

COURSE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION D: INTRODUCTORY LEVEL

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

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

General outcomes define the competencies a student must demonstrate to achieve success in a course. Assessment standards define the criteria and conditions to be used for assessing the competencies defined in the general outcomes.

Specific outcomes provide a detailed framework for instruction and help students build the competencies defined in the general outcomes. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

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.

Course MAM1010:	Management & Marketing Basics	D.3
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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.

Parameters: No specialized equipment or facilities.

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"> relate management concepts to: <ul style="list-style-type: none"> 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 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a personal management project consisting of how people use planning, organizing, leading and monitoring skills every day when striving to achieve success in: <ul style="list-style-type: none"> personal and family lives local organizations including schools local businesses. <p><i>Assessment Tool</i> <i>Presentations/Reports: Management and Marketing Projects (MAM1010-1)</i> <i>Standard</i> <i>Rating of 1 in each applicable task</i></p>	20
	<ul style="list-style-type: none"> a marketing project consisting of selecting and/or making a product and/or a service and listing decisions that a manufacturer, wholesaler and/or retailer would make regarding product/service, price, promotion, place, consumer and competition. <p><i>Assessment Tool</i> <i>Presentations/Reports: Management and Marketing Projects (MAM1010-1)</i> <i>Standard</i> <i>Rating of 1 in each applicable task</i></p>	30

COURSE MAM1010: MANAGEMENT & MARKETING BASICS (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe the role of retailing: <ul style="list-style-type: none"> – 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. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a written, oral and/or visual presentation consisting of: <ul style="list-style-type: none"> – role of retailing in the marketplace – evolution of retailing – role of technology in retailing – functions of retailing (buying, selling and merchandising). <p><i>Assessment Tool</i> <i>Presentations/Reports: Management and Marketing Projects (MAM1010–1)</i> <i>Standard</i> <i>Rating of 1 in each applicable task</i></p>	20
	<ul style="list-style-type: none"> • a written, oral and/or visual presentation on merchandising strategies related to product, price, service, place and promotion. <p><i>Assessment Tool</i> <i>Presentations/Reports: Management and Marketing Projects (MAM1010–1)</i> <i>Standard</i> <i>Rating of 1 in each applicable task</i></p>	20
	<ul style="list-style-type: none"> • a personal inventory of self to include: <ul style="list-style-type: none"> – assessment of talents and interests – exploration of management and marketing careers related to talents and interests – identification of career interests. <p><i>Assessment Tool</i> <i>Assessment Task: Career Profiles (MAMCARE)</i> <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

COURSE MAM1010: MANAGEMENT & MARKETING BASICS (continued)

Concept	Specific Outcomes	Notes
<p>Management Systems and Strategies</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • define and describe past and present experiences of management: <ul style="list-style-type: none"> – personal management – management at home – management of the school – management of organizations to which he or she belongs • identify and describe the role of management in an organization: planning, organizing, leading, monitoring, communicating • identify features of different forms of business ownership; e.g., sole proprietor, partnership, corporation, franchise, cooperative, conglomerate, multinational, crown corporation. 	
<p>Marketing Systems and Strategies</p>	<ul style="list-style-type: none"> • describe his or her past or present marketing experiences • identify the importance of marketing to a market economy • analyze the relationship between satisfying consumers and making a profit • identify the components of the “marketing mix” (four Ps and two Cs) • research decisions made in each component of the marketing mix • describe the focus marketing takes for different types of businesses: <ul style="list-style-type: none"> – <i>manufacturers</i> – product and service development – <i>wholesalers</i> – marketing products and services to retailers and other businesses – <i>retailers</i> – marketing to end user (the ultimate consumer) • describe the effect marketing decisions have on society (environmental concerns, cultural issues) • differentiate between marketing and retail merchandising. 	<p>To production? to consumption?</p> <p>Can you have one without the other?</p> <p>Product, price, promotion, place, consumers, competition.</p> <p>Compare these decisions to making a cake; e.g., what happens when one of the ingredients is missing? What happens when you change an ingredient, such as vanilla, to chocolate?</p> <p>For example, reduce, reuse, recycling.</p>

COURSE MAM1010: MANAGEMENT & MARKETING BASICS (continued)

