efficiently. This involves:

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools and/or resources available
- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.



Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems and challenges, and manage resources effectively and efficiently. Social skills improve through learning experiences that require students to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

As well as honing employability skills, CTS reinforces and enhances learnings developed in core and other optional courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

In addition to the common outcomes described above, students focusing on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

PROGRAM OUTCOMES

The program outcomes describe the basic competencies integrated throughout the CTS program.

Within an applied context relevant to personal goals, aptitudes and abilities; *the student* in CTS will:

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life
- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements
- use technology effectively to link and apply appropriate tools, management and processes to produce a desired outcome
- develop basic competencies (employability skills), by:
 - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing learning)
 - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing resources)
 - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (problem solving and innovation)
 - demonstrating appropriate written and verbal skills, such as composition, summarization and presentation (communicating effectively)
 - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (working with others)

- maintaining high standards of ethics, diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility).

PROGRAM ORGANIZATION

CURRICULUM STRUCTURE

Career and Technology Studies is organized into **strands** and **courses**.

Strands in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors offering positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. Industry sectors encompass goods-producing industries, such as agriculture, manufacturing and construction; and service-producing industries, such as business, health, finance and insurance.

Courses are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Courses also specify prerequisites. Recommendations for course parameters, such as instructional qualifications, facilities and equipment can be found in the guides to implementation.

The competencies a student must demonstrate to achieve success in a course are defined through *general outcomes*. Senior high school students who can demonstrate the general outcomes defined for a CTS course; i.e., who have the designated competencies, will qualify for 1 credit toward their high school diploma.

Specific outcomes provide a more detailed framework for instruction. Within the context of the general outcomes, the specific outcomes further define the knowledge, skills and attitudes the student should acquire.

The following chart shows the 22 strands that comprise the CTS program and the number of 1-credit courses available in each strand.

Strand	No. of Courses
1. Agriculture	33
2. Career Transitions	30
3. Communication Technology	33
4. Community Health	31
5. Construction Technologies	46
6. Cosmetology Studies	58
7. Design Studies	31
8. Electro-Technologies	47
9. Energy and Mines	26
10. Enterprise and Innovation	8
11. Fabrication Studies	44
12. Fashion Studies	29
13. Financial Management	16
14. Foods	37
15. Forestry	21
16. Information Processing	53
17. Legal Studies	13
18. Logistics	12
19. Management and Marketing	23
20. Mechanics	54
21. Tourism Studies	24
22. Wildlife	17

LEVELS OF ACHIEVEMENT

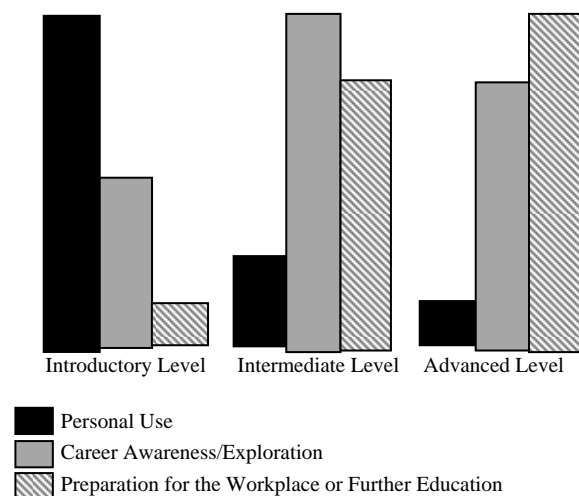
Courses are organized into three levels of achievement: **introductory**, **intermediate** and **advanced**. As students progress through the levels, they will be expected to meet higher standards and demonstrate an increased degree of competence, in both the program outcomes and the general outcomes defined for individual courses.

Introductory level courses help students build daily living skills and form the basis for further learning. Introductory courses are for students who have no previous experience in the strand.