Concept	Specific Outcomes	Notes
<p>The Role of Retailing in Marketing</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • discuss the important role of retailing in Canada • describe the evolution of retailing in Canada • analyze the role of technology in the evolution of retailing including: <ul style="list-style-type: none"> – electronic banking (debit and credit cards) – home shopping – scanners/UPCs (Universal Product Codes) – improved product quality – just-in-time delivery • identify and explain the three major functions of retailers: <ul style="list-style-type: none"> – buying – selling – merchandising. 	<p>Closest link is to the consumer.</p> <p>Historical perspective (e.g., bartering and the marketplace, impact of World War I, railway and automobiles, introduction of the supermarket).</p> <p>Merchandising is having the right goods, in the right quantity, at the right price, at the right time, in the right place and ensuring consumers know about it.</p>
<p>Retail Merchandising Strategies</p>	<ul style="list-style-type: none"> • analyze and show examples of <i>product merchandising strategies</i> used to increase sales including: <ul style="list-style-type: none"> – scrambled merchandising – narrowing the product line – sampling and product demonstrations – shelf positioning (eye-level) – packaging (name, colour, size, pictures) – brand selection and identification • analyze and show examples of <i>pricing merchandising strategies</i> used to increase sales including: <ul style="list-style-type: none"> – multiple pricing – unit pricing on shelves – warehouse pricing – loss leaders 	<p>Scavenger hunt in a variety of retail stores could be used when exploring merchandising strategies.</p> <p>National brands, house brands, no name.</p> <p>Three for \$1.00.</p>

COURSE MAM1010: MANAGEMENT & MARKETING BASICS (continued)

Concept	Specific Outcomes	Notes
<p>Retail Merchandising Strategies (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • analyze and show examples of <i>service merchandising strategies</i> used to increase sales including: <ul style="list-style-type: none"> – hours of operation – franchising—dependable, consistent – loyalty programs; e.g., points for purchases – delivery, gift wrapping, installation or repair – satisfaction guaranteed • analyze and show examples of <i>place merchandising strategies</i> used to increase sales including: <ul style="list-style-type: none"> – size of store – layout of store—commonly purchased items placed around the perimeter of the store – use of direct lighting to enhance products • analyze and show examples of <i>promotional merchandising strategies</i> used to increase sales including: <ul style="list-style-type: none"> – visual merchandising—window displays, point of purchase displays (POP) – posters and advertisements around the store that coordinate with promotional campaigns in the media – shelf cards indicating specials – packaging and labelling. 	<p>Big has lots to offer, small is specialized and knowledgeable.</p> <p>For example, produce in a supermarket.</p> <p>POP displays include end of counter, tumble (bins), multiple pricing, tie-in displays (related items).</p> <p>Pictures and graphics on packaging, brand names.</p>
<p>Careers and Opportunities</p>	<ul style="list-style-type: none"> • analyze a variety of careers available within the field of management and marketing • identify careers of interest within the field of management and marketing. 	<p>Retailing, wholesaling, manufacturing, advertising, etc.</p>

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.

Parameters: School store lab recommended, but not required.

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 describe: <ul style="list-style-type: none"> – how retailers target their markets – a variety of consumer behaviours 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a customer portfolio consisting of: <ul style="list-style-type: none"> – description of target markets including participants, demographics and psychographics for a product, retailer and service business – analyze a minimum of five advertisements from a newspaper and/or magazine and indicate five different buying motives used. – identify three recent purchases and indicate whether each <ul style="list-style-type: none"> • was a want or need • factors that influenced each purchase – description of the AIDA concept and how it is used to influence purchases. <p><i>Assessment Tool</i> <i>Presentation/Reports: Customer Portfolio (MAM1020–1)</i></p> <p><i>Standard</i> <i>Rating of 1 in each applicable task</i></p> 	30
<ul style="list-style-type: none"> demonstrate effective retail sales/service techniques as: <ul style="list-style-type: none"> – a retail sales clerk and/or service provider – cashier 	<ul style="list-style-type: none"> an effective performance in a retail simulation or work situation consisting of both selling and non-selling activities. <p><i>Assessment Tool</i> <i>Assessment Guide: Retail Sales Clerk Techniques (MAM1020–2)</i> <i>Cashier/Terminal Station (MAM1020–3)</i></p> <p><i>Standard</i> <i>Rating of 3 in each applicable task</i></p>	60

COURSE MAM1020: QUALITY CUSTOMER SERVICE (continued)