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

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

The graph below illustrates the relative emphasis on the aspects of career planning at each of the levels.



CURRICULUM AND ASSESSMENT STANDARDS

Curriculum standards in CTS define what students must know and be able to do. Curriculum standards are expressed through the program outcomes for CTS, and through general and specific outcomes defined for individual courses within each strand.

Assessment standards define how student performance is to be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies associated with each general outcome. To receive credit for a course, students must demonstrate competency at the level specified by the conditions and criteria defined for each general outcome.

Students throughout the province receive a fair and reliable assessment as they use the standards to guide their efforts, thus ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are, as much as possible, linked to workplace and post-secondary entry-level requirements.

TYPES OF COMPETENCIES

Two types of competencies are defined within the CTS program: basic and career-specific.

Basic competencies are generic to any career area and are developed within each course. Basic competencies include:

- personal management; e.g., managing learning, being innovative, ethics, managing resources
- social; e.g., communication, teamwork, leadership and service, demonstrating responsibility (safety and accountability).

Career-specific competencies relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The model below shows the relationship of the two types of competencies within the 22 strands of the CTS program.












BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and courses. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each course. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework★. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages.** Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— <i>The student:</i>	Stage 2— <i>The student:</i>	Stage 3— <i>The student:</i>	Stage 4— <i>The student:</i>
<p>Managing Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> comes to class prepared for learning <input type="checkbox"/> follows basic instructions, as directed <input type="checkbox"/> acquires specialized knowledge, skills and attitudes <input type="checkbox"/> identifies criteria for evaluating choices and making decisions <input type="checkbox"/> uses a variety of learning strategies 	<p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <input type="checkbox"/> follows instructions, with limited direction <input type="checkbox"/> sets goals and establishes steps to achieve them, with direction <input type="checkbox"/> applies specialized knowledge, skills and attitudes in practical situations <input type="checkbox"/> identifies and applies a range of effective strategies for solving problems and making decisions <input type="checkbox"/> explores and uses a variety of learning strategies, with limited direction 	<p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <input type="checkbox"/> follows detailed instructions on an independent basis <input type="checkbox"/> sets clear goals and establishes steps to achieve them <input type="checkbox"/> transfers and applies specialized knowledge, skills and attitudes in a variety of situations <input type="checkbox"/> uses a range of critical thinking skills to evaluate situations, solve problems and make decisions <input type="checkbox"/> selects and uses effective learning strategies <input type="checkbox"/> cooperates with others in the effective use of learning strategies 	<p><input type="checkbox"/> </p> <p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates self-direction in learning, goal setting and goal achievement <input type="checkbox"/> transfers and applies learning in new situations; demonstrates commitment to lifelong learning <input type="checkbox"/> thinks critically and acts logically to evaluate situations, solve problems and make decisions <input type="checkbox"/> <input type="checkbox"/> provides leadership in the effective use of learning strategies
<p>Managing Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> adheres to established timelines; uses time/schedules/planners effectively <input type="checkbox"/> uses information (material and human resources), as directed <input type="checkbox"/> uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service <input type="checkbox"/> maintains, stores and/or disposes of equipment and materials, as directed 	<ul style="list-style-type: none"> <input type="checkbox"/> creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively <input type="checkbox"/> accesses and uses a range of relevant information (material and human resources), with limited direction <input type="checkbox"/> uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision <input type="checkbox"/> maintains, stores and/or disposes of equipment and materials, with limited assistance 	<ul style="list-style-type: none"> <input type="checkbox"/> creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively <input type="checkbox"/> accesses a range of information (material and human resources), and recognizes when additional resources are required <input type="checkbox"/> selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis <input type="checkbox"/> maintains, stores and/or disposes of equipment and materials on an independent basis 	<ul style="list-style-type: none"> <input type="checkbox"/> creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis <input type="checkbox"/> uses a wide range of information (material and human resources) in order to support and enhance the basic requirement <input type="checkbox"/> recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies) <input type="checkbox"/> demonstrates effective techniques for managing facilities, equipment and supplies
<p>Problem Solving and Innovation</p> <ul style="list-style-type: none"> <input type="checkbox"/> participates in problem solving as a process <input type="checkbox"/> learns a range of problem-solving skills and approaches <input type="checkbox"/> practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: <ul style="list-style-type: none"> – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action 	<ul style="list-style-type: none"> <input type="checkbox"/> identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints <input type="checkbox"/> applies problem-solving skills to a directed or a self-directed activity, by: <ul style="list-style-type: none"> – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action 	<ul style="list-style-type: none"> <input type="checkbox"/> thinks critically and acts logically in the context of problem solving <input type="checkbox"/> transfers problem-solving skills to real-life situations, by generating new possibilities <input type="checkbox"/> prepares implementation plans <input type="checkbox"/> recognizes risks 	<ul style="list-style-type: none"> <input type="checkbox"/> identifies and resolves problems efficiently and effectively <input type="checkbox"/> identifies and suggests new ideas to get the job done creatively, by: <ul style="list-style-type: none"> – combining ideas or information in new ways – making connections among seemingly unrelated ideas – seeking out opportunities in an active manner