Concept	Specific Outcomes	Notes
<p>Consumer Behaviours</p> <ul style="list-style-type: none"> • Buying Motives • Influences 	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe basic needs and identify several examples • describe secondary “wants” and identify several examples • differentiate among recent purchases and indicate if they were needs or wants • describe Maslow’s hierarchy of needs and identify purchases made at each level • identify and give examples of: <ul style="list-style-type: none"> – rational buying motives – emotional buying motives • identify your buying motives on recent purchases • explain the influences of income on purchases • describe how advertising influences consumer purchases • describe the AIDA concept (Attention, Interest, Desire, Action) and indicate its relationship to consumer behaviour • identify influences on recent purchases. 	<p>Self-fulfillment, esteem, belonging, safety, physical.</p> <p>Quality, price, convenience. Love, pride, fear.</p> <p>Disposable income, discretionary income. Persuasion, information.</p>
<p>Quality Service</p> <ul style="list-style-type: none"> • Personal Characteristics 	<ul style="list-style-type: none"> • demonstrate high standards of personal health, grooming and cleanliness • demonstrate proper interaction and relationships with: <ul style="list-style-type: none"> – customers – co-workers – supervisors – suppliers 	<p>Dependable, loyal, collaborative, reliable.</p>

COURSE MAM1020: QUALITY CUSTOMER SERVICE (continued)

Concept	Specific Outcomes	Notes
<ul style="list-style-type: none"> • Role of Sales Clerk • Role of a Cashier 	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • differentiate between the role of a sales clerk/service provider and a salesperson • describe or demonstrate how sales clerks obtain product knowledge • demonstrate quality customer service when: <ul style="list-style-type: none"> – preparing sales receipts/bills – dealing with various customer types – handling customer complaints and returns • demonstrate use of proper approach (greeting, service, merchandise) • demonstrate quality customer service skills as a cashier: <ul style="list-style-type: none"> – identify and label various cash register/terminal parts and functions – use float and cash draw organization – operate cash register/terminal or cash box – accept cheques and/or credit cards – make change and count change back to customer – wrap/bag merchandise – take leave of customer – close and cash out a cash register/terminal – accurately complete cash reconciliation – prepare a store deposit. 	<p>Waiting on customers versus presenting to them.</p> <p>On-the-job training, other employees, manuals, sale reps, labels and packaging.</p> <p>Committed, knowledgeable, just-looking, undecided, rushed, disagreeable, know-it-all.</p> <p>Use cash register manuals.</p> <p>Use least amount of coins and bills possible.</p>
<p>Completing Non-selling Activities</p>	<ul style="list-style-type: none"> • demonstrate the ability to follow store policies and procedures • demonstrate upkeep and maintenance of a store • maintain well-stocked shelves • assist in preparing promotional campaigns including visual merchandising. 	<p>For example, security, employee conduct.</p> <p>Interior and exterior displays, floors, counters and shelves.</p> <p>Rotation of stock.</p> <p>Students help construct and maintain preplanned displays or help prepare promotional campaigns as a class project.</p>

COURSE MAM1020: QUALITY CUSTOMER SERVICE (continued)

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

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.**Parameters:** Access to a computer workstation.**Supporting Courses:** INF1010 Computer Operations
INF1030 Word Processing 1**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"> demonstrate use of the writing process when composing correspondence, including: <ul style="list-style-type: none"> – prewriting – writing – revising – proofreading demonstrate appropriate ways to deal with callers: <ul style="list-style-type: none"> – face to face – on the telephone 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a correspondence writing project consisting of planning, composing, revising and proofreading: <ul style="list-style-type: none"> – a memorandum – e-mail messages (send and reply) – a personal business letter regarding a business matter; e.g., letter of complaint from a customer – a business letter regarding a particular business matter. <p><i>Assessment Tool</i> <i>Assessment Guide: Communication Strategies Writing Projects (MAMCOM–2)</i> <i>Standard</i> <i>Rating of 1 in each applicable task</i></p> <ul style="list-style-type: none"> a role-playing situation consisting of a minimum of two business communication scenarios; one for a face-to-face situation, the other for a telephone situation. Show evidence of proper etiquette when making introductions and using the telephone. <p><i>Assessment Tool</i> <i>Assessment Guide: Communication Strategies 1—Role Playing (MAM1030–1)</i> <i>Standard</i> <i>Rating of 1 in each applicable task</i></p>	<p>70</p> <p>20</p>