Stage 1— <i>The student:</i>	Stage 2— <i>The student:</i>	Stage 3— <i>The student:</i>	Stage 4— <i>The student:</i>
<p>Communicating Effectively</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses communication skills; e.g., reading, writing, illustrating, speaking <input type="checkbox"/> uses language in appropriate context <input type="checkbox"/> listens to understand and learn <input type="checkbox"/> demonstrates positive interpersonal skills in selected contexts 	<ul style="list-style-type: none"> <input type="checkbox"/> communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means <input type="checkbox"/> uses technical language appropriately <input type="checkbox"/> listens and responds to understand and learn <input type="checkbox"/> demonstrates positive interpersonal skills in many contexts 	<ul style="list-style-type: none"> <input type="checkbox"/> prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments <input type="checkbox"/> encourages, persuades, convinces or otherwise motivates individuals <input type="checkbox"/> listens and responds to understand, learn and teach <input type="checkbox"/> demonstrates positive interpersonal skills in most contexts 	<ul style="list-style-type: none"> <input type="checkbox"/> negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests <input type="checkbox"/> negotiates and works toward a consensus <input type="checkbox"/> listens and responds to understand, learn, teach and evaluate <input type="checkbox"/> promotes positive interpersonal skills among others
<p>Working with Others</p> <ul style="list-style-type: none"> <input type="checkbox"/> fulfills responsibility in a group project <input type="checkbox"/> works collaboratively in structured situations with peer members <input type="checkbox"/> acknowledges the opinions and contributions of others in the group 	<ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> cooperates to achieve group results <input type="checkbox"/> maintains a balance between speaking, listening and responding in group discussions <input type="checkbox"/> respects the feelings and views of others 	<ul style="list-style-type: none"> <input type="checkbox"/> seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload <input type="checkbox"/> works in a team or group: <ul style="list-style-type: none"> – encourages and supports team members – helps others in a positive manner – provides leadership/ followership as required – negotiates and works toward consensus as required 	<ul style="list-style-type: none"> <input type="checkbox"/> leads, where appropriate, mobilizing the group for high performance <input type="checkbox"/> understands and works within the context of the group <input type="checkbox"/> prepares, validates and implements plans that reveal new possibilities
<p>Demonstrating Responsibility</p> <p>Attendance</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates responsibility in attendance, punctuality and task completion <p>Safety</p> <ul style="list-style-type: none"> <input type="checkbox"/> follows personal and environmental health and safety procedures <input type="checkbox"/> identifies immediate hazards and their impact on self, others and the environment <input type="checkbox"/> follows appropriate/emergency response procedures <p>Ethics</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes personal judgements about whether or not certain behaviours/actions are right or wrong 	<ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> recognizes and follows personal and environmental health and safety procedures <input type="checkbox"/> identifies immediate and potential hazards and their impact on self, others and the environment <input type="checkbox"/>  <input type="checkbox"/> assesses how personal judgements affect other peer members and/or family; e.g., home and school 	<ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> establishes and follows personal and environmental health and safety procedures <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> assesses the implications of personal/group actions within the broader community; e.g., workplace 	<ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> transfers and applies personal and environmental health and safety procedures to a variety of environments and situations <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> demonstrates accountability for actions taken to address immediate and potential hazards <input type="checkbox"/> analyzes the implications of personal/group actions within the global context <input type="checkbox"/> states and defends a personal code of ethics as required
<p>★Developmental Framework</p> <ul style="list-style-type: none"> • <i>Simple task</i> • <i>Structured environment</i> • <i>Directed learning</i> 	<ul style="list-style-type: none"> • <i>Task with limited variables</i> • <i>Less structured environment</i> • <i>Limited direction</i> 	<ul style="list-style-type: none"> • <i>Task with multiple variables</i> • <i>Flexible environment</i> • <i>Self-directed learning, seeking assistance as required</i> 	<ul style="list-style-type: none"> • <i>Complex task</i> • <i>Open environment</i> • <i>Self-directed/self-motivated</i>