COURSE MAM1030: COMMUNICATION STRATEGIES 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 applying effective communication strategies in career areas • 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)</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 style="text-align: center;">10</p> <p style="text-align: center;">Integrated throughout</p>

Concept	Specific Outcomes	Notes
<p>Planning to Write Business Documents</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify and describe the different types of business documents <ul style="list-style-type: none"> – memoranda (memos) – electronic messages (e-mails) – personal business letters – business letters – informal business reports – form business reports – proposals and press releases • outline and research the steps in the writing process: prewriting, composing, revising, proofreading • describe strategies to use when planning to write business documents <ul style="list-style-type: none"> – identify the main point – identify the audience – determine the type of document (letter, memo) – plan the message by listing points – arrange points in logical order 	

COURSE MAM1030: COMMUNICATION STRATEGIES 1 (continued)

Concept	Specific Outcomes	Notes
Planning to Write Business Documents (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe basic sentence structure, grammar, spelling and punctuation rules. 	
Writing Effective Memos	<ul style="list-style-type: none"> • identify and use <i>prewriting</i> strategies when preparing e-mail messages and memos: <ul style="list-style-type: none"> – good organization – get to the point quickly – supply accurate information – indicate specific actions • select a format to use before writing a memo or e-mail message • <i>compose</i> the first draft of the memo using a word processing program/template • identify and use <i>revising</i> strategies; e.g., check for brevity, active language and clarity • 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. 	
Writing Effective Business Letters	<ul style="list-style-type: none"> • differentiate between a personal business letter and a business letter • describe the functions of a business letter: <ul style="list-style-type: none"> – sell products or services – request material or information – answer customer inquiries or complaints – increase goodwill – act as a permanent record – written contract 	

COURSE MAM1030: COMMUNICATION STRATEGIES 1 (continued)

Concept	Specific Outcomes	Notes
Writing Effective Business Letters (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify and use <i>prewriting</i> strategies when preparing personal business and business letters: <ul style="list-style-type: none"> – identify the purpose and audience – identify what details need to be included – complete any necessary research – organize the letter using letter formulas – outline the details of the letter in the order they should appear • select a letter format to use before writing • <i>compose</i> the first draft of the letter—including an opening, body and closing—using a word processing program • identify and use <i>revising</i> strategies for a business letter • 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. 	For example, AIDA formula: attention interest, desire, action.
Effective Oral Communications in Business	<ul style="list-style-type: none"> • describe effective oral communication strategies used in business • describe the significance of non-verbal language • practise using proper telephone etiquette when making/answering calls, during the call and following the call • practise making proper business introductions. 	Opening, listening, responding. Body language.
Career Exploration	<ul style="list-style-type: none"> • analyze a variety of career opportunities related to business communications • identify personal interests, talents and experiences as they relate to careers in business communications. 	Define key terms related to career path/ladders, entry-level positions, mid-management, management positions.

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.**Parameters:** Access to a computer workstation, the Internet and word processing and Web site design software. Free or shareware packages that assist in Web site design are available.**Supporting Courses:** INF1030 Word Processing 1, 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 features, benefits and challenges influencing decisions to market online 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a report that describes: <ul style="list-style-type: none"> features specific to an e-commerce Web site benefits of marketing online challenges in establishing and maintaining an e-commerce Web site, including: <ul style="list-style-type: none"> addressing ethical issues and privacy concerns meeting the needs of potential customers. <p><i>Assessment Tool</i> <i>Assessment Guide: E-commerce 1 (MAM1040-1)</i></p> <p><i>Standard</i> <i>Rating of 2 for the applicable task in the Assessment Guide</i></p>	15
<ul style="list-style-type: none"> outline the process of building an e-commerce Web site 	<ul style="list-style-type: none"> a report that outlines the process of researching, planning, developing, testing and publishing of an e-commerce Web site. <p><i>Assessment Tool</i> <i>Assessment Guide: E-commerce 1 (MAM1040-1)</i></p> <p><i>Standard</i> <i>Rating of 2 for the applicable task in the Assessment Guide</i></p>	15

COURSE MAM1040: E-COMMERCE 1 (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • 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"> • an analysis of the content and design/technical features observed in at least two e-commerce Web sites. <p><i>Assessment Tool</i> <i>Research Process: Features of Effective E-commerce Web Sites (MAM1040-2)</i></p> <p><i>Standard</i> <i>All applicable sections have been completed</i></p>	<p>10</p>
<ul style="list-style-type: none"> • design an e-commerce Web site to market products or services online 	<ul style="list-style-type: none"> • a description of the proposed e-commerce Web site • a storyboard that outlines the page layout, including text, a navigational map, and: <ul style="list-style-type: none"> – special effects, such as pictures, photographs, graphics, sound, navigation menus, bars, text links – additional content, such as e-mail contact, company contacts and privacy policy • the development of the Web site using available software (optional) • a presentation of the e-commerce Web site that incorporates all required features and demonstrates effective principles of Web site design • a summary of feedback from reviewers/clients and an outline of proposed changes to the Web site. <p><i>Assessment Tool</i> <i>Assessment Task: E-commerce Web Site Evaluation (MAM1040-3)</i></p> <p><i>Standard</i> <i>All applicable sections have been completed</i></p>	<p>50</p>

COURSE MAM1040: E-COMMERCE 1 (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> 2 – Workstation Routines 3 – File Management 2 – Time Management/Organization 3 – Professionalism</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 MAM1040: E-COMMERCE 1 (continued)

Concept	Specific Outcomes	Notes
Features	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • list features that are typical of e-commerce Web sites, including: <ul style="list-style-type: none"> – a catalogue display that lists products and/or services for sale – systems to handle orders, payments, shipping and inventory – marketing and advertising initiatives to attract and retain customers. 	<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.
Benefits	<ul style="list-style-type: none"> • describe the potential benefits of marketing online (e-commerce), including: <ul style="list-style-type: none"> – higher revenue/income potential <ul style="list-style-type: none"> • exposing business to wider audiences—local, national and global • expanded business networks/affiliations • reduced overall labour, communication and inventory costs – enhanced customer service—24/7 access – faster information dissemination to customers – faster information dissemination on products and marketing efforts within the company – increased good will and shareholder value. 	
<p>Challenges</p> <ul style="list-style-type: none"> • Address Ethical Issues and Privacy Concerns • Meeting Needs of Potential Customers 	<ul style="list-style-type: none"> • assess challenges to marketing online, including: <ul style="list-style-type: none"> – ethical issues (e.g., selling illegal items; using untrue, incomplete statements in advertising; accepting money for recommendations) – privacy concerns; e.g., managing the nature and degree of information collected on customers, selling or renting customer information to a third party without permission • profile potential customers: <ul style="list-style-type: none"> – age, gender, interests, occupations, income – reading, writing and hearing abilities – computer hardware/software expertise – status of computer equipment; e.g., processing speed, screen size, wireless mobile devices – connection speed to the Internet. 	<p>Wireless mobile devices:</p> <ul style="list-style-type: none"> • cell phones • personal digital assistants (PDAs) • notebooks. <p>Text only version for visually impaired and those with slow computers.</p> <p>Smaller version of images—loads faster on low-bandwidth connection.</p> <p>Text visibility should be tested on smaller monitors.</p>

COURSE MAM1040: E-COMMERCE 1 (continued)

Concept	Specific Outcomes	Notes
<p>Building an E-commerce Web Site (continued)</p> <ul style="list-style-type: none"> • Testing the Web Site (Optional) • Presenting the Web Site • Modify, Publish, Market and Document the Web Site (Optional) 	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • review the impact of the layout, text and special effects • test hyperlinks and navigation paths • gather opinions and feedback on impact and effectiveness • make necessary adjustments • register a domain name (URL) that: <ul style="list-style-type: none"> – is easy to find and remember – is reflective of the Web site’s content – has a logical connection to the Web site’s sponsor • publish pages to the Web site • market the Web site <ul style="list-style-type: none"> – online (search engines/directories and partnerships) – offline (news releases, stationery, advertisements) • document the Web site, by: <ul style="list-style-type: none"> – listing items that need updating on a regular basis or that are to be changed seasonally – creating a proposed schedule for software/hardware review. 	<p>Check availability of URLs at www.networksolutions.com, or use search engines.</p> <p>Register a domain name at www.internic.net.</p>

COURSE MAM1040: E-COMMERCE 1 (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 MAM1040: E-COMMERCE 1 (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>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 MAM1040: E-COMMERCE 1 (continued)

Concept	Specific Outcomes	Notes
Workstation Management	<p><i>The student should:</i></p> <ul style="list-style-type: none">• demonstrate appropriate workstation routines:<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.	