MANAGEMENT AND MARKETING

B. STRAND RATIONALE AND PHILOSOPHY

In our highly competitive, rapidly changing society, management and marketing are generic skills. No matter what you do, how you manage yourself or how you use the resources available to you; you market yourself, your services or the products you make.

Management and Marketing, a strand in Career and Technology Studies, is designed to increase students' abilities to apply effective and efficient systems and strategies of management and marketing within personal, family, workplace, community and global contexts. The management aspect of this strand identifies effective procedures for organizing resources and working with people; whereas, marketing is concerned with pricing, promotion and distribution of ideas, products and services to satisfy consumer needs and wants.

Marketing in this strand takes a retail perspective. Linking student experiences as consumers to marketing in the retail marketplace is a central focus in the marketing systems and strategies theme. Through consumer experiences and simulations, students will investigate various marketing strategies and technologies, including face-to-face approaches, various forms of media and e-commerce, through the eyes of a retail worker, manager or owner. Students will learn retail merchandising strategies that help people engaged in marketing meet the challenge of ensuring that the right goods or services are in the

right place, at the right time, in the right quantity, at the right price and offered to the right people.

Management in this strand emphasizes business and information management to generate profit within a competitive environment. Knowledge, skills and attitudes will be developed to help students identify and analyze strategies to succeed when working within continuously changing systems. Students will gain experience and confidence through a wide range of practical experiences as they plan, organize, take action, lead, work cooperatively, monitor progress and communicate. Their goal will be to ensure quality and professional service.

This strand provides an opportunity for students to explore the very complex and continuously expanding study of management and marketing systems and strategies. The intent is to help students develop enough background and skills so that, as entry-level employees, they can make an effective contribution right away. Many of the systems and strategies introduced here lead to further learning and specialization, both through workplace experiences and/or post-secondary study.

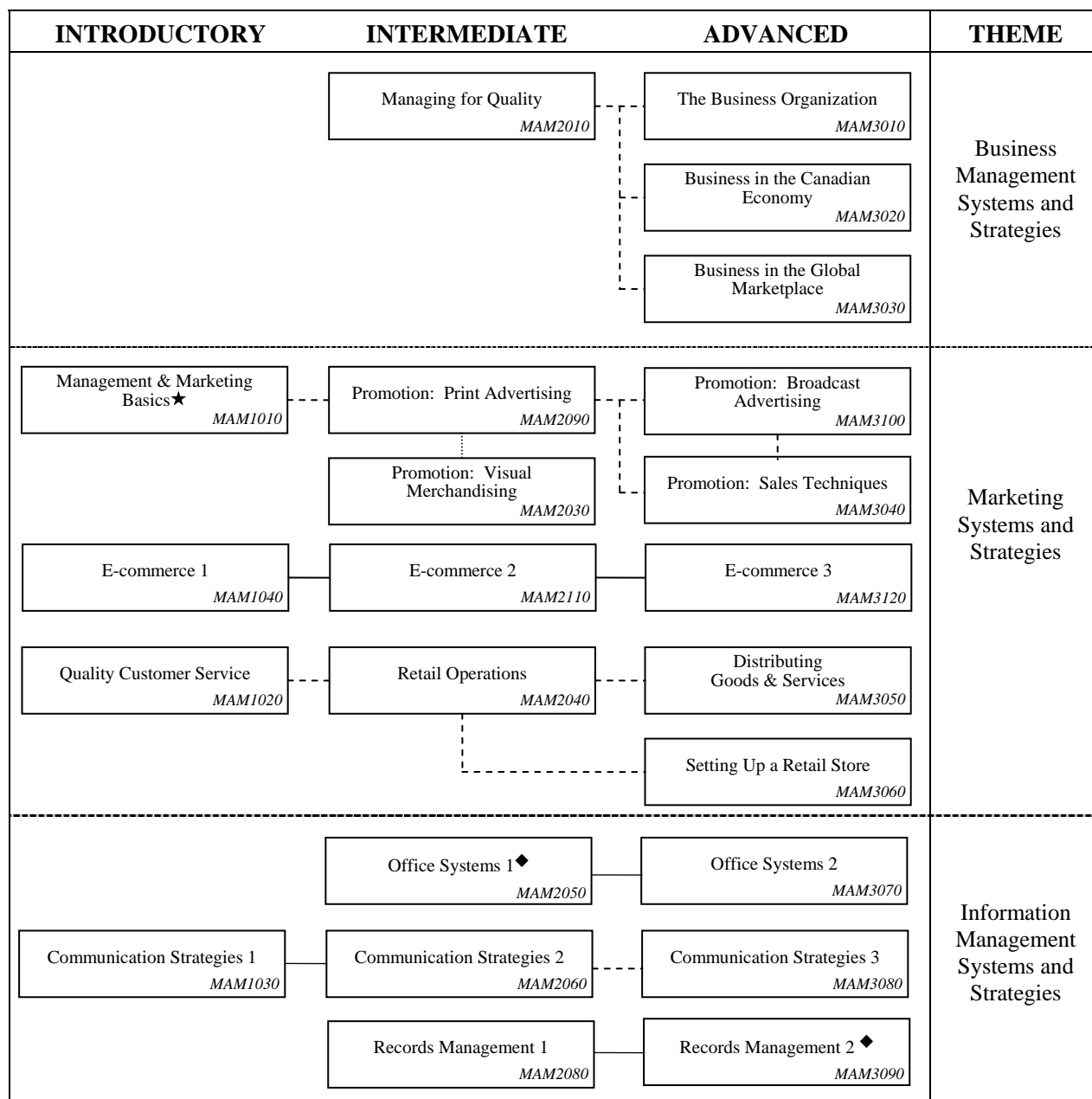
Management and Marketing builds on the Enterprise and Innovation strand competencies. Learning experiences will help students relate

what they already know about how organizations run, how goods are sold and how the economy works. Management and Marketing can help students become aware of and assess a wide range of career opportunities—opportunities in small, medium and large public or private organizations as management and marketing specialists, in related support positions, or as a complement to the technical skills required by people who own and manage their own businesses.

Within the philosophy of Career and Technology Studies, *students* in Management and Marketing *will*:

- identify, analyze, apply and improve systems and strategies related to business and information management and marketing that can be applied personally, throughout CTS and in other study areas
- develop abilities in planning, organizing, leading, monitoring and communicating
- research, analyze, interpret and evaluate information needed in business management, marketing and information management systems and strategies
- develop and apply creative problem-solving and effective decision-making skills within the contexts of business management, marketing and information management systems and strategies
- analyze the role of the individual, family and community as they relate to management and marketing within the Canadian and global economy
- identify areas of interest and talent and relate these to career opportunities in business management and marketing
- demonstrate effort to develop basic competencies.

SCOPE AND SEQUENCE



- Prerequisite
 Recommended sequence
- ★ Course provides a strong foundation for further learning in this strand.
- ◆ Refer to specific courses for additional prerequisites.

GENERAL OUTCOMES: INTRODUCTORY LEVEL

COURSE MAM1010: MANAGEMENT & MARKETING BASICS

Level: Introductory

Theme: Marketing Systems and Strategies

Prerequisite: None

Description: Students identify basic management and marketing concepts, and describe retail merchandising strategies of value to the retail employee, manager or owner.

General Outcomes: *The student will:*

- relate management concepts to:
 - his or her personal life
 - organizations he or she is involved in
 - different types of businesses (large and small)
- describe the characteristics of marketing and decisions made within the marketing mix
- describe the role of retailing:
 - in Canadian history
 - in Canada today
 - in Canada in the future
- identify and analyze retail merchandising strategies used in the marketplace today
- identify management and marketing careers of personal interest
- demonstrate basic competencies.

COURSE MAM1020: QUALITY CUSTOMER SERVICE

Level: Introductory

Theme: Marketing Systems and Strategies

Prerequisite: None

Description: Students identify and describe the target customer and the selling floor, including sales and nonsales activities.

General Outcomes: *The student will:*

- identify and describe:
 - how retailers target their markets
 - a variety of consumer behaviours
- demonstrate effective retail sales/service techniques as:
 - a retail sales clerk and/or service provider
 - cashier
- identify personal interests and opportunities as they relate to careers in retailing
- demonstrate basic competencies.

COURSE MAM1030: COMMUNICATION STRATEGIES 1

Level: Introductory

Theme: Information Management Systems and Strategies

Prerequisite: None

Description: Students improve oral and written business communication skills necessary for efficient and effective management of information. The focus is on business writing strategies and composing at the computer when preparing memorandums, e-mail messages and business letters.

General Outcomes: *The student will:*

- demonstrate use of the writing process when composing correspondence, including:
 - prewriting
 - writing
 - revising
 - proofreading
- demonstrate appropriate ways to deal with callers:
 - face to face
 - on the telephone
- identify personal interests and opportunities as they relate to applying effective communication strategies in career areas
- demonstrate basic competencies.

COURSE MAM1040: E-COMMERCE 1

Level: Introductory

Theme: Marketing Systems and Strategies

Prerequisite: None

Description: Students will investigate the concept of e-commerce as a marketing strategy and design an e-commerce Web site to sell products/services.

Note: The e-commerce Web site that is designed may or may not be made operational.

General Outcomes: *The student will:*

- describe features, benefits and challenges influencing decisions to market online
- outline the process of building an e-commerce Web site
- analyze features of effective e-commerce Web sites
- design an e-commerce Web site to market products or services online
- apply, consistently, appropriate workstation routines
- demonstrate basic competencies.

GENERAL OUTCOMES: INTERMEDIATE LEVEL

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 available resources to achieve quality results.

General Outcomes: *The student will:*

- identify and outline quality management systems and strategies used to improve quality
- analyze the roles of managers and strategies used by managers to improve quality
- 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.

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.

General Outcomes: *The student will:*

- identify and explain basic visual merchandising concepts
- create a collection of visual merchandising ideas for a calendar year
- 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.

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.

General Outcomes: *The student will:*

- identify and report on a particular retailer's policies and practices
- act as a buyer when purchasing goods and demonstrate ordering procedures
- 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
- 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.

COURSE MAM2050: OFFICE SYSTEMS 1

Level: Intermediate

Theme: Information Management Systems and Strategies

Prerequisite: INF1030 Word Processing 1 [Information Processing Strand]

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.

General Outcomes: *The student will:*

- conduct an analysis of a selected office environment
- demonstrate use of electronic equipment within office environment(s)
- develop procedures for managing written communication transmittals
- make travel arrangements for a business trip
- identify personal interests related to office careers
- demonstrate basic competencies.

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 and effective management of information. The focus is on technical writing strategies and composing at the computer when preparing informal business reports and proposals.

General Outcomes: *The student will:*

- critique informal business reports
- demonstrate use of the writing process; e.g., prewriting, writing, revising, proofreading, when composing business reports or proposals
- deliver an oral report, using effective communication strategies
- demonstrate basic competencies.

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.

General Outcomes: *The student will:*

- identify and describe basic filing/records management concepts
- demonstrate ability to organize and use an alphabetic filing/records management system
- identify personal interests and opportunities as they relate to careers in records management
- demonstrate basic competencies.

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.

General Outcomes: *The student will:*

- describe principles involved in the advertising process and apply these principles to print media
- 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.

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.

General Outcomes: *The student will:*

- describe strategies that attract customers to an e-commerce Web site
- describe ethical issues, security threats and current legislation related to e-commerce
- analyze features of effective e-commerce Web sites
- design an e-commerce Web site with special effects and additional content
- apply, consistently, appropriate workstation routines
- demonstrate basic competencies.

GENERAL OUTCOMES: ADVANCED LEVEL

COURSE MAM3010: THE BUSINESS ORGANIZATION

Level: Advanced

Theme: Business Management Systems and Strategies

Prerequisite: None

Description: Students identify and describe organizational structures, management theories and organizations as working units. Students also explain their beliefs of what successful organizations might look like in the future.

General Outcomes: *The student will:*

- identify and assess local examples of different types of organizational structures
- analyze the different management theories and forecast future trends
- examine the purpose of the following areas in a business organization, and the roles and responsibilities for managers in each of these areas:
 - research and development
 - production
 - finance
 - marketing
 - purchasing
 - administration
 - human resources
- identify why businesses succeed/fail and how organizations measure their success/failure
- evaluate a current challenge facing managers in today's society
- identify personal interests and opportunities as they relate to careers in large organizations
- demonstrate basic competencies.

COURSE MAM3020: BUSINESS IN THE CANADIAN ECONOMY

Level: Advanced

Theme: Business Management Systems and Strategies

Prerequisite: None

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

General Outcomes: *The student will:*

- identify basic economic terms and concepts
- demonstrate knowledge of the Canadian economy
- identify, describe and evaluate an economic issue challenging Canadian businesses
- demonstrate basic competencies.

COURSE MAM3030: BUSINESS IN THE GLOBAL MARKETPLACE

Level: Advanced

Theme: Business Management Systems and Strategies

Prerequisite: None

Description: Students identify the opportunities and challenges that confront business people in establishing a global business operation.

General Outcomes: *The student will:*

- compare existing international business ventures within developing and developed nations
- identify and examine existing legislation that affects global ventures
- analyze existing global ventures
- identify and investigate global entrepreneurial opportunities within a developing and a developed nation
- demonstrate basic competencies.

COURSE MAM3040: PROMOTION: SALES TECHNIQUES

Level: Advanced

Theme: Marketing Systems and Strategies

Prerequisite: None

Description: Students learn techniques for successful selling.

General Outcomes: *The student will:*

- critique salespersons and customers during the selling process
- develop and demonstrate proper sales techniques
- identify personal interests and opportunities as they relate to careers in sales
- demonstrate basic competencies.

COURSE MAM3050: DISTRIBUTING GOODS & SERVICES

Level: Advanced

Theme: Marketing Systems and Strategies

Prerequisite: None

Description: Students explore the channels of distribution and modes of transportation used to direct goods from the producer to the consumer.

General Outcomes: *The student will:*

- identify and compare different channels of distribution and modes of transportation
- identify and describe different types of retailers present in the community
- identify and present the channels of distribution and modes of transportation used for a manufactured product
- identify personal interests and opportunities as they relate to careers in distribution
- demonstrate basic competencies.

COURSE MAM3060: SETTING UP A RETAIL STORE**Level:** Advanced**Theme:** Marketing Systems and Strategies**Prerequisite:** None**Description:** Students develop retail store images, examine potential locations and design store layouts. Students should be given hands-on experience by researching a location for an actual retailing opportunity and design a layout for this retail store. This course focuses on students owning a retail business and learning the necessary steps for success.**General Outcomes:** *The student will:*

- create an image for a retail business
- analyze and justify a location and site
- design an effective floor plan, using the principles of store design and layout
- identify and select vendors for the purchase of fixtures and equipment
- prepare a maintenance schedule
- demonstrate basic competencies.

COURSE MAM3070: OFFICE SYSTEMS 2**Level:** Advanced**Theme:** Information Management Systems and Strategies**Prerequisite:** MAM2050 Office Systems 1**Description:** Students demonstrate effective office environment strategies and processes, use electronic office equipment, and manage processes related to electronic communications and business meetings.**General Outcomes:** *The student will:*

- evaluate and make recommendations for improving the quality of the office environment
- demonstrate independent use of office strategies and procedures, and electronic office equipment within office environments
- describe procedures for managing electronic communications
- demonstrate ability to plan and run a business meeting
- demonstrate basic competencies.

COURSE MAM3080: COMMUNICATION STRATEGIES 3

Level: Advanced

Theme: Information Management Systems and Strategies

Prerequisite: None

Description: Students continue to improve basic oral and written communication strategies necessary to efficient and effective management of information. Focus is on technical writing strategies and composing at the computer when preparing formal business reports and proposals.

General Outcomes: *The student will:*

- critique formal technical reports
- prepare a formal technical report that is clear, concise and meets the needs of the report user
- deliver an oral, formal technical report supported by visual aids
- demonstrate basic competencies.

COURSE MAM3090: RECORDS MANAGEMENT 2

Level: Advanced

Theme: Information Management Systems and Strategies

Prerequisite: MAM2080 Records Management 1
INF1050 Database 1 [Information Processing Strand]

Description: Students describe the advantages of an automated records system. Numeric, subject and geographic coding are emphasized.

General Outcomes: *The student will:*

- identify and describe basic electronic records management concepts
- demonstrate ability to plan, create and use two of the following electronic records management systems:
 - numeric
 - subject
 - geographic
- demonstrate basic competencies.

COURSE MAM3100: PROMOTION: BROADCAST ADVERTISING

Level: Advanced

Theme: Marketing Systems and Strategies

Prerequisite: None

Description: Students are introduced to broadcast communication channels, delivery strategies and advertising media that can be used to inform potential customers about products and services available in the marketplace.

General Outcomes: *The student will:*

- investigate and report on basic broadcast media types and concepts
- evaluate advertisements for radio and television mediums
- design and create an effective promotional advertisement for each of the following media:
 - television
 - radio
- demonstrate basic competencies.

COURSE MAM3120: E-COMMERCE 3

Level: Advanced

Theme: Marketing Systems and Strategies

Prerequisite: MAM2110 E-commerce 2

Description: Students will investigate strategies to gather customer information and design e-commerce Web sites that take advantage of technological advances.

General Outcomes: *The student will:*

- research the challenges of obtaining customer information
- research financial considerations when developing and maintaining an e-commerce Web site
- analyze features of effective e-commerce Web sites
- design two or more e-commerce Web sites that obtain customer information
- apply, consistently, appropriate workstation routines
- demonstrate basic competencies.